

**LEADERSHIP TRENDS OF PRINCIPALS TOWARDS THE PROVISION OF
QUALITY TEACHING IN UNDERPERFORMING SECONDARY SCHOOLS IN THE
KING CETSHWAYO DISTRICT**

**BY
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DECLARATION

I, Zviedzo Chibisa (Student Number 201100895), declare that this thesis, which is submitted in fulfilment of the requirements of the Doctor of Education degree to the University of Zululand, is my work in design and execution and has not been previously submitted by me for a degree at any university, and that all sources I have used have been indicated and acknowledged using a complete reference system.



Zviedzo Chibisa

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May all glory be to God.

DEDICATION

This study is dedicated to my husband, Admire Chibisa, and our two sons Tatenda and Takudzwa, for their continued support and encouragement. May this work be a source of inspiration throughout their lives.

ABSTRACT

Principals' leadership styles are a major factor contributing to good performance of their schools. The aim of this study was to investigate principals' leadership trends towards the provision of quality teaching in underperforming secondary schools in King Cetshwayo District. The study followed a mixed methods design. In 2015, 138 of the 204 high schools in the district were categorised as underperforming. For the quantitative study, 14 of the underperforming schools with a total of 227 teachers were selected for analysis using simple random sampling. The study sample consisted of all the 227 teachers. Of the 227 distributed questionnaires 183 were successfully returned, giving a response rate of 81%. Purposive sampling was used to select four principals, four Heads of Departments and two teachers for the interviews. The study's findings revealed that a principal's leadership style plays a vital role towards good learner outcomes. Furthermore, results showed that schools where principals delegated duties, encouraged teamwork, held staff development programmes and supervised teachers and learners constantly exhibited great learner academic improvement. It was established that those schools that operated effectively followed leadership styles that encouraged power-sharing while there was no power-sharing in most underperforming schools. Based on the findings, the leadership style used by principals running successful schools was transformational. The study therefore recommends this leadership style for South African schools.

KEYWORDS

Leadership, transformation, performance, organisation, underperforming

LIST OF ABBREVIATIONS AND ACRONYMS

BA	Bachelor of Arts
B.Ed.	Bachelor of Education
B.Ed. Hons	Bachelor of Education Honours
BSc	Bachelor of Science
EMIS	Educational Management Information Systems
HoD	Head of Department
PGCE	Post Graduate Certificate in Education
REQV	Relative Education Qualification Value
SGB	School Governing Board
SMT	School Management Team
SPSS	Statistical Package for Social Sciences
Yrs.	Years

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 BACKGROUND TO THE STUDY

South Africa continues to face the challenge of underperformance in schools, particularly at the Grade 12 level. The low academic performance of Grade 12 learners is one of the major concerns in the South African education system. Kent, Kruger, and Du Toit (2016), point out that one of the most prominent problems that is an ongoing concern for both the national government and all South African citizens is the poor performance of schools. It may be that the leadership practised by principals in these schools could be one of the factors contributing to the failure of learners in Grade 12.

School efficiency remains unresolved as very little is known about the system's going wrong. It is concerning to note that some schools in King Cetshwayo District continue to decline, while others show slight improvement. It has been observed that the principals are present all the time, but the results do not improve. The principals are not present in other schools, and this may negatively affect learners' academic performance. It is not clear if the causes of poor learner academic performance are linked to the principals' leadership styles and their performance.

Statistics obtained from King Cetshwayo District indicate 138 underperforming schools from 204 high schools (see Appendix 13). For this research, fourteen schools were randomly selected for analysis from the 138 underperforming schools in the district. Table 1 shows the Grade 12 percentage pass rates of the fourteen schools for 2015 to 2019. For ethical reasons, in column one, names of schools were not reflected in the table but the random number that was picked for that particular sampled school.

Table 1: Pass rates of underperforming schools in King Cetshwayo District

School No.	Number of Teachers in the school	YEARLY PASS %				
		2015	2016	2017	2018	2019
2	16	49.4	88.5	80.0	88.4	83.3
17	31	22.6	30.8	28.1	40.0	76.5
23	10	40.0	95.2	87.5	95.5	68.8
25	13	41.0	77.4	65.5	52.9	88.2
45	9	52.9	50.0	64.1	63.9	58.1
50	25	50.0	53.2	68.6	60.4	83.2
65	16	14.9	53.0	73.2	63.5	82.6
79	5	26.7	32.7	71.7	62.1	45.9
86	20	47.2	73.9	83.9	87.9	92.1
92	30	61.7	84.6	75.7	96.6	100
108	3	29.6	35.3	74.5	76.2	76.4
114	14	55.6	53.0	42.4	77.3	62.1
117	13		56.5	39.1	23.1	51.1
132	22	23.8	51.1	77.8	79.3	100

The information on school performance was obtained from the Educational Management Information Systems (EMIS) of the King Cetshwayo District. Access was granted by the Department of Basic Education and the University of Zululand (see clearance letters in appendices 1 and 2). Table 1 shows that some schools have improved performance over the five years but many are still underperforming. The high number of underperforming schools shows that problems exist in most schools. Bayat, Louw, and Rena (2014a), explain that it is easy to understand why affluent schools outperform poor schools. However, it is unclear why certain poor schools succeed where other equally poor schools fail. These authors queried whether these

differences could be due to variations in school management, socio-economic status or the provision of resources. The question was posed against the background of continuous poor results.

Academic support within the underperforming schools in the South African context requires much more research and attention (Van Der Voort & Wood, 2016). Finding the causes of underperformance in schools is a critical step in understanding the true nature of the problem and the key to improving the teaching and learning process. Pretorius (2014), observes that overall effectiveness research had produced several studies on school effectiveness and characteristics of effective schools. Over the last three decades, however, underperforming schools have not been widely studied in educational leadership. A gap has been created that needs filling up if quality education and learner performance is to be achieved in all the schools.

The low levels of learner achievement may be linked to many factors, including the leadership skills of principals. Van Der Voort and Wood (2016), observe that the low level of learner achievement can be linked to the general state of dysfunctionality that many schools find themselves in due to poor management and leadership. Principals' leadership abilities are paramount in developing effective schools and enhancing achievement. Principals in underperforming schools are faced with the challenge of improving learner academic results in their schools.

The culture of the democratic order of the education system evident in South Africa requires school principals to exercise leadership that fully promotes the participation of all stakeholders (Botha & Triegaardt, 2015). Different leaders have distinctive leadership styles, which may have proven to be closely associated with their school's performances and outputs. The question asked in this study is: Are the leadership trends of principals in the fourteen selected poor performing secondary schools in the King Cetshwayo District contributing to the learners' academic performance? Furthermore, based on the findings, this research investigates what can be done to improve the learner performance in these schools so that they are equal with those categorised as well-performing.

1.2 PROBLEM STATEMENT

Principals' leadership practices create a school culture that influences academic performance. Leadership styles influence the organisational culture within the school, and consequently, leadership styles affect whole school performance. However, it is concerning to note that Grade 12 learner academic performance in some schools in the King Cetshwayo District continue to decline. It is well known that the South African education system is not achieving anticipated educational outcomes to a considerable extent, with 80 percent of its institutions being dysfunctional (Moloi, 2019). It has been observed that these schools have principals who should be leaders, but the overall learner performance does not seem to indicate that there is effective management that promotes teaching and learning in these schools for at least five years from 2015 to 2019. South Africa's educational system performs poorly on national and international assessments, indicating that a big number of its public schools are underperforming (Kirori & Dickinson, 2020). The literature reviewed is silent on the influence of leadership trends of principals of underperforming schools.

1.3 OBJECTIVES OF THE STUDY

The following objectives guided the study:

- To explore the leadership trends of principals in underperforming schools in the King Cetshwayo District.
- To analyse the extent to which the leadership trends of principals in underperforming schools influence learner performance.
- To discover the leadership implications regarding learner performance in underperforming schools.

1.4 RESEARCH QUESTIONS

The following research questions were used to answer the research problem:

- How are the leadership trends of principals affecting the identified underperforming schools in the King Cetshwayo District?
- To what extent do the leadership trends of principals in the underperforming schools influence learner performance?

- What are the leadership implications regarding learners' performance in underperforming schools?

1.5 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

This study contributes to the literature on leadership styles relevant to the South African educational system. The transformational theory is based on four dimensions however, this study discovered another pillar called principal tenure which extends the theory. Knowledge about the most effective leadership styles that help improve academic performance in underperforming schools was revealed. Learner enhancement programmes, through the leadership tendencies of principals, were suggested to improve learner performance in schools identified to be underperforming. The findings are intended to help principals adopt leadership styles that enhance teaching and learning. Feedback on the results will be given to the principals in the district to assist them in improving school performance through organised meetings.

1.6 DEFINITION OF TERMS

The study's key terms are defined, including leadership trends, quality teaching, and underperforming secondary schools.

1.6.1 Leadership Trends

Leadership is commonly defined as a process by which an individual controls a group of individuals to accomplish a collective purpose (Yasir & Mohamad, 2016). Leadership involves control of followers in directing them towards achieving set goals. Leadership builds human interaction capabilities and encourages collective action to ensure school progress and performance (Mestry, 2017). Leadership is at the centre of building a school environment that promotes teamwork, promoting learner performance. According to this study, the given definitions can be deducted that leadership trends are the leadership styles principals mostly use in running schools.

1.6.2 Quality Teaching

Quality education adheres to high subject matter expectations, teaching material that is suitable for the learning setting, employs a variety of instructional approaches,

efficient classroom management, the maintenance of a healthy learning environment, and a supportive teacher-learner partnership (de Jager, Coetzee, Maulana, Helms-Lorenz, & van de Grift, 2017). For quality teaching to occur, a teacher should have an in-depth understanding of the subject matter suitable for the setting. Maintaining a healthy learning environment through different teaching methods and effective classroom management plays a significant role in achieving quality teaching. Quality education entails equipping learners with adaptable abilities and cultivating constructive teacher-learner experiences (Torres, Lopes, Valente, & Mouraz, 2017). The development of versatile skills in learners through experiences in the learning process indicates quality learning. Quality teaching in this study refers to how teachers do whatever it takes to ensure that learners learn according to the expected standards set by the Department of Education.

1.6.3 Underperforming Secondary Schools

Underperforming schools have consistent unfavourable results, such as appalling test grades and stagnant low pass rates (Campbell, Heyward, & Jochim, 2018). These schools perform below the expected standard. Underperforming schools in South Africa have a school-leaving test pass rate of less than 70% (Shava & Heystek, 2019). The set standard for schools is a 70% pass rate. According to Bayat, Louw, and Rena (2014b), in South Africa, underperforming schools are identified by the state as those with a Grade 12 pass rate of 60% or less in the final national exams. In this study, underperforming secondary schools refer to those performing below 65% pass rate at Grade 12.

1.7 CHAPTER DIVISION

The chapters in this study are outlined as follows:

Chapter One

Chapter one includes an introduction, the problem statement, the study's aims, research questions intended contribution to the body of knowledge, the operational definition of terms and chapter divisions.

Chapter Two

Chapter two focuses on reviewing related literature. The effects of all relevant variables on how leadership trends affect learner performance in schools are deliberated. Different leadership styles that principals use in different schools are discussed in relation to learner outcomes. The extent to which these leadership trends affect learner performance and the implications are also conferred.

Chapter Three

Chapter three discusses the research design and methods of investigation in detail. A detailed discussion of instruments used to collect data is presented. The procedures for administering questionnaires and the interviews are laid out.

Chapter Four

Chapter four consists of presenting data collected through the questionnaire and interviews. Quantitative and qualitative data are interpreted simultaneously.

Chapter Five

Chapter five discusses the findings of the study and the drawing of conclusions. Recommendations are made based on the results.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The aim of this study was to investigate principals' leadership trends towards the provision of quality teaching in underperforming secondary schools in King Cetshwayo District. This chapter presents the literature review, including the theoretical framework that underpins the study. A discussion on reviewed literature on leadership trends of principals in schools is presented. Furthermore, reviewed literature on the extent to which the leadership styles affect learner outcome is discussed as well as the implications on promoting teaching and learning in secondary schools. Literature was presented focusing on the research objectives. A summary of the literature reviewed is given to conclude the chapter.

The following research objectives guided the review of literature:

- To explore the leadership trends of principals in underperforming schools in the King Cetshwayo District.
- To analyse the extent to which the leadership trends of principals in underperforming schools influence learner performance.
- To discover the leadership implications regarding learner performance in underperforming schools.

2.2 THEORETICAL FRAMEWORK

The transformational leadership theory underpinned this study to understand the leadership trends of principals towards the provision of quality teaching in underperforming secondary schools in King Cetshwayo District. In his seminal work, James MacGregor Burns developed the transformational leadership theory in 1978 (Amor, Vázquez, & Faíña, 2020). Burns (1978), describes transformational leadership as a style of leadership in which leaders and followers took each other's move towards a higher level of morality and encouragement.

Transformational leadership is defined based on four dimensions, namely, charisma, intellectual stimulation, individualised consideration and connectivity (Lai, Tang, Lu, Lee, & Lin, 2020). Charisma, the first dimension, identifies inspirational leaders who

develop self-confidence in individuals. It is their demonstration of faith in the willingness of a follower to make self-sacrifices and an ability to accomplish outstanding objectives, which is an essential rousing power of idealized control and role-modelling actions (Nawaz & Khan, 2016). Transformational leaders exhibit attitudes that help them represent their followers as role models.

Followers prefer to resonate with the icons and seek to imitate them, in addition to admiring, loving and trusting them. Followers see their leaders as possessing superior talents, endurance, and commitment (Arokiasamy, Abdullah, Ahmad, & Ismail, 2016). A charismatic leader creates an atmosphere full of enthusiasm and positive affirmation, inspiring and promoting followers to be their best. Followers want to please a charismatic boss, but they work hard and excel. If such conditions are created in underperforming schools, it is more likely that the learner's success will improve thereby improving school performance.

The second dimension is intellectual stimulation. Intellectually stimulated leaders intellectually stimulate followers, generate creativity and accept challenges as part of their work. They maintain their emotional equilibrium and deal with complex issues rationally. They also develop similar abilities in their staff. To make complex decisions, they develop problem-solving strategies for followers, representing a shared agreement between leaders and workers (Nawaz & Khan, 2016). Transformational leaders inspire creativity and imagination by challenging perceptions, reframing challenges, and addressing old situations in new ways.

In addition, leaders who adopt a transformational leadership style call for fresh concepts and innovative solutions to followers' challenges, which are used in the problem-solving and solution-finding process (Arokiasamy et al., 2016). Leaders who are ethical and sincere but do not involve transformative or intellectually stimulating workers may have more trouble conveying the intellectually challenging concepts to their followers. Similarly, leaders who cannot grow others may have less potential to inspire followers. Underperforming schools need principals to develop problem-solving strategies to turn around the schools. New approaches to tackling the issues facing underperforming schools are required and they should be embraced by all stakeholders.

The third dimension that is used to describe the characteristics of transformative leaders is individualised consideration. People's basic transformational leadership habits as fundamental contributors to the workplace are individualized consideration. These leaders demonstrate empathy for the needs of their staff. They are trained to boost and coach desired actions in the workplace. Reassurance, caring for and coaching individuals and a transparent and consultative approach are fundamental elements of individualized consideration (Nawaz & Khan, 2016).

Transformational leaders pay particular attention to each follower's desires for success and development. When new learning experiences are created with a welcoming environment, individualized consideration exists. The transformational leader is an efficient listener in his display of human concern, which understands and respects the individual distinctions of workers (Arokiasamy et al., 2016). The underperforming schools need principals who can create climates where teachers feel valued and appreciated, thereby promoting teaching and learning, improving learner performance.

The fourth dimension is communication. Leaders have a high degree of conviction, turn their followers through daily contact, present themselves as role models and inspire them to achieve the company's mission and objectives (Nawaz & Khan, 2016). Transformational leaders embody actions that encourage those around them by presenting the work of their followers with meaning and challenge. Team spirit, excitement and optimism are also aroused (Arokiasamy et al., 2016). A transformational leader displays motivating inspiration, idealized influence, intellectually stimulating and individualized concern for his followers. A leader in change expresses a vision, develops employees, offers resources, empowers employees, is imaginative, leads by example, and is charismatic. Transformational principals who encourage the culture of teamwork for optimal performance are needed in the underperforming schools.

The product of the leadership transition is a relationship of reciprocal stimulation and excitement that turns followers into leaders and can turn leaders into moral agents. However, transformational leadership was presented to evoke the modern use of transformative leadership. Transformational leadership is most concerned with end-values, such as democracy, justice and equality. Transformational leaders raise their followers to the required moral level, but insufficient dedication to the means will

obstruct the final result. (Shields, 2020). The fact that transformational leadership focuses on the result makes it ideal for the transformation of schools for better performance. Burns (1978), explains that transformational leadership is not restricted to a specific set of behaviours but a process where leaders and followers reach higher levels of motivation and morality.

Some scholars see the leadership study by Burns as the first hypothesis that suggests ethics as a central feature of leadership behaviour (Yasir & Mohamad, 2016). Transformative leadership underlines the need for education to focus on academic excellence and social transformation. Transformational leadership requires a leader to have a strong sense of ideals and convictions that support their personality, to be able to speak up with moral courage, to live with conflict and, to some degree, to participate in activism and advocacy (Shields, 2020). Transformational leadership advances the idea of invented social truth. It builds on critical concepts, cultural and social replication theories, and social justice leadership principles that help leaders consider how to create educational institutions that incorporate innovation with fairness, equality, and justice.

Later transformational leadership was conceptualised as containing four factors: idealised control, inspirational encouragement, intellectual stimulation and individualised consideration (Keskes, Sallan, Simo, & Fernandez, 2018). Bass further developed transformational leadership in 1985 and 1999 (Amor et al., 2020). (Bass, Waldman, Avolio, & Bebb, 1987) define, the four aspects of transformational leadership as: first, idealised control, which is viewed as the degree to which followers understand the importance of leaders, trust, confidence, strength, and ethical or moral orientation; their ability to align with these attributes; and a change from self-interest to higher group objectives.

Second, inspirational encouragement explains how a leader expresses a vision that empowers subordinates to accomplish the desired objectives. The third factor is intellectual stimulus, which applies to leaders who question the status quo and the fundamental principles, inspire followers to do so, and are open to new and innovative alternatives to issues. The final factor is a matter of individualised consideration. Here, like advisors or teachers, leaders provide moral support and care to each follower (Lai et al., 2020)

Transformational leadership is one of the most widely used models in organisations and plays an integral part in organisational success. As Bass et al. (1987), state, transformational leadership is one of the best approaches to improving the efficiency of individuals and communities. Transformational leaders inspire followers to seek and challenge both current and new perspectives. Transformation leaders diligently motivate followers to meet high standards targets (Arif & Akram, 2018). Transformational leadership encourages cultural improvement and creativity. The leader expresses a strong vision, encourages supporters and builds confidence (Amor et al., 2020). When leaders use analytical stimuli, they increase the ability of supporters to learn about challenges in new ways, thereby increasing their ability to conceptualise problems and boost the consistency of the ideas they offer (Keskes et al., 2018).

Behaviours embraced in Transformational leadership, such as encouragement, academic resilience, inspiration, and individual concern, are the central function of exemplary leaders who may be recognised worldwide (Arif & Akram, 2018). Employees prefer, however, to behave in such a way as to simplify high levels of work performance. In comparison, transformational leaders inspire workers to pay greater attention to the mutual profits of organisations and leaders than their interests (Arif & Akram, 2018). In the same way, Bass (1985), claims that transformational leadership is related to creative skills, which motivates workers to do better than initially anticipated. The main determinants of innovative actions in organisations are leaders' qualities and leadership style (Arif & Akram, 2018). Concerning qualities and style, Bass (1985), concludes that transformational leaders give constructive input to their staff, inspiring them to make more effort and enabling them to think when faced with challenging issues innovatively.

Avolio and Bass (1995), introduce four aspects of transformational leadership. First, idealised power applies to leaders who influence workers to emulate them and serve as role models. Second, inspirational motivation is a leader who stimulates an employee's motivating level beyond the presumption of accomplishing corporate and personal objectives. Third, analytical stimulus applies to a leader who stimulates workers' desire to think outside the box while addressing problems and updating their minds. Fourthly, human care applies to a leader who pays attention to each employee by individually listening to their concerns and offering support. The motivation and

confidence of transformational leaders will infuse followers with the expectation that they can perform their duties well. A transformational leader provides followers with the information, expertise, resources and support they need to do their work.

Transformational leadership motivates workers to collaborate towards the good of the company through increasing collective identification and, as a result, promoting more voluntary actions, such as supporting others, performing long hours, delivering resources beyond imagination (Yang, Chen, Zhao, & Hua, 2020). Transformational leaders aim at improving the success of followers and promote their supportive behaviour since they inspire a willingness to work and meet standards. When followers are encouraged to participate in practice, they remain focused on their current responsibilities and assignments and spend their maximum attention on activities that directly or indirectly lead to accomplishing organisational objectives (Lai et al., 2020).

Rafferty and Griffin (2004), re-examined the theoretical model developed by Bass in 1985, and endorsed a five-factor leadership model that distinguishes between vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition. Transformational leaders empower followers to deliver success above standards by changing followers' behaviours, views, and ideals, rather than merely achieving enforcement (Rafferty & Griffin, 2004). Transformation leaders bring in changes in their followers, inspire them to go beyond their personal goals by considering corporate interests and making them think from multiple viewpoints (Amor et al., 2020). Rafferty and Griffin (2004), describe vision as an essential leadership factor encompassed by the more general construction of the charisma.

Transformation leaders inspire and empower their supporters to take risks and own their performance, which, in essence, cultivate a creative climate and encourage staff to work innovatively. In addition, transformational leaders often inspire their workers to discover alternative ways to achieve their mission of creating new and revolutionary solutions (Shafi, Lei, Song, & Sarker, 2020). Leaders often inspire workers to conquer the fear of danger and revolutionise routine working practices, leading to a high degree of innovation. Through their idealised power, leaders encourage workers and earn recognition and loyalty. Transformation leaders empower and encourage workers to accomplish their goals by articulating a dynamic vision and route. Via intellectual stimulus, workers are motivated to work creatively.

Organisational engagement provides the necessary conditions to enable teachers to display creative actions in secondary schools (Ismail & Mydin, 2019). Transformation leaders understand the need for improvement, build and share a clear vision with staff, direct them through adaptations, and empower them to fulfil the daunting task of institutionalising change (Khattak, Zolin, & Muhammad, 2020). Transformational leadership has been successful in Western and non-Western cultures and corresponds with a favourable person and team-level job results (Khattak et al., 2020). The fun and harmonious atmosphere that transformative leaders build encourage a trustworthy partnership, where a mutual vision is expressed through a climate of trust.

To remain successful in today's ever-changing curriculum, schools must experience a constant transformation that involves adequate leadership. Transformational leadership motivates workers to commit to enhancing every aspect of the organisation (Khattak et al., 2020). Transformational leaders who understand the value of confidence in the organisation will follow actions beneficial to the growth of workers' trust in them at the workplace. One approach to demonstrating transformational habits is highlighting what a leader shares in common with workers. To develop workers' confidence, leaders must exchange knowledge, particularly related to the well-being of employees or their jobs.

When workers are secure, they will trust the leader in return. Acknowledging errors and recognising commitments relevant to a difficult task and its associated loss of performance are other effective ways to create trust within the organisation (Khattak et al., 2020). Transformational leadership is seen as a means of addressing the needs of followers and supporting followers to move towards a higher level of job results. Transformational leadership has been described as the ability to make people want to improve, enhance, and be driven (Smith & Squires, 2016). It is a style of leadership that often facilitates organisational involvement through a work environment where appreciation is shown, and commitment is promoted.

Transformational leadership theory gathers leaders and followers to clearly understand followers' needs, beliefs, and motivational levels (Nagendra & Farooqui, 2016). Transformation leaders recognise and resolve the potentials and desires of their subordinates. Studies have concluded that accurate, ethical and disruptive leadership patterns are increasingly helping to explain and forecast the success of a

leader. Self-awareness, transparency, honesty and consistency are at the core of authentic leadership, and genuine leadership is essential to focusing on good end values and empathy for others (Copeland, 2016). Authentic champions of reform are honest and trustworthy, use their influence to help people, and are more concerned with the well-being of their supporters. When the interests of teachers are met, they are willing to devote themselves to ensuring that organisational priorities are accomplished. This is especially true in the case of underperforming schools where teachers are usually demotivated.

Transformational leadership requires the leader to raise followers to greater levels of inspiration and satisfaction (Okçu, 2014). Transformation leaders inspire and empower followers to attain a greater goal of achievement. Reciprocal faith and commitment are two critical factors in the bond between revolutionary leaders and followers (Lim, Loo, & Lee, 2017). When the principal inspires teachers, they establish trust and are more likely to commit to the school. Wang et al. (2016), recommend that leaders develop trust in their staff and attempt to maintain a trusting relationship. It is crucial for school principals to develop good working relationships with staff members. Transformational leadership focuses on fulfilling followers' fundamental and higher-order desires by empowering them to accomplish the desired results, generating a strong intrinsic need for encouragement that is sustained by genuine inspiration or change of the desire to achieve goals (Orabi, 2016).

Establishing a good relationship with teachers can enable the principal to be open-minded and approachable to develop good working relationships. According to Boddy (2014), a transformational leader encourages and empowers followers to achieve higher respectable expectations that can, in essence, increase the degree of loyalty to the organisation. Transformational leadership relies on nurturing followers to higher standards and, at the same time, satisfying their needs. Transformational thinkers argue that previous arrangements should not appear to guide the future. Underperforming schools need principals who are transformational thinkers who are not discouraged by previous school performance but focus on future developments.

Transformation leaders serve as agents of transformation who articulate the organisation's mission, increase employee awareness of organisational problems, criticise the current state of affairs, inspire and motivate followers to be innovative in

reaching the greater potential (Lim et al., 2017). Transformation leaders focus their attention on strategy, long-term goals, integration and enhancement of systems and the development and preparation of others. (Nawaz & Khan, 2016).

Leaders who adopt a transformational leadership style reflect on workers' career growth and advancement by encouraging them to improve their capabilities (Nanjundeswaraswamy & Swamy, 2014). Leaders inspire supporters to discover their capacity for growth and development. Transformational leadership emphasises more on transformation and inspires followers to contribute to a joint mission and goals for an organisation or unit, challenge them to be innovative problem solvers, and strengthen the leadership potential of followers by counselling, mentoring and resolving both problems and encouragement (Arokiasamy et al., 2016). Transformational leaders shape the perceptions and values of supporters and inspire them to accomplish corporate objectives (Zareen, Razzaq, & Mujtaba, 2015). Transformational leaders of underperforming schools can encourage teachers and stakeholders to take up growth advancement studies in order to improve their performance and hence that of the school.

Transformational leaders inspire supporters to fulfil shared ideals, principles and goals. The moral development of staff is one of the main issues of a transformative leader. These leaders challenge how their workers think, inspire and motivate them while considering that high moral values and ideals fuel their success. As a result, these leaders receive esteem, confidence and appreciation from their followers (Yasir & Mohamad, 2016). Provided with these principles and convictions, teachers will strive to fulfil school goals. In a school scenario, the principal must be passionate, hard-working, and present to influence teachers to accomplish set objectives. According to Onorato (2013), transformational leadership establishes environments that foster better teaching and learning by promoting professional development, collaboration, and participation of all stakeholders.

Transformational leadership stands out from the rest as it encourages the inclusion of followers both in terms of personal and organisational development (Nawaz & Khan, 2016). Transformational leaders aim to inspire their followers to do more than they initially expected, enable them to look beyond their interests and view the organisation as a whole's best interests, and aid and empower their followers to become leaders

(Copeland, 2016). Transformational leadership creates an environment in which both leader and follower morals are strong and inspired. Transformational leadership theory values cooperation between workers and exchanging leadership positions in achieving common organisational objectives (Taole, 2013). The principal's task is to build an environment that encourages teachers to be part of the school community by active involvement in decision-making.

Teamwork is the foundation of transformational leadership as leaders and followers surrender their gain to the team's good (Nawaz & Khan, 2016). Transformational leaders mainly focus on inspiring followers to organisational commitment and teamwork, challenge them to be creative, and train them to be leaders through delegation of duties (Berkovich, 2016). The principal, as a transformational leader must inspire teachers, promote cooperation at school through a range of exercises and assign responsibilities to teachers to increase their level of dedication and, at the same time, prepare them to be leaders.

The Transformational leadership theory aims to bring change by specifically pointing out the challenges of followers in the existing framework and offering solutions to the development of perfect and successful organisations. (Naile & Selesho, 2014). Underperforming schools urgently need leaders who can reform current education structures that struggle to deliver successful outcomes and bring about sustainable change. Recognising the importance of collaboration is crucial in achieving change, and transformative leaders who are seasoned and skilled are well-positioned to handle change.

Transformational leadership could be suitable for schools in the King Cetshwayo District to cope with the various curricular shifts dictated by the South African education system. Many influential leaders are revolutionary, as the leadership style emphasises skills growth and school transformation (Sfakianaki, Matsiori, Giannias, & Sevdali, 2018). Teachers need to be persuaded and inspired to welcome reform favourably and increase the school education standard. The administration of instructional operations at the school must be well-coordinated, the efficient and fruitful arrangement of human capital, the deployment of teachers and school staff, which would, in turn, improve their efficiency in conjunction with them, and continuous control and oversight (Andriani, Kesumawati, & Kristiawan, 2018).

By making sense of their position and challenge, these leaders address individual subordinates and strengthen their conscience, morality and skills. The vision for the future is compelling and backed by these leaders. They are revolutionary leaders who aspire to appeal to their followers' best nature and guide them towards more significant and more shared desires and goals. (Nawaz & Khan, 2016). Transformational leaders can apply appropriate management styles and consider situations and conditions in their decisions. Transformational leadership is more appealing to our day and age, where the world is changing rapidly (Berkovich, 2016). Transformational leadership is most likely to promote change, thereby enhancing the success of the schools. With the ever-changing educational world to steer their school organisation towards shared goals and a well-directed vision, principals must integrate a wide variety of leadership skills and styles (Smith & Squires, 2016).

Transformational leadership is linked to positive performance at both individual and organisational levels. Transformational leaders inspire followers to fulfil higher-order requirements such as self-actualisation and self-esteem. In fulfilling their needs for empowerment, success increased self-efficacy and personal development, transformational leaders score their relationships with followers very high in importance and show individualized consideration (Nawaz & Khan, 2016).

The underperforming schools need principals who can identify the necessity for change, influence teachers to agree to the change, motivate them to commit themselves and create a vision to achieve the change. Transformational leadership is characterised as a leadership style that awakens or motivates employees to grow and achieve high-level performance. The leadership style is considered efficient (Andriani et al., 2018). This is due to the reasons that it tends to promote change rather than react to events, goals are achieved by subordinates with the aid of higher principles and moral values, gives encouragement to associates and is encouraged to consider the organisation's interest first, and each individual is co-ordinated, transformational leadership style should be regarded as by principals in the educational sector (Nazim, 2017).

Transformational leadership is productive because it improves individual actions that accomplish organisational goals. Consequently, transformational leadership can directly affect the organisation's overall success, providing the momentum required to

ensure the desired results for operations (Orabi, 2016). This theory clearly demonstrates that underperforming schools in King Cetshwayo District need transformational leaders who can change the status quo towards better performance and excellence.

2.3 OVERVIEW OF LEADERSHIP TRENDS OF PRINCIPALS IN UNDERPERFORMING SCHOOLS ON LEARNER PERFORMANCE

Remarkable and persistent attempts to increase learners' performance through education improvements have been crucial for national and international decision-makers and organisations since the beginning of the 21st century (Boyaci, Oz, & Akay, 2019). While the educational role of teachers remains to be seen as the primary determinant of learner achievement, there is also significant evidence that the leadership role in school efficiency is central to allowing teachers to increase learner achievement (Hitt & Tucker, 2016). Leaders use different approaches to impel subordinates towards the achievement of organisational goals. A leader delegates or influences others to accomplish specified objectives (Nanjundeswaraswamy & Swamy, 2014). In schools, it is the role of the principal to delegate duties and influence the teachers towards the achievement of school goals.

Leadership styles have a considerable influence on organisational efficiency. Leadership style can be described as a relationship used to make individuals work together for a shared purpose or goal (Al Khajeh, 2018). The leadership style influences the organisation's culture, which, in turn, influences organisational success (Al Khajeh, 2018). The famous quote that individuals quit their job because of bad leadership shows the relevance of leadership in organisations today. The right leadership style is important to build and maintain a healthy and productive workforce. In addition, effective leadership tends to enhance organisational productivity and performance (Lim et al., 2017). The leadership model embraced by school leaders and, more broadly, helps improve participants' contributions on behalf of the association and create a more competitive experience (Arokiasamy et al., 2016). Principals need to bring new leadership skills to become respectful reform agents about the unique school atmosphere and society.

Leadership is an essential element in the improvement and effectiveness of the school and the people in it. Creating successful teaching that promotes learner success

needs to emphasise leadership activities that build diverse and creative learning environments (Hitt & Tucker, 2016). However, whether or not a school principal's leadership skills are associated with learners' achievement is still a problematic issue (Boyaci et al., 2019). Principals have considerable ability to build learning opportunities for teachers and learners, to enhance learner performance through their impact on teachers, and in organisational policies and processes (Daniëls, Hondeghem, & Dochy, 2019). A better understanding of school leadership is vital because it is widely agreed that school leadership impacts learner success and overall school results (Daniëls et al., 2019).

Leadership should be concerned with directing the community's vision by learning to listen closely to the dreams of others and adapting them holistically to make it something everybody knows they have a voice in. Ahmad and Ghavifekr (2017) believe that leadership should be concerned with the design of educational programmes, the learning process by which stakeholders, particularly teachers, can cope productively with the crucial issues they face and improve their mastery in subject areas.

2.3.1 Global view of leadership trends of principals in underperforming schools

Globally, there is rising frustration that many public schools do not run at their best and that learner success is typical of a poor level. Principals need to recognize leadership as a mechanism, build expertise in human relationships, and encourage collaborative action to ensure school enhancement and effectiveness (Mestry, 2017). The principals would provide a knowledge set and expertise base to enhance teaching and learning (Kellar & Slayton, 2016). The primary emphasis on learning success is on leadership. The organisational emphasis, rather than a strict educational approach, has a significant impact on learning achievement (Hitt & Tucker, 2016).

Principals can create high expectations among teachers to achieve school goals, conduct the evaluation process to provide useful feedback to teachers and coordinate the curriculum to emphasise the basic skills of the students (Ozdemir, 2019). This is how core leadership plays a key part in the learner's achievement. The principal's position is evolving and complex depending on time and space. Boyaci et al. (2019),

observe that examining the influence of the leadership qualities of the school principal on the performance of learners is also viewed as a difficult business.

According to Espinoza and Cardichon (2017), principals and other school leaders play a critical role in promoting the development of teaching and learning, particularly in underserved populations. A comparable emphasis on leadership enhancement should also be included to increase teacher performance and learner outcomes.

2.3.1.1 Principals leadership trends in underperforming schools in Indonesia

Principals are the guiding forces behind good learner outcomes. Wahyuddin (2017), in research on leadership and learner outcome in Indonesia, found that significant and constructive associations occur between critical leadership and the teacher's competence to accomplish instruction. Raising learner performance in schools may be specifically influenced by key leadership and teacher expertise. Transformational leadership provided teachers with the necessary support to reflect and feel motivated, encouraged, and visualise their work in specific ways (Yulianti, Denessen, Droop, & Veerman, 2021). Transformational leadership characteristics were effective and produced good results in the Indonesian schools. However, Sumintono (2017) found that Islamic and cultural beliefs and values underpinned some principals' leadership styles.

2.3.1.2. Principals leadership trends in underperforming schools in Canada.

Teachers can invest deeply in time-setting if principals appreciate their contributions. Lambersky (2016), studied the human side of school leadership in Ontario, Canada. The results revealed that as principals intervened to shield teachers from what they viewed as intimidating behaviour on the part of their parents, teachers felt relieved, supported, and far less depressed. The results also showed that teachers' sense of interpersonal responsibility and commitment fluctuates depending on the principal's actions. Teachers needed to be honoured and respected for what they were doing. Principals have a pivotal role to play in influencing teachers' emotions.

In the study, Lambersky (2016), shows that teachers thrived through dialogue on the issue of school programming, curriculum direction and change-making; through the

expectation of good intentions on the part of teachers; and through the empowerment of teachers to improve their programmes and execute their lessons and review student work. The feeling of being admired, expressed by the principal, contributed to a more robust dedication to teaching and morals; teachers who thought that their principals valued their ability, experience, and even ambition, gave more. Teachers looked up to their principals for support and appreciation, a kind expression, a short letter, or a simple “thank you” in the corridor, often enough to remind the teacher that their contributions are heard and respected. Visible principals were more likely to find unexpected social encounters with teachers that offered brief moments of appreciation. The recognisable principals set a constructive example for staff and learners. Teachers loved watching their principal in person, roaming around the school halls, interacting with the learners. They looked to the principal to determine the learner's discipline and maintain order in the classroom. The characteristics of good leadership in successful schools included empowerment, appreciation of teachers and being present in the school, maintaining order and discipline.

2.3.1.3 Principals leadership trends in underperforming schools in Malaysia

According to Ahmad and Ghavifekr (2017), principals in Malaysia will struggle to manage and lead their schools due to increasing demands dictated by the changes and challenges brought about by the world outside. Changes need schools to be reformed and continuously reforming, particularly in terms of curriculum and instruction, to be abreast of times. Ahmad and Ghavifekr (2017), recommend that the leadership be distributive, thus encouraging those concerned to be fully active and collaborative, with more attention paid to the teachers.

2.3.1.4 Principals leadership trends in underperforming schools in Texas

It is believed that when one gets a better learning environment, one has a good education, getting higher learning results. Allensworth and Hart (2018), in their study on how principals influence learners' outcomes in Texas, found that the school environment was the most distinguishing factor between performing schools and underperforming schools. Principals who created stable and strengthened school environments had schools that improved test results. The schools with a positive

learning environment were where learners and teachers felt secure, encouraged and with high academic standards. Creative ways to boost school success in diverse contexts need to be identified. Goddard, Skrla, and Salloum (2017), found that principals of effective schools found innovative approaches to involve teachers in professional development in Texas. Principals of high-quality schools have sought to improve success by improving teacher ability and strengthening school culture and society.

2.3.1.5 Principals leadership trends in underperforming schools in California

Teacher engagement and participation in decision-making processes related to teaching and learning play an important role in developing successful learners. Ingersoll, Sirinides, and Dougherty (2018), conducted a study on teachers' role in school decision making and learners outcome in Santa Cruz, California. They found that successful schools almost always emphasise core elements of instructional leadership. According to Ingersoll et al. (2018), some aspects of educational leadership have a stronger relationship with learners achievement than others. The study's findings reveal that the principal's consideration of the teacher voice and power related to learner conduct and disciplinary choices are more important to learner academic performance. Transparency and promotion of teacher leadership by principals improved learner outcomes. The findings show that strong principal leadership positively engage teachers in decision-making and is related to better learner achievement.

2.3.1.6 Principals leadership trends in underperforming schools in Chicago

The success of the education system is a top priority for every nation. Sebastian, Huang, and Allensworth (2017), conducted a study connecting principal and teacher leadership to learner outcomes in Chicago. They found that the principal's encouragement of teacher leadership played a key mediating role between primary leadership and learner achievement through the learning climate of schools. The study (Sebastian et al., 2017) also reveals that the principals perform several roles to run a school, not limited to governance and management, external and internal interactions

with diverse partners, and engagement in education and learning. Teacher leadership serves as an essential mediator, indicating that effective principals rarely discuss environmental problems independently. A crucial task for high school principals is to direct teachers and motivate them to address common issues related to safety and school standards together. Principals provide teachers with mechanisms to enhance the classroom's learning environment, direct and encourage their job, and track the progress of their efforts.

2.3.1.7 Principals leadership trends in underperforming schools in Latin America

Flessa, Bramwell, Fernandez, and Weinstein (2018), carried out a study on school leadership in Latin America and found that there has been relative silence concerning school leadership in Latin America and interest in school leadership in Latin America is now becoming clear. The study (Flessa et al., 2018) reveals that strong national teachers' unions are a trait shared by Latin American education systems. The results showed that the principals in Latin America are relatively under-professionalised compared to those in other parts of the globe. Flessa et al. (2018), observe that various actors provide the professional advancement of school principals in the area.

Skilled production in Argentina, Chile and Peru is mainly private and largely unregulated, while in Costa Rica, it is primarily public, and in Colombia, Ecuador and Mexico, all industries provide instruction. It can safely be inferred that the degree to which the Principality has been professionalised, with unique administrative and vocational roles and skills, and requirements of formal selection, differs greatly in Latin America. There is undue centralism and a lack of autonomy between principals and teachers in several Latin American countries in executing their duties. Rural schools are an essential field in Latin America, and there is no official school principal in many rural schools.

There are usually small organisations with one, two or a few teachers carrying on both duties. This may also clarify the lack of study on school leadership in countries where the figure of principal is not fundamental to the organisation of schools. It may be argued that the best practice in instructional leadership should accompany the

prospects for career advancement. School principals should offer individual resources to teachers and learners to create an inspiring school environment. In specific principals and head teachers, effective school leaders are influenced and, in essence, form the framework within which their schools work (Ärlestig, Day, & Johansson, 2016). School leaders have the potential to have a positive effect on learning success.

2.3.2 Continental view on leadership trends of principals in underperforming schools

Africa as a continent has not been spared from the underperforming of schools and poor learner outcomes. According to Bush and Glover (2016b), West Africa's conventional leadership pattern focuses on bureaucracy, hierarchy, and managerial leadership.

2.3.2.1 Principal leadership trends in underperforming schools in Ghana

The quality of principals is an essential consideration in assessing the success of schooling. Dampson, Havor, and Laryea (2018), found that most principals in Ghana use distributed leadership. They also discovered that learners and school outcomes improved when the principal distributed leadership duties among the school community. On the other hand, Amakyi (2021), found that Some principals of senior high schools in Ghana actively adopted instructional leadership practices in the administration of the schools. Principals of high performing schools adopted the comprehensive dimensions of defining the school's goals and promoting a positive school learning climate. In the wake of the low performance, there have been calls for the strengthening of instructional leadership in Ghana (Abonyi & Sofo, 2021). These principals initiated several instructional leadership practices, which included, among other things, setting specific goals to improve learner performance, conducting extra classes and camping of final year learners on school campuses to enable them to achieve their goals.

2.3.2.2 Principals leadership trends in underperforming schools in Nigeria

The democratic leadership style was the most often employed by principals, while autocratic and secondary school principals sometimes used laissez-faire leadership styles in Nigeria (Imhangbe, Okecha, & Obozuwa, 2019). It was suggested, among other things, that senior high school principals be encouraged to embrace a democratic leadership style. Bush and Glover (2016b), found that the principals' autocratic leadership styles in Nigeria were ineffective for efficient school management and were inappropriate and harsh to teachers. The performance of local principals in monitoring the school environment was deficient. Nigerian school principals failed to supervise the teachers in the classroom to effectively enhance learners' performance (Umar, Kenayathulla, & Hoque, 2021).

Effective schools had solid and effective leadership, clear goals and missions, a strong curriculum, staff development, performance evaluation, a safe and conducive environment, positive climate and parent community involvement (Bashar & Yasin, 2020). In the schools that were not performing well, principals felt that they were the most important individuals; hence there is no need for consultations. The majority of the principals did not believe the teachers could make any meaningful contributions to the school's running (Money, 2017). The principal thought sharing power and decision-making reflect their weaknesses and competencies.

2.3.2.3 Principals leadership trends in underperforming schools in Kenya

Principals in Kenyan schools must adopt democratic school leadership practices as part of the government policy (Jwan & Kisaka, 2017). Principals relied on trial and error as their college training prepared them for roles as classroom teachers and not for the kind of democratic school leadership expected of them when they became principals. Jonyo and Jonyo (2017), believe that with proper training, principals will understand the basics of sound management, including precise objective setting, structured performance evaluation systems, honest and open feedback, and communication with a human dimension. Wachira, Gitumu, and Mbugua (2017), carried out a study on the effects of principal leadership style on teacher performance in Kenya. They found that in high-performing schools, which have reversed the pattern of low performance and diminishing success, the principal sets the tempo and motivates learners and staff to

succeed at their full ability. Democratic leadership style was the most widely used leadership style by senior high school principals in Kenya (Wachira et al., 2017). However, some principals expressed a lack of confidence in providing instructional support for teachers with similar or higher teaching and academic qualifications (Okoko, 2020). Leadership training will assist principals in performing their roles effectively

2.3.2.4 Principals leadership trends in underperforming schools in Ethiopia

A principal's effectiveness in meeting goals depends on a healthy school environment. Geleta (2017) carried out a study on Ethiopia's school climate and learner achievement. The results revealed that the maintenance of discipline by the principal in the school had a positive effect on learner achievement in Ethiopia. Geleta (2017), found that principals who practised collegial leadership, gave teachers' professionalism due weight, and recognised students' academic achievements tend to be more successful than schools that did not. Gurmu (2018), indicates that principals in underperforming schools lack the necessary professional qualities. School leaders lacked adequate knowledge and skill on recent leadership theories and practices. There was dysfunction in the implementation of instructional leadership in the schools.

2.3.3 South African view on leadership trends of principals in underperforming schools

There is growing concern that South African public schools do not perform well, and many school principals lack the expertise and skills needed to successfully run their schools in the 21st century (Shava & Heystek, 2019). Every organisation requires a leader to influence employees to help them accomplish organisational goals. Bush and Glover (2016a), in their research on school leadership and management in South Africa, found that there is growing awareness that instructional leadership can be an appropriate path to school development in South Africa. Bush and Glover (2016a), reveal that Heads of Departments (HoDs) have specifically delegated curriculum roles that are often demanding since they are required to cover a variety of content fields, some of which are not their specialist subjects. They often face a conflict between their

teaching position and the insufficient time available for coordinating the work of teachers. Successful leadership in education and training requires overseeing a wide range of functions, most of which are not directly relevant to teaching and learning.

Many of the principles found the coverage of the syllabus to be the responsibility of HoDs, rather than themselves. The observation by Bush and Glover (2016a) suggested that most South African schools operate in contexts that are not necessarily conducive to distributed leadership. The reform of the South African education system has resulted in a policy overload since 1994. Teachers are generally exhausted, strained, and increasingly unmotivated and unhappy with the transformational programme. Principals need to be empowered as they learn to share authority, and teachers need to be empowered as they take a leading role. Bush and Glover's (2016a) study points to the importance of parental involvement and participation and the educational focus on learning achievement. The school curriculum should be thoroughly covered, with a well-crafted programme to improve the learning outcomes and allow the fullest possible use of the day for optimum learning. Learners' progress is specifically influenced by teaching methods, topic knowledge, motivation and the completion of a year's syllabus. One approach to fostering quality awareness is to encourage teachers to research their teaching, engage in reflection, and provide feedback.

The commitment of teachers to their job can raise satisfaction and ultimately improve the school's academic performance (Naile & Selesho, 2014). The environment the principal creates in the school influences the teacher performance, which impacts the learner performance. Sethibe (2017), found that organisational climate strongly influences organisational performance. Leadership that is accepted by the teaching staff will motivate, inspire and influence them when decisions and problems arise (Naile & Selesho, 2014). Principals ought to have a positive interaction with their teachers and, at the same time, understand the atmosphere in which they work to adapt the suitable models of leadership that encourage learner achievement.

Zuze and Juan (2020) observed that South African schools operate in varying socio-economic conditions, and principals in these contrasting contexts are faced with challenges and tasks that may require different school leadership and management styles. Staff members are inspired by confidence, inspiring mutual vision, promotion of innovation and leadership development. There is a need for leadership styles that

generate constructive organisational engagement and encourage job success, particularly in underperforming schools.

Bush (2007), observes that in South Africa, a transformation has a special meaning linked to the need to convert the previous stratified education system (under the apartheid government) into a new framework stressing equity and redress. A transformational leadership approach can engage all stakeholders in achieving educational objectives. Bush (2015), emphasises that in South Africa, the language of transformation is used to underpin a no-racist, post-Apartheid education system. Principals need to facilitate the participation of teachers, parents, learners and the school community in school issues. Bush (2007), recommends the participative model of leadership as it is consistent with the democratic values of South Africa. The introduction of School Governing Bodies (SGBs) for all schools, and the School Management Teams (SMTs), suggest a commitment to participative decision-making.

The leadership role of the school principal is widely regarded as the primary factor contributing to a successful relationship between school reform and school improvement (Botha, 2012). In place of bureaucracy is an argument for a system of self-management that will require principals to lead in new creative ways. According to Botha (2012), democracy in South Africa requires local school representatives to dismantle conventional autocratic and hierarchical self-management models. As the single most influential person in the school context, the principal must have the expertise and ability to turn the school into a high-performing institution based on maximising teaching and learning outcomes. The school vision must be based on a transformational understanding of education in the sense of South African culture as a whole (Botha, 2012).

An explicitly articulated and common vision provides strong guidance to all school community partners. The Principal should articulate concrete expectations and set high success goals for achievement. Botha (2012), points out that the transformational leadership strategy, based on the value of teamwork and holistic school change, will continue to be relevant in an age of transition, as currently witnessed in South African education. Botha and Triegaardt (2014), found that it is clear that teachers operate more collaboratively and in teams in more successful schools. The teamwork continues to be an important part of school performance.

Principals cannot operate in isolation if they successfully lead good schools. Naicker and Mestry (2013), advise that a more holistic, participatory and consultative strategy is suitable for democratic South Africa. Teachers are the same individuals who execute the instruction through the teaching and learning process in the classroom. However, the successful execution of the curriculum relies to a large degree on favourable working environments. Leadership respects the conventional views, norms and ideals of culture (Botha & Triegaardt, 2015). The school can be run successfully, producing good results if it works within the expected standards and principles of the culture it represents.

Demand for more responsibility on the part of the principals in the promotion of a high degree of learning success has resulted in enhanced focus being paid to the role of the principal as an instructional leader (Taole, 2013). Instructional leadership is a style that principals should embrace for the success of their schools. Leadership models that leaders follow must be driven by the situation and atmosphere in which the leader works. Naicker and Mestry (2013), suggest that, In the sense of post-modernism, South African leaders should accept stakeholders' viewpoints and step away from focusing on bureaucratic systems that are insignificant in a fluid organisation. Principals must follow styles of leadership that allow collaborative decision-making, thereby including teachers in decision-making.

Mestry (2017), observes that principals face significant challenges in coping with diverse changes, partly because they are inadequately educated in their leadership positions or lack the appropriate skills, experience and attitudes to effectively and efficiently run and manage schools. There is no formal preparation in South Africa for prospective or realistic leaders occupying leadership and management positions, and a few in-service professional development services are available. Education authorities desperately need compulsory curriculum and training programmes for future and practising school leaders to successfully oversee and operate their schools (Mestry, 2017).

2.4 LEADERSHIP TRENDS PRACTICED BY SCHOOL PRINCIPALS

The performance of the learner often calculates the success of a school leader. The learning outcomes are often decided by the success of the teaching and learning

process. What is happening regularly in the classroom is mirrored in the learner's performance. The principals may not teach in the school, but they must control what they do during class. Naicker and Mestry (2013), observe that although the importance of successful leadership in contemporary school reform in South Africa has been highlighted, there is an ongoing global discussion on leadership approaches that are most conducive to sustainable school change. For various contexts and curricula, these methods cannot be the same. The leadership approaches that work for the South African education system need to be identified. Bush (2007), points out that South Africa has one of the world's most complex school programmes.

It varies from well-equipped city schools, similar to the best in developing nations, to very poor schools, often in rural areas, lacking access to the most basic services, such as water, electricity and sanitation. The variations make the school situation in South Africa more complex and demanding. School leaders worldwide use diverse leadership models to run schools effectively and meet the desired expectations. These leadership models used by the principals have been explored and analysed to clarify their effect on learner outcomes. The current research believed that leadership styles led to the underperformance of schools in South Africa, thus the push to recognise the leadership styles that the principals use in their respective schools.

2.4.1 Transformational Leadership

Employees deserve to know whether management listens, whether they have a safe environment, whether their job will achieve more value and happiness, whether the truth is told if their supervisors are compassionate and supportive, and whether their input counts. Smith and Squires (2016), describe transformative leadership as meeting the needs of followers and inspiring followers to progress towards a higher degree of job performance. The leadership style also promotes corporate engagement in a work environment where respect is seen and interest is facilitated. The Transformational Leadership Style relies on attracting followers and keeping their expectations into account. Employees pursue a boss who inspires them in a transformative management style.

Evidence from compelling research suggests that transformative leadership is required and is an important mechanism to foster group goals and promote

substantive changes in education. Various approaches to school leadership have been sought. Some became more popular than others and more widely accepted (Arokiasamy et al., 2016). To accomplish the organisation's aims, transformational leaders focus on the experience and talents of the workers (Nazim, 2017). In particular, managers concentrate on transformative leadership to enhance the staff's general value structure, spiritual development, expertise and inspiration.

Transformational leadership acts as an effective bridge between followers and leaders to create a mutual sense of the degree of inspiration, conviction and concern (Al Khajeh, 2018). Good leaders are considered essential to the success of the teaching and learning process. To encourage transformation and innovation, the leader does not succeed at maintaining existing systems and practices but can take risks (Smith & Squires, 2016). Good change leaders will encourage followers to do more than initially anticipated and create a productive organisational environment that respects and appreciates individual interests and differences. Heidmets and Liik (2014), conducted a study among Estonian teachers in Europe, and the results revealed that the more transformational forms of leadership emerged in the school principal's actions, the more successful the school is.

Another important role in transformational leadership is the alignment of values, with both leaders and followers focusing on the greater good and committing to the goals and ideals of the organisation (Smith & Squires, 2016). Transformational leadership is likely to establish deeper partnerships between teachers and the principal as they work together to accomplish mutual goals (Heidmets & Liik, 2014). This agrees with Alzoraiki, Rahman, and Mutalib (2018), who found that transformational leadership statistically impacts learners' success in Yemen. Alzoraiki et al. (2018), believe that transformational leadership in education works by encouraging school staff to create a sense of achievement that contributes to improved learning outcomes. The condition in underperforming schools in leadership trends could not be so evident hence the need to find out.

A transformational principal's qualities may help turn underperforming schools into performing schools. Smith and Squires (2016), found that high performing schools have transformative principals who shape the school's mission and create a school culture that encourages the empowerment of teachers. All school leaders should aspire to lead, allow learners, staff, parents, and the community to know that they are

integral to excellent school culture. Leadership models that work for one school vary from another, based on the context and considering the standards and values of the society in which the school works. Rana, Malik, and Hussain (2016), conducted research in Punjab, and the results show that intellectual stimulation was necessary for predicting work participation. They also found that transformational leadership has been proven to be an essential positive indicator of the participation of teachers in work. Teachers have the qualities and attitudes they deem most attractive in the school principal.

Hauserman and Stick (2013), examine teacher perceptions of transformational leadership among principals in Canada. The results revealed that teachers who served with highly transformative principals admired the optimistic corporate atmosphere at their school. It was also noticed that teachers appreciated collaborating with extremely transformative principals. The study results reveal that strong transformational concepts had been used as effective corrective practises that have centred on keeping learners accountable. Hauserman and Stick (2013), also found that distributed leadership qualities were present, as the principal encouraged leadership in staff. Teachers were consulted and took part in decision making. The results show that the principals rated as exhibiting high levels of transformational leadership assisted teachers with problems and encouraging reflection. The same observation was made by Nanjundeswaraswamy and Swamy (2014), who state that transformation leaders empower followers to consider challenges from new viewpoints, offer reinforcement and inspiration, express vision, promote emotion and identification. There is a need for an improved understanding of school leaders' leadership habits and activities and the effect of these behavioural trends on teacher engagement and, in turn, on school performance.

Stewart-Banks, Kuofie, Hakim, and Branch (2015), found that the leadership style of school principals in the North-eastern region of Georgia in the United States of America influenced the work performance and morale of school staff. It was noted that the capacity of principals to inspire teachers and support personnel relied on their ability to appreciate feedback from school staff and serve as role models. The research concludes that school principals should fashion their leadership style around the features of transformational leadership. This is in line with Okçu (2014), who found that school principals in Turkey displayed transformational behaviour. When the

degree of transformational leadership activity increases, the school becomes more effective.

School principals have a vital role in inspiring and building a community of learning. Steyn (2014), embarked on a case study to explore the leadership practices of a primary school principal. The findings of the case study revealed that the principal's concern for and respect of people's opinions, owning clear personal and ethical values and upholding the values of others is a perspective that is reinforced by transformational leadership. The research also showed that the principal helped create and retain a sense of vision and mission and positively affected the school's teachers by providing a compassionate atmosphere for staff and learners.

Pretorius (2014), states that you can see it, sense it, hear it within half an hour of entering the school grounds that it is a well-managed school. Steyn (2014), acknowledges that the principal found the satisfaction of workers and learners to be of major significance. The principal's emphasis on self-development and staff empowerment played a key role in successful leadership. Productive school culture, which encourages successful principals, determines how staff engage effectively and promotes a culture of school growth, teamwork, collegiality, support, and trust, all of which are strongly rooted in democratic principles and values.

The leadership potential of the school principal plays a vital role in the morale, happiness and engagement of employees. Selesho and Ntisa (2014), found that most principals used transformational leadership in successful schools. This aligns with Sethibe (2017), who found that the transformational leadership model has a much greater effect on the organisation's performance. Transformation principals have distinct characteristics that show sincere respect and consideration to their followers. Transformational leadership and school success are highly associated (Al Khajeh, 2018).

The value of transformational leadership rests in its focus on transforming the entity from which the techniques pursued by the leader are structured to inspire corporate members to take one direction or embrace one mode of action instead of another (Kellar & Slayton, 2016). Transformational leadership binds the principal with the teachers in an unwavering quest toward greater goals, meaning that their mutual energy moves the organisation for transformation. Effective principals operate

simultaneously on transformational and developmental projects (Hitt & Tucker, 2016). The primary task of school leadership is to transform the school into an environment that supports and facilitates learning for everyone. Underperforming schools need principals who can turn the school around to an effective and efficient learning atmosphere.

According to Hitt, Meyers, Woodruff, and Zhu (2019), turnaround leadership stresses the importance of activities, such as delivering instructional leadership, tracking learner performance, and promoting instructor cooperation, shared with good leadership practices. Ensuring mutual vision is a crucial skill in transformative leadership. A vision must be practical and attainable, but it must be inspirational, worthy of making the dream a reality (Ahmad & Ghavifekr, 2017). School leadership can be transformational since leadership is built to allow teachers to understand their potential and eventually enable learners to accomplish what is feasible. According to Moorosi and Bantwini (2016), leaders who embody transformational behaviours encourage, inspire, guide and empower followers with a common purpose and participatory decision-making.

The study seeks to explore the leadership styles that motivate teachers, thereby improving the standard of education in schools and using leadership practices in underperforming schools. Schools need leaders who create positive working environments and promote performance. Naile and Selesho (2014), conclude that transformational leadership could enhance teachers' organisational commitment and performance, improving learner performance. This is supported by Bush (2015), with the view that when transformational leadership works well, it can engage all stakeholders in achieving educational goals. There is evidence suggesting that transformational leadership effectively improves learner performance.

2.4.2 Democratic Leadership

There are various types of leadership with different traits, each important in a particular situation and can affect the school's academic success. Al Khajeh (2018), describes democratic leadership as a style in which all subordinates share and decentralize decision-making. Ahmad and Dilshad (2016), in their research conducted in Punjab, found that principals mostly practise democratic leadership styles which delegate

authority with teachers and include staff members in the decision-making process. These activities tend to inspire teachers to boost learner success at schools. A better understanding of motivational leadership styles needs to be created to achieve optimal employee job efficiency. Democratic leadership positively affects the organisation's productivity as it allows employees to express and incorporate their new ideas and participate in the decision-making process. In the long run, the leadership also leads to potential leaders and profits for the organisation. The democratic leadership style can be used to improve both school effectiveness and competitiveness (Al Khajeh, 2018). Leaders should, however, follow the required leadership style based on the situation.

Every nation strives to provide better education for its people. Okoji (2015), examines the relationship between school principals' leadership styles and teachers' job performance in Nigeria. The study revealed that teachers are pleased with democratic leadership as their views, comments and recommendations are required for decision-making. According to Okoji (2015), the democratic aspect of leadership measures teachers' work satisfaction and academic achievement. The key finding of the research was that the principal's leadership style was positively related to the success of the teachers' jobs. Teachers play a vital role in the education system, so their voices deserve to be heard in decision-making. It is often recognised that democratic leadership allows workers to do well, so their viewpoints and ideas are heard and positively impact organisational performance.

Democratic leadership allows staff to take action with the organisation and share them. In the leadership style, praise and criticism are offered critically, and there is also a sense of duty among employees (Al Khajeh, 2018). It is the task of the principal to get everybody in the school to work to accomplish the targets set. Naicker and Mestry (2013), state that one of the most critical reasons for school success is the passion and inspiration of learners, which encourages their full attention to learning. Principals ought to include and advise teachers on essential topics of school. Okoji (2015), indicates that significantly, there had been a close association between the democratic leadership style of school principals and teachers' job performance, suggesting that leaders who follow a democratic leadership style could vastly boost job performance among teachers, thus improving learner performance.

However, Okoji (2015), also found that the autocratic style of the principal to consider teachers with contrary opinions as enemies of his administration does not deter teachers from contributing to the administration. Teachers may air their views even though the principal does not regard them. Teachers can do this out of anger and in a manner that they want to make the principal know that they cannot run the school successfully without them. Teachers' views need to be taken into account as they are the ones who deliver lessons in the classroom, ensuring that expectations set are followed.

Some scholars have suggested a variety of models of leadership that may sit well with the South African education system. Pretorius (2014), states that democratic leadership and cooperative decision-making are fundamental principles, with administrators providing opportunities for teachers to engage in a range of leadership positions and duties inside and beyond the classroom. Teachers and principals are unified in delivering quality education to realise the school's vision and mission. Wachira et al. (2017), found that democratic principals seek to engage teachers, hear their suggestions, and take their advice seriously before taking decisions.

The leadership style is characterised by consultation, empowerment, joint decision-making and power-sharing. This style is one of the most efficient and leads to higher efficiency. Democratic leadership builds harmony through participation, but these leaders seek a higher level of excellence and self-management. They have time to listen and share suggestions with their followers, so they tend to be more accessible and receptive. They inspire and respect teachers taking part in decision-making.

2.4.3 Distributive Leadership

Distributed leadership takes the shape of wide dissemination of leadership responsibilities and committees and substructures led by various teachers (Shava & Heystek, 2019). The success of the principal tends to influence the success of the school. Sentočnik, Sales, and Richardson (2018), looked into the effective building of leadership capacity in educational reform in post-Soviet Georgia. The results revealed a significant leadership and school management capability shortage, as school leaders were not adequately trained for their positions. Principals need to have the expertise and skills to rehabilitate and restructure school institutions to enable

teachers to share their knowledge and relate innovative ideas and techniques to their particular conditions in the classroom (Sentočnik et al., 2018). Reforms in the school sector ask for new ways of interpreting leadership. Distributive leadership was recommended for Georgia in the aftermath of educational reforms.

Distributive leadership involves a change in the understanding of leadership from one person's quality to a global phenomenon. Distributive leadership emerged from instructional leadership and the idea of a sole leader as a force for educational reform and transformational leadership, which was conceived as innate in the person and could inspire others (Sentočnik et al., 2018). Distributive leadership tends to be a style that can positively impact school results.

The principals are responsible for establishing the requirements for the distribution of leadership. Çakır and Özkan (2019), in their research in Turkey, on distributed leadership, found that schools with a high degree of delegated leadership have reported that supervisors respect the viewpoints of teachers, instructors, learners, other workers and parents. The collaborative leadership approach includes all school stakeholders. Everyone in the school is made to feel part of the system, and by doing so, they all contribute to the pursuit of shared goals. Both democratic and autocratic management practises can co-occur as distributive leadership (Çakır & Özkan, 2019).

There is evidence that some principals use distributive leadership in South Africa. In their study, Botha and Triegaardt (2015), found that distributive leadership is a key catalyst to school change. However, they found issues with the teachers' punctuality and attendance and the principal of some underperforming schools. Teachers come to school late, and there is much absenteeism, and the principals are late and leave early. The principal and the teachers of these schools do not appear to have the time to develop a professional relationship that helps them work together as a team. Distributive leadership may be a severe obstacle to be implemented in schools where both teachers and principals do not appear to be dedicated to their jobs. Distributive leadership calls for dedication and cooperation to be successful.

According to Steyn (2014), the principals shift power distribution among staff members to a flatter network that promotes professional communities involved in achieving success for all learners through distributive leadership. The principal will only be able to delegate the leadership among the teachers if they are present and at the same

time if the teachers are present to take up the duties. Work ethics of both teachers and principals make it impossible to implement distributive leadership, although it may be suitable for underperforming schools. Botha and Triegaardt (2015), found that the principal identified teachers who could perform certain management tasks based on their talents and passion. The principal believed that education was all about teams, and it does not matter where one is in the world. The principal was not an autocratic leader and believed in sharing ideas from others and getting input from the teachers. Good teamwork always delivers good results, and distributive leadership promotes teamwork.

Naicker and Mestry (2013), in their study on teachers' reflections on distributive leadership in public schools, established that although collaboration tends to be on the surface of classrooms, there is no diffusion below the surface of decision-making and control remains firmly within the realm of the School Management Team. There was evidence of the use of autocratic leadership models in the schools by principals, and there seem to have been no inclusive leadership in those schools. Teachers felt that principals rule, teachers are told what to do. Teachers' opinions are not considered even though they want to contribute.

According to Naicker and Mestry (2013), distributive leadership is a recently emerging educational leadership and management field in South Africa. For education to be successful and relevant, the curriculum must keep pace with developments in the world. Botha and Triegaardt (2015), point out that distributive leadership requires all partners at the school to make a difference. The sharing of leadership tasks between teachers and the leaders can serve as a starting point for improving distributive leadership in South Africa. Naicker and Mestry (2013), recommend that the Department of Education provide career training services and seminars for principals and teachers, emphasising distributive leadership.

In their study, Naicker and Mestry (2013), found that principals avoided sharing authority, decentralising decision-making, and empowering teachers and school teams. Evidence has demonstrated that constructive and participatory leadership models that enable teachers to share their viewpoints have not been adequately practised. These principals appear to be more autocratic leaders than distributive leaders, which recommends professional development. Bad human relationships between teachers would obstruct the distribution of leadership.

School leaders in disadvantaged schools are looking for solutions to daily challenges. There is a desire by underperforming schools to figure out what other schools are doing well to produce good learner outcomes. Naicker, Grant, and Pillay (2016), carried out a case study of a school in a poor socio-economic area in KwaZulu-Natal in South Africa. They found that there was extensive teacher leadership. Teachers maintained a reasonable recordkeeping standard. The principal created a culture of confidence and openness in the school and partnered with individual teachers.

The minutes of the staff meetings showed that the principal gave slots to all the chairpersons involved at the meetings to report on their topics, attend seminars, and innovations and improvements in the subject area. Regular meetings on the subject were held in the school, chaired by the teachers. Naicker et al. (2016), found that teachers worked together, putting their thoughts and expertise to achieve results. Teachers demonstrated a strong sense of dedication to their work and passion. Teachers were not limited to leading the classroom but the whole school's growth. The principal in the study promoted a high degree of consultation and contact.

Discussions, reflections and feedback from different stakeholders were included in the decision-making process. One of the school's goals was motivating parents concerning education problems. Parents were presented with a summary and clarification of the curriculum, the types of academic testing used to calculate the progress of the learner and the standards for the progress and success of the learner. Teachers have networked with the circuit, district and provincial peers and participated in staff development programmes with other schools. The principal's distributive leadership style gave teachers the potential and the desire to improve education in and outside their classrooms.

As observed by Naicker et al. (2016), teachers with the necessary expertise were placed in key leadership positions, and leadership became an ever-present potential available to any staff member in the school. The principal made teachers part of the entire school system. Management meetings were convened by management members each week based on the issues to be discussed. Opening up opportunities to lead made the teachers deepen their investment in the school (Naicker et al., 2016). Allowing teachers to play leading roles in different aspects of the school acted as motivation. When these teachers are inspired, they do their best in class, delivering

positive results for the classroom. The principal was central in enabling teacher leadership practises in turning around the school.

Botha and Triegaardt (2014), found that educational leadership, by its dissemination, provides specific instructions to teachers both inside and outside the classroom. Specific instructions provide a feeling of identity among teachers that will inspire them to do their best in the classroom. Botha and Triegaardt (2015), state that distributive leadership significantly improves school progress. Distributive leadership is prescribed to the principals for their schools' efficient and successful operation. Halverson, Kelley, and Shaw (2014), reveal that stakeholders expect transparency for learning successes, and policymakers continue to push teachers to apply new instructional systems, assessment practises and preparation processes to make schools more efficient and competitive.

Halverson et al. (2014), suggest that focusing on distributed educational leadership is an important new avenue to guide school improvement. Distributed leadership properly distributes the burden of accountability and school improvement as a shared burden on the entire school, rather than a crushing burden on the principal's shoulders. Halverson et al. (2014), study emphasises the critical role of both the teacher and the principal in improving teaching and learning. School leaders engage in visible educational leadership activities, such as learning walks or classroom visits, and leaders engage in the professional development activities they design. In the distributed leadership model, the emphasis is on the leader's actions, not the individual's qualities (Kellar & Slayton, 2016). Distributed leadership is currently gaining traction in literature, loosely associated with democratic and participatory leadership styles, and focuses on a less dramatic and inclusive approach to leadership (Moorosi & Bantwini, 2016).

2.4.4 Instructional Leadership

Instructional Leadership originated as a leadership philosophy centred on leadership in educational settings (Daniëls et al., 2019). The quality of education, and the subsequent good performance of the learners, are the top priorities for the education directors. The quality of the teaching and learning process in the classroom directly impacts the learner's performance. Taole (2013), investigated the capacity of

principals to provide instructional leadership at the school level and the challenges they encounter in managing and implementing curriculum changes. The study indicated that principals should not see themselves as school chiefs but administrators. The findings also indicated that some obstacles hinder principals from fulfilling their roles as instructional leaders. These difficulties include, but are not limited to: workloads and pressure, frequent interruptions such as meetings, school conflicts and daily visits, lack of services and training support.

School-based management must work closely with teachers to ensure quality instruction and best practices in their curriculum. Principals can substantially affect the leadership of instructional programmes in their schools through teacher assessments, informal meetings, and tailored learning experiences (Smith & Squires, 2016). In their daily work, instructional leaders emphasise learners' education and are inspired by their dreams. Revising the school vision should be an annual task that considers feedback from all stakeholders, including teachers, students, parents, and community members. Most importantly, the school's vision must be closely linked to teaching and learning and the pursuit of ways to improve school performance (Smith & Squires, 2016). Becoming a school leader requires competent, confidence, and qualified leaders to support teachers on their path to improve their teaching strategies. Principals must spend time seeking ways to improve teaching approaches for their learners.

The tasks performed by the principal in the field of education include the recognition and sharing of a particular mission, purpose and goals for the development of teaching and learning. They nurture teachers to fulfil their needs and inspire both teachers and learners on open days, in utilising results to measure learners' progress, to work together to encourage them and inspire them by giving them leadership positions. It is important to set a vision for quality development (Shava & Heystek, 2019). In parallel with the commitment to teachers' personal needs and challenges, the emphasis of these values on their educational leadership tends to be an excellent combination to improve academia, particularly in a challenging environment (Shava & Heystek, 2019).

In an instructional leadership model, the principal focuses on identifying the school's mission, overseeing the curriculum environment and fostering a supportive school-learning atmosphere. Usually, the instructional leader is seen to assist personnel in developing a mission and vision that is objective-oriented with an emphasis on

enhancing the academic success of students (Kellar & Slayton, 2016). The principal is motivated by a blend of familiarity in curricula and charisma in collaborating with teachers to improve classroom practice while at the same time creating an organisational atmosphere that emphasises meaningful learning opportunities and encourages strong standards for both teachers and learners (Kellar & Slayton, 2016). Principals incorporate instructional leadership strategies to gain useful input on their teaching practices and develop those practices (Fuller, Hollingworth, & Pendola, 2017). The principal plays a vital role in developing and sustaining a school-based emphasis on learning through consistent and routine involvement in educational leadership (Gurley, Anast-May, O'Neal, & Dozier, 2016).

When the principal creates high levels of engagement and professionalism from teachers and engages with teachers in a mutual educational leadership capacity, schools benefit from collaborative leadership and operate at a high level. As teachers believe that the principal's leadership is appropriate and their opinion is respected, they are likely to welcome the invitation to innovate and surpass the organisation (Hitt & Tucker, 2016).

School leadership is educational leadership because the school's primary emphasis and central business is education (Ahmad & Ghavifekr, 2017). The principal needs to be a strategic strategist and competent instructional leader. Principals are the ultimate educational leaders of the school community and are responsible for ensuring that the school is a healthy and fun place to be, that learners see something important to them, promoting self-improvement. The principal has to direct the schools to remain in line and secure enough to allow the necessary flexibility. Authentic leadership experience is ideally discussed with learners, senior subject teachers and heads of departments (Ahmad & Ghavifekr, 2017).

Schools are most likely to incorporate specific training leadership components to improve quality expectations, transparency, assessment, and students' success. Instructional leadership is individually, strongly and favourably linked to student success (Ingersoll et al., 2018).

2.4.5 Servant Leadership

Servant leadership is a holistic approach to leadership that involves followers with various dimensions, such that they are empowered to grow into what they will become. In the first place, the goal is to create followers based on leaders' selfless and ethical orientations (Eva, Robin, Sendjaya, van Dierendonck, & Liden, 2019). Teachers ought to be inspired to work to accomplish their duties. In their study on leadership styles and work motivation in Indonesia, Wahyuni, Christiananta, and Eliyana (2014) found that teachers' loyalty influences the school, while servant leadership significantly influences work motivation, work satisfaction, and performance teachers. Work motivation significantly affects teachers' job satisfaction and performance, and work satisfaction significantly impacts teachers' performance (Wahyuni et al., 2014). Effective principals' actions may enhance the consistency of teaching and learning in the classroom. When the emphasis is given to the well-being and growth of followers, they are, in turn, more involved and effective in their work. Servant leaders see themselves as guardians of the organisations.

As a job in itself, servant leadership depends mainly on the psychological interests of the disciples. Servant leaders are real, not because they are authentic, but because they are inspired to serve and make a positive difference to others, either by a sense of greater calling or inner conviction (Eva et al., 2019). Quality education could not be feasible without desirable models of leadership. Wahyuni et al. (2014) concluded that servant leadership has a considerable effect on teachers' morale, job satisfaction, and success at work. The desires and well-being of the disciples are put first by a servant leader (Yasir & Mohamad, 2016). The servant-leader is interested in understanding each follower's meaning, fundamental beliefs, convictions, assumptions, and typical behaviour, and the boundary between professional and personal life is blurred.

Focus is consistent with the notion of stewardship in which servants behave as stewards, treating followers to be raised to their best selves as persons assigned to them. In turn, followers perceive them as leaders to be trustworthy (Eva et al., 2019). Trustees pledge that all their benefactors and other resources within the organisation will be cultivated and grown responsibly. As such, servant leadership is a diverging force that moves followers from self-serving to other-serving focus, motivating them to be constructive and prosocial catalysts that can make a meaningful difference in the

lives of others and improve the fractured systems of the social environment in which they work (Eva et al., 2019).

2.4.6 Transactional Leadership

One who works within a given framework and follows its rules is a transactional chief. Transactional leadership appeals to the self-interest of a person and is primarily an exchange mechanism (Smith & Squires, 2016). Transactional administrators are seeking to retain the current organisational framework. Transactional leaders exhibit more conventional practices that carry out specific responsibilities for subordinates and praise them for good results and achievement, correcting errors and failures (Moorosi & Bantwini, 2016). They offer contingent incentives and penalties based on success or abilities. Followers are rewarded or punished to fulfil the leader's organisational objectives. A transactional leader's primary function is to achieve organisational goals.

The leader provides numerous incentives to enhance the success and encouragement of followers who will earn the award when serving the mission. They can correct the errors of followers by monitoring their success in the case of active leaders. If the leader takes a more passive strategy, however, before making corrections, they will wait for the appearance of errors. Transactional leaders will follow results and take steps to address the issues as problems occur (Smith & Squires, 2016). Transactional leadership's primary purpose is to make workers work to get fair pay (Nazim, 2017).

2.4.7 Autocratic Leadership

According to Wachira et al. (2017), autocratic leaders decide policy-making and planning alone; subordinates are told what to do and how to do it. Authority is concentrated only by the leader, staff under the leader have no independence, and they display more respect for jobs than for followers. Autocratic leaders give directives and do not encourage involvement in decision-making. The autocratic leader leads the members the way things should be done. Autocratic leaders are classical in nature and bossy. Autocratic leaders usually keep the decision-making rights with them. The

autocratic leaders compel their followers according to the limited way to conduct the services and strategies (Al Khajeh, 2018).

The leader does not maintain a direct contact line with the subordinates. They do not delegate power or encourage subordinates to engage in policy-making. They pursue the autocratic leadership model of formal processes, neglecting the psychological needs of teachers. Such leaders inhibit the imagination of teachers, place too much focus on academic performance and set aside their positions as leaders who have to produce high-quality human resources for education growth. However, Wachira et al. (2017), believe that autocratic leadership operates because followers are new to their roles and need input from the leader on successful work practises, and the leader is the one who has the experience. Fourthly, the leadership style of the directive is welcome as a way of achieving a mission where followers have a strong need for accomplishment. A directive brings order and direction, which is especially important if the work environment is not strongly organised or is experiencing transformational change. It clarifies the function of the follower, resulting in increased efficiency and productivity of followers and enhanced departmental effectiveness.

2.4.8 Entrepreneurial Leadership

The principals exercise various types of leadership for the success of their schools. Pihie, Dahiru, and Ramli Basri (2018), in their research on the relationship between entrepreneurial leadership and school effectiveness in Nigeria, found a significant relationship between entrepreneurial leadership practice and school effectiveness. The higher the degree of entrepreneurial leadership exercised by school principals, the more successful the school will be. Entrepreneurship is the product of a blend of three types of leadership: transformational, transactional and charismatic (Pihie et al., 2018). Principals can create an environment that promotes change and motivates learners to innovate their teaching practices.

According to Naicker and Mestry (2013), the principal can be an instructional leader who increases learner achievement by positively influencing the school climate. Principals need to know when to apply different leadership styles in creating a positive climate for the effective running of the school. Sfakianaki et al. (2018), advise that the combination of different leadership styles may be essential because an effective

leader adapts a style that goes with the characteristics of the school, the maturity of its members, the work to be carried out and the environment. On the same note, Gangmei, Gowramma, and Kumar (2019), indicate that leadership practices are not fixed but are fluid and evolving, where leaders are not about compliance but are about one's ability to identify what works in a given context.

2.4.9 Ubuntu approach to leadership

Some scholars are investigating the forms of leadership common to African cultures. Some leaders use traditional methods to direct people in almost all African cultures. Msila (2014a), recommends that schools striving for success use the Ubuntu philosophy to enhance effective leadership and meaningful follow-up, translating into collective solidarity among colleagues. Ubuntu is described by Msila (2014a), as an African humanism that requires compassion, concern, attention to the needs of others, respect, tolerance and kindness. Ubuntu empowers people to love and respect one another. According to Botha (2012), the Ubuntu approach to leadership is influenced by humanity and respect for others. The strategy reflects on the leader as a servant to serve humanity, attracting good followers. Action is required in under-performing schools for the sake of fairness and justice. Msila (2014a), believes that embracing Ubuntu in school leadership would turn schools from old oppressive organisations to free and effective centres.

Efficient leaders are more likely to lead good organisations. Msila (2014b), looked into one of the most influential South African leaders, Inkosi Albert Luthuli's leadership styles and helped build effective schools. Inkosi Albert Luthuli based his leadership on consultation and cooperation. He was seen as a spiritual leader guided by human conscience and scripture. The leadership style involves motivating and inspiring individuals through a clear vision and agenda that serves the school's needs (Msila, 2014b). If the principal empowers and encourages teachers, the purpose of better education may be accomplished as teaching and learning will be successful. Msila (2014b), describes school principals who have described themselves as faith leaders as likely to be inspired by transformational leadership of motivation.

Spiritual leaders encourage their followers to find sense, lose selfishness and remember others. A school principal who is a spiritual leader must fulfil the

community's needs. Moral leadership is linked to transformational leadership as moral leadership share many characteristics with transformational approaches, although the goals are assumed to be worthy and ethical (Bush, 2015). Today's schools need mutual leadership and shared decision-making. Decisions and dreams cannot be shared unless individuals work together as a team (Msila, 2014b). A successful leader creates an atmosphere with high values, leading to a deep sense of common interest, shared cooperation and team effort. Inkosi Albert Luthuli also used the Servant's leadership model during his tenure as emperor. Msila (2014b), suggests that servant leadership could be linked to the idea of all learners irrespective of their socio-economic background.

Servant leadership is a holistic approach to work, promoting community and sharing power in decision-making. According to Botha (2012), servant leadership clearly emphasises the followers. To be a great leader, first of all, one must be a servant to those they lead. Servant leaders are also described as selfless, and they focus on the needs of others; they are happy when others succeed because they know that the success of one group is a success for everyone (Msila, 2014b). Another style that was mentioned used by Inkosi Albert Luthuli was participative leadership. He is described as a leader who listens carefully before offering advice or deciding on a course of action.

These qualities of listening, inclusiveness, recognition and respect for diversity are crucial in any working school (Msila, 2014b). Principals can be trained to acquire these skills. Msila (2014b), found that participatory leaders allow teachers to participate and influence the decision-making process. Their participation promotes commitment to decisions taken and increases their willingness to carry out their work. Democratic leadership, servant leadership and spiritual leadership are recommended for underperforming schools.

2.4.5 Mixed Methods Leadership

It can be challenging for leaders to manage good secondary schools in deprived environments. Moral, Martín-Romera, Martínez-Valdivia, and Olmo-Extremuera (2018), note that the principals of effective schools exercised a style of leadership that had a combination of inspirational and professional transformational and educational

components. These ideals have maintained a consistent goal and established what they wish to do. Effective principals have built the framework for distributive leadership in their schools. The distribution of power by the principal through the delegation of responsibility to teachers creates an inclusive climate that is likely to promote learner outcomes. The element that can be considered decisive in promoting learner outcomes is principal leadership's capability to engage teachers in bringing initiatives into motion (Moral et al., 2018). Principals have to be courageous and passionate for them to boost learning outcomes.

Successful school leadership is a difficult proposition even for the most capable principals, but it is urgently needed to support learner success in underperforming schools (Steyn, 2018). The findings of a case study conducted by Steyn (2018), indicates that the principal had to change leadership styles to run the school effectively. The principal began to set practical, attainable and internally put their strategies to meet those targets. Teachers had to set their own learning success goals. The deputy kept all the heads of departments accountable, the heads of departments held the teachers accountable, and the teachers held the learners accountable. The original approach of the principal in the case study was authoritarian (Steyn, 2018).

According to Naile and Selesho (2014), authoritarian leadership is an influential type of leadership associated with high individual and organisational performance levels. Steyn (2018), observes that the principal moved the school from underperforming to performing. The principal managed the school by walking around to see what was happening in the classrooms. All classes were checked to see if teachers were doing their work, and their marking was updated. Rana et al. (2016), state that the effective guideline by principals for teachers directly reflects on performance. The principal in the study took books of a whole class to determine if learners were making progress and if teachers were giving work that was up to standard (Steyn, 2018).

A strong authoritarian principal may be required to change the underperformance of learners. According to Bush (2015), the educational context is too complex and unpredictable for a single leadership approach to be adopted for all events and issues. Principals should assess situations in their schools to adopt the most appropriate and effective style. The principals who focused on teaching and learning as the most crucial factor raised learner achievement. The principal also worked on empowering staff members. The principal in the case study had numerous face-to-face

conversations with teachers to explain expectations and provide feedback on their performance (Steyn, 2018).

(Steyn, 2018) found that successful principals were there all the time, knew what was taking place in the school, were exemplary, checked learners' books, encouraged teachers, communicated clearly. Transformational leaders are always visible and will stand up to be counted rather than hide behind their troops (Hall, 2013). Steyn (2018), arranged for after school collaborative lesson planning, worksheets design, discussions on tests and examination papers and team teaching. Teachers were encouraged to observe other teachers' lessons. Teachers met weekly to ensure that they attained the required results, especially for Mathematics and English. Teachers were required to set their targets, which had to be 5% higher than the national results. A teacher who was absent from school had to arrange extra classes to catch up on incomplete schoolwork.

The school's success could be attributed to the principal's involvement in coordinating and monitoring the teaching and learning process. Heidmets and Liik (2014), believe that the atmosphere created by the leader and the working climate in the school play a role in how the teachers feel and identify themselves with the school. Principals should be bold enough to confront teachers who do not perform satisfactorily. Al Khajeh (2018), found that principals who were successfully running their schools were using democratic leadership, transformational leadership and autocratic leadership style. Transformational, democratic and autocratic leadership styles are important for the sustainability of better learning performance (Moorosi & Bantwini, 2016).

2.5 INFLUENCE OF LEADERSHIP TRENDS ON LEARNER PERFORMANCE

The South African education system is trying to keep up with global trends in education, making the principal position in the school challenging and demanding. Principals should acquire skills to survive the challenging demands of their positions (Msila, 2014b). These qualities need to be identified and specified to improve the quality of teaching and learning. According to Gangmei et al. (2019), successful principals could effectively implement skills that create conducive school environments to produce good learner outcomes. School leaders have a major responsibility to lead others. Principals must create a favourable environment for teaching and learning.

Botha and Triegaardt (2014), advise that, in improving schools, school principals need to implement effective leadership and leadership strategies to ensure their schools' continued development and improvement. Principals are responsible for their schools and the academic performance of their learners. In South Africa, underperforming schools are identified by the state as those with a Grade 12 pass rate of 60% or less in the final national exams (Bayat et al., 2014b). The level of teaching in certain schools might not be up to the expected standard. Research has confirmed that school leadership is key to school development and performance (Steyn, 2014). The area of school principal leadership concerning learning success also needs to be addressed for the successful running of schools. Principals must be prepared with the best leadership techniques to ensure the effective operation of schools.

2.5.1 Supervision of Teachers and Learners

The main aim of instructional supervision is to enable teachers to enter a point where they can grow and better themselves, in line with changing times. As things are continually changing and new things are being introduced, as well as rapid technological development and knowledge building as external influences, teachers need to be constantly in a position to adapt and adjust to the demands of the times (Ahmad & Ghavifekr, 2017). Schools that effective principals well run are successful. Pretorius (2014), observes that results remain perpetually poor in black communities. The principals of these schools are in charge of efficiently arranging, coordinating, and overseeing the school work.

As the person in charge, the principal must ensure that teaching and learning occur according to work scheduled and that all work is covered within the stipulated time. Pretorius (2014), found that successful schools have developed effective mechanisms of constant supervision and help to ensure that any teacher does what is asked to do every day. What happens in the classroom is at the centre of education and eventually influences the outcomes of education, the accomplishment of educational targets and the standard of education in each school and the system. The Department of Basic Education also recognises that one of the reasons leading to underperforming schools is the lack of leadership offered by principals, particularly the lack of oversight of teachers and learners' work (Pretorius, 2014).

The principal is expected to supervise teachers by various means, such as class visits and book checks. Class visits help the principal track work coverage of teachers to verify whether lessons are delivered as expected. The book inspection will demonstrate the consistency of the teachers' work with the learners. The principal must ensure that the learners' quality and quantity of work is up to the desired level. According to Taole (2013), until the principal accepts that they ought to play an administrative position in the classrooms, the learner's success cannot be accomplished.

Great schools recognise that their teachers and learners are too valuable to be experiments. Mediocre schools encourage outsiders to address their school community programmes (Smith & Squires, 2016). The assessment of the performance of learners is vital to ensuring quality education. Monitoring of the assessments that teachers give to learners should also be carried out. Pretorius (2014), observes that effective schools, and their teachers, have high expectations of their learners and communicate these expectations clearly to the learners and set challenges that match these expectations and then assist the learners to meet them. Teachers are valued as individuals, and the voice of everyone is important. This is in line with Selesho and Ntisa (2014), who found that principals who motivate teachers and pay attention to their voices may help teachers experience deeper emotional contact with the school. When they experience a deep affection, they give their best, giving rise to learner performance.

The effectiveness of a school is seen in the quality of the learning outcomes. The learning outcomes, in turn, determine the effectiveness of the principal. The principal's impact on the learner's achievement needs to be clear. Tan (2018), found that instructional leadership promoted the learner's success. To reach a high quality of learning, the principal must be a professional instructional leader who can guide teachers to succeed in teaching and learning. This allows the principal to devote more time assessing and helping learners. Furthermore, Tan (2018), indicates that when compared with learners from more advantaged backgrounds, the learning of disadvantaged learners benefited from a strong instructional leadership principal.

Educational leaders in many countries are expected to boost learners' academic success. Mwesiga and Okendo (2018), researched the effectiveness of school heads in supervising teaching activities in Tanzania. They found that the primary role of

school heads is to supervise teachers to ensure the effectiveness and productivity of teaching and learning. The principal's duties include tracking work and lesson plans, visiting classes to observe lessons, checking learner exercises, examining learner assessment reports, maintaining teacher attendance books, and conducting teaching assessment sessions. Mwesiga and Okendo (2018) also revealed that schools of good principals provided effective and well-functioning instruction in their schools. The management of teaching and learning programmes is one of the main aspects of transformational leadership. In schools that have progressed from underperforming to positive progress, the principals made a class tour collaborating with the school management team. A constructive learning and teaching atmosphere is strengthened in the classroom (Shava & Heystek, 2019).

2.5.2 Communication

Communication is an essential characteristic of leadership that is central to leaders' performance. It is vital to maintain an open line of contact so that teachers feel respected and that their voice is heard. (Smith & Squires, 2016) found that there is a feeling of resentment, frustration and tension as teachers are not noticed, which produces a hostile environment. There are times when the principals are not in contact with what is happening in the classroom, resulting in the inability to understand the problems that teachers and learners face (Taole, 2013). When principals are out of touch with what is going on in the classrooms, there is no effective communication in the school.

According to Halverson et al. (2014), monitoring teaching involves developing routines for teachers to track how teaching activities are practised and compile feedback on the teaching process and outcomes. Monitoring learning consists of gathering data to analyse and help learners learn. It involves developing procedures that define how and when learning breaks down and creating routines for teachers to evaluate learners' work and interact efficiently with learners about their learning. Highly effective leaders prioritise good contact and allow teachers to participate in courageous conversations about their jobs.

Transformation leaders put teamwork at the forefront of their leadership practises, making courageous conversations comfortable for their teachers (Smith & Squires,

2016). Principals are encouraged to use eye contact, facial expressions and body movements for effective communication. The use of non-verbal messages is also very significant in interpersonal interaction (Nazim, 2017). When the principals are polite and open to sharing ideas, teachers commit themselves to do their work, improving learner performance. Principals who were unfriendly, antisocial and gave negative feedback to teachers were ineffective as their schools were poor (Nazim, 2017).

2.5.3 Principal Placement and Turnover

Research has shown that the principals are second to teachers as the most significant school aspect impacting the success of learners (Burkhauser, Gates, Hamilton, Li, & Pierson, 2013). The principals are responsible for educating, guiding and inspiring teachers in the teaching and learning process. In their report, Burkhauser et al. (2013), note that principal turnover might negatively affect learner achievement, and schools serving high learning needs appear to experience higher turnover rates. Principals require time in the schools in which they are appointed to make successful improvements.

The zeal, enthusiasm, and charisma that the principal brings to school is a significant factor in the relationship between the style of leadership and the development of positive school culture. It takes time to develop good ties with all learning community members. The best leaders spend an intense amount of time creating, strengthening and investing in relationships (Smith & Squires, 2016). Bringing change in a short time and producing positive results can be challenging. Zuze and Juan (2020), found that the work experience of the school principal paid higher earnings dividends, especially to principals who had more than six years of school tenure.

In high-poverty, low-level schools, the same schools where learners depend more on their schooling for career success, the turnover has a more profound negative impact. The regular turnover of principals, which often exists in underperforming schools, creates a loss of confidence among school leaders and significant resistance to any change in the activities of the principal (Fuller et al., 2017). The damaging impact of the main turnover indicates that the principals require time in their schools to make substantial progress. It takes an average of five years for the principal to turn around an underperforming school into a performing school (Espinoza & Cardichon, 2017).

2.5.4 Principal Experience

In a case study on good practice leadership to raise the achievement of black Caribbean learners, Demie (2019), found that principals who were running performing schools had apparent ideas of the type of schools they wanted to lead. Most of the principals' ideas were based on high expectations and achievement. Principals, in reality, failed to recognise a daunting background as an obstacle to achievement, giving them extra inspiration and intention (Demie, 2019). The principals had several decades of teaching experience and had in-depth experience and dedication to their schools.

Some of the principals have been in their schools for more than twenty years; thus, an in-depth understanding of the culture they served as a requirement for good teaching. We may want to know the perspective of the principals in under-performing schools and the period they have spent running the school. Steyn (2014), observes that effective principals took time to develop a consistent vision and act with care and dignity to expand and cultivate good relationships in the school. The primary goal would be to maintain a balance of action over time. Effective schools are not established overnight, so the principals need to develop consistent visions. It also requires time to establish trust between the principal and the staff.

However, Day and Sammons (2016), acknowledge that principles of increasingly demanding socio-economically deprived societies pose a wider spectrum of staff engagement, retention, and learning behaviour problems. They suggested that the principals of poorer groups are likely to be less experienced and stay in one school for shorter periods. It may be that the principals of underperforming schools may not have enough experience, or maybe they do not remain in one school long enough to create and incorporate improvements that will help to boost school performance. Less experienced and trained principals tend to be less effective in all aspects of their work and less effective in enhancing learner success (Fuller et al., 2017).

Principals may not concentrate on enhancing the standard of teaching and learning if their time in the school is limited. The transformation that comes with a transformational leadership style takes time to succeed. The Principal should recognise and introduce the most critical improvements that bring positive results.

2.5.5 School Climate

Whether learners' academic success is directly or indirectly affected by the principal's success is questionable. Feyisa, Ferede, and Amsale (2016), found that leadership may have an indirect effect on the academic performance of learners by changing the school environment, teaching confidence, engagement and inspiration. Highly successful school leaders will positively impact the overall academic performance of the learners. The academic accomplishments of the learners are due to the individual activities of the principals or the unique style of leadership in particular school circumstances (Feyisa et al., 2016).

The principal, as a leader, has a role to play in developing a school environment that promotes learning achievement. Naicker and Mestry (2013), observe that if teachers work to their full ability, there is a possibility of positive effects for the learners' accomplishments. In other words, if the teachers fail, the learners are also unable to perform. A study by Hompashe (2018), found that influential leaders ensure that they build a friendly and healthy atmosphere in which teachers are kept engaged. The Principal commends the teachers and, when appropriate, honours them. Leadership plays an integral part in developing a safe school environment.

The school atmosphere is readily evident when one gets to the school and is a significant predictor of the school's success (Smith & Squires, 2016). The institution's culture will be strengthened by transformative leadership, building an ecosystem where workers feel motivated and energised. It encourages the completion of corporate goals, thereby boosting performance (Orabi, 2016). Transformational leadership improves the organisation's climate, culminating in positive effects on employee behaviour with transparent and tangible operational performance.

2.5.6 Safety and Discipline

Good results, effective teaching and learning require discipline. Ondieki (2018), looks at challenges facing principals in managing discipline in secondary schools in Kenya. They found that principals felt that punishment strategies like guidance and counselling were ineffective in maintaining school discipline. Training and development of principals are crucial on issues relating to discipline management in

the school. Ensuring that there is discipline in the school is one of the principal's roles. Teaching and learning cannot occur amidst disorder and disruption (Numai, 2018).

Principals in these schools in Kenya face a challenge in managing discipline due to poor policy guideline framework work. Effectiveness requires calm, orderly schools and classrooms (Bush, 2007). Only a competent principal can build orderly and disciplined schools. Maintaining discipline in the school ensures the smooth implementation of school objectives. Van Wyk, Van der Westhuizen, and Van Vuuren (2014), observe that abolishing corporal punishment in South Africa without other disciplinary measures led to the deterioration of learner discipline. The discipline of learners has become challenging as teachers have to make an effort to maintain discipline, thereby affecting teaching time.

Several studies highlight discipline as instrumental in learners achievement (Hompashe, 2018). The teacher must control the class for effective teaching and learning. Zuze and Juan (2020), also found that school safety and discipline mattered for academic achievement. Basic functionality in challenging educational environments is essential. Safety needs are of major significance to young people, and it is crucial for their academic, social and emotional growth to fulfil those needs (Louis, Murphy, & Smylie, 2016). Most of the underperforming schools seem to be operating under challenging environments.

Zuze and Juan (2020), point out that a principal leadership style can respond to external pressures and other role-players, influencing the school's culture. The other role players include parents and the community at large. To a substantial degree, the lack of discipline and self-discipline among teachers and high school learners in South African schools has likely contributed to the continuity of unsuccessful teaching and learning and, in addition, the perpetuation of poor pass rates (Mapaire, 2016). The parents need to support the school for effective teaching and learning to improve learner performance.

2.5.7 Curriculum Change

Since 1994, there have been frequent changes in curricula and approaches in the South African education system. The curriculum change was also an organisational challenge for principals and teachers as they had to be retrained and motivated to

introduce a new curriculum more than once in the last twenty years (Shava & Heystek, 2019). In most countries, the standard of education plays an important role in economic and social growth. Bayat et al. (2014a), point out that the government of South Africa embarked on a series of educational initiatives to improve the standard of education. Changing the programme to enhance the standard of education can impact the leadership styles of the principals who run the schools. As the curriculum changes, the Department of Education still has to recognise the influence of these changes on the administration and governance of the schools. Although learners' success is a significant measure of school efficiency, other considerations, such as administration, should also be considered (Bayat et al., 2014a).

One of the prevalent issues facing our classrooms today is education reform. Transformative leaders actively inspire their staff to look at how things have been done and continue to find a different way to do it to find innovative ways. Schools are continuously looking for new ways to satisfy the needs of learners, healthy school culture and tolerance to adapt and make a vast contribution to the operational success of the school. Kin and Abdull Kareem (2018), suggests attributes of a successful transformational leader in the sense of transition as; creating a shared vision, setting high-performance goals, delivering direct support, loving and trustful community, promoting a participatory school culture optimising a work environment.

The curriculum has changed many times in South Africa, and we are not sure if the principals, especially in underperforming schools, are handling these changes effectively in their schools. In South Africa, teachers are hired by the Department of Education and are placed in schools. Principals may not choose teachers, thereby doing the best they can with the teachers who are deployed to their schools. Kin and Abdull Kareem (2018), found that meaningful reform will not occur in schools until principals initiate the change process competently, primarily by influencing teachers to accomplish the change objectives.

In overwhelming situations, leadership assumes greater significance as a component in breaking the loss chain (Hallinger, 2018). Principles need to follow leadership methods that fit well with the cultural sense they live. Transformational leadership should be used to optimise the capacity of the organisation to adapt and innovate. (Orabi, 2016).

2.5.8 Parental Involvement

One of the most vital themes that emerged from Bayat et al. (2014a), research concerns the lack of parental involvement and interest in general well-being and school work. Principals need to find ways to include parents as they play a critical role in learner success and learners' actions in the classroom. Bayat et al. (2014a) show that those schools with principals who embraced the stakeholders and made them part of the school's mission delivered good learner outcomes. These characteristics of these principals are those who will make a difference in the underperforming schools.

Other problems posed in the report included social ills such as inadequate basic facilities, hygiene, learners going to school starving, and some not wearing proper clothes. Bayat et al. (2014a), point out that most underperforming schools are situated in socio-economically deprived communities with impoverished parents who do not have the means to participate in education. Schools with a large proportion of unemployed parents and a low level of literacy have difficulties with parents who cannot assist their children in improving their academic achievement (Shava & Heystek, 2019). These conditions can require outstanding leadership values to create effective schools.

School leadership includes a range of internal and external acts and events. Alhosani, Singh, and Al Nahyan (2017) found that in Abu Dhabi, parental engagement plays a weighty role in all the factors impacting the academic performance of learners, school administration, and school environment. The principal wants to build a school environment that encourages teaching and learning. Alhosani et al. (2017), advise that school leadership should be mindful that engaging with all partners is one of the most critical tactics relevant to the school environment. Stakeholders include learners, pupils, parents, the government and the education department.

A supportive school atmosphere is a community that includes parents. McHenry-Sorber and Hall (2018), found that the principal must be prepared to react visibly to the school's needs, work under constrained budgets, and build constructive partnerships with learners and parents. When learners, teachers, principals and parents work well, the school will perform well. Concerns are raised about what is going on in the underperforming schools. Principals need to build inviting school

cultures by their models of leadership. Wieczorek and Manard (2018), found that rural schools have been limited by the relative scale of families and industries that fund and donate to the education system by alliances, donations and community support.

The shortage of funding appears to be an ever-present fact in the rural school environment. However, Pickett (2016), believes that employees are the greatest assets of any institution. The challenge of changing the culture of a school, particularly in rural and impoverished areas, is to reassure parents of the value of their children's education, encourage parents and children to stay in school, and improve their academic success (Shava & Heystek, 2019). Parents' interest in teaching and learning challenges would allow learners to do school work at home.

Influential leaders associate with society to promote the diverse participation of peers, families and other external stakeholders to contribute to a healthier learning atmosphere for learners. Leaders engage parents by creating a welcoming and inclusive environments, creating a range of resources for parents to participate, and promoting teacher awareness and commitment to parenting and community participation. Schools can provide ways for parents to attend schools regularly (Hitt & Tucker, 2016). The child's ability to succeed in school depends on how much the parents handle the child at home. It is an environment where the child learns awareness, attitudes, and acts to turn them into a positive and happy learner. Home participation has a more considerable influence on children's progress than parental involvement in school services (Ankrum, 2016).

Taole (2013), found that some parents are not involved in their children's work. The situation was that parents were already taking their children to crèche because they did not want anything to do with school. Parents do not care about their children's success, so school struggles with the discipline of learners. Taole (2013) indicate that attempts to include parents in school events were being made in vain, as parents clearly did not show up. Principals need to explore various ways of engaging parents to ensure the effective execution of the learning programme.

2.5.9 Promotion of Learners

The root cause of underperforming schools needs to be identified to achieve better education. Bayat et al. (2014b), found that learners are promoted too quickly,

negatively affecting their subsequent academic success and handling the various classes. The education system is saturated with the problem of learner promotion, they are forced to perpetuate the system's mediocrity, and the situation worsens as the child grows older. Some of the learners were found to have been unable to read or write a single sentence in grade eight but were promoted to grade nine. Unwarranted promotion in lower-class schools leads to weak matric pass rates, especially mathematics. As a result, grade repetition refers to a spill-over effect of multiple births to learners and a dramatically large number of over-age learners (Mapaire, 2016).

2.5.10 School Management Team (SMT)

It has been recognised that the principals have achieved good results working hard with their school management team to continually strengthen teaching and learning in their classrooms (Shava & Heystek, 2019). The results from Bayat et al. (2014b), indicate that leadership and management structures impact teaching and learning in underperforming schools. They went on to say that about 60 per cent of underperforming schools in their reports were characterised by tense relationships between the school management team and the principal. The school management team members which is led by the principal believed that poor and inadequate leadership had a significant influence on teaching and learning as teachers failed to handle classrooms due to lack of instruction, lack of consistent practises and directives, and, to a certain degree, a lack of respect.

According to Bayat et al. (2014b), principals and school management teams were not happy with the high rate of absenteeism of teachers in underperforming schools, and they feel it played a significant role in failure and repetition rates in the schools. The results revealed that both teachers and learners in the underperforming schools were always late for classes. There was also the issue of overcrowded classrooms that made it difficult for teachers to enforce discipline. The lack of discipline created a situation whereby teachers and learners had to deal with intimidation, aggressive and violent behaviour in the classrooms. Bayat et al. (2014b), found that leadership in underperforming schools was weak and proposed a mentoring scheme to improve principal leadership.

2.6 LEADERSHIP IMPLICATIONS REGARDING SCHOOL PERFORMANCE

Principals as leaders are responsible for directing, encouraging teachers and learners to run the school efficiently and successfully. Principals should be inspiring and purposeful leaders (Pretorius, 2014). When a principal gives a clear school mission and general aims, teachers and learners aspire to accomplish them.

2.6.1 Staff Development Programmes

Effective principals focus on improving the capacity of their teachers to build more desirable working environments through staff development (Smith & Squires, 2016). Successful principals often develop strong working partnerships with other schools to provide opportunities for teachers to enhance further their skills and abilities (Pretorius, 2014). A study conducted by Botha and Triegaardt (2014), established a mechanism for adopting an underperforming school by a performing school. Performing schools provide the underperforming school with ideas and solutions that enable the school to operate successfully. Programmes like these can only be guided by an effective principal who maintains strong working ties with other schools. Transformational principals encourage teachers to be creative, test out new ideas and help teachers learn to work beyond expectation.

Effective principals seek opportunities to promote learner innovation. Principals promote creative thinking and offer successful tools for their teachers to grow and evolve, which effectively transforms into better performance and learning outcomes (Smith & Squires, 2016). The leadership style is caring for human interaction and being motivated by a mission. Personal development and the inner inspiration of followers are imperative to revolutionary leaders. They stress the alignment between the aspirations and desires of the followers and the anticipated outcomes of organisational reform (Nazim, 2017). Conditions and opportunities should be provided to each individual, irrespective of their status or employment, encouraging and enhancing professional and personal growth (Louis et al., 2016).

2.6.2 Effective Principal on Learner Performance

The principal's task is to direct and guide the actions of teaching personnel in the school environment. Attention should be given to the intellectual stimulation of

individual teachers to improve the school's academic success (Naile & Selesho, 2014). This is supported by Steyn (2014), who also observed that effective principals understand and improve teachers in their school by influencing their actions towards common interests and offering intellectual stimuli. Taole (2013), suggests that the principal must wear multiple hats, get done in many capacities, and be a manager, director, instructional and programme leader to operate the school successfully and efficiently. Effective leaders help people feel that even the most difficult challenges can be addressed productively. They are confident, with a sense of hope and an attitude of never giving up in search of high-profile goals (Smith & Squires, 2016).

For schools to produce outstanding learning outcomes under challenging conditions, principals and school representatives are expected to interact closely with communities, to ensure that family and educational environments are mutually compatible (Garza, Drysdale, Gurr, Jacobson, & Merchant, 2014). Principals are obliged to work in consultation with all partners to ensure the smooth and productive operation of the school. In their research, Garza et al. (2014), note that in all the schools included in their study, all the principals had been principals in their schools for long periods.

The principals were experienced, talented and had shown a deep dedication over a long time to the continuing progress of their schools. Principals require an extended effort to make positive improvements positively impacting teaching and learning. A successful principal is capable of achieving good learning outcomes. Garza et al. (2014), observe that the successful principals had outstanding emotional and personal characteristics in their research. Leadership style is seen as a blend of various traits, characteristics and attitudes employed by leaders to communicate with their subordinates (Al Khajeh, 2018).

There are specific skills that a principal must possess to run a school that yields positive outcomes. The principals in the study by Garza et al. (2014), were motivated by a philosophy of social justice, ascribed to a profound notion of caring, strongly ethical and moral obligation, displayed a high degree of endurance and determination and, most notably, were brave. The same observation was made by Moral et al. (2018); good principals had a very high sense of moral obligation and a deep commitment to society and social justice. They felt a deep enthusiasm for education, finding themselves instruments for the service of humanity, exhibiting an attitude of

absolute commitment to school to improve all learners' achievement. Steyn (2014), points out that the principal in the study loved the learners, had a compassionate personality, was evident in the classroom, and had a passion for education. Personal traits can have a positive or negative effect on leadership practice.

Garza et al. (2014), recommend that the selection and appointment process would incorporate screening methods for applicants who show a deep dedication to social justice, those that concentrate on developing teacher leadership skills, and those who are willing to prepare successors. It may mitigate the interruption of teaching and learning by retaining the success expectations of the school. Moral et al. (2018), argue that good ideals are not inspirational or admirable in the conventional context but have standard features such as clarity of vision, commitment, responsiveness, and bravery of belief. Their work is guided and motivated by solid, explicitly defined moral and ethical values.

Before mentoring and inspiring others, one must first understand oneself (Pickett, 2016). In a conference report by Pickett (2016), the emphasis was on becoming a more dynamic and successful leader by using quality standards to produce maximum performance. The report points out that a good leader must be present and show up. Leaders must look out for the expertise of others, listen to and follow their suggestions. Leaders are not moving the organisation; they are leading the organisation. It is the duty of the principal to create an atmosphere that encourages teachers to make the most of their skills, thus enhancing the success of the learner.

Principals, as officials, need to perform their duties efficiently as they are completely trusted to manage schools effectively. Salleh and Khalid (2018), researched the effectiveness of exemplary leadership on school achievement in Malaysia. They observed that outstanding leadership activities in education are vital to the school's progress. Being exemplary is like being a role model for the people one leads. Bush (2015), recommends that leaders are required to act with honesty and to establish and promote values-based priorities. Principals with good leadership qualities and a desire to regularly engage in events strive to build healthier schools (Salleh & Khalid, 2018).

The Principal is expected to provide teachers with an ambitious mission and vision for successful teaching and learning. There is a need to recognise and understand the school's leadership and its connection to the learner's success. Day and Sammons

(2016), reviewed successful school leadership in the United Kingdom and found a strong vision and plan for successful principals in the school. They ensured that the teachers did their job by regularly making class visits. They recognised the strengths and shortcomings of teachers as they do class tours. Principals draw on strengths and use personnel learning systems to minimise vulnerabilities. Transformational leadership goes with leadership paradigms is related to vision, strategy and restructuring. The principal is responsible for creating a mission, setting priorities, understanding and training personnel. Successful transformational leaders emphasize supporting learning outcomes (Day & Sammons, 2016)

Finding out how the principals of poorer communities continue to gain scarce capital would offer valuable insight for schools that cannot fulfil the desired academic results. Woods and Martin (2016), in their research in a rural area in Missouri, noted that the school principal recognised fundamental needs, such as clothes, diet and wellbeing, needed to be met before a child could excel in academia. They allowed the system to shape attitudes and behaviour, thus enhancing efficiency. The Missouri principal reached out to neighbourhood members for help. The school principal was described as a role model for peers, set high standards and demonstrated trust. These are some of the characteristics that made the school effective.

The principal was described as having so much impact on both learners and teachers that they did not want to let him down. Most successful leadership is directed towards human relations (Sfakianaki et al., 2018). Woods and Martin's (2016), principal Woods and Martin (2016), principal was a hands-on principal, and he knew all the identities of the learners and their needs both at school and away. He knew his teachers in person, and they knew and understood his aspirations. In such a school environment, teachers and learners are respected throughout the system, and it serves as an incentive for them to do their best.

An institution has a purpose and even a mission statement. Principals should be mentors who can inspire learners and teachers to fulfil a shared vision. Woods and Martin (2016), found that the principal of this impoverished but popular school set up an extra-curricular curriculum that promoted learning. Principals are held responsible for learners' results in the classroom, making them a vital part of the school's progress. A case study by Ward (2013), in Southern California revealed that leadership was the key influence in learners' accomplishment. In only one year, the principal made a

difference in the classroom. The principal firstly developed the physical image of the school.

The principal's renovations were a message to the teachers and the learners that a new leader was in charge. In consultation with the teachers and staff, the principal created a vision for the school. The principal made it known that teachers had to devote much of their time teaching in the classroom. Relevant input from daily classroom visits was provided to teachers within twenty-four hours. Twice a month, the principal and the teachers will review school success and set targets with teachers, seeking feedback, designing teaching posters, modelling lessons and learning from teachers (Ward, 2013).

The principal plays a vital role in the day-to-day interactions within their school and the environment they wish to create. The whole school gets a cough as the principal sneezes. People function to please us if we have a positive name and a good friendship. Principals should invite teachers, parents, and learners for ideas about modifying and optimising school conditions. Collaboration with school governing bodies (SGBs), the government, and partners are also required to build and grow a vision and goal that will catch the community's imagination (Shava & Heystek, 2019). A principal should be compassionate, strong, equitable, transparent and capable of including others and articulating long-term objectives (Louis et al., 2016).

Leadership qualities found to be efficient tend to include a leader who: has a vision, is enthusiastic, is a professional communicator, is intellectual, is capable of establishing trust, has honesty, fosters interpersonal relationships, creates a culture of questioning, and is an effective facilitator (Kellar & Slayton, 2016). Successful leaders establish positive working environments for their organisational members and offer the opportunity to grow and enhance their practice. Leaders must create a professional learning climate in which participants support and follow the study and learning cycle, and the professional environment allows them to question inherent beliefs, define goals, and develop ordinary meaning (Kellar & Slayton, 2016).

The Principal can serve as an instructor, director, administrator, boss, chief, innovator and motivator. The Principal should have the right approach to inspire teachers by teamwork or partnership, to create resources for teachers in a range of events that promote school programmes (Wahyuddin, 2017). Essentially, successful leadership

can be seen by the seven behavioural principles: effective school leadership, instructional leadership, an environment of learner-centred learning, career growth and human resources management, engagement of parents and relationships with the public, effective school management in the day-to-day execution of the curriculum, and effective implementation of the programme (Wahyuddin, 2017).

A successful principal shows professional appreciation for teacher capacity; offers proper acknowledgement of teacher engagement, competence and sacrifice; protects teachers from negative interactions such as harassment; ensures a clear presence in the classroom; encourages teachers to hear their voices; and expresses a satisfactory vision for their school (Lambersky, 2016). Successful leaders understand that schools' centralised and hierarchical organisation is not the right way to encourage learner achievement. These leaders delegate and share leadership and decision-making rather than centralise these roles, build a sense of group rather than individual, promote collective work rather than isolate practitioners, and base authority on experience rather than role or status (Hitt & Tucker, 2016).

A successful leader pays attention to what needs to be changed and positively emphasises what is being achieved correctly. Active participation requires leaders to participate in debates and affect the vertical and horizontal orientation of the curriculum. Frequent classroom assessments are necessary and prompt input to staff, along with consistent perceptions of particular instructional activities (Hitt & Tucker, 2016). Successful education administrators focus on the fundamental process in schools: curricula and teaching. An additional feature is an efficient cooperation and the preservation of friendly connections.

Good communication leads to the influencing of environment and community and the definition and preservation of the school mission (Daniëls et al., 2019). Firm principals respect to vision, and they must aspire to provide one for the school created and embraced by those in the school. Successful leadership for the 21st century continues with implementing a school-wide agenda of dedication to high expectations by reflecting on the progress of all learners. The Principal helps to fulfil the vision by engaging and inspiring all stakeholders (Ahmad & Ghavifekr, 2017).

Implementing reform to strengthen and rehabilitate the institution involves a somewhat different principle from a decently functional school. Research was performed in the

United States of America by Hitt, Woodruff, Meyers, and Zhu (2018), to attempt to recognise core competencies that make a difference in turning schools around to performing schools. They found that turnaround principals centralise decision-making initially before making educated choices on the delivery of leadership, offering professional guidance and oversight simultaneously as catalysing change and capitalising on evolving school culture. Principals demonstrated values, traits, or virtues such as the expectation that significant progress will result, competitiveness, and responsiveness.

Awareness of schools and classrooms requires technical or logical, emotional, organisational and family circumstances. Hitt et al. (2018), acknowledge that leadership, or the act of exerting power, relies primarily on the context. Principals see collaboration as a means to pull together and integrate communities with a shared cause and stress the value of cooperation and intentionally collaborating to boost team morale. Organise joint activities that lead teams to produce simple goals in diverse environments.

These values also incorporate feedback from people to promote enthusiasm for school reform and drastic change. Assess the situation and define the problems and focal players needed to make up a high-level team. They engage the group in organisational decision-making and other joint vision co-construction processes. Principals, in a way, combine the abilities of people by recognising different members' skills and then leveraging their respective strengths to solve challenges and reach goals.

A successful leader is polite, open, and takes care of subordinates' well-being and human interests, uses positive actions to make a work atmosphere comfortable and respects subordinates as peers, and gives them respect for their position (Wachira et al., 2017). Karadag (2020), found that academic success in some schools in England and North America is higher than in other schools. The research concluded that the situation could not be clarified simply by the learners' particular person and social features but that the actual distinction between the schools was the leadership actions of the school principals. Karadag (2020) results reveal that successful school leaders are actively interested in the curriculum and preparation of learners.

They carefully analyse teacher performance, learning process, and learner results repeatedly. They build a job environment and a school atmosphere to make learning

easier. Karadag (2020), concludes that the leadership conduct of school principals is one of the most critical variables in the implementation of successful schools. These leaders are handling out-of-school events. They coordinate the efforts of staff and learners in other parts of the school, encourage civic groups to partner with the school, and collaborate with families and business organisations.

2.6.3 Effective School Leadership

School leadership has been identified as a critical function to ensure quality education. In a report, Vaillant (2015), suggests that it is vital to consider how school principals positively impact learning outcomes and specifically define which leadership strategies can promote appropriate teacher success in schools. Further, Vaillant (2015), points out that the primary role of school leaders must be established explicitly in the sense in which they work. A leader does not decrease his power by empowering others; instead, he can increase it, mainly if the whole company performs better (Smith & Squires, 2016). Leaders who are creative, collaborative, flexible, versatile and inventive are more highly respected than those who take on all the power themselves. Leadership methods are not set, rather adaptive and transformative (Gangmei et al., 2019). The success of the school relies on a successful style of leadership.

Learners accept leaders who are sincerely concerned about them and their education. Increased academic success and more dedicated teachers have been linked to principals who demonstrated qualities consistent with transformative leadership (Smith & Squires, 2016). Great schools make choices that optimise and preserve the time they need to try and make choices that are best suited to learner achievement. Okoji (2015), states that the choice of an appropriate style of leadership in different situations can promote the efficiency and effectiveness of the staff and the organisation. An effective leader needs to be flexible to ensure the efficiency and smooth running of the organisation. To achieve optimum success within their schools, school principals must set an example and appreciate their employees.

Teachers want leaders who have a track record and have demonstrated integrity and achievement. When employees see their bosses as upward and outwardly dominant, their status is increased by comparison, and they generally have strong values and are less critical or resilient to their superiors (Smith & Squires, 2016). Principals should

be instrumental in ensuring that learners have equal opportunity to learn from the best teachers, receive the same level of teaching, receive the attention they deserve when they fail, and devote resources to assist learners with the greatest needs (Louis et al., 2016). Leadership deals with curriculum supervision, enhancing the school's learning program, collaborating with employees to define the school's goal and mission and developing a close connection with the community (Mestry, 2017). School leadership could involve a variety of actions by the principal, such as creating good cooperation, coordinating projects, and engaging many parties in developing the school vision (Wahyuddin, 2017).

Commitment and courage go hand in hand; hence, the principals must be prepared to stand up for the things that matter to their school. The principals must have the confidence and determination to carry out strategies and ideas that they feel are essential to delivering better instruction and learning experiences – creative and more extraordinary than everyday routine, items that the principal feels can make a difference (Ahmad & Ghavifekr, 2017). As the head learner participates, the principals show and model the actions we anticipate and hope teachers and learners can follow.

Principals are actively researching and reading about the critical problems facing schools and finding opportunities to assess and improve school success and take the lead in the exercise of accountability over one's own professional growth and progress, modelling the actions of teachers and other staff in an efficient learning setting (Ahmad & Ghavifekr, 2017). School administrators have a prime duty to ensure that learners success is at its highest capacity. Similarly, as an essential component of school success, distributive leadership activities are closely linked to learner achievement and school results (Karadag, 2020). Education leaders contribute to the further development of learners' performance by restructuring the school community and conducting activities relevant to the coordination and appraisal of the education system.

2.6.4 Effects of training and retraining of school principals on learner performance

Retraining and developing school principals and leaders is critical because they are the ones who apply education policies in schools. After all, if they are poorly qualified and funded, no national or state or local programme will be successful (Vaillant, 2015).

Staff growth equips leaders with new knowledge and developments in teaching and enhances the effectiveness of teachers and learning outcomes. The polished principal shall be prepared with abilities, awareness and maturity for successful attainment, ensuring strong school leadership and improved academic achievement for learners (Chiemeka-Unogui, 2018). Principals need to enhance their efficiency by gaining expertise by growing staff continually. School principals are taking office without apparent preparation in most countries, including South Africa (Kirori & Dickinson, 2020). Without proper training, we may find principals in charge of the schools but do not know what is expected. Okoji (2015), recommends that the school principals initially be provided with the necessary training and knowledge to choose the appropriate leadership style and improve productivity.

In research by Mestry (2017), on the training of principals in Gauteng province South Africa, findings have shown that leadership planning and development are essential for school efficiency and school development. The results also revealed that the principals were appointed without any specialised experience or formal qualifications for their roles. In South Africa, there are no strict standards for teachers to be appointed school principals. South Africa is currently one of the only countries that do not need a mandatory and unique requirement to be appointed as a principal (Mestry, 2017). According to the Employment for Educators Act (Republic of South Africa, 1998), the candidate should have at least three years of classroom experience (REQV 13) and seven years of teaching experience.

A post level one teacher can be appointed as principal on the advice of the school governing body (SGB) without having any leadership and management skills or experience (Mestry, 2017). Principals may make a substantial contribution to meeting the educational aims of schools and enhancing learners' success if they are properly trained for their leadership role. Although instructional leadership is widely recognised as a critical skill in educational leadership, few South African principals have been trained for the position (Botha, 2012). School principals are not adequately educated and prepared for school administration and leadership (Taole, 2013). The problems faced by principals of underperforming schools need to be defined to find ways to fix them to boost learner success.

Naicker and Mestry (2013), recommends that the Department of Education provide technical educational services and seminars for principals and teachers. The problem

that comes from our struggle to redefine education is that if we want to increase the efficiency of our classrooms, we are going to have to lead differently. Burkhauser et al. (2013), found that principals require expertise, skills and abilities, and autonomy to make choices that affect necessary school conditions to influence learners and school outcomes.

Principals require career learning tailored to both the school's interests and the principal's capacity to manage the school efficiently. Steyn (2014), points out that the principal must self-develop as professional development is imperative to motivate classroom students. The principal is responsible for developing the individuals who work under them. When teachers grow professionally, they become more successful and increase the learner's success. Teacher credentials and commitment are also doubtful because the absence of teachers, lack of class preparation, and failure to partake in decision-making and administration serve as additional hurdles for the principals (Shava & Heystek, 2019).

Effective principals in challenging circumstances have to be more responsive to school culture and policy contexts to improve learner outcomes (Day & Sammons, 2016). The principal's ability to respond to their situation and attend to their needs defines their success. Not all communities are the same, meaning no one leadership style works for every school. The combination of different leadership styles is essential because an effective leader adapts style to the characteristics of the group, the maturity of its members, the work to be carried out and the environment (Sfakianaki et al., 2018). Principals must be prepared with skills that will allow them to adapt appropriately to the cultures and societies they find themselves. Saarivirta and Kumpulainen (2016), observes that the workload of Finland's principals has risen over time, but preparation has not been maintained.

While the role of a principal is vital to the school, the principals are amateurs. Kin and Abdull Kareem (2018), identified that the ongoing professional growth of school principals is emerging as a central and critical component of effective school change and school performance. The preparation of principals is now a big problem for good schools. The climate is evolving quickly, and the education system should follow suit. Principals tend to neglect their curriculum or educational leadership obligations because they are not entirely aware of their primary mission or are too busy attending

to their administrative duties, managing disputes between role players or ensuring discipline among learners (Mestry, 2017).

Trained and competent leaders know and understand each duty and role as superiors or administrators and handle school capital well (Wahyuddin, 2017). Most employed principals lack basic leadership and management experience before and after their admission into the principal position.

2.6.5 Effects of teamwork and staff relationships on learner performance

The principal must put together a unified workforce to deliver outstanding education and unite as a team committed to fulfilling the school's vision and mission. It has been recognised that followers led by transformational leaders are more motivated, driven and fulfilled with their work (Smith & Squires, 2016). Bringing people together and working as a team is not an easy task but requires strategies and skills on the principal's side to make it possible. Naicker and Mestry (2013), suggest that meetings are an important horizontal channel of communication that coordinates activities and planning, fosters collegial relations, and promotes teamwork. Hauserman and Stick (2013), found that principal leadership is paramount in developing effective schools and improving learner achievement.

Successful and effective school leaders can develop and foster positive relationships and encourage teachers to make extra efforts in their work (Ahmad & Dilshad, 2016). Leaders design workshops and professional development sessions and use new media to create opportunities for teachers to learn on their own time (Halverson et al., 2014). Leaders must engage collaboratively with their staff (Smith & Squires, 2016). Relationship builders of diverse people and groups must be advocates who actively encourage purposeful dialogue and problem-solving. In the background of South African schools, school principals seeking to transform underperforming schools into schools with sustainable growth should focus on transforming the school environment by developing a positive partnership between themselves, teachers, learners and parents (Shava & Heystek, 2019).

There is a need to create a positive work environment to bring about change at school, which is centred on the location, promotes cooperation and promotes unity and teamwork by establishing and promoting a holistic approach to a willingness among staff, parents and learners (Shava & Heystek, 2019).

2.6.6 Delegation of Duties

Principals assign supervisory duties to their subordinates to reduce the workload. Key delegation of authority is essential for a successful leader to motivate the talents and abilities of associates (Mwesiga & Okendo, 2018). The Principal can use the heads of departments to oversee teachers in their departments. Empowering workers to be drivers of transformation has a significant impact on education culture. The core aspect of great school cultures is a collective leadership model in which teachers have a real voice in the progress that is taking place. (Smith & Squires, 2016). As a way of fostering followers, a leader should assign responsibilities.

Delegated tasks are reviewed to decide if supporters require additional help or assistance and measure progress; however, supporters do not believe they are being verified or tracked (Arokiasamy et al., 2016). Building empowerment is the belief and trust in people, making people feel respected and part of the action, making them aware that their capacity is essential, sharing a fundamental underlying principle, and where choice is a real possibility for all (Ahmad & Ghavifekr, 2017). Empowerment is about building a network founded on the community's power. It also means the weaning of power from the principal.

2.6.7 Socio-economic Impact

The effect of school leadership on school achievement also needs to be studied to assess how effective leadership reacts and adapts to various contexts. Hallinger (2018), researched how leadership adapts to a different context in Thailand. They identified that schools are situated in diverse locations with other socio-economic statuses. Characteristics of the school system, the neighbourhood and the principal are meaningful contexts that could theoretically influence leadership (Hallinger, 2018). Some leadership patterns in ineffective schools may not have the same effects in different settings. The school's setting must complement the principal's job expertise, capabilities, behaviour, and experience. The influence of social class characteristics can be so high that schools cannot overcome it, no matter how well trained their teachers are and how well organised their educational structures and climates are (Hanushek, 2016). The educational environment in which the school exists will affect

the leadership style that the school principal will follow (Sfakianaki et al., 2018). Good principals can adapt their leadership to the demands and challenges of their job world.

The extensive size of the class leads to overcrowding, leaving some learners distracted, uncontrollable, and hidden behind others. Huge classes disrupt the emphasis, and individual attention to learners is also not achievable in big groups (Kyei & Maboko, 2016). Overcrowded schools, which have put a massive burden on learners, have a major influence on teaching and learning, negatively impacting teachers' engagement and work satisfaction (Mapaire, 2016). Learners from socio-economically marginalised backgrounds display lower degrees of cognitive and non-cognitive capabilities and are well behind their most advantaged peers. Worse still, these variations have been described as extending to adult adolescents. Ankrum (2016), observes that parents with low socioeconomic status often find themselves unable to make ends meet, allowing them to have little time to spare for their children in the instruction of morals and healthy habits, leaving children without proper nurturing they deserve excel in education.

2.6.8 Staff Meetings

Transformational leaders reflect on followers' interests and encourage and empower them by making their job-relevant and involving their followers with a strong engagement that seeks to support both the individual and the institution (Steyn, 2014). Transformation leaders show concern for the growth and well-being of others. Moral et al. (2018), found that the authority in the school does not lie with the school principal, but rather with the staff members, with the school principal representatives, where there is a shared obligation to bring things forward. Principals create an inclusive atmosphere that encourages teachers to be part of the entire school community. When teachers are respected, they dedicate themselves to doing their best to enhance learning outcomes.

All should know as much as possible to be part of the team. Meetings should be held when everybody is present. Meeting dates should be negotiated and never decided beforehand. Meetings should be maintained regularly, input from both sides and advocate consensus rather than a referendum (Ahmad & Ghavifekr, 2017).

Transformational leadership requires everyone's involvement to embrace and feel that they own the transition.

2.7 SUMMARY

Leadership trends of principals from different backgrounds were identified and discussed with learner performance. A discussion of how each leadership style operates and, in turn, impacts learner outcomes were presented. It was established that schools running effectively were following leadership styles that encourage power-sharing. On the other hand, there was no power-sharing in most underperforming schools. The Leadership styles that were found to be mostly used by principals who were running successful schools were transformational, democratic and distributive. Transformational and distributive leadership styles were recommended for South African schools.

The extent to which these leadership trends affect learner performance was also discussed. Principals holding staff development programmes, encouraging teamwork, managing good staff relationships, and holding staff meetings where teachers' views were considered had schools with good learner outcomes. It also came to light that principals who were not holding staff development programmes and team building activities in their schools were not performing well in most cases. The implications of these leadership trends to the principal in learner performance were highlighted. The literature revealed that most underperforming schools lacked supervision of both teachers and learners through class visits and book inspections. There was also poor communication between management, staff, and parents. In light of these findings, it was interesting to find out the leadership styles in the underperforming schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aim of this study was to investigate principals' leadership trends towards the provision of quality teaching in underperforming secondary schools in the King Cetshwayo District. This chapter presents the research design and methodology followed in this study. The study investigated the leadership trends of principals in underperforming secondary schools. A detailed description of the quantitative approach using a questionnaire is presented. A detailed description of how the questionnaire was tested for reliability and validity purposes is given. The processes undertaken to distribute and collect the questionnaire from participants are outlined. The qualitative approach in interviews is also presented in this chapter. The preparation of interview questions and pre-testing them are presented. The processes that were followed in conducting the interviews with participants in the schools are also described in detail.

3.2 BACKGROUND TO THE CHOICE OF DESIGN

The research focused on establishing leadership trends of principals in underperforming schools. The leadership styles employed by principals in the underperforming schools are perceived in the study as the main factor causing the schools to not perform up to the expected standards. The mixed-methods design was chosen for the present study. Mixed methods research is an approach that can help readers make sense of the world, better comprehend the study, enhance trust in conclusions, and improve accuracy (McKim, 2017). A mixed-methods study is one in which researchers gather and analyse both quantitative and qualitative data within the same study (Shorten & Smith, 2017). There was a need for a deeper understanding of the leadership trends of principals in the underperforming schools. According to Creswell and Creswell (2017), the combination of quantitative and quantitative methods allows for a more comprehensive knowledge of challenging issues. The mixed-methods design helped this study gain a deeper understanding of the problem.

3.2.1 Research Paradigm

A pragmatic paradigm was used in this study. The pragmatist philosophy emphasises finding solutions to research problems rather than techniques (Maree, 2016). Pragmatism is simply concerned with addressing practical issues in the real world rather than assumptions about knowledge's nature (Maarouf, 2019). A pragmatic approach allows for selecting acceptable research techniques from various qualitative and quantitative methods, and pluralism is a strength of pragmatism that has numerous benefits for social justice research (Kaushik & Walsh, 2019).

3.2.2. Research Methodology

A mixed-methods research methodology was adopted in this study. The quantitative and qualitative approaches were employed to establish the leadership trends of principals in underperforming schools.

3.2.3 Research Approach

In the quantitative approach, a questionnaire is used to collect data. In the qualitative approach, interviews are used to collect data. According to Schoonenboom and Johnson (2017), mixed methods research is the type of research in which a researcher combines qualitative and quantitative approaches for breadth and depth of understanding and corroboration. The quantitative method explores a problem and provides an in-depth study, while qualitative research can provide the best answers when defining relationships. Alavi and Hąbek (2016), acknowledge that mixed methods add value to the softcore experience collected via interviews to complex data generated by questionnaires. The mixed research design gives fuller and richer information on the relationship of leadership trends and learner performance.

A mixed-methods approach was adopted in this study, as it allows participants to have a strong voice and share their experiences to give a more comprehensive view of an issue. The mixed-methods technique enables the researcher to gain a thorough and accurate understanding of the phenomenon under investigation (Almeida, 2018). The leadership styles used by principals had to be identified and show how they contribute

to learner performance. The study also needed to discover the implications of principal leadership styles. The only way to be confident of results is to use a mixed-method approach (McKim, 2017). It can assist boost confidence in conclusions by giving additional evidence while compensating for any limitations from utilising a single technique. Mixed methods research can assist answer broader issues by providing information that might otherwise be ignored (Bowen, Rose, & Pilkington, 2017). The mixed-method approach aids in the resolution of larger issues. Giving a broader and more innovative approach to research.

3.2.4 Research Design

This study adopted the explanatory sequential design. According to Maree (2016), the explanatory sequential design is the most straightforward mixed methods design. The design intends to use qualitative findings to help clarify and explain quantitative results. The outcomes of the quantitative data may give broad insights into the study topic by using the explanatory sequential mixed methods design, while the qualitative data could assist explain the quantitative results (Majuddin, Khambari, Wong, Ghazali, & Norowi, 2022). The quantitative results provide a general picture of the research problem while the qualitative results refine, explain or extend the general picture. The initial quantitative data results are discussed further using qualitative data in this design. It is termed sequential since the first quantitative phase is followed by the qualitative phase. Its goal is to comprehend data at a more thorough level by employing qualitative follow-up data to assist explain quantitative data. The word explanatory in the design name suggests that the qualitative findings help explain the quantitative results. The current situation of underperforming schools was found wanting, and the explanatory sequential strategy was adopted to find the leadership situations in the schools.

3.2.5 Instrumentation and Data Analysis Procedure

The mixed-methods approach makes use of quantitative and qualitative techniques. The quantitative data was collected using a questionnaire, and for the qualitative method, face to face interviews were conducted. In a single study, mixed methods research allows gathering and analysing both quantitative and qualitative data (Almeida, 2018). Quantitative data offers broad patterns, but qualitative data

represents experience and depth (Bowen et al., 2017). The adopted explanatory sequential design meant that quantitative and qualitative data were concurrently gathered and analysed to see if convergence, disparity, or any mix of the two.

A discussion section presents quantitative statistical data first and concludes by indicating the significance levels. The discussion was followed by qualitative quotations that validate or refute the quantitative results (Creswell & Creswell, 2017). A better understanding of the intervention's nature from stakeholders' viewpoints is fostered. The quantitative data was collected using a questionnaire. The questionnaire was administered to participants in the study sample in person after making appointments. The details of how the data was collected using the questionnaire are given in the next section.

3.3 QUANTITATIVE DATA COLLECTION

Questionnaires were used to collect quantitative data. A quantitative research method is suitable for exploring a problem, providing an in-depth study, and explaining multiple perspectives (Alavi & Hąbek, 2016). The research examined the issue of underperforming schools focussing on principal leadership trends. Questionnaires were distributed to participants to collect data for the study. The use of questionnaires allowed for a shorter administration time and evaluation of the leadership trends of principals in underperforming schools. Appointments were made with principals of the schools under study to distribute questionnaires in-person to participants. The collection of questionnaires was done in person following the dates agreed upon with the participants.

3.3.1 Population

The term population refers to the whole group of people involved in the research (Naseri, 2021). Nanjundeswaraswamy and Divakar (2021), refer to it as the target group of the study. The target group for this study were teachers from the 138 underperforming high schools in King Cetshwayo District (Appendix 8). This target group was of interest to the researcher because they would provide the data relevant to the study.

3.3.2 Sampling Procedures

The researcher obtained statistics of all the 204 high schools in the King Cetshwayo District from the district Educational Management Information System. School performance was then ranked based on the 2015 Grade 12 pass rates. Of the 204 high schools in the district, 138 had a pass rate of less than 65%. These were consequently classified as underperforming schools. According to Shava and Heystek (2019), a school is underperforming if the overall pass rate is less than 65%.

For the research to be completed within the stipulated time, it would be impossible to work with all the 138 underperforming schools. Therefore, there was a need for choosing a representative sample of schools. Conroy (2015) recommends that a representative sample be at least 10% of the population. This calculates to 13.8 (10% of 138), which was rounded up to 14 schools. The sample of 14 schools was selected from the population of 138 using simple random sampling. This is the technique of picking a sample so that all elements in the defined population have an equal and independent probability of being chosen for the sample (Mills & Gay, 2016). Each of the 138 high schools was allocated a number from 1 to 138. Every third number from the first was included in the sample.

Table 2: Number of teachers in the sample

School number	Number of Teachers
2	16
17	31
23	10
25	13
45	9
50	25
65	16
79	5
86	20
92	30
108	3
114	14
117	13
132	22
Total	227

3.3.3 Quantitative data collection instrument

A questionnaire was used to collect data from principals and teachers (Appendix 1). Questionnaires can be distributed to many people simultaneously (Bertram & Christiansen, 2014). Questionnaires explore attitudes that respondents are not entirely aware of, and a well-constructed questionnaire can reduce the bias of interviewer effects and thus increase the consistency and reliability of the results (Gray, 2013). Dörnyei and Taguchi (2009), advise that a questionnaire should take over thirty minutes for respondents to complete and not be more than four pages long. Given that the respondents were principals and teachers who were generally busy throughout the day, the questionnaire was constructed to be completed within a reasonable time limit.

The questionnaire was constructed using a Likert scale that ranged from strongly disagree to agree, with scores ranging from 1 to 5 strongly. Respondents were asked to rate how they feel about different leadership styles, the school culture and the school academic performance on a five-point scale. The first section of the questionnaire consisted of five demographic data items on gender, age, post level, qualification and experience. The second section of the questionnaire had twenty-six mixed items based on leadership trends of principals, the extent to which these styles affect learner performance and the implications. All the questions were aimed at answering the research questions.

Nine questions were aimed at answering research question one, six answered research question two, and eleven answered research question three. Most survey experts believe in starting a survey with questions that entice respondents to continue (DeCarlo, 2018). The twenty-six questions were arranged to create interest in participants to respond to all the items.

The questionnaire was pre-tested and was found reliable. An instrument to be reliable needs at least a 0.7 Cronbach index. The questionnaire for this study had a Cronbach index of 0.954. This means that the mechanism used for collecting data for this study was reliable. Validity of the instrument was tested using the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy index and the Bartlett's test of Sphericity. The KMO index must be greater than 0.5 while the Bartlett's test of Sphericity must be less than 0.05. The KMO index for this data was 0.910 and the Bartlett's test of Sphericity index was 0.000 (see Appendix 14). Both indices were in the affirmative thereby confirming validity of the instrument.

3.3.4 Quantitative Data Collection Procedure

Quantitative data was collected using a Likert scale questionnaire. Permission to conduct research was obtained from the King Cetshwayo District director and all the circuit managers of schools under the study. Copies of clearance letters from the Department of Education and the University of Zululand for permission to use teachers and principals as participants were made and presented to the principals of schools under study. Appointments were made with the principals of the underperforming

schools for interviews and the distribution of questionnaires. The purpose of the study was explained, and participants were given a consent form to complete and indicate that they were voluntarily taking part in the survey.

The questionnaire was distributed in person by the researcher driving to the schools and handing it out to the sampled participants who were willing to participate and made arrangements for suitable collection dates. Before the collection date, principals were phoned to confirm the collection date and time. The appointments were made to visit the schools in the afternoon when teachers were done with their lessons. This helped not interfere with teaching and learning time as stipulated in both clearance letters from the Department of Education and the University of Zululand.

3.3.5 Data Analysis

Bertram and Christiansen (2014), refer to statistics as procedures and rules for reducing large masses of data to manageable proportions and drawing conclusions from those data. A statistical analysis of the data was conducted using descriptive statistics as dictated by the descriptive research design. The Statistical Package for the Social Sciences (SPSS) version 26 was used as a statistical analysis tool to describe and present data and provide evidence. SPSS was used for factor analysis to test for the instrument's validity. The data collected through the questionnaires were coded and grouped into appropriate variables. The reliability of the items on the instrument was also tested. A cross-tabulation to calculate the relationship between items (chi-square) was also done using SPSS. It was also used to find measures of variability (variance, standard deviation and range), as well as calculating frequencies of variables.

3.4 QUALITATIVE METHOD

A qualitative approach is concerned with deepening understanding of a given problem by producing in-depth and illustrative information to understand the various dimensions of the problem under study (Queirós, Faria, & Almeida, 2017). Face to face interviews were used to collect data from principals, heads of departments and teachers from selected schools.

3.4.1 Sampling Procedures

A purposive sampling method was used to select participants for the interviews. According to Creswell (2012), researchers intentionally select individuals and sites to learn or understand a central phenomenon in purposive sampling. The results of Grade 12 were utilised to determine the schools with the lowest % pass rate. The 14 schools in the sample were ranked based on the 2015 Grade 12 pass rate. The total number of teachers from the 14 schools was 227 out of which four principals from the four lowest-performing schools were selected, four department heads from four other schools and two most experienced teachers from schools where the performance had not improved or declined were conveniently selected for the interviews. The two teachers were experienced in the selected schools. The table obtained from the district with underperforming schools was used to identify the schools that were not improving or declining in learner performance.

3.4.2 Data Collection Instrument

An interview schedule was used to conduct interviews with principals and teachers (Appendix 2). Bertram and Christiansen (2014) stated that interviews could be used to discover trends. The study seeks to establish the leadership trends of principals in underperforming schools concerning learner performance. The interview schedule consisted of main questions guided by the three research questions to start the discussion. The three research questions for the study were the questions used to initiate interviews.

The first question focused on finding out the leadership styles principals used in the schools. The second question looked into the effects of leadership styles on learner performance. The third question was to determine the implications of leadership style on learner outcome to the principal. Anticipated follow-up questions were given in the instrument to probe for more information on issues raised during the interview. The follow-up questions were relevant as they helped clarify issues raised during the interview.

3.4.3 Data Collection Procedure

Qualitative data was collected by interviewing four principals from the least performing schools, four Heads of Departments from four other schools and two experienced

teachers from schools that were not showing improvement in their results or declining. Permission to conduct the interviews was first obtained from the District Director and circuit managers. Appointments were made with the participants for interviews. The times that were agreed upon for the interviews did not interfere with the teaching and learning. Participants gave their consent to voluntarily agreeing to the interview. Permission was also sought with the participants to use an audio recorder before the interview. Participants were made aware that the information from the interview was confidential and was solely for the study. The interviews were recorded with permission from the participants, transcribed and analysed.

3.4.4 Qualitative Data Analysis

Participants responses to the interview questions were transcribed, and themes were identified and coded. Disassembling data entails breaking it down and organising it in useful ways. This is frequently accomplished through coding. Coding is the act of gradually converting raw data into useable data by identifying themes, concepts, or ideas that are related to one another. Coding is essentially the process through which researchers detect similarities and contrasts in data (Castleberry & Nolen, 2018). The codes, or categories, to which each notion is assigned, are then placed in context with one another to form themes. A theme indicates some level of structured response or meaning within the data set and captures something relevant about the data in respect to the research topic. The similarities and differences were also identified and were used to develop codes for interpretation. The themes revealed the leadership styles principals administered in different schools in the study. The qualitative results were applied to enhance the quantitative results; quotes from the interviews were utilised to support and contextualise the quantitative findings.

3.5 ETHICAL AND SAFETY ISSUES

The research was planned and conducted consistent with the law and the internationally and nationally acceptable standards governing research with human participants. A research proposal was submitted for approval by the University of Zululand's University Research Committee, from which written approval was issued. An agreement was entered into with participants that clarified the nature of the research and the responsibilities of each party.

A consent letter explained the purpose of the research, the expected duration of the participant's participation, the procedures to be used in the study, the participants' right to decline to participate or withdraw participation at any time, and the consequences of withdrawal given to participants. The participants were also made aware of the benefits of the research and assured of the confidentiality of the data collected. Data was reported accurately, and errors that were discovered was corrected and did not fabricate data or falsify results. When reporting research, proper citation of others' ideas and work was done to avoid plagiarism.

3.6 TRUSTWORTHINESS

Credibility, confirmability, dependability, and transferability are the recognised trustworthiness criteria in qualitative research that improve interpretations' quality (Gill, & Roulet, 2018).

3.6.1 Credibility

Credibility determines if the study findings represent credible information gathered from the original data of the participants and are a correct interpretation of the participants' original opinions (Korstjens & Moser, 2018). In this study, participants were encouraged to back up their assertions with examples throughout the interview, and follow-up questions were asked. The raw interview information was reviewed until a theory arose to explain the nature of the issue under investigation.

3.6.2 Confirmability

Confirmability is a measure of how effectively the conclusions of a study are supported by the data obtained (Kyngäs, Kääriäinen, & Elo, 2020). This component of trust is concerned with the relationship between the data and the findings. According to Gill et al. (2018), researchers should produce a trail of their resources to create their results. In the current study, the sampling technique was thoroughly explained and presented, as was the interview schedule to support conclusions with the data that was obtained effectively.

3.6.3 Dependability

Dependability is characterised as a quality assessment of the integrated processes of data gathering, data analysis, and theory creation. It is concerned with consistency from the beginning of the research to data collecting and analysis (Kyngäs et al., 2020). The current study's final report for review included tables, figures, and attachments that illustrate the categorisation procedure.

3.6.4 Transferability

Transferability refers to the ability of researchers to move their explanations or discoveries from one setting to another if there is a high level of fit (Gill et al., 2018). Ample data was collected for transferability to assist future researchers in assessing similarities and differences. The present study's electronic qualitative data will be saved, allowing other researchers to access it.

3.7 Triangulation

The qualitative results complemented the quantitative results. The one on one interview quotes were used to support and contextualise the quantitative findings which is referred to as methodological triangulation. Methodological triangulation encourages the use of several data gathering methods, which increases the trust in the study findings (Noble & Heale, 2019). The employment of numerous methodologies to get more full and thorough data on a phenomenon is referred to as methodological triangulation. The notion underlying methodological triangulation is that the convergence of numerous approaches on a single result is more powerful than just one of those ways arriving at the conclusion (Heesen, Bright, & Zucker, 2019). It entails combining approaches such as interviews and observation in order to gain a deeper understanding of a particular reality. In practise, the goal is to avoid the biases of a single-method approach (Abdalla, Oliveira, Azevedo, & Gonzalez, 2018).

3.8 SUMMARY

The background to the choice of design was presented and discussed. The research paradigm, methodology, approach and design were also presented and discussed in detail. Instrumentation and data analysis procedures were stated and explained in detail. The population, sampling procedures, data collection instruments, collection procedures, data analysis procedures for both quantitative and qualitative were stated

and discussed. Ethical and safety issues were outlined. Trustworthiness and triangulation to validate the findings were also presented and discussed.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

The aim of this study was to investigate principals' leadership trends towards the provision of quality teaching in underperforming secondary schools in the King Cetshwayo District. Chapter four presents findings and examines evidence on the leadership patterns among principals in underperforming schools in the King Cetshwayo Region. Quantitative data were evaluated using the SPSS software, while qualitative data were derived from interview transcripts to validate the discussion. Quantitative and qualitative evidence addressed the study questions. The following objectives drive the discussion and presentation:

- To explore the leadership trends of principals in underperforming schools in the King Cetshwayo District.
- To analyse the extent to which the leadership trends of principals in underperforming schools influence learner performance.
- To discover the leadership implications regarding learner performance in underperforming schools.

Quantitative data and qualitative data are presented and discussed at the same time.

4.2 DEMOGRAPHIC PROFILES OF RESPONDENTS

The questionnaires were distributed to 227 participants in the selected underperforming schools, and 183 were returned accurately completed. It was an 80.9% response rate. The 80.9 per cent response rate from the survey was considered acceptable based on the suggestion by Bryman (2016), that the response in the survey should be greater than 60 per cent of the sample size. A total of 183 fully-filled research instruments were also suitable for data processing. The demographic data focused on gender, age, post level, teaching qualification and teaching experience in the study sample. Table 3 shows the distribution of participants in the study.

Table 3: Distribution of Participants (N=183)

Demographic Variables					
Gender	Male	Female	0	0	0
	36%	64%			
Age	20-29	30-39	40-49	50-59	60+
	19.7%	23%	42.6%	12.5%	2.2%
Post level	1	2	3	Other	0
	84.7%	13.1%	1.1%	1.1%	
Qualification	Diploma	BA/BSC with PGCE	B. Ed	B. Ed Hons	Masters
	26.8%	22.4%	27.3%	19.7%	3.8%
Teaching experience	1-3 Yrs.	4-6 Yrs.	7-9 Yrs.	10+ Yrs.	0
	18%	11.5%	12%	58.5%	

4.2.1 Gender

The results show that 64% of the sample consisted of females and 36% of males. The percentages show that there were more female teachers than male teachers in the high schools in the sample. The study may not have any bias, as Budur and Demir (2019), express that when genders become equivalent schooling standards, equal information may be reflected in culture.

4.2.2 Age Groups

The age group ranging from 40 to 60 years and more were 57.3% of the participants. Age comes with maturity; these mature teachers are likely to handle learners well for effective teaching and learning, promoting learner performance. Elderly workers prioritise beneficial encounters and relationships and are thus more likely to feel pleasant feelings at work. Positive emotions, in particular, are suggested to act as an energy reservoir that encourages day-to-day work formation and, ultimately, job efficiency (Scheibe, Walter, & Zhan, 2021). The age group ranging from 20 to 29

years consisted of 19.7% of participants, and that ranging from 30 to 39 years consisted of 23% of participants. The age group ranging from 20 to 39 years includes teachers who are still young in the field and may bring energy and enthusiasm to the school. They are also probably equipped with the latest developments in the field and subject knowledge.

4.2.3 Post Level

There were 84.7% Post level 1 participants in the sample. Post level 1 are the foot soldiers, whose main duty is to teach in the classroom and constitute the biggest number in every school. They work with the learners on a day to day basis. The teaching and learning in the classroom daily with the supervision of the principal determines learner performance. The post level 2 teachers are HoDs, which consisted of 13.1% of the participants. The number of HoDs is determined by the number of departments in the school. That is why the percentage is low (13.1%), as there were only eight schools in the sample. Principals and deputy principals occupy the Post level 3 and the 'other' categories. Together these two categories constituted 2.2% of the participants. They had the smallest percentage because there is only one principal and no more than three deputy principals in each of the eight schools in the sample.

4.2.4 Qualifications

Regarding qualifications, 73.2% of participants are degree holders. It is assumed that these teachers have in-depth knowledge of the subjects they are teaching in secondary schools, which enhances learner outcomes. The standard of teachers working in a given education environment aims to produce good learning outcomes in classrooms. Training acts as a catalyst that creates a dramatic shift in the teacher, redefines the role, broadens the vision and strengthens the attributes of the teacher. Improving learners success with a professional teacher is simply because of a stronger grasp of the subject matter (Hervie & Winful, 2018). The other 26.8% of the participants held a Diploma of Education.

4.2.5 Teaching Experience

Experience is essential for effective teaching and learning, which enhances learner outcomes. Participants who had ten years and more of teaching experience were 58.5%. Teaching experience enhances effective teaching and learning, thereby improving learner outcomes. Teaching experience is positively and substantially linked to the effectiveness of learners. Teachers can promote teaching and learning more as they gain experience (Podolsky, Kini, & Darling-Hammond, 2019). Experienced teachers know how to handle and manage learners to get the best out of them. Results in the following sections were presented and discussed following the three research objectives. Questionnaire responses and interview extracts were used to present and discuss results.

4.3 ANALYSIS AND INTERPRETATION OF RESULTS

The results are presented guided by the following research objectives:

- To explore the leadership trends of principals in underperforming schools in the King Cetshwayo District.
- To analyse the extent to which the leadership trends of principals in underperforming schools influence learner performance.
- To discover the leadership implications regarding learner performance in underperforming schools.

Questionnaire responses for each item, and interview extracts were used to present and discuss each research objective. Each questionnaire item was used to form subheadings in the presentation and discussion results.

The following section presents results on the first objective; to explore the leadership trends of principals in underperforming schools in the King Cetshwayo District. The subheadings are linked to the research objective. Statements to support the qualitative results were extracted from the interviews.

4.4 PRINCIPALS' LEADERSHIP TRENDS IN UNDERPERFORMING SCHOOLS

The study focuses on the patterns in principal leadership and how they affect the selected underperforming schools. The responses identified the types of leadership that the principals in the underperforming schools use and their effects on learner outcomes. The efficiency of a school is seen in the quality of the learning outcomes. The learning outcomes, in turn, determine the effectiveness of the principal (Tan, 2018). It is the responsibility of the principal to create a climate in the school that promotes quality teaching and learning. In creating conducive environments in the school, principals employ different types of leadership. The following nine questionnaire items presented and discussed principal leadership trends in underperforming schools. The questionnaire items formed the subheadings that looked at staff relationships, leadership opportunities for teachers, parents' meetings, staff meetings, teamwork, a delegation of duties, and valuing teachers' views.

4.4.1 Staff relationships through team-building excursions

Staff relationships help build a school climate that promotes teaching and learning. One of the most influential factors on school effectiveness is teachers' enthusiasm and motivation, which enables their total commitment to teach, thereby promoting learner performance (Naicker & Mestry, 2013). The school climate influences how teachers feel and identify with the school through various activities that create strong staff connections. The principal must ensure that good staff relationships prevail in the school. Participants were asked to indicate if there were having any team-building excursions in their schools. Table 4 shows the participants' responses on promoting good relationships by principals through team-building excursions.

Table 4: Team-building excursions (N=183)

	Frequency	Percent
Strongly agree	57	31.1
Agree	78	42.6
Neutral	34	18.6
Disagree	10	5.5
Strongly disagree	4	2.2
Total	183	100

The participants who agreed that principals promote good staff relationships to promote teaching and learning were 73.8 %. This suggesting that principals do school activities that promote good staff relationships. Principals' activities to promote good staff relationships were pointed out as having a braai and going out as teachers. Transformational principals have an excellent ability to influence organisational teachers' commitment by promoting relevant values to achieve the targeted goals. (Alzoraiki et al., 2018). The principal fostered good staff relationships that reflected transformational leadership qualities. The results from the interviews indicated some of the activities that principals are doing in their schools. Based on these findings, some principals used transformational leadership to some extent.

HoD 4: Sometimes, he makes some braai for us, and on closing day we go out to thank God that things went well for us and we relax together.

There were 18.6% of the sample participants who responded with 'neutral' for this item. These were participants who were not sure about principals promoting good relationships in their schools, suggesting that these participants may not have the school's interest at heart. This could be a challenge for the principal to work with a teacher who may not be concerned with the school performance. The participants who disagreed that principals promoted good staff relationships through team building activities were 7.7%, suggesting that the principals may not be doing team building activities in some schools. The principals are failing teachers by not promoting good relationships among staff members. It revealed no teamwork in the schools where principals were not creating time and activities for the staff members to interact. It was also noted that these schools that lacked teamwork had their Grade 12 results declining. One of the teachers expressed frustration over the lack of team building activities.

Teacher 1: He tries, but I feel he could do more. ... for example team building activities which we hardly have. We are always busy at work and when school is over everyone wants to go home they are so tired and they do not want to mix with anyone else.

The results show that some teachers long for recognition and relevance in the school, and principals are affording them that recognition. A chi-square value of 9.505 was

obtained for the relationship between gender and the promotion of good staff relationships through team-building excursions to promote learning (Appendix 9). The critical value is 0.050 (df = 4; α = 0.050). This means that the calculated value is significant at the indicated confidence intervals and degree of freedom, suggesting that gender is positively associated with team building excursions promoting staff relationships.

4.4.2 Leadership opportunities for teachers

Providing leadership opportunities for teachers as principals could motivate teachers and make them feel part of the organisation, enhancing learner performance. The results of how principals provide leadership opportunities to teachers are shown in Table 5.

Table 5: Opportunities for teachers to be trained as leaders (N=183)

	Frequency	Percent
Strongly agree	26	14.2
Agree	76	41.5
Neutral	52	28.4
Disagree	26	14.2
Strongly disagree	3	1.6
Total	183	100

Results show that 55.7% of participants agreed that the principal provided opportunities for teachers to be trained as leaders. The results reveal that more than half the principals in the study provided opportunities for teachers to be trained as leaders. The interviews revealed that the SMT and teachers are being trained to be leaders in some schools, making them responsible for school performance. Teacher commitment may be enhanced, thereby improving learner outcomes. Principals look into the school's future by training teachers to run it under their guidance. This provides for a smooth transition and maintains continuity if the principal leaves the school,

therefore sustaining the school's standards. The schools where principals were delegating leadership roles improved their Grade 12 results.

Principal 1: Also, as a leader of the school I am leading people. So, I should ...make sure that I produce ... future leaders out of the teachers and members of the SMT.

28.4% of participants took a neutral stance, indicating that they were unsure about teachers' opportunities to train as leaders. It may be worrying to note that such a large percentage not being sure of what is going on in their schools. This may imply that they are not concerned with being trained as leaders. The interview mentioned the ever-changing curriculum why some teachers are no longer interested in what is happening in the school. Teachers' lack of enthusiasm in leadership positions may negatively impact the school's consistency and performance standards. Principals must develop leaders who understand the school's spirit to ensure continuity.

Principals may find it challenging to train future leaders if 28.4% neutral. In as much as it is challenging, it is the responsibility of the principals to generate interest in teachers to train as future leaders by creating a conducive climate in the school. Principals should make schools places where teachers feel part of and look forward to spending their day working. The results revealed that Grade 12 results for schools where the principals were not providing leadership opportunities for teachers declined. However, some disagree (15.8%), suggesting that some principals are not providing leadership opportunities for teachers.

The results indicated that principals are providing leadership opportunities to teachers. A chi-square value of 16.168 was obtained for the relationship between gender and opportunities for teachers to be trained as leaders (Appendix 9). The critical value is 0.003 (df = 4; α = 0.050). A chi-square value of 50.764 was obtained for the relationship between age and opportunities for teachers to be trained as leaders (Appendix 10). The critical value is 0.000 (df = 16; α = 0.050). A chi-square value of 28.264 was obtained for the relationship between teaching qualification and opportunities for teachers to be trained as leaders (Appendix 12). The critical value is 0.029 (df = 16; α = 0.050). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that gender, age and teaching qualification are positively associated with the training of teachers to be leaders.

4.4.3 Holding meetings with parents

Parent participation may be a central element in the teaching and learning process for enhancing learners' success. For schools to produce outstanding learning outcomes under challenging conditions, administrators and school representatives are expected to interact closely with communities, to ensure that family and educational environments are mutually compatible (Garza et al., 2014). Table 6 shows the participants responses to principals holding meetings with parents to discuss learner performance.

Table 6: Holding meetings with parents (N=183)

	Frequency	Percent
Strongly agree	59	32.2
Agree	84	45.9
Neutral	28	15.3
Disagree	11	6.1
Strongly disagree	1	0.5
Total	183	100

The results show that more than three quarters (78.1%) of the participants agreed that principals hold meetings with parents to discuss learner performance, suggesting that most principals involve parents as far as learner performance is concerned. One variable that plays an important role in learners' academic achievement is parental involvement (Alhosani et al., 2017). The meetings with parents have an effect on discipline in the school. Parents support is needed for positive learner performance. Results show that engaging parents help improve discipline and learner outcome to the positive learner and teacher performance. The parents are made to understand what is happening with their children and what they can do to support them. The interview results also indicated the importance of parental support.

Principal 3: If learners don't do work, we call the parents and discuss the issue. Mostly it's about the cooperation with parents. I think that is the gist of how we manage discipline in the school.

Principal 2: The parents must know why learners come to school and must also contribute on how learners must improve. When I talk to the parents as a principal, they support me.

Parents ought to be made to recognise their role in their children's academic achievement. Principals understood that they were managing discipline in their school with the assistance of parents and gaining their support for the academic success of learners. Parents support in academic and disciplinary management tends to improve learning outcomes.

However, some participants (6.6%) disagreed that principals hold meetings with parents concerning learners' academic performance. Some principals face the challenges of parents being supportive but discipline not improving. Failure to instil discipline by the principal seemed to be cost the schools a lot on the Grade 12 results as they were not looking good. The principals have to find other ways of maintaining discipline in the school if these schools are to improve learner performance.

HoD 3: If a learner misbehaves we call in parents and we invite the SGB members. Nothing is helping with the discipline.

As expressed by interview participants, some principals may not be doing enough to involve parents. The results suggest that where parents are not involved, discipline is poor. Principals should make an effort to include parents on issues related to discipline.

Teacher 2: ... the problem in our community is that the parents themselves are not all that cooperative... especially the parents of those kids who are giving us problems... Our meetings to address discipline with parents haven't been successful at all.

In some cases, principals are faced with parents who are not cooperative. Discipline in such schools is made worse in that the parents who were not cooperating are the parents of misbehaving learners. The lack of discipline in schools indicates that the teaching and learning processes are harmed, necessitating parental involvement. The findings suggest that parental support significantly impacts learners' performance. Parental participation promotes discipline, enhancing teaching and learning, resulting in better student outcomes.

A chi-square value of 31.530 was obtained for the relationship between age and holding meetings with parents to discuss learner performance by the principal (Appendix 10). The critical value is 0.012 (df = 16; α = 0.050). A chi-square value of 27.232 was obtained for the relationship between teaching qualification and holding of meetings with parents to discuss learner performance by the principal (Appendix 12). The critical value is 0.039 (df = 16; α = 0.050). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that age and teaching qualification are positively associated with holding meetings with parents to discuss learner performance by the principal.

4.4.4 Teachers' views in staff meetings

Transformational leaders encourage their followers to express themselves and contribute to the organisation's success. Power in the school does not lie with the school principal but rather in the staff meetings (Moral et al., 2018). It brings a sense of ownership and togetherness, thereby creating much-needed harmony. These attributes cultivate the oneness required for good learner performance. Table 7 shows the responses by participants on whether principals allow teachers to express their views during staff meetings or not.

Table 7: Teachers express their views during staff meetings (N=183)

	Frequency	Percent
Strongly agree	54	29.5
Agree	97	53
Neutral	22	12
Disagree	10	5.5
Total	183	100

The results in Table 7 show that 82.5% of the participants agreed that principals allow teachers to express their views during staff meetings. The findings suggest that principals in the majority of the schools in the research encouraged teachers to openly voice their opinions, thereby including them in the decision-making process. Similarly, staff development opportunities were made available to teachers, reflecting characteristics of transformational leadership in the principal.

Principal 1: I made it a point that i talk to teachers, allow them to brainstorm. What are your challenges? What are your areas of development? What is it that you think I can do to help you?

Schools where principals allowed teachers to voice their opinions freely showed significant academic progress. Within a year of the principal's arrival in one of the schools, the school changed from failing to performing.

Principal 1: When I joined the school the overall percentage for matric was 33% in 2016. Then 2017 we moved to 71%.

Teachers are the ones that are directly connected with learners in the class, and principals must consider their perspectives for them to be effective. The findings demonstrate that when teachers can express their opinions, they perform better and enhance school performance developing an atmosphere that helps teachers feel like they are a part of the school, causing them to do their tasks to the best of their ability. The teachers ' attitudes were altered through the principal's proper leadership style.

The results showed that 12% chose to be neutral, while 5.5% disagreed that they could express their views during staff meetings. The atmosphere created by the principal during staff meetings influences teacher performance and impacts learner performance. The 5.5% of the participants who disagreed could indicate that the principals in some of the schools in the study do not allow teachers to express their views during staff meetings. Not respecting other staff members' opinions may result in a hostile climate detrimental to teaching and learning.

HoD 2: When you advise that according to the department policy, we cannot run the school like this, you become a threat.

A transformational principal would be open to ideas, be approachable and build good relationships. The principal needs the commitment of teachers for the smooth running of the school and to be able to produce good results. The teachers were allowed to air their views to commit themselves and become part of the decision making process. When teachers are made to feel part of the school system, they work towards achieving set goals, thereby improving learner outcomes.

A chi-square value of 40.627 was obtained for the relationship between age and teachers being allowed to express their views during staff meetings by the principal

(Appendix 10). The critical value is 0.000 (df = 12; α = 0.050). A chi-square value of 23.082 was obtained for the relationship between teaching qualification and teachers being allowed to express their views during staff meetings by the principal (Appendix 12). The critical value is 0.027 (df = 12; α = 0.050). A chi-square value of 30.630 was obtained for the relationship between teaching experience and teachers being allowed to express their views during staff meetings by the principal (Appendix 13). The critical value is 0.000 (df = 9; α = 0.050).

This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that age, teaching qualification and teaching experience are positively associated with teachers being allowed to express their views during staff meetings by the principal.

4.4.5 Teamwork through team building workshops

Transformational leadership encourages teamwork for effective teaching and learning in schools. In the more effective schools, it is evident that teachers work more collaboratively and in teams. (Botha & Triegaardt, 2014). Table 8 shows the participants' results indicating what principals are doing to encourage teamwork in the schools under study.

Table 8: Teamwork through team building workshops (N=183)

	Frequency	Percent
Strongly agree	46	25.1
Agree	70	38.3
Neutral	47	25.7
Disagree	16	8.7
Strongly disagree	4	2.2
Total	183	100

63.4% of participants agreed that principals encourage teamwork through team building workshops. This indicates that the principals encouraged teamwork in more than half the schools under study. The results showed that there should be teamwork

among staff for effective teaching and learning to occur. In the schools that have shown steady improvement, it is evident that teachers work more collaboratively and in teams. The results have proven teamwork to be an important aspect of school effectiveness. The importance of collaboration was spelt out in the interview.

Principal 1: What I have realised is that first there should be teamwork and team spirit. ... So we shouldn't leave things hanging maybe conflicts that are unresolved. They are the ones that make schools not to perform because teachers will walk in isolation. So we are trying to do away and uproot this thing of working in isolation.

It is the responsibility of principals to bring teachers together and work as a team to improve performance. Collaboration's effectiveness was recognised in the schools where it was used. Principals who encouraged cooperation saw an improvement in learner performance.

Principal 2: For them to perform to their fullest ability, we had to work together; it was important that we work together, respect one another and with trust. These are the best ingredients to make educators improve their performance.

It is of significant concern to realize that as many as 25.7% choose to be impartial, meaning that they are not sure whether or not there is collaboration in their schools. Many concerns may be raised about what is going on in schools, such that a significant number of teachers do not want to say anything about teamwork. 10.9% of participants disagreed that teamwork is encouraged in their schools. The results are an indication that some principals were not encouraging teamwork through team building activities. Principals need to create a high morale environment for effective teaching and learning to occur, bringing a strong sense of common purpose and team effort.

Teacher 1: He tries to get everybody involved but I feel we could be having more things that we could be doing. For example, team building activities which we hardly have.

The findings revealed that teachers would embrace team-building exercises if given the option. The onus is on the school principal to begin team-building activities. A chi-square value of 37.313 was achieved for the relationship between age and teamwork through team building workshops (Appendix 10). The critical value is 0.002 (df = 16; α = 0.050). A chi-square value of 27.698 was obtained for the relationship between

teaching experience and teamwork through team building workshops (Appendix 13). The critical value is 0.006 (df = 12; α = 0.050). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that age and teaching experience are positively associated with teamwork through team building workshops.

4.4.6 Teacher involvement in teaching and learning process decisions making

Teachers play an integral role in the teaching and learning process, and for effective learning to occur, they should be part of the decision making process. A good leader should always involve teachers in decision-making, especially on the teaching and learning process. Table 9 indicates how much teachers are involved in the decision-making process concerning teaching and learning.

Table 9: Consulting teachers on teaching and learning decision making (N=183)

	Frequency	Percent
Strongly agree	44	24
Agree	94	51.4
Neutral	29	15.9
Disagree	13	7.1
Strongly disagree	3	1.6
Total	183	100

The results show that 75.4% of participants agreed that principals consult with teachers when it comes to matters regarding teaching and learning. Teachers are at the centre of the curriculum implementation and the effective implementation of the curriculum. However, it relies to a large degree on favourable working conditions. The principal must establish such good conditions, and the consultation of teachers is one of the factors that lead to the development of fair working conditions. The most significant need is to help teachers in every possible way to achieve successful learning results. Teachers, as curriculum enforcers, need to be consulted and supported for effective teaching to occur. Teachers who specialise in different subject areas better understand the resources required to teach their subjects effectively. The

principal needs to consult with teachers and address teacher performance issues in specific subject areas.

Principal 1: The teacher who major in that particular subject is an expert in the area. So I do have to sit and consult with teachers and make it a point that I support the teacher according to what is expected and not what I am expecting.

15.9% of participants chose to be neutral, and 8.7% disagreed that principals consult teachers with matters concerning teaching and learning. Getting impartial respondents indicates that they were unsure whether there was consultation with teachers about teaching and learning in their classrooms. It could not be clear that these participants were not aware of that. In the same way, including participants who disagree with the assertion means certain principals do not consult with the teachers. Failure to consult with teachers can adversely affect teachers' engagement, negatively affecting the teaching and learning process.

Consultation of teachers by principals represents a leadership style that encourages the learner's success. A chi-square value of 40.559 was obtained for the relationship between age and consultation of teachers regarding teaching and learning decisions (Appendix 10). The critical value is 0.001 ($df = 16$; $\alpha = 0.050$). This means that the calculated value is significant at the indicated confidence intervals and degree of freedom, suggesting that age is positively associated with the consultation of teachers regarding teaching and learning decisions.

4.4.7 Delegation of Duties

Delegation of duties is another crucial aspect of leadership. It may be difficult for the principal to manage everything alone as a leader. Hence the need to delegate some of the duties to some capable teachers. Principal's delegation of power is vital for an effective leader to inspire the abilities and skills of subordinates (Mwesiga & Okendo, 2018). In this study, participants were asked to indicate how the principal delegates duties in their respective schools. Their responses are shown in Table 10.

Table 10: Delegation of duties (N=183)

	Frequencies	Percent
Strongly agree	25	13.7
Agree	71	38.8
Neutral	53	29
Disagree	29	15.8
Strongly disagree	5	2.7
Total	183	100

Results in Table 10 show that 52.5% of the participants agreed that the principal considered individual interest when delegating duties, 29% chose to be neutral, while 18.5% disagreed with the notion outright. In as much as those who agreed were in the majority, the percentage is not very impressive as it is only slightly over half the study sample, leaving the neutrals and those who disagree to almost half of the participants. However, it can be concluded that the majority of the principals in the study do consider individual interest when delegating duties. Delegating teachers with responsibilities gives teachers confidence and is also a way of training them to be leaders. Tasks must be allocated according to the position one occupies in the school.

HoD 4: I check work and act as a block manager in the SMT. Learners are not supposed to loiter around we have to make sure they stay in the classrooms.

Delegation of duties may be happening in some schools, but it may be mostly to the SMT members. The number of participants who were not sure of the consideration of interest when allocating duties by the principal is relatively high (29%). It suggests that a big chunk of the teachers is not intimately involved in the allocation of duties decisions, which does not create a good working environment for the school. The working climate that the principal creates in the school plays a role in how teachers identify themselves. Allocation of duties to teachers makes part of the school climate. We do not expect participants to be not sure if responsibilities are being allocated according to interest in their schools if it is happening. Likewise, the vast number of

participants (18.5%) who disagreed with the notion shows that their principals' leadership styles are not anywhere near transformational leadership. Transformational leadership encourages leaders to distribute leadership so that everyone feels responsible for school performance and learner outcomes. Everyone will work to achieve the common goal as each feels they have a role in the school.

4.4.8 Teachers' Views

The extent to which the principal tolerates teachers' viewpoints on the school's running is very important. Leaders must look outward, seeking expertise from others, listening to and implementing their advice (Pickett, 2016). Excellent ideas can come from the staff members, shaping the school towards learner achievement. For this study, participants were asked to indicate how principals value teachers' views. The results are given in Table 11.

Table 11: Principal's valuing of teachers' views (N=183)

	Frequency	Percent
Strongly agree	37	20.2
Agree	39	37.7
Neutral	54	29.5
Disagree	16	8.7
Strongly disagree	7	3.8
Total	183	100

The results show that participants who agreed that principals value teachers' views were 57.9%, suggesting that most teachers expressed that principals considered their opinions. The findings revealed that most of the principals in the survey appreciated teachers' views. By appreciating teachers' perspectives, the principals in these schools demonstrated transformational leadership skills. Teachers felt respected in the school and became dedicated to their success. Everyone in the school was made

to feel that they were a part of the system, and as a result, they all worked together to achieve common goals. The results showed that principals must support teachers in every way possible for teaching and learning to be effective.

Principal 1: Let them report the challenges they are experiencing. From there you take it upon yourself to support them exactly from the challenges that they have. It is not all about you as a leader but is about the people you are leading. It is the interest of people you are leading so you don't have to be emotional in doing things.

As much as 29.5% of the participants were unsure since they chose neutral. The participants who disagreed were 12.5%. The Teachers who disagreed with the statement and those who chose to be neutral accounted for about 42% of the participants, showing that quite a large number of teachers felt left out in the decision-making process, and it does not point to the good leadership of the principal. These participants are not sure, although it may indicate that they are not concerned with what is going on in their schools. It could be that they do not feel attached to the school and are demotivated to the point that they are not worried about whether the principal values their views. These results show that some principals do not value the teachers' views, which may negatively contribute to school effectiveness. The leadership styles these principals are employing do not promote learner performance. If the principals do not value teachers' views, teachers may be disgruntled and negatively affect teaching and learning.

A chi-square value of 37.022 was obtained for the relationship between teaching experience and the principal's valuing of teachers' views (Appendix 13). The critical value is 0.000 (df = 12; $\alpha = 0.050$). This means that the calculated value is significant at the indicated confidence intervals and degree of freedom, suggesting that teaching experience is positively associated with valuing teachers' views by the principal.

4.4.9 Consultation on teaching and learning issues

Consultation is one of the critical issues of good leadership, and a good principal should take time to consult the teachers in the school. Teachers are the ones who spend most of the time with learners at school teaching. It could help improve the teaching and learning process if they are consulted on issues concerning teaching and

learning. Table 12 shows participants' responses on whether principals consult teachers or not.

Table 12: Consulting teachers on issues of teaching and learning (N=183)

	Frequency	Percent
Strongly agree	42	23
Agree	97	53
Neutral	36	19.7
Disagree	7	3.8
Strongly disagree	1	0.5
Total	183	100

The participants who agreed that principals consult with teachers on important teaching and learning issues were 76%. The teachers are at the centre of teaching and learning, and for the school to be successful, they have to be consulted. The results show that many of the principals (76%) in the study consulted the teachers. The principal's teaching and learning resources are crucial for good learner outcomes. The principal should acquire resources that will be used efficiently by consulting teachers. Textbooks, for example, are crucial for teaching and learning. The teachers who teach the subject are familiar with the best appropriate textbooks for their learners while covering the content in-depth. Purchasing items that will not be used might be a waste of resources.

Principal 1: One other mistake we do as managers of the school is when we buy resources without consulting the people who are going to be hands on the resources.

There are additional difficulties, such as teachers who are faced with challenges with areas in the subject they are teaching. Principals should create a work environment that encourages teachers to seek assistance whenever they feel challenged might help enhance student outcomes. People with knowledge can be sourced from outside to ensure that the academic program is not jeopardised. The successful execution of

the curriculum is heavily reliant on the principal's ability to create a favourable working climate.

HoD 4: When a teacher has got challenges in certain parts of the syllabus or chapters he tries to help the teacher by maybe asking if the teacher is not comfortable. He will first ask how he can help, some teachers may request for someone to come and help. The principal works together with the teacher in finding someone to come and help.

Principals who consulted with teachers and supported them demonstrated high levels of transformational leadership. The results showed improved learner outcomes in the schools where the principals supported teachers in their subject areas. 4.3% of participants disagreed, while 19.7% were neutrals. The core business of a school is teaching and learning. The participants who were neutral and those who disagreed could be a representation of those schools with principals who do not consult teachers with issues concerning teaching and learning. In such cases, teachers may end up being supplied with resources that they may not even use for teaching.

A chi-square value of 31.194 was obtained for the relationship between teaching experience and consultation of teachers concerning important issues of teaching and learning. (Appendix 13). The critical value is 0.002 (df = 12; $\alpha = 0.050$). This means that the calculated value is significant at the indicated confidence intervals and degree of freedom, suggesting that teaching experience is positively associated with consultation of teachers concerning important issues of teaching and learning. The following section presented results based on the second objective, examining how leadership trends influence learner performance in underperforming schools.

4.5 THE EXTENT TO WHICH LEADERSHIP TRENDS ARE INFLUENCING LEARNER PERFORMANCE

Principals have duties that they are expected to carry out for the smooth running of the school. Different leadership styles are exhibited in the process of executing these duties. When these duties are not properly executed, they negatively affect their performance. The current section looks at how leadership trends of principals in underperforming schools influence learner performance. Respondents were asked to rate principals on given aspects to establish how their leadership styles influence

learner performance in their schools. The questionnaire items used for this objective focused on; learners discipline, teacher motivation, availability of principal, teacher empowerment and school collaborations.

4.5.1 Disciplining Learners

Highly transformational principals were viewed as effective disciplinarians who focused on making learners responsible (Hauserman & Stick, 2013). Ineffective leadership directly impacts the quality of teaching and learning as teachers struggle to manage classes due to a lack of discipline. Statistics on principals helping with disciplining learners are shown in Table 13.

Table 13: Principal helps with disciplining learners (N=183)

	Frequency	Percent
Strongly agree	59	32.2
Agree	71	38.8
Neutral	47	25.7
Disagree	4	2.2
Strongly disagree	2	1.1
Total	183	100

71% of participants agreed that the principal helps with disciplining learners. The results show that in some schools in the study, the principals help with disciplining learners. Those who disagreed were only 3.3% of the participants. The neutral participants about principals helping with discipline were 25.7%, indicating a relatively high percentage of unsure participants. Some participants raised some issues during the interviews, which indicated that even though some principals are helping, some schools still have discipline problems. Factors such as drug abuse make it difficult to control the learners. The teachers are scared of these disruptive learners there, making it difficult to deliver lessons effectively. The results revealed that failure by the principal to maintain discipline in some of the schools is the most significant factor that is hindering teaching and learning.

HoD 1: They are very disruptive in class especially those who are taking drugs. We are also scared of some of the learners because it is not easy to discipline them.

The first leadership function is managing the teaching and learning programme (Tan, 2018). Managing teaching and learning includes disciplining learners, implying that if there is no discipline in the school, the principal fails to execute one of their duties. Teaching and learning cannot occur amidst disorder and disruption (Numai, 2018). The principal's failure to instil discipline in the school compromised the teaching and learning to the extent of negatively affecting learner performance.

HoD 3: If a learner misbehaves we call in parents and we invite the SGB members. Nothing is helping with the discipline.

It was noted that academic performance declined in the schools where principals failed to maintain discipline. On the other hand, the schools where principals maintained discipline showed improved learner outcomes.

A chi-square value of 12.514 was obtained for the principal's relationship between gender and disciplining of learners (Appendix 9). The critical value is 0.014 ($df = 4$; $\alpha = 0.050$). A chi-square value of 43.747 was obtained for the principal's relationship between age and disciplining of learners (Appendix 10). The critical value is 0.000 ($df = 16$; $\alpha = 0.050$). A chi-square value of 36.877 was obtained for the principal's relationship between teaching experience and disciplining of learners (Appendix 13). The critical value is 0.000 ($df = 12$; $\alpha = 0.050$). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that gender, age and teaching experience are positively associated with disciplining of learners by the principal.

4.5.2 Motivation of Teachers

Principals who motivate teachers and pay attention to their voices may help teachers experience deeper affective contact with school (Selesho & Ntisa, 2014). The motivation of teachers becomes essential for exemplary achievements in their subject areas. The principal has to motivate teachers for effective teaching and learner performance. Table 14 shows respondents' responses on the motivation of teachers by principals.

Table 14: Motivation of teachers (N=183)

	Frequency	Percent
Strongly agree	74	40.4
Agree	81	44.3
Neutral	22	12
Disagree	6	3.3
Total	183	100

84.7% of participants agreed that principals motivate the teacher to do well in their subject areas. The results showed that most of the schools in the study motivate teachers to achieve better in their respective subjects. The 84.7% of participants who agreed that principals motivate teachers were in line with those interviewed as they pointed out what the principals are doing to motivate the teachers. The results revealed that principals gave teachers awards, prizes and certificates to acknowledge their achievements and motivate them to do better in their subjects. There was an indication of academic improvement in most schools where principals acknowledged teachers and learners' achievements. Teachers' motivation by the principal through the acknowledgement of achievement helped improve learner outcomes in the schools. The extent to which the principal motivates teachers determines the effort they are likely to put, which has a bearing on learner outcomes.

HoD 4: He gives awards and prizes to the teachers like the best coming up, the best educator for the year, best achievement, best school results something like that...He invites principals from neighbouring schools to be present to motivate us

HoD 3: We are given certificates for those excelling and for getting a distinction.

Principal 3: Give awards to teachers and learners. Every term after they finish doing assessments we give them awards and call the parents as they are acknowledged. That helped a great deal.

Those participants who disagreed were 3.3%, representing the schools in the study with principals who were not motivating teachers. There were 12% of the participants who indicated neutral, meaning that they were not sure if the principals in their schools

motivate teachers or not. A chi-square value of 21.248 was obtained for the principals' relationship between age and teachers' motivation (Appendix 10). The critical value is 0.047 (df = 12; α = 0.050). A chi-square value of 22.179 was obtained for the relationship between teaching experience and teachers' motivation by principals (Appendix 13). The critical value is 0.000 (df = 12; α = 0.050). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that age and teaching experience are positively associated with the motivation of teachers by principals.

4.5.3 Principal Availability

The availability of the principal when needed in the school plays an important role in teaching and learning. There are times when principals are not in touch with what is happening in the classrooms. As a result, they cannot appreciate teachers and learners' challenges (Taole, 2013). Table 15 shows the participants' responses on the availability of principals when needed in the school.

Table 15: The principal is always available (N=183)

Output	Frequency	Percent
Strongly agree	53	29
Agree	81	44.3
Neutral	34	18.6
Disagree	11	6
Strongly disagree	4	2.2
Total	183	100

73.2% of participants agreed that the principals were available when needed in the school. The results show that most of the principals in the study were available in the schools to promote teaching and learning. There is evidence that the principals are available when needed in some schools, like when teachers face disruptive learners. The principal is just a phone call away. A successful leader must be present and show up (Pickett, 2016). The availability of the principal in the school during teaching and learning becomes very important. The principal has to assist teachers in effective lesson delivery, which leads to good learner outcomes. The extent to which the

principal is available in the school during teaching and learning may directly impact the quality of learner outcomes.

HoD 3: Firstly, with the discipline the principal tries his best because if you have a problem you would know that he will be there to assist in every way ... Let us say for example I was teaching and disturbed by the learner I may phone the principal...

However, 18.6% were neutral, and they were not sure whether the principal was available or not. These teachers (18.6%) may not see the principal's contribution even when present. Those participants who disagreed were 8.2% of the sample, indicating that there are schools in the study where principals are not available when needed. It may negatively affect the smooth running of the school, which may lead to poor learner performance. A chi-square value of 12.885 was obtained for the relationship between gender and the availability of principals when needed to promote teaching and learning (Appendix 9). The critical value is 0.012 ($df = 4$; $\alpha = 0.050$). A chi-square value of 28.649 was obtained for the relationship between age and the availability of principals when needed to promote teaching and learning (Appendix 10).

The critical value is 0.026 ($df = 16$; $\alpha = 0.050$). A chi-square value of 31.302 was obtained for the relationship between teaching qualification and the availability of principals when needed to promote teaching and learning (Appendix 12). The critical value is 0.012 ($df = 16$; $\alpha = 0.050$). A chi-square value of 31.448 was obtained for the relationship between teaching experience and the availability of principals when needed to promote teaching and learning (Appendix 13). The critical value is 0.002 ($df = 12$; $\alpha = 0.050$). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that gender, age, teaching qualification and teaching experience are positively associated with the availability of principals when needed to promote teaching and learning.

4.5.4 Empowerment of teachers through staff development workshops

When principals do class visits, they identify the strengths and weaknesses of teachers. They build on the strengths and use staff development programmes to reduce weaknesses (Day & Sammons, 2016). Teachers are empowered through staff

development workshops that address challenges they are faced with in their specific subjects. Table 16 shows participants' responses on the empowering of teachers through staff development workshops.

Table 16: Empowering teachers through staff development workshops (N=183)

	Frequency	Percent
Strongly agree	48	26.2
Agree	73	40
Neutral	38	20.8
Disagree	23	12.5
Strongly disagree	1	0.5
Total	183	100

66.2% of participants agreed that principals empower teachers through staff development workshops. The results show that more than half the principals in the study do staff development workshops to empower teachers. Teachers' challenges in different teaching areas improved their classroom effectiveness. How the principal staff develop, teachers may determine the quality of learner outcomes. The results showed that some principals were going to sourcing experts in subject areas where teachers were challenged.

Principal 1: Yes, it is also my responsibility to make it a point that I organise a general development for all teachers... It is either by outsourcing getting somebody from the department or from any centre who is good in that thing that they lack so that they can be developed.

20.8% of participants were neutral, showing quite a significant percentage of the participants who were not sure of activities and events in their school. Those who disagreed were 13% of the study sample. This shows that there could be some principals who were not holding staff development workshops.

A chi-square value of 38.207 was attained for the relationship between age and principals empowering teachers through staff development workshops (Appendix 10). The critical value is 0.001 (df = 16; α = 0.050). A chi-square value of 36.773 was

obtained for the relationship between teaching qualification and principals empowering teachers through staff development workshops (Appendix 12). The critical value is 0.002 (df = 16; α = 0.050). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that age and teaching qualification are positively associated with principals empowering teachers through staff development workshops.

4.5.5 Collaboration with other schools

Effective schools also establish close working relationships with other schools to create opportunities for teachers to improve further their skills and expertise (Pretorius, 2014). The principal's responsibility is to ensure that these working relationships with other schools are established. Table 17 shows the responses of participants on working relationships with other schools.

Table 17: Collaboration with other schools (N=183)

	Frequency	Percent
Strongly agree	41	22.4
Agree	71	38.8
Neutral	44	24
Disagree	27	14.8
Total	183	100

61.3% of participants agreed that the principal encourages school collaboration with other schools. Although the percentage is more than half, it is not convincing considering that collaboration allows teachers to improve their skills and expertise, which will improve learner performance. The results revealed that principals encouraged partnership with other schools, empowering teachers from schools faced with a lack of resources. Principals believed that teachers got empowered through collaboration with other schools as they got help in problematic areas in their subject areas and improved their skills and expertise. The Richards Bay Minerals (RBM) schools' intervention programme through the GrantLeigh High School Centre has assisted many schools, especially mathematics and science subjects. The extent to

which the principal allows for collaboration with other schools may impact the learner performance. Principals empower teachers when they collaborate with others and improve significantly in areas they battle with and become effective in their teaching, thereby enhancing learner outcomes.

Principal 2: It seems because there is lack of resources for example lack of expertise....teachers would go to GrantLeigh where RBM would take us as a school and our teachers get training workshops where they are trained. They come with the problematic areas in their subjects and they get help, they get assisted by the best teachers because GrantLeigh is the best school. We got assisted and back in our school we implement.

24% of the participants chose neutral, too big a number not to be sure if the principals in their schools were encouraging collaboration with other schools. These are most likely to be unhappy with whatever the principal is doing in the school as far as collaboration with other schools is concerned. It could indicate that the principal's leadership style was ineffective, thereby negatively contributing to the quality of learner outcome. The participants who disagreed were 14.8% of the sample, revealing that some principals were working in isolation as they were not collaborating with other schools. However, some of the school principals in the study faced challenges even though they wanted to collaborate with other schools. The principals were running schools with low enrolment hence the low number of teachers. The teaching loads in these schools were abnormal as one teacher was teaching a subject from grade eight to twelve. As much as the principals wanted to collaborate with other schools, they were not managing the teacher's establishment.

Teacher 2: ...there was a time when collaboration was tried as a school. The principal got in touch one of our neighbouring schools. We were supposed to have a situation where we will visit them to try and have team teaching with them but then our problem comes back again to say if you take two teachers to go with these students to have two subjects in matric involved in team teaching. It means the whole school is now left without two subjects from grade 8 to 11 and that on its own creates a lot of chaos so we ended up saying for the benefit of the other 4 grades we cannot manage to keep on doing this kind of team teaching with our neighbouring school because automatically it means we are leaving the school in chaos.

The principals were forced to work with what was there even though they wished to collaborate with other schools. The principals in these schools needed to develop ways that would allow them to employ the best leadership style that would help improve learner performance. The principals could, for example, reduce the number of subjects being offered in the school to not overload teachers, which creates time for them to collaborate with other schools. A chi-square value of 31.574 was obtained for the relationship between teaching qualification and principals encouraging collaboration with other schools (Appendix 12). The critical value is 0.002 (df = 12; α = 0.050). This means that the calculated value is significant at the indicated confidence intervals and degree of freedom, suggesting that teaching qualification is positively associated with principals encouraging collaboration with other schools.

4.5.6 Effective Discipline

Discipline is a very important aspect of teaching and learning if effective learning is achieved. Highly transformational principals are viewed as effective disciplinarians who focus on making learners responsible (Hauserman & Stick, 2013). Table 18 shows participants' responses on the principal's effectiveness on discipline in their schools.

Table 18: Principal is an effective disciplinarian (N=183)

	Frequency	Percent
Strongly agree	40	21.9
Agree	72	39.3
Neutral	44	24
Disagree	23	12.6
Strongly disagree	4	2.2
Total	183	100

61.2% of participants agreed that principals in their schools were effective disciplinarians. Disciplined learners help create a school climate that is conducive to learning. There is a powerful relationship between discipline and learner outcomes,

making it essential in every school. Discipline in the school becomes a priority for every principal for good learner outcomes. The extent to which the principal instilled discipline in the school may determine the quality of learner outcome. Results revealed that effective discipline enhances teaching and learner outcomes. The principals who managed discipline showed improvements in learner performance in their schools.

Principal 2: Where I taught for many years, I picked up it is very important to have a code of conduct because good results are part of discipline. The first thing for me was to draw up or set up instructions on how we are going to maintain discipline.

The participants who chose neutral were 24% of the sample, implying that they were not sure if their principals were effective disciplinarians or not, quite a significant percentage to ignore. It raises many questions about why a considerable number is not certain of their principal's effectiveness as disciplinarians. These teachers' insecurities may affect teaching and learning, influencing learners' academic performance. 14.8% of participants disagreed that their principal was an effective disciplinarian. This cohort of participants shows that there are discipline problems in some of the underperforming schools in the study.

A chi-square value of 37.204 was achieved for the relationship between age and principals being effective disciplinarians (Appendix 10). The critical value is 0.002 (df = 16; α = 0.050). A chi-square value of 23.892 was obtained for the relationship between teaching qualification and principals being effective disciplinarians (Appendix 12). The critical value is 0.021 (df = 12; α = 0.050). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that age and teaching qualification are positively associated with principals being effective disciplinarians.

The following section presented results based on the third objective, which looked at the leadership implications regarding performance in underperforming schools. The aim was to bring out what principals are doing in the underperforming schools to improve learner outcomes.

4.6 LEADERSHIP IMPLICATIONS REGARDING LEARNER PERFORMANCE IN UNDERPERFORMING SCHOOLS

The guidance and empowering of both teachers and learners lie on the principal's shoulders. As a leader, the principal motivates and supervises teachers and learners. The performance of learners is determined by the effectiveness of teaching and learning, which the principal monitors. Participants were asked to respond to aspects that principals are expected to perform to yield good learner performance. The results gave an insight into what principals in underperforming schools are doing concerning learner performance in their schools.

4.6.1 Teacher Motivation

One of the principals' responsibilities is to motivate teachers to perform better. Transformational leadership in the educational context works through inspiring the school staff to build a feeling of success that leads to enhanced learner outcomes (Alzoraiki et al., 2018). Principals need to motivate teachers as it enhances learner outcomes. Table 19 shows the results of how participants felt about teacher motivation in their schools.

Table 19: The principal motivates teachers to perform better (N=183)

	Frequency	Percent
Strongly agree	74	40.4
Agree	81	44.3
Neutral	22	12
Disagree	6	3.3
Total	183	100

84.7% of the sample agreed that principals motivate teachers to perform better. These results indicate that most principals encourage their teachers to perform better. Principals employed different activities and strategies to motivate teachers to improve, improving learner performance. The acknowledgement of the hard work by principals, even when teachers do not get distinctions, goes a long way on how they commit

themselves to teach the learners. The results showed that when principals acknowledge teachers for effort and achievement, they are motivated to perform better.

HoD 4: He gives awards and prizes to the teachers like the best coming up, the best educator for the year, best achievement, best school results something like that. He also gives certificates. He invites principals from neighbouring schools to be present to motivate us.

Respondents pointed out how it feels to be appreciated as a teacher. Teachers stated that they would go to class with a positive mind after being encouraged by the principal, and this helps improve learner performance. The results showed that teacher motivation plays a crucial role in achieving good learner outcomes.

HoD 3: He takes time to talk about the good work the teachers are doing even if you did not get a distinction. Teachers can see they are doing a good thing. He always motivates teachers even when teachers feel they are failing. He is always encouraging teachers and you go to class with a positive mind and this helps improve performance.

Those who were neutral were 12%, and those who disagreed were 3.3%. Not a big percentage combined, but it shows that there are schools where principals are not motivating teachers enough to acknowledge it. A chi-square value of 30.932 was attained for the relationship between post level and principals motivating teachers to perform better (Appendix 11). The critical value is 0.000 ($df = 9$; $\alpha = 0.050$). A chi-square value of 17.290 was obtained for the relationship between teaching experience and principals motivating teachers to perform better (Appendix 13). The critical value is 0.044 ($df = 9$; $\alpha = 0.050$). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that post level and teaching qualification are positively associated with principals encouraging collaboration with other schools.

4.6.2 Workshops for teachers

Many changes have been experienced in the South African curriculum since independence in 1994. Teachers need to be updated through workshops on current

curriculum changes for effective implementation. Table 20 shows the frequency of workshops held in the schools in the study to promote quality teaching.

Table 20: Workshops for teachers (N=183)

	Frequency	Percent
Strongly agree	43	23.5
Agree	75	41
Neutral	33	18
Disagree	31	16.9
Strongly disagree	1	0.5
Total	183	100

64.5% of participants agreed that workshops to promote quality teaching are held in their schools. Those who were not sure (neutral) were 18%. 17.4% disagreed that regular workshops promoted quality teaching of the remaining participants. The results showed that the largest percent (64.5%) of school principals held workshops to promote quality teaching. The interviews gave details of the workshops that some teachers were referring to. The department conducted those workshops to cater to all the schools. The workshops that the question referred to were organised by the principal and conducted at school to promote quality teaching. It may imply that they rarely hold school-based workshops to promote quality teaching. In as much as workshops organised by the department are essential, it is essential to have school-based workshops organised by the principal that help address challenges that teachers may be faced within the classroom.

Teacher 2: ...there are activities where we go for workshops but in most cases, these are workshops arranged by the Department. So the principal normally facilitates these workshops by providing some subsistence allowance to go and attend...

The school-based workshops give teachers a chance to find strategies and ways to improve their schools' teaching and learning. School climates and environment differ hence the need for specific methods that are suitable. A chi-square value of 10.205

was obtained for the relationship between gender and regular workshops for teachers in the school to promote the quality of teaching (Appendix 9). The critical value is 0.039 (df = 4; $\alpha = 0.050$). This means that the calculated value is significant at the indicated confidence intervals and degree of freedom, suggesting that gender is positively associated with holding regular workshops for teachers in the school to promote the quality of teaching.

4.6.3 Supervision of teachers through class visits

All the activities that take place in the classroom contribute towards learner outcomes. Therefore, the principal needs to supervise the teachers through class visits. Effective principals have established effective continuous monitoring and support systems to ensure that every teacher does what is supposed to be done every day in the classroom (Pretorius, 2014). Table 21 show the results of how frequently principals in underperforming schools supervise teachers through class visits.

Table 21: Supervision of teachers through class visits (N=183)

	Frequency	Percent
Strongly agree	26	14.2
Agree	77	42.1
Neutral	48	26.2
Disagree	26	14.2
Strongly disagree	6	3.3
Total	183	100

The results show that 56.3% of the participants agreed that principals frequently supervise teachers through class visits. Those who were not sure and chose neutral were 26.2. The remaining participants (17.5%) disagreed that principals conduct class visits frequently. The participants who agreed that the principals frequently conduct class visits were slightly above half (56.3%), which is not very impressive considering that teaching and learning mainly occur in the classroom. The supervision of teachers for proper coverage of the curriculum could play an important role in good learner

outcomes. It was concerning to hear what some interviewed participants had to say about class visits in some of the schools. Class visits by the principal to monitor teaching and learning in some schools in the study are not taking place. Teaching and learning should be the principal's priority as it is its core business. It is not reassuring to note that teachers in some schools know well that the principal will never conduct class visits, leaving a lot to be desired.

Teacher 2: In that area for what I have seen, class visits do not take place at all. ... classroom visits ... has been a complete failure.

For effective teaching and learning, teachers need to be supervised through class visits to know what is going on in the classroom. The extent to which supervision is conducted may directly impact learner outcomes. It may be challenging for the principal to hold teachers accountable for learner performance without proper supervision. A chi-square value of 18.175 was attained for the relationship between gender and supervision of teachers by principals through class visits. (Appendix 9). The critical value is 0.001 (df = 4; $\alpha = 0.050$). A chi-square value of 25.635 was achieved for the relationship between post level and supervision of teachers by principals through class visits. (Appendix 11).

The critical value is 0.012 (df = 12; $\alpha = 0.050$). A chi-square value of 27.233 was obtained for the relationship between teaching qualification and supervision of teachers by principals through class visits. (Appendix 12). The critical value is 0.001 (df = 16; $\alpha = 0.050$). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that gender, post level and teaching qualification are positively associated with supervision of teachers by principals through class visits.

4.6.4 Learners Book Inspection

Most of the work covered in the classroom is found in the learners' books. Teachers must check and supervise the quantity and quality of work given to learners during class. What happens in the classroom is at the core of education and ultimately determines the learner outcomes (Pretorius, 2014). Learners book inspection becomes a very important aspect of good learner outcomes. Table 22 show the results

of how frequently principals in underperforming schools supervise learners' work through book inspections.

Table 22: Supervision of learners' work through book inspection (N=183)

	Frequency	Percent
Strongly agree	18	9.8
Agree	53	29
Neutral	50	27.3
Disagree	50	27.3
Strongly disagree	12	6.6
Total	183	100

The participants who agreed that principals frequently supervised learners' work through book inspection were a mere 38.8% of the sample. The results showed that very few schools in the study do book inspections. It was disturbing to note that book inspection of learners was not a priority in some principals (33.9%) was too big a number considering the importance of book inspection in school achievement. The schools where principals carried out book inspections showed a great improvement in learner performance. One of the principals started at a school with a 34% pass rate, clearly making it an underperforming school. Within just a year of the principal in the school, the pass rate jumped from 34% to 74%. The principal did book inspection thoroughly. The results clearly showed that book inspection is crucial for good learner outcomes. Principals need to ensure that learners are given all the required work to the expected standard through book inspection.

Principal 3: I look at the number of days and topic and take the learners exercise books to see if indeed these activities were done.

... when I arrived the results were 34% in 2017. In 2018 we got 74% a jump from 34%.

The participants who disagreed that principals do book inspections in their schools were 33.9%. A significant number of principals (33.9%) are not doing book inspections in their schools. It is a cause for concern considering the importance of learners' book inspection in the positive academic achievement of learners. It is worrying to note that

some participants (27.3%) were not sure whether book inspections were done or not in their schools. Some details on how to book inspections were done in some schools and were given by participants during the interviews. The results revealed that principals in some schools were not frequently doing book inspections suggesting that it could be one of the reasons why the pass rates were below the required standard. It was also revealed that in some schools, the principals had teaching loads that made it difficult to inspect learners' books regularly. This could be the reason why some of these schools are underperforming.

Teacher 2: Book inspection yes that is after a long period of time in fact he has got to sacrifice some of his lessons for him to be able to do book inspection.

Let me start with 2018, we got 58% then going back 2017 again the percentage was still below the required 60%. We got 52% for our matric exams and even the previous year 2016 was not as good as it was 55%.

Some principals delegated the HoDs to supervise teachers through class visits and learners through book inspections, yet they had full teaching loads, making it difficult to do proper supervision. The results in these schools were not good hence their classification as underperforming schools.

HoD 1: I must say it is difficult as language teacher I am teaching grade 11 and they are 240. It is my work that have to do and my deputy principal have to monitor my work and I have to monitor my teachers work. It is kind of difficult that is why sometimes you find out that you do not do the proper monitoring of teachers work because I have also my load that I am supposed to carry.

...we are underperforming. Like last year (2018), we were at 62% percent which was not good.

The results show that a critical factor of learner outcome is not being effectively implemented by some principals, which the poor results may reflect. The principals who properly supervised both teachers and learners showed great academic improvements. A chi-square value of 30.353 was obtained for the relationship between age and the principal's frequent supervision of learners' work through book inspection. (Appendix 10). The critical value is 0.016 (df = 16; α = 0.050). A chi-square value of 32.233 was obtained for the relationship between teaching qualification and the principal's frequent supervision of learners' work through book inspection. (Appendix

12). The critical value is 0.009 (df = 16; $\alpha = 0.050$). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that age and teaching qualification are positively associated with the principal's frequent supervision of learners' work through book inspection.

4.6.5 Appreciation of teachers' efforts

Appreciation of teachers' effort could motivate a principal's effective teaching and positive learner outcomes. Table 23 shows the results of what participants think about what principals are doing in their schools to show appreciation for their effort.

Table 23: Appreciation of teachers' efforts (N=183)

	Frequency	Percent
Strongly agree	59	32.2
Agree	75	41
Neutral	35	19.1
Disagree	11	6
Strongly disagree	3	1.6
Total	183	100

The results show that 73.2% of the participants agreed that principals in their schools make them feel proud to be part of the school by appreciating their efforts. This percentage shows that most of the principals in the study appreciated the teachers in their schools and made them proud to be part of the school, thereby promoting teaching and learning. The promotion of teaching and learning by the principal enhances learner outcomes. A principal started Olympiads in the school to facilitate the learning culture and create interest in learners, making it easier for teachers to teach self-motivated learners. The principals gave teachers and learners awards to appreciate their efforts.

Principal 3: We started the Olympiads, the rewards to just promote the culture of teaching as well as learning. Give awards to teachers and learners.

Results revealed that some principals gave certificates to a teacher for excelling. The more the teachers are appreciated, the more they are likely to commit themselves to do their work, improving learner performance.

HoD 3: We are given certificates for those excelling, for getting a distinction. Teachers in the schools where principals show appreciation of the teachers' effort are given awards and certificates. Those teachers who excel in their areas and also get distinctions are awarded for the effort.

The other participants (19.1%) were unsure as they chose neutral. The remaining participants (2.2%) disagreed that principals in their schools appreciated them and made them proud to be part of the school. These responses by participants indicated that some principals were not showing appreciation for teachers' efforts. Teaching may be negatively affected, thereby affecting leading to poor learner outcomes. A chi-square value of 32.857 was obtained for the relationship between age and principal, making teachers proud to be part of the school by appreciating them (Appendix 10). The critical value is 0.008 ($df = 16$; $\alpha = 0.050$). A chi-square value of 37.326 was obtained for the relationship between teaching qualification and principal making teachers proud to be part of the school by appreciating them (Appendix 12).

The critical value is 0.002 ($df = 16$; $\alpha = 0.050$). A chi-square value of 26.669 was obtained for the relationship between teaching experience and principal making teachers proud to be part of the school by appreciating them (Appendix 13). The critical value is 0.003 ($df = 12$; $\alpha = 0.050$). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that age, teaching qualification and teaching experience are positively associated with principal making teachers proud to be part of the school by appreciating them.

4.6.6 Teachers studying for professional growth

The professional growth of teachers may help them gain in-depth knowledge of the areas they are teaching. The gaining of knowledge by teachers is expected to enhance their teaching, thereby improving learner performance. Table 24 shows how much principals encourage teachers to study for professional growth.

Table 24: Teachers studying for professional growth (N=183)

	Frequency	Percent
Strongly agree	45	24.6
Agree	79	43.2
Neutral	42	23
Disagree	13	7.1
Strongly disagree	4	2.2
Total	183	100

The results show that 67.8% of participants agreed that principals encourage teachers to study for professional growth in their schools. Part of the participants (23%) chose neutral to indicate that they were not sure whether principals in their schools were encouraging teachers to study for professional growth or not. The remaining participants (9.3%) disagreed that such encouragement took place in their schools. Most participants (67.8%) agreed that principals encouraged teachers to study for professional growth to enhance teaching and learning. However, some participants felt that the principals were clueless about their duties, making it difficult to encourage teachers to study for professional growth.

HoD 2: To some extend there is that lack especially in the management part of the school, of knowing what is expected of me as a principal.

Professional growth of teachers may promote quality teaching and good learner outcome. A chi-square value of 42.624 was obtained for the relationship between age and principal encouraging teachers to study for professional growth (Appendix 10). The critical value is 0.000 (df = 16; α = 0.050). A chi-square value of 39.521 was obtained for the relationship between post level and principal encouraging teachers to study for professional growth (Appendix 11). The critical value is 0.000 (df = 12; α = 0.050). A chi-square value of 38.428 was obtained for the relationship between teaching qualification and principal encouraging teachers to study for professional growth (Appendix 12). The critical value is 0.001 (df = 16; α = 0.050).

A chi-square value of 30.419 was obtained for the relationship between teaching experience and principal encouraging teachers to study for professional growth (Appendix 13). The critical value is 0.002 (df = 12; $\alpha = 0.050$). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that age, post level, teaching qualification and teaching experience are positively associated with and principal encouraging teachers to study for professional growth.

4.6.7 The Principal is Approachable

As leaders, principals are expected to be approachable people. The principal, as a leader, must connect with everyone and gain everyone's trust (Ward, 2013). For the principal to connect and gain confidence means that they are approachable. Table 25 shows the results of how participants felt about their principals being approachable people.

Table 25: The principal is approachable (N=183)

	Frequency	Percent
Strongly agree	79	43.2
Agree	56	30.6
Neutral	39	21.3
Disagree	7	3.8
Strongly disagree	2	1.1
Total	183	100

78.9% of participants agreed that their principal was approachable. Some principals in the schools were approachable as teachers could easily call them and respond at any given point during school time. It makes it easier for teachers to quickly resolve problems arising during teaching and learning, allowing them to teach. The availability of the principal avoided time-wasting and maximised teaching time benefit the learners and enhances learner performance.

HoD 3: Let us say for example I was teaching and disturbed by the learner I may phone the principal or address the learner and continue teaching...

In some schools, teachers were supported in every way possible, including personal problems. Teachers can talk to the principal about their problems, showing that they are approachable. The importance of principals being approachable is that they get to know their teachers well, thereby enhancing staff relationships. Relationships can only be created through interaction, and interaction means being approachable, which will help build school climates that strive for learner success

HoD 4: I can say he is supportive. He is a person you can talk to even when you have personal problems.

Participants who were not sure (neutral) were 21.3%. Those who disputed that their principles should be addressed were 4.4% of the sample. These participants also revealed that there are principals in some of the schools under research that are not open. The circumstance can establish an environment where contact is limited, thus hindering the school's effectiveness.

A chi-square value of 195.647 was obtained for the relationship between post level and principals being approachable (Appendix 11). The critical value is 0.000 (df = 12; $\alpha = 0.050$). A chi-square value of 32.763 was obtained for the relationship between teaching qualification and principals being approachable (Appendix 12). The critical value is 0.008 (df = 16; $\alpha = 0.050$). A chi-square value of 24.426 was obtained for the relationship between teaching experience and principals being approachable (Appendix 13). The critical value is 0.018 (df = 12; $\alpha = 0.050$). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that post level, teaching qualification and teaching experience are positively associated with approachable principals.

4.6.8 Encouraging teachers to be creative

Encouraging teachers to be creative may help bring the best out of learners during teaching and learning, enhancing learner outcomes. Table 26 shows the result of what participants had to say about the encouragement of teachers by principals to be creative in their teaching.

Table 26: The principal encourages teachers to be creative (N=183)

	Frequency	Percent
Strongly agree	43	23.5
Agree	88	48.1
Neutral	36	19.7
Disagree	13	7.1
Strongly disagree	3	1.6
Total	183	100

The results show that 71.6% of the participants were encouraged to be creative by their principals. Those who chose neutral were 19.7%, indicating that they were not sure about their principals encouraging them to be creative or not. The remaining participants (8.7) disagreed, meaning their principals were not encouraging them to be creative. The results showed that most principals encouraged their teachers to be creative when teaching. However, the interview results revealed that some principals face challenges beyond their control when being creative. Overloaded teachers may find it challenging to be creative as they may be battling to meet the minimum requirements. As much as the principal and the teachers may be willing to be creative, the working conditions beyond their control may not allow them.

Teacher 2: ... everyone in the school has got such an abnormal load where you teach across the board.

Another problem that is facing the school is that the teachers are overloaded. Once they are overloaded like that to try and jumble their work with all the requirements the expectations sometimes become more than we can provide.

Some of the factors hindering school performance are beyond the school principals. Factors such as the overloading of teachers may make it difficult for principals to apply some strategies that may help improve school performance. A chi-square value of 17.786 was obtained for the relationship between gender and principal encouraging teachers to be creative when teaching (Appendix 9). The critical value is 0.001 (df = 4; $\alpha = 0.050$). A chi-square value of 22.445 was obtained for the relationship between

post level and principal encouraging teachers to be creative when teaching (Appendix 11). The critical value is 0.033 (df = 12; $\alpha = 0.050$). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that gender and post level are positively associated with principal encouraging teachers to be creative when teaching.

4.6.9 Valuing teachers in the school

The valuing of teachers in the school is an aspect considered in the study as important in the teaching and learning process. When teachers are valued, they are expected to become dedicated, thereby enhancing learner outcomes. Table 27 shows participants' responses on principals respecting teachers in their schools.

Table 27: The principal makes teachers feel valued (N=183)

	Frequency	Percent
Strongly agree	54	29.5
Agree	76	41.5
Neutral	35	19.1
Disagree	13	7.1
Strongly disagree	5	2.7
Total	183	100

71% of participants agreed that principals value teachers in their schools. The HoD, as delegated by the principal, makes sure that teachers enjoy being at school. When teachers feel comfortable and happy at school, they are likely to do their best, which benefits the learners' academic performance.

HoD 2: As an HoD you have to ensure that the teachers feel comfortable at school and enjoy being at school.

The results show that some principals treat teachers fairly and equally. Principals treat teachers with love, thereby creating an environment that enhances teaching and

learning, promoting learner performance. The valuing of teachers by principals would help create an environment in which teachers are happy and comfortable working.

Principal 1: ...I have to just make sure that I am neutral, I don't take sides, I love them all. Loving them and showing that love helps a lot.

Of these participants, 19.1% chose neutral to indicate that they were unsure if principals valued teachers in their schools. Those who disagreed were 9.8%, indicating that some principals in the study made teachers feel not valued in their schools.

A chi-square value of 32.232 was obtained for the relationship between teaching experience and principal making teachers feel valued in the school (Appendix 13). The critical value is 0.001 (df = 12; $\alpha = 0.050$). This means that the calculated value is significant at the indicated confidence intervals and degree of freedom, suggesting that teaching experience is positively associated with principal making teachers feel valued in the school.

4.6.10 Communication

Communication is very important in a school for effective teaching and learning. Communication in a school can be in staff meetings, workshops or supervision. Table 28 shows participants' responses on how effective principals in their schools communicate.

Table 28: The principal communicates with teachers effectively (N=183)

	Frequency	Percent
Strongly agree	49	26.8
Agree	86	47
Neutral	38	20.8
Disagree	8	4.4
Strongly disagree	2	1.1
Total	183	100

73.8% of participants agreed that the principal communicates effectively. Results revealed that some principals shared information every morning to ensure everyone was up to date on any new developments. Principals gave teachers a chance to ask and clarify issues that may not be clear. Communicating and moving forward together helps everyone stay focused on achieving set goals. Principals who kept in touch with teachers made them stay in line and remain focused.

HoD 1: The principal in the morning before we start the day, we have the information sharing session. She may observe that the teachers are not obeying the bells where they are supposed to go to class they go late or they leave the class before the bell rings. The principal will say what the teachers are doing wrong and ask teachers to do the right thing. If it continues the principal will call individuals to the office.

The ones who were not sure (neutral) were 20.8% of the sample. The remaining participants (5.5%) disagreed that their principal communicated effectively. The indication here was that while communication is very important in the smooth running of the school, some principals were not communicating with teachers effectively.

A chi-square value of 33.038 was obtained for the relationship between age and principal communicating with teachers effectively (Appendix 10). The critical value is 0.007 (df = 16; α = 0.050). A chi-square value of 21.077 was obtained for the relationship between post level and principal communicating with teachers effectively (Appendix 11). The critical value is 0.049 (df = 12; α = 0.050).

A chi-square value of 35.424 was obtained for the relationship between teaching qualification and principal communicating with teachers effectively (Appendix 12). The critical value is 0.003 (df = 16; α = 0.050). A chi-square value of 39.709 was obtained for the relationship between teaching experience and the principal communicating with teachers effectively (Appendix 13). The critical value is 0.000 (df = 12; α = 0.050). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that age, post level, teaching qualification and teaching experience are positively associated with principal making teachers feel valued in the school.

4.6.11 Teacher Retention

The study considered teacher retention as an aspect that plays a role in effective schools and good learner outcomes. Retention of teachers have the effect of allowing continuous progress of teaching and learning and also help maintain set standards. Table 29 shows what participants think about principals making teachers want to stay in their schools.

Table 29: The principal makes teachers want to stay in the school

	Frequency	Percent
Strongly agree	41	22.4
Agree	62	33.9
Neutral	50	27.3
Disagree	21	11.5
Strongly disagree	9	4.9
Total	183	100

The results show that 56.3% of the participants agreed that principals make teachers want to stay in their schools. The participants who agreed were just over half (56.3), meaning that just above half of schools in the study had principals who made teachers want to stay in the school. The interviews revealed that some principals were trying to retain their teachers. Principals need to create environments that would make the teachers want to stay. In some schools, the principal delegated the HoDs to ensure that teachers were happy to gain their commitment. Retention of teachers may help with continuity and, in turn, may also help promote learner performance. The principals who managed to retain teachers in their schools had the benefits of working with experienced teachers and, at the same time, maintaining good relationships among teachers. The principals managed to create school climates that promoted learner outcomes.

HoD 2: As an HoD you have to ensure that the teachers feel comfortable at school and enjoy being at school.

The participants who were not sure (neutral) were 27.3. Those who disagreed that principals make teachers want to stay in the school were 16.4%. Those who chose neutral (27.3%) were a concerning number considering that teacher retention may contribute positively to good learner outcomes. The ones who disagreed (16.4%) indicate that some principals in some schools in the study may not be concerned about teacher retention even though it may help in continuity, thereby enhancing learner outcomes.

A chi-square value of 30.131 was obtained for the relationship between age and principal, making teachers want to stay in the schools (Appendix 10). The critical value is 0.017 (df = 16; α = 0.050). A chi-square value of 34.164 was obtained for the relationship between teaching experience and principal making teachers want to stay in the schools (Appendix 13). The critical value is 0.001 (df = 12; α = 0.050). This means that the calculated values are significant at the indicated confidence intervals and degree of freedom, suggesting that age and teaching experience are positively associated with principal making teachers want to stay in the schools.

4.7 SUMMARY

The results reveal a significant relationship between leadership trends of principals and learner performance in the underperforming schools. Findings show that results are either not improving or declining in schools where principals do not supervise teaching and learning through class visits and book inspections. The other factors such as team building workshops and staff development excursion in the schools showed teaching and learning improves and learner performance. The results also revealed that principals who maintain discipline show improvements in learner performance in their schools. Furthermore, findings revealed that parents' involvement in learners' academic performance helped maintain discipline and improve learner performance.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The aim of this study was to investigate principals' leadership trends towards the provision of quality teaching in underperforming secondary schools in the King Cetshwayo District. This chapter deals with a summary of the study. The study's findings are discussed and compared to previous findings of similar studies. Limitations to the study are also identified. Recommendations are made based on the findings and the limitations. The discussion gives rise to avenues for future research which are suggested.

5.2 SUMMARY OF STUDY

The aims used to guide the study are highlighted, and the results based on these aims are presented briefly.

5.2.1 Aims of the Study

This study was based on the following aims:

- To explore the leadership trends of principals in underperforming schools in the King Cetshwayo District.
- To analyse the extent to which the leadership trends of principals in underperforming schools influence learner performance.
- To discover the leadership implications regarding learner performance in underperforming schools.

5.2.2 Results of the Study

The results revealed that leadership trends of principals affected learner performance. The demographic variables, gender, age, post level, teaching qualification and teaching experience were associated with principal leadership styles that may help improve learner performance. The participants in the study sample indicated that

aspects were lacking concerning leadership in the schools, which led to poor learner outcomes. The principals who exhibited strong leadership qualities turned from underperforming to performing schools.

5.3 FINDINGS

The findings are presented according to the aims in the order presented in 5.2.1.

5.3.1 Findings regarding the leadership trends of principals in underperforming schools in the King Cetshwayo District

A critical finding of the study is that leadership styles impact learner performance. Findings have shown that leadership style was a contributing factor to learner outcome. The results showed that principals organised team-building excursions for their teachers. Staff relationships help build a school climate that promotes teaching and learning. The finding aligns with Ahmad and Dilshad (2016), who found that successful and effective school leaders can develop and foster positive relationships and encourage teachers to make extra efforts in their work. However, some teachers displayed frustration due to the lack of activities and excursions on the part of the principal. This negatively impacted the learner outcome as the schools were still not performing.

5.3.1.1 Leadership Opportunities

Findings revealed that principals were providing teachers with leadership opportunities, although it was not good enough considering its impact on teaching and learning. Smith and Squires (2016), found that a leader does not decrease his power by empowering others; instead, he can increase it. The results showed that the principals in the study were not doing enough to broaden their power by empowering teachers, thereby promoting learner outcomes. This is in line with (Garza et al., 2014), who also found that training teachers as potential leaders will assist with a seamless transition in the principal leaving school. This may mitigate the interruption of teaching and learning by retaining the success expectations of the school.

5.3.1.2 Meetings with parents

The results showed that principals held meetings with parents to discuss learner performance. These results concur with Alhosani et al. (2017), who found that parental involvement plays a vital role in learners' academic achievement. The schools with principals engaging with parents are doing well; however, there are schools in the study whose principals were finding it challenging to engage parents. Such schools with parents who are not cooperative were found to have discipline issues and not perform up to standard. The results also showed that principals allowed teachers to express their views during staff meetings, creating a sense of ownership and togetherness. The climate in the schools promoted teaching and learning. Moral et al. (2018), also found that power in the school does not lie with the school principal but rather in the staff meetings.

5.3.1.3 Team building workshops

Findings revealed that principals organised team building workshops in their schools to promote teaching and learning. The schools where teamwork was being promoted showed great academic improvements. These results align with Botha and Triegaardt (2014), who also found that in more effective schools, teachers work more collaboratively and in teams. However, it was evident that the learner outcomes remained poor in those schools where teamwork was not encouraged. Regarding the involvement of teachers in teaching and learning decisions, the results showed that principals consulted with teachers. Engaging teachers, seeking their suggestions and taking their advice is likely to improve their efficiency, positively influencing learner outcomes. Naicker et al. (2016), observe that a high degree of consultation made teachers deepen their investment in the school and inspired them to deliver positive results.

5.3.1.4 Delegation of duties

The results on principals considering individual interest when delegating duties were not good enough, although it would make teachers feel respected and aware that their capacity is essential. As observed by Mwesiga and Okendo (2018), a delegation of authority is essential for a successful leader in motivating the talents and abilities of

subordinates. The results showed a gap in teachers' motivation through the delegation of duties by the principal. Findings revealed that principals were not convincingly valuing the teachers' voices. Not valuing teachers' voices may negatively affect teaching and learning, resulting in poor learner outcomes. Good leaders were found by Pickett (2016), to be leaders who look outward seeking expertise from others, listening to and implement their advice. The poor performance of learners could result from principals running a one-person show in the schools instead of working together with the teachers. The results showed that principals consulted with teachers on important teaching and learning issues, helping them make informed decisions.

5.3.2 Findings regarding the extent to which the leadership trends of principals in underperforming schools influence learner performance

The extent to which leadership affects learner performance was measured using discipline, teacher motivation, principal availability, teacher empowerment, and collaboration with other schools. Findings reveal that most principals were helping in maintaining discipline in the schools. However, there were some schools where discipline was a problem that strain teachers as they sometimes dealt with learners taking drugs. In some instances, schools have tried to engage school governing bodies and parents, but it was not helping. The results showed a lack of discipline in some schools, and teachers were battling to deliver lessons. The same results were obtained by Mapaire (2016), who found that to a very large degree, the lack of discipline and self-discipline among teachers and high school learners in South African schools has likely contributed to the continuity of unsuccessful teaching and learning and, in addition, the perpetuation of poor pass rates. The schools where discipline is lacking were declining in academic performance, while those managing discipline showed academic improvement.

5.3.2.1 Motivation of teachers

The results showed that principals were motivating their teachers by giving them awards and certificates to acknowledge their efforts. The teachers were appreciated being acknowledged, and they were making an effort to live up to standard. This is in line with Ahmad and Dilshad (2016), who found that a better understanding of

motivational leadership styles needs to be created to achieve optimal employee job efficiency.

5.3.2.2 Principal availability

A considerable number of the principals in the study were available in the schools to promote teaching and learning. When teachers needed them, they were there to assist especially disruptive learners. These results are similar to Halverson et al. (2014), who found that influential school leaders engage in visible educational leadership activities, such as learning walks or classroom visits, and leaders engage in the professional development activities they design.

5.3.2.3 Empowerment of teachers

The results showed that principals were moderately doing the empowerment of teachers through staff development workshops in the schools. Staff development workshops help identify strengths and weaknesses among teachers. Principals can then address challenges faced by the teachers, thereby improving their effectiveness in the classroom. The results are in line with Smith and Squires (2016), who found that effective leaders focus on improving the capacity of their teachers to build more desirable working environments through staff development. Principals in the study may not be doing enough to create desirable working environments, as indicated by the not so good results. These are areas that were maybe lacking in the underperforming schools.

5.3.2.4 Collaboration with other schools

Findings revealed that principals moderately encourage collaboration with other schools. Some schools lack resources and expertise, and they benefit greatly by collaborating with well-resourced schools with high-performing teachers. Similar results were obtained by Pretorius (2014), who found that successful schools often develop strong working partnerships with other schools to provide opportunities for teachers to enhance their skills and abilities further. However, some schools longed to collaborate with performing schools but could not because their schools were small

and had few teachers who could not afford to work with others as it would bring the whole school to a standstill. Some principals may want to employ leadership styles that may benefit the schools, but they are limited by the environment they find themselves working in.

5.3.3 Findings with regards to leadership implications regarding learner performance in underperforming schools

The aim focuses on finding ways that principals can improve learner outcomes in underperforming schools. As school leaders in these underperforming schools, the principals have to turn these schools into performing schools.

5.3.3.1 Motivation

The results showed that principals motivated teachers to perform better in their subject areas. Principals gave teachers prizes and invited other principals to attend the prize-giving ceremonies. Results showed that principals showed appreciation to their teachers by giving them awards and performance certificates. Findings also reveal that principals in other schools took time to talk with teachers about the good work that they were doing. Lambersky (2016), also found that successful principals showed professional appreciation for teacher capacity and acknowledged teacher engagement correctly.

5.3.3.2 Workshops

Findings reveal that workshops for teachers were being moderately done in the schools. Workshops empower teachers by providing teachers with solutions to challenges that they may be faced with in doing their work, especially with teaching content. Teachers might not be able to teach effectively if workshops were not held to find solutions to challenges they are faced with when teaching. The results are similar to Halverson et al. (2014), who found that leaders in successful schools design workshops and professional development sessions and use new media to create opportunities for teachers to learn on their own time. Most of the teachers only attend

workshops conducted by the department for several schools. The school-based seemed not to be that popular in some schools.

5.3.3.3 Supervision of teachers

Results showed that the supervision of teachers was not being done effectively. Learner outcomes are a reflection of what goes on in the classroom. The supervision of teachers becomes ineffective integral leadership in the school. Findings reveal that in some schools it is not done at all. School effectiveness may be negatively affected hence the poor learner outcomes. The results align with Shava and Heystek (2019), who found that the principals made a class tour in schools that have progressed from underperforming to positive progress. The results are also consistent with Pretorius (2014), who found that successful schools have developed effective mechanisms of constant supervision and help to ensure that teachers do what they are expected to do every day. Class visits help the principal track the job coverage of teachers to verify whether lessons are delivered as expected. Lack of teacher supervision could be one of the major setbacks in the underperforming schools.

5.3.3.4 Supervision of learners

Findings reveal that book inspection by the principal is not done in most schools in the study. Inspecting learners' books inform the principal of the quality and quantity of work. The principal keeps track of learners' work to supervise the teachers and make sure that they cover the syllabus as stated in their work plans. Learners books mirror all that takes place in the classroom. Principals' lack of leadership, particularly the lack of book inspection, could be the major reason schools are not performing to the expected standard. This is in line with Pretorius (2014), who found that one of the reasons leading to under-performing schools is the lack of leadership offered by principals, particularly the lack of inspection of learners' work. The schools where book inspections were being done effectively showed that the once underperforming schools had improved their learner outcomes.

5.3.3.5 Teacher professional growth

Principals were also encouraging teachers to study for professional growth. The teaching and learning process is enhanced as teachers get more knowledge in their areas as they study further. Similar results were obtained by Goddard et al. (2017), who found that principals of effective schools found innovative approaches to involve teachers in professional development. Professional growth help improve teacher ability and, in turn, enhances learner performance.

5.3.3.6 Approachable Principals

Findings showed that principals were approachable, enabling communication between the teachers and the principal. Teachers found it easy to ask the principal for help for effective teaching. Smith and Squires (2016), also found that highly effective leaders prioritise good contact and allow teachers to participate in courageous conversations about their jobs. An inviting climate where teachers are happy to spend their time is created, positively influencing teaching and learning. These results suggest that when principals are approachable, teaching and learning improve and, in turn, learner outcomes.

Results showed that principals encouraged teachers to be creative. However, there were some cases where teachers were overloaded and could barely meet the minimum requirements. This is in line with Smith and Squires (2016), who found that leaders who promoted creative thinking and offered successful tools for their teachers to grow and evolve improved learner outcomes.

5.3.3.7 Communication

Findings revealed that principals communicated with teachers effectively. Morning briefings and information sharing sessions were held in the schools to keep teachers informed. However, teachers in schools where communication was poor expressed frustration. The same observation was made by Daniëls et al. (2019), that the schools where good communication influenced the environment and community, leading to the preservation of the school mission. The mission of every school includes producing the best results. Results showed that principals valued teachers in their schools.

Teachers were treated fairly and treated with respect; hence they felt valued. Valuing teachers was also of paramount importance by Smith and Squires (2016), who found that if teachers are not noticed, there was a feeling of resentment, frustration and tension, which produced a hostile environment.

5.3.3.8 Teacher Retention

Findings reveal that principals were not doing much to retain teachers in their schools. The retention of teachers helps maintain good relationships and retention of experienced teachers. Woods and Martin (2016), found that a school environment where teachers and learners are respected throughout the system acted as an incentive to give their best, improving learner outcomes. On the same note Ward (2013) found that the principals who associated with everyone and earned everyone's trust made staff members of the school proud to be part of a popular movement.

5.4 LIMITATIONS

The study was limited to leadership styles in underperforming schools only. The results could have been enhanced if other aspects besides leadership styles could have been explored. Leadership styles practised in performing schools could have been explored and compared to those employed in underperforming schools. Some principals had only been in the school for a short time, and they could not say much about what was taking place before they came into the school. The interviewing of Heads of Departments helped to understand some of the leading trends in the schools where the principals were relatively new. Getting to know how the leadership was over five years could give a clear picture of how leadership could be affecting learner outcomes in the schools.

5.5 RECOMMENDATIONS

The results showed that leadership in schools needs attention. The government needs to make principal leadership a priority to end underperforming schools. It is recommended that the department of education establish principal training programmes to prepare principals for their roles in the schools. Furthermore, principals

also need staff development programmes to keep them updated with curriculum changes. The findings revealed that no clear criteria were used for the appointment of principals. It is suggested that clear guidelines be adhered to when appointing principals. Qualifications and experience need to be considered when appointing principals. The results showed that most principals in the underperforming schools had not stayed there for long, implying that there could be high principal turnover in the schools. It is proposed that the government develop policies that enable principals to stay in one school long enough to implement changes and bring stability to the institutions. There is a need for continuity and teamwork for schools to produce good results hence the need to keep the principals for more extended periods in one school to build teams and fulfil their visions.

The issue of overloaded principals and teachers needs to be addressed to bring stability to the schools and operate effectively. The findings revealed that some principals and HoDs could not conduct class visits and do book inspections because they do not have the time as they are overloaded. The teacher-learner ratio needs to be addressed primarily in schools with low enrolment. The current situation on teacher-learner ratio is disadvantaging the low enrolment schools as the teachers are overloaded, cannot do team teaching, and find it challenging to collaborate with other schools due to the limited number of teachers. It was discovered that there is a policy on repeating and promoting learners, leading to learners over the age of twenty still in high school and difficult to control. Perhaps the government can put an age restriction in regular schools to avoid having adults learn together with children. The adults could also be catered to by providing special learning centres. The study results developed an improvement model for the underperforming schools shown in Figure 1.

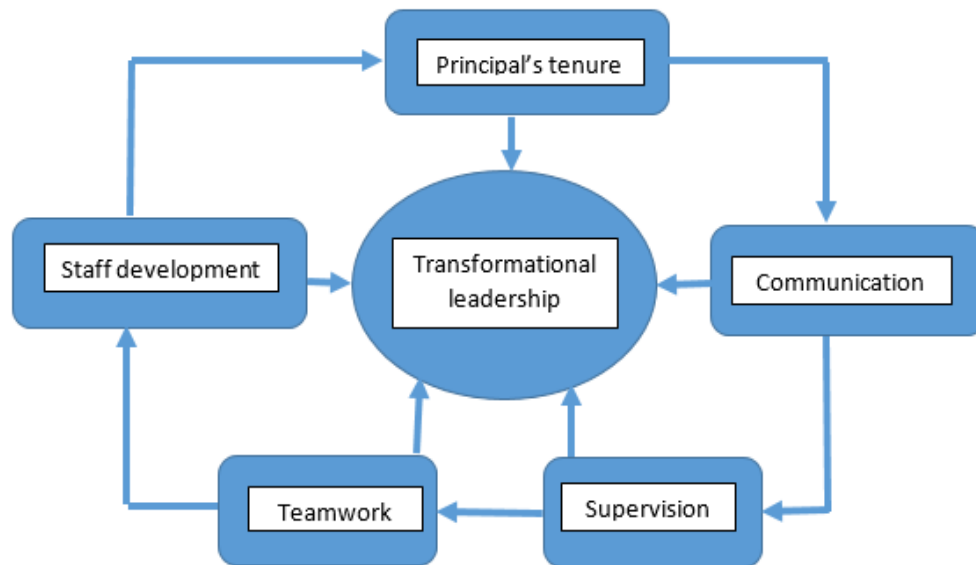


Figure 1: Leadership trends model

5.5.1 Principal's Tenure

The five-year fixed contract allows principals to roll out their visions over five years. The principal will get a chance to implement changes and evaluate their impact on the school system in the five years. Building an effective team of staff requires time to be achievable.

5.5.2 Supervision

Supervision of teachers through class visits and inspection of learners' books is critical for improved learner performance. The schools where supervision was thoroughly done were improving learner performance. The school's core business is teaching and learning, which is reflected in the results produced by the school. Constantly monitoring what is happening in the classroom is likely to improve the school's quality of results.

5.5.3 Teamwork

Teamwork proved to be a crucial factor as it was revealed that schools where teamwork was encouraged showed improvement in learner performance. Principals should prioritise promoting teamwork among staff members through team-building excursions.

5.5.4 Staff Development

Staff development is a factor that has proved to be necessary if good learner outcomes are to be achieved. School-based staff development workshops for different subjects help teachers stay abreast with current developments. Teachers are afforded a chance to get help in challenging areas in their subject areas, thereby improving their effectiveness.

5.5.5 Communication

Communication was essential in supervision, teamwork and even staff development. The first thing that needs to be communicated is the school vision. All the other factors fall into place guided by the vision. Targets may be set for the school to achieve the projected vision. These targets have to be conveyed to staff members and emphasised. Some participants in the study who chose to be neutral in their responses could result from a lack of communication. If there is proper communication in the schools, there is no way some participants will not know what is going on in their schools.

5.6 AVENUES FOR FUTURE RESEARCH

As long as there are still underperforming schools, there is a need to find out the causes and find ways. The study only focused on how leadership trends in underperforming schools impact learner performance. Leadership trends may not be the only factor causing schools to underperform. Other factors need to be investigated to resolve the issue of underperforming schools. Future studies could include:

- What performing schools are doing to be effectiveness.
- Principal qualification and experience in underperforming schools.
- The period principals need to make improvements in underperforming schools.
- Challenges faced with principals in underperforming schools.
- What it takes to rise from an underperforming school to a performing one.

Some schools are performing in the same environment as underperforming schools. There is a need to find out what these schools are doing to perform. The findings can be applied to improve the performance of those underperforming schools. The principal's qualification and experience may play a vital role in turning around schools to performing schools. The other factor that may hinder school performance could be the time principals are given in underperforming schools to turn them around to performing schools. It may be helpful to find out how much time do principals require in order for them to improve learner performance. Principals in different schools face different challenges that may hinder them from producing good learner outcomes. Finding out the challenges and finding solutions may help these schools improve learner performance. Some schools were underperforming, but they have since turned around and produced good results. The changes brought into the school to turn it around may also help schools still battling to improve learner performance.

5.7 SUMMARY

Leadership plays a positive role in promoting learner performance. There are roles that some principals were taking for granted, yet they were things that mattered when it comes to promoting learner performance. Principals responsibilities such as class visits and book inspections were not being done effectively in the underperforming schools. Schools where class visits and book inspections were being achieved meritoriously boasted significantly raised learner outcomes. In light of this, if class visits and book inspections are done correctly, they may help improve learner performance in the underperforming schools. It is also believed that the training and retraining of principals are essential for effective school leadership. Giving clear guidelines on the appointment of principals could help appoint efficient leaders especially considering the academic qualifications and experience.

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APPENDICES

APPENDIX 1: Leadership Style Questionnaire

Please indicate by placing an X in the appropriate category

1. Gender:

Male	1
Female	2

2. My age:

20 to 29 years	1
30 to 39 years	2
40 to 49 years	3
50 to 59 years	4
60 years and older	5

3. Post level:

1	1
2	2
3	3
Other (State)	4

4. Teaching qualification:

Diploma in Education	1
BA/BSC with PGCE	2
B.Ed.	3
B.Ed. Hns	4
Masters	5
Ph.D.	6

5. Experience in years:

1 to 3 years	1
4 to 6 years	2
7 to 9 years	3
10 years and more	4

On the following 5-point scale, indicate the degree to which each of the following serve as a factor for school pass rate by placing an X in the appropriate box that applies to you.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The principal as an academic leader instils pride in teachers to perform better	1	2	3	4	5
Principal provide assistance	1	2	3	4	5
Principal has strong sense of purpose to encourage teachers	1	2	3	4	5
Principal gives direction on how to achieve the set goals	1	2	3	4	5
Principal as a leader encourages and motivates staff members to achieve better results	1	2	3	4	5
Good school climate is linked to how the principal leads	1	2	3	4	5
Good staff relations depend on the leadership trends of the principal	1	2	3	4	5
Regular meetings are held in the school	1	2	3	4	5
Principal is transparent in all their activities	1	2	3	4	5
Principal provide opportunities for teacher leadership	1	2	3	4	5
Teachers are isolated in lesson planning	1	2	3	4	5
Insufficient delivery of learner and teacher support material	1	2	3	4	5
Principal encourages parental support and cooperation	1	2	3	4	5
There are a lot irregular daily disruptions in the school	1	2	3	4	5
There is democracy and sharing of leadership at all levels	1	2	3	4	5
There is team work in the school as encouraged by the school principal	1	2	3	4	5

Principal avoid getting involved when important issues arise	1	2	3	4	5
Principal is absent when needed by teachers	1	2	3	4	5
Principal talk optimistically about the future of the school	1	2	3	4	5
Principal wait for things to go wrong before taking action	1	2	3	4	5
Principal avoid making decisions with the help of other teachers	1	2	3	4	5
Frequent internal supervision of teachers work is encouraged by the principal	1	2	3	4	5
Frequent internal supervision of learners work is encouraged by the school principal	1	2	3	4	5
Principal shows teachers how to look at problems from new angles	1	2	3	4	5
Teachers observe each other teach and give feedback	1	2	3	4	5
Our school established working relationships with other schools	1	2	3	4	5
Principal speaks enthusiastically about school goals	1	2	3	4	5
Teachers have confidence in the principal	1	2	3	4	5
Principal makes teachers feel proud to be part of the school	1	2	3	4	5

APPENDIX 2: Interview Schedule

Research questions

1. How are the leadership trends of principals affecting the identified underperforming schools in the King Cetshwayo District?
2. To what extent do the leadership trends of principals in the underperforming schools influence learner performance?
3. What are the leadership implications regarding learners' performance in underperforming schools?

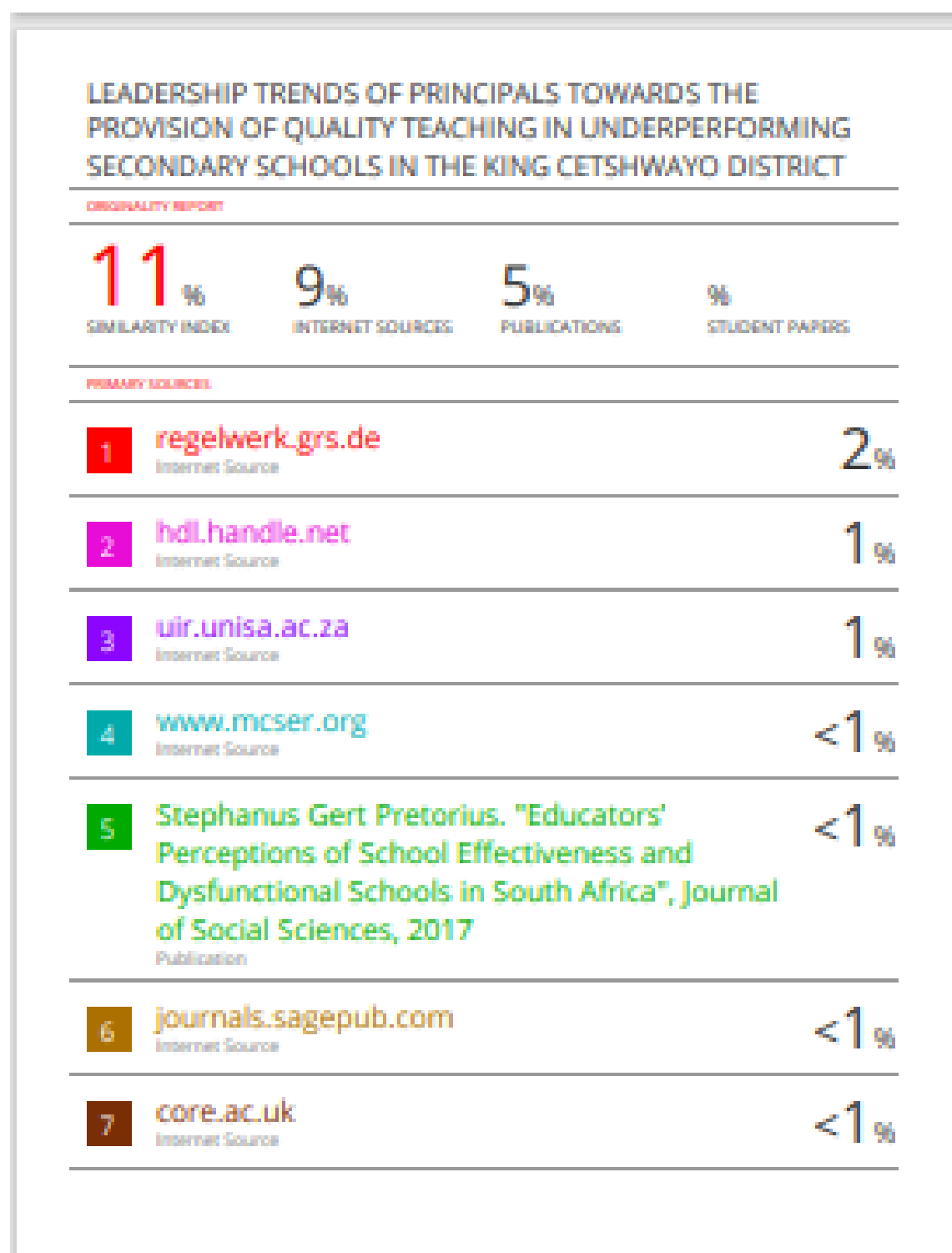
INTERVIEW QUESTIONS FOR INDIVIDUAL PRINCIPALS

1. Please kindly tell me about your job as the principal of the school.
2. How do you judge the performance of your school over the past few years? What do you think accounts for this level of performance?
3. What are the main issues limiting the effectiveness of this school and the academic performance of learners?
4. Did you make any changes when you first came to this school? Why was that? Have these changes been effective?
5. What strategies are you using this year to make your school more effective? What is your focus for the year?

INTERVIEW QUESTIONS FOR TEACHERS

1. Please kindly tell me about your work as a teacher in this school.
2. How do you judge the performance of your learners over the past few years and what accounts for this level of performance? *What factors limit the academic achievement of your learners?*
3. What do you think your principal is doing so that you work together as a unit to improve the quality of teaching and learning?
4. What role does the principal of the school play in improving working relations with the staff members?
5. How does the principal encourage teachers to improve the performance of learners? In what ways has the school's working relations changed since he/she became the principal as influenced by the leadership trends exhibited by the principal?
6. Do you have any suggestions for improving the school's performance guided by the school principal?

APPENDIX 3: Turnitin Similarities Report



APPENDIX 4: Language Editor's Certificate



Editors Certificate

This certifies that the proposal titled:

**LEADERSHIP TRENDS OF PRINCIPALS TOWARDS THE PROVISION OF
QUALITY TEACHING IN UNDERPERFORMING SECONDARY SCHOOLS IN THE
KING CETSHWAYO DISTRICT**

Commissioned to us by:

ZVIEDZO CHIBISA

University of Zululand

201100895

Has been edited for the following:

- English language: grammar, punctuation, vocabulary enhancement, sentence structure, phrasing and spelling, syntax, paraphrasing and summarising
- Alignment and Coherence
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Mrs Deshnee Chetty-Sherief

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APPENDIX 5: Permission to Conduct Research in KZN DOE Institutions



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

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Ref.: 2/4/8/7178

Mrs Z. Chibisa
P.O. Box 10423
MEERENSEE
3901

Dear Mrs Chibisa

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE RELATIONSHIP BETWEEN LEADERSHIP STYLES AND TEACHER MOTIVATION:"**, 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 **21st October 2021 to 30th September 2023**.
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 Phindile Duma at the contact numbers above.
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.

Dr M.J.B. Mthembu
Acting Head of Department: Education
Date: 21st October 2021

GROWING KWAZULU-NATAL TOGETHER

APPENDIX 6: Ethical Clearance Certificate

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



RESEARCH & INNOVATION

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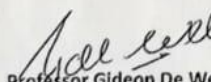
ETHICAL CLEARANCE CERTIFICATE

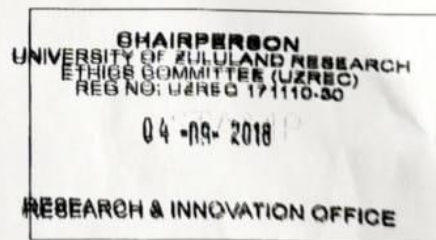
Certificate Number	UZREC 171110-030 PGD 2018/230					
Project Title	LEADERSHIP TRENDS OF PRINCIPALS TOWARDS PROVIOIS OF QUALITY TEACHING IN POOR PERFORMING SECONDARY SCHOOLS IN KING CETSHWAYO DISTRICT					
Principal Researcher/ Investigator	Z Chibiza					
Supervisor and Co-supervisor	Prof AP Kutame			Dr IS Kapueja		
Department	Educational Foundations and Management					
Faculty	Education					
Type of Risk	Medium Risk– Data Collection -Desktop					
Nature of Project	Honours/4 th Year		Master's		Doctoral	x 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 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-30 August 2019]
 - (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
30 August 2018



APPENDIX 7: Consent Letter

ANNEXURE A: PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION (Participant)

Project Title: Leadership trends of principals towards provision of quality teaching in underperforming secondary schools in the King Cetshwayo district. Chibisa Zviedzo *from* the Department of Educational Foundations and Management, 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 trends of principals towards provision of quality teaching in underperforming secondary schools in the 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.
 - By participating in this research project I will be contributing towards establishing the leadership trends by principals in underperforming schools and determine the extent to which these practices contribute to low learner performance in these schools in the King Cetshwayo District in order to establish how learner performance in these schools may be improved through change of the leadership styles of principals.
3. I will participate in the project by Completing a questionnaire and by answering oral questions during interview where the interview will be recorded by means of a data recorder.
4. 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.
5. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
6. There may be risks associated with my participation in the project. I am aware that
 - a. the following risks are associated with my participation: (issues of confidentiality).
 - b. the following steps have been taken to prevent the risks: No name will be written on the questionnaire.
 - c. there is a 0% chance of the risk materialising

7. The researcher intends publishing the research results in the form of **journal articles**. 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.
8. I will receive feedback in the form of results regarding the results obtained during the study.
9. Any further questions that I might have concerning the research or my participation will be answered by Chibisa Zviedzo 201100895.
10. By signing this informed consent declaration, I am not waiving any legal claims, rights or remedies.
11. 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

APPENDIX 8: Underperforming High Schools in King Cetshwayo District

School No.	Number of Teachers	YEARLY % PASS RATE				
		2015	2016	2017	2018	2019
1	19	35.1	38.0	71.1	58.5	75.0
2	16	49.4	88.5	80.0	88.4	83.3
3	18	34.9	56.5	59.5	24.3	25
4	6	30.2	18.8	50.0	70	75
5	8	23.8	56.3	83.0	73.3	82.7
6	8	13.0	10.0	50.0		
7	29	50.0	76.9	80.0	58.3	100
8	14	43.3	53.1	59.7	79.5	75.6
9	4	18.8	47.6	82.1	44.8	71.4
10	11	32.8	57.7	97.4	95.1	95.4
11	5	52.5	36.5	70.9	81.9	79.7
12	22	62.5	60.2	78.3	73.3	74.7
13	8			50.0	31.6	21.7
14	29	26.8	46.5	64.5	32.0	81.5
15	20	52.7	53.8	48.4	54.3	100
16	17	46.5	51.3	68.9	75.8	92.0
17	31	22.6	30.8	28.1	40.0	76.5
18	3	40.3	29.4	53.5	91.7	65.2
19	14	27.6	46.7	83.3		57.1
20	15	62.5	57.9	52.8	29.3	100
21	13	32.9	37.0	46.0	40.7	61.9
22	5	31.6	76.1	84.6	62.2	80.4
23	10	40.0	95.2	87.5	95.5	68.8
24	22	17.6	14.3	30.4	60.0	41.2
25	13	41.0	77.4	65.5	52.9	88.2
26	7	41.2	48.4	58.1	35.6	65.6
27	5	37.1	48.8	43.8	15.8	37.5
28	17	44.0	44.5	76.3	75.6	69.4
29	31	37.5	46.7	47.4	27.3	59.1
30	12	17.6	19.5	10.7	40.0	33.3
31	5	55.2	55.6	73.3	78.9	36.1
32	7	40.4	48.6	71.7	85.7	56.4
33	43	44.6	72.8	70.9	78.9	82.6
34	18	36.0	44.8	41.8	50.0	65.2
35	18	59.9	69.2	59.7	81.8	62.1
36	18	50.0	57.7	59.5	33.3	50.0
37	5	13.5	46.2	36.4	79.4	76.9
38	13	53.1	77.4	80.3	74.5	80.9
39	19	12.2	46.3	51.5	85.7	81.5
40	18			53.3	44.8	54.7

41	13	29.8	54.5	64.4	66.3	89.2
42	31	52.7	66.9	82.0	84.5	76.7
43	8	25.0	39.1	15.9	18.2	70.0
44	8	61.2	58.9	94.3	56.3	85.9
45	9	52.9	50.0	64.1	63.9	58.1
46	15	64.8	62.7	92.8	63.9	64.8
47	22	50.5	37.8	57.1	45.5	59.3
48	12	31.8	55.9	87.1	91.7	73.1
49	5	25.0	6.7	66.7	50.0	20.0
50	25	50.0	53.2	68.6	60.4	83.2
51	2	0.0	20.8	20.0	12.5	58.3
52	20	34.8	54.4	73.1	95.3	78.7
53	2	39.0	32.7	65.9	46.6	65.2
54	13	20.0	55.4	49.2	66.3	74.3
55	12	52.8	50.0	76.6	83.7	78.6
56	6	2.6	33.3	18.5	17.1	41.7
57	5	59.0	48.8	59.1	76.9	66.2
58	20	18.0	49.3	60.3	53.3	87.9
59	15	58.2	66.4	64.4	86.4	86.4
60	16	24.1	13.5	52.0	96.0	100
61	5	20.8	23.1	75.0	50.0	65.0
62	8	26.4	23.1	51.7	100	85.7
63	18	18.2	65.4	70.0	58.1	67.5
64	26	54.4	76.6	57.5	90.6	87.5
65	16	14.9	53.0	73.2	63.5	82.6
66	18	24.5	37.3	100.0	90.9	96.3
67	12	54.2	70.8	85.0	72.2	91.2
68	6	45.5	66.7	76.6	66.7	80.0
69	23	33.9	26.3	56.6	74.4	77.3
70	13	29.0	16.4	58.5	73.3	72.9
71	13	44.2	25.3	40.9	71.9	77.8
72	6	19.0	27.3	46.7	27.8	39.1
73	5	47.8	43.9	96.4	92.5	94.1
74	10	21.7	35.0	51.6	69.2	62.8
75	12	41.7	46.2	68.1	82.7	89.4
76	5	46.0	58.3	55.7	67.4	85.2
77	14	64.9	78.5	84.4	87.3	98.2
78	14		81.8	50.0	100	100
79	5	26.7	32.7	71.7	62.1	45.9
80	15	30.0	66.0	75.0	92.9	82.1
81	0	54.3	80.6	58.4	94.4	80.8
82	13	47.5	37.6	40.4	57.4	76.5
83	10	54.8	51.0	65.8	77.1	85.2
84	10	17.2	16.7	28.6	50.0	96.2
85	10	39.5	53.3	54.1	58.7	65.2

86	20	47.2	73.9	83.9	87.9	92.1
87	11	60.0	54.2	53.8	69.2	55.6
88	7	47.9	83.9	32.1	85.7	95.5
89	8	30.2	41.5	60.6	72.2	62.5
90	10	35.7	44.6	51.2	67.6	90.0
91	14	37.3	27.8	29.8	33.3	53.3
92	30	61.7	84.6	75.7	96.6	100
93	14	21.7	27.9	45.8	30.8	66.7
94	5	34.5	46.7	66.7	75.0	100
95	5	60.3	64.9	81.3	87.5	83.8
96	13	41.5	44.4	43.6	96.6	86.8
97	17	12.5	15.4	30.8	30.0	76.9
98	5			6.7	25.0	30.8
99	5	41.5	37.8	60.9	62.0	77.1
100	16	40.9	57.1	75.5	82.3	42.4
101	20	4.4	48.3	60.9	88.5	34.2
102	30	62.3	34.3	60.4	67.9	72.1
103	24	11.8	31.3	62.1	100	66.7
104	5	33.3	81.8	70.0	91.7	88.9
105	5	19.0	12.5	47.1	66.7	0.0
106	5	46.2	47.1	60.8	50.7	87.8
107	9		16.7	42.9	60.0	100
108	3	29.6	35.3	74.5	76.2	76.4
109	9	51.7	69.2	53.2	53.5	72.4
110	26	35.7	48.0	50.0	83.3	83.3
111	5	30.0	44.4	43.5	46.2	45.5
112	12	3.6	8.3	9.5	100	100
113	5	11.4	53.1	60.9	80.6	82.2
114	14	55.6	53.0	42.4	77.3	62.1
115	8	34.6	79.0	89.7	87.9	97.1
116	10	52.7	64.2	75.0	60.3	82.7
117	13		56.5	39.1	23.1	51.1
118	24	22.5	32.3	57.1	59.1	42.5
119	8	38.1	62.5	42.9	83.3	50.0
120	4	20.8	81.8	72.7	42.9	69.6
121	7	60.0	59.4	61.5	81.5	95.0
122	17	61.5	60.6	67.8	93.0	83.3
123	22	55.7	65.1	70.5	84.6	74.7
124	3	31.3	14.7	100.0	83.3	50.0
125	23	26.0	53.5	73.2	56.8	72.3
126	5	41.1	77.0	87.0	73.6	85.7
127	5	21.6	64.5	70.6	52.0	82.6
128	5	47.5	66.1	55.4	50.0	56.1
129	5	55.0	56.4	85.0	47.4	50.0
130	19	33.3	73.3	46.7	100	62.5

131	7	43.9	51.1	92.9	88.4	92.0
132	22	23.8	51.1	77.8	79.3	100
133	12	50.0	12.5	30.8	0	100
134	18	25.0	60.6	57.1	100	100
135	7	38.5	62.7	42.9	83.3	70.4
136	18	11.4	16.0	100.0	90.3	68.4
137	15	2.3	8.8	27.9	66.7	68.8
138	8	25.0	15.6	25.0	47.8	6.7

APPENDIX 9: Calculated χ^2 for Gender

ITEM	Calculated Chi-square value	Significant level
Principal helps with disciplining learners	12.514	0.014
The principal promotes good staff relationships through team building excursions for them to do well in class in promoting learning	9.505	0.050
Regular workshops for teachers are held in the school to promote quality of teaching	10.205	0.037
Principals provide opportunities for teacher to be trained as leaders	16.168	0.003
The Principal is always available when needed to promote teaching and learning	12.885	0.012
The Principal frequently supervises teachers through class visits	18.175	0.001
The principal is approachable	9.431	0.051
The principal encourages teachers to be creative when teaching	17.786	0.001

APPENDIX 10: Calculated χ^2 for Age

ITEM	Calculated Chi-square value	Significant level
Principal helps with disciplining learners	43.747	0.000
Principal motivates teachers achieve better results in their subjects	21.248	0.047
Principals provide opportunities for teacher to be trained as leaders	50.764	0.000
The principal holds meetings with parents to discuss learner performance	31.530	0.012
The principal allows teachers to express their views during staff meetings	40.627	0.000
The principal encourages teamwork through team building workshops	37.313	0.002
The Principal is always available when needed to promote teaching and learning	28.648	0.026
The Principal makes decisions regarding teaching and learning in consultation with the teachers	40.559	0.001
The Principal frequently supervise learners' work through book inspection	30.353	0.016
The Principal empowers teachers through staff development workshops	38.207	0.001
The principal makes teachers feel proud to be part of the school by appreciating their efforts	32.857	0.008
The principal encourages teachers to study for professional growth	42.624	0.000
The principal is an effective disciplinarian	37.204	0.002
The principal communicates with teachers effectively	33.038	0.007
The principal makes teachers want to stay in the school	30.131	0.017

APPENDIX 11: Calculated χ^2 for Post Level

ITEMS	Calculated Chi-square value	Significant level
The principal motivates teachers to perform better	30.932	0.000
The Principal frequently supervises teachers through class visits	25.635	0.001
The principal encourages teachers to study for professional growth	39.521	0.000
The principal is approachable	195.647	0.000
The principal encourages teachers to be creative when teaching	22.445	0.033
The principal communicates with teachers effectively	21.077	0.049

APPENDIX 12: Calculated χ^2 for Teaching Experience

ITEMS	Calculated Chi-square value	Significant level
Principals provide opportunities for teacher to be trained as leaders	28.264	0.029
The principal holds meetings with parents to discuss learner performance	27.232	0.039
The principal allows teachers to express their views during staff meetings	23.082	0.027
The Principal is always available when needed to promote teaching and learning	31.302	0.012
The Principal frequently supervises teachers through class visits	27.233	0.039
The Principal frequently supervise learners' work through book inspection	32.233	0.009
The Principal empowers teachers through staff development workshops	36.773	0.002
The Principal encourages school to collaborate with other schools	31.574	0.002
The principal makes teachers feel proud to be part of the school by appreciating their efforts	37.326	0.002
The principal encourages teachers to study for professional growth	38.428	0.001
The principal is approachable	32.763	008
The principal communicates with teachers effectively	35.424	0.003

APPENDIX 13: Calculated χ^2 for Teaching Qualification

ITEMS	Calculated Chi-square value	Significant level
The principal motivates teachers to perform better	17.290	0.044
Principal helps with disciplining learners	36.877	0.000
Principal motivates teachers achieve better results in their subjects	22.179	0.008
The principal allows teachers to express their views during staff meetings	30.630	0.000
The principal encourages teamwork through team building workshops	27.698	0.006
The Principal is always available when needed to promote teaching and learning	31.448	0.002
The principal makes teachers feel proud to be part of the school by appreciating their efforts	29.669	0.003
The principal encourages teachers to study for professional growth	30.419	0.002
The principal value the views of teachers	37.022	0.000
The principal is an effective disciplinarian	23.892	0.021
The principal is approachable	24.426	0.018
The principal consult with teachers in important issues of teaching and learning	31.194	0.002
The principal makes teachers feel valued in the school	32.232	0.001
The principal communicates with teachers effectively	39.709	0.000
The principal makes teachers want to stay in the school	34.164	0.001

APPENDIX 14: Reliability and Validity tests

Reliability test

Reliability Statistics		
Cronbach's Alpha Based on Standardized Items		
Cronbach's Alpha		N of Items
.954	.955	26

Validity test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.910
Bartlett's Test of Sphericity	Approx. Chi-Square	3532.279
	df	325
	Sig.	.000