

**THE INSTRUCTIONAL LEADERSHIP ROLE
OF SCHOOL PRINCIPALS**

By

SIMO DUNCAN CASTRO ZULU

**J.S.T.C. (ADAMS COLLEGE), S.E.D. (VISTA UNIV.), F.D.E.(RAU),
B.TECH: EDUCATIONAL MANAGEMENT (PRETORIA TECHNIKON),
B.E.D (UNIZULU)**

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DEDICATION

I dedicate this work to:-

1. All the people in South Africa who are working tirelessly and selflessly in improving the quality of life of the people through education.
2. My late parents, Gertrude and Sipho Zulu, my late grandparents, Esther and Absolom Zulu.

A handwritten signature in black ink, appearing to read 'S. D. Castro Zulu', written over a horizontal line.

SIMO DUNCAN CASTRO ZULU

ABSTRACT

The research examined the instructional leadership role of school principals in the Lower Tugela Circuit of the I-lembe District in KwaZulu-Natal.

The study made use of questionnaires to determine whether principals perform their responsibilities effectively as instructional leaders.

On the basis of the views from respondents, the study concludes that principals in the areas researched are perceived as performing their duties as instructional leaders in such areas as school supervision and facilitating curriculum development.

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CHAPTER 1

1. ORIENTATION

1.1 INTRODUCTION

Since the inception of the new democratic order in South Africa in 1994, the government has introduced many policies in education such as the South African Schools Act, Act No.84 of 1996, the Employment of Educators Act, Act No.66 of 1995. These new policies have changed the task and role of the principal as an educational leader.

The South African Schools Act, Act No.84 of 1996, put the task of a principal in a central position in the process of evolving effective school leadership. Subject to this act and any applicable provincial law, professional leadership^{is} a public school must be undertaken by the principal. This means that as much as principal can delegate some of his/her management tasks to his subordinates, he/she cannot delegate his responsibilities of leadership in the organisation of instructional and educational administration.

The task of an educational leader in South Africa and elsewhere has undergone a radical change. The principal has to look at various leadership tasks he/she has to perform in his/her school such as to see that there is a school policy for staff development, which should help the school to fulfil its aims. Bamard (1938:47) argues that the more the principal understands his school management task, in the context of change, the more effective he would be as an agent of the transformation process in education.

The quality of education has come under scrutiny and the performance of school principals in school management and leadership is now subjected to

public scrutiny. As a result the need for accountability in school leadership has arisen. Fullan, Miles and Taylor (1978:91) contend that without the adequate leadership of principals, performance of schools will suffer. Therefore the principal has to provide sound leadership for the success and effectiveness of his/her school. It is therefore worth researching how principals deal with leadership challenges, particularly instructional leadership in schools.

1.2 STATEMENT OF THE PROBLEM

Duke (1987) argues that the principal as the instructional leader should work with other educators to develop a common vision of excellence in teaching. Together with his teaching colleagues the principal should also have the knowledge and skills to translate that vision to reality.

The introduction of Outcomes Based Education (OBE) as the new curriculum in South Africa in 1997 has brought about mixed feelings among the principals as instructional leaders. The principals had to lead and manage educators with little or no training in OBE. As instructional leaders, principals seem to experience problems in guiding and enabling educators to teach.

The principals' job has seldom been without problems. The personal experience of the researcher as principal, and also the articles published in various publications such as "The Teacher (May 1997:7) indicates the concerns the principals have about the lack of training regarding their roles in the implementation of OBE curriculum.

Therefore monitoring and evaluating the instructional performance of educators to ensure that teaching and learning takes place seems to be problematic for principals. Principals are expected to provide leadership in re-skilling of educators so that effective teaching takes place in accordance with

the philosophy and principles of OBE. Quality education is supported and informed by effective school management practices. Increased learner performance, quality teaching and learning and a healthy school environment rely strongly on good leadership plans and practices.

1.3 OPERATIONAL DEFINITIONS

The following definitions of key concepts are given:-

1.3.1 INSTRUCTIONAL LEADERSHIP

Liu (1984:8) defines instructional leadership as follows:- it is the type of leadership, which is made up of direct or indirect behaviours that significantly affect educator's instruction and, as a result, student learning. It also implies identifying directions and sharing goals and persuading educators to work towards them by the principal in a school.

Instructional leadership is about guiding and inspiring the educators in putting their school curriculum into practice and improving it. It ensures that there is a culture of teaching and learning in the school because it is a path to good learning and teaching. Therefore an instructional leader is responsible for the overall direction and goals of the school. All the above definitions are relevant to the study and will thus be used to discuss the instructional leadership role of school principals.

1.3.2 SUPERVISION

Supervision is an act by the principal of managing, overseeing and giving direction to educators. According to Rossouw (1990:59) supervision is the key to the principals' role in contributing to effective classroom. He further points out that the principal as supervisor has the major responsibility of

communicating the overall school goals to the teachers as part of the evaluation process.

Staff supervision is central to the improvement of the quality of teaching in a school and if educators are well managed and are aware of the benefits inherent in supervision, they need to be amenable towards supervision.

1.4 AIMS OF THE STUDY

The aims of this study are:

- To explore different approaches to instructional leadership.
- To explore ways of sustaining positive approaches of instructional leadership.
- To assess the effectiveness of principals as instructional leaders.

1.5 RESEARCH QUESTIONS

- Do principals in the I-lembe District perform their responsibilities effectively as instructional leaders?
- What is the role of principals as instructional leaders in schools?

1.6 BASIC ASSUMPTIONS

It is speculated in this study that ineffective leadership by principals in primary schools in the Lower Tugela Circuit impact negatively on the instructional performance of educators..

1.7 DELIMITATION OF THE STUDY

Although all educators are leaders in the different levels of the education management hierarchy, this study will focus specifically on the instructional leadership role of the primary school principals. It will evaluate approaches they use to improve instructional performance of educators in the I-lembe District.

1.8 RESEARCH METHODOLOGY

The following research procedures to collect relevant data will be used:

1.8.1 Literature Review

Relevant literature on instructional leadership will be reviewed for a better understanding of important concepts; and it will also help provide a conceptual framework within which the problem can be analysed.

1.8.2 Questionnaires

Questionnaires will be administered among educators who will be assigned to the sample through random sampling method to ensure that all educators of schools sampled have equal chances of being selected for the study.

1.8.3 Analysis

When relevant data has been collected and recorded, it will be analysed quantitatively and qualitatively.

1.9 THE STRUCTURE OF THE STUDY

The study is planned as follows:

- CHAPTER ONE : is an orientation to the study.
- CHAPTER TWO : provides a literature review on instructional leadership role of principals in schools.
- CHAPTER THREE : details the research design, methodology and data collection.
- CHAPTER FOUR : is data analysis and interpretation.
- CHAPTER FIVE : provides the findings of the research on the basis of which recommendations will be made.

1.10 CONCLUSION TO CHAPTER ONE

This chapter introduced the theme of the research project namely, "THE INSTRUCTIONAL LEADERSHIP ROLE OF SCHOOL PRINCIPALS." It presented the background to the study and the problem leading to the study. It outlines the procedure to be followed in the study. The following chapter will review literature on instructional leadership.

CHAPTER 2

2. LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides a review of skills and attributes of principals as instructional leaders. It then proceeds to review literature on the principal's role as an instructional leader, especially during the present transformation of education in South Africa.

2.2 ATTRIBUTES OF PRINCIPALS AS LEADERS

According to Jacobson, Reavis and Logsdon (1973:132) effectiveness of a school is largely dependent upon the type of leadership the school principal provides. They further point out attributes of an effective principal as follows:

- **Insight** : this concept refers to the knowledge and understanding by the principals of effective teaching and learning methodology which impact on instructional leadership.
- **Personal security** : The principal is expected to be confident and have self-esteem in his/her leadership practices.
- **Sensitivity** : in his leadership, principal must consider the feelings of the educators.

- *Mature behaviour* : a principal's conduct and behaviour must be beyond reproach.
- *Flexibility and personal fulfillment and* : A principal should not be rigid.
- *Ability to work with people* : principals must be approachable, accessible and be a good communicator.

This indicates that for a principal to succeed as a leader he should possess special qualities. Most of these qualities can be obtained through training and experience. Dean (1982:34) argues that the ability to lead is not just a quality of personality which you either do or do not possess, although some people succeed because of personal charisma and the vision that they set before their followers. Leadership involves performing specific tasks.

In line with Jacobson et al's thinking, Dean (1991:110) believes that ideally the principal needs to be a person who makes good relationships easily, is tactful and diplomatic, sympathetic with colleagues but clear sighted about their needs. She further points out that enthusiasm is needed with a considerable capacity for hard work. Having interacted with principals on a regular basis, the researcher has noted that principals consistently report that their training in human relationships is limited.

The instructional leadership behaviour of the principal is best displayed in the performance of the tasks that fall within his/her power. These tasks relate to the principal's ability to solve problems in the areas of curriculum, staff development, the use of facilities and organization of the instructional programme. It is thus important to note that each of these has an impact on

the performance of the primary job of the school which is facilitating the education of children.

2.3 SKILLS NECESSARY FOR EFFECTIVE INSTRUCTIONAL LEADERSHIP

As a leader a principal needs to possess certain leadership skills in order to be able to carry out his instructional leadership duties satisfactorily. Mansers (1978:17) suggests the following for school leadership skills:

(i) Instructional skills

The school is a place of learning and the main purpose of schooling is to educate. Therefore the main function of a principal is that of an instructional leader. The principal may not have an in-depth knowledge of all learning areas, but he should have according to Mansers (1978) three basic sets of instructional competencies.

These are:

- Ability to monitor classroom instruction.
- Ability to work with educators to plan instructional programme and
- Ability to identify, acquire and coordinate resources necessary for instructional improvement including staff development.

(ii) Management skills

The leader's priority is to get the job done. Principals should share management tasks and be able to recognize when a problem exists and be able to identify it correctly and assist in solution. Problems arising from the workplace may disturb the functioning of that institution. Principals must have solving skills to be able to deal with any challenges.

(iii) Human relations abilities

Good human relations in a school is a precondition for improvement. It is part of the instructional leadership quality every principal must possess.

(iv) Political and cultural awareness

A skillful principal will know how school and political systems operate. Principals will also understand why things are as they are if leadership is to be exerted.

(v) Leadership skills

Principals must be research literate, know what is new in the field and what research and experience have shown to be good in practice. As an innovator, a principal looks outside the system as well as inside. She / he reads about education, attend meetings and conferences. This will keep the principal updated with new instructional leadership practices. The principal is leading people and must assess his/her leadership practice occasionally.

(vi) Self understanding

Principals need to be introspective, to understand their own values and be able to assess their strengths and weaknesses.

It appears that principals who run successful and self-reliant schools are those who display the above qualities.

Principals are promoted from the ranks of educators. They are very often appointed partly because they have been successful classroom teachers. Being an excellent classroom teacher does not necessarily mean that one will

make a good principal. This indicates that after assumption of duty, the new principal needs to undergo induction programme and training in school leadership.

2.4 THE PRINCIPAL AS AN ASSERTIVE LEADER

Coulson (1986:79) suggests that successful principals have a relatively high degree of personal security which enables them to tackle difficult issues without feeling threatened. Egerton (1977:108) seems to agree when he points out that effective principals possess strong personalities, are dynamic and have high energy level. These qualities enhance their commitment and direction to achieve their goal.

It is interesting to note that the principals who possess the above stated qualities have no problem in interacting with their educators either at professional or personal level. They get along well with their staff members. It seems they do not suffer from inferiority or superiority complex.

Hall and Hord (1984:51) also see the effective principals as active, capable of taking the initiative and being assertive. They take charge of their schools and work hard towards transforming them. It seems these principals are able to provide situational leadership in their schools. Whenever a situation arises in his/her school which needs immediate decision and action, the principal does not wait for the inspectorate to give direction. By being prompt in their action they are able to solve problems before they deteriorate into a crisis.

Blumberg's (1989:19) version of an assertive principal is that he is open and able to motivate his educators to examine alternative instructional methods by relying on interpersonal diplomacy and / informal conversation.

Motivation of educators is an important element in the principal's success as a leader. It is therefore surprising if principals neglect this aspect in their leadership behaviour.

2.5 THE PRINCIPAL AS A FACILITATOR OF CLASSROOM INSTRUCTION

The principal does not necessarily have to teach and may not have an in-depth knowledge of various subjects offered in his/her school. However, as the chief administrator of the individual school, the principal has the authority and responsibility of decisions within the *autonomous sphere of the school*. In his focus on the principal's leadership, Kaiser (1995:241) contends that the leadership exercised by the principal can make a difference between a school that operates effectively and one that is ineffective.

Kaiser further points out that through his leadership behaviour, the principal can improve the instructional climate of the school by creating a humane environment for both teachers and learners.

The responsibility for creating the climate in a school that is conducive to effective teaching and learning rests with the principal. An improvement in the quality of life in the school leads to improved relationships among staff members and thereby improves their productivity.

According to Bondi and Wiles (1986:137) the primary job of a school principal is to improve the instructional experience of students which also includes the organization of school and staff, selection of learning materials, developing methodology and conducting evaluations. They further argue that to ensure effective instruction for students, the principal must follow the intended curriculum into the classroom setting and work with the teacher.

The demands of education presently are that the time spent by the principal in the office should be limited. By walking about in his/her school he/she will have an idea of what is happening within the organization.

Daresh (1989:216) refers to the research conducted by the Association for Supervision and Curriculum Development (ASCD), which looked at the work of several principals. Those principals had been identified as instructional leaders. Four behavioural patterns were identified in those principals. These were: participation in leadership, provision of support for instruction, they promote a sense of vision in their schools and resourcefulness.

The researcher assumes that the principals mentioned above were effective in their instructional leadership practices in that they were directly involved in the development of the vision of their schools. They organized their schools effectively for teaching and learning by giving moral and material support to educators. The research also noted that these principals were always available when educators needed assistance in relation to instructional improvement. They consulted and discussed school matters with everyone concerned.

The restructuring of the education system in South Africa demands that several elements in the instructional process makes it necessary that the role of a principal be changed to that of an instructional leader. Becoming an instructional leader for a principal seems critical in improving and developing schools. Fullan (1991:58) sees the principal as someone who becomes involved directly in the educational transformation of his/her school. The principal may not know the contents of the learning areas offered at his/her school, but can be an expert of the curriculum planning, its management and instructional leadership.

Murphy and Louis (1993:43) agree with Fullan's idea that the principal is the single most important factor in transforming classroom instruction. They argue that a principal's involvement with instructional leadership is crucial to the support and facilitation of teaching.

Hall and Hord (1982:42), concur with Murphy and Louis's assertion. They emphasize that if educational programmes are to improve, principals must take the lead in providing educators with the instructional leadership they need. The researcher assumes that the above suggestions indicate that the principal's instructional leadership has a significant influence on students' achievements. In addition, a good principal takes the lead over matters concerning children's learning, and he/she also interests himself/herself in teaching strategies and in the curriculum.

2.6 THE ROLE OF A PRINCIPAL WITH REGARDS TO EDUCATORS

Every person needs attention and recognition especially if he has done something good. The goal of the principal is to provide an excellent education for learners in an atmosphere that is conducive to the educator's positive feelings and comfort. In any school the leadership determines the ability of what happens. In support of this view, Dean (1987:1) suggests that in a school, the principal is able to influence incidentally throughout the day and draw the staff together as a team and develop a common vision of where they are going which inspires their work and gives it coherence. She further points out that the opportunity to work as a team has created some of the most excellent schools.

The above contention explains the importance of the principal being the team player in his/her school environment. Schools that uphold teamwork are likely to be more effective in instructional delivery. The need to carry the educators along by the principal to ensure full cooperation in running the school cannot

be over-emphasized. Dean (1987:2) suggests that in his/her leadership in a school the principal must be able to carry his/her educators with him/her so that the work gets done. This involves motivating them. The principal must recognize and encourage every educator's work. In the author's view this does not mean the principal must prescribe to educators.

According to Hall et al (1986:75) principals as leaders should provide individual guidance to teachers in what and how they teach and in how they handle aspects of pupil welfare, disciplining teachers and monitoring staff performance.

It is thus important for the principal to give his/her teachers attention as individuals. This will give the principal and the teacher an opportunity to get to know each other better.

According to Rossouw (1990:42) teacher motivation can be an important element in the principal's success as a leader. This view is echoed by Sergiovanni (1987:27) when he contends that because of his position as a leader, the principal is best suited for staff motivation. He further points out that the principal is the focal point of staff motivation and is also a staff morale booster.

Transformation of education in South Africa has brought about uncertainties to the teaching fraternity. Departmental policies such as rationalization and redeployment, abolition of corporal punishment in terms of South African Schools Act and moratorium on transfers all resulted to low teacher morale, demotivation and burnout. It is therefore the duty of the principal to bring back the diminishing enthusiasm to his/her educators by motivating them. On many occasions the researcher has heard educators contemplating on leaving the profession as a result of the frustrations brought about by the changes in education.

The motivation theorist, Maslow (1954:92) proposed a hierarchy of needs theory which includes the concept of self-actualization, which he defines as "the desire to become everything that one is capable of becoming." According to Maslow deficiency needs such as physiological, safety, love and esteem are critical to physical and psychological well-being and these needs must be satisfied. Many changes in education in schools have challenged the self-esteem of educators as well as their ability for self fulfillment. The principal is one of the people to whom the educators look to draw the inspiration for their self-actualisation.

The principal's leadership must provide high morale and good teaching. As Jacobson et al (1963:92) have pointed out that the attitude which the principal shows toward teachers affects teacher satisfaction.

Wood, Nicholson and Findley (1985:65) see the principal as well placed to exercise more influence on the teaching and learning in his school than any other individual. Among his other responsibilities, is staff motivation for good results. Wood et al further argue that teachers who are involved in making decisions that affect their job are motivated to implement those decisions.

It is interesting to note that in the schools where principals exercise participative leadership, educators feel more welcome and have a sense of belonging. It is therefore likely that those educators will contribute happily towards the improvement of their school. However, it seems that to have educators motivated through participation is not adequate. It is important for educators to see the results of their efforts leading to a high performance level. Otherwise they become frustrated.

2.6.1 EDUCATOR DEVELOPMENT

In every school it is the *principal's responsibility to see that staff develop in their work. The starting point for development is induction. A school needs a programme for introducing new educators to the school, even experienced educators. In support of this view Dean (1987:81) puts the responsibility of educator development on the shoulders of the principal. She suggests that the principal must encourage the formation of groups because they offer a situation in which the inexperienced can learn from the experienced.*

Miles (1965:73) postulates that *if schools are to fulfill their mission, then the people in them must be provided opportunities to grow and develop. Through the staff development process individuals are provided opportunities to engage in self-evaluation and capacity building. He further states that if educators are involved in selecting the topics and planning the staff development activities, it is likely that they will have higher level of commitment to implementation.*

Dean (1987:83) seems to agree with Miles's viewpoint when she points out that *if the principal involves others in the task of management, he would be supported by his colleagues who will see many of the decisions reached as their own. This will reduce the pressure on the principal and in sharing the tasks of leadership he is preparing others for leadership in their turn.*

Planning staff development activities is the major method of improving instruction for the principal. It is therefore important to see that there is a school policy for staff development, which should help the school to fulfill its aims. The staff development programme of the school should include everyone.

Dean (1991:28) suggests that every school needs a development programme, arising out of school review and evaluation activities in which everyone has been involved. It is assumed that the programme for school development would be meaningless without incorporating considerable opportunities for professional development which involves all the educators.

According to Dean (1987:87) visiting other schools is a valuable opportunity for staff development. This is because development also takes place outside school, through in-service activities. The principal must therefore arrange the days in-service programme for the staff of his school. The extent to which educators develop depends upon the leadership they are given. The educators will develop if the principal is working alongside them.

The teacher needs to grow and develop in all aspects of his career. Morgan, Hall and MacKay (1983:97) suggests the following areas in which all educators need to develop. These are:

- **Personal Development**

The way educators are treated, the respect they are shown by senior colleagues, the responsibility they are offered, opportunities for professional discussion all contribute to their personal development. The principal's conduct and behaviour should be exemplary.

- **Communication Skills**

An educator needs skill in exposition, in questioning, leading discussions, exciting responses from learners and selecting appropriate material. It is the duty of the principal as instructional leader to help educators develop these skills.

- **Child Development**

Primary school educators need knowledge of the normal patterns of physical, intellectual, emotional and social development of children if they are to understand those they teach.

- **Evaluation Skills**

An educator needs the skill to evaluate his own work in the classroom.

Different people view staff development in different ways depending on their needs and interests. Staff development is a process that goes on daily as a practitioner pursues his career path. This shows that the principal needs some skill in dealing with colleagues. He needs to consider how teachers learn. In other words, in his leadership career, the principal who approaches his work professionally will always assess his methods, knowledge and his impact. This kind of self-evaluation will assist the principal to change, adapt or improve his performance.

2.7 APPROACHES TO INSTRUCTIONAL LEADERSHIP

Most researchers agree that the principal can be the key element in establishing an effective school. Adding his voice to this belief Jenkins (1991:85) says that effective schools have a focus on learning and teaching and the ability of a school leader to offer strong instructional leadership is a key factor in assuring academic effectiveness.

Rossouw (1990:35) sees the principal's leadership role as having three dimensions. These are:

- (a) Modeling
- (b) Consensus building and
- (c) Feedback

2.7.1 MODELING

In putting the three dimensions into perspective, Rossouw suggests that the principal's role should be that of modeling for an academic emphasis. To do this the principal should set the tone and focus of the school by observing classrooms, enforcing the discipline code in a "fair but firm" manner and setting goals for the school that are supported by administration, staff and students. Rossouw further points out that behaviour of principals communicate what is really valued to both teachers and students. The teachers and students will tend to imitate the actions, attitudes and beliefs of those in authority such as the principal.

In a review of the literature since 1985, Cotton and Blum find that principals in high-achieving schools create safe and orderly environments where students feel a sense of responsibility for their learning. Principals are highly visible, visiting classrooms frequently so that they know what is going on.

It is noted that principals in effective schools model an academic emphasis by visiting classrooms, talking with teachers about their teaching and setting goals that most teachers and students agree are important.

2.7.2 CONSENSUS BUILDING

Rossouw (1990:36) argues that behaviours that the principal displays that enhance consensus will improve prospects for an effective school. He further states that, in building consensus for academic emphasis, the principal should encourage teachers to meet together to plan course content and sequencing of topics from grade to grade. Consensus for orderly environment can be accomplished if the principal has periodic sessions with the teachers concerning student behaviour. Principals of schools are both educational and instructional leaders. In improving the instructional programme, principals must be able to work with educators in planning, evaluating, controlling and decision making.

2.7.3 FEEDBACK

Thirdly, Rossouw (1990:38) points out that by communicating feedback that builds expectations for success to the teachers, the principal improves the chances of high performance for his school. He further emphasizes that teachers and students must be rewarded for things done correctly, and for things done incorrectly they must experience some penalty. The researcher feels that corrective rather than punitive measures can improve educator performance.

In addition to the contribution of Rossouw to the approach in instructional leadership, another study by Gerten and Carmine (1981:39) identified six administrative leadership functions that are considered essential to instructional improvement. These are:

- Implement programmes of known effectiveness or active involvement in *curricular improvement*.
- Monitor student performance.

- Monitor teacher performance.
- Provide concrete technical assistance to teachers as part of their in-service programmes.
- Demonstrate visible commitment to programmes for instructional improvement.
- Provide emotional support and incentive for teachers.

According to Yukl et al (1982:58) instructional leadership has the following key situations:

- **Educator development and supervision**

The principal is expected to work with educators in a variety of ways in the gathering of information to guide efforts to enhance quality of learning, work with educators, in the design and delivery of school based programmes for professional development of individuals and groups. Evaluation of educators to the extent required in the policies of the school system.

- **Instructional management and support**

This refers to the formation and implementation of policies (on matters such as discipline) to support the learning process, the aim being to create a climate for excellence.

- **Resource management**

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

- **Coordination**

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

- **Quality control**

A continuous programme evaluation process to provide information on the extent to which goals, needs, policies, priorities and standards have been addressed and achieved including and the evaluation of educators but much broader in scope.

- **Trouble-shooting**

The anticipation and solution of problems which may impair the quality of learning and teaching. The above explanation indicates another approach to instructional leadership which could be of benefit to principals if adopted.

The approach by Yukl et al to instructional leadership seems to be embracing almost all the basic elements of the principal's role as an instructional leader. It would appear that there will be a culture of effective teaching and learning in schools where this approach is applied.

The diagram below illustrates the model of instructional leadership role of the principal as suggested by Ubben and Hughes (1987).

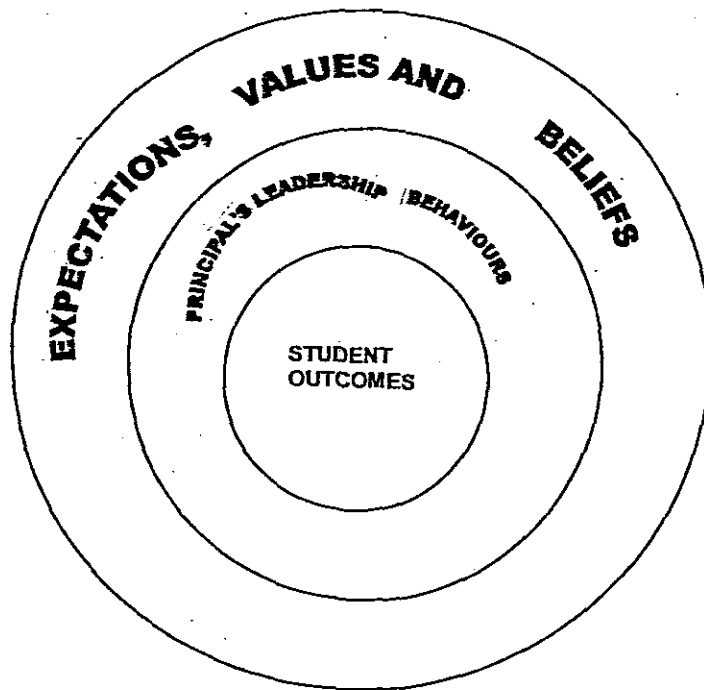


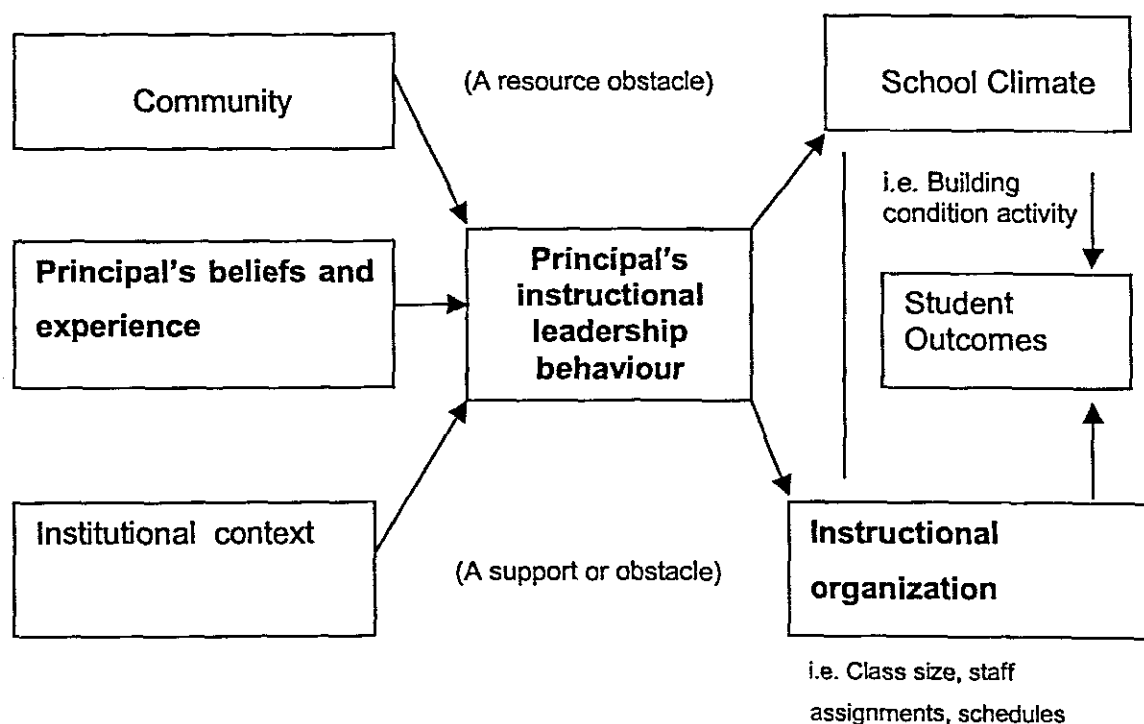
Figure 1 : Instructional leadership model by Ubben and Hughes (1987)

The outer circle consists of the external structures: expectations, values and beliefs that influence the principal's behaviours. The second circle shows the leadership behaviours and forces exhibited by the principal. The third ring identifies the internal structures created within the school by the final target being the student outcomes, the focal point of the school. These outcomes feedback to influence future expectations, values and beliefs of the institution community, and principal. The instructional leadership model in Figure 1 puts the principal's leadership behaviours as having a key role in student achievement.

Contextualizing the principal's role in leadership, Rossouw (1990:40-41) states that some researchers take an integrated approach to the view of principal as an instructional leader. He further says that true effects of instructional leadership can only be seen if a number of variables, both instructional and community are interacting with it. Institution, like the community, provides both constraints and opportunities.

In view of the above, the principal needs to have a clear understanding of the needs of the community his school is serving. To solicit the support of the community, the principal needs to bring them on board in formulating the vision and mission of the school. The curriculum that is provided by the school must be in line with the aspirations of the community.

The diagram below further explains the viewpoint stated above:



Source: Dwyer D, The search for instructional leadership. Routines and subtleties in the principal's role, *Educational leadership* 41, No.5 (1984:36)

The diagram above illustrates that principal's beliefs and experiences will influence his decisions and activities as an instructional leader. For example, a principal who values communication or democracy will display leadership behaviours different from those of an authoritarian principal. Also the principal with a background in counseling will listen to constituents before making decisions and principals with a background in coaching might assume decision making responsibility.

The role of a principal as an instructional leader receives support from many researchers. Hall, MacKay and Morgan (1986:120) suggest that instructional leadership of a principal has to do with effective communication with, and the motivation, supervision, and development of staff, dealing with pupils, and the solving of problems and the resolving of conflicts among staff and pupils.

According to Rossouw (1990:42) instructional leadership requires that the principal start with a knowledge of the research on effective schools. The contribution by authors quoted above, such as Yuki et al and Ubben and Hughes highlights the importance of familiarity in the research on effective schools by principals.

2.8 THE SUPERVISORY ROLE OF A PRINCIPAL

Supervision is the key to the principal's role in the effective classroom. It is also central to the improvement of the quality of teaching in a school and if educators are well led and are aware of the benefits in supervision, they need to be amenable towards supervision.

Lovell and Wiles (1983:4) define an instructional supervision as a subsystem of the educational organization, which is formerly provided by the organization to interact directly with teaching behaviour to improve the effectiveness and efficiency of teaching.

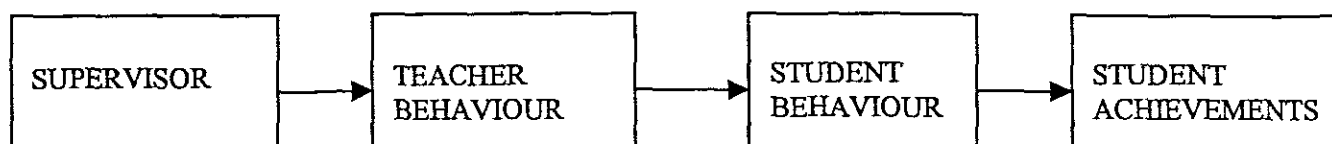
It is noted that most researchers are in agreement about the importance of supervision in the delivery of education. The key person in the supervision exercise is the principal. It is therefore important for the principal, as the supervisor, to have a shared perception of what is supposed to be happening in the classroom with the teacher.

As Bondi and Wiles (1986:148) pointed out that in improving instruction through supervision, the principal should become more clinical in reviewing the processes and procedure of the classroom. They further argued that it is essential that the supervisor and the teacher develop a shared reality that can become the basis of professional dialogue.

This indicates that the principal should in a systematic way, draw the connection between curriculum and instruction for the teacher. This will help in enabling the principal to understand the educator's classroom concerns and be in a position to provide necessary assistance. This is more so because the principal is an instructional specialist and his expertise should help novice educators by actually going into classrooms to demonstrate how prepared lessons should be presented.

2.8.1 Class visits and observation

Researchers such as Bondi, Lovelland Wiles (1983) have suggested some models of supervision that could be used effectively by school principals. One such model is the clinical supervision model by Cogan (1973) as illustrated by Rossouw (1990:59). It goes as follows:



This model consists of 4 stages:

a) Pre-Conference

Principal and educator aims to reach a common understanding of the objectives, approaches to learning and teaching and intended outcomes in a lesson.

b) Classroom observation

Principal gathers information through observation while the educator conducts the lesson planned.

c) Analysis and reflection

Principal and educator reflect in and draw inferences from what transpired and was observed.

d) Post-Conference

Principal and educator meet to share their analysis and draw implications, intentions on the part of the educator and the basis for discussion and judgments are provided.

It is worth noting that class visits and lesson observation form the basis of the principal's supervision practices. This clearly indicates that supervision is focused on improving professional performance so as to deliver the valued outcomes of the school which includes increased student achievement. Because school principals face a range of competing demands, some researchers have questioned whether principals can ever be dynamic instructional leaders at least in terms of classroom observation and direct supervision, Blumberg and Greenfield (1986).

Although the principal's primary concern is instructional progress of individual educators, but he should always remember that indirect and non-threatening mode of instructional supervision have positive effects on performance of educators.

2.8.2 Power of praise

According to Blasé and Kirby (1992:47) praise is one of the important strategies to influence teachers' work. They further point out that positive reinforcement is universally accepted as a correlate of effective teaching. Principals as former teachers, may be expected automatically to translate this teaching behaviour to the leadership domain, because praise is vital for instructional leadership.

It is more likely that in schools where principals use praise as a strategy to motivate their teachers, there is a healthy atmosphere conducive to effective teaching and learning.

2.9 THE PRINCIPAL'S ROLE IN THE CURRICULUM MANAGEMENT

Curriculum management is primarily concerned with promoting quality learning and teaching in the classroom. It also recognizes that what happens in the whole school affects the classroom experiences of learners and educators. Hall, MacKay and Morgan (1986:16) view the principal as the key element in dealing with both educational policy and curricular matters in his school. They suggest that all activities connected with the setting of the main aims and objectives of the school, the provision of an academic and pastoral curriculum to meet the needs of the whole range of pupils, and the management and methods of teaching, rests with the principal.

This shows that it becomes the principal's major responsibility to coordinate the delivery of the curriculum as it was intended by those who planned the programme. Principals are thus the linkage between the desired ends identified in a departmental plan and the delivered curriculum as found in the classroom.

According to Bondi and Wiles (1986:108) principals are perfectly positioned to observe curriculum planning and implementation because they operate at the school and the classroom level. They further state that principals must ensure that the desired change is occurring, that improvements are directional and that the results obtained are those projected in the planning process.

This emphasizes the fact that every principal should be directly involved in all curricular related matters of his/her school. The principal should therefore keep himself updated with new developments in education pertaining to curricular planning, development, monitoring and evaluation. The principal, working with his educators should have a bird's eye view of the curriculum development process. Failure by the principal to perform these responsibilities will likely render his school ineffective.

2.10 CONCLUSION

This chapter has reviewed literature on the role of the principal as a leader with regard to attributes and skills that are required of him in instructional leadership. It has reviewed literature on the principal's role in facilitation of classroom instruction, supervision, and curriculum development.

With this theoretical background in mind, the next chapter describes the methods and procedures that were followed in investigating the research topic.

CHAPTER 3

3 THE RESEARCH METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to discuss the methodology followed to collect and analyse data for purposes of testing the assumptions mentioned in chapter one in this study.

In chapter two a literature review was conducted on the principal's instructional leadership role. The literature, which is reviewed in chapter two lays a foundation for the evaluative analysis of the principals' instructional leadership behaviours in schools.

3.2 METHOD USED AND RATIONALE THEREOF

The study under investigation is descriptive. Therefore, a descriptive method was used to collect data. Gay (1976:27) explains descriptive research as follows:-

“Descriptive research involves collecting data to test hypotheses or, to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are.” This study attempted to determine the position regarding the role of a principal in the instructional leadership.

In discussing research, Sax (1979:16) believes that “research can and should provide the knowledge needed to contribute to educational reforms and improvements.” According to Cohen and Manion (1989:42), research is

conceived as “The process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data.” These conceptions form part of the basis upon which the researcher was prompted to conduct this study in instructional leadership.

A form of descriptive research that was used was a survey. Fraenkel and Wallen (1990) contend that a survey research is one of the most common forms of research engaged in by educational researchers. It involves researchers asking a group of people questions about a particular topic. Each respondent gives the responses and they are coded into standardised categories for purposes of analysis and provide a description of the respondents in the sample. On the basis of this description, the researcher draws conclusions about the opinions of the samples, which he generalises, to the target population from which the sample was selected.

According to Borg (1981:130) in education most descriptive research can be roughly classified as either survey research or observational research. Survey researcher, as further stated by Borg, typically employs questionnaires and interviews in order to determine the opinions, attitudes, preferences and perceptions of the persons of interest to the researcher. This method entails correlation, analysis, questionnaires and interviews, as well as direct observations. Among these tools the researcher has decided to use questionnaires as a means of collecting data.

In this case, the population is primary educators.

3.3 THE RESEARCH INSTRUMENT

3.3.1 THE QUESTIONNAIRE AS RESEARCH INSTRUMENT

In this study the researcher used the questionnaire as a research instrument. One of the ways of collecting data is by asking questions. In supporting the use of this instrument, Ary, Jacobs and Razavich (1972:196) justify the use of questionnaire as a research instrument when they indicate that the questionnaire method is less time consuming, as much of the same information may be written by a large number of population at the same time. They further argue that as compared to interviewing, the written questionnaire is more efficient and practical and allows for the use of a larger sample. It is widely employed in educational research.

Sibaya (1992:71) stresses the importance of using a questionnaire instrument in researching when he says that a questionnaire is not just a list of questions or a form to be filled out, but it is essentially a scientific instrument for measurements and collection of particular kinds of data. According to Sibaya, the questionnaire “serves two major purposes: firstly it translates the research objectives into specific questions, the answer to which will provide the data necessary to test the hypotheses or to explore the area set by research objectives. The second purpose of the questionnaire is to motivate the respondent to communicate the required information.”

3.3.2 RATIONALE FOR USING THE QUESTIONNAIRE INSTRUMENT

After having identified the importance of using the questionnaire, as articulated by various researchers in the above section, the researcher found the use of a questionnaire method to be more appropriate for collecting data for this particular study. The researcher intended to reach a large number of respondents at the same time through an instrument, which could fetch valid

data. Therefore the researcher chose the questionnaire instrument with the stated advantages in mind.

3.3.3 TYPE OF QUESTIONNAIRE USED

Two types of questionnaires were considered for this study, namely: the closed-ended questionnaire or structured questionnaire and the open-ended questionnaire or unstructured questionnaire.

The researcher asked most questions in the closed-ended or structured form and very few in the open-ended or unstructured form in educators' questionnaires. To indicate their answer, the respondents put a cross in the relevant item from the list provided.

Gall and Borg (1991:419) point out that the advantage of using closed-ended questionnaire is that it does not only facilitate response but also makes data analysis very efficient and objective. The researcher considered that this study also required open-ended or unstructured questions in order to allow respondents to air their opinions openly. Unstructured questionnaires are flexible and are planned to allow the respondents to go beyond simple responses to the questions asked and to express their views in any way they desire.

The use of open-ended questionnaires was meant to enable respondents to express their opinions about how they view the role of principal's instructional leadership.

3.3.4 THE CHARACTERISTICS OF A GOOD QUESTIONNAIRE

The researcher took into account the characteristics of a good questionnaire when constructing the questionnaire. This served as a ground for formulating a valid and reliable research instrument for this study.

Cohen and Manion (1989:106) describe a good questionnaire as including the following characteristics:

- It should be as short as possible.
- Unambiguous and uniformly workable.
- Avoid threatening questions to the respondent.
- Must seek information which is not available from other sources.
- Its design must minimise errors from respondents.
- The researcher must avoid leading questions and those that evoke predictable response.
- Each question should deal with a single concept and should be workable as simply and straight-forwardly as possible.
- Since people take part voluntarily a questionnaire must arouse their interest and encourage them to give truthful answers.

3.3.5 LIMITATIONS OF THE QUESTIONNAIRE

The questionnaire instrument has its advantages but it also has some limitations as pointed out by researchers such as Ary et al (1972:87). Some of these limitations are the following:

- Possibility of misinterpretation of questions by the respondents owing to poor wording.
- It is not flexible and may seem less adaptable.

- Questionnaire may not elicit a high completion rate as respondents may put questions aside and simply forget to complete and return them.
- Restrictions that are put on this type of interview increase their reliability but decrease their depth.

In an attempt to overcome limitations the researcher asked both closed-ended and open-ended questions to get in-depth information. The researcher also edited questions to ensure clarity.

3.4 DESCRIPTION OF THE POPULATION

The study was conducted in the province of KwaZulu-Natal in one of the four educational regions, namely Ethekwini Region.

The survey concentrates on the 115 primary schools in the Lower Tugela Circuit. For purposes of this study a set of questionnaires was designed for primary school educators. Lower Tugela Circuit is made up of 5 wards, these are: Umhlali, KwaDukuza North, KwaDukuza South, Mandeni and Gingindlovu. From the list of 115 primary schools in the circuit the researcher used 38 schools from the two wards, namely Umhlali and KwaDukuza South.

3.4.1 RATIONALE FOR CHOOSING THE TWO WARDS

The researcher chose Umhlali and KwaDukuza South Wards because of their accessibility.

3.5 SAMPLING

Sax (1979:180) says where population are infinite and inaccessible, researchers select samples from the population. A sample is a limited

number of elements selected from a population to be representative of that population.

Sampling was used to obtain a representative view of responses of all primary school educators in the Lower Tugela Circuit. The researcher secured a representative sample from the circuit by selecting a sample of 38 primary schools from two wards as indicated. To avoid bias in this study the researcher used the simple random sampling, thus giving each element of the population the same chance, likelihood of probability of being chosen for the sample. The lottery technique was used. The schools were divided as follows:-

- KwaDukuza South has 18 primary schools. The names of the 18 primary schools were written on 18 pieces of paper and put in the small box. The pieces of paper were shuffled in the box and the researcher picked nine papers, one by one from the box. Therefore nine schools were chosen from this ward, which represented 50% of the population. Three questionnaires were sent to each of the nine schools, meaning that 27 educators were asked to complete the questionnaires in the 9 schools.
- Umhlali ward has 20 primary schools. The names of the primary schools were written on 20 pieces of paper and thereafter put into a small box designed for this purpose. The pieces of paper were shuffled in the box and the researcher picked 10 papers, one by one from the box. Therefore 10 schools from 20 were selected from the ward which represented 50% of the population. Then three questionnaires were sent to each of the ten schools, which meant that 30 educators were asked to complete the questionnaires in the 10 schools.

3.5.1 SAMPLE OF EDUCATORS

From the population of 220 primary school educators in the two wards, a sample of 57 educators was used. This made 25% of the population.

3.6 PROCESSING AND ANALYSING DATA

The total return was 50 responses out of 57 of the 19 schools, which represent 88 percent from the educators. The close-ended questions were coded before administration, using a five-point scale. That is 5 was for strongly agree, 4 was for agree, 3 was for sometimes, 2 was for disagree and one (1) was for strongly disagree. The open-ended questions were analysed by identifying themes under which various responses fell. Then data was categorised using frequencies and percentages.

3.7 PERMISSION FOR CONDUCTING RESEARCH

Permission was sought and granted by the I-lembe District Director. The researcher wrote to the Circuit Manager and Ward Managers asking permission to conduct research in the circuit and in the two wards targeted. Request to conduct survey was sent to all principals of the 19 schools where questionnaires were administered.

3.7.1 DISTRIBUTION OF QUESTIONNAIRES TO SCHOOLS

The researcher personally visited the principals of the targeted schools to distribute letters of request as well as questionnaires to educators. The request to conduct research was accepted by principals. Principals were willing to help to distribute questionnaires to their respective educators. Principals also agreed to collect responses from educators and keep them

until the researcher came to collect them after one week as pre-arranged with both principals and educators.

3.7.2 PROBLEMS WITH REGARD TO QUESTIONNAIRES RETURN

After a week following the distribution of questionnaires, not all educators had returned their responses. The researcher then decided to make follow-up, visiting schools to collect the responses. Some respondents who had not yet completed their questionnaires requested for the extension of time, which was granted.

In spite of the above problems, the data collected represented 88% of the targeted schools. This return was sufficient to enable the researcher to continue with data analysis and make reasonable conclusions about the research findings.

3.8 MANNER OF DATA ANALYSIS

For data analysis, tables for responses on each item were used. Each reflects the following:

- Frequency of responses, percentage and total respondents.

3.9 CONCLUSION

This chapter gave a detailed description of the method, tools and procedures used in the research. The questionnaires for educators were used for data collection. The rationale for the research tools used was also explained. The chapter also discussed the sampling procedures followed in the study. The following chapter presents, analyses and interprets data.

CHAPTER 4

4.0 DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The aim of this research was to investigate if principals understand and perform their roles as instructional leaders in schools. It also aimed at looking at different positive approaches to instructional leadership and ways of sustaining it.

This chapter analyses and interprets the data of the investigation. The biographical data of the respondents is analysed. Secondly, the analysis of educators' responses to the closed-ended questionnaires follows. Then the content analysis of the open-ended questionnaires attended to.

4.2 DESCRIPTIVE BIOGRAPHIC STATISTICS

Table 1 : Gender frequency of educators

Gender	Frequency	%
Male	23	46
Female	27	54
Total	50	100

Table 1 shows that 46% of 50 respondents were male while 54% of 50 respondents were females. This frequency could indicate that there could be more females at primary schools than males. The table also shows that the sample is representative in terms of gender of the population sampled.

Table 2 : The age of educators

Age	Frequency	%
Under 30	2	4
30-39	28	56
40-49	20	40
50-59	0	0
60+	0	0
Total	50	100

Table 2 above indicates that about 50 of the respondents' ages ranged from above 30 years to about 50 years old, while nil respondents were between the ages of 51 and 60 years.

The ages of respondents range between 30 and 49 as shown by the table above. At these ages people are active, energetic and productive and therefore they can be trained in school leadership.

Table 3 : Academic qualifications of educators

Qualification	Frequency	%
Matric	0	0
Diploma	27	54
Degree courses	0	0
Degree	12	24
Honours	0	0
B.Ed	9	18
M.Ed	2	4
MA/M.Sc/M.Comm	0	0
Doctorate	0	0
Total	50	100

Table 3 indicates that 27 (54%) educators have a teacher's diploma. Twenty four percent of educators have degrees. Eighteen percent have Bachelor of Education degrees while four percent have a Master of Education degree.

The above table shows that most educators are in possession of teaching qualifications. Most educators have diplomas while a few have junior and senior degrees, which include Bachelor of Education and Master of Education. This scenario should be encouraging for the Education Department since most educators are well qualified and can therefore perform their educative duties effectively.

Table 4 ; Teaching experience of educators

Qualification	Frequency	%
1-4	3	6
5-10	17	34
11-20	22	44
21-30	8	16
31-40	0	0
Total	50	100

The table above indicates that only 3 (6%) of educators have between one and four years of teaching experience. The majority of educators, 78% have teaching experience between five and twenty years. About 8 (16%) have an experience, which ranges between twenty-one and thirty years and no educator has experience that falls between thirty-one and forty years.

The table above shows that most educators have an average teaching experience of between five and twenty years. The indication drawn from the table above is that there are few elderly and more experienced educators in the primary schools of the Lower Tugela Circuit in the Ilembe District. This indicates that the education department must consider training more young educators in instructional leadership to prepare them as future principals.

4.3 THE DESCRIPTIVE ANALYSIS OF THE INSTRUCTIONAL LEADERSHIP PROCESS IN SCHOOLS

The analysis is based on responses of educators to questions relevant to the study. The questions centred on the views of educators about the instructional leadership role of principals in their schools. Table 5 below illustrates the principal's instructional leadership role.

Table 5 : The principal's instructional leadership role

The Instructional Leadership Role	Strongly disagree	Disagree	Sometimes	Agree	Strongly agree	Total	%
1. The principal and staff define educational goals and objectives in schools.	2 4	2 4	3 6	25 50	18 36	50 100	100 100
2. The principal and staff work out a plan of school activities at the beginning of the year.	0 0	2 4	10 20	14 28	24 48	50 100	100 100
3. The principal delegates some of his instructional leadership tasks to his staff members.	2 4	3 6	3 6	18 36	24 48	50 100	100 100
4. The principal keeps his staff informed about departmental policies.	3 6	4 8	6 12	14 28	23 46	50 100	100 100
5. The principal discusses curricular related policies with staff.	2 4	2 4	10 20	17 34	19 38	50 100	100 100
6. The principal recognizes good teaching among educators.	1 2	2 4	4 8	16 32	27 54	50 100	100 100

7. The principal experiments with suggestions made by educators.	1	2	15	21	11	50	100
	2	4	30	42	22	100	100
8. The principal effectively solves teaching related problems.	2	3	9	18	18	50	100
	4	6	18	36	36	100	100
9. The principal understands the need to involve all staff members in management.	0	2	6	17	25	50	100
	0	4	12	34	50	100	100
10. The principal encourages the use of innovative teaching methods.	0	0	9	29	12	50	100
	0	0	18	58	24	100	100
11. The principal promotes a sense of belonging among staff members.	0	1	8	11	30	50	100
	0	2	16	22	60	100	100
12. The principal encourages leadership to emerge from educators.	0	4	4	18	24	50	100
	0	8	8	36	48	100	100
13. The principal establishes a school climate conducive to effective teaching.	0	4	4	27	15	50	100
	0	8	8	54	30	100	100

14. The principal is actively involved in facilitating teaching and learning process.	0	0	12	26	12	50	100
	0	0	24	52	24	100	100
15. The principal provides instructional leadership for staff.	0	4	10	19	17	50	100
	0	8	20	38	34	100	100
16. The principal modifies school curriculum when necessary to facilitate teaching-learning.	1	6	10	31	2	50	100
	2	12	20	62	4	100	100
17. The principal and staff establish procedures for evaluating instructional leadership.	0	4	7	33	6	50	100
	0	8	14	66	12	100	100
18. The educators facing teaching related problems are free to ask help from the principal.	2	0	4	19	25	50	100
	4	0	8	38	50	100	100
19. The principal supports educators manage changes in teaching related areas.	0	4	6	20	20	50	100
	0	8	12	40	40	100	100

1) The principal and staff define school's educational goals and objectives

Table five shows that 86% of educators agreed with the above statement while 6% stated that their principals sometimes involved educators in defining school goals and objectives. Eight percent of educators disagreed with this statement. It appears that principals in the population studied, seem to involve their educators in the setting of goals and objectives. This is a positive approach to participative leadership in schools. It also paves the ways for instructional leadership.

2) The principal and staff work out the plan of school activities at the beginning of the year

Seventy six percent of the respondents showed that activities in their schools, which involved educators, are planned together with them at the beginning of the year. Twenty percent indicated that sometimes principals involve educators in planning school activities. Only 4% disagreed with the statement.

Forsyth and Hoy (1986:55) argue that the supervisor should build a school climate conducive to instructional improvement where supervisors, teachers and administrators work together to enhance teaching-learning process. It is concerning that some principals are still not involving their educators in planning school activities.

3) The principal delegates some of his instructional leadership tasks to his staff members

There were 84% respondents who agreed that principals delegate some instructional leadership tasks to their staff members. A small percentage of

5% disagreed that some leadership tasks should be delegated in their schools. Only 3% thought that principals sometimes do delegate some of their tasks.

The table above shows that principals are ready and willing to delegate some of their instructional leadership tasks to their staff. Principals have gradually moved away from the notion that by delegating, the principal is avoiding his responsibilities.

4) The principal keeps his staff informed about department policies and regulations

The response to the above statement shows that 74% of the respondents agreed that the principals keep their educators informed about department policies and regulations, while 14% disagreed with the statement. Twelve percent indicated that at times principals do inform their educators about departmental policies.

It becomes difficult for educators to implement departmental policies if they are not conversant with them, as the study has shown that some principals do not inform their educators of policies from the department.

5) The principal discusses curricular related policies with staff

According to the research findings, 72% of the respondents indicated that principals in their schools discuss curricular related policies with their educators. Twenty percent of educators said their principals sometimes do discuss curricular related policies with them, while 8% of the respondents disagreed with the statement.

Bondi and Wiles (1986:137) contend that to ensure effective instruction for students, the principal must follow the intended curriculum into the classroom setting and work with the teacher.

It is therefore encouraging to note that the majority of principals are directly involved in curricular related discussions with their educators.

6) The principal recognizes the good teaching among educators

Research findings show that 86% are in agreement with this statement while only 6% disagree with the statement. Only 8% were unsure as they decided for the middle value where principals only sometimes recognized the good teaching among their educators. It is not encouraging to note that some principals do not recognize the good teaching performed by their educators as recognition is one of the best motivators according to Herzbergs two factor theory.

7) The principal experiments with suggestions made by educators

The table indicates that 64% of the respondents agreed that their principals experimented with suggestions made by educators while only 6% disagreed with the statement. Thirty percent of educators stated that sometimes their principals experiment with their educator's suggestions.

It seems principals have confidence in their educators as they experiment with ideas put forward by educators. It seems that most principals are becoming accommodative in their leadership behaviours and are now prepared to listen to the advises of their subordinates.

8) The principal effectively solves teaching related problems

While 72% of the respondents agreed that the principals solved teaching related problems for their staff, only 10% disagreed with the statement. However 8% showed that sometimes principals solved teaching related problems for their educators.

Bondi and Wiles (1986:167) suggest that the principal as supervisor can help the educator with a nagging instructional problem by presenting a fresh perspective for the educator. It is therefore heartening to note that principals are involved in resolving teaching related problems in their schools.

9) The principal understands the need to involve all staff members in school management

Table 5 shows that 84% of respondents agree with the statement. These educators indicate that principals do empower their educators by adopting participative management style. Only 4% disagree with the statement, which is a rather small percentage. Twelve percent showed that their principal sometimes involved them in managerial responsibilities.

From this finding it can be concluded that most principals exercise participative style of management. It is disturbing to note that there are principals who still believe in authoritarian style leadership.

10) Our principal encourages the use of innovative teaching methods

Table 5 indicates that 82% of educators agree that their principals encourage them to use innovative teaching methods. Eighteen percent stated that sometimes their principals encouraged them to use innovative teaching methods.

It is encouraging for the Education Department to note that none of the educators disagreed with the statement. This is because Outcomes-Based Education (OBE) requires that the educator as a facilitator must be innovative. This indicates that there are some principals that still believe and follow traditional teaching methods in spite of the new approach that has been introduced with the implementation of OBE.

11) The principal promotes a sense of belonging among staff members

From table 5 it is indicated that 82% of the respondents agreed that their principals promoted a sense of belonging among staff members in their school. A small percentage of 2% disagreed with this statement. Only 16% of the respondents opted for sometimes.

According to Bondi and Wiles (1986:148) it is essential that the principal and the educator develop a shared reality that can become the basis of a professional dialogue.

12) The principal encourages leadership to emerge from educators

Table 5 indicates that 84% of the respondents agreed that principals in their schools encourage leadership to emerge from their educators while 8% opted for sometimes and only 8% disagreed with the statement.

This is an indication that the majority of principals empower their educators by developing their leadership skills, and thus preparing them as future principals.

13) The principal established a school climate that is conducive to effective teaching

From the research findings 84% of the respondents agreed that their principals established a climate conducive to effective teaching. Only 8% disagreed with the statement while 8% opted for sometimes.

This is affirmed by Forsyth and Hoy (1986:55-56) when they say the principal, as supervisor is the single most important person in building the school climate conducive to instructional improvement.

It augurs well for education in South Africa when most principals are able to build a climate conducive to effective education.

14) The principal is actively involved in facilitating teaching and learning processes

The majority of the respondents, 76% agreed that their principals are actively involved in facilitating teaching and learning in their schools. No respondents disagreed with the statement while 24% stated that their principal is actively involved in facilitating teaching and learning processes.

It augurs well for education in South Africa when majority of principals are actively involved in facilitating classroom instruction. Forsyth and Hoy (1986:47) argue that principal engages with the educators in the study of the processes of teaching and learning. They further pointed out that improvement of instruction is a long-term, continuous process that requires cooperation.

15) The principal provides instructional leadership for the staff

The majority of respondents, 72% agree with the statements that the principal provides instructional leadership for their staff. Twenty percent stated that their principals sometimes provided instructional leadership for their educators. Only 8% disagreed with the statement. Hord (1988:72) sounds a warning when he says that what educators needed was "more time for instruction and less time for instructions" for improving educator performance.

This is because some principals are prone to give more instructions to the teachers that lead sometimes to confusion; and thus compromising the delivery of quality classroom instruction.

16) The principal modifies school curriculum when necessary to facilitate the teaching-learning process

From the research findings, 66% of the respondents agreed that their principals modify school curriculum when necessary to facilitate the teaching-learning process. Only 14% disagreed with the statement while 20% showed that principals in their schools develop curriculum sometimes.

The responses reveal that most principals are involved in curriculum development in their schools. However, a substantial number of principals are not involved in curriculum planning and modification. Bondi and Wiles (1986:137) say the principal's role is to work with the educator in the classroom to minimize distortions in the delivered curriculum and to synchronize the instructional methodology with the curricular intent. Principals are therefore central to curriculum planning, its management, monitoring and evaluation. This is part of their instructional leadership responsibilities.

17) The principal and staff have established procedures for evaluating the effectiveness of instructional leadership process

Seventy eight percent respondents agreed with the statement that their principals involve their staff in establishing procedures for evaluating the effectiveness of instructional leadership, while only 8% disagreed with the statement and 14% opted for sometimes. Some principals still find it hard to work with their teachers in developing policies in their schools.

The research findings reveal that most educators are involved in evaluation of instructional leadership processes in their school and this is encouraging. Non-involvement of educators in instructional leadership processes might result to aloofness and sometimes resistance by educators.

18) Educators who encounter teaching related problems feel free to seek assistance form the principal

Table 5 indicates that 88% of the respondents agreed that they feel free to approach the principal if they are faced with teaching related problems. A small percentage of 4% disagreed with the statement while 8% stated that their principals are sometimes approachable.

The researcher argues that the principal's interpersonal relations is one of the important attributes required for a successful running of the school. It is therefore encouraging to note that the majority of the principals are readily available to solve educators' teaching related problems.

19) The principal supports his educators to manage changes in teaching related areas.

Table 5 indicates that 80% of the respondents agree that their principals support them to manage changes in teaching related areas. A small percentage of eight percent disagree with the statement while only 12% stated that sometimes their principals support them in managing teaching related changes. Although the percentage is small, but it is not good if there are principals who do not support educators.

It is heartening to note that the majority of educators receive support from their principals in managing teaching changes. This should be encouraging for the Department of Education as South African is currently undergoing curriculum transformation. The findings in item 14 concur with the responses of 19 in that principals are directly involved with their educators in teaching related matters which is one of the major aspects of instructional leadership.

Bondi and Wiles (1986:146) affirm the principal's role when they state that the principal, with a conception of teaching and the latest knowledge about effective instruction enters the classroom to work directly with the educator for support and instructional improvement.

4.4 ANALYSIS OF THE OPEN-ENDED QUESTIONNAIRE

4.4.1 Introduction

In this study the open-ended questions were sub-divided into two subdivisions as follows:-

- (i) The things that educators like about their principals' leadership practices.
- (ii) The things that educators think can be improved in their principals' leadership practices.

The responses to the open-ended questions were categorized into themes and these themes were based on a range of responses given. These themes were instructional leadership, human relations, transparency, supportiveness and dedication.

4.4.2 The things liked by the educators about their principals' instructional leadership practices

(i) Instructional leadership

Out of 50 respondents 39 indicated that they were satisfied with the instructional leadership provided by their principals. The educators liked the manner in which instructional programmes were communicated to them and the nature of support they received from their principals. This augurs well for the development of education and improvement of schools.

(ii) Human relations

The second highest responses of 27 to this theme shows that respondents are happy with the interpersonal relations displayed by their principals. Most principals are empathetic, sympathetic and have a sense of humour. The educators also showed happiness about the approachable nature of their principals. Most principals were portrayed as good listeners and good communicators. Good human relations is a vital attribute every principal must possess in order to be effective and successful as pointed out by Mansers (1978:17).

(iii) Transparency

Out of 50 responses, 18 indicated that their principals acted openly when dealing with matters of policy in their schools. Being transparent and open shows that the principal has confidence in his teaching colleagues. It is also a symbol of clean administration and participative leadership behaviour of the principal. Transparency is what is expected in principals as instructional leaders.

(iv) Supportiveness

Thirteen out of fifty: respondents expressed satisfaction about the supportiveness of their principals. The educators portrayed their principals as problem-solvers and creators of a school climate conducive to effective teaching and learning.

Daresh (1989:216) referred to the research conducted by the Association for Supervision and Curriculum Development (ASCD) pointed out that the effective principal provides support for instruction in his school. This is a critical role of a principal as an instructional leader.

(v) Dedication

The least number of responses to this theme, three out of fifty showed that their principals were dedicated to their work.

The less number of dedicated principals should be a matter of concern for the Education Department in schools. Principals are representatives of the department in schools. Therefore principals should show a high degree of commitment in the execution of their instructional leadership responsibilities.

4.4.3 The things the educators think can be improved in their principals' instructional leadership practices

(i) Lacking assertiveness

Twenty four of the responses indicated that educators perceive their principals' lack of assertiveness as their major weakness; and this affects their instructional leadership practices. Assertiveness is one of the qualities every principal should develop as pointed out by Hall and Hord (1984:51) that the effective principal is active, capable of taking the initiative and being assertive. The school should be run and led by a principal who believes in himself.

(ii) Lacking planning abilities

Sixteen responses out of fifty showed that educators are not happy about the way in which their principals run their schools. Their schools are not as effective as they should be because of poor planning. The educators portrayed their principals as poor planners.

Planning is one of the cornerstones of every institution because it is a path to success (Van der Westhuizen (1990:617). It is therefore a matter of concern for education in South Africa if most principals lack planning abilities. A principal who is unable to plan cannot succeed in his instructional leadership functions.

4.5 CONCLUSION

In this chapter, data from educators was analysed and interpreted. The chapter drew perceptions of educators about the instructional leadership capabilities of principals in various schools.

In the following chapter, conclusions will be drawn from the research and thereafter recommendations will be made. It is hoped that such recommendations will help principals improve their effectiveness as instructional leaders.

CHAPTER 5

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study has investigated the role which principals play as instructional leaders in schools in the Lower Tugela Circuit. The study explored different approaches to instructional leadership and also tried to evaluate the effectiveness of principals as instructional leaders.

The summary of findings provided by this study is based on the whole study. Recommendations are ultimately made to help the educational leaders and other role players in education to develop and sustain effective leadership process in schools.

5.2 CONCLUSIONS OF RESEARCH FINDINGS

The conclusions based on the findings of this study in various categories are discussed below:-

5.2.1 There are more female educators than male educators

Table 1 shows that there are more female educators than male educators in primary schools. This is a normal trend in the South African Education System. The assumption is that young children that are taught in primary schools are more attached to female educators than their male counterparts. Therefore young children easily adapt to school situations because of the motherly care provided by female educators.

5.2.2. The conclusions that relate to performance of principals as instructional leaders.

5.2.2.1 Accessibility of a principal to teachers with teaching related problems

Research findings indicate that most principals are approachable and are always available whenever their educators seek assistance when they encounter teaching related problems.

It appears that most principals have adopted the "open-door" policy in their schools and thus keeping the lines of communication with educator open. It augurs well for education because communication is an important function of any competent instructional leader in a learning institution.

5.2.2.2 The principal recognizes good teaching among educators

The second most responses from the study show that most principals recognize good teaching amongst educators. It is encouraging to note that principals realize the need to motivate their educators because recognition is one of the important tools for motivation. It appears that in most schools principals do motivate educators by recognizing their work.

5.2.2.3 The principal establishes the climate for effective teaching and learning

The third highest responses indicated that principals in their schools are instrumental in creating a climate that is conducive to effective teaching and learning.

Forsyth and Hoy (1986:55-56) argued in favour of the importance of the principal's role as instructional leader in building the school climate conducive to instructional improvements.

A conclusion can be drawn that most schools are led effectively and professionally by principals.

5.2.2.4 Most principals in the study delegate

From the educators' responses, it can be concluded that most principals do delegate some of their responsibilities to their teaching colleagues.

It therefore augurs well for education in the country if principals realize the need to empower educators. Delegation plays a part in educator development, which is part of the principal's responsibilities.

5.2.2.5 The principal encourages the use of innovative teaching methods

Research findings indicate that most principals encourage their teaching colleagues to use innovative teaching methods.

The new approach to teaching which came with Outcomes-Based Education (OBE) encourages educators to be innovative in their teaching practices. It is therefore encouraging to note that most principals are in support of their educators to manage changes that are taking place in the education system of the country.

5.2.2.6 The principal and staff have established procedures for evaluating the effectiveness of instructional leadership process.

From the research findings, it appear that most principals use participative leadership style in the running of schools. They bring their educators on board in formulating policies and procedures for evaluating the effectiveness of instructional leadership processes.

A conclusion can therefore be drawn that principals are shifting or have shifted from the traditional autocratic leadership styles of the past and have replaced these with ones that allow for collaboration with their teaching colleagues.

5.2.2.7 The principal is involved in facilitating teaching learning processes

The study revealed that most principals are actively involved in facilitating teaching and learning processes in their schools. It augurs well for the improvement of the school and its development if the principal is directly involved in ensuring that teaching and learning is actually taking place in his school. The principal cannot delegate all of his instructional leadership duties. One can therefore conclude that there is culture of teaching and learning in most schools in the areas where the research has taken place.

5.2.2.8 The principal discusses curricular related policies with staff

In response to this item, research findings indicate that most principals are comfortable in discussing curriculum matters with their educators.

From the literature study, Bondi and Wiles (1986:137) pointed out that to ensure effective instruction for students, the principal must follow the intended curriculum into the classroom setting and work with the teacher.

Although it is encouraging to note that the majority of the principals are directly involved in curricular related discussions with their educators; but it is also worth noting that a substantial number (8%) is not involved. This should be a matter of concern to the Department of Education, which intends to improve the quality of education in the country.

5.2.2.9 The principal solves teaching related problems

The findings reflect that most principals help their educators in solving teaching related problems.

Principals appear not to shy away from their leadership responsibilities. They provide necessary leadership and assistance whenever their educators encounter problems in their teaching.

5.2.3 Conclusions that relate to performance of principals as supervisors

5.2.3.1 The principal and staff define educational goals and objectives of the school

The study indicated that most principals involve educators in defining the school goals and objectives. This is important because the principal cannot on his own succeed in achieving the school goals. He needs the support of his entire staff.

5.2.3.2 The principal understands the need to involve staff in management

The responses to this item were similar to the above item where educators indicated that their principals involved them in the running of the school. It can be concluded that principals are becoming more democratic in the running of schools.

5.2.3.3 The principal promotes a sense of belonging among the staff.

The research findings indicated that educators are happy in the schools where they are working as a team. This is because their principals make them feel welcome and important.

It seems most principals in most schools display good human relations, which is a cornerstone for service delivery in any institution.

5.2.4 The responses that reflect the performance of principal as curriculum facilitator.

5.2.4.1 The principal modifies school curriculum when necessary to facilitate the teaching learning process.

Research findings indicate that most principals engage themselves in curriculum matters. These include planning, implementation, development and evaluation of the curriculum. This is encouraging for the education of this country. However, it is also disappointing to learn that there is a substantial number of principals (14%) who are not involved in curriculum management in their schools. This should be a matter of concern for the education department.

5.3 RECOMMENDATIONS

The following recommendations are made based on the findings of this study:

5.3.1 Recommendations directed at the principals

The following recommendations are made with regard to instructional leadership:

5.3.1.1 Improvement of instruction

- (i) In order to improve the instructional climate of the school, the principals with their leadership behaviours must create a humane environment for educators and learners. Such an environment will lead to increased self-esteem on the part of both educators and learners and to greater achievement.
- (ii) For the improvement of instruction and development of curricular materials, the principal's leadership must be democratic. The principal must allow active participation of the educators in planning instructional improvements.

5.3.1.2 Educator Development

- (i) With regard to educator development, the principals need to give help to educators so that they reach the highest levels of professional development that is possible for educators to attain. The principals must provide developmental supervision in order for educators to arrive at their full potentiality.

- (ii) As a supervisory head of a school, the principal must arrange classroom visitations with educators. According to Jacobson et al (1936:93), the improvement will result in schools if there is a democratic organization in which educators help formulate the instructional problems which constitute the supervising programme.
- (iii) The principals must build consensus in their schools for academic improvement. *The principals should do this by encouraging educators to meet together to plan learning content and arrange topics in sequence form grade to grade. Principals and educators must operate under a theme of "working together".*

5.3.1.3 Educator motivation

- (i) To enhance instructional performance among educators, principals must reward educators for things done correctly; and for things done incorrectly; there must be corrective measures. Principals must give feedback to educators whether positive or negative in order to help the educator to grow in his/her teaching practices.
- (ii) According to Rossouw (1990:42) educator motivation can be an important element in the principal's success as a leader. The attitude shown by principal toward educators affects educator satisfaction. *Therefore principal's leadership must provide high morale and good teaching.*

The rise and fall of any school depends largely on the extent of staff motivation. Principals must therefore continuously motivate and help staff to develop and become innovative classroom managers.

5.3.2 Recommendations directed at Department of Education

- (i) The education authorities should consider equipping young educators with leadership skills by encouraging these educators to participate actively in school leadership roles and also by providing leadership workshops. Demographic analysis indicates that many educators' ages range between 30-49. At these ages people are active, energetic and productive. It would therefore be easy to train these educators.
- (ii) The department must plan leadership training programmes for serving principals at district, circuit and ward levels to empower these principals to become effective instructional leaders in their schools.
- (iii) It is recommended that advocacy workshops be conducted for school principals whenever there are changes in curricular related policies. This will help principals to have updated information about the improved curriculum to enable them to take informed decisions with regard to curricular matters.

5.4 CONCLUSION

This study has made an attempt at determining if principals perform their responsibilities as instructional leaders in the primary schools of the Lower Tugela Circuit of the Ilembe District. The need to research and analyse the principal's instructional leadership role arose from the assumptions stated in chapter one of this study. Curricular changes in the education system of the Republic of South Africa made it necessary for the researcher to investigate if the principals understand their instructional leadership role in this transformation.

One of the major aspects of research in this study dealt with the involvement of principal in curricular related policies, curriculum planning and management as part of his instructional leadership role. The research findings showed that in some instances principals do not take part in discussions about curriculum matters. In other instances principals do not involve their educators in programmes for curriculum improvement.

Teaching deals mainly with teaching and learning process. The potential role of principals as instructional leaders is of vital importance. In this regard the principal's role is concerned with instructional programmes together with the general school effectiveness.

In support of this view, Forsyth and Hoy (1986:50-52) emphasize that the principals' primary concern is not only that of instructional progress of individual teachers, but also of being responsible for instructional improvement. Therefore the lack of instructional leadership skills among many principals should be a matter of great concern for the Department of Education.

The researcher hopes that the findings and recommendations made will make the Department of Education realize the need for ongoing skills training for school principals. In addition, the researcher hopes that data collected from various sources and the recommendations made, will be useful to all school principals and education practitioners in general. This will ensure that principals are able to run their schools effectively.

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APPENDIX A

082 8223563

Zulu S.D.C.
P.O. Box 1255
KWADUKUZA
4450

31 August 2003

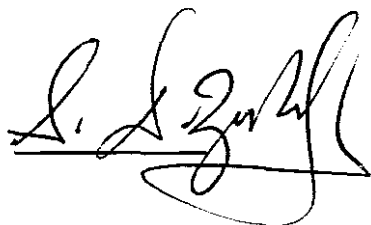
Dear Educator

I am doing a Master of Education Degree on the "Instructional Leadership Role of School Principals". The enclosed questionnaire is part of a survey being conducted in the above-mentioned study. You are kindly requested to complete this questionnaire and return it to me as soon as possible.

I realize that I am asking you to give up some of your valuable time, nevertheless your contribution to this study is highly valued. I hope you and your colleagues will view this study as an opportunity to voice out your thoughts and opinions on some vital issues on the principals' instructional leadership role.

I wish to thank you in advance for your kind assistance.

Yours faithfully

A handwritten signature in black ink, appearing to read 'S.D.C. Zulu', written over a horizontal line.

S.D.C. ZULU

APPENDIX B

Zulu S.D.C.
082 8223563

P.O. Box 1255
KWADUKUZA
4450
5 September 2003

The DCESM
Umhlali Ward
Lower Tugela Circuit

Dear Sir/Madam

REQUEST : RESEARCH SURVEY

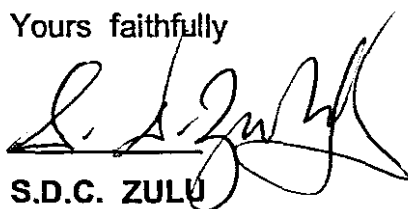
I am doing a Master of Education Degree in Education Management at the University of Zululand. I have to undertake research for a dissertation.

My topic looks at the "Instructional Leadership Role of School Principal".

I request permission from you to administer questionnaires to some of your educators which will help me complete my dissertation.

Thank you for your cooperation.

Yours faithfully



S.D.C. ZULU

APPENDIX C

Zulu S.D.C.
082 8223563

P.O. Box 1255
KWADUKUZA
4450
5 September 2003

The DCESM
KwaDukuza South Ward
Lower Tugela Circuit

Dear Sir/Madam

REQUEST : RESEARCH SURVEY

I am doing a Master of Education Degree in Education Management at the University of Zululand. I have to undertake research for a dissertation.

My topic looks at the "Instructional Leadership Role of School Principal".

I request permission from you to administer questionnaires to some of your educators which will help me complete my dissertation.

Thank you for your cooperation.

Yours faithfully



S.D.C. ZULU

APPENDIX D

Zulu S.D.C.
082 8223563

P.O. Box 1255
KWADUKUZA
4450

5 September 2003

District Director
Ilembe District
Ethekwini Region

Dear Sir/Madam

REQUEST : RESEARCH SURVEY

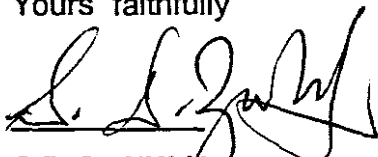
I am doing a Master of Education Degree in Education Management at the University of Zululand. I have to undertake research for a dissertation.

My topic looks at the "Instructional Leadership Role of School Principal".

I request permission from you to administer questionnaires to some of your educators which will help me complete my dissertation.

Thank you for your cooperation.

Yours faithfully


S.D.C. ZULU

APPENDIX E

QUESTIONNAIRE

QUESTIONNAIRE FOR EDUCATORS

3.1 Your personal particulars. (Please make a cross (X) where applicable.)

3.1.1 Sex

Male	
Female	

3.1.2 Age in years

Under 30	
30-39	
40-49	
50-59	
60+	

3.1.3 Academic qualification

Matric		B.Ed	
Diploma		M.Ed	
Degree courses		MA/MSc/Mcomm	
Degree		Doctorate	
Honours		Other (Specify) :	

3.1.4 Teaching experience in years

1-4	
5-10	
11-20	
21-30	
31-40	

Please complete the questionnaire below by putting a cross (X) next to the answer that presents your opinion.

1. The principal and staff define school's educational goals and objectives.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

2. The principal and staff work out of plan of school activities at the beginning of the year.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

3. The principal delegates some of his instructional leadership tasks to his staff members.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

4. The principal keeps his staff informed about department policies and regulations.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

5. The principal discusses curricular related policies with staff.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

6. The principal recognises the good teaching among educators.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

7. The principal experiments with suggestions made by educators.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

8. The principal effectively solves the teaching problems.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

9. The principal understands the need to involve all staff members in school management.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

10. Our principal encourages the use of innovative teaching methods.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

11. Our principal promotes a sense of belonging among staff members.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

12. Our principal encourages leadership to emerge from educators.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

13. Our principal has established a school climate that is conducive to effective teaching.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

14. The principal is actively involved in facilitating teaching and learning processes.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

15. Our principal provides instructional leadership for his staff.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

16. In our school the principal modifies school curriculum when this is essential to facilitate the teaching – learning process.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

17. The principal and staff have established procedures for evaluating the effectiveness of instructional leadership process.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

18. Educators who encounter teaching related problems feel free to seek assistance from the principal.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

19. Our principal supports us to manage changes in teaching – related areas.

Strongly disagree	
Disagree	
Sometimes	
Agree	
Strongly agree	

3.1.5 OPEN-ENDED QUESTIONS

Kindly give your views openly on the following questions:-

1. identify and discuss three (3) things you like about your principals instructional leadership practices.

- a) _____
- b) _____
- c) _____

2. Identify three(3) things that you think can be improved in your principal's instructional leadership practices.

- a) _____
- b) _____
- c) _____

Thank you for your cooperation.

MELVILLE PRIMARY SCHOOL

P.O. BOX 636
 KWADUKUZA
 4450

TEL: 032:5599035
 FAX: 032:5599035
 16.09.2003

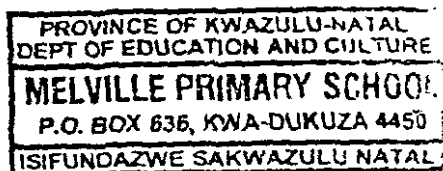
To whom It May Concern

Please note that Mr S. D. Zulu, the principal of Lloyd Primary was at the above school to request permission to administer questionnaires to educators in a Research Survey - Master of Education Degree in Education Management.

Thanks



PRINCIPAL



ASHRAM PRIMARY SCHOOL

12 Jacaranda Street
P.O. Box 222, Stanger 4450

Tel: (032) 552 5669
Fax: (032) 552 5669

19 SEPTEMBER 2003

TO WHOM IT MAY CONCERN

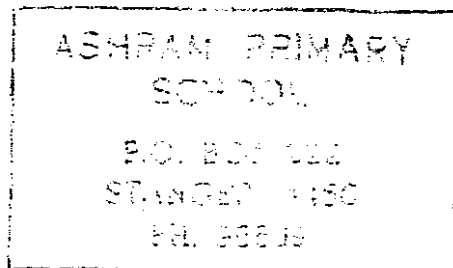
I, Mr L. Jokoo , Principal of Ashram Primary School was requested by Mr SDC Zulu to ask three of my educators to complete the Research Survey forms for his Master of Education Degree.

The three forms were duly completed by three of Ashram Primary School educators .

Thanking You



.....
PRINCIPAL : MR L. JOKOO



MBOZAMO HIGHER PRIMARY SCHOOL

Tel.: (032) 5511947

P.O. Box 2888
Kwa Tembe
1150

22- 09- 2005

Zulu S D C
P. O. Box 1255
KWADUKUZA

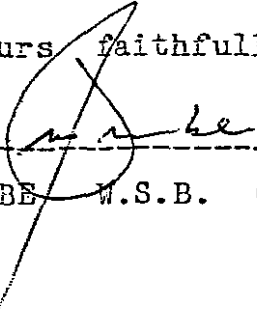
RESEARCH FOR A DISSERTATION

I have great pleasure to allow you to administer questionnaires to some of my educators.

Wishing you all of the best in your studies.

Thanking you Sir in advance.

Yours faithfully



DUBE W.S.B. (PRINCIPAL)