

**LEADERSHIP PRACTICES THAT PROMOTE EFFECTIVE TEACHING AND LEARNING IN THE
KING CETHSWAYO DISTRICT**

BY

ZANELE CAROL MPUNGOSE

**SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL FULFILMENTS OF THE
REQUIREMENTS**

**FOR THE DECREE OF MASTERS OF EDUCATION IN THE DEPARTMENT OF CURRICULUM AND
INSTRUCTIONAL STUDIES AT THE
UNIVERSITY OF ZULULAND**

Supervisor: Prof Maria Sewela Mabusela

Co-supervisor: Dr Ingrid Sibongile Kapueja

DECLARATION

I, Zanele.Carul. Mpungose, declare that **Leadership practices that promote effective teaching and learning in primary schools in the King Cetshwayo District** is my own work; and that all the sources I used have been indicated and acknowledged by means of the complete reference.

Z. C. Mpungose

Date

ABSTRACT

The purpose of this study was to investigate the leadership practices that promote effective teaching and learning in primary schools in the King Cetshwayo District. The King Cetshwayo District was chosen, because it has both rural and urban schools, though rural schools are dominant. Both rural and urban schools in this district face the same disadvantages. This study was qualitative in nature and adopted structured interviews to investigate leadership practices that promote effective teaching and learning in the targeted area. The findings revealed that the principals as school leaders perceived leadership practices differently; this leads to huge differences in their leadership. The findings also confirmed that the school principals shared the same activities and practise differently, but for the same purpose of promoting effective teaching and learning in schools they lead. This study further revealed that school leaders need to work together and discuss the ways to overcome the challenges they face, in order to progress and prosper in their leadership practices.

The following recommendations were made based on the findings from the interviews. The idea was to determine which leadership practices promote effective teaching and learning in the King Cetshwayo District. It is recommended that the school leaders should plan the workshops where they will gain knowledge regarding the effective practising of their roles effectively to promote teaching and learning in the schools they lead, the school leaders should attend academic meetings set to help them and understand curriculum matters.

KEYWORDS: Leadership practices, principals, effective teaching and learning, school governance, curriculum.

ACKNOWLEDGEMENTS

I feel honoured and grateful to God Almighty for guiding me and providing me with wisdom to complete this work. My sincerest gratitude is also extended to the following individuals for their support, contributions, assistance and understanding:

- My supervisor, Prof M.S. Mabusela for always being there for me guiding me tirelessly; and my co-supervisor Dr I.S. Kapueja.
- The selected schools' principals who spared me their time to conduct my study (interviews);
- My only son Siqiniseko for understanding my absence; and
- My only brother (Msizi), my sisters (Gugu and Khosi) and their children Senamile, Ntuthuko, Sthandazile and Ziyanda for their support and prayers.

DEDICATION

I dedicate this work to my and only son Siqiniseko; for his precious time, I stole to conduct this study. I also dedicate this work to my late, dearest and beloved mother (Maria) who was always praying and wishing the best for me and my siblings and all our children. This work is also dedicated to my siblings and their children, who were always encouraging and who assisted me to complete this work. Lastly, I dedicate this work to my supervisor, Prof M.S. Mabusela for her tireless efforts, pushing me to make this work a reality; and my co-supervisor, Dr I.S. Kapueja for believing in me.

TABLE OF CONTENTS

INDEX

DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v

CHAPTER 1: INTRODUCTION AND OVERVIEW OF THE STUDY

1.1. INTRODUCTION	1
1.2. OVERVIEW OF LITERATURE	4
1.3. THEORETICAL FRAMEWORK	9
1.4. STATEMENT OF THE PROBLEM	10
1.5. THE AIM AND OBJECTIVES OF THE STUDY	11
1.6. INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE	12
1.7. DEFINITION OF OPERATIONAL TERMS	12
1.8. RESEARCH METHODOLOGY	12
1.8.1 Research paradigm	12
1.8.2 Research design	13
1.8.3 Sampling procedures	13
1.8.4 Data collection and research instrument	14
1.8.5 Data analysis and presentation	14
1.9. ETHICAL CONSIDERATIONS	15
1.10. RESOURCES	16
1.11. FEASIBILITY OF THE STUDY	16
1.16. PRELIMINARY CHAPTER DIVISION	17

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION	18
2.2. LEADERSHIP PRACTICES	19
2.2.1. Setting directions	21
2.2.2. Planning	24
2.2.3. Developing people	25
2.2.4. Redesigning the organisation	28
2.2.5. Managing the instruction	31
2.2.6. Ensuring supportive environment	33
2.3. THE DUTIES OF THE PRINCIPALS IN PROMOTING EFFECTIVE TEACHING AND LEARNING	36
2.4. HOW POOR PRACTICE AFFECTS THE EFFECTIVE TEACHING AND	37
2.5. CHALLENGES THAT CAN AFFECT PRINCIPAL LEADERSHIP	39
2.6. THEORETICAL FRAMEWORK	44
2.7. THE TRAIT THEORY	45
2.8. CONCLUSION	47

CHAPTER 3: RESEARCH METHODOLOGY

3.1. INTRODUCTION	49
3.2. RESEARCH PARADIGM	49
3.3. RESEARCH DESIGN	52
3.4. SAMPLING PROCEDURES	55
3.5. DATA COLLECTUAL AND RESEARCH INSTRUMENT	59
3.6. DATA ANALYSIS AND PRESENTATION	61
3.7. ETHICAL CONSIDERATIONS	62
3.8. DATA TRUSTWORTHINESS	64
3.9. CONCLUSION	65

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1. INTRODUCTION	66
4.2. DATA ANALYSIS	67
4.3. THEMES FROM THE INTERVIEWS	67
4.4. THEMES AND SUB-THEMES	68
4.4.1. Attending workshops	68
4.4.1.1 Academic workshops	69
4.4.1.2 Personal development workshops	70
4.4.1.3 Academic meetings	72
4.4.1.4 Awarding of hard workers ceremonies	73
4.4.2. Being knowledgeable	74
4.4.2.1 Furthering studies	76
4.4.2.2 Curriculum understanding	77
4.4.2.3 Curriculum implementation	80
4.4.2.4 Being resourceful	82
4.4.3 Class visits	84
4.4.3.1 Classroom appearance	85
4.4.3.2 Furniture	86
4.4.3.3 Teaching media	88
4.4.3.4 Lack of resources	89
4.4.4 Communication	90
4.4.4.1 Community involvement	91
4.4.4.2 External factors	92
4.4.5 Delegation	93
4.4.5.1 Knowledge sharing	95
4.4.6 Openness	96
4.4.6.1 Decision-making	97
4.4.6.2 Common challenges	98
4.5 CONCLUSION	8 100

CHAPTER 5: SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION	102
5.2 RESEARCH QUESTIONS ANSWERED	102
5.3 SUMMARY OF CHAPTERS	104
5.4 FINDINGS AND OBJECTIVES	106
5.4.1 Determining which leadership practices promote effective teaching and learning in King Cetshwayo District	106
5.4.2 Determining how leadership practices affect teaching and learning in primary schools in King Cetshwayo District	107
5.4.3 Establishing the challenges experienced when trying to ascertain good leadership in the King Cetshwayo District	107
5.4 CONCLUSION	108
5.5 RECOMMENDATIONS	109

6. REFERENCES

Appendix A: Interview schedule

Appendix B: Informed consent

Appendix C: Letter for access

Appendix D: Letter for permission

Appendix E: Ethical Clearance Certificate

GLOSSARY OF ACRONYMS

ANA	Annual National Assessments
ANC	African National Congress
DoE	Department of Education
HoD	Head of Departments
NCLB	No Child Left Behind
NTA	National Teachers' Awards
OECD	Organization for Economic and Co-operation
RBM	Richards Bay Minerals
SGB	School Governing Bodies
SLT	School Leadership Team
SMS	Short Messages Services
SMT	School Management Team
UNIZULU	University of Zululand

CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

This research study was aimed at investigating the leadership practices that promote effective teaching and learning in the primary schools in the King Cetshwayo District, o the Kwa-Zulu Natal. The researcher observed that there was a need to identify key leadership practices that promote effective teaching and learning. As a result, the research study in this context focused on the school as an organization which requires effective leadership. A school, as an organisation, requires leaders that are focused and efficient to improve the quality of teaching and learning. The implementation of the four functions of management namely: planning, organising, leading and controlling should form the pivotal point of the successful leader or manager's leadership (Meier & Marais, 2008). Collaborative leaders who are engaging staff members are more productive managers. Principals should focus on a few crucial steps to optimise their leadership. They embrace: acting in a positive manner, keeping the end goal in mind and prioritising by attending to most important things. Leaders should know when to grant or deny permission if needed, develop a win-win agreement, seek information in order to understand issues and then respond to problems in order to arrive at the best decision. The idea is that leaders should bear in mind the appropriate manner to respond to colleagues and show sincere consideration for their requests and problems. It is incremental to good managerial communication to show openness and humility, weighing the suggestions made by others in order to accommodate diverse alternatives and agree to new commitments (Meier & Marais, 2008). On the other hand, Sanzo, Sherman and Clayton (2010) as well as Fitriati, Romdadana and Rosyidi (2015) identify common core practices that form an integral part of successful school leadership. They are:

- Setting directions;
- Planning;
- Developing people;
- Redesigning the organisation;
- Managing the instruction; and

- Ensuring supportive environment.

These practices are perceived to influence the organisational goals. Diamond (2008) argues that leaders are learners as they learn from other people and interact with the environment they operate in. They also find out what they need to know in order to pursue their goals. The leaders dedicate themselves to the task at hand when it is necessary. Furthermore, Diamond (2008) also states that this may be the one attribute that is most difficult to cultivate. It conveys maturity, respect for your followers, compassion, a fine sense of humour and a love of humanity. The result is that leaders have the capability to motivate people to excel.

There has been a quantum leap on how public education views principals in this changing era. The shift brings with it dramatic changes regarding what public education needs from principals. Their tasks and roles have changed from adhering to district rules and carrying out regulations, but they have to be leaders of learning who can develop a team delivering effective instruction. Harvey (2013) suggests five key responsibilities. They are:

- Shaping a vision of academic performance based on high standards for all learners;
- Creating a climate conducive to a cooperative spirit and other fruitful interaction prevail;
- Cultivating leadership in others so that teachers and other stakeholders assume their parts in realising the vision of the school;
- Improving instruction to enable teachers to teach at their best and learners to perform the best of their ability; and
- Managing people, information and processes to foster school improvement.

The author advises that each of the five tasks mentioned above cannot be done in isolation, but needs to be done by interacting with the colleagues to see their success, e.g. if the school climate is characterised by teachers who do not know teaching methods that work best for their learners, it would be hard to carry the vision of learners' success.

Calitz, Fuglestad and Lillejord (2002) argue that quality leadership contributes in enhancing people to support the leader for the betterment of the organisation.

Furthermore, they also state that it is the role of the educational leader to facilitate the re-culturing as well as the re-structuring needed to establish in an inclusive educational setting at the instructional level. Therefore, educational leaders are expected to act as agents of change.

Sanzo, Sherman and Clayton (2010) argue that the demands placed upon school leaders in the current age of accountability have universally and fundamentally changed the face of modern school leadership. Demands for accountability in the public school system have increased drastically especially on school academic performance. Above all, a good leader or manager must act whenever there is a problem or no good actions on the method in use. Class educators as leaders and managers of the class also act as agents of change to re-culture and re-structure the experiences of their learners towards establishing an effective learning micro environment. Leadership practices are used by leaders in shaping their decisions, operations and effectiveness of the learning environment (Wolinski, 2010). An educational leadership knows and understands that they are supposed to create an effective learning environment for all learners.

Leadership and management practices need to be given equal prominence if schools need to operate effectively and achieve their objectives (Bush & Middlewood, 2013). The South African Schools Act, no 84 Of 1996 encourages educational institutions to be self-managed (DoBE, 1996). The possibility of schools being able to make the necessary changes, in order to manage themselves, will depend largely on the initiative and quality of their internal management (Meier & Marais, 2008).

The report of the Annual National Assessments (ANA) paints a bleak picture of the quality of learner attainment in South African primary schools where basic skills in communication, problem-solving and analytical thinking should take root (National College, 2011). Fortunately, however, sporadic pockets of successful schools do exist. There appears to be an inextricable link between leadership and learner outputs, and learner attainment seems to fall squarely on the school principal.

There is no single all-embracing practice of education management that is effective as an integrated approach to leadership which is valuable when engaging in leadership practice (Wolinski, 2010). Furthermore, these practices are meant to help

the leaders and managers to act accordingly and reflect on the astonishing diversity of their different educational institutions. The leadership practice also relates to the varied nature of problems encountered in schools, which require different approaches and solutions. This study was aimed at investigating the leadership practices that promote effective teaching and learning in primary schools in the King Cetshwayo District, of the KwaZulu-Natal. The researcher observed that there was a need to identify key leadership practices that promote and enhance effective teaching and learning. The main problem in this study is the results obtained in primary schools; the results are totally different from school to school but the leadership practices are the same. It is important for the researcher to investigate the behaviours of the school leaders of primary schools in King Cetshwayo District.

1.2 OVERVIEW OF LITERATURE REVIEW

There is now a global industry devoted to research about leadership practices focusing on the provision of consultancy, training and mentoring of the leaders and leadership teams of organisations and corporations (Clarke, 2012), but there is a gap; which is the imbalances in primary schools in research studies and literature available on leadership practice which promotes quality school teaching and learning globally. Education authorities need to do a follow-up on how school use the prescribed leadership practices to promote effective teaching and learning as to fill the gap and improve the quality of teaching and learning in primary schools. School leaders have been noticed as absent from the majority of schools reforms for the past ten years (Harvey, 2013). This has been traced as the root cause of poor performance of most schools. Today, improving school leadership is regarded as one of the highest priorities to achieve school reform. Conducting a study on leadership practices will cast light on improving the quality of teaching and learning in primary schools in the King Cetshwayo District.

Challenges of leadership expertise are not only a problem in South Africa. In the United State the No Child Left Behind (NCLB) legislation was ushered in a period where a focus on accountability and high standards have become a dire need (Sanzo et al. 2010). O'Sullivan and West-Burnham (2011) state that education systems around the world have recently been scrutinised like never before. There is a clear need for active leadership at all levels in the education system. Ireland

emerged from current difficulties, both economic and societal, with renewed values, renewed trust paying specific attention to the young population. Education leads the scrutiny of teaching and learning from within giving voice to determination to bring about the changes that are needed. The difficulties in Ireland resulted from the poor leadership practices (O'Sullivan & West-Burnham, 2011).

In the current Irish context, one suspects that Irish school leaders would acknowledge the public appetite for accountability and transparency while seeking to be more creative and more persistent in addressing the learning and teaching challenges that face schools (O'Sullivan & West-Burnham, 2011). Day, Sammons, Leithwood, Hopkins, Gu, Brown and Antaridou (2011) argue that effective leadership relies upon an increasingly close relationship between teachers and senior leadership tasks, accomplished in collaboration with their School Leadership Team (SLT), however, it is not spontaneously achieved, but strategically planned. In fact, the team work is always encouraged simply because it makes a goal to be achieved easily.

Sharma and Kirkman (2015) state that reliable leadership practices should be firmly grounded in leadership theories. Leadership practice should be enriched by accommodating theories so that theoretical insights can lead to improvements in practice. Aspects suggested by students who were discussing the relationship between theory and leadership practice in a study done by Botha (2013) are shared next:

- The achievement of educational theory will be exhibited through improvements in the practices of educational institutions;
- Theory can be directly related to practice, because it provides a frame of reference for the practitioner;
- Today's principal must be someone who can manage money, understand the law, deal effectively with the media, relate to the various social agencies, know how to interact with schools, and cooperate with a parent body no longer content to "pay up and shut up";
- It is quite clear that leadership practices are simply not used very much in the realm of practice;

- The practice of management is largely an art and reflects the personal style of an administrator and the environment in which he or she functions;
- The management recipes in the literature usually apply to selected aspects of specific situations, whereas the problems faced daily by practitioners always appear far more complex; and
- Specialised management knowledge and techniques are usually inadequate.

These leadership theories are formulated to guide the school management for ensuring an orderly and supportive environment and promoting the well-being of learners (Education Review Office, 2017). Bush (1989) posits that theory and practice are uneasy and uncomfortable bed-fellows, particularly when one is attempting to understand the complexities of human behaviour in organisation settings, and still more so if the purpose in seeking to achieve such insight is to influence and improve the practice. It is indeed, the purpose of the formulation of leadership theories to improve the manner in which some tasks are to be performed in order to achieve a particular planned goal or goals. Furthermore, Bush (1989) still argues that some practitioners are dismissive of theories and concepts, because they are thought to be remote from the realities of schools and classrooms.

If teachers, schools and leaders shun theory then they must rely on their experience as guide to action. Relying on experience is not good for leading schools, because some leaders end up leading schools like they lead their homes or create factions. Bush (1989) posits that theory provides a rationale for decision-making. It helps managers by giving them a basis for action. They know what to do and when to do what they are supposed to do. An appreciation of theory may also reduce the time required to achieve managerial effectiveness by averting the need for certain levels of experience.

Transformational Theory states that leadership is the process by which a person engages with others and is able to create a connection that results in increased motivation and morality in both followers and leaders (Chary, 2012). Globally, the potential of school leadership to transform and improve schools became recognised, and national governments acknowledged the evidence that school leaders have a pivotal role in leading schools through less certain, faster changing times (O'Sullivan & West-Burnham, 2011). Furthermore, this theory focuses on the connections

formed between leaders and followers. In these theories, leadership is the process by which a person engages with others and is able to “create a connection” that result in increased motivation and morality in both followers and leaders. It is sometimes compared to charismatic leadership practices in which leaders with certain qualities, such as a confidence, extroversion, and clearly stated values, are seen as the best strategy to motivate followers (Lamb, 2013).

There is also a participative theory which states that participative leadership practice suggests that the ideal leadership style is one that takes the input of others into account. Participative leaders encourage participation and contribution from group members and help group members to feel relevant and committed to the decision-making process. A manager who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing collaboration, which leads to better quality decisions and a more successful business (Lamb, 2013). Everybody in the school is given opportunity for collegiality and contributes to the decision-making process of the organisation.

Lemmer and van Wyk (2010) emphasises that the Behaviourists’ theory is the most popular and influential theory of this century. It is no exaggeration to state that all other leadership practices constitute a combined force which opposes unacceptable behaviour. According to the leadership practices each lesson in the curriculum should result in a desirable change in the behaviour of the student. Amanchukwu, Stanley and Ololube (2015) emphasises that behavioural theories of leadership practices are based on the belief that great leaders are made, not born. Furthermore, he states that this leadership theory does not only focus on the actions of leaders, but also on intellectual qualities or internal states. In his theory people can learn to become leaders through training and observation. The chief initiator of this theory is Ralph Tyler (1949). This theory suggests that leadership requires a strong personality with a well-developed positive ego; self-confidence is essential.

There is also a situational theory which suggests that different situations require different styles of leadership (Wolinski, 2010). This can effectively be applied in leadership when the learners adapt or adjust their style to be in agreement with the required circumstances of the situation. The primary factors that determine how to adapt an assessment of these factors determine if leaders should use a more

directive style (Amanchukwu, Stanley & Ololube, 2015). In other instances where group members are skilled experts who wish to be treated as informed members, a democratic style may be more effective (Stanley, 2013).

The skills theory states that learned knowledge and acquired skills or abilities are significant factors in the practice of effective leadership (Wolinski, 2010). Skills theory by no means disavows the connection between inherited traits and the capacity to be an effective leader. It simply argues that learned skills, a developed style, and acquired knowledge are keys to leadership performance. It is of course the belief that skills theory is true and warrants all the effort and resources devoted to leadership training and development (Zaccaro, 2007; Lamb, 2013; Amanchukwu et al., 2015).

The diversity of educational theories also includes Transactional theory (Wolinski, 2010) which focuses on exchange that takes place between leaders and followers. It is based on the notion that it is a leader's job to create structures which make abundantly clear what is expected of the followers, and which communicate the consequences (embracing rewards and punishments) for meeting or not meeting those expectations. This theory is often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organisational structures. Transactional theories are also known as management leadership practices which focus on the role of supervision, organisation and group performance and exchanges that take place between the leaders and followers (Chary, 2012; Lamb, 2013). In other words, leader's jobs are to create structures that clearly communicate what is expected of followers and which share the consequences (rewards and punishments) associated with meeting or not meeting expectations (Zaccaro, 2007; Lamb 2013; Amanchukwu et al., 2015).

The theories mentioned above shape the qualities of good leadership in schools. The inclusion of theories guide school management in utilising leadership practices that enable the school to move beyond a "cause-and-effect" approach to effective school leadership and to explore the multifaceted nature of the leadership position (Sanzo et al., 2010).

Leadership practice contributes to what makes people want to work (motivation) (Calitz et al., 2002). The practices are there to push people and or leaders to work

accordingly in order to meet other schools' work and achievements. Educational leaders know that they cannot create an effective learning environment for all learners by a few, superficial changes in the centre of the teaching and learning (Calitz et al.,2002). In the same vein, leadership practices are formulated to help leaders and managers to implement changes that are expected in all schools; so their superficial changes do not hold water.

1.3 THEORETICAL FRAMEWORK

This study is based on the Gordon Allport' traits theory of leadership practice. Traits theory of leadership is one of the first academic theories of leadership and attempts to answer the question on why some people are good leaders and others not. This Traits Theory believes that people are either born or made with certain qualities that will make them to excel and be efficient and effective in their leadership roles (Mathews, Deary & Whireman, 2013). Leadership is a process where an individual is able to influence a group of individuals to achieve a common goal; this ability to act as a leader assists leaders to focus on their duties by applying their leadership knowledge and skills. However, it is generally accepted that the leaders' traits can influence their actions.

The reason the researcher aligns this study with the traits theory of leadership rather than other theories like behavioural transformational situational and skills theories is because traits theory attempts to assist in understanding the complexity of human behaviour in an organisational setting with the purpose of seeking to achieve insight to influence and improve the practice. Kanodia and Sacher (2016) posit that traits are patterns of thoughts, feelings, behaviours emotions and action that distinguish one individual from another which are considered to be a relatively consistent and distinctive way across situation and over time. In reality the most common way to describe leaders or people is to list their qualities possessed by them. For example: friendliness, social, honesty, perseverance, submissiveness, dominance are crucial characteristics. Traits theory of leadership is an attempt to answer why some people are good leaders and others not.

Gatewood and Field (1998) emphasise that traits theory of leadership is based on the characteristics of many leaders both who are successful and unsuccessful and it can at times be used to predict learner effectiveness. This theory believes that

people who possess desired qualities and traits are better suited to leadership responsibilities and accountabilities. While leadership is learned, skills and knowledge possessed by the leaders can be influenced by their attributes such as beliefs, values, ethics, intelligence, sense of responsibility, creativity, initiative change, innovation, inspiration, passion and character.

Sharma and Jain (2013) emphasise that there are also other attributes that give leaders certain characteristics that can make them unique leaders, and the same may apply to school principals or Heads of Department (HODs). A person in a leadership position must have a strong character and selfless devotion to an organisation (Jenkins, 2013). This is the reason why the researcher prefers to apply this theory to examine the wider context in which school leadership features as an influential factor in achieving improved, quality teaching and learning.

1.4 STATEMENT OF THE PROBLEM

The adoption of the viable leadership practice is made more complex by a range of approaches proposed by the many competing perspectives on education (Bush, 1989). It really cannot be the one leadership practice that can overcome all the problems leaders and managers experience. King Cetshwayo District has been one of the two districts (with Pine Town) in KwaZulu Natal to have been implanting curriculum intervention called Jika iMfundo, which is a sound, valid, and operational system of curriculum management. The objective of Jika iMfundo is to improve district and school capacity to deliver the curriculum and subsequently bring about gains in learner outcomes (KwaZulu Natal Department of Education, 2012). Principals in the schools especially King Cetshwayo District where most of the primary schools are in the poverty stricken rural area are expected to be setting and maintaining specific direction or their schools by engaging in leadership practices that demonstrate a persistent and positive outlook that would assist them to promote effective teaching and learning.

Instructional leaders and curriculum implementers lack leadership practices which can be: setting goals and targets for success, priorities resources, ensuring supportive environment, leading teaching and learning that impact on the learners' outcomes or engaging parents and wider community support towards success of learners. Some leaders and managers of schools do not take leadership practices

seriously into consideration. This is the main reason why there are quite a number of problems in instructional leadership on teaching and learning matters in most of the primary schools.

Leithwood, Day, Sammons, Hopkins and Harris (2006) argue that primary schooling sets the foundation for later and further learning and if principals are unable to apt their practice, accountability, their leadership abilities would be regarded as negatively impacting on effective teaching and learning. It is clear that leadership practices are simply not used very much in the realm of instructional leadership. The practice of management is largely an art and reflects the personal style of administrators and the environment in which they function. Leadership practices are supposed to be governing the schools to run smoothly. Principals as leaders and managers are supposed to adjust their practices which are informed by leadership practices. This study seeks to answer the following questions:

- Which leadership practices promote effective teaching and learning in primary schools in King Cetshwayo District?
- How do leadership practices affect primary schools in the King Cetshwayo District?
- What are the challenges experienced in primary school in the King Cetshwayo District with regard to leadership practices?
- How can school leaders implement effective leadership practices in order to enhance effective teaching and learning in rural areas?

1.5 THE AIM AND OBJECTIVES OF THE STUDY

The aim of the research study was to investigate the leadership theories that promote effective teaching and learning in primary schools in King Cetshwayo District. This study was aimed to achieve the following objectives. The objectives were to:

- explore which leadership practices promote effective teaching and learning in primary schools in King Cetshwayo District;
- determine how leadership practices affect teaching and learning in primary schools in King Cetshwayo District are used,

- establish the challenges experienced when trying to ascertain good leadership in the King Cetshwayo District,
- recommend which best leadership practices could be used by school leaders.

1.6 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

This study will give rise to new knowledge generated to share with educational authorities, by researching the leadership practices at primary schools. It will raise an awareness of the need for reviewing practices being used as academic failure in all or some schools, academically or for the learners and some curriculum implementers. It will further inform the initiatives to support principals' professional development. It will also provide insight into the practice of leaders of successful schools and how they model their own practice.

1.7 DEFINITION OF OPERATIONAL TERMS

Leadership practices provide a rationale for decision- making. They help by giving them a basis for action, in planning school activities and may also reduce the time required to achieve managerial effectiveness by obviating the need or certain levels of experience. They may also involve theories which may be regarded as a distillation of the experience (Bush, 1989).

Leadership is defined in terms of character, interaction and relation and are connected to certain and administrative positions (Fitriat et al. 2015). It is an unpredictable and perpetually changing process (Calitz et al. 2002). Leadership is about getting things to change and about direction and purpose (Clarke, 2012).

1.8 RESEARCH METHODOLOGY

1.8.1 Research paradigm

The research study is a qualitative research approach. An interpretivist paradigm foregrounded this study which generated some questions and thoughts involving all affected authorities due to leadership practices used at schools to improve teaching and learning in primary schools in the King Cetshwayo District. The researcher was interested to extract participants' opinions and views. Qualitative research methods are deemed appropriate for achieving the aim of this study. The interpretivist seeks

to extend human understanding of the environment so that individuals can exist within it (McKenna, 2002).

1.8.2 Research design

The research design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. It further indicates the general plan: how the research is set up, what happens to the subject, and what methods of data collection are used (McMillan & Schumacher, 2010). Punch (2009) agrees that this refers to the way a researcher guards against, and tries to rule out, alternative interpretations of results. Conrad and Serlin (2011) also agree that the research design reflects the entire research process, from conceptualizing a problem to the literature review, research questions, methods and conclusions. It also refers to the methodology of a study.

The participants consisted of eight principals in primary schools in King Cetshwayo District. In-depth interviews were used on one-on-one to provide participants with a relaxed environment while data were generated. The focus was to understand the leadership practice of principals to promote effective learning. A case study was used in this study and a qualitative approach will be used to collect data. In a case study a comprehensive investigation, the kind of data that a researcher could collect is vast, ranging from precise counts of inventory to open-ended interviews. There was an on-going analysis of data collected to identify meaning. Typically, the evaluation involved obtaining the perspective of different participants in the case (Slavin, 2007). In qualitative research, identification of participants and sites were done by using a purposive sampling, based on people that were best helped to understand the central phenomenon (Cresswell, 2012).

1.8.3 SAMPLING PROCEDURES

The target participants of the study were the principals of primary schools in the King Cetshwayo District. Principals are regarded as the leaders and managers of the schools. Purposive sampling was used in this study when selecting participants that would participate in this study. In accordance with purposive sampling the researcher selects the sample on judgment, and must be confident that the chosen sample is truly representative of the entire population; informants are regarded as a rich source

of data (Creswell, 2013). Typically, the evaluation involves obtaining the perspectives of different participants in the case (Slavin, 2007). This study was conducted in primary schools under uMhlathuze Circuit Management in the King Cetshwayo District.

The participants were eight (8) primary schools' principals. A purposive sampling is a non-random sampling technique, in which the researcher solicits persons with specific characteristics to participate in a research study (Johnson & Christensen, 2012.p. 231). UMhlathuze Circuit Management has 79 primary schools. The researcher only used 10% of the schools, which is eight schools; as it is deemed as representative enough because Patton (1990) specifies that there is no specific rule when determining an appropriate sample size in qualitative research, as sample size may be determined by the time allotted, resources available, and the objectives of the study and the subject of investigation. The eight (8) school principals from eight different primary schools in uMhlathuze Circuit Management participated.

1.8.4 DATA COLLECTION AND RESEARCH INSTRUMENT

This study incorporated interviews with eight (8) principals of selected primary schools in the above-mentioned areas. The unstructured interviews were used to determine leadership practices that promote effective teaching and learning in primary schools in the King Cetshwayo District. Data was collected, coded and thematically arranged to facilitate the discussion on the information extracted. The idea was to elucidate the problem identified and to generate in-depth knowledge on the topic of discussion.

1.8.5 DATA ANALYSIS AND PRESENTATION

Data analysis and presentation were done as soon as all the interviews were conducted. The data collected data were analysed by identifying categories and themes. Researchers obtain information through direct exchange with individuals or a group that is known or expected to possess the knowledge they seek (De Vos, Strydom, Fouce & Delport, 2011). In qualitative research, there are five major methods for collecting data: interviews, questionnaires, document review and audio-visual material (McMillan & Schumacher, 2010). To analyse the collected data, the researcher compared the responses common categories. Furthermore, McMillan and Schumacher (2010) state that a good approach is to first determine which of the five

major qualitative traditions would be used. When this decision is combined with the research questions, the researcher would know which methods of data collection were most appropriate (McMillan & Schumacher, 2010).

1.9 ETHICAL CONSIDERATIONS

Provisional ethical clearance was obtained from the relevant UNIZULU Research Committees. The researcher planned and conducted the research in a manner consistent with the law, following international and nationally acceptable standards governing research with human participants. The researcher avoided plagiarism and acknowledged and credited the contribution the authors have performed. Documents and equipment (recorder) will be kept in a secured locked place to deal with future inquiries. Names of individuals will not be revealed; instead participants were assigned pseudonyms given to ensure anonymity. An informed letter of consent was signed by all participants. The researcher abided by the general principles set out in the university's policies, heeding the obligations which the policies impose, to mitigate any ethical and other risks that might occur. The requirements of respecting the dignity as well as anonymity and confidentiality of the participants were taken cognisance of. I also endeavoured to reference my work accurately according to my chosen referencing guide.

Duignan (2009) emphasises that educational leaders must incorporate ethical analysis as part of their thinking and reasoning, because ethics are the core of a given human enterprise. Ethics addresses issues through a disciplined way of thinking and it helps answer the questions of "why" in relation to complex and contested human dilemmas. The challenge in ethical analysis is that it involves values, choices, dilemmas, and grey areas pertaining to character. Ethical decision-making requires a keen sensitivity to the implications and consequences of particular choices when the facts of the matter may be unclear or even contradictory.

Frenkel, Wallen and Hyun (2012) argue that ethical considerations refer to questions of right and wrong. When researchers think about it they must ask themselves if it is "right" to conduct a particular study or carry out certain procedures.

1.10 PRELIMINARY CHAPTER DIVISION

The outline of the study is discussed next. It will include the following:

Chapter 1: Introduction and background.

This chapter informs the reader about the crucial importance of conducting this study and share the background knowledge of the research.

Chapter 2: Literature review and conceptual framework.

In this chapter, the theoretical framework lens and concepts related to the topic are explored. Views of critics on the topic of research are shared and related studies are referenced to add to the corpus of knowledge dealing with leadership and leadership challenges.

Chapter 3: Research methodology

This chapter shares the methodology applied. The qualitative approach, research design, research paradigm, type of study and research instruments will form part of this chapter. Information about the research participants is also incorporated.

Chapter 4: Findings

This chapter deals with the data presentation and analysis, as well as the interpretation of interviews conducted from all the targeted or selected participants of the study.

Chapter 5: Summary, conclusions and recommendations

This chapter reveals the summarised findings, conclusions, research questions answered and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter, Chapter 1 was the umbrella of the orientation of the study which is leadership practices. Chapter 2 provides the motivation of the study. The reason for this imbalance in primary schools is the usage of leadership practices. Some leaders believe in the leadership practices that promote effective teaching and learning, and use them profitably; while others do not engage in effective leadership practices. Sharma and Jain (2013) argue that leadership practices are processes by which a person influences others to accomplish an objective and directs the organisation in a way that makes them (leadership practices) more cohesive and coherent. Principals as school leaders should influence teachers and other staff members in a school to achieve a common goal.

Leadership practices like setting directions, planning, developing people, redesigning the organisation, managing the instruction (teaching and learning) and ensuring a supportive environment and link with the external environment (clinic, police and local traditional Authority) are said to be common core practices that form an integral part of successful school leadership, (Sanzo, Sherman & Clayton, 2010; Fitriati, Romdadana & Rosyidi, 2014). Effective teaching in primary schools is important as it set the foundation of post school learning. Primary schools are more suited to purpose in terms of organisation because the primary schools are the main target of this study; more self-critical, rigorous, and clear-sighted in relation to aims, intensions, planning outcomes, more informed and coherent about teaching and learning, more effective and dynamic in practice managed with clarity and assurance inherent in forms of radically different former styles and models (Laar, 2014). Indeed, leaders must be very clear when it comes to leadership practices in use. They must be fully aware of how to use their role as leaders in order to realise the functionality of the school. So, leadership practices are meant to help schools function or operate the same way; since equality is encouraged worldwide, regarding educational matters.

2.2 LEADERSHIP PRACTICES

Leadership practices are the activities performed by leaders in different organisations. Leadership practices refer to activities tied to the core work of the organisation that are designed by organisational members to influence the motivation, knowledge and effectiveness that are understood by organisational members intended to influence their motivation, knowledge and practices (Spillane, 2005). In schools' principals are leaders who are responsible for school activities. Such activities are redesigning the organisation; by this practice, leaders are responsible for maintaining and renovating school buildings. Moreover, the changing of the school uniform is another leadership practice when redesigning the organisation. Marishane and Botha (2012) posit that leadership practices attempt to answer the question: *What* am I supposed to do as a leader to actualise and bring into practice what is the best interests of the organisations?

For every effective leadership practice, there is a theory that is used as lens to understand how and why things are happening in a particular way. Even in educational issues, there are theories which leadership practices are based on. These theories are: trait theory, transformational theory, participatory theory, and many more. All these theories give meaning to leadership practices. Primary schools today are in significant ways, unrecognisable from their counterparts of a couple decades ago.

Ermeling and Graff-Emerling (2016) argue that something unfortunate happens to United States (US) teachers when they join the profession; they encounter a culture that forgets that teachers are learners. They work in systems that evaluate compliance rather than assist performance. They add that they inherit values and routines that stymie professional growth and discourage continuous improvement. No Child Left Behind (NCLB) legislation rode in on the tail of an accountability system, the Virginia Accountability Initiative (VAI), which, while already vigorous in comparison to most states, failed to recognise and require treatment and prevention of achievement goals. This falls under setting directions, as a leadership practice.

The inception of *No Child Left Behind* ushered in a period of intense focus on accountability and high standards in United States (US) schools. School principals are the most important role players when it comes to leadership practices'

enforcement in schools. Even though leadership has the second greatest effect, the principals remain significant in making sure that the schools are successful. Glanz (2006) reveals that schools in Hong Kong have been operating in a fast-changing external environment over the last two decades; not only do they have to follow the international trend of implementing various educational reform initiatives, but also have to adjust to the social change brought by the transfer of political governance. In this regard it is clear that these changes will be possible through the positive usage of good practice by leaders.

Leadership practice is a mirror and a directive of schools. It can be a measure of how educational leaders work. Effective teaching and learning in primary schools is promoted through leadership practices. If school leaders and teaching could cooperate; the good end results or an aimed goal would be achieved. They must support each not to fight against each other, because as they are at the same organisation (school), it simple means that they want to achieve. If a school does well and get praises, those praises do not go to the school leaders only, but to teachers as well. This is why some schools are leading when it comes to enrolment, since every parent wants what is best for their children.

Marishane and Botha (2012) argue that leadership practices attempt to answer the question: *What* am I supposed to do as a leader to actualise and bring into practice what is in the best interest of the organisation? They further probe what leaders strongly believe in to make a school as an organisation growing flourish and to promote the school environment to be conducive to teaching and learning. This is simply because school leaders and teachers as classroom managers are looked upon as nation builders, so they have to collaborate. Principal leadership practices must be used to the fullest to maintain the good name of the school. Leadership practices articulate the behaviour of the leader when carrying out the needed proactive steps.

Marishane and Botha (2012) posit that leadership practices are designed to bring about change that will not only affect the way in which people think, see and feel about things, but they affect the way they do things. The change embodies the basic leadership practices that should be adapted to the unique context of the school. Literature reveals that there are core leadership practices meant to benefit the

schools. Wise, Bradshaw and Cartwright (2013) argue that much of the success of school leaders in building school organisations which make significantly greater-than-expected contributions to student learning depends on how well these leaders interact with districts, schools, and many non-organisations pointing at some leadership practices. Without clear leadership practices schools cannot be successful. They further reveal that leadership practices are aimed at bringing attention to both the individual and collective work of staff. Each and every individual should buy into the prospect of effective leadership to facilitate positive change in the schools as educational environment.

Leadership practice in primary schools looks rather similar from one school subject to the next yet; much leadership work is not subject specific, (Spillane, 2005). The duties of the principals exceed the parameters of the office; they must also be able to plan and keep track of time of hours assigned to each teacher per subject. They must also know their staff and the subjects they specialise in. Leadership practice is very broad because it includes a number of activities other than the ones specified in this study. School leaders are also responsible for the office work and administrative work. Since this study looks at both internal and external contexts the leaders must make sure that their activities are well-planned, considering time. When it comes to the internal context, the school leader must make sure that the formal routines are in line with what is expected of the principle in team meetings, grade level meetings, curricular committee meetings and school improvement planning meetings. Effective school leaders balance the contexts, although it might not be 100% perfect, because the leaders themselves are human beings, they make mistakes. The main focus of this study practices are: setting direction, planning, developing people, redesigning the organisation, managing the instruction (teaching and learning) and ensuring a supportive environment as part of the school leaders` practices.

2.2.1 SETTING DIRECTIONS

This practice carries the bulk of the effort to motivate leaders' colleagues (Wise, Bradshaw & Cartwright, 2013). Colleagues need to be motivated by leaders in many different ways in order for them to work tirelessly. Good leaders are those leading by example, showing others how to practise their duties to the fullest. Setting direction is the main source of motivation and inspiration for staff`s work. The most

specifications of this practice include building a shared vision, fostering the acceptance of group goals, creating high performance expectations and communicating the direction. Leadership looks at the horizon and does not stay focused on the bottom line, (Amanchukwu, Stanley & Ololube, 2015). Further on, the above-mentioned authors argue that a leader must make good decisions which imply having a goal, direction, an objective, a vision, dream, a path and a plan to succeed. According to Amanchukwu, Stanley and Ololube (2015) the following steps form an integral part of the principal's leadership trajectory. The principal must:

- **create a compelling vision:** Leadership has to convince people in the organisation to buy into a shared vision and then translate that vision into reality. Furthermore, leaders must motivate people, rewarding them, helping them to identify with the task and the goal, rather than punish them. So, leaders inspire rather than push. When followers did well they must be thanked and be encouraged to always work hard. If ever followers did not work to the expected measurement or level of work; those followers must not be given a hard time, but rather be developed so that they will be inspired and be motivated;
- **create a climate of trust.** Leaders must know how to generate and sustain trust. Amachukwu, Stanley and Ololube (2015) state that leaders must reward people for disagreeing, reward innovation, and tolerate failure. They also state that for leaders to create trust they must be competent so that others in the school as an organisation can rely on the leaders' capacity to do the job. For leaders to be effective they must behave with integrity and achieve congruency between what they display and what they envisage;
- **create meaning:** The leader must remind people in an organisation about what is important. In schools and other organisations there are vision and mission statements and also the code of conduct for both learners and educators. So, it is the duty of leaders to discuss and clarify them to teachers. Phase meetings and staff meetings must be regularly conducted in order to make sure that everybody within an organisation knows what is expected and to be clear of what the vision for the school is;

- **create flat, adaptive, decentralised systems and organisations:** Leaders are faced with a challenge of change. Networking and or snowballing are encouraged in order for them to find out how other leaders achieve this goal. Leaders in this case must empower their followers;
- **create success:** Leaders are supposed to effectively handle situations when their followers are not coping at some points. They are then expected to help them succeed and learn from their mistakes that led them to failure; and
- **create a healthy and empowering environment.** Leaders must treat their followers in a way that make them always feel developed and learn more new things in order to be competent. Leaders should also treat people equally, not taking sides or be biased.

The director or school principal has to plan, organise, lead and control activities in order to maintain order, to discipline or to change direction and strategies if the initial ones are unsuccessful (Meier and Marais, 2008). Further on, they state that it is very seldom that director (school principal) step into a job where all decisions have been made and all problems have been solved. Setting direction is the most important function the school principals should do; it involves the building of the school vision, setting priorities and goals for the school.

Davis, Darling–Hammond, LaPointe and Meyerson (2005) emphasise that principals play a vital and multi-faceted role in setting directions for the schools that are positive and productive workplaces for teachers and vibrant learning environments for children, but existing knowledge on the best ways to develop these effective leaders is insufficient. Laar (2014) argues that the nature and quality of leadership is now generally accepted as the critical factor affecting the quality and effectiveness of schools. In addition, he then indicates the importance of strong leadership and management in setting directions through the following points:

- addressing low achievement;
- providing for a broad, balanced and appropriate curriculum;
- ensuring high quality teaching; and

- learning Improving monitoring and evaluation strategies in relation to performance in teaching and.

2.2.2 PLANNING

The teacher should be involved in the 'in every phase' of curriculum design, including the planning of specific goals, materials, content and methods (Ornstein & Hunkins (2009). Teachers should have a curriculum 'coordinating body' to unify their work and develop 'relationships with supervisors and other teachers involved in the curriculum. Carl (2014) posits that a strong leader who strives for an effective school climate and encourages staff involvement is on the road to success. It is indeed very important to involve educators in the planning regarding the improvement and promotion of effective teaching and learning. Carroll and Alexander (2016) aver that there are no specific requirements for planning design and teaching strategies; both are conducive to effective learning and are often examined thoroughly on inspection. Furthermore, the key principle is that the learning, development and attainment of individual pupils are quintessential to the planning and implementation processes and it is through thorough planning, including other things, good subject knowledge and the creation of learning opportunities, that this can be achieved.

Effective planning for effective learning and teaching are the stepping stones to successful practice. Teachers are known as nation builders, so planning is very crucial to them before they go to classes. As a teacher, you cannot just teach whatever you feel like teaching and whenever you want, but there must proper planning to be done before going to the class. This planning helps the teacher as well to be so sure about what they are supposed to say to learners. Teachers planned the learning of the pupils in ways they saw fit based on their professional knowledge (Wyse & Rogers, 2016). In England, prior to the enactment of the Education Reform Act (ERA) 1988, teachers and schools had high levels of professional autonomy. In the same vein, they reveal that the enactment of Educational Reform Act (ERA) of 1988 provided the government with much greater control of teachers and schools, and introduced some ideas, like 'market forces' into education (Wyse & Rogers, 2016).

Planning should be based on meeting the needs of staff and children in order to ensure the best outcomes; they also argue that any curriculum plan will be based on certain principles. Such principles are:

- Outlining the selection of content for the curriculum in terms of what is to be learned and what is to be taught;
- Stating or at least implying the teaching approach or approaches to be used;
- Providing a clear timeline for what is to be taught and in what sequence it will be taught in order to ensure curriculum continuity;
- Taking into account of the needs of different pupils and show how the work takes account of differentiation issues;
- Showing how children's progress is to be evaluated or at least relate to the agreed evaluation strategy for the class, group or school as a whole; and
- Taking into account of the local context as well as any national requirements for a curriculum.

Furthermore, Wyse and Rogers (2016) argue that planning must also take account of the different timelines that operate in a school, which are:

- The medium term: it stipulates each school half-term and term and whole school year. It is quite specific about content and how it relates to the 'timetable' for that period; it sets out the overall objectives for learning for the children to achieve; it will define the kinds of learning experiences that are expected to take place and addresses will any issues relating to progression in learning;
- The long term: where each key stage of schooling is taken into consideration. The long term plans need to address the wider context of how the whole of the curriculum is taught and so relates to the experiences that a child might be expected to achieve.

2.2.3 DEVELOPING PEOPLE

School principals must realise that teachers are able to determine their own requirements with regard to professional development and that they are able to grow within this development if given the scope to do so, (Carl, 2014). Furthermore, he states that access to resources which can stimulate development must be created.

Still in this case, the school may then have a corps of empowered teachers who accept accountability for what takes place in the school. He then prescribes factors which play a role in the empowerment of teachers, which are:

- Educational leaders must themselves also be empowered;
- There must be a commitment to the process of empowerment;
- Empowerment must not be regarded as a threat to authority, but as an opportunity for development. It requires a particular adaptation; and
- There must be clarity to identify precisely what the process means to avoid misunderstandings.

Teachers must realise that they themselves have a specific role to play in a self-empowerment process. They must not be only passive receivers, but must also play an active role in their self-development. Teachers are leaders as well, in some ways, so, they can ask for help when they experience problems and uncertainties. They can ask their leader to organise an internal workshop; teachers can voice their needs and state their unique problems experienced. The Head of Department (HOD) and principal can also become involved to support the teachers in sharing their problems. In none of the above-mentioned parties can assist, external help can be arranged to cast light on the problem. It is consensually accepted that educational leaders should promote and facilitate professional learning and development in their schools (Evans, 2014). Furthermore, Evans (ibid.) states that in England the teacher appraisal system is centred on professional development, specifically teachers' right to it throughout their careers and the requirements for head teachers to ensure its provision. Evans (2014) also mentions that the United Kingdom (UK)' National College for Teaching and Leadership incorporates professional development related issues into the curricula. He further states that educational leaders must know that professional development is not confined to designated or planned opportunities, like workshops, courses, appraisal meetings or formal mentoring; it may occur in any context and, indeed, most frequently does accidentally or incidentally, as part and parcel of daily life and interaction with a myriad of stimuli that can spark off an idea or thought that leads to enhanced professionalism.

Dewitt (2011) reveals that professional development is beneficial when it is on-going and focuses on the student, the goals of teachers and the school community. He

adds that collaborative leaders foster and inspire professional learning and use their venues such as faculty meetings in order to do it. When developing people, it must be taken into consideration that the greatest school leaders have four great personal traits or qualities (Ryan, 2012). These four personal traits are being interconnected, and the overriding quality is passion. He also mentioned that these four qualities alone will not create outstanding schools, organisational qualities are also needed. Ryan (2012) then elaborated on the four personal traits or qualities; which are:

- **Passion:** It is said that great school leaders have discovered a reason, a consuming, energising, almost obsessive purpose that drives them forward. Here, school leaders have the passion to make a lasting difference to a school and the people it serves. Furthermore, he states that they are also passionate about the way in which this will be achieved. This passion they possess is driven by the fact that they have love for their school community and therefore, have a burning desire to do the right thing for them. So, outstanding schools are created by passionate leaders;
- **Energy:** People of excellence grab every opportunity to shape things, they have an edge to them, an impression of dynamism that gives them an air of success. In this case, it is clear that great success comes to them from the physical, intellectual and spiritual energy that allows them to make the most of what they have;
- **Belief:** Since great leaders have a passion for change and considerable energy, they need belief as well. Through belief, leaders meet the challenges and never feel discouraged, instead they value every experience along the way. They learn that what you believe to be true about primary education and what they believe to be possible within their schools will make it true and make it happen. Some people have a limited belief in who they are and what they can do, and therefore can seldom take action that could turn their dreams into reality. Leaders who have great belief possess the following characteristics:
 - Define the goal;
 - Continually visualise the successful outcome;
 - Act proactively and create opportunities with the right people;

- Anticipate positive responses;
- The bold and imaginative in their approach to reach people and make progress;
- Never entertain self-doubt; and
- Are excited about their inevitable success;
- **Bonding power:** It is remarkable that people of excellence are inspirational. They then also need access to inspire themselves. These people of excellence seek out like-minded people and organisations. They learn from them and build networks where ideas are shared, developed and refined.

Developing people include providing individualised support and consideration, intellectual stimulation and modelling appropriate values and practices (Wise, Bradshaw & Cartwright, 2013). Individuals are said to learn from their leaders and or superiors on how to excel in their tasks. They must always consider their personal feelings and needs while in this practice as they are being developed. Grant, Gardener, Kajee, Moodley and Somaroo (2010); Grant & Singh (2009) and Gumede (2011) and Mpangase (2010) argue that in disadvantaged South African schools teacher leadership is not restricted to the classroom and to the leadership of curricular and co-curricular issues. This includes the whole school development where teachers play an active role in the leadership of school-based teams, participated in the processes of school-based organisational diagnosis, whole school evaluation, and school-based planning and decision-making.

2.2.4 REDESIGNING THE ORGANISATION

Redesigning the organisation is the best method of keeping a school as an organisation, in a good and lively condition. There are many ways to redesign the organisation, such ways are:

- Amending the schools' policies
- Renovating it timeously, if possible in order to flow with times; and
- Building of new blocks if needed; blocks or buildings like computer laboratories, science laboratories and so forth.

Wyse and Rogers (2016) argue that in any schools, statements of the school aim and their values are displayed in prominent places and or in the school handbook

and or website. These sources are easily obtained by anyone at any time. They are accessible even to our young ones. They further state that many organisations are now giving advice to teachers to use social media as a source of continuing professional development (CPD), in social media. Many teachers are joining online communities of like-minded individuals and are subscribing to various blogs and websites to continue learning and improve their professional practice. Some few years down the line it was broadcast that the use of chinks and chalkboards would be done away with, and the overhead projectors were going to be the replacement in public schools. Teachers were going to be given departmental laptops to get rid of the paper work. This serves to support the issue of media and online material usage. So, they then added that these online professional or personal learning networks support teachers to cooperate across regions and countries, without the need for physical travel. They also mention that the use of social media results in a growth of peer-to-peer teacher continuing professional development (CPD) operating beyond the traditional provision supplied by schools and local authorities. For school leaders to redesign the organisation they genuinely make a difference, Ryan (2012) argues that we'll know that school leaders are making difference when they:

- Focus on learning and teaching
- Generate positive relationships
- Provide clear vision and high expectations
- Provide time and opportunities for collaboration
- Distribute leadership and build teams
- Engage the community
- Evaluate and innovate; and
- Engage and inspire others.

The motivation for reshaping school organisation stems from empirical studies that found that although principals cannot directly influence school performance (Marishane & Botha, 2012) they can indirectly do so by directly taking a lead in shaping school goals, directions and structures and organisational and social networks. Moreover, they argue that organisational renewal involves bringing innovations, new technologies, knowledge, ideas and skills into structures of the

organization. Teachers are important building blocks of the school as an organisation and drivers of its improvement process, programmes and projects.

When redesigning an organisation, for it to be successful, teachers should be empowered; this would make them feel valued which leads to a development of sense of belonging and attachment to their organisation and a passion for excellence. Marishane and Botha (2012) then revealed that there are two reasons for an organisational redesigning, those are to:

- reduce the overload which decentralisation is notorious for bringing to the school site by sharing management responsibilities.
- encourage internal school leadership by empowering teachers to make valued decisions in developing policy and designing the instructional programme. They added that for the two mentioned reasons, school principals should build a strong school organisation by:
 - raising high but realistic organisational performance expectations;
 - establishing functional structures with policies and plans to implement policies.
 - building and developing capacity for membership of structures, with special emphasis on skills development in leadership and instructional practice;
 - providing and distributing essential resources to promote functionality of structures;
 - creating strong communication links between structures to maintain a collective focus on common goals; and

Marishane and Botha (2012) then posit that school principals play an important role in ensuring that decision making does not remain the preserve of the School Governing Body (SGB), School Management Team (SMT) or school principal, but is shared among members of the school organisation, especially teachers.

In the United States, principals need to have constant, hands-on involvement in leading curricular design, development and implementation in schools in order to remain in compliance with both state and federal mandates (Glatthorn, Jailall & Jailall, 2017). Curriculum leadership in the United States rose to the forefront in

2001, with the issue of the *No child left behind Act*, of which ended the voluntary adoption of the *Common Core State Standards* by most states in the Obama era which has caused curriculum issues to continue to the centre.

When redesigning organisation in America, Glatthorn, Jailall and Jailall (2017) reveal that when the *No Child Left Behind* (NCLB) federal education legislation law was signed into law in 2002, it dramatically changed the American education landscape for more than a decade. They further state that it transformed the nature of school leadership and a accountability; and redefined school leaders roles, responsibilities and authority.

Goodwyn (2017) posits that for over decades Australia governments grappled with ways to bring back the best and brightest into school, retain excellent teachers in the classroom and develop a viable long term career structure. This was done to redesign a long lost wealthy organisational structure in schools. The structure Goodwyn mentions is the one that is well-paid and rewarding. Furthermore, in Western Australia, teachers are classified into three levels:

- Level 1 being the beginning teachers;
- Level 2 being the competent teachers; and
- Level 3 are highly accomplished teachers.

The aim of these teachers is to play an important part in the provision of quality teaching and learning in schools. Wise, Bradshaw and Cartwright (2013) state that the primary aim for this practice is the capacity-building, not only in terms of the knowledge and skills staff need to accomplish organizational goals, but also in terms of the disposition to persist in applying the knowledge and skills.

In South African schools the leadership practices are widely applied, but the problem is how they are applied. Naicker, Grant and Pillay (2016) emphasises that leadership practices are the interventions to improve the quality of schooling in the country. They are said to be highly functioning in disadvantaged schools.

2.2.5 MANAGING THE INSTRUCTION

Instruction is a multidimensional activity, including content, academic tasks, teaching strategies and materials (Spillane, 2005). The responsibility for managing teaching

and learning is shared amongst principals, school management teams (SMTs), HODs and classroom educators (Bush, Joubert, Kiggundu & van Rooyen (2009). In addition, they state that teachers manage curriculum in their classrooms, Heads of Departments (HODs) have the responsibility for ensuring effective teaching and learning across their learning areas or phases, while principals and school management teams have a whole-school role.

School leaders talked about leadership for instruction in subject matter in neutral terms (Spillane, 2005). Furthermore, it is stated that leadership functions, like teacher development, monitoring instructions and programme implementation, targeted multiple school subjects. Further on, these similarities mask substantial differences among school subjects in how leadership is arranged and carried out in primary schools. The institutional structure as represented in leadership positions and routines and school leaders' thinking about their work, were found to differ from school to school. Treating instruction as an independent or explanatory variable in studies of school leadership they can gain new insights into leadership. Specifically, he reveals that factoring teaching is a dependent variable in scholarship on school leadership which involves moving away from views of teaching as a monolithic or unitary practice. Spillane (2005) then adds that the structure of primary school leadership looks different and is impacted by the school subjects offered. Dewitt (2017) encourages leaders of whom are principals to take active steps to improve the learning climate in schools; those pertinent steps embrace classroom visits, which are some of the best steps taken. Classroom visits motivate teachers and principals to cooperate, because the result is a clearer understanding of the classroom climate, teacher instructional practices and student learning needs.

Glatthorn, Jailall and Jailall (2017) posit that in America when managing instruction they considered the one consequence of NCBL is that it institutionalised the notion that school leaders in the twenty-first century must be strong curriculum, and instructional leaders whose work must produce high achieving students who are college and career ready as a major goal of the American education system. Goodwyn (2017) reveals that Australia has a substantial and growing non-government school sector that enrolls one-third of all primary and secondary students. As a teaching and learning strategy, service learning is a structure in South Africa that integrates meaningful community services with instruction and reflection

in order to enrich the learning experience, to teach civic responsibility, and to strengthen communities, all simultaneously (Osman & Petersen, 2013). The federal government sees its role as providing educational leadership and working with state and territory governments and other school education stakeholders to ensure teaching and learning for all Australian school-age children is the highest quality. Laar (2014) posits that there are inspections evaluating the effectiveness of leaders and managers, at all levels in conveying their vision for the schools continuing improvement, driving and securing that improvement, inspiring the school community, promoting improved teaching as judged within the context of the school, and enabling pupils to overcome specific barriers to learning.

2.2.6 ENSURING A SUPPORTIVE ENVIRONMENT

It is acknowledged that teachers are challenged with a range of systemic obstacles (Nel, Nel & Hugo, 2016). Furthermore, they state that since teachers are central to ensuring that learners achieve optimally, it is crucial that they commit to all learners' successful learning, including those experiencing barriers to learning. Besides acquiring appropriate knowledge and skills, creating a welcoming, non-judgemental, caring and supportive environment, where all learners feel included, are required.

Teachers as curriculum implementers must be given support in whatever they want to do regarding the curriculum. Green (2014) emphasises that teachers are central to the process of transforming schools into thinking communities. Furthermore, he states that if teachers are in adversarial rather than collaborative relationships with their students, will suffer and will be unable to create a meditational learning environment. It can be said that if teachers are not well trained and collaboratively supported in whatever approach a school has decided to adopt, only a few will agree with the implementation of new ideas.

Primary school teachers do not typically have well-defined subject matter specialities and do not work in situations where subject matter and departmental structures support subject matter identities; the subject matter still appears to be an important influence on their practice and their efforts to reconstruct that practice (Spillane, 2005). In this case, it is indeed very important for teachers in primary schools to be supportive in terms of subject matters. It might happen that particular teachers majored with Economic and Management Sciences (EMS) and English, but when

they are employed in a primary school, they are required to teach Social Sciences (SS), Mathematics, Natural Sciences (NS) and more, of which are new to her. Teachers will not feel comfortable, up until proper support is given or provided to them.

Subject matter support can be through personal developmental workshops and or academical ones; which are workshops based on targeted subjects of a particular period. Clustering is also advised as the one method that can ease the burden to teachers in primary schools. This is due to the fact that teachers in primary schools teach any subject given to them. This results from the statement 'leadership practice in primary schools look rather similar from one school subject to the next and much leadership work is not specific.

There are five ingredients that were found or emanated from Chicago schools, aimed at improving math and reading test scores for their students and to provide a supportive environment. Those ingredients are:

- Strategic school leadership that focuses on instruction and excludes others beyond principals;
- Deeper connection with parents and community that make schools open and welcoming;
- Purposeful development of professional capacity including professional development and collaborative work;
- Safe environment that creates support for learning; and
- Strong instructional guidance and materials.

Killion (2010) posits that some of these ingredients are system ingredients, some are school and some are classroom-oriented; the focus must be on a safe learning environment that supports student academic success which is a matter of equity. Furthermore, she emphasises that the National Center for Culturally Responsive Education System (NCCRESt) advocates for culturally responsive pedagogy and learning environments. Creating culturally responsive classroom learning environments requires thoughtful planning and classroom sharing. She adds that when working collaboratively across classrooms, teachers exchange strategies, resources, points of view and ideas to support building a network of culturally

responsive classrooms that contribute to a school wide system of supporting the success of all learners. In this matter, a teacher's role is to deploy strategies, like using peer support to promote engagement and to encourage children to have a go (Carroll & Alexander, 2016). Tone of the voice and the encouraging words used may be all a child needs to cope emotionally and to be successful. Taking risks and the way a positive learning environment is created is worth considering; this involves how teachers model learning. They also posit that environmental factors can play a major role in pupil support. Knowing whether or not individual pupils have specific triggers for behaviours relating to environmental factors is crucial to ensure a wholesome classroom environment.

All accredited Initial Teacher Training providers in England must ensure that the content, structure, delivery and assessment of their programmes are designed to enable trainee teachers to meet all the standards for qualified teacher standards (QTS) across the age range of training and ensure that trainee teachers are not recommended for the award of Qualified Teacher Status (QTS), until they have met all of the required standards (Wyse & Rogers, 2016). It is indeed important to fully support trainee teachers or student teachers to the fullest and to treat them like the really qualified teachers. Supporting them will ease the burden and the field after finishing their degree or whatsoever. In this regard, our children would obtain quality education through teachers who know their work after being correctly guided and supported. By so doing, the environment in the field will be warm and supportive. School leaders have a key role in developing supportive, collegial cultures and enabling ongoing opportunities to share views, including views about beginning teachers' roles and responsibilities, professional knowledge and values, and learning and teaching approaches.

According to Marishane and Botha (2012), teachers need leadership support to orient them towards change. Leadership support for people will be effective if the leadership itself is oriented towards change, taking into consideration cultural and political developments. Furthermore, they argue that the school leaders need to adopt their approach to teachers by using the human touch, seeing teachers as people of flesh and blood with special needs for development. The supportive environment is very crucial for the progress of both teachers and learners. In America, principals and district leaders are now more publicly accountable for the

performance of the students in their schools on high stakes tests (Glatthorn et al., (2017). These scholars argue that schools and districts were required to show Adequate Yearly Progress (AYP) in student achievement, and results had to be publicly reported. This strategy (AYP) was for ensuring that the curriculum was covered and was aligned with the assessment and instruction. As in America, Australia's federal system aims to allocate responsibilities for attracting, developing and retaining effective teachers which is widely distributed with many aspects of education being the prerogative of the state (Goodwyn, 2017).

2.2.7 THE DUTIES OF THE PRINCIPALS IN PROMOTING EFFECTIVE TEACHING.

Principals as school leaders have the major roles to play in order to promote effective teaching and learning. They must support the teachers to do what they are supposed to do in their classrooms. Glanz, (2006) posits that effective principals engage in the following tasks (duties): articulate a commitment to parental involvement, develop a strategic plan that addresses parental engagement in school, welcome parents at every opportunity (signs and posters in the school reflect such as a welcoming message), develop a close interpersonal and professional relationship with parents, provide ongoing meaningful workshops for parents on varied topics of interest to both the school and parents, invite to join in-school committees, encourage shared decision-making experiences with parents on a host of relevant school-related issues, monitor parental involvement at home, survey parents' attitude on a regular basis and provide ongoing communication.

In New York City, their principals are also having their duties to ensure the effective teaching and learning in this city. In addition, it is stated that at the same time children in New York attend special tutorial and enrichment classes offered by paid student teachers overseen by a licensed (teacher Harris & Jones, 2016). The principals have to see to it if this really happens for the benefit of the learners and good name of the school. The districts offices in New York are responsible for the funding of paying the student teachers who help learners in their special classes. So, it is the duty of the principal to make sure that these classes are successful and that the student teachers are getting paid, even though there are licensed teachers to monitor that.

Malaysian principals also have their duties which are stipulated in the '*Competency Standards for Malaysian School Principals*'. The Malaysian principals' duties include implementation of educational programmes stipulated by their Minister of Education (Harris & Jones, 2016). They further reveal that those duties are the supervision of co-curricular activities and their supportive involvement in the Parent-Teacher Association (PTA) and with the Board of Governors. Witziers, Bosker and Kruger (2003) argues that South African school principals' duties are handling a greater variety of school-based decisions than before and creating a sound culture of teaching and learning in which effective education can take place. However, as South African school leaders are assuming leadership roles (duties) they need the best leadership models, philosophies and strategies to help them in this regard (Msila & Gumbo, 2016). There is still a lot needed here in South Africa in order for school leaders to practise their duties in a way that will benefit our primary schools, community and the nation at large.

2.3 HOW POOR PRACTICE AFFECTS THE EFFECTIVE TEACHING AND LEARNING

Both internal and external contexts must be taken into consideration in order to promote effective teaching and learning; or else nothing good will come up if not considering the two contexts. If the school leaders ignore their duties through leadership practices, there will not be effective teaching. Glanz (2006) argues that in Hong Kong an understanding of school leadership cannot be developed without taking into consideration the contextual elements. Whenever the school leader shuts the external contexts, which could be the neighbouring clinics, polices, tribal authorities, churches and more, it would be hard even for him to lead the organisation effectively. Learners need to hear other voices from other departments other than the one from the DoBE, of which they are familiar with. They might take it for granted. It is reported that learners especially boys have the tendency of bunking classes and they just stay in the bathrooms. This behaviour often leads to further criminal involvement and it is often very helpful if correctional services can become involved in educational environments to warn learners about the outcome of criminal tendencies.

There is an overall concern that Malaysian principals need to reskill and deploy effective strategies that can drive student outcomes (Harris & Jones, 2016). A good leader must have some skills and qualities in order to keep schools effective. If there are no good practices by the school leaders, parents should even move their children from those schools with poor practices to more flourishing schools. Everybody wants and deserves the best. It is also stated that in Malaysia, principals are supposed to practise academic measures as being the prime concern in order to reinforce the stimulation of academic success, or else the teaching and learning will not be effective. The teachers must be involved in every aspect that has to do with the classroom situations and curriculum implementation. Rejecting teachers' points of views will lead to ineffective teaching and learning.

Fuller (2013) posits that those who argue that sexual difference ought to be an irrelevant consideration in schools do not bear in mind change and emancipation. Dividing the staff according to gender issues will bring the school to ineffective teaching and learning. For instance, if a principal is a male; and he will view the other male teachers as superior to the female teachers, it can cause tension. Since we are living in a democratic country, leaders too are supposed to treat the staff equally, regardless of gender. In addition, the more senior posts are to be given to those who deserve them; irrespective of gender. Furthermore, Fuller (2013) argues that in England, fewer (20%) of head teachers were women in three London boroughs; and in five authorities in English metropolitan districts. This simply means that women were not taken seriously and not afforded leadership positions. Women are also human beings who are competent. Discriminating against them contributes a lot to poor practice. They need to be developed just like other male teachers, because the main purpose is to keep the curriculum in use.

Some South African principals lead on their own, without their staff collaboration; this practice result in poor effective teaching and learning. The principal cannot work alone; they need the teachers to support them to fulfil the work successfully. Spillane, (2005) posits that primary school teachers do not typically have well-defined subject matter specialties and do not work in situations where subject matter departmental structures support subject matter identities, the subject matter still appears to be an important influence on their practice and their efforts to reconstruct that practice. If teachers are given enough support they can do wonders to promote

effective teaching and learning. Subject workshops are arranged by the DoBE once or twice in a year or in six months' time, but some teachers do not attend those workshops because there are principals who are not in favour of letting the staff go. Recently, most schools here in South Africa (in King Cetshwayo District) are identified as the underperforming schools, due to the mere fact that they are not curriculum friendly. They are not aware of the curriculum changes. Principals themselves do not attend curriculum workshops or meetings regarding the changes within the curriculum.

2.3 CHALLENGES THAT CAN AFFECT PRINCIPAL LEADERSHIP

In every leadership process, there are challenges that leaders come across. Being a leader is not an easy task, it is challenging mostly, simple because leaders work with people with people from diverse cultural and economic backgrounds. In King Cetshwayo District, primary school leaders are facing the challenge of learners dropping out of school. In the beginning of the year, in the first term they have a bigger number of learners enrolled and planned for; then the dropout occurs shortly after enrolment. Developing countries like China and India are also facing the same problem of dropping out; Levin and Lockheed (2012) argue and further state that dropout occurs early in the cycle and the higher dropout rate is higher for girls compared to boys.

Leaders that basically have trait practices always work hard to get almost all the resources that might help their learners. They rather improvise because educational resources are sometimes limited and cannot be enough for their schools' learners. The lack of resources is sometimes a result for learners' dropout. It is still a challenge because some of unqualified educators are still there in schools. Some are fighting against their school leaders (principals) as if they are the ones chasing them away; which is incorrect. The department of education had given them enough opportunity and even bursaries to study while working, but they turned it down. Some took them seriously and some did not.

In developing countries like Brazil, Burundi, Colombia, Nepal, Sri Lanka, Thailand and United States, this challenge is still faced by its leadership in schools, (Levin and Lockheed, 2012). They further state that schools in developing countries often lack the most basic resources needed for education, such as qualified teachers. The

aforementioned is also happening in the King Cetshwayo District. Teachers are the most essential resources in education. Textbooks and other relevant facilities could be there in schools. The biggest question is aimed at who can unpack those textbooks accordingly to make sense to learners if teachers are unqualified? So, the issue of unqualified teachers is still a challenge most principals face. The leaders who use this leadership style do not consider other people's ideas. They do not even want to try them, they only believe that their ideas only are the best and correct. Amanchukwu, Stanley and Ololube (2015) posit that autocratic leadership is an extreme of transactional leadership where leaders have complete power over staff. Furthermore, they argue that in this leadership style, decisions are made quickly and the work to implement those decisions can begin very quickly. In this manner, it is hard for the staff to support this kind of leaders, because they might reject their input without examining them, since the decisions are made quickly.

Principals face a challenge to make sure that every subject is taught well in schools, and that every child gets the benefit of a rich, well-designed and broad curriculum, (Boyle and Charles, 2016). By broad curriculum, they are referring to a wide range of in-school activities like dance, sport and drama and the chance to study music and a foreign language. There are few activities in their schools that can help them keep their learners flow with times. Some do not have proper sports fields, since they normally have single soccer playground only. No dance classes and conducive space it, no musical activities and more. Even the qualified teachers to coach learners are not available. It is also hard for a principal leader to hire a private coach, because that will cost them; even though it is supposed to be for the benefit of the school and learners.

Every positive and successful organisation or body should face some difficulties or challenges at some stage, as to test its stability or existence. The principal leadership is also tested in this manner, not planned but just assessed randomly. So, Edwards and Martin (2016) reveals the eight leadership challenges that principal leaders come across in their leadership. Those challenges are:

- **Hold your nerve during storms.** They argue school communities are made up of people. Each person is living a unique life; no individual's 'signature path' will mirror another. This is very correct, since no one is the

same as the other one, even siblings, differ from each other totally. In this case, it is stated that individuals bring their own experience, knowledge base, and practice. All these unique lives are combined in a school. Furthermore, they state that it is their inability to understand this reality of uniqueness of individuals forming the school communities which is a problem across the globe. However, many nations, states and regions believe all schools should be operating in the same manner. So, even though schools are doing the same things, due to the mere fact that curriculum implementers are not the same, and people receiving the curriculum are not the same too.

It is impossible for school leaders to make sure that all the schools they lead are really doing or getting the same results for real, for the mere fact that people are not the same. Through the uniqueness of each school community, the curriculum is interpreted and taught differently. They further state that a key role of the principal is to help the staff understand a school's healthy life cycle, and that storms are natural part of that. In the issue of the storms due to the presence of school communities, leaders must hold their nerves during storms, since storms are essential for learning (Edward & Martin, 2016). Effective leaders understand storms and their levels at which they occur.

Good leaders understand the community, so they embrace them with confidence and humour. They have to work with the angry community at some stages, so they do not fight back, have to fight back, but only remain no matter how heavy the storm is. Leaders in this storm challenge must still have confidence in their ability to deliver under any circumstances; irrespective of the severity of the storm they face. The following aspects should be considered:

- **Designing mental model actions:** The principal is supposed to help the staff clarify the mental models in their shared vision, while teachers help learners identify their mental model targets for learning. Edward and Martin (2016) posit that leading supports learners to stay true to the mental models

they have chosen to enact. It is also highlighted that through leading you see people's mental models driving their behaviour. This is very critical and very challenging, because it is very hard to read or understand mental problems. This really needs and calls for professional leaders to take the most appropriate steps. It takes a strong and smart leader to face and overcome such challenge;

- **Creating and maintaining alignment:** Leaders are supposed to initiate, create conditions and monitor a never-ending process; to deliver the shared vision together. The shared vision becomes the heart of alignment for a leader (Edward & Martin, 2016). The leader must make sure that the staff sticks to the planned vision and keep it as it is. Through alignment, people find energy and comfort. Whenever there is no alignment people will always fight and push the ship sideways. So, the leader should maintain collaboration within the staff and herself. Honesty must be the heart of a school staff here to be on the same page of the staff.
- **Using time wisely:** Leaders should support and encourage the staff to control time accordingly, always when working. Time is said to be the truest test of what the leader really thinks is important. No time must be wasted in order to meet all the deadlines; for example, submissions to the district are still a challenge to leaders. This results from teachers who do not submit or capture marks in time; they delay the leaders. Changing adult behaviours is complex and time-consuming, as adults are stubborn and very difficult to change. This really wastes time because a lot should have happened during the time when trying to change the adults' behaviour in the available time. This is one of the most challenging factors for principal leadership. It is very important for leaders to form mixed tasks teams, mixed teams are based on age constraints so that younger staff members should support adults and help principal leaders to overcome this challenge too.
- **Accountability based on personal responsibility:** Leaders are challenged with the staff that does not work collaboratively, so it is not easy to rely on them. Leaders must try by all means to make peace amongst the

staff so that they can understand each other. This is too difficult to make through people who come from different backgrounds. Principal leaders are faced with challenges for ensuring that the real work is done, developing listening skills and dispositions for reflection in individual work and behaviour.

- **Growing leaders and leadership:** This challenge needs leaders who are not selfish. These leaders must offer delegation to some staff members so that they might be able to do the work while the leaders themselves are away for some particular reasons. The challenge here is that some staff members might not accept the delegation for some personal reasons that could be obvious or known only to those affected staff members. These days it is very hard to trust some people, no matter how long they have worked with those people in the same field. People perpetually change; some become jealous when thinking that by doing well their leaders might promote them. They turn to forget that the praise would go to them too. People do not see this delegation offer as their way of learning the work and growing, but only views it as becoming the leaders' slaves.
- **Paying attention:** Leaders are supposed to listen to all their followers' voices. This needs patience from them. So, principals are faced with problems of paying attention to all the issues that some of them are useless and waste time in order for them not to be seen as being biased towards to their followers. Leaders must be the experts in this challenge, be able to analyse all the points and select those that might benefit the school. This is very hard for leaders due to time constraints. The most crucial weapons to be possessed by leaders in this challenge are passion, energy and time. These weapons can help leaders if used properly. Unfortunately many leaders are always busy attending departmental meetings and so on.
- **Strength of character:** Principals are always busy; they must attend meetings, attend parents with different behaviours, staff who are always fighting as well as learners with their annoying attitudes. Glanz (2006) posits that a negative attitude about the community is also a challenge to the principal, because some teachers might harbour prejudices or simply negative attitudes about a community's ability or willingness to collaborate.

In this case some teachers might label parents of students from low socioeconomic backgrounds as uncaring about the education of their children. This means that even teachers themselves are causing more troubles for the school leaders. Still under this pressure they must remain the good strong leaders. This is too hard but must happen at the same time.

There are many challenges faced by the principal leadership in primary schools, not only here at King Cetshwayo District, also in other countries there are challenges of some sort. Wise, Bradshaw and Cartwright (2013) posit that standards have become a central issue of educational reform in many countries; these countries include United Kingdoms and United States of America. The main issue which seemed to be a challenge here is of educational reform, some countries are unable to develop or identify their own educational leadership practices, instead it is said that they copy even policies from other countries. This is really a challenge and confusion; since schools are having leadership practices to work with, in UK and USA, they are faced with criticism related to decontextualised feature in their principal leadership, they added.

2.6 THEORETICAL FRAMEWORK

Good leadership is easily seen to leaders through their qualities of leadership they possess. So, basically this one is based on trait theory. Trait theory is also similar to great man theory (Amanchukwu, Stanley & Ololube, 2015). They further state that the trait theory assumes that people inherit certain qualities or traits make them better suited to leadership. So, here it is based on how this leader behaves. The leader's personal qualities have a great impact on leadership practices. It is hard to understand unpredictable leader. The traits theory attempts to assist in understanding the complexity of human behaviour in an organisational setting with the purpose of seeking to achieve insight to influence and improve the practice.

Effective leadership is crucial to the life of every school (Laar, 2014). Leadership through trait theory is an answer to effective school leadership, simple because leaders of this sort are easily identified through their personal qualities.

2.7 THE TRAIT THEORY

The trait theory in this study is used in line with transformational theory, which is based on change(s) that can take place in the leadership practices that promote effective teaching. Since the trait theory is clearly seen from the person or a leader particularly, there are some steps they can follow in order to fulfil their organisational goals. Cunningham and Rainville (2018) reveal the four steps that are mentioned above, which are:

- **Trait leaders believe in a strength-based approach**

In this stage, the emphasis is on becoming the best version of yourself that you can imagine. It is really much important to be the very person you really are, not imitating somebody else. Furthermore, it is stated that it is also about identifying and nurturing their strongest qualities, and what they own and are best at; then it is viable to help them find niches in which they can best live out these strength. Trait leaders are always leading by examples in order to show their followers how to do things. They practise this without saying anything, but they do things practically.

- **They develop an attitude of gratitude**

This step is practised by trait leaders once they are comfortable with their routines. They clearly share the goal of improving the school culture. Leaders always show how to work with people by always being appreciative towards all staff members and learners as well, especially if they did well. They then encourage those who are lacking in a really courageous manner.

- **Trait leaders create and nurture a culture of collaboration**

In this step, a school leader must work in collaboration with the neighbouring community. Other than the neighbouring school as a whole, leaders here are supposed to stick with some individuals with strengths and talents. Effective school leaders always know that the school community is very important to them, so does the school community to the school leader. This means both parties need each other and they are much important for the school progression. Teachers are also expected to collaborate with both school leaders and the school community.

Fuller (2013) posits that in successive policy-makers in England require head teachers, teachers and schools to promote values creating an 'unresolved dilemma for teachers'. The school does not operate well if there is tension among teachers. Teachers are the most useful resource in the school as an organisation. So, whenever there is a problem among them, collaboration must be created here; and

- **These leaders establish and foster positive relationships**

Effective school leaders have the potential to create and encourage good relationships among the staff inside the organisation. Teaching staff (educators and school management team) and non-teaching staff (school admin clerk, security guard and school chefs) are also supposed to have good relationships amongst themselves.

Most schools could be rated on the same level, if the leadership practices at hand are used accordingly by all leaders in primary schools. It is clear that it is impossible for the Primary Schools to produce the exact outcomes or end results; due to the mere fact that schools sizes to be managed and led are not the same. Also the people (both teachers and learners) are not the same. They come from different backgrounds, different beliefs, different attitudes and more. Goodwyn (2017) argues that many systems are now having models for development to explore the teachers' potential. Moreover, there is no globally opposite model that every system should adopt. All practices should be fit for local purpose but remain open to learning from other practices or models, adapting continually and aware of developments elsewhere that allow for testing.

For the primary schools in King Cetshwayo District to be effective, it is advised that school leaders and teachers must cluster themselves and discuss the best practices that are working for them. They should stick to those principles they feel they promote such as effective teaching and learning in their organisations (schools) they lead. Glatthorn, Jailall and Jailall (2017) posit that the best systems approach to curriculum improvement in which the school leader must work closely with the district leadership for the benefit of the school. A special plan must be developed and organisational structures must be in place to support a systematic process for curriculum, including the use of team leadership within the school, optional for

principals; it is an essential, high-value role, especially in the new Every Student Succeeds Act (ESSA) era and beyond.

2.8. CHAPTER SUMMARY

This chapter entailed how a leader should go about in practising such leadership practices. Studies have shown that the effective leadership practices can promote successful teaching and learning, not limited to South African schools only. Even in South Africa it is not only based in King Cetshwayo District, but in all districts; worldwide. It is every leader's dream to lead a growing organisation with almost all the facilities that a school should have. These dreams and goals can only be achieved through team work and good leadership practices being applied. All school principals should cluster themselves in connection with better strategies of using the leadership practices that are meant to promote effective teaching and learning. Sharma and Jain (2013) state that good leaders are made, not born; it is recommended that school leaders fight together to do well when it comes curriculum monitoring while using the leadership practice.

Setting directions, redesigning the structure, managing instruction, planning ensuring supportive environment and developing people are the leadership practices dealt with in this chapter. These leadership practices are said to be the core practices for any successful school leadership. Leaders using these leadership principals positively can never go wrong; people want to be guided by leaders they respect and who have a clear sense of direction. This chapter entailed how a leader should go about in practising such leadership practices.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The previous chapter, chapter 2 reviewed the literature on effective teaching and learning. The presentation of the research methodology in this chapter would be presented under research paradigm, research design, sampling procedure, data collection and research instrument, data analysis and presentation, ethical consideration, feasibility study and knowledge dissemination. This chapter also outlines the design that the researcher employed to answer the research questions:

- Which leadership practices promote effective teaching and learning in primary schools in King Cetshwayo District?
- How do leadership practices affect primary schools in the King Cetshwayo District?
- What are the challenges experienced in primary schools in King Cetshwayo District with regard to leadership practices?
- How can leadership practices promote effective teaching and learning in primary schools in King Cetshwayo District?

3.2. RESEARCH PARADIGM

This study was promised from an interpretivist paradigm. A research paradigm is an exemplar or a model (Mukherji & Albon, 2015) while File, Mueller, Wisneski and Stremmel (2017) posit that a research paradigm is a philosophical stance in which our thinking and action are embedded. It is also said that a research paradigm is a theoretical framework. So, since the research paradigm is a way of seeing things or the world that frames the research topic, it also influences the way we think about the topic. The study aimed to investigate the leadership practices that promote effective teaching and learning in primary schools in King Cetshwayo District. The researcher intended to find out what the school principals think about the leadership practices, to determine which leadership practices promote effective teaching and learning in primary school in King Cetshwayo District, to determine how leadership

practices affect learning and learning in primary schools in King Cetshwayo are used.

The researcher also aimed to establish the challenges experienced when trying to ascertain good leadership in the King Cetshwayo District. They were supposed to see if they are really using them in such a way that effective teaching and learning are promoted in schools they lead.

Through the interpretivist approach, research is normally inductive, meaning that it is sometimes described as being from data to theory. Rahman (2017) posits that the interpretivist research approach is regarded as an ideographic research, the study of individual cases or events. It also has abilities to understand different people's voices, interpretations and events. The source of knowledge in this approach is the meaning of different events. Interpretivist is not a unified and unequivocal tradition (Goldkuhl, 2012). The aim of understanding the subjective meanings of persons in studied domains is essential in the interpretive paradigm. The core idea of the interpretivist is to work with the subjective meanings already there in the social world; to acknowledge their existence, to reconstruct them, to understand them, to avoid distorting them and to use them as building blocks in theorising. Interpretivist research is less structured and sometimes evolves.

The interpretivist paradigm does not see society as having a fixed structure, hidden or not (Bartlett & Burton, 2007). The social world is created by the interactions of individuals. The researcher used this paradigm when interacting with the participants. Interpretivist paradigm is then used and changed by people as part of their daily lives; this was based on eight (8) principals that were selected for conducting this study. The researcher interpreted their responses from their interviews on leadership practices they apply to their lives of leading schools they involved in.

The researcher tried to understand the participants' reactions in social situations within the process of interaction during the interviews. Interpretivist prefer more 'naturalistic' forms of data collection, making use of individual accounts and include the detailed descriptions to provide a free and friendly environment to the respondents. Bartlett and Burton (2007) explain that methods favoured in interpretivist are informal interviews and observations which allow the situation to be

as normal as possible. These methods are often reliant upon the ability of the researcher to be reflexive in the research process.

The interpretivist paradigm aim for detail and understanding rather than statistical representativeness. As a result, I used a qualitative research in my study, because it focuses on natural settings and concerns with life as it is lived, how things happen and how situations are constructed in day-to-day events. In short, interpretivist paradigms allow multiple realities and are created by the participants or actors. The purpose of the interpretivist researcher was to understand people's (participants) experiences in their workplace as school leaders. The research took place in natural settings where the participants make their living.

The interpretivist believes that to understand this world of meaning one must interpret it (Schwandt, 2015). To prepare an interpretation to construct a reading of these meanings from the participants' shared experiences was done by me as the researcher to give meaning to the researched work. Interpretivist persuasions were unique in the manner in which each participant answered the questions: What is the aim and purpose of human inquiry that is as distinct from inquiry into the physical world? How can we know about the world of human action? Each particular persuasion offers somewhat different conceptualization of what we are about when we inquire into historical actors.

The researcher watched, listened to, asked, examined and recorded the responses of the respondents during the interview session as one of the interpretive enquirers. The definition and employment of such activities depended on the purpose of the researcher for doing this study research. The interpretivist argues for the uniqueness of human inquiry. The value of the interpretivist paradigm is that the researcher did the work by practising the above mentioned activities and received the clear understanding wished for. To make my work unique I personally gained the required information from the participants. I used the interpretivist paradigm, because I entered the world of people (participants) being studied in order to see the situation as it was seen by the participants, observing what the participants considered and observed. I listened to the participants' accounts and took the rich description as a point of departure for formulating an interpretation.

3.3 RESEARCH APPROACH – QUALITATIVE

A research design is a plan of how the study would be carried out. Thomas (2009) insisted that the research design is a plan for the research, so it has to take into account the expectations and the context of a researcher; while Ponelis (2015) sees the research design as the logic that links the research purpose and questions to the process for empirical data collection, data analysis, in order to make conclusions drawn from data. Research design has summarised the procedures for conducting the study, including when, from whom, and under what conditions the data have been obtained. The research design has also indicated the general plan: how the research was set up, what happened to the subjects, and what methods of data collection have been used. Nolan, Macfarlane and Cartmel (2013) posit that the research design is referred to as the selection of methodology and research methods. So, in this study the researcher had selected the qualitative approach to collect information from the participants. The researcher chose to use this design, because the qualitative approach allows the participants to have a face to face conversation regarding the leadership practices that promote effective teaching and learning in primary schools in King Cetshwayo District.

Qualitative research methodologies are concerned with understanding individuals' perceptions of the world. It is very important to use the qualitative approach because it deals with individuals, and help the researcher to understand the world. Once the variables on which data is to be collected are known, the next questions should be: Which data collection 'units' are to be employed? (Sharma, 2009). Also the techniques to be used when collecting that data should be identified. There are two approaches used in qualitative research to address researcher subjectivity, positionality and acknowledgement of insider/outsider perspective. By positionality it is referred to social and cultural positions that one holds and embodies as a human being (File, Mueller, Wisneski & Stremmel, 2017).

The researcher used the qualitative approach because it deals with educational issues (leadership practices), to witness this statement, Kember and Ginns (2012) state that qualitative approaches are used in the scholarship of teaching to bring about effective teaching and learning in schools. The scholarship of teaching is often

conducted in conjunction with innovation in teaching or when there are major changes of some sort.

As was mentioned in Chapter 1, features of the case study have mainly been used in the design to conduct this study, Punch (2009: 120-121) outlines the following characteristics of a case study:

- It has boundaries, it points out that boundaries between case and context are not necessarily clearly evident. Nonetheless, the researcher needs to identify and describe the boundaries of the case as clearly as possible;
- The case is a case of something. This may seem obvious, but it needs emphasis, to give focus to the research, and make the logic the logic and strategy of the research clear. Identifying what the case is a case of is also important in determining the unit of analysis, an important idea in the analysis of data;
- There is an explicit attempt to preserve the wholeness, unity and integrity of the case. At the same time, since not everything can be studied, even about one case, specific focus is required. Research questions help to define this focus;
- Multiple sources of data and multiple data collection methods are very likely to be used, typically in a naturalistic setting. Many case studies will use sociological and anthropological field methods, such as observations in natural settings, interviews and narrative reports. This means a case study is not necessarily a totally qualitative technique, although most case studies are predominantly qualitative.

The researcher used qualitative research in order to understand how the leadership practices were used in Primary Schools and how they contribute to the existing teaching and learning in King Cetshwayo District. The researcher wanted to understand the phenomena in the usage of the leadership practices. A qualitative approach seemed to be the most viable approach to be used, since was fully aware of the practices used by school leaders, but did not fully understand the end results and or impact of using those leadership practices.

There are some benefits of using qualitative research approaches and methods (Rahman, 2017). Qualitative research approach involves thick (detailed) description of participants' feelings, opinions, and experiences and interprets the meanings of their action; when it comes to terms of language testing, especially. By using qualitative research, it is much easier to understand how participants feel, also to discuss their thoughts towards the topic. I found it interesting to describe the participants' experiences and actions and to obtain an inside perspective of the state of affairs. Qualitative research results provide the relationship of information processing with approaches which are employed to achieve deeper insights into issues such as designing, administering and interpreting the participants' responses. Moreover, there are some who argue that qualitative research (interpretivist) holistically attempts to understand the human experiences in specific settings. Qualitative research is said to be an interdisciplinary field which encompasses a wider range of epistemological viewpoints, research methods and interpretive techniques of understanding human experiences.

The qualitative approach is underpinned by an interpretivist epistemology, which assumes that meaning is embedded in the participants' experiences and that this meaning is mediated through my own perceptions as researcher (Tuli, 2010). Researchers using qualitative methodology immerse themselves in a culture or group by observing its people and their interactions, often participating in an interpretive paradigm. An interpretivist paradigm portrays the world as socially constructed, complex and forever changing.

Qualitative research has a number of advantages; as a result many researchers tend to use it in conducting their studies. I also picked qualitative research approach for my study through the following qualitative research approach advantages:

- It is rich, in-depth detail possible (participants can elaborate on what they mean). This is because I was really concerned about what the principals in the selected primary schools (in King Cetshwayo District) experienced in their leadership. The participants were free to share their experiences, giving details of what they come across in their leadership.
- Perceptions of participants themselves can be considered, as the human factor. Since the participants of this study are humans, they found it easy to

share with me what they thought and understood about the study topic at hand (Leadership practices that promote effective teaching and learning in primary schools in the King Cetshwayo District);

- Qualitative research is appropriate for situations in which detailed understanding is required. Whenever the participants were not clear about some of the questions from the interview questions, I clarified those questions immediately, on due cause since it was some face-to-face conversations; and
- Events can be seen in their proper context or more holistically.

3.4 SAMPLING PROCEDURE

Sampling is the process of selecting people or elements for inclusion in a research study Gowpall,(2015), while Onwuegbuzie and Collins (2013) posit that sampling is the process of selecting a portion, piece or segment that is representative of a whole. Sampling is the most important part in a research study, because it provides a lead to a researcher on how to conduct a study. Sampling is also said to be an important step in research, because it helps to inform the quality of inferences made by the researcher that stem from the underlying findings. A study cannot be conducted involving the whole population, but some elements should be selected. So, in this study I only took 10% of primary schools under King Cetshwayo District; which is eight (8) principals, since it has 79 Primary schools. A smaller number of participants selected were enough to give clear information the researcher wanted which was about leadership practices. In the sampling procedure the researcher used the purposive sampling, which refers to choosing people who have a unique perspective or occupy important roles, or selecting individuals or artifacts to represent theoretical categories or considerations.

Data gathering is crucial in research, as the data is meant to contribute to a better understanding of a theoretical framework (Tongco, 2007). The scholar Tongco (ibid.) further mentions that it then becomes imperative that selecting the manner of obtaining data and from whom the data will be acquired must be done with sound judgment, since no amount of analysis can make up for improperly collected data. Purposive sampling involves simply the pursuit of the kind of person in whom the researcher is interested and professes no presentativeness (Thomas, 2009). Sampling procedures are classified under two classes, which are probability

sampling and non-probability sampling. The kinds of samples used in purposive sampling are non-probability because samples in this type do not lend themselves to the kind of design on which inferential statistics using probability estimations are used.

Purposive sampling involves a series of strategic choices about with whom, where, and how one does one's research. Through the presence of this statement my sample was tied to my objectives. Purposive sampling is virtually synonymous with qualitative research. The researcher found purposive sampling suitable for this study because it is based on the right participants at the right time. All the study objectives would be obtainable from the school leaders due to their duties as school principals. So the researcher's purpose would be fulfilled. Nevertheless, the researcher's objectives and interests characterise qualitative research, the reason being that qualitative researchers are often interested in asking about the central tendency of the case study.

The researcher chose the participants simply because I knew that the selected sample knew about the study topic investigated. Acharya, Prakash, Saxena and Nigam (2013) posit that purposive sampling is also known as the convenience sampling. Here, the sample is chosen on the basis of the convenience of the investigator. Purposive sampling is the commonly used sampling method because it is less expensive and there is no need for a list of all the population elements. Purposive sampling is also an example of the non-probability sampling; it is cheaper than probability and can often be implemented fast.

When using purposive sampling, the results from the data cannot be generalised beyond the sample because they are not measured and controlled. The researcher used purposive sampling in this study because it is the deliberate choice of an informant due to the qualities the informant possesses. Therefore, in choosing a sampling method for informant selection, the question I was interested in answering was utmost importance. I decided what was needed what to be known and set out to find people who could and were willing to provide the information by virtue of knowledge and experience they had. It is typically used in qualitative research to identify and select the information-rich cases for the most proper utilisation of available resources, and that involved identification and selection of individuals or

groups of individuals that were proficient and well-informed with phenomena of interest (Etikan, Musa & Alkassim, 2016). Tongco (2007) reveals some steps in purposive sampling when conducting a study. Those steps are namely:

- Decide on the research problem;
- Determine the type of information needed;
- Define the qualities the informants should or should not have;
- Find your informants based on defined qualities;
- Keep in mind the importance of reliability and competency in assessing potential informants;
- Use appropriate data gathering techniques; and
- In analysing data and interpreting results, remember that purposive sampling is an inherently biased method.

I found it advantageous to use purposive sampling in this study because it helped researcher to make judgmental, selective or subjective sampling from the participants' responses (Sharma, 2017). The sampling technique relied on the researcher for selecting the study, because I knew the purpose of the study. I had to derive meaning from explanations from participants. With qualitative data analysis it is easy for a researcher to have an understanding of a specific phenomenon in revealing patterns and things in the data. The purposive sampling helped me in selecting the units to work with in the study, because they presented a wide range of non-probability sampling techniques to draw on (Etikan & Bala, 2017).

In purposive sampling, the sampling design was based on the judgment of the researcher as to who would provide the best information to succeed for the objectives of the study. So, I had to focus on those participants with the same opinion to the required information and willing to share it. There are some advantages for the purposive sampling (Taherdoost, 2017) of which the researcher found very helpful in the study. These advantages are that they are:

- least expensive, least time-consuming and most convenient;
- low-cost, convenient, not time-consuming and ideal for exploratory research design;
- samples can be controlled for certain characteristics;

- can estimate rare characteristics;
- easily be understood, and results are projectable;
- can increase representativeness, are easier to implement than simple random sampling, and the sampling frame is not always necessary;
- include all important sub-population; and
- are easy to implement and are cost effective.

3.5 DATA COLLECTION AND RESEARCH INSTRUMENT

The research instrument used was an interview. Berger (2011) emphasises that interviews are one of the most widely used and most fundamental research techniques. Interviews enable the researcher to obtain information that they cannot gain by observation alone. That is why researchers involve interviews in their studies. Interviews could occur at any phase of a qualitative project and could serve a variety of purposes. Thomas (2009) posits that an interview is a discussion with someone in which you try to get information from. The information may be facts or opinions or attitudes. Interviews are commonly used to gather data in qualitative research (Nolan, Macfarlane & Cartmel, 2013). Furthermore, they argue that the interview process is a valuable data collection tool because usually participants are comfortable with interviews as a communicative event. Interviews were considered because they enabled depth and complexity in data. The main aim of these interviews was to understand the usage and outcomes of leadership practices in primary schools in the King Cetshwayo District through the leaders (principals) as participants in targeted primary schools. The interviewed principals were regarded as the correct and trustworthy sources, because they are the ones practising the leadership practices, roles and responsibilities of the school functionalities at hand.

There are advantages or strengths (of interview as a tool to collect data) in every aspects, so in this matter, Bartlett and Burton (2007) identify the strengths of interviews in data collection. Strengths in data collection are as follows:

- They can be adaptable to different situations and respondents;
- The interviewer can pick up non-verbal clues which would not be possible from questionnaires, for example, annoyance or pleasure shown by respondent over certain topics;

- The researcher can follow hunches and different unexpected lines of enquiry as they come up during the interview, for example, issues of bullying may become apparent that had not been mentioned or suspected before the start of the study;
- The researcher can obtain detailed qualitative data expressed in the respondents' own words; and
- The one can generally record interviews and thus have a written record that can be analysed in detail (Berger, 2011). In some cases, it is possible to use videotapes when doing research and to capture visual information, but videotaping is said to be difficult to do.

Mukherji and Albon (2015) reveal the types of interviews; which are structured interviews, *unstructured interviews* and semi-structured interviews. All these interview types are there to help the researchers gain the particular information they seek. In this study the researcher used the unstructured interview to collect the information. Bartlett and Burton (2007) clarify that unstructured interviews are so informal, they appear to be little more than conversations between respondent and researcher. In unstructured interviews the researcher guides naturally occurring conversations (Cousin, 2009). Unstructured interviews have no predetermined set of questions, and they can seem much like an ordinary conversation (Thomas, 2009). Unstructured interviews make the participants feel comfortable to share their thoughts and feelings about the topic questions. The researcher is focused and is trying to gain information, but the researcher exercises relatively little control over the responses in unstructured interviews with the informants (Berger, 2011) in interviews. Cousin (2009) reveals that unstructured interviews are also regarded as unstandardised; this is because unstructured interviews do not engage a specific framework for questioning.

The idea behind the unstructured interview is that interviewees should be allowed to set the agenda. During the unstructured interview the interviewer and interviewee had a conversation about a specific topic in response to the interviewer asking broad, open-ended questions. When the researcher conducted the study, there was no set of questions and the interview followed the direction of the participant's responses. The interviewees were then allowed to set the agenda in order for the

interview to be through peacefully. The interviews went well because of the good cooperation between the interviewer and the interviewees through the unstructured interview type.

An interview schedule is encouraged when using an unstructured interview, since it is the list of issues a researcher wants to cover. McMillan and Schumacher (2010) reveal that semi-structured interviews enable the respondents to express themselves and to give more details about the phenomenon. So, this type of interview puts a respondent at ease when it comes to sharing their views regarding the study topic. Semi-structured interviews are used to generate data. They allow for more flexibility during data collection and create the space for enquiry stimulated by the interview (Gowpall, 2015).

3.6 DATA ANALYSIS AND PRESENTATION

Data were analysed according to the aims of the study. The process of data analysis is the part during which the data gets interpreted and then converted into findings; into the story of what has occurred according to the researcher (File, Mueller, Wisneski & Stremmel, 2017). Data analysis took place after all the interview schedules had been done. Data was arranged in a way that should provide a clear understanding to the researcher. Data were grouped into themes to make it easier for the researcher, also to interpret it clearly in a summary as the researcher is said to be the interpretivist. Phelps, Fisher and Ellis (2007) argue that qualitative data are non-numerical, mostly in the form of text, but may also include other formats such as images, video or audio. After the researcher had collected data she will analyse it from the tape recorder used (audio) to text so that it can be readable.

Qualitative data analysis is often voluminous by its nature, unwieldy and time-consuming to organise and analyse. It involves a lot of activities, which are: organising, storing, reproducing and retrieving data. These activities consumed a lot of time because it must be carefully done. Qualitative research focuses on quality of things, looking at their nature, what they are like and at how they can be described. Qualitative research often involves views or internal worlds of participants and may include data generated from relatively small samples of people. They often take the form of words, narratives and descriptions which are not easy to analyse, so, I did the detailed interpretation of those data to identify relevant themes and to make them

understandable and credible for the reader. The interpretation involved a greater need for explanation and justification of my decisions in the methodology section.

Data analysis took place once all the interview schedules and observations had taken place. This process began with organising qualitative data that had been collected from participants through interview schedules and observations. The search for meaning was accompanied by identifying the smaller units of meaning in the data, which had been understood without additional information, except for the knowledge of my focus of enquiry. Data were organised into themes and categories in order to find relationships and meaning. Data transcription in this study took place during observation and interviewing. McMillan and Schumacher, (2010, p. 369) regard transcription as a process of taking notes and other relevant information and converting them into a format that will facilitate analysis. Maree, Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Plano, Clark (2016, p.109) emphasise that this is best achieved through a process of inductive analysis of qualitative data where the main purpose is to allow research findings to emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by more structured theoretical orientation.

3.7 ETHICAL CONSIDERATIONS

The approval of the study was granted to me by the University of Zululand Committee and the DoBE to proceed with the study. The school principals as the school leaders visited allowed me to conduct my study in their schools. Appointments regarding the study to be conducted were made. The participants were clear that the study from them was to be voluntarily conducted; and they were not obliged to be interviewed. They were free to withdraw when they wanted to. The procedure of collecting data from them was explained, and the reason for the study was clarified to them. They were then told that they were free to use the pseudo names or remain anonymous for their own safety and discomfort.

The researcher read the University of Zululand's policy and procedures on research ethics, and its policy and procedures on managing and preventing acts of plagiarism as per its research ethics guide (2015). The researcher understood the guidelines as contained and set out in the University policies. The researcher undertook to:

- comply with the law, internationally and nationally acceptable standard governing research with human participants and animal subjects, and present the proposal to institution's research ethics committee for approval;
- comply with all rights of the participants, and follow an agreement and protocol that clarify the nature of the research and the responsibilities of each party;
- disclose the duration before participation begins for all occasions that are to take place; be transparent and inform participants about their right to decline to participate and withdraw from participation at any time, the consequences of withdrawal being no risk at all for participants;
- conduct research that has been voluntarily. Participants have been requested not to expect any personal benefit, and personal details of participants have not been disclosed for any reason. They have remained confidential;
- Be contacted for questions and concerns, and the supervisor would have also been contacted;
- Exclude experiments, but individual participation has been needed and participants have requested to participate without expecting any payments;
- Comply with the requirement to make sure to avoid risks to obligations for and limitations on the participants, nor involved them in any deception. If any has occurred. I have made sure that nobody has been caused any physical pain, and that only human beings have participated in this study;
- Comply with reporting standards and regulated citation standards; and
- Make the work available to share with other researchers to allow verification of results; and

Foreman-Peck and Winch (2010) posit that assurance of confidentiality and anonymity should be carefully considered at the planning stage; such promises are given to protect the identity of the participants. This act was done by the researcher to protect participants from any harmful consequences of sensitive or negative findings and the stigmatisation of their institutions and or communities. This means that the information in this study needs to be silent about the identities of participants and their settings. All the participants were aware that their confidentiality was to be protected during and after the study was conducted; even when the information would be published. The names of participants were used solely for the purpose of

the study and no information was shared with other people that could easily betray their identities. The anonymity was kept intact during and after the process of the study.

All participants were given informed consent. Informed consent basically relates to giving information to the participants and the research study in clear terms. All the participants were provided with information about the aim of the study. The researcher informed all participants of the purpose, data collection method and the extent of the study before the interviews took place. The researcher also explained participants' roles. The participants signed the informed consent. The researcher obtained an ethical clearance certificate to conduct the study from UNIZULU research ethics committee. Permission was also granted from the provincial department of education Pietermaritzburg.

3.8 DATA TRUSTWORTHINESS

Validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analysing results and judging the quality of the study (Sharma, 2009). McMillan and Schumacher (2010,p.330) state that in qualitative research, validity and reliability "refer to the degree of congruence between the explanations of the phenomena and the realities of the world. Although there is broad agreement to use pertinent research terms for qualitative research, disagreement occurs over the names of specific concepts." Validity then refers to the suitability or meaningfulness of the measurement.

To ensure that the truthfulness of the finding is maximised in this study, both face and content validity were employed. According to Holden (2010) face validity refers to the relevance of the study as it appears to test participants. In the same vein, face validity measures what it is supposed to measure. On the other hand, content validity refers to how well the test measures the behaviour for which it is intended, (Shuttleworth, 2017). With face validity I as the researcher used own judgment and examined and modified each question until I was satisfied that it was an accurate measure of the desired construct, while with content validity the researcher tried to ensure that the instrument, which was interviewed with open-ended questions that provides adequate coverage of the topic.

The data that have been collected from participants were valid, so I relied on analysis and presentation to conclude this study. The interview questions were formulated based on the research questions of the study, and purposive sampling was used to make sure that I could rely on the participants. All these questions were asked through interviewing the participants in their natural setting.

Kumar (2014) posits that a high reliability of response is obtained by providing all respondents with the exact same set of questions. In this study the reliability of data provided was ensured by using the very same technique as proposed by critics (Healy & Perry, 2000). All respondents who were school principals were asked more or less similar questions which concerned their leadership practices. It must be noted that the interviews were unstructured and questions were posed in a natural manner. The researcher also read and analysed all information provided by respondents. Patton and Cochran (2002) also maintain that the other way of ensuring the reliability of data provided is to analyse the whole set of data.

3.9 CHAPTER SUMMARY

This chapter described and discussed the research methodology that was adopted for the study. In discussing research methodology, the following aspects were taken into account: the research paradigm, the research design, sampling procedures, the research instrument, data analysis and presentation, ethical consideration, and the validity and reliability of the research.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The previous chapter, Chapter Three, was about the research methodology. I presented and discussed how the data were collected. This chapter presents the analysis of data including the discussion of the findings of the study. As indicated in Chapter 3 data were generated using interviews. I used the unstructured interview when collecting data from school principals. Data analysis from interviews was presented using the themes and sub-categories. The qualitative methods used were non-numerical data method in the form of text. It involved conceptual operations and mechanical tasks. Revisiting research questions and the aims and objectives of this study served as a point of departure, because this assisted the researcher in identifying themes and categories of the findings.

The research questions were:

- Which leadership practices promote effective teaching and learning in primary schools in King Cetshwayo District?
- How do leadership practices affect primary schools in King Cetshwayo District?
- What are the challenges experienced in primary schools in the King Cetshwayo District with regard to leadership practices?
- How can leadership practices promote effective teaching and learning in primary schools in King Cetshwayo District?

The data analysis was presented under the six themes that were based on the following objectives of the study. They were to:

- determine which leadership practices promote effective teaching and learning in primary schools in King Cetshwayo District;
- determine how leadership practices affect teaching and learning in primary schools in King Cetshwayo District;
- establish the challenges experienced when trying to ascertain good leadership in King Cetshwayo District; and

- Recommend the effective leadership practices for school leaders to enhance effective teaching and learning in King Cetshwayo District.

4.2. DATA ANALYSIS

Data were analysed according to the themes and sub-themes. Kawulich (2015) defines data analysis as a process a researcher uses to reduce data to a story and its interpretation. It is a process of reducing large amounts of collected data to make sense. Data analysis is used for bringing order, structure and meaning to the mass of collected data. It is also a messy, ambiguous, time-consuming and fascinating process.

I used qualitative data analysis in this study, because the researcher was interested in the opinion of participants who searched a leadership practice that promote effective teaching and learning in Primary Schools in King Cetshwayo District. Data obtained through interviews were then presented it in a table form. The researcher used qualitative data analysis because it is a search for general statements about relationships among categories of data. Qualitative data analysis is the classification of linguistic or visual material to make statements about implicit dimensions and structures of meaning – making in the material and what is presented in it (Flick, 2013). The process of analysing qualitative data varies from one study to another depending on how the researcher was guided by the research questions, theoretical framework of the study and the appropriateness of the techniques for making sense of the data (Kawulich, 2015).

4.3 THEMES FROM THE INTERVIEWS

Themes are used as attribute, descriptor, element and concept (Vaismoradi, Jones, Turunen & Snelgrove, 2016). A central issue in the analysis is that the research participants' subjective meanings and social reality are appropriately conveyed in the research report. The responses of the principals were used to analyse the data according to themes from the tools used to collect data. In this study the researcher used the pseudonyms A to H in order to keep the participants' confidentiality. The analysis of responses was done according to themes that were extracted from the tool that was used to collect data. Six themes and sub-themes emerged from the study. The table below provides themes as well as their sub-themes:

Table 4.1: Theme and sub-themes

THEMES	SUB-THEMES
4.4.1 Attending workshops	<ul style="list-style-type: none"> • Academic workshops • Personal developmental workshops • Academic meetings • Awarding of hard workers
4.4.2 Being knowledgeable	<ul style="list-style-type: none"> • Furthering studies • Curriculum understanding • Curriculum implementation • Being resourceful
4.4.3 Class visits	<ul style="list-style-type: none"> • Classroom appearance • Furniture • Teaching media • Lack of resources
4.4.4 Communication	<ul style="list-style-type: none"> • Community involvement • External factors
4.4.5 Delegation	<ul style="list-style-type: none"> • Knowledge sharing
4.4.6 Openness	<ul style="list-style-type: none"> • Decision making • Common challenges

4.4.1 Attending workshops

It was clarified by the participants that school principals should engage themselves in organising and planning workshops as the activities are aiming to develop teachers. These workshops are examples of setting directions in order to promote effective teaching and learning. A workshop is a set of activities designed to promote learning, discussion, and feedback about a topic (Spagnoletti, Bonnema, McNeil, Spencer & McNamara, 2012). The scholars further describe a workshop as a seminar emphasising free cascading on knowledge and skills, discussion, exchange of ideas, and demonstration of methods of practical application of skills and principles. Principals as school leaders and the teachers need to attend both academic and personal development workshops so that they can flow and meet the requirements of time, since the educational system is forever changing. These workshops are aimed at supporting and promoting effective teaching and learning in schools.

Principal A said:

“I encourage all the concerned teachers to attend the workshops planned for them, so that they would be aware of the departmental expectations. I also attended those

workshops which are planned for us as school leaders because we are aware that they are planned to help us lead schools effectively”.

Principal G said:

‘I plan workshops for us as principals to workshop each other so that we are on the same direction, and follow the same plan we agreed upon as school leaders.

Workshops seemed to be the most important activity in the promotion of effective teaching and learning in primary schools, as from the interviews. Workshops serve as an important component to an academic’s teaching portfolio. They provide the opportunity to hone teaching skills, establish a national reputation, and find collaborators for other scholarly activities.

4.4.1.1 Academic workshops

The respondents revealed that most teachers lack attendance of academic workshops; thus leads to poor performance of their duties due to the lack of or insufficient information. Mostly, schools from rural areas are still neglected; they are not accorded enough workshops. This causes the imbalances of performances when it comes to learner achievements. Academic workshops are not announced in time, therefore it is much harder for teachers in rural and semi-rural schools to attend. Sometimes school principals organise those workshops in clusters; only to find that the attendance is very poor. Some teachers come late or never come at all. When teachers fail to attend academic workshops or join workshops late, they miss much information to share and deliver at their schools to promote effective teaching and learning. Workshops provide a high-yield, interactive educational experience on an area of interest (Spagnoletti, Bonnema, McNeil, Spencer & McNamara, 2012). The workshops learning format is more efficient, effective, and enjoyable, because it allows for networking with colleagues from different schools. The responsibility of the principal is to encourage and support the teachers to attend these workshops.

Principal A said:

I organise with other school principals to offer the academic workshops and or personal developmental workshop at our school, in order to support staff to cope with the pressures of teaching and learning. The problem is that few attend, and some come late or some leave early while the workshop is still on.

The participants mentioned that teachers are lazy at attending workshops, even though such workshops are meant to boost their work, self- confidence and the passion for their work. Teachers who attended the workshops are supposed to present or give feedback to the staff on what they received from the workshop they attended. Trainers will sometimes be asked to by their institutions to organise and run a workshop for in-house, in-service teachers (Ur, 2009). It is important that teachers value such chances. Principals and leaders should take the time offered by an individual outside from their school to develop them. They should also respect what these people are there to deliver in order to benefit a school.

4.4.1.2 Personal developmental workshops

Principals indicated that most teachers do not perform their duties of teaching, because they do not bother to identify their strengths and weaknesses in their work. Some teachers are even lazy to network with their colleagues to be more effective in the work. The principal's responsibility is to create environments where each teacher is encouraged to be involved in personal initiative that nurtures the teacher to improve teaching and learning. Principals are supposed to consult teachers in planning for these workshops rather than planning without engaging teachers. The reasons teachers are not attending these workshops is that some of them are not planned properly.

Some teachers are not involving themselves in activities that are planned for developing and giving them more clues of how to promote effective teaching and learning in schools they teach at. The participants indicated that they encouraged teachers to attend workshops that are subject-specific that assist individual teachers to improve their pedagogical engagements of how to teach subjects which are regarded as part of personal development. These workshops also assist teachers in developing their personal qualities which they should provide in order to submit a portfolio for National Teacher's Awards (NTA). The Minister of Basic Education, Mrs Angie Motshekga has congratulated all the finalists who were honoured at the National Teachers' Award (National Teachers' Awards, 2017). The Minister of DoBE honoured the teachers who did best in improving effective teaching and learning in schools. These awards are aimed at recognising the hardworking teachers and to encourage other teachers to do the same.

The American Society for Training and Development (2000) posits that personal development refers to those learning opportunities designed to help employees grow. Development is not primarily skills-oriented; instead, it provides general knowledge and attitudes, which will be helpful to employees to be able to adjust with the demand of a job or a position. In this matter, personal development is not only based on teachers as curriculum implementers, but principals also need to be developed because they lead schools; they also teach. For effective teaching and learning to be promoted, principals as school leaders need to be developed, because for them being in leadership positions do not mean that they are fully groomed. The participants revealed that some principals were not fully clear about leadership roles and practices since they expected to implement them in schools they lead, and they indicated that they needed these personal developmental workshops.

Developmental workshop is concerned with providing learning experiences to employees so that they may be ready to steer the school to activities in new directions toward the achievement of the mission of the school. So, personal developmental workshops are the need to enhance competencies beyond those required learning experiences. Such workshops are done to satisfy the educational growth and to meet individual's need for the promotion of effective teaching and learning.

Principal B said:

As a curriculum leader I set or plan a personal developmental workshop to help teachers develop where they lack. It happens that they sometimes have educational knowledge, but lack to deliver it to learners and to some needy colleagues. So, personal development should promote teaching and learning through positive self-confidence.

Principal C said:

I organise developmental workshops and meetings regarding their (teacher's) behaviour, also recognising those who do well and encourage the rest to do well too.

I also encourage them to meet with their colleagues from neighbouring schools to network with them in order to be collaboratively developed where they lack expertise, because a person knows his weaknesses and strengths.

4.4.1.3 Academic meetings

The participants indicated that some leadership responsibilities hinder them in fulfilling their aim of promoting effective teaching and learning in schools because some leaders themselves do not follow the protocols. Some respondents stated that they fail to attend leadership or principals' meetings, due to the fact that they have a heavy teaching load as some meetings are taking place at the time they are expected to attend to their classes. Principals as the school leaders cannot set the schools' direction if they fail to attend the academic meetings set by the circuits or districts managers. In such meetings they are groomed on how to set positive directions of the schools they lead. More specific sets of leadership practices significantly and positively influence these direct experiences including, for example: offering intellectual stimulation, providing individualised support and providing appropriate models of best practice and beliefs considered fundamental to the organisation (Liethwood, Seashore, Anderson & Wahlstrom, 2004).

This concurs with the study done in China (2017) where it was found that the principals in their schools spend most of their time organising lesson observations at the schools and district levels, observing lessons and giving directions as how teaching might be improved. Principals here seem to forget their roles of leading schools through the right leadership practices as they are expected to juggle many activities and responsibilities at the same time. School leaders should support teachers and learners. Academic meetings are set to give tips to school leaders as how to go about in leading schools and providing leadership.

Principal C said:

I brief the teachers about the components regarding improving schools; that were touched on in the school leaders' meetings I attend. I brief them about the meeting, because we work as a team; I want them to work towards a good set direction. I found it more relaxing to be transparent to them, whenever the meeting I attended touches the practices that I feel they can help in promoting the effective teaching and learning.

The school leaders should present what was discussed in the meeting they attended to the staff so that everybody must be aware of what is happening, or what should be done in schools.

Principal D said:

The mistake of not promoting effective teaching and learning in schools is our fault. We sometimes neglect academic meetings, make our own priorities and claim that we know what is best for our schools.

The school leaders should not ignore the meetings they are invited to attend; reason being all the matters discussed in their meetings are aimed to promote schools.

Principal E said:

We sometimes ignore invitations (circulars) of the meetings hoping that we will get information of what was said in a meeting from our neighbouring principals; or other principals who are friends with us. We do not always ignore meetings; it depends on the work load since we also have classes to teach. We also do not attend meetings sometimes because some teachers misbehave if we as principals are away from schools. They sometimes leave early or stop their teaching responsibilities and learners suffer due to such teacher behaviour.

Each and every school leader must attend the meeting, because they can get distorted information or an information that is totally out of what was discussed in the meeting.

Another participant revealed that they sometimes ask some principals who attended the meeting to collect the documents obtained in the meeting for they even make copies. He/she further mentioned that those documents end up being lost in their offices, because they do not have time to organise and distribute them and they are sometimes get lost because of paper trail.

4.4.1.4 Awarding of hard workers

Participants revealed that some principals are indolent in performing their duties, which lead to negligence of leadership practices set to promote effective teaching and learning in Primary Schools. Everyone who did well receives praise for the good

work performed; school leaders are hardly noticed when they did well. Teachers do not receive recognition for effective teaching (OECD, 2009). Most teachers work in schools that do not reward effective teachers and do not dismiss poor performing teachers. The principals should sometimes plan for a day of appreciation, whereby they award certificates or trophies to teachers who did well in duties as to show that they recognise their good work and encourage hard work to promote effective teaching and learning in schools they lead. They also mentioned that if ever there is a mistake on their side or a teacher in the school they lead, that mistake draws a much attention and further legal actions are taken.

Principal E said:

With the help from the School Management Team (SMT), I plan an internal function, whereby we award those teachers who do their best in promoting effective teaching and learning.

It is very important that schools hold internal awarding functions because such functions encourage the whole staff to work hard; knowing that they are being recognised on their hard work.

Principal F said:

During the Grade 7 learners' internal farewell function we add to the programme an item whereby we award those teachers who do well; not only from the Grade 7 teachers but from the whole school.

The awarding day or teachers should be done on its own, this could make teachers understand their importance. All the teachers who did well should be awarded; not only the teacher from selected grades, because all the grades are equally important.

Principal H said:

In our school we arrange a day to give thanks and award teachers who do their best in their work. We also issue certificates learners who are the top achievers from Grade R to Grade 7. This is done in our school to encourage the good work to both teachers and learners.

Awarding days are very important in schools because they encourage both the teachers and learners.

The selection of teachers who did well and who are awarded receive the awards because their work is inspected. Teachers submit their assessments tasks to their HoDs before assessing learners for moderation purposes (Pre-moderation); if approved by the HoD, the teacher may continue with the assessment. If not approved, the teacher must fix the mistakes and submit again. After assessing, the mark list must be submitted to the HoD again before capturing the marks to the system. If this process is done and good results are obtained by most learners it means the teacher should be selected on appraisal times because some teachers skip these stages and come up with the final mark.

Participants indicated that the issue of awarding those teachers who did well is more important to them. The findings reveal that in schools that are not evaluated, teachers are less likely to benefit from appraisal or feedback (OECD, 2009). The principal must see to it that fair actions are practised in this regard; since teachers work hard and principals are praised for that because the good work is recognised and linked with the name of the school and the principal is thanked. The principals must reveal that they did not work alone; but there was a collaborative work in their school. Teachers need to be evaluated to encourage them to do their best; the findings of a study conducted in Korea revealed that a teacher in a school that has not been evaluated is more than twice as likely not to receive appraisal or feedback as one in a school that has been evaluated (OECD, 2009).

4.4.2. Being knowledgeable

Participants revealed the importance of knowledgeable school leaders. Some leaders are satisfied about that they are the school principals, not bothering themselves about searching for more knowledge; only to find that a Post Level 1 teacher is more knowledgeable compared to the school principal. The real principal knows that he has the overall responsibility for creating the conditions that support effective teaching and learning, (DoEB, 2008) and not the other way round. The principal must know what happens inside the school: teachers and their subjects, the number of learners per grade, the number of subject per phase; including the hours per subject. They must know teachers' strengths on particular subjects, organise a

change if necessary. The school principal must know the nutrition programme and a week menu, what is short in the school nutrition and communicate this with the supplier, but depending on the procedure made for such activity. The principal must know that the feeding scheme for the school satisfies the needs of all learners a day.

Principal C said:

I go for trainings that are either planned by the department of education or external factors aiming to groom us as principals and provide us with more knowledge on the area of policy, curriculum management leadership and school management. I also allow teachers if they are supposed to go for such trainings because I want to see the progress in our school.

Principal F said:

Knowledge is power, so I grab every opportunity for training that comes my way and so do my colleagues because I believe that once we are knowledgeable we can achieve our goal of promoting effective teaching and learning.

Principal G said:

I engage myself in all the school activities because at the end of the day I am accountable for all the school activities. I am responsible for what happens in the school I lead. I check if all the committees, committees like: Welfare committee, Nutrition committee, Cultural committee and more are active in their duties. As a principal I cannot operate all the activities but it is my responsibility to oversee if the committees are still active.

4.4.2.1 Furthering studies

Participants confirmed that staying on the same level, educationally, does not help practising leadership practices effectively in such a way that they promote effective teaching and learning in primary schools. Some respondents agreed that the effective teaching and learning are not promoted through their laziness when it comes to furthering studies. They are aware of the leadership responsibilities but are not able to work effectively due to the lack information and skills educational knowledge that suits the current times and the kind of communities the school is in.

Principal D said:

I encourage the teachers and myself to go for good opportunities for furthering our studies, so that we will be developed and be in line with educational changes.

Principal G said:

Furthering studies is very important so that the learners taught in our schools must be motivated and gain that courage of learning considering their future through the principal and staff's example. Effective teaching could be promoted through furthering studies as a good example under developing people as one of the leadership responsibilities or practices.

Principal H said:

A teacher is a life- long learner, so this should be proven by the school leaders and their followers furthering their studies. Education is never enough for a leader, so a good leader is always seeking for new ideas of performing his duties as a school leader.

Participants indicated that furthering studies is also crucial, not just education when it comes to studies; but quality education is encouraged. The reason for quality education is that it best fits the present and future needs of the particular learners in question and the community, given the particular circumstances and prospects (Fredriksson, 2014). It is important to lay the foundation for change and at the same time to maintain the best qualities of the present. The principals as school leaders play a vital role in setting the direction for successful schools, but existing knowledge on the best ways to prepare and develop highly qualified principals is scarce (Davis, Darling-Hammond, LaPointe & Meyerson, 2005). School leaders cannot succeed in promoting effective teaching and learning in the schools they lead with old education system they inherited from years ago. It is the principal's responsibility to further their studies and adapt to change. They must go for training related to new education systems.

4.4.2.2 Curriculum understanding

Participants revealed that the curriculum has a number of ways to help with the interpretation thereof. Both the school leaders and the teachers need to be aware of

that, not that it is about teaching and learning only. Curriculum understanding is the principal's responsibility to fully understand it. The principal must know what happens and which curriculum is in use on due period.

Firstly, the curriculum needs to be fully understood by the specialists in education. The DoBE (2008) mentioned the following curriculum concepts: Curriculum as plan, curriculum as practice and curriculum as social construct. As for the principals as the school leaders, it is more important to understand all the three curriculum concepts so that they will be able to know exactly what they are supposed to do as to manage instruction as one of the leadership practices.

The school leaders should understand that when the curriculum is seen as plan, it is just a document or a blueprint for teaching. In this case a curriculum is referred to as syllabus which includes in detail the content to be taught, presented and be assessed. If curriculum is seen as a practice; it must focus on the experiences of both teachers and learners. This one could also be regarded as experienced curriculum, which is the extension of the normal activities of daily life into directed instructional situations (Johnson, 2014). The experienced curriculum refers to how the child responds to, engages with, or learns from the events, people, materials and social or emotional environment of the classroom. The actual curriculum should also be understood by school leaders as it is the curriculum in use or that is delivered and presented by each teacher. Lastly, there is an implemented curriculum; which is referred to as the various learning activities or experiences of the students in order to achieve the intended curriculum.

The third concept for the curriculum, which is social construct, states which knowledge, skills and values that people believe are important for the learners in that society to acquire. So the principal must fully understand curriculum at large. The school leader is also responsible for making sure that the teachers understand the curriculum. Leithwood, Louis, Anderson and Wahlstrom (2005) mention that the typical curriculum experienced by children is narrowly focused on basic skills and knowledge and lacks much meaning for these learners. The school leaders and teachers must understand the type of curriculum to benefit learners; and by so effective teaching and learning could be promoted.

Participants revealed that there is still the confusion on the expectations of what exactly the curriculum is. In this matter the principal is responsible for organising an educational specialist or any curriculum expert to help elaborate on what is expected of the curriculum. It was also evident that leaders do not give much support to teachers and learners as an activity of managing the instruction. Some teachers only take the curriculum as teaching and assessing only. It is the principal's duty as a school leader to make it a point that curriculum very broad. It was revealed that even teaching itself is not effective because there are still those teachers who teach those subjects and contents that suit them; when they are given more they say it in full that they are not comfortable. In this case redesigning the structure as one of the leadership practices lacks. Effective teaching and learning cannot be promoted if the school leaders fail to enforce them. The African National Congress (ANC, 1994) states that the curriculum should be understood to be more than syllabus documentation; Motilal (2014) found that certain behaviours of teachers, including understanding of the curriculum, using academic objectives of different pacing of instruction based on content and curriculum were helpful to improve learner learning. Without curriculum understanding the principal as an instructional leader who promotes effective teaching and learning would be incomplete and would not satisfy what it is supposed to satisfy.

Principal A said:

Organising curriculum development workshops and briefings are some activities I offer in order to make a clear picture of the curriculum to the teaching staff in the school I lead.

Principal B said:

I invite the officials from the district or the circuit to discuss the curriculum at large at the school I work so that we can be on the same page and do exactly what is expected by the DoEB in order to phase the effective teaching and learning being promoted in the Primary Schools we lead. I also engage and interact with different phase and subject specialists who support teachers in curriculum matter. My engagement is to support teachers during monitoring of curriculum because our responsibility as principal is to monitor and evaluate curriculum as state by Jika iMfundo.

It is wise for the school leaders to invite external factors from the districts or circuits to deliver what is expected of the teachers and principals of the schools. This saves the school leaders from the staff's anger. Curriculum is ever changing, so sometimes the officials are recommended to clarify some changes that might or are occurring.

The participants of the study revealed that effective teaching and learning are hard to promote in the schools, because of the poor curriculum implementation and management. Curriculum management is about managing systems and procedures as well as people to ensure productive teaching and learning and to promote increased levels of learner achievements (Maphalala, Khumalo, Buthelezi, Gamede, Mabusela, Sibaya & Nzima, 2018). Limited research has been conducted on the South African leadership; especially in studies that link the management processes to the curriculum.

Hoadley, Christie and Ward (2009, p.375) concur that even the knowledge of how principals manage the curriculum in South African schools is limited. It was clear that some school leaders have to find out from other schools what is to be done, for example, the issue of the CAPS documents and the Trackers and Planners from Jika iMfundo. These documents contain the curriculum to be covered in schools, but are hard to get. The CAPS documents are now plenty and the problem faced by the school leaders is that of the Trackers and Planners from Jika iMfundo. Each and every term the school leaders have to go up and down searching for them while other schools are already working. This reveals that it is not easy for the principals to manage the instruction properly without the good directive to teachers from them. Later, maybe on the third week of the term they have to make copies of those trackers and only the portion of the books they use in order to save the ink and papers.

4.4.2.3 Curriculum implementation

Some principals revealed that when comparing the primary schools in King Cetshwayo District there is a big difference. Some schools in the rural areas do not promote quality teaching and learning. Maphalala, Khumalo, Buthelezi, Gamede, Mabusela, Sibaya and Nzima (2018) state that activities in the school cannot therefore be left to chance as this will jeopardise the teaching and learning process. The principal is tasked with the responsibility of working with the stakeholders to

determine needs, identify objectives and to identify a set of activities to help achieve the quality teaching and learning in the school. Curriculum planning should therefore outline a clear teaching and learning vision of the school. The principal has a responsibility of leading the school community to develop a shared vision for the school. Curriculum planning within schools occurs at four different levels – school, phase, grade and class levels. Each plan complements others as they work together to support learners learning. They find it difficult to promote the culture of teaching and learning in their schools because they face the problem of the shortage of training in a modern way. Most teachers and some of the school leaders are still possess the olden ways of teaching and not even bothering themselves for the best modern training of implementing curriculum. The Department of Education (2008) states that managing teaching and learning is partly about curriculum delivery.

Principal E said:

With regard to the issue of teachers, I ask the school to assist because the teachers are the curriculum implementers; so they need support all the way from the school leadership.

As for learners to support them, I tell them to always dream big and go for their dreams through education.

Principal G said:

Implementing the curriculum is no joke, so the teachers need more support from the external factors, the educational officials and the community at large; not only from the principal as the school leader. We want what is the best for our children, so we must help the teachers and learners as well to see the progress in this struggle of education.

Most participants confirmed that effective teaching and learning in Primary Schools in King Cetshwayo District is not effective due to lack of resources. The district has more rural than urban and most schools are no-fee schools. These aforementioned issues create obstacles that challenge principals to promote and support quality teaching and learning. This strikes back to the principal as the school leader; this leadership practice (managing the instruction) seems to fail due to the mere fact that some learners do not take their lessons seriously. There is poor intervention of the

parents regarding this matter and the teachers are blamed, altogether with the school leader. The findings of the study reveal that for successful teaching and learning to take place, expert teachers and expert school leaders are required.

4.4.2.4 Being resourceful

Participants confirmed that leadership practices that promote effective teaching and learning in primary schools are failing to serve its purpose due to insufficient resources. It is very important that school leaders are resourceful, because this world needs resourceful people as to promote effective teaching and learning in our schools. Etiubon (2015) posits that resourcefulness is a teacher's continuous response to changes in learners' needs to better prepare them to overcome emerging educational challenges. A resourceful teacher finds ways to overcome difficulties in teaching and knows how to devise means of approaching a problem in different ways, even though they work in difficult situations. Some respondents revealed that they do not have enough resources and are lazy for searching some.

Principal A said:

The challenge I face in the school I lead is the shortage of resources. There are qualified teachers who are willing to work; but since our school is here in a rural area, these young teachers do not want to work in rural areas. We still have teachers who are challenged to implement innovative resources in their teaching. So, it is very difficult to fulfil all the requirements of the department.

Principal E said:

Being resourceful is very important for us as school leaders, but we do not always have sufficient resources to work with or on. I try by all means to improvise where possible; also the staff I lead. They try by all means to be resourceful. We do this in collaboration because we understand that we have to build the nation through effective teaching and learning. Everybody understands that we must search for help almost everywhere if possible.

Co-operation among the teaching staff is highly appreciated, this is simple because the staff should help each other with resources needed to promote effective teaching and learning. This could ease the work burden.

Principal F said:

I allow teachers on different times to go wherever they think they can find help in order to uplift our work. I understand that our work demands resourceful people, so if I hear or read something that seems to be of help in our work I personally go for it or send any available teacher who will then share the information with the staff and be on the same page.

For the principals, lacking resources results in failure of the leadership practices because he may not be fully equipped about how to use them productively in school. A school leader who is not resourceful cannot be able to use leadership roles profitable for the benefit of the school he leads. National College (2011) posits that resourcefulness is the ability to assess and widen one's resource-base and to select and apply the best mix of resources to address the type of challenge faced. The principal should network with other principals as to understand what is expected of them. The principals should also familiarise themselves with the circuit managers or cluster with other principals; by so doing they can be resourceful, because they could be aware of what they must do in their leadership processes.

Principal D said:

We as school leaders are ought to promote effective teaching and learning, but we tend to leave all the work to the deputies, HoDs and even to post level one teachers who are hard workers. We are resourceful but only negligent when it comes to the usage of leadership practices. We know what to do as to promote effective teaching and learning.

Principal H said:

If we can be serious about our work and use leadership practices accordingly, we can really promote effective teaching and learning in the schools we lead; irrespective of where the schools are situated (rural or urban areas), because that does not matter, and only the resourceful and a hard working principal can do this. We as school leaders are all aware of the leadership practices and its importance in our working areas; it seems as if we fail to deliver not because we do not know what to do, it is only resulting from negligence.

Participants further revealed that resources were there, but they did not consider them seriously. They agreed that they were the ones to look for resources irrespective of the geographic areas they are situated in. They confessed that the fact that they were in rural areas did not hinder them in being resourceful and that there were some school leaders in rural areas who used leadership practices profitably, because they had sources. They said that there were also schools in urban areas that did not do well because of their leaders and or teachers who were not resourceful.

Geographical areas of schools are not important, but the right persons for the job are important. It is not always the case where the school is situated, only the well-trained, well-prepared and resourceful candidate matters. A person can do wonders in a very poor area; this depends on how committed and resourceful a person is.

Participant B said:

School leaders should be resourceful if they are determined to promote effective teaching and learning through the leadership practices. The leadership practices are the same for all the schools, the results differ because we as school leaders are not resourceful. We fail to go to the proper sources of information. Circuit managers' hands are open to us but we fail to use them and shift the blame.

Indolent school leaders fail the schools they lead. They depend a lot on teachers. There are some teachers who are more resourceful; then the school leaders misuse that. School leaders are liable for giving support to the teachers, so this could be difficult if the leaders are not resourceful.

4.4.3 Class visits

Participants confirmed that through the class visits the school leaders would be able to know what lacks in the class and the support that teachers need when it comes to classroom environments. Classroom visits are activities that indicate the support of the principal to teaching and learning of the school as the principal needs to provide academic leadership towards curriculum implementation and monitoring. Some participants agreed that they hardly did this activity and relied on the HODs in their schools to do it. A growing body of scholarship links to classroom management to effective teaching and learning, (van der Merwe, 2015).

Principal A said:

I regularly do class visits and one-on-one discussions with subject educators to fill the gaps I observed during the visit I paid in classes when they were teaching.

Good school leaders do class visits in order to support teachers. The leader then discusses the findings of his visit with the responsible class teacher. The principal helps the teacher to get help on what was missing in the classroom while visited.

Principal C said:

I do not personally do class visits; I trust the H.O.D on this one, even though I know that I sometimes have to do it on my own in order to see what is really happening in classrooms. Class visits are all about supporting teachers and to monitor school activities and to also check maintenance of the classes. Some teachers do not feel comfortable with this one, but I really have to do it because it is not about them being in a comfort zone, but the teaching and learning to be effective in our schools. Whenever I visit the classrooms I check if relevant teaching aids are there on walls and provide some if there are not any.

The school principals have that tendency of admitting more new learners and forget to consider the classroom situations; then the class teachers suffer. This can also put teachers in a challenging position of how quality teaching needs to be done due to overcrowding. It is hard to notice that the leadership practices really promote effective teaching and learning in schools or classes because there are existing contextual factors; like the space that might not be conducive to learning, lack of basic resources and more.

4.4.3.1 Classroom appearance

Participants mentioned that classroom appearance and the conditions of some of the classroom are not supporting quality teaching and learning. Managing teaching and learning is the responsibility of the principal as an instructional leader. The principal supports the teacher in making sure that the classroom condition and appearance are suitable for healthy teaching environment. One of the first areas that make a noticeable impact on learners is the physical environment of the classroom (Harvey, 2013). It is crucial for the principals to check if all the things that are supposed to be

found in a classroom are there; if not they are supposed to provide or fix that issue concerned. The participants agreed that the school leaders leave the functionality of the classroom to class teachers as if there are boundaries, whereas there are not (Harvey, 2013).

Principal A said:

In teaching and learning point, the HODs as part of the School Management Team (SMT) are advised to visit classrooms to see what classes look like; they check if teachers and learners have the expected documents or teaching aids like charts for 'Our Father who art in heaven', the national anthem, and many more. They need to promote guidance to the classroom atmosphere.

Principal D said:

Once in a while I do a one-on-one visit from the HoDs to the class teachers. By so doing I intend to practise my role as a school leader as to see the need to intervene where I can. I sometimes collect the learners' exercise books to monitor the teaching; I check if the teachers are doing exactly their work and see if learners are responding to them by doing what they are taught in classrooms. This does not talk about class appearance. I think you did not follow your interview schedule

4.4.3.2 Furniture

The participants confirmed that the school furniture plays an influential role in redesigning the organisation as one of the leadership practices. If the school leaders are making sure that there is enough school furniture (desks), learners are all sitting in the correct order; no learners are sitting in threes or fours in their desks. Principals must make sure that furniture is sufficient for every individual in the school; this promotes quality teaching because learners are able to focus on their lessons while properly seated; unlike those learning while standing or overcrowded. The shortage of school furniture causes learners to lack in their school work; thus leading to underperforming schools.

Participant C said:

I sustain high quality teaching and learning by making sure that the space (building and furniture) is conducive and every learner is comfortable. The problem here is that we as principals fail to do the follow-up on that case.

Principal D said:

I try to make sure that there is enough school furniture for both learners and educators; but I do not check after some time if the furniture is still in order, none of it needs to be repaired or replaced.

Principal E said:

Yes, I make it a point that all or almost important materials, classrooms and learners' furniture are in order and safe to all learners to create and sustain high quality teaching and learning.

Participants revealed the issue of the importance of the school furniture. For teaching and learning to take place; learners should be seated in order to be able to focus on their lessons. The school principals should consider this as part of their leadership duties. Principals mentioned that if furniture is not in order or not enough for learners it will be very hard to work. The classroom may be overcrowded and they may need desks and chairs. The principals revealed that some learners are unable to write or finish their class work, because of the shortage of desks. The principals revealed that most available desks are shaking due to the overload of learners they carry. The role of the teacher is to report to the principal that the problems they come across in class regarding the broken desks; the principal would then organise people who can fix desks. The concerned community members can come and fix those desks to support the school. Dilapidated desks or chairs can pose a safety risk to learners. The DoBE's process of delivery is too slow and schools have to wait long for furniture to arrive sometimes. If problems like these happen, the principal must report to the right departments or go there personally if there is no positive response or progress with regard to the matter reported.

The participants revealed that the school furniture problem hinders the promotion of effective teaching and learning in primary schools through the usage of teaching and

learning. It is obvious that nobody can work freely in a chaotic class or school. Furniture arrangement can be done but learners cannot work on broken or a limited number of desks. Ivory (2011) states that a variety of non-traditional classroom furniture options are available that can help to meet the movement needs of students while they are engaged in instructional activities. Leadership practices cannot be fully used and recognised in situations as such. For teaching and learning to be effective the class environment should be welcoming and friendly to all learners.

4.4.3.3 Teaching media

Participants mentioned the issue of teaching media. There are insufficient teaching media in schools; mostly in rural schools. The principal is responsible for organising teaching media at school, as it creates supports and improve the learning environment for everyone in their schools (Bredeson, 2000). The scholar further states that in this capacity, the principals use a variety of activities to encourage learners to enrol at their schools and the availability of media influences the number of learners enrolled. Respondents confirmed that it is hard to promote effective teaching and learning without the suitable teaching media like charts, posters, radios (mainly CD players), televisions, computers and more. Teaching media help overcome the teaching barriers and assist with the teachers' burdens. Media in the classroom engage students in learning and provide a richer experience (Williams, 2018). Teaching media bring reality to learners in their classrooms. Respondents agreed that they fail to practise their leadership practices in such problems, because they are able to invite or ask for such help from neighbouring companies. Some school leaders lack communication with the neighbouring companies and the school suffers.

Companies like Richards Bay Minerals (RBM) Old Mutual, Build-it, Twinstreams, Eskom and more are always welcoming schools to get assistance they need, since schools do not lack the same teaching media and more. School management is always invited to companies around the King Cetshwayo District to seek assistance. Some use such opportunities wisely for the benefit of the schools they lead. Some participants confessed that they lack commitment to their work, not on purpose though but through negligence and undermining or taking things for granted. Some companies are willing to work hand -in-hand with the Primary Schools.

Principal E said:

I organise the companies like Tronnox to help some of us with teaching media from them to our school; that resulted in the company training some Natural Sciences and Technology teachers on particular media they offered our school. The school received two big boxes of science kits. This activity gave me as a school leader the courage to ask for more help from other companies to help in other subjects.

4.4.3.4 Lack of resources

Participants stated that the lack of resources hinders the productive leadership practices that promote teaching and learning in the King Cetshwayo District. School leaders can try by all means to organise teaching and learning resources, but if they are not delivered in time it would be hard to work effectively. Berry, Daughtrey and Wieder (2010) argue that even where principals and schools are supportive of teacher leadership in classrooms and schools, it does not guarantee that teachers can take full advantage when there is lack of tools, time and materials needed to exercise their duties as teachers. Insufficient resources hamper teaching and learning. The school principals as leaders should see to it that they obtain resources from other schools where they have extras. They can then replace the borrowed material whenever delivered. It remains the principal's responsibility to ensure that teaching and learning is effective at all the times.

Principal B said:

Lack of resources is a challenge we face in our schools, since we can have teachers who are willing to work and if the qualified ones are few it is hard to stay positive. We know that at some stage we have to improvise, but we cannot improvise everything. So, it is very hard to work without resources.

Principal F said:

Resources like textbooks, charts, and teachers' stationery are sometimes delivered very late in year, so this is a huge challenge for us to work effectively without resources. For the teaching and learning to be effective there must be some resources to work with. I as the school leader, and the staff I lead cannot be able to buy enough textbooks (for example) to accommodate all learners in our school. The government should deliver enough resources in time.

Principal G said:

The issue of resources in our school is still a challenge. The resources are either delivered very late in a year in our school, or not delivered at all. So, I then have to run up and down asking for extras from other schools. I always have to replace those textbooks and other materials I borrowed from other schools. This causes tension even to the learners because they receive their full lessons late. Indeed, the lack of resources hinders the promotion of effective teaching and learning.

4.4.4 Communication

Principals revealed that communication is the most important weapon to fight the battle of leadership practices that promote effective teaching and learning. Some respondents revealed that they are sometimes negligent when it comes to communicating with the staff, community and other stakeholders. The role of the principal is to communicate school plans, and matters affecting the school efficiency. They must initiate communication of the school progress in the learners' performances. This also causes good relationship between learners, teachers, parents and external stakeholders. They rather communicate with principals from other schools to obtain their views and sometimes these views can be confusing.

The flow of communication in the school should reinforce the relationships between the staff members, students and parents (Wahed, 2012) or the community. Communication plays a pivotal role in the schools' progression. There must be an effective communication regarding the running of the school for effective teaching and learning to be promoted. As a result, Nair and Joglekar (2012) posit that success of any knowledge and education depends upon the communication.

Principal A said:

I write letters and do community notices that invite the community to attend school events or to know about what is happening at school. I am always in rapport with the school governing body as they are always supporting the schools' well-being.

Principal B said:

I use the word of mouth through learners to inform their learners and or community members concerned, depending on the matter to be dealt with. Learner are always

sent letters and or notices that inform parents about anything that is taking place in the school.

Principal F said:

I write letters and send short messages services (SMSs) to the community members or parents. Our letters are written in both English and home language so that parents can be able to read or someone can read to them or the learner can read to them, especially those that are able to read. We also request parents to sign as the indication that they had seen the letter or a notice.

4.4.4.1 Community involvement

Participants revealed that there cannot be satisfactory leadership practices that promote effective teaching and learning if the community is not involved. Learning is no longer restricted to what goes on within the school walls, since it is now universally accepted in Organisation for Economic and Co-operation (OECD) countries that schools must relate well to their surrounding communities if they are to be effective. The scholar further mentions that for new forms of governance and partnership there must be shared decision-making between teachers, principal, parents and community members. Principals and others in schools need to become coalition builders as much as managers of the internal running of the schools themselves.

Development redesigning the structure as one of the leadership roles and responsibilities cannot be practised properly when it comes to new buildings to be constructed. The community cannot guide the construction or building materials if there is no good relationship among the community and the school. Sometimes classrooms are overcrowded and the new classes need to be constructed to cater for those swamped learners and to make use of leadership practices effectively. There cannot be any improvement or promotion of effective teaching and learning if the classroom environment is not conducive to learning.

Principal C said:

I involve the parents or community members concerned in every step to be taken in a school. I also write letters to parents addressing them about the school events. I

write letters and send them with learners to their parents, and the word of mouth on a daily basis before the stipulated meeting or event date to let learners remind their parents to attend those issues to be dealt.

4.4.4.2 External factors

The participants revealed that for the good usage of leadership practices to promote effective teaching and learning in Primary Schools in the King Cetshwayo District, the involvement of external factors are advised. They confirmed that if no external factors are involved learners could always be in a box and never know what is happening outside. Learners' success and self-perceptions are strongly influenced by the external home and or community environment (Jones, 2012). External factors include the Department of Health. Local chief can attract donors and invite them to the school to motivate learners, especially alumni of the school. Their involvement can benefit the school since they are so influential in society at large. Learners can be informed about health issues which can help them when making decisions regarding their personal safety.

The responsibility of the principal is to strengthen the relationship with external stakeholders that support teaching and learning and with people who want to see the change and development in the school. The principal also liaises with the police service for the security well-being of learners, staff and protection of the school resources. The Department of Safety and Police are also invited to schools to offer the Crime Awareness Campaigns. Respondents agreed that if they can practise such activities learners can be sure of life as it is and the leadership practices could indeed promote effective teaching and learning in Primary Schools.

Principal A said:

I invite other departments to motivate our learners about how to behave and to understand the importance of education. I sometimes ask the police from our neighbouring police station to offer them the crime awareness programme. I do this to raise awareness that short cuts in life might lead them to jail. In addition, the Department of Health is invited to teach our learners about the problems they might face when being sexually active in an early stage. I alert learners to the

consequences of teenage pregnancy and the possibility of transmitted diseases. More departments are invited to help our learners.

Principal B said:

I always invited guests from different companies to help our learners by discussing with them their careers and their duties in their workplaces so that our learners can be able to know which careers they should take when joining the corporate world. I do this to encourage the learners to understand what they want in life and to focus on their schooling knowing the future ahead of them; and not to engage in any criminal act.

Principal H said:

I organise the Community Policing Forum members, the police from the police station and izinduna to share the problems faced by them in the community and to help learners being aware of what happens to people to practise criminal offences, or misbehaving in the community and to those who roam around at night. We also invite the community so that they can get the same information as the school.

4.4.5 Delegation

The participants confirmed that good leaders delegate some of their duties to other staff members. Delegation refers to the process of entrusting authority and responsibility to other people. The principals' burden becomes easy when they are supported by others. Delegation of duties open chances for other staff members to understand the principals' hard work; it also helps to find some of their tasks performed in his absence or when they are busy. Delegation of duties benefits both the school leadership and the staff members.

Principal A said:

Yes I do, I invite the staff and introduce to them what I learn from leadership workshops. I do this because I sometimes delegate some tasks when I am busy with other things. Any workshop that I attended when I come back I share with the school management.

Principal B said:

Yes I do. I understand that a school is not my own home, so I assign some duties to the SMT members. I do not perform the leadership tasks all by myself to avoid problems that might happen sometimes when an official visits a school in my absence and without my knowledge.

Principal C said:

I delegate some duties to the SMT members. Sometimes I send any teacher or SMT member to a meeting on my behalf, so that they can understand some leadership duties.

Principal D said:

I sometimes send some teachers to the principal's meetings in my place. I let them be aware of the leadership duties. I delegate some duties to other staff members because I strongly believe that they are capable and someday they will be school leaders.

The participants mentioned that without delegation of duties, there are some leadership practices that could not fulfil its purpose of promoting effective teaching and learning. Another respondent revealed that without delegation there will be no trust amongst the staff members of the same organisation or school. Delegation is the process of entrusting authority and responsibility to other people. It is important for the principal to share the responsibility with other teachers so that even if the principal is not around teaching will take place as normal. The main reason for delegation in schools emanates from the fact that the task of running a school is too broad a responsibility for one person to manage alone. Delegation of responsibilities build trust between the principal and the teachers.

4.4.5.1 Knowledge sharing

Most participants mentioned that they sometimes lack some knowledge; more especially technologically. The lack of a tradition in sharing individual and collective knowledge may impede schools in their attempts to develop into professional learning. So, the teachers are encouraged to build and share knowledge with colleagues. Sometimes colleagues are not willing to share the information they have with others. Principals are meant to promote effective teaching and learning in

schools; this becomes too hard to be proven when working with selfish individuals. For teaching and learning to be effective, there must be knowledge to be shared amongst participants involved or nothing good would come out of it. Knowledge is power, so this power must be shared to be fruitful and for the good name of the school.

Principal B said:

I encourage the selfless staff, if ever some colleague knows something that can benefit a school, I ask that colleague to share it with us all because I believe that we are a family if we are in the same field.

Every schools aim is to build the nation, so it is impressing to have teachers who are not selfish. Knowledge is power; it must be passed from person to person. It is advised that teachers share their knowledge.

Principal C said:

I send some teachers of different subjects to attend training offered to them by companies. I then organise time for meeting so that those teachers who were sent to search for the particular knowledge can share what they learnt with the whole staff.

School leaders should allow teachers to go for trainings or workshops aimed at helping them offer better education to learners. The information obtained by teachers who attended such trainings should be presented to the whole staff, in order for the whole teachers to have the same information and be able to deliver it to learners and promote effective teaching and learning.

Principal D said:

We lack information in our school, having textbooks is not the solution to all our problems. We also need practical information on how to go about on other things. So, I invite some companies to show us how to do things practically so that we can share that knowledge among ourselves and our learners too as to promote effective teaching and learning in our school.

School leaders should organise the external factors to train teachers, so that they would not depend on textbooks only, but also to be practical. By so doing, teachers would be more motivated to work harder than before.

4.4.6 Openness

The participants revealed that the school leaders must be open to their colleagues; they must discuss the departmental expectations. The respondents mentioned that they must be open to their colleagues. The school leaders should value the atmosphere of openness and honesty in schools to be effective (Sanzo, Sherman and Clayton, 2010). The school vision should be discussed and always be kept in open spaces so that everyone can see it and be aware of the goals to be achieved. They further mentioned that as a school, the staff should be on the same page about everything happening in the school. The issue of the financial resources must be transparent to all stakeholders, not only the SGB but teachers need to be told and some discussions need to be collective so that teachers can support decision of the school management team.

Principal A said:

I am always open to my staff with all the decisions to be taken in school. I want everybody to feel important and valuable at work. Whenever there are new things related to teaching and learning, and other departmental matters I open up to them, I hide nothing because I am concerned about the promotion of teaching and learning. I then welcome all their views to be discussed and see if they can benefit the school. I encourage every staff member to be open about everything related to our work.

Principal D said:

It only happens through openness. As we all know that in a true sense, a school cannot be led by a principal alone. All the staff (teaching staff) members are welcome to share their thoughts.

Principal E said:

It is open to anyone within at school, as long as it is going to benefit the school. I do this because I take my colleagues as my family; since we are in the same school.

Principal G said:

I encourage openness to my colleagues, because I believe that if we are open to each other we can be able to achieve our goal of promoting effective teaching and learning in our schools.

Principal H said:

Openness is the main thing that we as school leaders need to practise and instil in our staff so that they can feel free to for help with any challenges they may come across at work. I think that this might help us to understand each other and collaborate in our main aim of promoting effective teaching and learning.

4.4.6.1 Decision-making

Participants revealed that decision-making is not only for them as the school leaders. They agreed that they need their followers' ideas as to see the school growing and the leadership practices that promote effective teaching and learning being positively used. The participants mentioned that they call a meeting and discuss a particular issue that they are concerned with during that particular time and invite the teachers' ideas and opinions on that before reaching the final decision. Elyyan and Shra'ah (2015) argue that decision making is a process is a basic activity in organisations. Decision-making is the heart of executive activities, so it is important that school leaders involve the others in this activity of taking or making decisions that will benefit the school.

For the leadership practices to really promote effective teaching and learning; it is not only the principals as the school leaders who are supposed to come up with a final decision on making regarding teaching and learning. Only the collaborative work can help schools progress in whatever it aims to do. The teachers must be involved in all the steps of the way of decisions, because they are the ones who really make it (teaching and learning) happen.

Principal A said:

Decision-making is open to all the staff members at the school I lead, I organise meetings through circulars, inviting the staff to share their decisions with me on

particular challenges we come across at school. We take decisions together and try to follow those decisions taken by us.

Principal B said:

I start by making a first decision on my own and see where it puts us as a school, if it does not work for us I involve the SMT and then the whole teaching staff if no productive outcome is reached.

Principal C said:

Everybody must be aware of the decisions made and try to implement them at school. Decision-making is open to everyone, depending the problem faced. So we must implement that decision taken according to our agreement.

Principal D said:

All the staff members are welcome to share and implement their decisions in order to the benefit the school to be effective and to grow.

4.4.6.2 Common challenges

Participants confirmed that there are challenges that make it hard for principals to promote effective teaching and learning. These challenges have nothing to do with the geographic areas of the schools; they are common in urban and also in rural areas. Most participants revealed that it is hard to overcome those challenges; such challenges are teenage pregnancy, violence in families, negative attitude towards the school, immigrant students, teachers' unions, teachers' attitudes towards principals. Furthermore, increasing of undesired behaviours in classrooms or schools are problematic. Some intervene and some live with them as they are; but the problem is that those common challenges are detrimental to the schools.

Principal A said:

It is hard to manage the instruction due to the teachers' absenteeism; but I become very strict on this one and the issue of the leave forms with the valid evidence. Even though I try this, it does not help much because when a teacher is not on duty a learner suffers. So teaching and learning are then disturbed. I also encourage team teaching so that when one teacher is not in others can manage their classes.

School leaders should ensure that teachers follow the code of conduct for educators. He must be certain that all teachers have copies of their code of conduct, and that they understand it. By so doing, teachers would take their full responsibility and no child would suffer due to the teacher's actions.

Principal B said:

The staff division makes it hard for us as school leaders; teachers are having this tendency of fighting and that is how divisions occur. You find that there are some groups within the same school. If the school is divided there cannot be any cooperation and the teaching and learning are disturbed. The lack of cooperation between a school and the neighbouring community is such a challenge. This normally happens when the community dislikes a principal or a particular teacher. In situations like these, you find the schools' property vandalised and some furniture is missing now and then.

Principal E said:

I face the challenge of poor human relations among the staff which leads to poor teaching and learning at school.

Principal F said:

The first challenge I face is of teachers' absenteeism, and teachers who take time to provide assessment feedback.

Most principals revealed that there are many challenges they face in schools they lead. The other problem they raised is that resolutions to their challenges are delaying to be found, and this causes a huge problem in the application of leadership practices meant to promote effective teaching and learning. Bayar (2016) confirms that there are common challenges facing principals at school, those challenges are: violence, families' negative attitude towards school, immigrant students, teacher unions, teachers' attitudes and behaviour towards principals and increasing of undesired behaviours in classrooms or schools. The following challenges are also faced by school leaders in their leadership duties: most principals are receiving blame from other educational stakeholders when there something goes wrong, like

learners' results; if they dropped, funding of the school and inadequate intervention to unite the school (Abdulrasheed, Hussin & Kasa, 2016).

4.5 Conclusion

This chapter presented data presentation and analysis. The study was done in eight schools with eight principals. These principals were interviewed and shared their views regarding leadership practices that promote effective teaching and learning. The study also revealed that lack of resources and a lack of a culture of teaching and learning curb effective leadership practices.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter, the analysis and interpretation of gathered data interviews, the document analysis was presented. The analysis was based on the conceptual foundation of qualitative research methods needed to respond to the research problem. The purpose of the study was to investigate the leadership practices that promote effective teaching and learning in primary schools in the King Cetshwayo District.

Chapter 4 discussed the generated themes and sub-themes that appeared from the data analysis. This chapter, Chapter 5, which is the final chapter provides the full view of the whole study. This chapter dwells on the most crucial aspects of the study and present the closure of the study. In this chapter, I revisit the research questions in order to draw the conclusion based on the findings of the study. The chapter provides a conclusion with recommendations and suggestions for further research.

5.2 RESEARCH QUESTIONS ANSWERED

Chapter 1 provided a general background and focused on how leaders act to promote effective teaching and learning. It further revealed the aims and objectives of the study, whereby I sought to answer the following questions:

- Which leadership practices promote effective teaching and learning in primary schools in King Cetshwayo District?
- It was clear that the most desirable character traits according to the traits theory embrace a strong personality that is accommodating and willing to lead by example. A strong principal is concerned with the teachers and learners in the school and whether they have the needed support and equipment. Principals must also work together with society and liaise with businesses to promote the school and to encourage donations. Furthermore,

the proper interpretation of the curriculum focuses attention on what should be mastered and learnt in schools.

- How do leadership practices affect primary schools in the King Cetshwayo District?

It was clear from the literature review, observations, documents analysed and interviews that if the leaders are motivated and cares for the school, staff and learners, the principals will be innovative and ensure that the school is equipped with what is needed. Even correctional services can become involved specially to teach learners about the consequences of criminal behaviour. Society must become involved since the task of the principal is not to govern in isolation but to manage the school as the business but also as a family that cares for one another. Furthermore, it should be noted that the DoBE has a responsibility towards the schools and the staff. Workshops must be held and leaders must be trained and supported to delegate their work in order to cope with all the demands and to stay at the top. Principal must be trained and equipped with emotional intelligence to be able to communicate successfully with all staff members of society.

- What are the challenges experienced in primary schools in the King Cetshwayo District?

The challenges are not limited to a lack of school resources, since it was found in this study that problems surfacing in society have a way of cropping up in schools. If a member in society is not accepted due to something he did the impact is felt at school. Even if a neighbouring principal causes challenges the entire society becomes involved and violence can even ensue. The principal needs to act as a barometer of society and must manage finances, emotions and care for staff and learners appropriately. The rural environment faces more financial challenges than the schools in the urban environment yet there were also challenges shared such as violence in families. Rewarding hard work also featured as a salient aspect.

These objectives were reached and the research questions were answered as explained above.

5.3 Summaries of chapter

The **first chapter** visited the practices that leaders need to offer that may really promote effective teaching and learning; some of those leadership practices were setting directions, developing people, redesigning the organisation, managing the instruction and ensuring supportive environment (Section 1.1.).

Chapter two of this study provided a review of the literature, which focused on leadership practices that promote effective teaching and learning in primary schools; and challenges that can affect principal leadership in Primary Schools. The following aspects were discussed in detail viz.: leadership practices internationally, Africa and in South African schools (Section 2.1.), and theoretical framework (Section 2.2). The findings drawn from the literature review are that there are core leadership practices meant to succeed the schools; which are: setting directions, planning, developing people, managing the instruction, redesigning the organization and ensuring supportive environment (see section 2.2). The review progressed to discuss how the effective teaching and learning in primary schools was aimed to be promoted through the existence and usage of the leadership practices at hand.

The theoretical framework adopted in the study was traits theory which posited that leader's personal qualities have a great impact on leadership practices. This was based on traits theory (see section 2.6 & section 2.7.) which indicated that traits theory assumes that people inherit certain qualities that make them better suited to leadership. The literature review revealed that leadership through trait theory is an answer to effective school leadership because leaders of this sort are easily identified through their personal qualities (see section 2.6). The literature review posited that in this leadership practice a leader makes good decisions which imply a goal, direction, an objective, a vision, dream, a path and a reach.

Chapter three described the approach the researcher used to develop and validate the study conducted. This chapter described the research paradigm, research design, sampling and procedure. Section 3.2 (research paradigm) outlined the interpretivist approach whereby the research is said to be normally inductive (it is sometimes described as being from data to theory). This section's core idea of interpretivist was to work with the subjective meanings already there in the social world. Section 3.3 (research design) was all about the summarised procedures for

conducting the study; that is when, from whom and under what conditions the data had been obtained. The qualitative approach was used in this study to collect data.

In the sampling procedure (section 3.4.) the purposive sampling was used by the researcher because the results from the data could not be generalised beyond the sample because they were not measured and controlled. The instrument used in this study was the interview (section 3.5). The data was collected from the principals as respondents of the interviews because they were or the ones leading schools and practising the leadership practices in their schools. So, the main aim of interviews was to understand the usage and outcomes of leadership practices in primary schools in King Cetshwayo District. Finally, chapter three described the ethical considerations (section 3.7) and (section 3.8) which was about validity and reliability.

Chapter four presented data presentation and analysis. Data analysis (section 4.2) described that data was analysed according to the themes and sub-themes. Data analysis was used to bring order, structure and meaning to the mass of collected data. The responses of the principals were used to analyse the data according to themes from the tools used to collect data (section 4.3). All the six themes and sub-themes used in the study emerged from the study itself.

Section 4.4 of this chapter presented the themes and sub-themes emanated from the principals (as study participants). The themes were attending workshops (section 4.4.1), with the sub-themes: academic workshops, personal developmental workshop, academic meetings and awarding of hard workers; being knowledgeable (section 4.4.2) with the sub-themes: furthering studies, curriculum understanding, curriculum implementation and being resourceful. Class visits (section 4.4.3) was another theme with the following sub-themes: classroom appearance, furniture, teaching media and lack of resources; while communication (section 4.4.4) had the following sub-themes: community and external factors. Section 4.4.5, delegation, had knowledge sharing as its sub-theme. The last theme in this chapter was openness (section 4.4.6) with decision making and common challenges as its sub-themes.

5.3. FINDINGS

This study aimed at determining the objective that are supposed to help leaders use leadership practices to promote effective teaching and learning in primary schools in King Cetshwayo District. The investigation was guided by three objectives, namely:

- To determine which leadership practices promote effective teaching and learning in King Cetshwayo District.
- To determine how leadership practices, affect teaching and learning in King Cetshwayo District.
- To establish the challenges experienced when trying to ascertain good leadership in the King Cetshwayo District.

5.3.1. To determine which leadership practices promote effective teaching and learning in King Cetshwayo District.

The findings from the school principals revealed that attending workshops (section 4.4.1) was the first practice that was similar from them and meant to promote effective teaching and learning in primary schools. Spagnoletti, Bonnema, McNeil, Spencer and McNamara (2012) posited that a workshop is a set of activities designed to promote learning, discussion, and feedback about a topic. For principals and or teachers to attend workshops was one of good practices that should promote effective teaching and learning. Once the principal or teachers who attended the workshop return to school, they should present what they heard in a workshop to the staff for the benefit of the school and effective teaching and learning to be promoted.

The findings of the study stated that the principals sometimes plan academic workshops and encourage concerned teachers to attend in order to be aware of the departmental expectations; and to work according to them. The findings then stated that these academic meetings have also seen as practice that engages principal to acquire practical skills that worth to be shared and replicated. They then stated that these academic meetings are viewed as resolving issues of poor performance, they share ideas among themselves on how to defeat such problems.

The findings revealed that awarding of hard workers is another activity that should promote effective teaching and learning. They added that the awards are aimed at encouraging both learners and teachers who are hard workers in their tasks they

perform. Thanks Giving Day or Awarding Day are also regarded as practice that teachers viewed as promoting morale of hard work and contribute to hard work towards effective learning. They further added that the awards are aimed at encouraging both learners and teachers who are hard workers in their tasks they perform.

5.3.2. To determine how leadership practices, affect teaching and learning in primary schools in King Cetshwayo District

The study findings confirmed that some leadership practices have a negative affect and principals are not working collegiality and creating an environment where effort of teachers are supported and exposed continuous teacher development at school level. The principal is expected to share and have open policy on communication with relevant stakeholders. The findings the study confirmed that schools might not progress or meet educational demands and changes if no teacher or school leader attends workshops aimed at promoting effective teaching and learning. The principals posited that education is ever changing; so it is impossible for school leaders to promote teaching and learning if they do not attend workshops.

The findings of the study indicated that leadership practices can lead to poor affect in teaching and learning if teachers are not willing to work, but keep on practising absenteeism. It was stated from the study that if absenteeism could not be up; the good affect in teaching and learning would be effective.

5.3.3. To establish the challenges experienced when trying to ascertain good leadership in the King Cetshwayo District

The study findings confirmed that there are challenges faced by school leaders when trying to perform their practices. It was revealed in the study findings that there are common challenges (section 4.4.6.2) in primary schools that hinder the promotion of effective teaching and learning. The participants confirmed that those challenges make it hard for them as principals to promote teaching and learning.

The findings of the study confirmed that those challenges are taking place in urban areas and also in rural areas. Such challenges mentioned by the principals were: teenage pregnancy; the principal with the help from the school management team (SMT) and or the staff should review the code of conduct for learners as to see

which actions are to be adopted regarded a pregnant learner at school. Violence is another challenge the findings of the study confirmed that they take place in schools, families' negative attitudes towards the school, immigrant students, teachers' unions, teachers' behaviour to principals and so forth. There should be the open policies in schools established to overcome such challenges.

The findings indicated that the problems faced by principals are also due to the difficulties caused by teachers' absenteeism; they sometimes refuse to produce leave forms with evidence as required by the department of education. The findings then confirmed that there is the challenge of staff division, whereby some teachers are not getting along and even take sides of other teachers even if they are not doing their work accordingly. The staff division result in poor cooperation among the staff; and so there would be no effective promotion of teaching and learning in primary schools.

5.4. CONCLUSIONS

This study was designed to investigate the leadership practices that promote effective teaching and learning in primary schools in King Cetshwayo District. There were quite a number of practices that were mentioned and discussed as the ones that promote effective teaching and learning. The whole study was based on finding the real practices and to establish the ones to be used in every school, irrespective of the geographical area of the school; that is where the school is situated, either in rural or urban area.

The study was aligned towards the traits theory; this was done because traits theory speaks of the qualities a person possesses; whether educated or not. In this manner, the leaders were supposed to be seen through their natural actions and also what they know. Since a leader can be born or made, traits theory answers that. The researcher used the qualitative approach when conducting this study; and used the interviews as a tool to find the facts from the school principals as the participants who practices the leadership on daily basis. The researcher used unstructured interviews to obtain as much information as possible from the principals through the unstructured interviews because there are no boundaries in this type of an interview. It is like an ordinary conversation; so the participant can share his thoughts and feelings about the study topic freely.

The researcher summarised what had been interviewed and heard in terms of common responses from the study participants. The researcher then classified the collected information into themes and sub-themes, which assisted in the interpretation, understanding and drawing the conclusions. The study findings revealed that the principals should regularly meet to share their knowledge regarding the usage of the leadership practices; and to come up with the ideas of doing away with common challenges that hinder their good results through leadership practices that promote effective teaching and learning in primary schools.

The study noted that the common challenges can be over through cooperation. The principals should involve both the internal and external factors for full support and understanding which leadership practices are to be in practise in order to promote effective teaching and learning. It was also raised in the study that school leaders should delegate some tasks to their followers; not doing everything by themselves. This could give them enough time to plan for some school activities, and also give their subordinates some time to experience and learn leadership duties because they would be leaders someday.

5.5. RECOMMENDATIONS

The study aimed at investigating the leadership practices that promote effective teaching and learning in primary schools in King Cetshwayo District. The following recommendations were proposed:

5.5.1. Recommendations for determining which leadership practices promote effective teaching and learning in King Cetshwayo District

- The school leaders should plan the workshops where they will gain knowledge regarding the practising of their roles effectively to promote teaching and learning in schools they lead.
- The school leaders attend academic meetings set to help develop them and understand curriculum matters. This must be compulsory to all school leaders meetings.
- Awarding of hard workers must be practised in all schools.
- Compulsory delegation of powers so that the school would function even during the leader's absentia.

5.5.2. Recommendations for how do leadership practices affect primary schools in the King Cetshwayo District

- The school leaders must further their studies and motivate teachers to further theirs too. This should be done for them to perform in the good way for the benefit of the learners they teach
- The teachers must be involved in the designing of the school year plans; this must be done or the cause because most activities are to be practised by them; even thou under their leaders' supervision.
- External factors and community involvement must be encouraged at schools because they can help shape the school and let learners be aware of the outside world.
- Curriculum knowledge, understanding and implementation must be shared among the teachers through the support of the school leaders.

5.5.3. Recommendations on the challenges experienced in primary schools in the King Cetshwayo District with regard to leadership practices

- The code of conduct for teachers and for learners must be reviewed, regarding absenteeism.
- Compulsory cooperation within the school premises.
- No weapons must be brought to school in order to avoid violence.
- Parents' meetings and regularly visits must be encouraged so that they should be aware of what is happening inside the school.
- The school leaders must invite external factors to advise learners with life, for example, inviting nurses to teach and warn learners about teenage pregnancy and transmitted diseases.

REFERENCES

- Abdulrasheed, O., Hussin, F. & Kasa, M.D. (2016). Challenges of Principal Leadership Styles and School Management: A Solution Oriented Approach. *Asia Pacific Journal of Education, Arts and Sciences*, 3(4), 61-65.
- Acharya, A.S., Prakash, A., Saxena, P. & Nigam, A. (2013). Sampling; Why and How of It? *Indian Journal of Medical Specialities*. 4(2),330-333.
- African National Congress (ANC) (1994). *Policy Framework for Education and Training*. University of Pennsylvania- African studies: Bloemfontein.
- Amanchukwu, R.N., Stanley, G.J. & Ololube, N.P. (2015). A Review of Leadership Theories, Principles, and Styles and Their Relevance to Education Management. *Management*, 5(1), 6-14.
- American Society for Training and Development (2000) Inc. in association with The Gale Group and Look Smart. Copyright 2000.
- Bartlett, S. & Burton, D. (2007). *Introduction to Education Studies*. (2nd ed.). London: SAGE Publications Ltd.
- Bayar, A. (2016). *Challenges Facing Principals in the First Year at their Schools*. College of Education. Department of Education Sciences, Amasya University, Turkey. *Universal Journal of Educational Research* 4(1), 192-199.
- Berger, A.A. (2011). *Media and Communication Research Methods*. (2nd ed.). California: SAGE Publications Inc.
- Berry, B., Daughtrey, A. & Wieder, A. (2010). *Teacher Leadership: Leading the Way to Effective Teaching and Learning*. Center for Teaching Quality (CTQ).
- Botha, R.J. (2013). *The effective Management of a school: Towards guality outcomes*. Pretoria: van Schaik.
- Boyle, B. & Charles, M. (2016). *Curriculum Development: A Guide for Educators*. California: SAGE Publishers.
- Bredeson, P.V. (2000). The School Principal's Role in Teacher Professional Development. *Journal of In-service Education*, 26 (2),385-401
- Bush, T. (1989). *Managing Education: Theory and Practice*. United States of America (USA): The Open University Press.
- Bush, T. (2007). *Educational Leadership and Management, Theory, Policy and Practice*. *South African Journal of Education*: 27(3),391-406.
- Bush, T. (2009). Managing Teaching and Learning in South Africa. *International Journal of Educational Development*, 29 (4), 373-389

- Bush, T., Joubert, R., Kiggundu, E. & van Rooyen. (2009). Managing teaching and learning in South Africa. *International Journal of Educational Development* 12(1):113-121.
- Bush, T. & Middlewood, D. (2013). *Leading and Managing in Education*. (3rd ed.). London: SAGE Publications Inc.
- Calitz, L., Fuglestad, O.L. & Lillejord, S. (2002). *Leading in Education – Productive Learning Cultures*. (1st ed.). Sandown: Heinemann Publishers (Pty) Ltd.
- Charry, K. (2012). *Leadership Theories – 8 – major Leadership Theories*. Retrieved 2017 March, 13, from <http://www.psychology.about.com/od/leadership/p/leadtheories.htm>.
- Carl, A.E. (2014). *Teacher Empowerment through Curriculum Development*. (4th Ed.). Cape Town: Juta and Company Ltd
- Carroll, J. & Alexandra, G.N. (2016). *The Teacher's Standards in Primary Schools*. (1st ed.). London: SAGE Publications Ltd.
- Clarke, A. (2012). *The Handbook of School Management*. (2nd ed.). Cape Town: Kate McCullum.
- Conrad, C.F. & Serlin, R.C. (2011). *The SAGE Handbook for Research in Education: Pursuing Ideas as the Keystones of Exemplary Inquiry*. (2nd ed.). London: SAGE Publication.
- Cousin, G. (2009). *Research Learning in Higher Education*. (1st ed.). New York: Routledge Taylor & Francis Group.
- Cresswell, J.W. (2013). *Educational Research: Planning, Conducting and Evaluating Quantitative Research*. Boston: Pearson Education, Inc.
- Cunningham, K.E. & Rainville, K.N. (2018). Joyful Leadership in Practice. *Educational Leadership*, 75(6), 62-67.
- Davis, S.H., Darling – Hammond, L., LaPointe, M. & Meyerson, D. (2005). *School Leadership Study*. (1st ed.). Stanford: Stanford University School of Education.
- Day, C., Sammons, P., Liethwood, K., Hopkins, D., Gu, Q., Brown, E. & Antaridou, E. (2011). *Successful School Leadership*. (1st ed.). New York: Open University Press.
- Department of Education (1996). South African School' Act. Pretoria: Government Printers.
- Department of Education (2008). *Managing Teaching and Learning*. Advanced Certificate: Education (School Management and Leadership).

- De Vos, A.S., Strydom, H., Fouce, C.B. & Delport, C.S.L. (2011). *Research at Grass Roots. For the Social Science and Human Services Professions*. (4th ed.). Pretoria Town: Van Schaik Publishers.
- Dewitt, P.M. (2011). *Collaborative Leadership*. (1st ed.). California: A SAGE Publishing Company.
- Diamond, R.M. (2008). *Field Guide to Academic Leadership*. (1st ed.). San Fransisco: John Wiley & Sons Inc.
- Duignan, P. (2009). *Educational Leadership. Key Challenges to Ethical Tensions*. New York: Cambridge University Press.
- Duignan, P. (2012). *Educational Leadership*. (2nd ed.). New York: Cambridge University Press.
- Education Review Office (2017). *Leadership Practice*. Retrieved from ><http://www.reaerchachieve.vum.ac.nz/bistream/handle/101063/4973/thesis.pdf?sequence=1>
- Edwards, J & Martin, B. (2016). *Schools that Deliver*. (1st ed.). California: A SAGE Publishing Company.
- Elyyan, A. & Shra'ah, M.A. (2015). The Impact of Decision Making Styles and Organizational Learning: An Empirical Study on the Public Manufacturing Companies in Jordan. *International Journal of Business and Social Sciences*, 6(4), 55-62.
- Ermeling, B.A. & Graff-Emerling, G. (2016). *Teaching Better*. (1st ed.). Wales: Corwin: A SAGE Publishing Company.
- Etikan, I., Musa, S.A. & Alkassim, R.S. (2016). Comparing of Convinience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
- Etiubon, R.U. (2015). Teachers' Resourcefulness on E-Education Instructional Tools and Chemistry Achievement Among University of Uyo Students. *AASCIT Journal of Education* 1(3), 38-44.
- Evans, L. (2014). Leadership for professional development and learning: enhancing our understanding of how teachers develop. *Cambridge Journal of Education*, 44(2), 179-198.
- File, N., Mueller, J.J., Wineski, D.B. & Stremmel, A.J. (2017). *Understanding Research in Early Childhood Education*. (1st ed.). New York: Routledge.
- Fitriati, R., Romdadana, R. & Rosayidi, U. (2015). *The Practice of School Principals' Leadership in Selah Indonesia Kuala Lumpar (SIKL): The Study of Leadership*

- Style and Techniques with Cognitive Mapping Approach. *Procedia – Social and Behavioural Science*, 115, 258-268.
- Flick, U. (2013). *Mapping the Field: The SAGE Handbook of Qualitative Data Analysis*. (1st ed.). Berlin: Germany: University Press.
- Foreman-Peck, L. & Winch, C. (2010). *Using Educational Research to Inform Practice*. (1st ed.). New York: Routledge.
- Fredriksson, U. (2014). *Quality Education and the Key Role of Teachers*. Education International. Retrieved from www.ibe.unesco.org.
- Frenkel, J.R., Wallen, N.E., & Hyun, H.H. (2012). *How to Design and Evaluate Research in Education*. (8th ed.). New York: McGraw-Hill Companies Inc.
- Fuller, K. (2013). *Identity and Educational Leadership*. (1st ed.). New York: Bloomsbury Publishing Company.
- Gatewood, R.D. & Field, H.S. (1998). *Human Resources Selection*. (4th Ed.). New York: Dryden Press.
- Glanz, J. (2006). *Community Leadership*. (1st ed.). California: A SAGE Publishing Company.
- Glatthorn, A.A., Jailall, J.M. & Jailall, J.K. (2017). *Principal as Curriculum Leader*. (4th ed.). California: Corwin: A SAGE Publishing Company.
- Goldkuhl, G. (2011). Pragmatism versus Interpretism in Qualitative Information Systems Research. *European Journal of Information Systems*, 21(2),135-146.
- Goodwyn, A. (2017). *Expert Teachers*. (1st ed.). London: Routledge Taylor & Fransis Group.
- Gowpall, Y. (2015). *School Principal Instructional Leadership Practices: A Case of Two Schools in Pinetown District*. Med. dissertation. Durban University of UKZN.
- Grant, C., Gardner, K., Kajee, F. Moodley, R. & Somaroo, S. (2010). *Teacher Leadership: a survey analysis of KwaZulu-Natal Teachers' Perceptions*. *South African Journal of Education*, 30(3),401-419.
- Grant, C. & Singh, H. (2009). *Passing the Buck: this is not teacher leadership! Perspectives in Education*, 27(3),298-301.
- Green, L. (2014). *Schools as Thinking Communities*. (1st ed.). Pretoria: Van Schaik Publishers.
- Gumede, K.S. (2011). *Exploring teacher leadership and challenges faced by post level one teachers as they operate as leaders: a case study of two primary*

- schools. M.Ed. dissertation. Pietermaritzburg, South Africa: University of KwaZulu-Natal.
- Harris, A. & Jones, S. (2016). *Leading Futures*. California: SAGE Publications Inc.
- Harvey, J. (2013). *The School Principal as Leader: Guiding School to Better Teaching and Learning*. Seattle: The Wallace Foundations.
- Healy, M. & Perry, C. (2000). Comprehensive Criteria to Judge Validity and Reliability of Qualitative Research within the Realism Paradigm, *Qualitative Market Research: An International Journal of Market Research*, 3(3), 118-126.
- Hoadley, U. Christie, P. & Ward, C. L. (2009). Managing to Learn: Instructional Leadership in South African Secondary Schools. *School Leadership & Management*, 29(4), 373-389.
- Holden, R.B. (2010). *Face Validity*. In I. B. Weiner & W.E. Craighead (Eds.), *The Corsini Encyclopedia of Psychology*. (4th ed.). New Jersey: Wiley, 637-638.
- Ivory, D.M. (2011). *The Impact of Dynamic Furniture in Classroom Performance: A Pilot Study*. Occupational Therapy, 1:1-57. University of Puget Sound.
- Jenkins, T. (2013). Reflections on Kenneth E.'s Building the Image: Glimpsing the Roots of Peace Education Pedagogy. *Journal of Peace Education and Social Justice*, 7(1), 27-37.
- Johnson, B. & Christensen, L. (2012). *Educational Research: Quantitative, Qualitative and Mixed Approaches*. (4th ed.). Thousand Oaks, California: SAGE Publishers.
- Johnson, R.I. (2014). The Experience Curriculum in Action. *The English Journal: National Council of Teachers of English*. 27(3), 229-235.
- Jones, J. (2012). *The External and Internal Educational Factors that Contribute to the Student Achievement and Self-Perceptions of Urban Middle School Title I Students Title I Students*. M.Ed. Dissertation, New Jersey: Rowan University.
- Kanodia, R. & Sacher, A. (2016). *Traits Theories of Leadership*, 6th International Conference on *Journal of Science Technology and Management*, 5(12), 121-133.
- Kawulich, B.B. (2004). *Data Analysis Techniques in Qualitative Research in D Twale (ed)*. *Journal of Research in Education* 14(1) p.96-113.
- Kumar, R. (2014). *Research Methodology*. A step-by- step guide for beginners. (4th ed.). London: Sage Publishers.
- KwaZulu-Natal DoE. (2012). *Curriculum Management and Curriculum Strategy*, Pietermaritzburg: Government Printers.

- Khumalo, V.P. (2014). *The School as a Curriculum Management Site in an Era of Curriculum Change*, M. Ed. Dissertation. Pretoria: University of South Africa.
- Killion, J. (2010). *Leadership Practices*. Teachers Teaching Teachers. Retrieved from <http://nccrest.org/professional.html.NCCRESt>.
- Laar, B. (2014). *Primary Heads*. (1st ed.). Wales: Crown House Publishing Ltd.
- Lamb, R. (2013). *How Can Managers Use Participative Leadership Effectively?* Retrieved from <http://www.task.fm/participative-leadership>.
- Landsberg, E. & Swart, D.K. (2011). *Addressing Barriers to Learning: A South African Perspective*. (2nd ed.). Pretoria: Van Schaik Publishers.
- Lawton, D., Gordon, P., Gibby, B., Pring, R. & Moore, T. (1987). *Theory and Practice of Curriculum Studies*. (2nd ed.). London: T.J. Press (Padstow) Ltd.
- Leithwood, K., Sammons, P., Hopkins, D. & Harris, A. (2006). *Successful School Leadership: What it is and How to Influence Pupil Learning*. London: DfES.
- Lemmer, E. & van Wyk, N. (2010). *Themes in South African Education: For the comparative educationist*. Cape Town: Pearson Education, South Africa (Pty) Ltd.
- Levin, M.H. & Lockheed, M.E. (2012). *Effective Schools in Developing Countries*. (1st Ed.). Canada: The Falmer Press.
- Maphalala, M.C., Khumalo, N.P., Buthelezi, B, Gamede, B.T., Mabusela, M.S., Sibaya, D.C. & Nzima, D.R. (2018). Lessons Learnt through Jika iMfundo Programme in Managing School Curriculum in King Cetshwayo District: The Programme to Improve Learning Outcomes (PILO). In P. Christie & M. Monyokolo (Eds). *Learning about sustainable change in Education in South Africa*. The Jika iMfundo campaign 2015 – 2017. Johannesburg: Saide, pp 125-146.
- Maree, K., Creswell, J.W., Ebersohn, L., Eloff, R., Ivankova, N.V., Plano- Clark, V.L. (2016). *First Steps in Research*. (2nd ed.). Pretoria: Van Schaik Publishers.
- Marishane, R.N. & Botha, R.J. (2012). *School Leadership in a Changing Context*. (2nd ed.). Pretoria: Van Schaik Publishers.
- Marishane, R.N., van der Merwe, H.M., van Zyl, A.E. & Zengele, V.T. (2013). *The Effective Management of a School*. (1st ed.). Pretoria: Van Schaik Publishers.
- Marsh, C., Day, C., Hannay, L. & McCutcheon, G. (1990). *Reconceptualising School-based Curriculum Development*. (1st ed.). London: The Falmer Press.

- Matthews, G.I., Deary, J. & Martha, C. (2011). *Personality Traits*. (2nd Ed.). London: Cambridge University Press.
- McKenna, S.M. (2002). Paradigm of Curriculum Design: Implication for South African Educators. *Journal for Language Teaching*, 37(2),215-223.
- McMillan, J.H. & Schumacher, S. (2010). *Research in Education*. (7th ed.). Boston: Pearson Education Inc.
- Meier, C. & Marais, P. (2008). *Early Child Development*. (2nd ed.). Pretoria: Van Schaik Publishers.
- Mestry, J. (2017). Principals' Perspectives and Experiences of Their Instructional Leadership Functions to Enhance Learner Achievement in Public Schools. *Journal of Education*. 69(1),258-280.
- Motilal, G.B. (2014). *Visioning Beyond Expectations: Leading Successful Primary Schools Principals' Instructional Leadership Approaches*. Johannesburg, pp 1-209.
- Mpangase, B.M. (2010). *Lecturers as leaders? A case study of a Further Education and Training College*. Med dissertation. Pietermaritzburg. South Africa: University of KwaZulu-Natal.
- Msila, V. (2012). Rural School Principals' Quest for Effectiveness: Lessons from the field. *Journal of Education*, 48(1),170-189.
- Msila, V. & Gumbo, T.M. (2016). *Africanising the Curriculum*. (1st ed.). Pretoria: Sun Press.
- Mukherji, R. & Albon, D. (2015). *Research Methods in Early Childhood*. (4th ed.). London: SAGE Publications Ltd.
- Naicker, I., Grant, C. & Pillay, S. (2016). Schools performing against the odds: Enablements and constraints to school leadership practice. *South African Journal of Education*, 36(4),1-10.
- National College (2011). *Resourceful Leadership: how directors of children's services improve outcomes for children*. Retrieved from www.nationalcollege.org.uk/aboutus .
- Nel, M., Nel, N. & Hugo, A. (2016). *Learner Support in a Diverse a Classroom*. (2nd ed.). Pretoria: Van Schaik Publishers.
- Nolan, A., Macfarlane, K. & Cartmel, J. (2013). *Research in Early Childhood*. (1st ed.). London: SAGE Publications Ltd.
- OECD (2009). *Creating Effective Teaching and Learning Environments: First Results from Talis*. OECD Publishing. Retrieve from >www.oecd.org/publishing.

- Onwuegbuzie, A.J. & Collins, K.M.T. (2007). A Typology of Mixed Methods Sampling Designs in Social Science Research. *The Qualitative Report. A journal of mixed methods research*, 12(2),281-316.
- Ornstein, A.C. & Hunkins, F.P. (2009). *Curriculum: Foundations, Principles and Issues*. (1st ed.). London: Pearson.
- Osman, R. & Peterson, N. (2013). *Service Learning in South Africa*. (91st ed.). Cape Town: Oxford University Press.
- O'Sullivan, H. & West-Burnham, P. (2011). *Leading and Managing Schools*. (1st ed.). London: SAGE Publications Inc.
- Patton, M.Q. (1990). *Qualitative Evaluation and Research Methods*. (2nd ed.). Newbury Park, CA: SAGE Publication.
- Ololube, N.P. (2013). *Educational Management, Planning and Supervision: Model for Effective Implementation*. Owerri: Spring Field Publishers.
- Patton, M.Q. & Cochran, M. (2002). *A Guide to Using a Qualitative Research Methodology*. London: Medicine Sans Frontieres.
- Phelps, R., Fisher, K. & Ellias, A. (2007). *Organising and Managing Your Research*. (1st ed.). London: SAGE Publications Ltd.
- Punch, K.F. (2009). *Introduction to Research Methods in Education*. London: SAGE Publications.
- Rahman, M.S. (2017). The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language "Testing and Assessment" Research. A Literature Review. *Journal of Education and Learning* 6(1), 102-112
- Remenyi, D. & Money, A. (2012). *Research Supervision for Supervisors and Their Learners*. (2nd ed.). United Kingdoms: Academic Publishing Limited.
- Ryan, W. (2012). *Leadership with a Moral Purpose*. (3rd ed.). United States of America (USA): Crown House Publishing Ltd.
- Sanzo, K.L., Sherman, W.H. & Clayton, J. (2010). Leadership Practices of Successful School Principals. *Journal of Education Administration*, 49(1), 31-45.
- Schwandt, T.A. (2015). *The SAGE Dictionary of Qualitative Inquiry*. (4th Ed.). University of Illinois: Urbana-Champion: USA.
- Sharma, M.K. & Jain, S. (2013). *Leadership Management: Principles, Models and Theories*. *Global Journal of Management Studies*, 3(3),309-318

- Shuttleworth, M. (2017). *Types of Validity: An Overview* – Retrieved from ><http://eplorable.com>.
- Slavin, R. (2007). *Education Research: in age of accountability* (A.E. Burvikovs Ed.). Boston: Pearson Education Inc.
- Spagnoletti, C., Bonnema, R., McNeil, M., Spencer, A. & McNamara, M. (2012). *Workshop Preparation and Presentation: A Valuable Form of Scholarship for the Academic Physician*. GWIMS Toolkit. Association of American Medical Colleges.
- Spillane, J.P. (2005). *Distributed Leadership*. *The Educational Forum*. 69,143-150.
- Student Learning. Center for Applied Research and Educational Improvement. Ontario: Institute for Studies in Education at The University of Toronto: University of Toronto Press.
- Taherdoost, H. (2017). *Determining Sample Size: How to Calculate Survey Sample Size*. *International Journal of Economics and Management Systems*, 2(1),304-398.
- Taylor, N. (2007). *Equity, efficiency and the development of South African Schools*. An International Handbook of School Effectiveness and Improvement. In Townsend, T. (Ed.). *International Handbook of School Effectiveness and Improvement*. Dodrecht: Springer, pp 523-524.
- Thomas, G. (2009). *How to do your research project*. (1st Ed.). London: SAGE Publications Ltd.
- Tongco, D.C. (2007). *Purposeful Sampling as a Tool for Informant Selection*. *Ethnobotany Research Applications* 5,147-158.
- Ur, P. (2009). *A Checklist for Organising and Running a Workshop for Teachers*. An International Journal of Pharmaceutics, 22(2),4-5.
- Vaismoradi, M., Jones, J., Turunen, H. & Snelgrove, S. (2016). *Theme Development in Qualitative Content Analysis and Thematic Analysis*. *Journal of Nursing of Nursing Education and Practice*. <http://dx.doi.org/10.5430/jnep.v6n5p100> pp100-109.
- van der Merwe, H.M. (2016). *Classroom Management for Optimal Learning in a Context of Shared Instructional Leadership*. KOERS – Bulletin for Christian Scholarship, 81(1) <http://dx.doi.org/10.19108/KOERS.81.1.2259>.
- Wahed, M.E.A. (2012). *Effective Communications of Urban and Rural School Leaders*. The American University in Cairo. Pp 4-83.

Wang, L. & Shen, W. (2017). *Educational Leadership on the Chinese Mainland: A Case Study of Two Secondary Schools in Beijing*. The Chinese University of Hong Kong. London Review of Education, 15,317-328.

Wise, C., Bradshaw, P. & Cartwright, M. (2013). *Leading Professional Practice in Education*. (1st Ed.). London: SAGE Publishing Ltd.

Witziers, B., Bosker, R. & Kruger, M. (2003). *Educational leadership and student achievement: the elusive search for an association*. Educational Administration Quarterly, 39(1),398-425.

Wolinski, S. (2010). *Leading Theories*. Retrieved from <http://www.managementhelp.org/blogs/leadership/2010/04/21/leadershiptheories>.

Wyse, D. & Rogers, S. (2016). *Early Years and Primary Teaching*. (1st ed.). London: SAGE Publications Inc.

Zaccaro, S. (2007). Trait – based Perspectives of Leadership. *American Psychologist*, 62(1),1-16.

Appendix A: Interview schedule

1. What activities/practices do you engage in to set direction and continuously developing teachers?
2. How these practices / activities contribute to effective teaching and learning?
3. Explain how you establish share understanding of the vision of the school? and
4. How do you motivate teachers and learners to continuously promote quality teaching and learning?
5. Explain how you structure school to support School Management Team (SMT). Teachers, and learners?
6. What are some ways that you use to connect with your school community?
7. How do you build capacity to create and sustain high quality teaching and learning environment?
8. How do you lead and manage teaching and learning within your school in the quest to promote effective teaching and learning?
9. Do you engage in any form of leadership distribution? Explain?
10. How is the process of decision making implemented in your school?
11. What are the challenges that you experience and hindering fulfilment of your duty as a principal? explain how do you work through these challenges?

Appendix B: PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION

(Participant)

Project Title: **Leadership practices that promote effective teaching and learning in primary schools in King Cetshwayo District**

Ms Mpungose Z.C from the **Department of Curriculum and Instructional Studies** University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is **to** investigate the leadership theories that promote effective teaching and learning in primary schools in King Cetshwayo District.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards new knowledge generated to share with educational authorities. I will also contribute to raise an awareness of the need for reviewing practices being used as academic failure in all or some schools, academically or for the learners and some curriculum implementers. It will further inform the initiatives to support principals' professional development. It will also provide insight into the practice of leaders of successful schools and how they model their own practice. **(state expected value or benefits to society or individuals that will arise from the research)**
4. I will participate in the project by responding to the questions during the interview that will be asked to me **(state full details of what the participant will be doing)**
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed. **(There is no compensation)**
7. There may be risks associated with my participation in the project. I am aware that

- a. the following risks are associated with my participation: N/A
 - b. the following steps have been taken to prevent the risks: N/A
 - c. there is **a 0%** chance of the risk materialising
8. The researcher intends publishing the research results in the form of **Presenting in a conference and publishing recognised journal**. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
 9. I will not receive feedback/will receive feedback in the form of **money** regarding the results obtained during the study.
 10. Any further questions that I might have concerning the research or my participation will be answered by **Mpungose Z C, 0738185033** (*provide name and contact details*)
 11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
 12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....

Participant's signature

.....

Date

P.O Box 23516

Kwa Dlangezwa

3886

The Circuit Manager

Department Of Basic Education

King Cetshwayo District

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

I am employed by the Department of Basic Education at Enjabulweni Primary school'. I am currently registered for a Master of Education degree (M.Ed.) at the University of Zululand in the Department of Curriculum and Instructional Studies. The topic of my research project is: **Leadership practices that promote effective teaching and learning in primary schools in King Cetshwayo District.**

I wish to seek permission to conduct research in schools under King Cetshwayo district. The primary school principals will be used as participants to collect data for the study.

I hope the findings of this study will benefit and assist the Department of Basic Education and educators teaching Grade 5 Intermediate phase.

Yours faithfully



Mrs ZC Mpungose

Contact numbers: 0738185033 (mobile)

Dr MS Mabusela (Supervisor)

Curriculum and Instructional Studies

Dr IS Kapueja (Co-supervisor)

Education Foundations and Management

Appendix D: Letter of permission



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:2/4/8/1336

Miss ZC Mpungose
PO Box 23516
KwaDlangezwa
3886

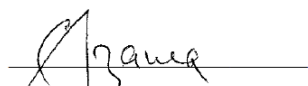
Dear Miss Mpungose

PERMISSION TO CONDUCT RESEARCH IN THE KZN DōE INSTITUTIONS

Your application to conduct research entitled: **“LEADERSHIP PRACTICES THAT PROMOTE EFFECTIVE TEACHING AND LEARNING IN PRIMARY SCHOOLS IN KING CETSHWAYO DISTRICT”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 04 September 2017 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

King Cetshwayo District


Dr. EV Nzama
Head of Department: Education
Date: 06 September 2017

Appendix E: Ethical clearance certificate

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: MangeleS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2017/464									
Project Title	Leadership Practices That Promote Effective Teaching and Learning in Primary Schools in King Cetshwayo District.									
Principal Researcher/ Investigator	ZC Mpungose									
Supervisor and Co-supervisor	Dr. MS Mabusela					Dr. IS Kapueja				
Department	Curriculum and Instructional Studies									
Faculty	EDUCATION									
Type of Risk	Med risk – Data collection from people									
Nature of Project	Honours/4 th Year			Master's		x	Doctoral			Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:
- (1) This certificate is valid for 3 years from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-30 April 2018]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
19 February 2018

