INTEGRATED LEADERSHIP: A LEADERSHIP APPROACH FOR SCHOOL MANAGEMENT TEAMS

By
CLARENCE NOWELLIN HENDRICKS

Submitted in fulfilment of the requirements for the degree
Doctor Educationis

In the Faculty of Education
at the
NELSON MANDELA METROPOLITAN UNIVERSITY

Supervisor: Dr. T. Morar

December 2012

ACKNOWLEDGEMENTS

The successful completion of this thesis would not have been possible without the support, guidance and assistance of the following people:

- ❖ God All mighty, for His ever presence, for giving me the physical and mental strength, intellectual and emotional capability to complete this study.

- ❖ Thanks to my Doctoral supervisor, Dr.Tulsi Morar for his moral and intellectual support, guidance and understanding that he rendered throughout the course of this study.

- ❖ Special thanks to my wife, Tertia, Shade and Cleo Hendricks for allowing me to commit myself to a study of this nature and also for sacrificing family time because of my involvement in this study.

- ❖ I would also like to thank D. Nysschens, R. Van Zyl and Bruce Kidwell for assisting me with either typing or proof reading this thesis.

- ❖ Thanks to Rod Townsend and his colleague Heather Cousins who at short notice edited this document for me.

Declaration

I, hereby declare that:

Integrated Leadership: A Leadership Approach for School Management Teams

is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that I have not previously submitted this thesis for the award of a degree at another university.

Signed: _____

Dedication

I dedicate this work to my late father, John Snyers who made a tremendous contribution in my life by inculcating in me Christian norms and values and the importance of education.

Abstract

School managers currently face major challenges of finding innovative ways to improve the quality of teaching and learning and ultimately student outcomes. This might be because contemporary leadership models promote either requisite curricular expertise or requisite leadership qualities or requisite norms and values which impact notably on teaching and learning. This study examined to which extent School Management Teams (SMT's) contribute to the quality of teaching and learning when utilizing an integrated leadership approach in primary schools.

The extent to which integrated leadership contributes to the quality of teaching and learning is investigated through an exploratory mixed method approach. Case studies in six different schools were conducted through both qualitative and quantitative research methods to obtain data regarding the thirty-six participants' integrated leadership qualities. Data was gathered through focused group interviews, observations and a questionnaire. The Annual National Assessment results for two consecutive years (2010 and 2011) of grade three and six learners for literacy and numeracy were collected to determine the relationship between integrated leadership and quality teaching and learning and the extent to which integrated leadership impacted on student outcomes.

The findings revealed that SMT's confused integrated leadership with the utilization of qualities from a range of leadership styles each seeking to fit the purpose of an activity, and then claim they are employing an integrated leadership approach. Integrated leadership on the contrary is one leadership model with different qualities and when utilised as a complete package, in a unified manner, has the potential to have a significant impact on the quality of teaching and learning and ultimately student achievement. The findings also indicated that the majority of SMT members are either not utilising integrated leadership or occasionally utilise some of the integrated leadership qualities. This might be one of the main reasons for unsatisfactory academic performance in schools.

Integrated leadership thus, when implemented in its totality at all times, possesses all the qualities to have a significant impact on the quality of teaching and learning nationally and internationally.

KEY WORDS: Integrated Leadership, Instructional Leadership, Shared Instructional Leadership, Transformational Leadership, Distributive Leadership

LIST OF ACRONYMS:

SMT: School Management Team
ANA: Annual National Assessment
HoD: Head of Department
OBE: Outcomes Based Education
DoE: Department of Education
OECD: Organisation for Economic Cooperation and Development
ACE: Australian College of Educators

SGB: School Governing Body

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Chapter One

1.1 An Introductory to Integrated Leadership

The core business of any school is quality, efficient and effective teaching and learning (Robinson, 2007: 21). A school's ability to deliver quality teaching and learning is to a large extent dependent on competent, capacitated, knowledgeable and skilful leadership. Quality teaching and learning should be the core business not only of School Management Teams (SMT's) but of the entire staff for positive school improvement to take place. By working collaboratively with educators who have instructional expertise, SMT's enlarge the leadership capacity of the school. Darling - Hammond (1988) summarized this collaborative approach constructively and claims that while school managers remain the central agents of change, they recognize teachers as equal partners in this process, acknowledging their professionalism and capitalizing on their knowledge and skills.

At the turn of the millennium, educational reformists internationally have refocused the attention of policymakers and practitioners to find conditions that foster the use of more powerful methods of learning and teaching in schools (Hallinger, 2003). The answer to this question might rest in research conducted by Mark and Printy (2003), which state that school improvement is more likely when a mixture of shared instructional leadership and transformational leadership, defined as integrated leadership, is utilized in schools. The literature on integrated leadership suggests that unless the individual and collective competence (which the shared leadership model advocates) are applied in an integrated fashion with the qualities as portrayed in transformational leadership, it will not have a meaningful impact on teaching and learning.

My involvement in a School Management Team (SMT) as a principal of a primary school has provided me with the experience of leadership and management. My personal experience and close relationship with SMT-members and post level one teachers who are not in formal power positions have convinced me that SMT-members to some extent find it difficult to demonstrate their job description as framed by the Employment of Educators Act (DOE, No. 76 of 1998) effectively, not to mention the added duties and responsibilities SMT's have to fulfil. This experience has triggered me to do an in-depth study on SMT's performance when utilizing an integrated leadership approach. This study, however, goes beyond the integrated leadership approach as uncovered by Marks and Printy (2003). It attempts to provide a

leadership model which integrates distributed leadership into integrated leadership. Against this backdrop it is important to give a short overview of school leadership in South Africa: pre- and post-1994 leadership; leadership currently offered; integrated leadership; and how these impact upon the quality and effectiveness of teaching and learning.

1.2 School Leadership in South Africa Pre-1994

During the apartheid era (pre - 1994) in South Africa, government legislation perpetuated a society of inequality based on race, class and gender (DOE, 1996b). To control and maintain these inequalities, government policies promoted centralized authoritarian control of the education system, at all levels (Grant, 2006). Within this system principals were seen as the only leaders. They managed schools on their own without considering inputs of the rest of the staff members seriously (Grant, 2006). Education leadership before 1994 was discussed and argued on a singular view of leadership and on individual impetus (Muijs & Harris, 2003). Furthermore, education leadership was often equated with principal-ship and understood in relation to formal position, status and authority (Grant, 2006).

An autocratic style of school leadership in South Africa deprived post level one teachers the opportunity to exhibit their creativity, expertise and leadership skills (Grant, 2006). Not only did the above-mentioned leadership style deprive potential post level one leaders from exhibiting the aforementioned qualities, it also shaped teachers in terms of how they perceived themselves, and influenced their belief and value systems accordingly (Grant, 2006). Images of the apartheid education policy, such as a content-driven curriculum, limited autonomy, a rigid and non-negotiable syllabus, rote-learning, an exam-driven curriculum and working in isolation had a direct impact on how teachers viewed themselves, their principals and school leadership (autocratic and top-down).

Owens's (2001:327) is of the opinion that the top down exercise of power and centralized control have demonstrably failed to produce the organizational results the advocates of organizational theory claimed it would. This is a clear indication that after a decade the tendency to regard principals as solely responsible for leadership and management of schools should be replaced by the notion that leadership and management are the responsibility of a team.

1.3 School Leadership in South Africa Post-1994

In the democratic South Africa, the South African School's Act (1996), the Government Gazette for Educators (2000) and also the Task Team Report on Education Management Development (1996) motivated that schools review their leadership and management practices. Schools which traditionally had been top-down were challenged to view leadership and management as a self-management activity in which all members of educational organizations engage. Therefore leadership and management should not be seen as the task of a few (DoE, 1996). This review process together with the increased emphasis on team management in the literature (Sheard & Kakabadse, 2001: 133) gave birth to a concept called School Management Teams (SMT's).

According to Tyala (2004) SMT's have brought about their own challenges. Some of these are that some principals had traditionally felt comfortable taking decisions on their own. For these principals, consultation, collective decision making and letting go of some of their powers, duties and responsibilities, are processes they are not familiar with and a sense of insecurity is evident (Tyala, 2004). Teachers, on the other hand, being the recipients of instructions from the principals were accustomed to the fact that the management of the school is the sole responsibility of the principal. Teachers were faced with the challenge to understand and accept their leadership roles in the functioning of the school (Tyala, 2004: 27).

Even though the principal, in his formal position as head of the school, is ultimately responsible and accountable for the quality of teaching and learning, legislation expects from School Management Teams to actively participate in the management of schools with the view to provide a better teaching and learning environment. School principals have thus the responsibility to create collegial environments, which offer the SMT and post level one teachers the opportunities to take on participatory leadership roles in a variety of portfolios, and this entails the distribution of power to teachers who are not in formal leadership positions.

1.4 The Impact of Leadership on Student Outcomes

There is a great interest in school leadership in the early part of the 21st century, because of the widespread belief that the quality of leadership makes a significant difference to school

and student outcomes. In many parts of the world, including in South Africa, there is increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their students and learners (Bush, 2008 & Watson, 2003).

If quality leadership can have a positive impact on school and student outcomes, one can assume that poor leadership can have a negative impact on school and student outcomes. The fact that South African children are not able to read, write and count at accepted levels, and are unable to execute tasks that demonstrate key skills associated with literacy and numeracy, as founded by national, regional and international studies over a number of years, immediately bring the quality of leadership in South African schools into question (DOE, 2008). This is a clear indication that quality, efficient and effective teaching and learning is not taking place in our schools, and a major reason for it, is a lack of quality leadership in our schools. Leaders in schools need to be held accountable for the aforementioned consequences of poor leadership. In an attempt to ensure that an ethos of quality teaching and learning is upheld and maintained in schools, the South African National Department of Education through the Education Laws Amendment Act 31 of 2007 hold principals and their SMT's personally accountable and responsible for school and learner outcomes.

1.5 An Integrated Leadership Approach

According to Marks and Printy (2003), SMT's are effective and productive when they are working in collaboration with other teachers. When SMT's are willing to take advantage of the democratic structures which the new education system provides, they can capitalize on the pedagogical knowledge and technical skills of teachers, and involve these teachers in decision making about educational matters. SMT's are now not only lightening their workload, but also enlarging the leadership capacity of the school.

An Integrated Leadership Model as revealed by Marks and Printy (2003) is an effective approach to include, share and capitalize on teachers' instructional expertise. An integrated leadership approach according to the same authors occurs when a mixture of shared instructional leadership and transformational leadership is utilized. Integrated leadership thus reflects the transformational leadership influence of managers and the shared leadership actions of managers and teachers.

It is not good enough to only include, share and capitalize on teacher's instructional expertise. SMT's should have the confidence to entrust these teachers with leadership positions, and create opportunities and an environment in which these teachers can lead the instructional programme of the school. Obviously, when allocating leadership positions, lines of expertise should be followed (Harris & Muijs, 2005: 31). When principals and other formal leaders create opportunities and conditions for teacher leaders who are not in formal leadership positions to interact with them around matters of instructional importance, the chance that teaching improves in the classroom is greater (Marks & Printy, 2008). Better equipped with content knowledge and insights from working together with SMT's, teacher leaders will be able to influence their peers to also provide quality teaching and learning. For quality teaching and learning to take place, SMT's need to distribute leadership to teachers (hence the term distributed leadership). Distributed leadership needs to be an integral part of integrated leadership, to have a significant impact on teaching and learning.

Even though SMT's have many different duties and a responsibility, the core business of any school remains quality and effective teaching and learning (Robinson, 2007: 21). It is thus critical that SMT's and other teachers are empowered to a level where they can use their energies to make a difference and transform their schools.

1.6 Problem Statement

Given the increased complex dynamics of schools, the continued focus on accountability and the quest for quality leadership, it is now more than ever important to realise that leadership styles in schools are critical aspects that may prevent or enhance the quality of teaching and learning in schools. In the changing school landscape, where school-based leadership and management are fundamental components for guiding schools towards improved and effective outcomes, a new conceptualisation of leadership is needed.

Quality leadership focuses on the core business of the school, which is quality, efficiency and effective teaching and learning and ultimately improved student outcomes (Robinson, 2007: 21). It can thus be assumed that quality, efficiency and effective teaching and learning are to a great extent reliant on the quality of leadership in the school. This view is substantiated by the opinion of Wallace (2002) who states that effective leaders exert powerful influence on the effectiveness of the school and the achievement of students.

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Drawing from my own personal experience, in schools where student performance is dismally poor, there is a total absence of quality leadership. On the other hand, in schools where there is some sort of leadership, even though in some of those schools student performance is satisfactory, the essence and impact that quality leadership could have on teaching and learning and ultimately student outcome is either ignored or completely misunderstood.

The lack and misconception of quality leadership might be one of the reasons why South African children are not able to read, write and count at accepted levels, and are unable to execute tasks that demonstrate key skills associated with literacy and numeracy, as founded by national, regional and international studies over a number of years (Government Gazette No. 3088 of 14 March 2008).

1.7 Research Question

The main focus of my study was to investigate the research question on the extent to which SMT's performance contributes to quality teaching and learning in the primary school when utilizing an integrated leadership approach.

The research question is thus: To what extent do SMT's effectively contribute to the quality of teaching and learning when utilizing an integrated leadership approach?

1.7.1 Sub Questions
- What is the prevailing leadership style employed in primary schools?
- To what extent do SMT's use their leadership position to influence and develop teacher leaders?
- To what extent do SMT's influence and empower teachers with transformational leadership qualities?
- To what extent do SMT's involve teachers in instructional leadership and capitalize on their instructional expertise?
- What are the integrated leadership qualities SMT's should be equipped with to have a positive impact on teaching and learning?

1.8 Research Aim and Objectives

1.8.1 Research Aim

The aim is to determine to what extent SMT's performances contribute to quality teaching and learning when utilizing an integrated leadership approach.

1.8.2 Research objectives

- To determine the prevailing leadership models currently employed in primary schools.
- To find out to what extent SMT's utilized their leadership position to influence and develop teacher leaders.
- To establish to what extent SMT's influence and empower teachers with transformational leadership qualities.
- To determine to what extent SMT's involve educators in instructional leadership and capitalize on their instructional expertise.
- To establish what integrated leadership qualities SMT's should be equipped with to effectively impact on teaching and learning.

1.9 The origin of Integrated Leadership

In an attempt to investigate to what extent SMT's performance contributes to quality teaching and learning when using an integrated approach, I will firstly describe instructional leadership and why there is a need for shared instructional leadership. Secondly, without transformational leadership, shared instructional leadership appears to be incomplete and insufficient (Marks & Printy, 2003). Finally, distributed leadership seems to be very important in all efforts to improve the quality of teaching and learning, and the leadership capacity in a school. However, just like the two above-mentioned leadership models, distributed leadership is incomplete and insufficient on its own. When incorporated into the existing integrated leadership model, it is envisaged that the "new integrated leadership model" can have a significant impact on teaching and learning. For the purpose of this study it is of utmost importance that these two leadership models are discussed as separate entities, and also in an integrated manner, but also to motivate why distributed leadership should be incorporated into the existing integrated leadership model.

Instructional leadership is defined by Bush and Glover (2002) as focusing on teaching and learning and the behaviour of teachers working with students. The leader's influence is targeted at student learning via the influence of the teachers. The emphasis is on the direction and impact on influence rather than the influence itself. In the Instructional Leadership model the principal is viewed as the sole instructional leader and the only one who has the instructional expertise to give instructional support and guidance to the rest of the staff (Leithwood, K., Jantzi, D., & Steinbach, R, 1999). Unfortunately, the dynamics of the 21st century school is such that it is almost impossible for one person to run the school successfully all by himself/herself. On the other hand, some principals are not educational experts and perceive their role to be administrative and as such purposely distance themselves from the classroom activities. In some instances principals have less instructional expertise than the teachers they are supervising (Hallinger, 2003).

In light of the above-mentioned argument, it seems to be of utmost importance that more people should be involved in the core business of the school, especially in improving the quality of teaching and learning. SMT's can share the responsibility to improve the quality of teaching and learning with the principal, but also involve teachers, because teachers know their learners and how their learners perform. According to Blasé and Kirby (2000) educational reform has a great chance of success when teachers are involved. Another advantage is that when teachers function in leadership positions, they could shape the goals and cultures of the school and at the same time retain their ties to the classroom (Conley & Goldman, 1994).

It is evident from the above-mentioned discussion that for SMT's and principals to have an impact on the quality of teaching and learning, instructional leadership should be shared throughout the school. The concept of shared instructional leadership allows the principal to invest teachers with resources and instructional support, and maintains congruency and consistency of the educational program (Conley & Goldman, 1994). Teachers performing shared instructional duties allow the SMT the space to focus on other activities which might have a direct or indirect influence on teaching and learning.

Marks and Printy (2003: 372) are of the opinion that the accomplishments of reforms such as shared instructional leadership whereby teachers share the instructional responsibility of the school, a model of transformational leadership is best advocated. Gunter (2001: 69) says that

transformational leadership is about building a unified common interest between leaders and followers. Gunter further mentions that transformational leadership occurs when one or more teachers engage with others in such a way that administrators and teachers raise one another to higher levels of commitment and dedication, motivation and morality. For Leithwood, Jantzi and Steinbach (1999:9) transformational leadership assumes that the central focus of leadership ought to be the commitment and capacities of organizational members. High levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity. It is easy to detect from the above definitions of transformational leadership that to develop the collective capacity of the school and its teachers to impact positively on teaching and learning, qualities such as commitment, dedication, motivation, trust, high expectations and morality are essential.

Shared instructional leadership without transformational leadership seems to be incomplete and insufficient to have a positive impact on teaching and learning. A leader/teacher might have the instructional expertise, but might not have the vision, sound relationship skills, commitment and the capacity to translate this expertise into practice and therefore is not in a position to maximizes the impact they could have had, if they had applied both shared instructional and transformational leadership in an integrated fashion. The above argument is supported and complemented by Marks and Printy's (2003) view that school improvement is more likely when a mixture of shared instructional and transformational leadership, defined as integrated leadership, is utilized in schools.

In an attempt to raise the levels of quality in teaching and learning even more, I found it necessary to suggest a leadership model that incorporates distributed leadership into the integrated leadership approach. Distributed leadership suggests that leadership should be shared throughout a school. This suggests that leadership does not reside only in the principal's office or even in the formal role held by HoD's, but also in post level one teachers (Spillane & Diamond, 2007). This new integrated leadership model enables SMT's not only to include, share and capitalize on these teachers' instructional expertise, but it also offers SMT's the opportunity to influence and allocate leadership positions to these prospective teacher leaders. Under the influence of the leadership of SMT's, teacher leaders can now, if necessary, make improvements to their individual teaching practices and influence other teachers to do the same.

It seems that to accomplish quality teaching and learning in schools, it is imperative that SMT's in their endeavour to accomplish and enhance the quality of teaching and learning, capitalize on the instructional competence of other educators (shared instructional leadership) while at the same time empower and influence these teachers with qualities of transformational leadership.

1.10 Purpose of Research

The main purpose of this research project is to establish how SMT's can utilize leadership and management qualities and expertise, which are portrayed in Transformational, Instructional and Distributive models of leadership, to improve the quality of teaching and learning. Furthermore, it is also hoped that the results of this study will encourage school managers to influence and empower educators with sound educational norms and values, and to capitalize on the instructional expertise of post level one educators and develop teacher leaders. At the same time it is hoped that teachers and SMT's willingly and fully identify with, and claim their new roles and responsibilities. Turnaround in schools can only happen when SMT's in collaboration with other teachers operate effectively and efficiently by changing ineffective schools to effective schools and effective schools into excellent schools.

If the findings of this research can inspire Higher Education Institutions to reconsider their education programmes when preparing educators for the schools, by not only preparing them with the theory and practical application of teaching and learning, but also to prepare them to demonstrate good leadership and management skills on different levels, this research will be worthwhile doing. It is also envisaged that this study can assist education authorities to put special emphasis on leadership and management when determining the job description of post level one educators. Also, these authorities should think about transformative, instructional and distributive models of leadership, by incorporating elements and characteristics of these models teachers' job descriptions.

1.11 Significance of the Study

According to Government Gazette No.30880 of 14 March 2008 national, regional and international studies have shown over a number of years that South African children are not able to read, write and count at the levels expected of them, and are unable to execute tasks that demonstrate key skills associated especially with literacy and numeracy. In Government

gazette No. 306 of 13 March 2008 the previous Minister of Education, Grace Naledi Pandor, launched the Foundations for Learning Campaign. The Foundations for Learning is a four year campaign (from 2008 to 2011), especially focusing on reading, writing and numeracy/mathematics. The impact of this campaign will be measured against the results of all primary school learners who are undergoing an annual assessment in literacy/languages and numeracy/mathematics every November, since November 2008 and grade three and six learners are writing common examinations respectively in all their learning area's every June, since June 2009.

Principals of all public schools are accountable for learner outcomes and therefore have to ensure that quality teaching and learning take place in schools (Education Laws Amendment Act 31 0f 2007). The Act requires principals together with their SMT's to prepare quarterly and annual reports on the academic performance of learners. This report shows whether learners have attained the minimum outcomes and standards contained in curriculum policies. It also indicates whether a school has made effective use of available resources in the delivery of quality teaching and learning in that specific school.

It is evident and easy to detect from the above-mentioned intervention methods, Foundations for Learning and the Education Laws Amendment Act 31 of 2007, that the quality of teaching and learning provided in schools are in question, and that someone need to be held accountable. One of the key responsibilities of SMT's is to ensure that quality teaching and learning takes place in schools (DoE, 2000: 10), as far as accountability is concerned even though the principal is ultimately accountable, the SMT shares this responsibility. Hence the significance of this study is to investigate how the effective performance of SMT's can contribute to the quality of teaching and learning. It is also to make recommendations and suggestions from the findings to restore, maintain and enhance the quality of teaching and learning through the effective leadership and management of SMT's.

The significance of the leadership model under discussion, integrated leadership, lies in its uniqueness. Unlike contemporary leadership models which is either curricular orientated, or norm driven, or which emphasizes expanding the leadership capacity of the school, integrated leadership focuses on shared instructional leadership (curricular expertise), transformational (norms and values) leadership and distributed leadership (expanding the leadership capacity) in an integrated manner. Contemporary leadership models have only minimal impact on

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student outcomes, up to five percent according to Leithwood, Day, Sammons, Harris and Hopkins (2006a). Integrated leadership on the other hand is a leadership model that when implemented in its totality at all times, consists of all the qualities necessary to have a significant impact on the quality of teaching and learning in that schools. Thus when SMT's utilize this leadership model with commitment and conviction, they put themselves in a position to contribute notably to the enhancement of learner achievement.

1.12 Concept Clarification

Leadership

Leadership is defined as a process of influencing others to facilitate the attainment of organizationally relevant goals (Ivancevich & Matteson, 2002: 425). The exercise of leadership does not require that one be in a formal leadership position. The important variables present in all leadership situations are people, task and environment (Ivancevich & Matteson, 2002: 425). Charlton (1993) suggests that school leadership involves "competencies and processes which are required to enable and empower ordinary people to do extraordinary things in the face of adversity and to constantly turn in superior performances to the benefit of the learning organization". In this study leadership is used to examine the influence that effective school leaders exert on other teachers and to determine the extent to which this influencing relationship impact the performances of the school as an organisation.

Management

According to Cronje, Du Toit, Mol, van Reenen & Motlatla (1997: 92), management can be defined as a process followed by a manager to accomplish an organization's goals and objectives. Management can formally be described as a process where human, financial, physical and information resources are employed for the attainment of the objectives of an organization (Cronje et al. 1997: 92). Management is utilised in this study to point out the different management tasks that SMT's must be able to fulfil, but also to indicate the difference between leadership and management.

Transformational Leadership

Transformational leadership goes beyond ordinary expectations by transmitting a sense of mission, stimulating learning experience and inspiring new ways of thinking (Griffin, 1993: 409). In this study the term transformational leadership is used to demonstrate the norm orientatedness of the term, but also to indicate its relationship to integrated leadership.

Integrated Leadership

According to Marks and Printy (2003) integrated leadership can be defined as a mixture of shared instructional leadership with transformational leadership. They further argue that integrated leadership reflects the transformational influence of the principal and the shared leadership actions of the principal and teachers (Mark and Printy, 2003: 377). In this study it is refer to integrated leadership as a leadership model that is a mixture of transformational leadership, shared instructional leadership and distributed leadership. Integrated leadership in this study is a more strong and dynamic leadership model.

Instructional leadership

According to Blasé and Blasé (1999), instructional leadership is when the principal involves him/herself in school-based activities such as assistance to teachers, staff development and curriculum development. It also encompasses the indirect effects of principal / teacher professional interaction and monitoring the effects of student progress and principal behaviour on teachers and classroom instruction (Blasé and Blasé, 1999). Instructional leadership is applied in this study to point out the shared instructional leadership skills, knowledge and expertise that is incorporated into the integrated leadership model.

SMT – School Management Team

This is a team of educators from post level one to four who deal with the professional management and day-to-day administration of the school. The SMT in this study refer to all the teachers that are in formal leadership positions (principals, deputy principal and head of departments).

1.13 Research Methodology

1.13.1 Research Paradigm

This research study is conducted in the interpretive paradigm. An interpretive research methodology focuses on the meaning people make of daily occurrences and how they interpret them within their contextual, social and natural settings (Cantrell, 1993). The researcher operated in this paradigm, because he wants to investigate to what extent SMT's effective performance contributes to quality teaching and learning in primary schools when utilizing an integrated leadership approach. This paradigm allowed the researcher to gain the perspectives of SMT's pertaining their individualistic, but also their collective impact on quality teaching and learning.

1.13.2 Research Method

The method of research will be a case study. Gorman, Hammersley and Foster (2001: 3) define the case study as referring to research that investigates a few cases, often just one, in considerable depth. The value of the case study lies in the potential richness of data, and the extent to which the researcher can convey a sense of how the case functions. The case study method will also assist me to establish the number and variety of properties, qualities and habits which are combined in a particular instance. According to Galliers (1991) the depth of the inquiry possible through the case study method is greater than any other research method such as a survey.

1.14 Research Design

To be able to understand to what extent SMT's effective performance contributes to the quality of teaching and learning in primary schools when utilizing an Integrated Leadership approach, I conducted this study through a combination of quantitative and qualitative methods. The qualitative method is the dominant approach and the quantitative approach being the less dominant method. The quantitative research approach was chosen to compliment and strengthen the findings of the dominant qualitative research method.

The reason why a combination of both qualitative and quantitative research methods are used in this study, is because that neither quantitative nor qualitative methods by themselves could capture all the data needed to determine whether integrated leadership contributed to the quality of teaching and learning in the schools. When quantitative and qualitative methods are

used in a combination, it complements each other and allows for more complete analysis (Tashakkori & Teddlie, 1998). According to the same authors, those studies that combine qualitative and quantitative approaches into the research methodology of a single study or multi-phase study are referred to as mixed-methods research.

Fraenkel and Wallen, (2006: 443) concur with Tashakkori and Teddlie (1998) by stating that mixed methods have some definite strengths. Since they include both qualitative and quantitative data, they provide a more complete picture of a situation then would either type of data by itself. Another advantage of a mixed-method design is that it strengthens the validity, reliability and revelation of diverse perceptions of reality among the participants (Golafshani, 2003). This type of design also ensures the possibility for data to be triangulated. Triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the findings.

By utilizing a combination of both qualitative and quantitative research methods the researcher is in a position to double-check the results, thus ensuring that the findings are triangulated. In an attempt to triangulate responses of SMT members, SMT members and post level one educators were interviewed to determine to what extent SMT members influence and empower post level one educators with integrated leadership qualities, and to what extent do these integrated leadership qualities contribute to the quality of their teaching and learning and ultimately student achievement. Interview responses of post level one educators and SMT members were compared for reliability purposes, but also to verify the responses of SMT members in the questionnaires.

Against this backdrop, the researcher deemed it necessary to discuss both research methods as separate entities even though they are utilized in a combination. By doing it in this fashion it not only gives the reader a clear perspective of the strengths and limitations of qualitative and quantitative methods, but also the need for mixing the two methods into one research method, namely mixed-method research. The quantitative method is discussed next.

1.14.1 Quantitative Research

Quantitative research as explained by Krathwohl (cited in Wiersma, 1995:12) describes phenomena in numbers instead of words, and supports the data in terms of percentages. Quantitative research refers to an approach where highly-structured methods of data gathering are used to obtain objective information to arrive at logical findings, which are usually represented in terms of numbers. According to Best (1981: 154) quantitative research provides the researcher with an option of objectivity and the desire to minimize biasness and distortion. Contrary to qualitative research methods, quantitative research is not interactive. According to Casley and Kumar (1988:4) the most widely used method for collecting quantitative data is the structured survey, which entails administering a written questionnaire to a of respondents. Quantitative research usually involves an investigation of a single reality that can be measured by a particular instrument. In this case, a quantitative questionnaire was utilized to present the findings in the form of frequencies, percentages and by making use of tables and graphs.

Frequency tables were also used to collate and classify data collected via the questionnaires, in preparation for a quantitative analysis. SMT's responses were coded. Coding is a process of transforming raw data into a standardized form, for processing and analysis (Polit & Hungler, 1987: 433). The data was categorized using frequencies and percentages. The responses from SMT members were analysed and interpreted according to assigned themes. For the purpose of this study the quantitative data was collected by means of a close ended Likert-scale questionnaire to determine to what extent SMT's performance contributes to quality teaching and learning in primary schools, when utilizing an integrated leadership approach. In order to answer the research question, an intensive study of the literature is of paramount importance, because the reviewing of the literature guided the researcher in constructing an appropriate questionnaire. SMT members were asked to answer the questionnaire.

All avenues were explored and implemented to ensure that the purpose of the questionnaire stood the test of validity and reliability. Verma and Mallick (1999) are of the opinion that the purpose of any research study is to collect new information or to utilize existing knowledge for a new purpose so as to answer worthwhile and fundamental questions by using valid and reliable techniques. The main purpose of this research project is to collect new information

and to utilize existing knowledge to answer the research question: *To what extent do SMT's effectively contribute to the quality of teaching and learning when utilizing an integrated leadership approach?*

1.14.2 Qualitative Research

The qualitative research approach is the dominant one and will form the basis of this research. By utilizing a combination of both qualitative and quantitative research methods the researcher is in a position to double check the results, thus ensuring that the findings are triangulated. In an attempt to triangulate responses of SMT members, SMT members and post level one educators were interviewed to determine to what extent SMT members influence and empower post level one educators with integrated leadership qualities, and to what extent do these integrated leadership qualities contribute to the quality of their teaching and learning and ultimately student achievement. Interview responses of post level one educators and SMT members were compared for reliability purposes, but also to verify the responses of SMT members in the questionnaires.

Qualitative research is one of the approaches followed in descriptive research. It is defined differently by different researchers. According to Bogdan and Biklen (2003: 2) qualitative research is an umbrella term that refers to several research strategies that share certain characteristics. Strauss and Corbin (1990: 170) concur with the above-mentioned authors and define qualitative research as any kind of research that produces findings not arrived by statistical procedures or any other means of quantification. Mckay (1999: 1) is of the opinion that qualitative research gathers information about issues that are not easily "measurable" or "countable". Qualitative research is thus the investigation of phenomena in an in-depth and holistic fashion, through the collection of rich narrative data using a flexible research design.
The qualitative research method also enabled the researcher to become the primary instrument in data collection in which meaning, and interpretations of data are negotiated between informants and the researcher (Cresswell, 2003: 198). This interaction between the researcher and the participants enabled the researcher to locate data which can be used to compare whether the responses given by SMT members are a true reflection of what is actually happening in the schools.

Qualitative research put emphasis on holistic descriptions: that is detailed descriptions of what goes on in a particular activity or situation. It is in this context that the qualitative research method is considered to be an appropriate investigative method to determine to what extent SMT members influence and empower post level one educators with integrated leadership qualities.

Another aspect of qualitative research methods is that it is developed in social sciences to enable researchers to study social and cultural phenomena (Myers, 2008: 2). Even though the dominant research method in this study is qualitative research, a quantitative research method is also necessary. Firstly, the unit analysis is post level one educators and SMT members within a school set-up, which is a socio-cultural entity. Secondly, this form of enquiry will afford the researcher the opportunity to examine the qualities, characteristics or properties of these participants, which will give the researcher a better understanding and explanation of the leadership expertise of SMT's (Henning, Van Rensburg, and Smith, 2004: 5).

The different qualitative research approaches used empowered and put the researcher in a position to probe the live experiences of post level one educators with regard to their perceptions of SMT's. The meanings attached to the responses of the participants were understood by analyzing the responses of post level one educators and SMT members. Qualitative research focuses on meaning in context, thus, it helped me to give a meaningful account of SMT's integrated leadership qualities.

In order to address the research question, to what extent do SMT's contribute to the quality of teaching and learning in primary schools, when utilizing an integrated leadership approach, the qualitative research approach needed to be in line and focus on the research question. Therefore it is essential that the researcher is aware of the features and characteristics of qualitative research. According to Neumann (2006: 6) certain characteristics of qualitative research must be embedded and reflected in the research process. In Neumann's opinion qualitative researcher must see that:

- The object of the study of the world as defined, experienced or constituted by investigating people.
- The method of data collection is open, flexible and not strictly regimental and rigid.

The qualitative approach in this study is in line with Neumann's opinion, because SMT members and post level one educators were interviewed through focused group interviews which allowed the researcher to probe if the responses from the participants were not clear.

1.15 Sampling

Because of the nature of this research, the researcher decided to use purposive sampling. Cohen and Manion (1994: 89) state that in purposive sampling, the researcher selects the case on grounds that satisfy his/her needs. Six primary schools were purposively chosen. These schools were selected on the grounds of the multitude of factors (contextual factors and so forth) which influence the schools' effectiveness and efficiency. Three primary schools in the rural townships (previously disadvantaged schools) and three primary schools in the rural urban area (previously advantaged schools) were chosen. The principals, deputy principals (if appointed), heads of department and some post level one teachers from these schools were invited. In terms of gender the researcher did his best to balance the male and female participants.

1.16 Data Gathering

According to McMillan and Schumacher (2001: 138), data collection involves the specification of procedures to be used in finding the relevant views. The researcher applied focused group interviews with open-ended questions and observations as qualitative techniques of collecting data, and a Likert-scale closed-ended questionnaire as a quantitative data collecting method.

During the focused group interviews post level one educators and SMT members were interviewed respectively to determine to what extent SMT's influence and empower post level one educators with integrated leadership qualities. In order to elicit answers from the participants regarding the integrated expertise of SMT's, questions were asked that elicit post level one teacher's involvement in shared instructional, transformational and distributed leadership in the school.

A tape recorder was used to record interviews because it will be very difficult to write down all the responses of the participants and at the same time observe and note important body signals/messages/expressions (Henning, 2004).

An observation on the other hand is the primary technique used by ethnographers to gain access to data (Goetz & Le Compte, 1984: 109). In this research study the observational data gathering technique was used to compliment my focused group interviews.

The questionnaire is a set of prepared questions with the same topic or related group of topics, given to a selected group of individuals with the purpose of gathering data on a problem under consideration (Van Rensburg, Landman & Bodenstein, 1994:504). The closed - ended questionnaire elicited structural answers from the respondents. A similar questionnaire was directed to SMT members in an attempt to compare and validate the responses. The questionnaire also compliments my dominant data gathering technique (focused group interviews).

Mixed-methods were used to collect the qualitative and quantitative data. In mixed-method research, there is a sequence to data collection that involves the collection and analysis of qualitative data (Phase 1) followed by quantitative data collection (Phase 2), often in the form of a survey (questionnaire). Creswell (2002) reiterates that mixed-method studies are often in two phases, one qualitative and one quantitative. This study also started with the qualitative phase and thereafter the quantitative phase.

Data for this study was also collected in two phases. The qualitative data collection phase is the dominant one and was collected first. The quantitative data collection phase is less dominant and followed the collection of the qualitative data. The quantitative phase compliments the dominant qualitative phase. In mixed methods research, both a qualitative and a quantitative phase are incorporated into the overall research.

The rationale for collecting data through mixed methods lies in the fact that both qualitative and quantitative methods are required to best answer the research questions raised in the study. Taking into account the theoretical and practical concerns of the study, unequal priority is given to each method in data collection and data analysis. Only when I interpret the data will the findings from the two methods be brought together. Then, I will note the convergence of the findings to strengthen the knowledge claims of the study or explain any lack of convergence that may result (Creswell, 2003).

1.17 Data Analysis

In qualitative data analysis the researcher aims to gain new understandings of the situation and processes being investigated (Creswell, 1994: 153). In this study, interviews will be analyzed through verbatim transcriptions. The researcher will listen carefully to each interview and will listen to it repeatedly if necessary to obtain the detailed responses. (Sands, 2004: 52). To make my analysis easier I will transcribe recorded interviews after each interview with verbatim responses (Van Wyk, 1996:164), looking for emerging themes.

After the data obtained from the focused group interviews is analyzed, the results will be interpreted in a narrative form and supported by direct quotations that serve as confirmation of important interpretations. This mode of presenting data is in line with McMillian and Schumacher's (1997:500-503) view that qualitative data analysis takes the form of written language.

Observations as a qualitative data gathering technique will be used to compliment the data obtained from the focused group open ended interview. The notes of the observations can assist me to reconstruct some segments of the data.

1.18 Triangulation

According Cheng, Liying (2005) triangulation refers to the application and combination of several research methodologies in the study of the same phenomenon. It can be utilised in both quantitative (validation) and qualitative (inquiry) studies. These two researchers are also of the opinion that in social sciences, triangulation is often used to indicate that more than two methods are used in a study with a view to double (or triple) checking results.

A Mixed-method approach was utilized to conduct this study. Triangulation of the research data was enforced by comparing the questionnaire responses of SMT's with the interview, those of level one teachers. This cross checking of data puts the researcher in a position to validate the responses given by the participants, because the same questions were asked for both SMT members and level one teachers. The credibility and reliability of the data were also strengthened by the above-mentioned method of triangulation.

1.19 Some Ethical Considerations

The following ethical considerations were applied to this study. Permission to conduct this study was requested from the Head of Eastern Province Department of Education to give the researcher permission to conduct the study in schools. Ethical clearance from the Nelson Mandela Metropolitan University was requested. A letter seeking permission to conduct this study in schools was also sent to the circuit managers and principals of the region in which the study will take place. All educators involved in this study were asked to participate voluntarily. Trochim (2001: 24) is of the opinion that the principle of voluntary participation requires individuals not to be forced to participate in the research. If any educator agrees to participate, he or she has the right to withdraw from the study at any time.

The nature and the purpose of the research project were explained to all the participants. It was also explained to the participants that the captured data will be utilized to make recommendations to tertiary institutions and the Department of Education concerning training programmes for SMT's. The participants were assured that the information required will be used only for the purpose of the study.

Pseudonyms were used in respect of the participants and the schools that were selected for the purpose of this study. It was stipulated in the consent form (appendix 3) that any information so obtained from the participants would remain confidential between the two parties. The purpose of this was to ensure that anonymity and confidentiality were strictly adhered to. The researcher made sure that all the other ethical requirements are adhered to.

Outline of the Study

Chapter One

In this chapter the reader was given a glimpse of what will be discussed in the chapters to follow. The background, context, concept clarification, motivation as well as a description of the problem statement were discussed in this chapter.

Chapter Two

This chapter review the literature; an insight was given into what other researchers have contributed to the literature under discussion: The role of SMT's to improve quality teaching and learning by using different models of leadership.

Chapter Three

This chapter focused on the planning of the research data.

Chapter Four

In this chapter the researcher focused on the presentation and analysis of the research data.

Chapter Five

In this chapter a presentation, analysis and interpretation of the results were made.

Chapter Six

In chapter six a summary was made, findings were discussed and recommendations were made.

Chapter Two

One Leadership Model: Different Leadership Qualities

2.1 Introduction

School principals and the SMT's are the educational leaders and managers of a school and are therefore responsible for the work performance of all the people in the school (Botha, 2004: 239). The most important job of the SMT's is to help the school achieve a high level of performance through the effective utilization of all its staff members (Botha, 2004: 239). This is done through effective, and ultimately, excellence in leadership. Simply stated, SMT's need to get the job done by working with and through staff members. Botha further states that if staff members perform well, the school performs well; if staff members do not perform well, the school does not perform well. In this sense, the leadership task of the SMT is of utmost importance for the success of any school.

The impact of school leadership on quality teaching and learning and ultimately student achievement should not be underestimated. According to Mulford, Leithwood and Salins (2006) school leadership is second only to classroom teaching in what learners learn and achieve at school. Highly skilled SMT's should therefore be cognisant of the knowledge-levels, expertise and ability of their teachers, and should capitalize on and utilize these attributes which teachers possess to improve student-learning outcomes. By involving teachers in sustained dialogue, and including them in decision-making about educational matters, SMT's not only recognize them as equal partners in this process, but SMT's are also enlarging the leadership capacity of the school.

In Australia, the Organisation for Economic Cooperation and Development (OECD) reviewed and drew on evidence from nineteen Countries, which reaffirms the importance of school leaders in improving student learning outcomes. These calls for reform followed a decade of concern in Australia and overseas about a serious crisis in school leadership (Australian College of Educators (ACE), 2006).

In South Africa, as in Australia, there is also great concern and a desire for sound leadership practices in schools. Research done by Schein (2000) and Yukl (2005) revealed that the educational leader exerts a greater influence on the success and effectiveness of a school,

more so than any other factor. Good leadership is thus essential for the successful creation of well-balanced and healthy schools. Because of the great impact of effective leaders on the attitudes and beliefs of followers, South Africans are in need of leaders who are able to create an environment in which education will flourish in order to save South African education from a crisis (Morrow, 2008).

School principals together with SMT's are legally responsible for sound leadership practices, and ensuring that quality teaching and learning in schools take place (Education Laws Amendment Act 31 of 2007). By virtue of their leadership position SMT's are further responsible and accountable for ensuring improved student achievement by creating conducive environments and conditions for quality teaching and learning. It is thus imperative that school leaders, in their quest for quality teaching and learning, work collaboratively with all the people in the school (teachers and learners).

School-based leadership where school principals and SMT's are willing to relinquish some of their powers and authority to post level one teachers is of utmost importance for this study. Furthermore, the integrated manner in which school leaders and post level one teachers apply their curricular knowledge and expertise, to contribute to the quality of teaching and learning and ultimately improved student achievement, is equally important for this study. Leadership among the principal, SMT and post level one educators will therefore be discussed in an integrated manner.

2.2   A Systematic Layout on how the Literature was Reviewed

2.2.1 Different Aspects of Leadership

The research topic: *Integrated Leadership: A leadership approach for SMT's,* is in essence about a leadership model which SMT's can utilize to contribute to the quality of teaching and learning in schools and ultimately to student achievement. However, in order to address the research question: *To which extent SMT's contribute to the quality of teaching and learning when utilizing an integrated leadership approach,* I will have to refer to, and discuss the following aspects:

➢ Leadership (because the entire research is about school leadership).

- The influencing relationship of leadership, as it is related to integrated leadership and its prominence to the three key components (Instructional, Transformational and Distributive leadership) of integrated leadership.
- Existing leadership models (to be able to motivate the need for a new leadership model).
- Factors influencing the effectiveness of school leaders (to make the reader aware of the impact of contextual factors on leadership, but also to make them aware of resilient leaders who perform against the odds).
- Developing leaders, underpinned by an approach, which is people orientated.

2.2.2   Three Components of Integrated Leadership

The three core components, Instructional, Transformational and Distributed leadership, which comprise integrated leadership, are discussed in detail as separate entities. Discussing these components as separate entities will give the reader a clear perspective of its conceptual meaning, and varied characteristics. These components, when integrated, are of paramount importance for this research. The need for shared instructional leadership, and where it derives from, will also be deliberated on. I also argue the necessity of shared instructional leadership, and its insufficiency and incompleteness without transformational leadership and vice-versa. The inclusion of Distributed leadership into this "new" integrated leadership model is also substantiated at a later stage.

2.2.3 A Need for Integrated Leadership

The need for a mixture of shared instructional leadership, transformational leadership and later distributive leadership is the core of this research. When these components are applied in an integrated fashion they form integrated leadership. The qualities, expertise and skills, which will surface from the discussions, and analysis, of integrated leadership will be instrumental for the determination of the research methodology, and, in answering the research question.

2.2.4 A Description of the "New Integrated Leadership Model"

A complete analysis and description of the "new" integrated leadership, which comprises an integration of instructional, transformational and distributed leadership, will follow later.

2.2.5 Managerial Skills of Effective Leaders

The characteristics of a good, effective and successful leader are not only stationed in his/her leadership capacity, but also in the significant attributes of managerial skills and expertise which make up the total repertoire of an effective and a successful leader. Hence there follows the discussion of the management functions of leaders, and how they can run schools effectively through the application of twelve management processes.

SMT's, in their endeavour to manage schools effectively, need the active participation and involvement of other role-players, for example HOD's, teachers, learners, parents and the department of education. This suggests that for schools to operate successfully, school leaders need to involve the above-mentioned role-players in decision-making processes, and to delegate and devolve particular leadership and management activities from higher to lower levels of authority and power, for example to HOD's, senior teachers, learning area heads, teacher leaders and normal post level one teachers (Mosoge & van der Westhuizen, 1998: 74).

The aforementioned discussions will provide a firm basis for answering the research question and give direction to the research methodology.

2.3 Different Aspects of Leadership

2.3.1 Leadership

Leadership is a very complex concept to define. There are many different definitions of leadership, yet there is no single definition broad enough to describe the total leadership process. Sayer & Williams (1998:24) point out that leadership is the power to influence the thinking and behaviour of others to achieve mutually desired objectives. Mutually desired objectives can only be attained through the involvement of all the relevant role-players of an organization. Effective and successful leadership of a school is thus dependent on the cooperation and collaboration of not only teachers in formal leadership positions, but also post level one teachers, School Governing Body's and other personnel in the school. Leadership and management can therefore no longer simply be seen as the exclusive preserve of SMT-members.

According to Armstrong (2004) leadership is the influence, power, and legitimate authority acquired by a leader to be able to effectively transform the organization, through the direction

of human resources (in this case teachers) who are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the school at every moment, and influencing the staff to define their power to share this vision. A mission and vision that is shared by all the teachers in the school provide a sense of ownership and a belief that they are part of all decision-making processes. This involvement and feeling of ownership give post level one teachers the confidence to avail themselves for leadership responsibilities and as such, extend the leadership capacity of the school.

School effectiveness, and school improvement, cannot occur without good leadership. Effective leaders exert powerful influence on the effectiveness of the school and the achievement of students (Wallace, 2002). It is therefore clear that effective school leaders exercise a significant influence on the achievement of students, but not as significant when they involve, collaborate with, and utilize the knowledge, skills and expertise of post level one teachers.

Sustainable leadership looks beyond individual leaders and building capacity of principals only. Leaders developing leaders is at the heart of sustainability (Hargreaves & Fink, 2005:95). Multiple skilful school leadership will put the school in an advantageous position in that it encourages healthy competition amongst leaders, which in turn discourages other leaders to become complacent and stagnant. The involvement of more leaders, in the leadership of the school, in a significant way prevents the school from becoming dysfunctional and non-progressive.

From the foregoing discussions it can be seen that leadership is complex, as well as a dynamic activity which is not only dependent on management criteria but also on group dynamics, personality of leaders and the environment in which it occurs.

2.3.2 Quality of Leadership

There is a heightened interest in school leadership since the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student performance. In many parts of the world, including in South Africa, there is increasing recognition that schools require effective leaders and managers, if

they are to provide the best possible education for their students and learners (Bush, 2008 & Watson, 2003). More education departments are realizing that their main assets are their people and that remaining, or becoming competitive, depends on the development of highly skilled SMT's and teachers.

According to Bush & West-Burnham (1994: 102) leadership for quality should involve vision, a value-driven strategy, creativity, problem solving, clear decision-making, sensitivity, interpersonal communication skills, and delegation and improvement. These authors put emphasis in leadership for empowerment to make things happen, and in future oriented leadership that is characterized by vision, planning, strategizing and improvement. It is thus essential that prospective and experienced school leaders are equipped with the qualities and attributes, which Bush & West-Burnham (1994: 102) mention. The provision of qualities and attributes such as, value-based visionary and strategic leadership are highlighted by Begley (1999: 309) as the most important function in the performance of a school leader's duty.

However, the provision of quality leadership in schools cannot rely solely on principals and middle managers. First and foremost, the demands and dynamics of millennium schools are such that even with high quality leadership in schools, it is almost impossible to run a school effectively without making use of the knowledge, skills and expertise of post level one educators (Marks and Printy, 2003). For institutions to be effective and successful, and to provide quality teaching and learning, these post level one teachers need the leadership of highly effective principals and the support of other senior and middle managers, but they also need to be responsive and perceptive when the call of leadership comes their way (Marks and Printy, 2008).

In an attempt to uphold and maintain the quality of leadership in schools, school leaders are now necessitated to think differently about school leadership. This paradigm shift led to the reshaping and restructuring of leadership and management processes in schools. To neutralize the increasing workload that the demands and the dynamics of the millennium schools place on school leaders, distribution and devolution of key roles and responsibilities to post level one educators are not only becoming a must, but are also useful mechanisms to decrease the workload of school leaders, while at the same time increasing the leadership capacity of the school.

It is apparent now more than ever that a call for a new perspective to leadership is unavoidable. An approach to leadership that is more collaborative and decentralized seems to be essential for the 21st century leader. The centrality of teachers in the leadership tasks and the importance of teachers' involvement in leadership cannot be underestimated when it comes to improving the quality of teaching and learning in schools. Ogawa and Bossert (1995) re-emphasize this shared approach to leadership, when they mention that leadership is embedded not in particular roles, but in relationships that exist among the incumbents of roles.

On the other hand, drawing from my relationship and from my experience with fellow principals, one cannot disregard the fact that probably the majority of school leaders still embrace the idea that leadership is embedded in a one-way and top-down relationship. This type of leadership often disregards the leadership qualities and capabilities of post level one educators, and thus excludes them from leadership roles and responsibilities. School leadership which tries to carry the work burden, especially the instructional program of the school, on its own, can have detrimental consequences for school effectiveness.

Lambert (2002) makes it categorically clear that the days of the lone instructional leaders are over. According to him one administrator cannot serve as the instructional leader for the entire school without substantial support and participation of other teachers. For this reason Lambert (2002) and Marks and Printy (2003) proposed a more inclusive approach of shared instructional leadership. These authors further argue that strong transformational leadership by the principal is essential in supporting the commitment of teachers. Transformational principals need to invite teachers to share leadership functions, for the mere fact that teachers themselves could be barriers to the development of teacher leadership. Sheppard (1996) further emphasizes this encouragement of teachers to work collaboratively, when he mentions that when teachers perceive principal's leadership behaviours to be appropriate, they grow in commitment, professional involvement and participation, and show a willingness to innovate.

2.3.3 Effective School Leaders Share Vision Building

From a totally different leadership perspective, SMT's in their formal role as leaders are seen as part of the learning community, because their main task is not to create policies but to implement policy decisions. Good school leadership is about transforming feelings, attitude and beliefs, as well as the practice to improve the culture of the school. Leadership should be seen as a means of transformation rather than control or authority.

Senge (1996:45) sees educational leaders in the new millennium as those people who "walk ahead", people who are genuinely committed to a deep change in themselves and their organizations. They lead through developing new skills, capabilities and understandings. Taking into consideration Senge's (1996: 45) view of educational leaders, one can thus argue that SMT's with the principal on the frontline have to provide schools with direction, in such a way that they share the educator's vision, and establish values and attitudes which are central and focused on an ethos of quality teaching and learning, which is of paramount importance.

According to Reynolds (1997:74) this shared vision is critical because it can guide a policy or a developmental process in a particular direction. It is the answer to the question, "where do we want to go?" It is thus important for SMT's to know where the school is in terms of its vision; and developing a clear strategy to accomplish this vision and communicating its effectiveness to the teaching community. Effective schools thus require leaders who are willing to express their values, which must become shared goals, so that the entire community shares that vision (Terry 1999:30).

In schools, teachers come from different socio-economic backgrounds, they perceive things differently and their value systems are different. All of these are articulated in their relationships and day-to-day work. Unless SMT's create a sense of vision that is clearly understood by all stakeholders, especially by teachers, a school might as well exist without a vision and mission. Vision building should embrace the cultures and ideas of all stakeholders by including them in all the processes of vision building and acknowledging their contributions towards vision building as meaningful and valuable.

Senge (as cited in Jafhta, 2002) reinforces the importance of a shared vision by stating that if one person or a group imposes vision upon people, or the organization, members will not be committed to it. The staff should thus be eager and not resentful and unwilling to participate in vision building, because the effectiveness of any institution is dependent on the common understanding of the school's vision and culture, which gives each school its unique climate and ethos. SMT's in their pursuit of excellence in their institutions, have to integrate quality indicators (such as modelling high expectations, protecting of the instructional time, and supervision, evaluating and monitoring of instructional activities, and so forth) with the values, culture and vision of the teaching community, in an attempt to make their schools effective, efficient and excellent.

2.3.4 Leadership as an Influencing Relationship

The rationale behind mentioning leadership as an influencing relationship is because the leadership model under discussion (Integrated Leadership) is in essence an influencing relationship. SMT's can positively influence staff members with qualities such as moral purpose, commitment, high expectations, curricular expertise, or oppositely, with negative qualities. At the same time SMT's can capitalize on post level one teachers' instructional knowledge and expertise.

Researchers such as Hargreaves and Duignan (2006) and Fullan (1991) are of the opinion that educational leadership is, essentially, an influencing process and/or an influencing relationship. According to Roost (1993: 102) leadership is "an influencing relationship among leaders and followers who attempt real change as their mutual purposes". Educational leaders need to be acutely aware that leadership is essentially, an influencing process based on moral purpose. Their webs of influence constitute a dynamic influence field through which they can have strong positive influence on learning environments, teaching and learning (Duignan, 2009:38). Principals and SMT's need to engage in professional conversations of the nature of their influence fields and what strategies, actions and interactions they can apply to strengthen them and thereby maximizing their influence on student outcomes. They need to be purposeful and deliberate when selecting influence relationships and processes to strengthen learning dynamics and environments with their influence fields (Duignan, 2009: 38).

Maxwell (2005: 4-13) on the other hand concluded that "the true measure of leadership is influence – nothing more and nothing less", and that in leadership – no matter where you are in an organization – the bottom line is always influence. This perspective is fundamentally important when it comes to the qualities leaders must hold, such as values, morals, ethics, commitment, vision, goal setting, high expectations, and so forth. These play an integral part in how leaders present themselves to others in the influencing process.

Drawing from personal experience, a relationship can be impacted positively with good qualities. This implies that if a relationship can be impacted upon positively with good qualities, a relationship can also be impacted upon negatively with bad qualities. Therefore, if leaders wish to influence those who engage with them within their fields of influence positively, prerequisites for developing such sound relationships should be based on integrity, trust and respect for the dignity and worth of others.

2.3.5 The Influence of Educational Leaders on Student Achievement

It is widely recognized that effective educational leadership influences student outcomes in positive ways (Dinham & Robinson, 2008). Educational leaders, such as school leaders, should create conditions for learning that positively influences teachers, teaching, and student learning in their efforts to improve the quality of teaching and learning and eventually student achievement. Mulford, Leithwood & Salins (2006) from their research on educational leadership for organizational learning and improved student outcomes, claimed that school leadership is second only to classroom teaching in influencing what students learn at school.

Wallace (2002) is of the opinion that effective leaders exert a powerful influence on the effectiveness of the school, as well as the achievement of the learners. The influence of effective principals on student achievement is significant, but this effect is mediated through the actions of others, particularly teachers (Leithwood & Jantzi, 2000). These authors are also of the opinion that for schools to be managed and led effectively and successfully, leadership needs to be shared and distributed throughout the school. This view is further strengthened by Wallace's (2002) statement that the contribution by principal leadership to school effectiveness and school improvement is significant, but not as significant as that of teacher leadership.

Dinham and Robinson (2008: 12) have encouraging findings for educational leaders in schools, especially principals. In his view a school leader can play a major role in creating conditions in which teachers can teach effectively, and students can learn, even though the influence of leadership on student achievement has perhaps been underestimated. The significant influence of principals and other school leaders on classroom environments, student learning and outcomes should thus not be underestimated.

According to Leithwood and Riehl (2003: 13-15) leadership changes do seem to explain an important proportion of the school related differences in student achievement, and in schools that show impressive achievement gains, educational leaders maintain a clear and consistent focus on improving the core business of schooling – teaching and learning – and they accept no excuses for failing to improve student learning.

It is evident in researched literature that the leadership of those in formal positions of power can contribute to school and student improvement. In the view of Wallace (2002) effective leaders exert a powerful influence on the effectiveness of the school and the achievement of students. It is clear that at best effective leaders in the shape of principals, exercise a significant influence on the achievement of students, but it is also clear that this effect is mediated through the actions of others, particularly teachers (Leithwood and Jantzi, 2000).

Work done by Salins and Mulford (2002) show that student outcomes are more likely to improve, where leadership sources are distributed throughout the school community, and where teachers are empowered in areas of importance to them. Fullan (2001) and Hopkins (2000) stated that the form of leadership most often associated with improved learning outcomes are the ones that are shared. One can therefore assume that for schools to develop and improve in rapidly changing times, issues of leadership and management can no longer simply be seen as the responsibility of senior staff or SMT's. Leadership is thus not attached to formal position or status, and as such is available to everyone.

Improved student achievements don't just happen by chance. Educational leaders, especially school leaders, need to create environments in which students can excel academically. The traditional classroom set-up with desks arranged in rows, the teacher's desk and a writing board in front of the classroom is long out-dated, ineffective or not viable (OECD, 2008: 32). Another significant feature of the traditional classroom is that the obtaining of knowledge is

viewed in the line of memorisation of facts and procedures, but out of personal experience this view seems to be insufficient and out-dated.

In our quest to create a classroom environment conducive to teaching and learning, and to cater for challenges and demands that learners are facing on a daily basis, school leaders are forced to think differently about knowledge, cognitive processes, how students learn and assessment practices.

Taking the above-mentioned arguments into consideration, it is absolutely imperative that school leaders think differently about teaching and learning, and influence their teachers accordingly. Teachers in turn need to think differently about creating environments that promote, foster and enhance teaching and learning practices and ultimately student achievement. A paradigm shift away from assumptions and mind-sets on teaching, learning and assessment, which are associated with traditional approaches to schooling thus become a necessity.

2.4 Existing Models of Leadership

The above-mentioned discussions have raised some serious concerns and questions on whether leadership can actually contribute to quality teaching and learning in the classroom and eventually improve student achievement. To answer some of these questions it is important to tap into different leadership styles and see through the application of which leadership style(s) teaching and learning can be improved.

There are quite a number of leadership styles. Haward (2008: 24-26) draws our attention to ten leadership styles that are used in highly-achieving quality schools:

❖ *Assertive Leadership*

Haward (2008) is of the opinion that this leadership style insists that everyone in the school focuses on the task at hand. If something needs to be improved, the assertive leader has the courage to insist on that improvement. No matter how warm and friendly the school may be, there should also be a strong work ethic. In the classroom, and, in the staffroom, there is a need to get everyone focused on what has to be done. Not everyone will do his/her duty in the school, that is why assertive leaders act decisively to ensure commitment (Haward, 2008).

❖ *Break through (Maverick) Leadership*

According to Hayward (2008) this leadership style questions everything that happens in the classroom or school. Some of these questions might be awkward for people who have to answer them. However, the questioning does not have a fault-finding negative tone, on the contrary this leader offers solutions. This leader is willing to break through the present situation (Haward, 2008).

❖ *Authentic Leadership*

This leader backs his work with actions. What these leaders say at assemblies about the way we should behave and treat others, reflect their actions when they step off the stage. Children, parents and staff want more than sweet-sounding words. Nelson Mandela is a true authentic leader in the sense that after racial hatred and years of imprisonment he was the pioneer advocate of reconciliation (Haward, 2008).

❖ *Distributive Leadership*

Hawood (2008) further mentions that some leaders personally take on too much responsibility. These leaders are of the opinion that the best people to do tasks are themselves. They are not prepared to let others attempt tasks. The workload can have a hugely negative impact on their health, a decline in the quality of their own work, and eventually burnout follows. Besides personal benefits, distributive leadership helps others to grow and develop as leaders (Haward, 2008).

❖ *Emotionally Intelligent Leadership*

Emotional intelligence is used every day when we interact with others. Every school experiences inter-personal conflict. The intensity of conflict depends on the level of emotional intelligence of the people in disagreement. Emotionally intelligent people resolve conflict assertively yet in a spirit of mutual respect. Each side listens to the other's viewpoint. Both sides strive to find a common ground (Haward, 2008).

❖ *Ethical Leadership*

Ethical leadership is linked to values. Activities and decisions are based on an ethical code. Leaders are continually making decisions. Certain decisions are clear-cut and often accepted by all, but on the other hand, leaders might be confronted to make decisions that might be

unpopular. Ethics is a guide to decision-making. Ethical leadership permeates the school (Haward, 2008).

❖ *Invitational Leadership*

These types of leaders are comfortable within themselves and don't feel threatened when somebody knows more than they do. These leaders invite people to be part of a warm organizational climate. Invitational leadership not only welcomes people but also invites inputs from those who know more than they do. These leaders also surround themselves with towering intellect. They are approachable, friendly, open and helpful (Haward, 2008).

❖ *Servant Leadership*

For the mere fact that SMT's hold different leadership positions it is expected of them to be of service to all, especially to those who need our service most. The school principal and SMT are not bosses where others are at their humble services. Teachers are there to render a service to their learners. Mother Teresa of Calcutta is a prime example of servant leadership. "Every day she stooped low to be the servant of the poorest of the poor" (Haward, 2008).

❖ *Situational Leadership*

Some school principals achieve their positions because of areas of excellent achievement. Possibly, they were excellent mathematic teachers or administrators. Quality schools cannot only excel because of the exceptional skills of a few. It needs the talents of everyone in the organization. No one leader has all the necessary skills and talents to make an organization successful all on his/or her own. Situational leaders are willing to tap into the different strengths of others and also to give opportunity to others, and allow other people to take on the leadership role (Haward, 2008).

❖ *Spiritual Leadership*

Drawing from personal experience of being an educational leader in a South African school, I can testify boldly that taking the lead in a South African school can be very tough. Issues such as HIV/AIDS, break down of family life, child reared homes, unemployment, poverty, and so forth, do not make it any easier to lead and manage in South African schools. Leaders need to have a strong spiritual basis from where they can lead their schools, because on their own it is almost impossible to create quality schools. Their spiritual basis might assist them to

handle the above-mentioned realities of everyday life in a professional yet discrete and sympathetic manner (Haward, 2008).

2.4.1 Effectiveness of above-mentioned Leadership Styles

Each of the above leadership styles as mentioned by Hawood (2008) has significant traits. It seems that when these traits are being utilized effectively, it can create an environment conducive to quality teaching and learning. It is also easy to detect that these traits as shown by each of the aforementioned leadership styles are norm driven. But are positive norms on their own enough to cause better teaching and learning practices? Leaders can utilize a range of the above-mentioned leadership styles on a regular basis, each seeking to fit the purpose of an activity, but if they don't have the instructional capacity, they will not be in a position to give guidance, and direction when it comes to the curricular aspects of the school. If school leaders wish to make any difference in their schools, and stay abreast of educational challenges, it is now more than ever of paramount importance that they make a paradigm shift and think differently about improving teaching and learning.

Before we can even start to think about a paradigm shift, thinking differently about teaching and learning, we need firstly to consider the factors which impact upon the effectiveness of school leaders. By establishing and discussing these factors we will be in a better position to determine where we are at present in terms of school leadership in South Africa. Secondly, we need to know our current leadership position/situation in terms of the global world in order to give us a platform to start thinking about school leadership.

2.5 Factors Influencing the Effectiveness of School Leaders

There are a multitude of factors that have an impact on how effective school leaders lead and manage schools. The researcher deemed it necessary to discuss two factors which he regards as important and relevant to this study: (1) Globalization (2) Cultural and Contextual factors:

❖ Globalization

Effective educational leadership and management are supposed to be exercised in all schools, but we should not disregard the influence that contextual factors have on educational management and leadership. For South African schools this is no different and we are being influenced by international trends, whether it is in terms of curriculum, assessment,

leadership or management issues, we are affected. Bottery (2001: 2002) cited by Bush and Middlewood (2005: 6) mentions that globalization is one of the main factors that influence educational leadership and management. Two main dimensions of globalization as mentioned by Bottery (2001) need to be considered when the effectiveness of educational leadership and management are being measured in an institution: a reduction in the power of the national government and the movement of, their power, primarily to supra-national bodies.

In education, globalization is manifested through national and local implementation of what are essentially international trends (Bush & Middlewood, 2005: 6). South African education is decentralized and it gives schools at times greater autonomy.

The nature of teaching and learning, leadership and management in many developed countries has an impact on how South African schools approached these practices, often because of globalization competitiveness. One can detect from the above-mentioned statement that SMT's have not only a significant role to play in their institutions, but also need to keep updated with national and international trends when it comes to effective leadership and management of their schools. The above statement implies that the leadership skills and development thereof are strongly influenced by globalization, which in turn suggest that SMT's need training on a continuous basis to up-skill and empower themselves with knowledge, in an attempt to ensure that they stay compatible with the ever-changing demands of the globalized world.

Bush and Jackson (2002: 420-1) cited in Bush and Middlewood (2005: 7) refer to "an international curriculum for leadership preparations", and note that links between leadership quality and school effectiveness have been demonstrated in many parts of the world. Thus SMT's need special preparations to execute their roles and responsibilities effectively to ultimately have a definite impact on the school, in particular, teaching and learning. Bush and Middlewood (2005:10) posit further that there is convincing evidence that successful leaders focus most strongly on motivation and developing people, rather than establishing and maintaining systems and structures. Taking into consideration the above statement made by Bush and Middlewood (2005: 10), it can thus be expected that principals should make sure that the SMT's are valued not only as individuals, but as a team as well, as people who are important and add value to the school.

❖ Cultural and Contextual factors

The impact that SMT's have on improving teaching and learning practices cannot be discussed without taking cultural and contextual factors into consideration. Notions of bureaucracy, autonomy and control, plus accountability are evident in many countries and for South Africa it is no different when it comes to the applicability of these notions. The presence of these notions in any institution, province or country and the impact that it has on the effectiveness of schools cannot be over emphasized. At the same time, the impact that local circumstances and basic values have on how effectively a school is managed and led by SMT's is not to be underestimated.

The effectiveness of SMT's in developing countries cannot be compared with their counterparts in developed countries. According to Bush and Middlewood (2005:7) some of the reasons why these comparisons cannot be drawn are because developing countries do not have the resources to ensure universal education, even at primary level, or to provide buildings, equipment or staffing of the quality that is taken for granted in the developed world. These authors further noted that when developing countries are caught in a vicious circle, they lack the resources to develop all their children to their full potential.

Within developing counties there is often considerable difference between urban and rural schools (Thurlow, Bust & Coleman, 2003). Socio economic factors have a huge impact on the educational context. The influence that socio economic factors have on remote rural areas, in most cases has an impact on how schools are managed by their SMT's. These SMT's have to manage their schools under adverse conditions, with no resources and a lack of proper infrastructure, but are expected to perform at a level and produce the same results as the best schools in urban areas.

Cultural differences play an important part in explaining how varied the approaches of SMT's in different countries are, and how varied they are within South Africa, the provinces in South Africa or the districts in the provinces. The variation increases further with the preferred approach of school managers in different institutions. In some South African schools the notion of bureaucracy is significantly evident and SMT's of these schools manage schools according to strict centralized powers which are manifested in rules and regulations,

while in other schools where powers are not centralized to certain positions, schools tend to take preference in more distributive leadership styles.

2.6 Developing School Leaders

The increasing range and complexity of leadership and management responsibilities in schools mean that it is no longer possible, if it ever was, for the principal to be the sole leader. Deputy principals and middle managers such as heads of departments or subject leaders are increasingly important for effective management in schools (Woods, 2004). This statement suggests the increased importance and sustained attention to leadership and management development as a vital approach to the wider staff development agenda. According to Bush and Middlewood (2005: 12) developing middle and senior managers has two main advantages. Firstly, it increases the possibility that they will perform effectively in their present role, and secondly, it provides a group of trained people for advancement to more senior posts as they become available (Bush and Middlewood (2005: 12).

Developing future leaders is underpinned by an approach, which is people orientated, and the individual must have a need and aspiration to be developed. Meeting the needs and aspirations of the individual while also anticipating the need of the school, might create opportunities in the institution where teaching and learning are promoted and enhanced. Similarly, middle and senior managers can develop other teachers by utilizing a distributing leadership approach. In the international literature Harris (2004) explores the extent to which distributing leadership can contribute to school improvement. According to Harris (2004: 511), by practicing a distributing leadership approach, opportunities are created for teacher leaders to help other teachers to embrace goals, to understand the changes that are needed to strengthen teaching, and to work towards improvement. When SMT's are able to harmonize the requirements of individuals and those of the institution there is a huge possibility that the effectiveness of the school will improve and that quality teaching and learning will take place (Harris (2004: 511).

The intervention and commitment of the South African government to improve not only the quality of teaching and learning, but service delivery as a whole, has led to the introduction of a range of policies and initiatives aimed to transform the education system. The main purpose of the white paper on *Batho Pele* is to improve service delivery, by ensuring accountability of

public service, through the establishment of clear targets and performance indicators (Government of Internal Consulting Service, 2003: 3) In Education District Offices a team is trained and appointed to ensure that the principles of *Batho Pele* (consultation; service standards; access; courtesy; information; openness; transparency; redress and value for money) are maintained, in an attempt to make sure that the service that the District Offices are rendering, particularly to schools, are of a high standard. The fact that Education District Offices trained a team to ensure that the principles of *Batho Pele* are implemented and maintained at Education District Offices and schools is a clear indication that the quality of service delivery in schools and institutions is not up to standard, and that there is a need for leaders to be developed to enable them to advocate, promote and maintain quality in their institutions.

In schools the SMT's have the responsibility and are accountable for making sure teachers and learners deliver high standards of work (DoE, 2000:10). It is the responsibility of the SMT's to make sure that the communication and service rendered to the public and District Offices are effective and efficient. In their endeavour to improve the quality and effectiveness of education, it is pivotal that all the aforementioned role-players are empowered to uphold and maintain the principles of *Batho Pele*. Even though some of the principles of *Batho Pele* are not directly related to the curriculum, all of these principles have a direct impact on the quality of education and contribute in making an ordinary school an institution of excellence through effective and efficient leadership.

Excellence in schools doesn't just happen accidently. The successes of excellent schools are dependent on strong visionary leadership from the school leadership and the committed collaboration from the staff who accept nothing but quality. South African schools thus need leaders who always try to stay abreast of educational challenges, including innovative and (at all times think about) alternative innovative forms of leadership.

2.7 A New Way of Thinking about School Leadership: The three components of Integrated Leadership

Thinking differently about leadership is to a certain extent prompted and forced by the dynamics and the demands which 21st century schools place on leadership. Twenty first century schools need school leaders who know quality teaching and learning when they see it

and encourage it when they don't, and who can put pressure on their schools to provide quality teaching and learning, to improve matriculation results and to place more emphasis on accountability.

The main focus of any school leadership should be on the core business of a school, which is the provision of quality, efficient and effective teaching and learning (Robinson, 2007: 21). Robinson (2007) further suggests that the closer leaders are to the core business of teaching and learning, the more likely they are to make a difference to student performance. This suggests that we need to think more seriously about school leadership, teaching and learning, in order to change the way we think about educational leadership and to be proactive at all times.

To hold sound norms and value systems are good for school effectiveness, but to make a real impact on teaching and learning, we need to be close to the core business of the school (Robinson, 2007: 21), which means that we also need to be instructionally well equipped. This implies that norms and instructional expertise need to be applied in an integrated manner to have a greater impact on teaching and learning. Norms without instructional expertise (and vice-versa) seems to be incomplete on its own and therefore will not have the desired effect on teaching and learning and ultimately student outcomes.

Hence the appeal to think differently about educational leadership, especially school leadership, to be proactive and to explore a leadership model which is the "complete package". This leadership model must comprise the ingredients necessary to have a significant impact on the quality of teaching and learning. An integrated leadership model, which includes normative qualities, instructional knowledge and expertise, and distributive characteristics, should be an ideal platform to start from.

However, before discussing an integrated leadership model, it is absolutely necessary to discuss the three entities, which form integrated leadership, as separate entities: instructional, transformational and distributive leadership. Doing it in this fashion will give the reader a better perspective and understanding of the three leadership models and from where integrated leadership has its origins.

2.8   Instructional leadership

Instructional leadership is the first component of integrated leadership. The following discussion on instructional leadership will give us a description of the concept, the role of instructional leaders and the potential impact of instructional leadership on the quality of teaching and learning and ultimately student outcomes.

Instructional leadership is a concept that emerged in the 1980's, which expects of educational leaders to set clear expectations, maintain discipline and implement high standards with the aim to improving teaching and learning at schools (Black, 1998: 34).
Leadership is about guiding and inspiring. The members of School Management Teams (SMT's) are instructional leaders and they are responsible for taking the lead in putting their school curriculum into practice and improving it. At all times they should make sure that there is a culture of teaching and learning in their school. Good instructional leadership is the path to good teaching and learning. With the principal at the frontline, one of the most important responsibilities of the SMT is to provide instructional leadership for the school (DoE, 2000: 1).

This role describes the principal as visionary, leading the school community in its development to use more effective teaching and curricular strategies, and supporting teacher's efforts to implement new programmes and processes. In the light of the important role that principals and SMT's have to play in improving teaching and learning practices, one cannot resist the temptation to ask the question: " Have SMT's the necessary knowledge, skills and expertise to ensure quality teaching and learning and ultimately improve student achievement? However, this research is not about interrogating the instructional expertise of SMT's, rather it is to investigate a leadership model (integrated leadership) which potentially can bring about quality teaching and learning.

Reforms often require interpretation and adoption by site-based managers, because the nature and scope of leadership in schools are a direct result of educational reforms introduced in many countries (Bush, 2008). The apartheid South African education system did not make provision for principals and heads of departments to provide instructional leadership; instead it was their job mainly to control teachers and learners. They collected subject syllabi from circuit offices, and checked that teachers taught no more and no less than their prescribed

syllabi and that they only used approved textbooks. In most schools, principals, heads of departments and teachers only discuss the curriculum at the beginning of the year when they decide who will teach which subjects, and then again at the end of the year when they register their learner's results (DoE, 2001: 1).

The post-apartheid education system in South Africa encourages principals and SMT's to change the way they think about their roles and responsibilities when it comes to instructional leadership. It is no longer good enough for these leaders to be good administrators only; one of their core duties is to manage the whole school curriculum. The principal, deputy principal, heads of departments and learning area heads have to manage specific issues pertaining to the curriculum at different levels, as individuals, but at some stage come together and work as a collective. SMT's should share the overall responsibility for managing teaching and learning with the principal. According to Bush and Glover (2009), where SMT's operate successfully, they have great potential to improve classroom practices through HoD's sharing their ideas, developing school-wide – policies and enacting consistent teaching and learning practices throughout the school.

It is easy to detect from the above-mentioned literature that managing teaching and learning is one of the most important functions, if not the most important function, for school leaders. One can thus assume that the purpose of SMT's is to provide leadership and manage all areas of the school, but that creating a climate and conditions where high quality teaching take preference is probably one of their most important functions.

According to Parker and Day (1997:87) instructional leaders perform the following functions:
- ❖ Defining and communicating a clear mission, goals, and objectives. Formulating, with the collaboration of the staff members, a mission, goals and objectives to realize effective teaching and learning. A clear sense of mission is particularly important when schools are undergoing a number of stages.
- ❖ Managing the curriculum and instruction. Managing and co-coordinating the curriculum in such a way that time is utilized optimally are key functions of instructional leaders.
- ❖ Supervising teaching. SMT's must ensure that teachers receive guidance and support to enable them to teach as effectively as possible.

- ❖ Monitoring learning programmes. Monitoring and evaluating the learner's progress by means of tests and exams. The results must be used to provide support to both learners and educators to improve teaching and learning.
- ❖ Promoting an instructional climate. Creating a positive school climate in which teaching and learning can take place. In a situation in which learning is made exciting, where educators and learners are supported and where there is a shared sense of purpose, learning will not be difficult.

It is evident from the above functions that instructional leaders have to perform effectively and that it is more likely that shared responsibility of managing teaching and learning by the principal, SMT, Heads of Departments and classroom teachers can cause an improvement in the quality of teaching and learning practices. Principals and SMT's have a significant role to play when it comes to the development of an agreed upon strategy to improve teaching and learning. Even though SMT's operate successfully when they collaborate as a unit, the duties and responsibilities of SMT members are varied and individualistic, depending on the approaches and the needs of a particular school (DoE, 1998c :64).

Even though senior managers (principals and deputy principals) and middle managers (heads of departments and senior teachers) even though they function successfully when they operate as a team, at times, the nature of their roles and responsibilities force them to function as individuals to achieve the desired outcome. In the light of the above-mentioned statement, it makes sense to discuss the individual roles of SMT members in their quest to ensure effective teaching and learning in schools.

❖ Senior Managers: The Principal

Southworth (2002) and Hill (2001) stress the importance of leaders' understanding of learning. Hill (2001) further argues that the principal's knowledge is often dated, based on increasingly distant memories of a former life in the classroom. Stein and Nelson (2003:446) concur with the aforementioned authors by stating that without knowledge that connects subject matter, learning and teaching, to acts of leadership, leadership floats disconnected from the very processes it was designed to govern. From these arguments one can assume that pedagogic expertise of principals will attribute positively when it comes to the overall leadership and management of teaching and learning.

Principals are not in a position to determine the areas in need of improvement in teaching and learning practices, if they are unable to recognize the link between their role as a leader and the overall management of teaching and learning. Their responsibilities as outlined by the DoE (2000) should include setting the framework for effective teaching and learning, developing policies to address these issues, and ensuring that curriculum delivery is being implemented successfully. This statement is strengthened by Robinson's (2007:21) view which indicates that where there is direct leader involvement in the overseeing of, and participation in, curriculum planning and co-ordination, and teacher learning and professional development, the impact on learner student outcomes is likely to be greater. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes (Bush & Clover, 2009). It is thus important that principals need to acknowledge good instruction when they see it, to encourage good teaching practice when there is not enough of it, and to facilitate on-going learning for the staff.

The closer leaders are to the core business of teaching and learning, the more likely they are to make a difference to students (Robinson 2007:21). This involvement of principals with regards to teaching and learning is illustrated when referring to the South African context. Bush and Glover (2009) claim that a principal that focuses strongly on managing teaching and learning would undertake the following activities: oversee the curriculum across the school, which means that it is the responsibility of the principal to ensure that lessons take place; evaluate learner performance through scrutiny of examination results and internal assessments; monitor the work of Heads of Departments through scrutiny of their work plans and portfolios; ensure that heads of departments monitor the work of teachers within their learning areas; arrange a program of class visits followed up by feedback to teachers and ensure the availability of appropriate learning and teaching support materials (LTSM). This attachment of principals to the core business of teaching and learning enable them to raise standards by motivating and inspiring educators to higher standards of performance, and by developing and implementing effective evaluating and monitoring procedures and structures for classroom practice (Robinson, 2007).

Irrespective of how little is mentioned in the literature on the role of principals in improving teaching and learning, the available literature is absolutely clear on the fundamental role of principals as instructional leaders and their duties and responsibilities as frontline leaders to improve teaching and learning practices.

Hoadley (2003:3) makes it very clear that South African principals are not up to their tasks as curriculum leaders, because they have little experience of instructional leadership even though managing teaching and learning is one of the core modules in the South African Advanced Certificate in Education (ACE). This statement implies that principals are not adequately prepared for their role to manage teaching and learning effectively. It is evident from the above discussions that for principals to meet the educational needs of the 21st century, they are forced to play a more dynamic role, to be proactive and to take initiative. Furthermore, they should not facilitate the curriculum all by themselves, but involve post level one teachers in planning, coordinating and evaluating the curriculum. Principals need to lead their schools in a systematic system and focus on the instructional and learning processes and outcomes of their schools.

From my own experience, over and above principals being insufficiently prepared, I can confirm that principals are also caught up among the expectations of classroom teachers, parents, SMT's, SGB's, district offices, and so forth, which make it almost impossible to focus on the effective fulfilment of their roles as instructional leaders. A challenge for many principals is to work with the various educational stakeholders, to deal with their frustrations and sometimes conflicting demands and at the same time lead teachers in the areas of teaching and learning.

❖ The Role of Middle Managers: HOD's

According to instructional literature the basic activity of school is learning and teaching and, the basic activity of managers is to enable other teachers to work as effectively as possible to plan and deliver the learning and teaching (Revell, 2005). HoD's in their capacity of middle managers have an enormous job in ensuring that quality teaching and learning takes place in the school. Botha and Ali (2006:17) make it very clear when they mention that if teaching and learning are to improve significantly, HoD's will have to spend most of their time supervising the teaching and learning activities that occur daily in their subject or learning area. They conclude that HoD's should:

- ❖ Spend more time analyzing learners' results.
- ❖ Jointly develop departmental improvement plans with their teachers.
- ❖ Monitor teachers' classroom records on a regular basis.
- ❖ Establish direct observation of teachers in practice.

❖ Set improvement targets with teachers.

The supervision of teaching and learning activities can improve significantly if suggestions made by the English National College for School Leadership (NCSL) (2007:14) are considered more seriously. These suggestions point out that middle managers should lead teaching and learning through:

❖ Modelling – leading by example
❖ Monitoring – knowing what is going on in the classroom
❖ Dialogue – by talking and listening to colleagues
❖ Setting up structures and systems

The middle manger's role is focused on learning areas or school phases, while the principal and the SMT should take a holistic views, (Bush & Glover, 2009). Middle managers have to ensure development planning in their learning areas because they are supposed to have the competencies and expertise in these areas. Gold (1998: 1) claims that the role of middle managers combines subject expertise with an ability to bring out that knowledge in other people. He also mentions that HoD's are seen as experts who manage the teaching and learning within a specific subject, hence they are regarded as specialists. On the basis of this argument the HoD as a middle manager has the capacity and is in the position to (through modelling good teaching practices) influence colleagues positively to improve teaching and learning.

Improvement of teaching practices should be evident when HoD's enthuse, monitor and develop staff and learner's performance, plan and sustain curriculum development, make appropriate resource allocations and represent the views of senior staff to their team colleagues (Busher & Harris, 2000: 8). One can also argue that the essential tools for managing teaching and learning as mentioned by NCSL (2007: 14) are equally important for HOD's in their endeavour to improve teaching and learning.

In all of the above - mentioned paragraphs on instructional leadership, detailed discussions were engaged in to give the researcher a firm basis to lodge his research. These discussions also gave the reader broad background information on instructional leadership. The following discussions on instructional leadership will form an integral part of the literature as far as addressing the research problem is concerned. The different dimensions and delineated

instructional functions of instructional leadership will be discussed here. These instructional functions will be discussed in a shared instructional manner and will later be combined with the components of transformational and distributive leadership, which at the end will form integrated leadership.

In the light of the above-mentioned sequence of events it makes sense to first give a diagrammatical presentation of instructional leadership and thereafter a description. The following diagram will also give us a clearer picture of the instructional skills and expertise instructional leaders require.

Figure 1 : Instructional Management framework (from Hallinger & Murphy, 1985)
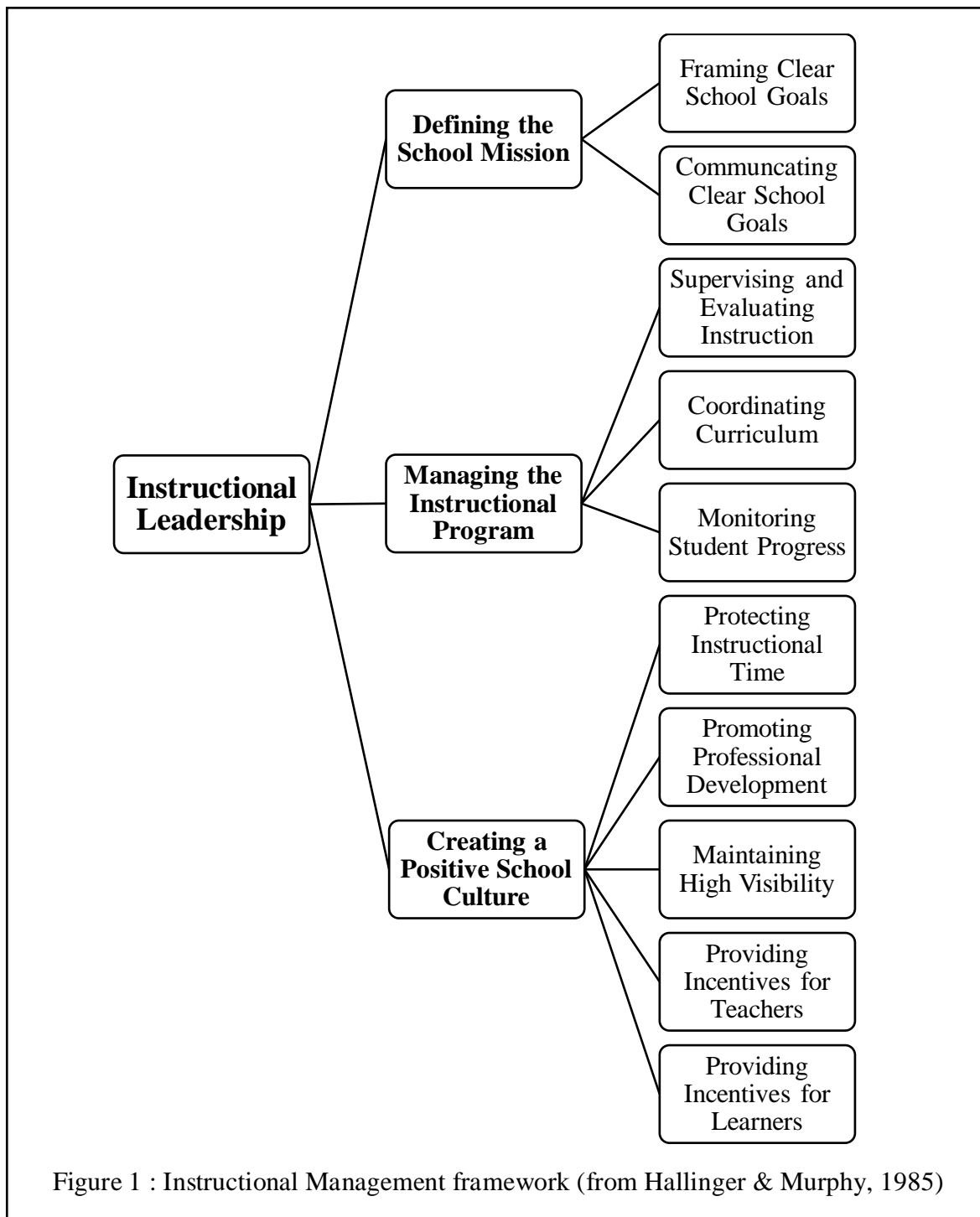
In the above table (1) Hallinger & Murphy (1985) and also according to Hallinger (2000), instructional leadership is conceptualized along the following three dimensions: defining the school mission, managing the instructional program, and promoting a positive school-learning environment. These dimensions are delineated further into ten instructional leadership functions. These ten instructional leadership functions together with the seven components of transformational leadership (which will be outlined later), when applied in an

integrated fashion can have major implications for the quality of teaching and learning in the classroom and for student outcome.

The three dimensions as described by Hallinger (2000) are very important for this research, but of more importance are the delineated ten instructional functions, which will be utilized in an integrated manner with the seven components of transformational leadership. These instructional leadership functional and components of transformational leadership will assist the researcher when it comes to the identification of skills and qualities in SMT's who are applying integrated leadership in their schools. It will also give direction to the researcher with the drawing up of the questions for the questionnaires and the interviews.

According to Hallinger (2000) the first dimension (the school's mission) is defined by two functions, forming the school's goals and communicating the school's goals. These functions have to do with the principal's role in working with the staff to ensure that the school has clear measurable goals that are focused on the academic progress of its students. A collaborative effort between the principal and the entire staff is of utmost importance to make this dimension a fruitful initiative. If the principal uses a top-down autocratic approach and formulates school goals autocratically, the staff might feel that they are not part and parcel of the decision-making processes of the school, and will therefore be reluctant to assist the principal in the realization of the school's vision and mission. A feeling of ownership, identity and sharing might improve and enhance the teachers' sense of commitment and accountability towards excellence when it comes to quality teaching and learning and student outcomes.

The second dimension (managing the instructional program) focuses on the co-ordination and control of instruction and curriculum. This dimension comprises three leadership functions: supervision and evaluating instruction, co-coordinating the curriculum, and monitoring student progress. These leadership functions, more than the leadership functions in the other two dimensions above, require leaders that are deeply engaged in the school's instructional leadership development. Schools might have the best possible curricula, but without structures and processes to supervise, evaluate and monitor what is happening in the classroom, these curricula might not serve its purpose. Leaders must be in a position to determine what the quality of teaching and learning in the classroom is, and it is only through supervision, evaluation and monitoring processes that he/she will be able to do so. Analysis

of learner's performance goes hand in hand with monitoring systems and it is of paramount importance, because these statistics can also give school leaders a clear perspective of areas in need of development, and areas of excellence.

Promoting a positive shared climate is the third dimension and includes several functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, the development of high standards and expectations, and a culture of continuous improvement. It is easy to detect from the above-mentioned functions just how important it is for instructional leaders to align the school's standards and practices with its mission, and to create a climate that supports teaching and learning (Hallinger, 2000). A culture of quality teaching and learning is the trademark of every effective and progressive school. In everything they do, school leaders should be on the frontline when it comes to the protection of the tuition time through promoting and upholding the school's culture/ethos.

Even with the potential benefits of instructional leadership on the quality of teaching and learning that the advocates of instructional leaders claim, I am still of the opinion that without the seven components of transformational leadership, shared instructional leadership is useful, but incomplete without transformational leadership.

In the light of this argument it is of utmost importance to briefly elaborate on the seven components of transformational leadership, to give a diagrammatical outline of it, and to investigate how one can apply instructional leadership and transformational leadership in an integrated fashion. This mixture of shared instructional leadership and transformational leadership seems to be a good starting point in the quest to investigate, to what extent leaders who exhibit integrated qualities can contribute to the quality of teaching and learning and ultimately student achievement.

2.9 Transformational Leadership

Transformational leadership is the second component of integrated leadership. In the following discussion, transformational leadership will be defined, its norm driven orientation will be interrogated and followers imitating qualities held by leaders will be investigated. These are important elements because it gives some useful insight and understandings into

what transformational leadership is, how it is comprised and the extent of its influence on the quality of teaching and learning.

The term transformational is concerned with relationships and engagement of individuals. It entails a change in the leader-follower relationship for mutual benefit (Harris & Lambert, 2003:17). It also has elements such as charisma, inspirational motivation, intellectual stimulation and individual consideration. Harris and Lambert further mention that the transformational leader ensures that there is continuous professional development of teachers and builds the capacity within the schools.

Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw & Oosthuizen (2004) maintain that in the past few years many leaders around the world realized that they would have to change the way things are done if their organizations are to survive. Many now believe that the type of leadership required by leaders for their organizations is transformational. From a South African perspective, the South African School's Act (1996), the Government Gazette for Educators (2000) and also the Task Team Report on Education Management Development (1996) challenged schools to review leadership and management practices. Schools are not supposed to be managed by principals alone anymore, but also with the help of School Management Teams. SMT's have a prolific role to play in the effectiveness of schools as learning organizations, and also to transform their schools.

It is clear from the definition of transformational leadership above and from the paradigm shift which is mentioned in the second paragraph, that relationships and engagement of individuals are pivotal in the education process, especially for school improvement. SMT's are on a daily basis in contact either with the entire staff or with individual teachers, giving guidance, assistance, and direction or are just engaged in simple conversations. It is therefore unavoidable that the vision, norms, beliefs and values which SMT's hold will sooner or later have impact on how staff members perceive their own educational norms, beliefs and values. This statement is substantiated when Hoy and Miskel (1996:393) maintain that "the basis for transformational leadership is in the personal beliefs and values of leadership".

Bass and Avelio, (as cited in Hoy and Miskel 1996:394) further state that transformational leaders behave "as role models to their followers". According to the same authors transformational leaders show behaviour that influences the followers to imitate their leaders

and desire to be like them. This is a very serious statement as one can assume that if SMT's shows qualities such as clear vision, goal orientation, intellectual stimulation, high expectations and commitment, their followers, which are the teachers in this case, can imitate these qualities and as a result transfer these qualities to their own individual teaching and learning practices. In the application of these qualities to their teaching and learning practices, they create conditions conducive to quality teaching and learning and can potentially improve student achievement.

If staff members and SMT's share the same vision, the likeliness of consensus among staff members is greater, and there might be a common commitment to seek improvement. A common commitment of this kind requires a type of leadership that is neither linked to status nor to the action of individuals, but rather shared throughout the school and, as such, is available to everyone. When staff members portray such a commitment it is rather likely than unlikely that they become aware of the mission and vision of the school, and maybe this will motivate them to consider the best interests of the organization rather than merely those of themselves (Bass as cited in Hoy and Miskel 1996: 394). When teachers are committed to their jobs, it results in learner achievement; it also becomes easy to influence them to accept changes professionally and to accept values, goals and be willing to work for the success of the school (Singh and Billingsly, 1998: 229).

As mentioned in the above paragraph, it is very important that SMT's hold positive morals, beliefs and values; their followers, then, imitate these qualities. Another reason why true/ positive transformational leadership is important, is when SMT's use the charismatic aspects of transformational leadership, they utilize their personal abilities to transform their followers' values by creating a sense of importance and value for their task. This inspirational characteristic aspect of transformational leaders inspires followers to transcend their own self-interest for the good of the organization (Maritz, 2003). Jones and George (2003) concur that followers of transformational leaders have increasing awareness of the importance of their job and high performance. This implies that followers are aware of their own need for growth, development, and accomplishment.

On the other hand, SMT's should be very careful and sensitive not to be morally dishonest. In their efforts to emphasize the positive, to inspire educators, to maintain the enthusiasm and morale of educators, it may happen that SMT's become manipulative, deceptive and amoral

(Bass and Steidlmeier, 2003). These authors further argue that transformational leaders could be virtuous or villainous, depending on their values. The authenticity of their beliefs, morals or values is thus of utmost importance, because of the impact these qualities can have on the rest of the staff. One can thus assume that much as there are strengths and weaknesses in transformational leadership, strengths outweigh weaknesses. A particular strength or positive aspect of transformational leadership is that all organizations, no matter how large or small, successful or unsuccessful, can benefit when their leaders engage in transformational leadership (Jones and George, 2003).

It is easy to depict from the aforementioned literature that transformational leadership has serious implications for School Management Teams. One of these implications is that SMT's need to realize that complex and dynamic cultural challenges needed for sustained school improvement, are more likely to occur as a result of people involved and a transformation of feelings, attitudes and beliefs. Leadership should be broadly distributed among staff members for activities in which they are competent in order to achieve critical school goals (Jones and George, 2003). The kind of educational values, morals, and beliefs SMT's hold and in turn seek to reproduce in their leadership and management practices, when engaging in transformational leadership, can have an impact on the rest of the staff's views of themselves in terms of these qualities, and consequently impact upon the quality of teaching and learning.

There are a number of criticisms regarding the concept of transformational leadership. Some researchers are concerned about its variables, definitions and lack of clarity. Other researchers are concerned with its normative approach, not giving empirical verification. With its emphasis on vision and vision building, moral principles and active commitment: Ladwig, Mills, Bahr, Christie and Gore (2002) point out the danger of romanticisation of these concepts. They argue that in this normative approach, the possibility of negative influence of vision and shaping organizational goals is ignored. Transformational leadership has the potential to develop higher levels of motivation and commitment amongst stakeholders but could also be regarded as manipulative.

In the light of the above discussions on transformational leadership, I would like to refer to Leithwood's and Jantzi (2000) model of transformational leadership. This model comprises seven components: individualized support, shared goals, vision, intellectual stimulation,

culture building, rewards, high expectations and modelling. The seven components are pivotal for integrated leadership, because together with the ten instructional functions of instructional leadership, it will form the foundation of this research.

The following diagram will give us a view of the transformational qualities school leaders should acquire to be effective in schools.

Modelling
High expectations
Rewards

Culture Building
Intellectual Stimulation

Vision
Shared Goals

Individualized Support

Transformational leadership model (adapted from Leithwood et al., 1998)
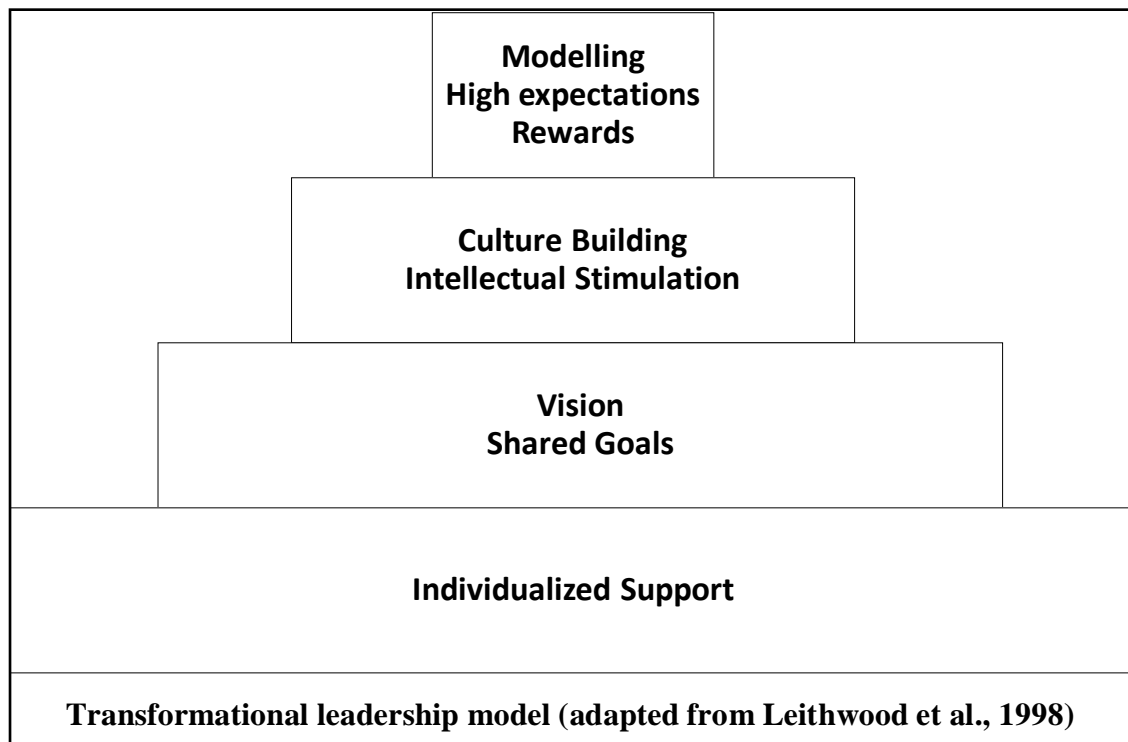
Figure (2)

The above transformational leadership model as shown by Leithwood and Jantzi (2000) is in contrast with the instructional leadership model in that it does not assume that the principal is alone responsible for the leadership of the school. It is also different in that it is a bottom-up approach rather than a top-down one. Leadership should be shared; leadership comes from teachers, as well as the principal (Leithwood & Jantzi, 2000a). Transformational leadership seems to influence people by building from the bottom-up rather than from the top-down. This viewpoint is substantiated by Jackson's (2000) statement that transformational leadership focuses on stimulating change through bottom-up participation.

Elements such as individualized support, intellectual stimulation and personal vision suggest that the transformational leadership model is concerned about the needs of the individual, rather than co-coordinating and controlling them towards organizational goals. Transformational leadership can thus also be regarded as a type of shared leadership (Leithwood & Jantzi, 2000).

Another important distinction between transformational and instructional leadership is that instructional leadership seeks to influence conditions that directly impact upon the curriculum and instruction delivered to the student in the classroom (Cubon, 1988), for example, principals setting school wide goals, directing supervision of teaching and co-coordinating of the curriculum.

While in contrast with instructional leadership, transformational leadership increases the capacity of others in the school to produce instructional functions effectively. For example, transformational leaders create a climate in which teachers engage in continuous learning and conditions in which they can on a regular basis share their learning with others. According to Lambert (2003) transformational leaders work with others in the school community to identify personal goals and link these to the broader organizational goals. Working in collaboration with the staff members creates a sense of increased commitment between the staff members to accomplish instructional functions.

Thus transformational leadership is based on normative beliefs, and normative beliefs are not necessarily supported by empirical evidence. In an attempt to give substance to this research, normative beliefs without empirical evidence is meaningless and thus is not worthwhile discussing, therefore an integrated approach which includes both norms and instructional capacity seems to be the best way of approaching this research.

2.10 Distributed Leadership

In essence distributed leadership is about teacher leadership. It is about expanding the leadership capacity of the school through the identification of potential teacher leaders who are not in formal leadership positions, the capitalization on the knowledge, skills and expertise of these teachers and the utilization of these teachers according to their lines of expertise.

Distributed leadership is the third and final component of integrated leadership. It is an addition to the existing integrated leadership model that comprises shared instructional and transformational leadership. The addition of distributive leadership gives integrated leadership as it is now, a new, more complete and dynamic composition, and is thus an equally important component of this "new" integrated leadership style. This "new" integrated leadership style will be diagrammatically presented and a narrative account will follow thereafter.

Distributed leadership suggests that leadership should be shared throughout an organization, such as schools, where there are "multiple sources of guidance and direction, following the lines of expertise in an organization, made coherent by common culture" (Harris and Muijs, 2005: 31). The above-mentioned statement suggests that even though SMT's are legislatively responsible for the day-to-day running of the school and for putting the school's policies into practice, they should create opportunities for other teachers to be involved in participatory leadership (DoE, 2000: 2). SMT's must not only create opportunities for other teachers to showcase their leadership and creative powers, but have the confidence to distribute duties with authority. However, for schools to improve, not only does SMT's need to create opportunities and distribute authority to the rest of the staff, but teachers on the other hand also need to claim and take up their new roles. According to Harris and Muijs (2005:133), both senior managers and teachers have to function as leaders and decision makers and try to make fundamental changes.

Essentially, school improvement requires an idea of leadership whereby teachers and senior managers engage in shared decision–making and risk-taking. SMT's have the responsibility to lead, give guidance and direction to the rest of the staff, but should also be bold enough to step back and give staff members with the expertise in certain areas the opportunity to lead.

Obviously it is a risk to entrust other teachers with leadership responsibilities, because some of them don't necessarily have the experience, knowledge and skill to exercise these duties, mostly because they were never offered the opportunity to exhibit their creativity and skills. The discretion and insight of senior managers are of paramount importance when they distribute leadership and powers to teachers, for the mere fact that some educators are not spontaneous leaders, this is why Harris and Muijs (2005: 31) suggest that the lines of expertise in an organization should be followed in this regard. When following these lines of

expertise, SMT's have to make sure that prospective teacher leaders have a healthy mix of personal attributes and interpersonal factors, including "purposefulness" (Donald, 2006: 181), the courage to take initiative (Grant, 2006), the strength to take risks (Lieberman, Sax & Miles, 1988) and the ability to work collaboratively with peers (Harris & Muijs, 2005: 24).

Gunter (2005) mentioned an important characteristic of distributed leadership that cannot be disregarded, is that distributed leadership is characterized as authorized, dispersed and democratic. Authorized distributed leadership is where roles and responsibilities are distributed from the principal to others in the hierarchical system of relations where the principal has positional authority. In the context of a school the principal basically delegates tasks to SMT-members, to different committees and to different groups according to the line of expertise.

Dispersed distributed leadership refers to a process where much of the working of the organization takes place without the formal working of a hierarchy. In this type of distributed leadership the private interests of the individual are promoted through group and/or collective actions, and through the community where the public good secures the defence of the individual (Gunter, 2005: 52). Dispersed distributed leadership opens up for what Gronn (2003: 151) terms "co- or partner principal- ships". According to the same author dispersed distributed leadership, through sharing the leadership tasks more widely and redefining roles, shifts the power relations in the school in the achievement of the predefined organizational goals and values.

Democratic distributed leadership, according to Gunter (2005), is similar to dispersed distributed leadership in that both have the potential for concertive action and both have an emergent character where initiative circulates widely (Woods, 2004) and raises questions that encompass " how meaning is developed, how experiences are understood and how we work for change (Gunter, 2005: 57).

Distributed leadership as characterized by Gunter (2005) is varied and offers multiple possibilities for SMT's to empower and influence post level one teachers with leadership attributes, yet at the same time capitalize on the leadership expertise which post level one teachers can bring to the table, and thus extending the leadership capacity of the school. The concept of distributed leadership thus opens up a multitude of possibilities for post level one

educators to lead in different areas, at different times and with different purposes in their professional lives.

On the other hand even though authors like Hartley (2007: 202) criticized the utilization of this concept of distributed leadership for being poorly defined in empirical research, the empirical research done by authors such as Spillane (2006), Muijs and Harris (2007) and Timperley (2005) suggest that distributed leadership impacts positively on organizational outcomes and pupil/student learning. Distributed leadership would seem to be an appropriate approach in leading and managing a school, especially in schools in which participation and teamwork is evident. In the light of the above statement, one can thus assume that distributed leadership is an emergent property of a group or network of individuals in which group members pool their expertise (Gronn, 2000:324).

In spite of the positive aspects of distributed leadership as indicated by the literature, this type of leadership has its own problems. Bauer and Bogotch (2006: 446) warn that distributed leadership can have negative effects, arguing that, "individual's possessiveness and security become secondary to the needs of the school". Leadership positions can be delegated on the basis of favouritism or to only teachers that are outspoken excluding teachers who are introverts but hard workers. Teachers on the other hand can accept leadership positions not in the real interests and improvement of the school, but for promotion.

According to Grant (2006:) schools are traditional and hierarchical with demarcations of positions and pay scales; this can be a contributing factor for teacher's aspirations towards promotion, without the real interest to improve the school. Some principals as leaders of SMT's might not be so keen to distribute significant responsibilities, because when things go wrong, the principal is ultimately accountable to the District Office. Macbeath (2005: 354) refers to this threat experienced by principals as a tension between "holding and letting go". SMT's have an important role to play in this new dispensation of leadership and management in schools, more importantly to create a culture in schools where leadership is viewed as potentially available to any member of the school, rather than being seen as a method to acquire power, position or privilege.

After the discussions of instructional, transformational and distributed leadership as different entities, it is evident that each of these leadership models has good qualities, elements that

can create environments in which quality teaching and learning can surface. However, each of these leadership models seems useful when utilized as separate entities, but each of these has also its shortcomings and criticisms, and therefore is insufficient and incomplete on its own to improve the quality of teaching and learning. An integration of these three leadership approaches might be the ideal leadership model to cause the desired outcome. There is thus an urgent need for the implementation of an integrated leadership model in the 21st century schools.

2.11 Integrated Leadership

The idea of SMT's utilizing an integrated leadership approach to contribute towards quality teaching and learning derives from the arguments portrayed in the previous sections. From the outset it is important to know that integrated leadership is not utilizing different leadership styles each seeking to fit the purpose of an activity. On the contrary, it is a mixture of shared instructional (curricular expertise) and transformational (norm driven leadership) being utilized as one leadership style, referred to as integrated leadership. Distributed leadership is incorporated into this existing integrated leadership model, to transform it into a new, more dynamic, strong and complete integrated leadership model. For the purpose of this study it is thus of paramount importance to unpack integrated leadership to see the components it incorporates.

At the turn of the millennium, focus of the global world on educational reform has refocused the attention of policymakers and practitioners on the question: "How can conditions be created that foster the use of more powerful methods of learning and teaching in schools?" (Hallinger, 2003). The answer to this question might rest in the research done by Marks and Printy (2003), which states that school improvement is more likely when a mixture of shared instructional leadership and transformational leadership, defined as integrated leadership, is utilized in schools. The literature on integrated leadership suggests that the individual and collective competence which the shared leadership model advocates have to be applied in an integrated fashion with the qualities as portrayed in the transformational leadership, in order to have a meaningful impact on teaching and learning.

In an attempt to investigate to what extent an SMT's performance contributes to quality teaching and learning when using an integrated approach, I will shortly discuss instructional,

transformational and distributed leadership to be able to unpack its integration. Firstly, I will have to describe instructional leadership and why there is a need for shared instructional leadership. Without transformational leadership shared instructional leadership appears to be incomplete and insufficient. Distributed leadership seems to be very important in all efforts to improve the quality of teaching and learning, and the leadership capacity in a school. However, just like the two leadership models above, distributed leadership is incomplete and insufficient on its own. When incorporated into the existing integrated leadership model, it is envisaged that the "new integrated leadership model" can have a more significant impact on teaching and learning.

For the purpose of this study it is of utmost importance that these two leadership models are discussed separately but also in an integrated manner, in order to motivate why distributed leadership should be incorporated into the existing integrated leadership model.

Instructional leadership is defined by Bush and Glover (2002) as focusing on teaching and learning and the behaviour of teachers working with students. Leader's influence is targeted at student learning via teachers. The emphasis is on the direction and impact of the influence rather than the influence itself. In the Instructional Leadership model the principal is viewed as the sole instructional leader and the only one who has the instructional expertise to give instructional support and guidance to the rest of the staff. Unfortunately, the dynamics of the 21st century school is such that it is almost impossible for one person to run the school successfully all by himself/herself. A leadership approach that acknowledges the strengths and expertise of other teachers has thus not only becoming a necessity, but a must.

In light of the above-mentioned argument, it seems to be of utmost importance that more people should be involved in the core business of the school, especially when it comes to improving the quality of teaching and learning. SMT's can share the responsibility to improve the quality of teaching and learning with the principal, but also involve teachers, because teachers know their learners and how their learners learn. According to Blasé and Kirby (2000) educational reform has a great chance of success when teachers are involved. Another advantage is when teacher's function in leadership positions they could shape the goals and cultures of the school and at the same time retain their ties to the classroom (Conley & Goldman, 1994).

It is evident from the above-mentioned discussion that for SMT's and principals to have an impact on the quality of teaching and learning, instructional leadership should be shared throughout the school. The concept of shared instructional leadership allows the principal to invest teachers with resources and instructional support, and maintains congruency and consistency of the educational program (Conley & Goldman, 1994). Teachers performing shared instructional duties allow the SMT the space to focus on other activities that might have a direct or indirect influence on teaching and learning.

Marks and Printy (2003: 372) are of the opinion that the accomplishments of reforms such as shared instructional leadership whereby teachers share the instructional responsibility of the school must be supported by a transformational model of leadership. Gunter (2001: 69) says that transformational leadership is about building a unified common interest between leaders and followers. Gunter further mentions that transformational leadership occurs when one or more teachers engage with others in such a way that administrators and teachers raise one another to higher levels of commitment and dedication, motivation and morality.

For Leithwood, Jantzi and Steinbach (1999:9) transformational leadership assumes that the central focus of leadership ought to be the commitment and capacities of organizational members. High levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity.
 It is easy to detect from the above-mentioned definitions of transformational leadership that to develop the collective capacity of the school and its teachers to impact upon teaching and learning positively, qualities such as commitment, dedication, motivation, trust, high expectations and morality are essential.

However, shared instructional leadership without transformational leadership and vice versa seems to be incomplete and insufficient on their own to have a positive impact on teaching and learning. A leader/teacher might have the instructional expertise, but might not have the vision, sound relationship skills, commitment and the capacity to translate this expertise into practice. Therefore he/she may not be in a position to maximizes the impact they could have had, if they had applied both shared instructional and transformational leadership in an integrated fashion. The above argument is supported and complimented by Marks and Printy's (2003) view that school improvement is more likely when a mixture of shared

instructional and transformational leadership, defined as integrated leadership, is utilized in schools.

In an attempt to raise the levels of teaching and learning even more, I found it necessary to suggest a leadership model that incorporates distributed leadership into the existing integrated leadership approach. Distributed leadership suggests that leadership should be shared throughout a school. This suggests that leadership does not reside only in the principal's office or even in the formal role held by HoD's, but also in post level one teachers (Spillane & Diamond, 2007). This new integrated leadership model enables SMT's to include, share and capitalize on these teachers' instructional expertise. It offers SMT's the opportunity to influence and allocate leadership positions to these prospective teacher leaders. Teacher leaders can utilize the guidance and influence which they received from the SMT, to (if necessary) make improvements on their individual teaching practices and influence other teachers to do the same.

To accomplish and enhance the quality of teaching and learning in schools, it is imperative that SMT's capitalize on the instructional competence of other educators (shared instructional leadership), empower and influence these educators with qualities of transformational leadership, while at the same time have the confidence to distribute duties and responsibilities with full authority to these teacher leaders (distributed leadership).

2.12 Motivation for Integrated Leadership

Early conceptions of instructional leadership have focused on the principal's role in leading and managing school processes and procedures related to instruction and supervision. The current challenges of school reform demand principals to become agents of change, because the managerial role of the instructional leader has lost its centrality (Marks & Printy, 2003). One can thus assume that principals were in a way forced to relinquish some of their powers and instructional duties to other teachers by the challenges which school reform worldwide has brought along. Overburdened with managerial and administrative tasks, demands by parents, district offices, learners, SMT's, teachers, SGB's and the wider community, principals were left confused and in the middle of management expectations and classroom practices. The abovementioned demands might therefore be contributory factors which forced principals and school leaders to change the way they operate.

Transformational leadership on the other hand is a leadership model that provided principals the opportunity to lead schools through reform. Transformational leadership emphasizes the ingredients of change – ideas, innovation, influence, and the consideration for the individual in the process (Marks & Printy, 2003: 391). The above-mentioned ingredients as suggested by the transformational leadership model are more a norm-driven approach, and fall short as to having empirical evidence for improved student achievement. This statement suggests that transformational leadership provides conditions for change and school effectiveness, but seems to be incomplete when it has to provide evidence of curricular improvements.

School reform also exerts pressure on school leaders to be accountable for school improvement and student achievement. New forms of assessment, curriculum frameworks, and standards did not make it any easier for school leaders. It is easy to detect from the above-mentioned demands of school reform that it will be senseless to consider an outdated concept of instructional leadership to respond to these demands. A more collective approach which also gives post level one teachers the opportunity to engage in collaborative dialogue about aforementioned issues and the implementation of these conditions for teaching and learning, are thus of paramount importance.

One can assume from the above discussion that it is a necessity in the 21st century, to share the leadership of the curriculum with other teachers in the school. On the other hand, as already mentioned, shared instructional leadership in itself without transformational qualities are not enough to cause quality teaching and learning and ultimately learner achievement. When shared instructional leadership is coupled with transformational leadership (termed as integrated leadership), according to Marks & and Printy (2003) there is a great possibility that the quality of teaching and learning will surface and cause improved student outcomes. However, the validity of this statement needs to be proved when the actual research in the school is done.

When distributed leadership is incorporated in the existing integrated leadership model, a "new" integrated leadership model is formed. There is thus a need to touch on distributed leadership to see its relevance in terms of integrated leadership. Distributed leadership is first and foremost about leadership practice. Distributed leadership practice is defined specifically, as the product of the interaction of school leaders, followers, and aspects of the situation such as tools and routines (Spillane, 2006: 3). This suggests that leadership does not reside only in

the principal's office or even in the formal roles of HoD's. Distributed leadership moves us beyond seeing leadership as synonymous with what those individuals in formal leadership positions do (Spillane, 2006; Spillane & Diamond 2007).

To summarize this discussion, instructional leadership is about curricular knowledge and expertise and teaching and learning. Transformational leadership is about a normative approach to leadership, and distributed leadership is about expanding the leadership capacity of the school. A combination of these leadership attributes, rather than utilizing these attributes as separate entities, seems to be the way forward, in exploring whether an integrated leadership can contribute to quality teaching and learning.

2.13 A Description of the "New" Integrated Leadership Model which emerges from the Reviewed Literature

All the aforementioned discussions and arguments of the integration of shared instructional, transformational and distributed leadership can be presented diagrammatically as one leadership model, termed a "new" integrated leadership model. Before going into an in-depth discussion of the diagrammatical presentation of a "new" integrated leadership, for the purpose of this study it is absolutely pivotal to present the key features of the "new" integrated leadership. The extent to which SMT's contribute to the quality of teaching and learning in primary schools will be measured against these features.

A Diagrammatical Layout of the Key Features of Integrated Leadership:

Key features of Integrated Leadership			
Defining the School Mission	Managing the Instructional Program	Creating a Positive School Culture	Extending the leadership capacity in schools
- Framing clear Goals - Shared Goals	- Supervision and Evaluation of Instructions - Coordinating Curriculum - Monitoring student progress - Enhancing student progress	- Promoting professional development - Maintaining High Visibility - Rewards for teachers and learners - Protecting Instructional Time - Individual Support - Teachers to be valued and supported - High Expectations - Climate of Trust - Collaborating participation and decision making - A sense of community prevails	**Shared Instructional Leadership** - SMT's and P1 Teachers share the instructional programme of the school **Transformational Leadership** - Leader-follower and norm-driven approach **Distributed Leadership** - Every educator is potentially a leader - Leadership does not solely reside with principal - Interactions and actions caused leadership development - Leadership is formal and informal

Integrated Leadership

A = Shared Instructional Leadership

B = Transformational Leadership

A + B Shared & Transformational Leadership

A + B + C = **Integrated Leadership** (Shared, Transformational and Distributed Leadership)

A + C Shared & Distributed Leadership

B + C Transformational & Distributed Leadership

C = Distributed Leadership

Figure: (3)

2.14   A Comprehensive and Critical Analysis of the above Model

2.14.1   Shared Instructional Leadership: Section A

Shared instructional leadership allows teachers to share the instructional responsibilities of the school with the principal (Marks & Printy, 2003). The concept of shared instructional leadership allows the principal to provide teachers with resources and instructional support, and maintains congruency and consistency of the educational program (Conley & Goldman, 1994). Teachers performing shared instructional duties allow SMT's the space and opportunity to focus on other activities which might either directly or indirectly influence teaching and learning, influence or empower other teachers with other leadership skills.

This influencing relationship is very important for any form of leadership, that's why Maxwell (2005: 4-15) alludes to leadership as the true measure of influence –"nothing more

and nothing less". Throughout their influence fields SMT's are not only in a position to influence the instructional program, but also create deep learning environments (Duignan, 2003).

However, school leaders can have all the instructional knowledge, skills and expertise as presented by the instructional leadership model according to Hallinger (2000), but without a sense of accountability, high expectations, high standards, agreed upon goals, individual support, and so forth (Transformational leadership attributes), shared instructional leadership is insufficient and incomplete, and therefore lack the capacity to cause quality teaching and learning and ultimately improved student achievement on its own (Marks & Printy, 2003).

2.14.2 Transformational Leadership: Section B

Transformational leadership is a leader-follower relationship for mutual benefit (Harris & Lambert, 2003: 17). School leaders might have all the attributes of transformational leadership as presented in Leithwood and Jantzi's (2000) model, but if they don't have the instructional expertise as conceptualized by Hallinger (2000), they will not be in a position to either influence their followers with curricular expertise nor will they be in a position to create environments conducive to deep learning and quality teaching. The above-mentioned discussion is substantiated by the fact that shared instructional leadership without transformational leadership (and vice versa) is insufficient and incomplete (Marks & Printy, 2003).

2.14.3 Distributed Leadership: Section C

At this stage it is important to differentiate between distributed leadership and shared instructional leadership. Shared instructional leadership focuses on teachers sharing instructional responsibilities with the principal, while distributive leadership has to do with the allocation of any leadership responsibilities in the school according to lines of expertise. Distributed leadership suggests that leadership does not reside only in the principal's office or even to formal roles of HOD's (Spillane, 2006; Spillane and Diamond, 2007). Distributed leadership expands the leadership capacity of the school, in that it gives opportunity for post level one teachers to lead according to their lines of expertise. The involvement of prospective teacher leaders in the leadership of the school not only lightens the workload of SMT's, but also provides them the space to attend to other matters of the school.

Like transformational and shared instructional leadership, distributive leadership is useful, but insufficient and incomplete without curricular expertise (shared instructional leadership) and norms (Transformational leadership). Therefore, it doesn't have the capacity to contribute to the quality of teaching and learning in a significant way on its own.

2.14.4 Shared Instructional Leadership + Transformational Leadership Section A+B

According to Marks & Printy (2003) when a mixture of shared instructional leadership and transformational leadership, termed integrated leadership, is applied in an integrated fashion, school improvement is more likely to occur. My research, however, intends to investigate to what extent SMT's contribute to quality teaching and learning and afterwards student achievement when they utilized shared instructional, transformational and distributed leadership in an integrated fashion. The "new" integrated leadership model will be tried and tested through an appropriate research methodology in schools. It is thus, only after the model has been tested in schools that I will be in a position to conclude and determine to what extent school improvement has taken place.

2.14.5 Shared Instructional Leadership + Distributed Leadership
 Section A+C

SMT's can distribute instructional and other leadership duties to post level one educator's, but if these teachers are not equipped with the transformational qualities it is rather unlikely that a significant difference in the quality of teaching and learning will be observed. Sharing instructional duties and distributing other leadership functions, without moral purpose, quality teaching and learning are not necessary confirmed. Transformational qualities together with shared and distributed qualities will strengthen the possibility for quality teaching and learning to take place.

2.14.6 Shared Instructional + Transformational Leadership + Distributed Leadership

Section A + B + C

=

"New" Integrated Leadership Model.

This leadership model is the core of this research. As reflected in the above model, integrated leadership is founded in the centre of the model and comprises elements of all three leadership models in an integrated manner: Shared instructional, transformational and distributed leadership. It is envisaged that the "new" integrated leadership model is a more dynamic, stronger and complete model. The extent to which this model will impact on the quality of teaching and learning will have to be seen when it is tested in the different schools.

The other sections of the model comprise elements of either one or two leadership models. The previous arguments suggested that one leadership model or a mixture of two leadership models are useful, but insufficient and incomplete and therefore lack the capacity to contribute significantly to the quality of teaching and learning and ultimately student outcome.

At this stage it is also worthwhile mentioning that some of the shared instructional leadership elements overlap with those of transformational leadership and will only be utilized once. In both Leithwood and Jantzi's (2000) model of transformational leadership and Hallinger's (2000) model of instructional leadership the following overlapping elements transpired: *Rewards – providing incentives for teachers: Culture building – creating a positive school climate.*

The other elements of shared instructional leadership and transformational leadership are varied and complement each other. These elements with the qualities of distributed leadership will be utilized in an integrated way when it comes to the drawing up of the questions for the interviews and questionnaires.

In conclusion, at the core of this "new" integrated leadership model lays an integration of three leadership models. All three models share a constructivist perspective in that leadership is constructed through interaction of educators in a particular context. When SMT's create the opportunities and conditions for informal leaders to interact with them around matters of instructional importance, the chance that teaching in classroom improves is greater (Marks & Printy, 2003).

2.15 Leadership and Management

Leadership and management are not synonymous terms. One can be a leader without being a manager. One can, for example, fulfil many of the symbolic, inspirational, educational and normative functions of a leader and thus represent what the organization stands for without carrying any of the formal burdens of management. Conversely, one can manage without leading. An individual can monitor and control organizational activities, make decisions, and allocate resources without fulfilling the symbolic, normative, inspirational, or educational functions of leadership (Schon, 1984: 36).

❖ **Management**

Management is about getting things done; making sure that the school achieves its vision by functioning effectively. Davidoff & Lazarus (1997: 57) suggest that management is the function that ensures that things are operating smoothly, that structures are in place to support development, that processes are contained and that the school is operating smoothly. It can be deduced from the above statement that SMT's have to create a school culture or environment that is conducive to teaching and learning.

According to the manual for school management (2001) the SMT is responsible for ensuring that the agreed upon policies by the School Governing Body are put into practice; that all areas in the school function effectively and that people work productively towards achieving the school's vision and mission. Their formal authority and status will make them responsible for certain kinds of management functions including: planning, organizing, delegating, communicating and assuring quality.

In school-based management the decision-making process moves to the school management team and the implementation of particular management activities require the delegation from higher to lower levels, for example heads of departments and educators (Mosoge & van der Westhuizen, 1998:74). The devolution of authority through decentralization is the first dimension of school-based management. The second dimension of school-based management refers to the participation of stakeholders. Participation means the active involvement of all role-players. On the other hand, whenever two or more people are involved in decision-making processes, it is almost impossible to prevent differences of opinion, conflict and competition. For this reason, school based management may also lead to power struggles,

since SMT's are required to work with other educators, parents and learners whose values might differ from theirs.

SMT's in their quest to improve the quality of teaching and learning in their schools can complement their departmental management functions with the five roles identified by Coleman (2003). These roles are: smooth running of the school and administration and managing school activities; attempt for learners to learn better with teachers teaching better; and to ensure that the culture of teaching and learning occurs at school; to lead and guide; to liaise between the school and community; and lastly, to manage staff in order to motivate maximum potential.

2.16   Managing and Leading Schools in South Africa

According to the DoE (2000: 6) twelve processes are essential in an effective school. In the following diagram, the processes surround and point to the teaching and learning circle. This is because they make a difference to teaching and learning. According to the same source, "if one of the sections or processes is missing, you have an incomplete circle and you will have an imbalance in your school. For schools to be effective it is important that the SMT keep every section of this diagram in place.

2.17 A Framework: Adapted from the model presented by David Hopkins:
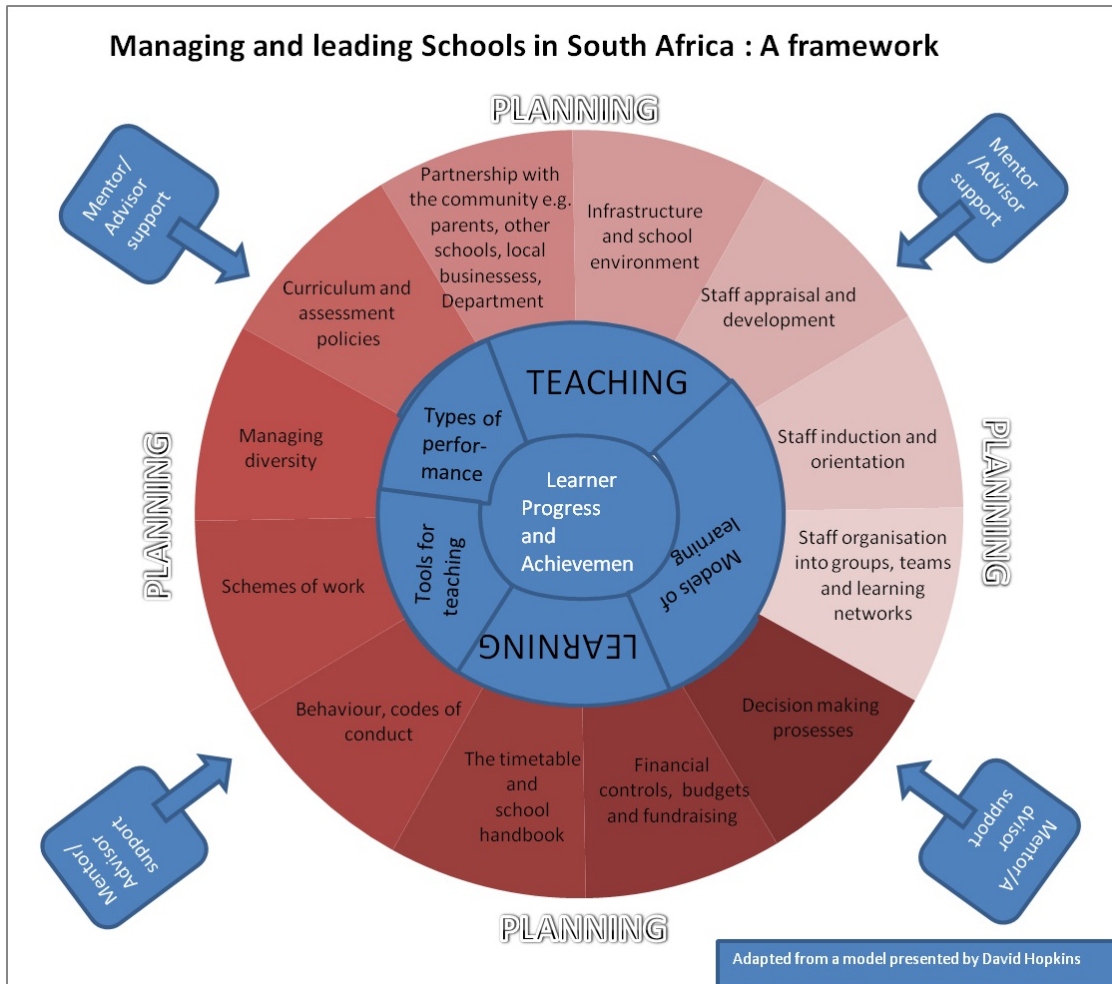
The importance of the 12 processes as illustrated by the above-mentioned diagram should not be underestimated. Each of these processes has either a direct or indirect impact on the quality of teaching and learning. That is why Hopkins (2000) found it necessary to discuss each one of these processes individually. Hopefully by alluding to the views of Hopkins (2000) on each one of the 12 processes of the above framework will shed some light on what effective leaders should do to manage their schools successfully, and to what extent their effective leadership and management can contribute to quality teaching and learning.

2.18 Ways in which Leadership and Management of Schools touch on all these different processes in the above-mentioned Model

According to Hopkins (2000) all the 12 processes as described by him hereunder have an impact on school leadership and management in one way or the other:

❖ **Planning**

The planning circle represents the school development planning process that have to be undertaken on an annual basis. By proper planning, SMT's maintain activities in a school and set new ways for development and growth on an annual basis. Planning should be regarded as the main activity a school undertakes, because proper planning will set the way forward for the school. If it is completed thoroughly, planning is a way of ensuring that there is collaboration between all the major stakeholders.

❖ **Processes needed to run an Effective School**

1. *Partnership with the community*

SMT's with the principal on the frontline should create conducive environments where effective relationships between the school and all the stakeholders (parents, traditional leaders, business, the church, and so forth) can be established. A school is the centre of the community activities. It is important for not only sustaining academic achievement, but also should be a focal point for support and skills development.

2. *Infrastructure and School environment*

To function effectively, all schools need at least the basic resources. Enough classrooms ablution facilities, equipment, a library, a staffroom are some of the necessities. At this stage this is a "dream", and at present most schools are far from that dream. SMT's have the responsibility to make sure that the best possible teaching practices take place in the most conducive learning environments with whatever limited resources a school has.

3. *Staff appraisal and development*

Educators need to know about their teaching strengths and weaknesses. Staff appraisal assesses, gives feedback and suggests areas of development for teachers. The staff appraisal

system that is currently used in schools is the Integrated Quality Management System (IQMS). If properly implemented, IQMS allows for democratic, participatory involvement for all teachers. SMT's play a pivotal role in the IQMS process. They must ensure that all IQMS structures are in place and functional. SMT's in collaboration with the IQMS structures in a school should plan how they are going to assist teachers in need of help, and this plan must be reflected on a teacher's Personal Growth Plan.

4. *Staff induction and orientation*

An important part of the work of the SMT is to conduct and to orientate new staff members and new members of the management team. This helps to ensure that they play an effective role in the life of the school.

5. *Staff organizations into groups, teams and learning networks.*

Collaboration and collective decision-making among school stakeholders are enshrined and emphasized in the South African Schools Act (SASA). Staff working as a team is promoted. It is very important that staff work as "learning networks" and operate as teams, classroom teams, learning-area teams, and so forth. Teamwork is essential for all effective schools.

6. *The timetable and school handbook*

The timetable is a definite plan for the implementation of the curriculum and is the starting point for teaching and learning. Foundations for learning should be part and parcel when considering a timetable. The timetable should be very specific about allocating time for reading, mental mathematics, administration, and for all the other learning areas. These time provisions on the timetable are essential for the DoE to reach their goals in improving literacy/language and numeracy/mathematics in schools. Schools must have a timetable in place by December of each year so that learning can start as soon as the school opens for the first term of the next year.

Similarly, a school needs a year calendar, written into the school handbook that captures the extra-curricular activities a school offers. Parents can refer to this book for dates of parent meetings, sport events, fundraising activities, and many other events. This yearbook changes every year, as new activities are planned.

7. *Behaviour and codes of conduct*

Both learners and educators need a framework that outline the way in which they conduct themselves within the school. SMT's must make sure that codes of conduct are developed collectively by all stakeholders, and should not be driven in a top-down fashion. Both educators and learners should know the consequences of bad behaviour and that this will not be tolerated within an effective school. Codes of conduct need to be revisited and revised as the school situation demands.

8. *Schemes of work*

Within this section lies the essence of good classroom teaching and learning. Teachers need to follow a scheme of work that is well planned in terms of pace, level and appropriateness for learners. Heads of Departments must oversee these schemes of work and endorse what is happening at a learning area level. Schemes of work must relate closely to the school's timetable and to the outcomes statements that are made by each educator.

9. *Managing diversity*

Within the context of post-apartheid South Africa, it is important for SMT's to recognize, and celebrate diversity in their schools. SMT's must ensure that the school environment and school partnerships, support the school by recognizing the strengths that all parties bring. Decision-making processes and school policies must also reflect the need for developing the school on the basis of its diversity.

10. *Curricular and assessment policies*

If a school's assessment policy is in place, the more likely it is that the design of the curriculum follows. By making clear statements about formative and summative assessment practices, every educator is forced to reassess the way he/she designs the class curricular and what outcomes the learners have to attain. Curriculum and assessment practices are interconnected and form the core business of a school.

11. *Decision-making processes*

Democratic decision-making is highlighted and promoted in South African Schools Act. This means that all levels of the school and all stakeholders are now involved in the process of decision-making and its implementation. It is a radical step for educators who are used to

being told what to do. With an increased involvement in decision-making comes a high level of responsibility and participation. SMT's need to guide and support educators to get used to their new roles in decision-making processes, and help them to accept and fulfil these roles effectively and successfully.

12. *Financial controls, budgets and fundraising*

Self-managing schools have control over the money that is generated by fees and fundraising, as well as the financial allocation they receive from the government. SMT's with the Financial Committee are responsible for ensuring that there are appropriate financial controls, that a meaningful budget exists in their schools, and that individuals who are trained to take the correct decisions are in charge of working with school finances. Without this section in the diagram of leadership and management, there is a huge possibility that the school will become dysfunctional and non-operational. To some extent a school's financial capacity, dictates what a school can and cannot do.

12.1 Teaching and learning – Learner progress and achievement

The planning circle and the circle that indicates the processes for running an effective school have a direct impact on the quality of teaching and learning. The circle that indicates teaching and learning is fundamental for the way in which schools operate and it impacts directly on learner progress and achievement.

It is incumbent on SMT's to ensure that all these other processes in the school are in place and operational in order to have a positive impact on teaching and learning. SMT's thus have to utilize all their knowledge and skills to empower and capitalize on post level one educators' curricular expertise, leadership expertise (Integrated Leadership) and extra-curricular expertise. By doing that they extend the leadership capacity of the school and create conditions for quality teaching and learning practices.

2.19 Conclusion

In an attempt to establish the views of other researchers on the research topic: *Integrated leadership: A leadership approach for SMT's*, the researcher presented an in-depth and systematic literature review. The researcher thought it necessary to give the reader an introduction to the research study through the interrogation of the different aspects of

leadership. This is because the essence of this study is about leadership. Integrated leadership was introduced in this chapter and the composition, motivation and need for integrated leadership was also extensively discussed. These aspects of integrated leadership illustrated from where integrated leadership has its origins and also unpacked the different qualities of integrated leadership. Comprehensive and critical analysis of the new integrated leadership model highlighted its integratedness but also its incompleteness and ineffectiveness if either shared instructional, transformational or distributed leadership is to be implemented on its own.

A framework of leading and managing schools in South Africa was included in this chapter to highlight aspects and processes necessary which might either have a direct or indirect impact on the quality of teaching and learning. These processes are interconnected and fit like a puzzle. If one of the pieces is missing, the puzzle is incomplete. The same with these processes, if for instance the section on financial controls, budgets and fundraising is left out of the diagram of leadership and management, there is a huge possibility that the school will become dysfunctional and non-operational (Hopkins, 2000). To some extent a school's financial capacity, dictates what a school can and cannot do. Discussing these processes gave the researcher a starting point from where to launch the integrated leadership model.

Chapter Three

Research Methodology

3.1 Research Approach

A mixed method approach using both quantitative and qualitative methods was used in this research. Neither quantitative nor qualitative methods by themselves could capture all the data needed for this research. The qualitative method is the dominant approach and the quantitative approach is the less dominant method. In this chapter, I discuss the following:

- quantitative and qualitative research approaches
- the research paradigm and research design
- data collection methods
- the validity and reliability of the questionnaire
- Annual National Assessment (ANA)
- collected phases of data gathering
- data analysis
- research site and sampling, ethical considerations, and limitations to the study

The ANA was included in this chapter not as a research approach, but as a way of indicating that a standardised test was used to indicate leaners performance over two consecutive years (2010 and 2011).

3.1.1 Quantitative Research Approach

Quantitative research according to Creswell (2003: 44) is a study that uses empirical data to test the prediction or the variables that are measured in order to establish a relationship. This approach regards the world to be observable and measurable. According to Babbie and Mouton (2001) quantitative research is best defined as "the measurement of the properties of phenomena, which is the assignment of numbers to the perceived qualities of events".

Quantitative research refers to an approach where highly structured methods of data gathering are used to obtain objective information, to arrive at logistical findings that are usually represented in terms of numbers. According to Creswell (2003) quantitative research is based on testing theories and to show the reliability and validity of the theory and how it works. Contrary to qualitative research methods, quantitative research is not interactive.

In quantitative research, according to Cohen, Manion and Morrison (2007), the most widely used methods for collecting data are the structured survey, (which entails administering a written questionnaire to a sample of respondents), questionnaires, semi-structured interviews and structured interviews. Quantitative research usually involves an investigation of a single reality that can be measured by a particular instrument. In this case, a quantitative questionnaire was utilized, to present the findings in the form of frequencies, percentages and represented by tables and graphs.

For the purpose of this study the quantitative data was collected by means of a closed-ended Likert-scale questionnaire, to determine to what extent an SMT's performance contributes to quality teaching and learning in primary schools, when utilizing an integrated leadership approach. In order to answer the research question, an intensive study of the literature was of paramount importance, because the reviewing of the literature guided the researcher in constructing an appropriate questionnaire.

Most avenues, for example, pilot testing the questionnaire in two different high schools, were explored and implemented to ensure that the purpose of the questionnaire stood the test of validity and reliability. According to Hammersley (2002) the purpose of any research study is to collect new information, or to utilize existing knowledge, for a new purpose, so as to answer worthwhile and fundamental questions by using valid and reliable techniques.

> ### *Strengths and weaknesses of Quantitative research*

Strengths and advantages of quantitative research are that reliability can more easily be established, as it is not affected by the bias of the researcher, observer or interviewer (Hammersly 2002). This strength of quantitative research is summarized by the view of Hammersley (2002) that quantitative research is more reliable and has greater validity, than qualitative research, because quantifiable data can be measured numerically, meaning that it is more accurate (Gray, 2004).

One weakness, however, of quantitative research is that there is always a possibility that a great deal of the information can be overlooked lost, as quantitative measures do not allow the whole picture to emerge. However, to make up for this weakness, a qualitative research method was also utilized as the dominant research approach to complement and strengthen

the quantitative method. A combination of quantitative and qualitative research methods increased the reliability, validity and the generalization of the research findings.

3.1.2 Qualitative Research Approach

Qualitative research is one of the approaches used in descriptive research. Different researchers define qualitative research differently. According to Bogdan and Biklen (2003: 2), qualitative research is an umbrella term, which refers to several research strategies that share certain characteristics. Denzin and Lincoln (2003: 3), on the other hand, are of the view that qualitative researchers study phenomena in their natural settings, attempting to make sense of, or interpret phenomena in terms of meanings people bring to them. Qualitative research is thus the investigation of phenomena in an in-depth and holistic fashion, through the collection of rich narrative data, using a flexible research design.

The qualitative research method also enabled the researcher to become the primary instrument in data collection, in which meaning, and interpretations of data are negotiated between informants and the researcher (Cresswell, 2003: 198). This interaction between the researcher and the participants, enabled the researcher to locate data, which can be used to compare whether the responses given by SMT members, were a true reflection of what was actually happening in the schools.

Qualitative research places emphasis on holistic descriptions that are detailed descriptions of what goes on in a particular activity or situation. It is in this context that the qualitative research method is considered to be the dominant investigative method, to determine to what extent SMT members influence and empower post level one educators with integrated leadership qualities.

Another aspect of qualitative research methods is that it is developed in social sciences that enable researchers to study social and cultural phenomena (Myers, 2008: 2). For the purpose of this study a qualitative research approach was necessary for the following two reasons. Firstly, because the unit analyses are post level one educators and SMT members, within a school set-up, which is a socio-cultural entity. Secondly, this approach afforded the researcher the opportunity to examine the qualities, characteristics or properties of these

participants, which gave the researcher a better understanding and explanation as to the leadership expertise of SMT's (Henning, Van Rensburg, and Smith, 2004: 5).

The different approaches of qualitative research used empowered the researcher to probe the lived experiences of post level one educators, with regard to their perceptions of SMT's. The meanings attached to the responses of the participants were understood by analysing the responses of post level one educators and SMT members. Qualitative research focuses on meaning in context, thus, it helped the researcher to give an accurate account of SMT's integrated leadership qualities.

In order to address the research question, to what extent do SMT's contribute to the quality of teaching and learning in primary schools, when utilizing an integrated leadership approach, the qualitative research approach needs to be in line with and focused upon the research question. Therefore it is essential that the researcher is aware of the features and characteristics of qualitative research. According to Niemann (2006: 6), certain characteristics of qualitative research must be embedded and reflected in the research process. In Niemann's opinion qualitative researchers must ensure that:

- The object of the study of the world as defined, experienced, or constituted by investigating people.
- The method of data collection is open, flexible and not strictly regimented and rigid.

The qualitative approach in this study was in line with Niemann's guidelines because SMT members and post level one educators were interviewed through focused group interviews which allowed the researcher to probe the participants' responses if they were not clear.

3.2 Research Paradigm

3.2.1 Introduction

A paradigm is a worldview, or frame of reference from which a researcher attempts to uncover the complexities of the real world (cited in Mungunda, 2003: 29-30). This means the researcher approaches the inquiry from a certain standpoint. An interpretive research paradigm focuses on the meaning people make of daily occurrences and how they interpret them within their contextual, social and natural settings (Cantrell, 1993).

3.2.2 Interpretive Paradigm

The research was conducted in the interpretive research paradigm. According to Neuman (2006: 88), an interpretive research methodology focuses on the development of an understanding of the social life, and discovers how people construct meaning in their natural setting of everyday life. Interpretive social science is thus concerned with how people interact and associate with one another. This paradigm was best suited for this study, as I wanted to investigate to what extent the SMT's effective performance contributes to the quality of teaching and learning in primary schools, when utilizing an integrated leadership approach. This paradigm allowed me to gain the perspectives of SMT's, pertaining to their individual as well as their collective impact on the quality of teaching and learning.

According to Mungunda (2003: 31), researchers in the interpretive (or hermeneutic) tradition came to realize that the social realm is different from that of the natural sciences and cannot be investigated in the same way. He stated that this paradigm is concerned with human actions, but not human behaviour, as in the case with scientific tradition.

Janse van Rensburg (2001: 16) that the interpretivists reflect an interest in contextual meaning rather than on generalizing rules. The advantage of this paradigm is that it can be implemented in individual and small groups, in 'naturalistic' settings (Janse van Rensburg 2001: 16). This paradigm seeks to provide deeper understanding of a particular situation in its naturalistic setting.

The interpretive approach is the systematic analysis of socially meaningful action, through the direct and detailed observation of people in natural settings, in order to arrive at understandings and interpretations of how people create and maintain their social world (Neuman, 2006: 88). Using the interpretive perspective enabled the researcher to increase my understanding of SMT's and post level one educator's efforts, to contribute to the quality of teaching and learning in primary schools, when utilizing an integrated leadership approach.

3.3 Research Design

3.3.1 Introduction

A case study and mixed methods were utilized in this study. Gorman, Hammersley and Foster (2001: 3) define the case study as referring to research that investigates a few cases, but often just one, in considerable depth. The value of the case study lies in the potential richness of data, and the extent to which the researcher can convey a sense of how the case functions. Tashakkori and Teddlie (1998) define mixed-methods research as those studies that combine qualitative and quantitative approaches into the research methodology of a single study or multi-phase study.

3.3.2 Case Study

For Creswell (1998: 61) a case study is '' … an exploration of a 'bounded system' or a case … over time, through detailed, in-depth data collection involving multiple sources of information rich in context''. Yin (1994: 137) issued a warning regarding delineating the unit of analysis in case studies of the nature of this particular study: the difficulty of defining the beginning, or end points of the 'case'. In this research the unit of analysis (and thus the 'case') is: ***integrated leadership: a leadership approach for SMT's.***

The case study was regarded as an intrinsic case study (Creswell, 1998: 62), where the focus and emphasis was on the case itself, which is the unit of analysis as described. All the literature on the case study points to the use of multiple methods of data collection: interviews, observation, documents, and audio-visual materials that provide 'information, which are 'rich' and 'thick' in descriptions of the situation. This research study was conducted via an interview, observations and a questionnaire survey. Bryman (2004: 49) claims 'that there is a tendency to associate case studies with qualitative research, but where such identification is not appropriate … case studies are frequently sites for the employment of *both* quantitative and qualitative research'. Both qualitative and quantitative research in one case study was laying the foundation for a mixed design in social and behavioural research.

According to Yin (1993) there are three types of case studies:
1. Exploratory case studies: In this type of case study, the collection of data occurs before theories or specific research questions are formulated. An analysis of data

follows and leads to a more systematic case study. The first stage in this type of case study is to define the issues to be researched.

2. Causal Case Studies: This type of case study will look for cause and effect relationships, and search for explanatory theories of the phenomena. For Yin (1993) this situation gives the most suitable conditions for adopting the case study as the research strategy of choice.

3. Descriptive Case Studies: This type of case study requires a theory to guide the collection of data and "this theory should be openly stated in advance and be the subject of review and debate and later, serve as a research "design" for the descriptive case study. The more thoughtful the theory, the better the descriptive case study will be" (Yin, 1993: 22). This investigation is in line with the descriptive case study.

According to Yin (1989), except for the different types of case studies, there are also certain elements of a research report, which suggest the desirability of a case study design, which should be considered. These elements are as follows:

Yin (1989:23) defines the case study as an empirical inquiry that:
- Investigates a contemporary phenomenon, within its real life context when;
- The boundaries between phenomenon and context, are not clearly evident;
- and in which multiple sources of evidence are used.

This research study is true to each of the components, as mentioned by Yin's definition:

- *Empirical* Inquiry: This investigation involved empirical inquiry. Studies that investigate different styles of leadership and its impact on teaching and learning are plentiful. This study on the contrary examines how an integrated leadership approach (not different leadership approaches, as individual entities, at the same time impact quality of teaching and learning), one leadership approach, comprising elements and qualities of different leadership styles, contribute to quality teaching and learning when being utilized by SMT's, in an integrated fashion.

- *Phenomenon:* The phenomenon under discussion is contemporary. Leadership is a phenomenon that, when it is bad it might have a negative impact on the quality of

teaching and learning, but when it is good, it might have the opposite impact. Out of personal experience and observations it is evident that currently, some schools are performing against the odds, while other well-resourced schools underperform because of the impact of leadership.

- ✦ *Boundaries:* The boundaries between the phenomenon and the context were not clearly evident in this research. This inter-relation of boundaries and context in which SMT's work, the skills and expertise required from them, to contribute to quality teaching and learning and the socio-economic factors they are confronted with, on a daily basis in their quest to ensure quality teaching and learning are neither entirely clear nor fully understood. These were but some of the complexities which this research study attempts to investigate.

- ✦ *Multi Sources:* Multi sources of evidence were utilized in this study. Both qualitative and quantitative sources and instruments were employed to obtain data. Interviews, a questionnaire and observations were used. The combination of both qualitative and quantitative data gathering techniques as complimentary modes of investigations, which can result in deeper understanding of the issue being investigated are strongly favoured by especially Herman and Egri (2003).

For this research a mixed-method design was selected in order to attain deeper understanding of the problem under investigation.

3.3.3 Mixed Methods

A mixed method design is a procedure for collecting, analyzing and "mixing" both quantitative and qualitative data at some stage of the research process, within a single study (Tashakkori & Teddlie, 2003). The reason why a mixed method research design was used in this study, was because neither quantitative nor qualitative methods, by themselves, could capture all the data needed to determine whether integrated leadership contributes to the quality of teaching and learning in schools. When quantitative and qualitative methods are used in a combination, one complements the other and allows for more complete analysis (Tashakkori & Teddlie, 1998).

Fraenkel and Wallen, (2006: 443) concur with Tashakkori and Teddlie (1998) by stating that mixed methods have some definite strengths. Since they include both qualitative and quantitative data, they provide a more complete picture of a situation than would either type of data by itself. Another advantage of a mixed method design is that it strengthens the validity, reliability and revelation of diverse perceptions of reality among the participants (Golafshani, 2003). This type of design also ensures the possibility for data to be triangulated. Triangulation refers to the use of more than one approach to the investigation of a research question, in order to enhance confidence in the findings (Bryman, 2004).

While it is important to be aware of the strengths and advantages of mixed methods, one should also keep three issues in consideration when designing a mixed method study: priority, implementation, and integration (Creswell, 2003).

Priority refers to which method, either quantitative or qualitative, is the dominant one (Creswell, 2003). In this study the qualitative method was prevailing, in that the interview questions posted to SMT's, elicit SMT's integrated leadership skills and expertise and also the extent to which they utilize these skills and expertise, to contribute to the quality of teaching and learning. On the other hand, the quantitative method complemented the qualitative method, in that the questions of the questionnaire were constructed in such a manner that SMT members unknowingly verify the authenticity and validity of their interview responses.

Implementation on the other hand refers to whether the quantitative and qualitative data collection and analysis come in sequence or in chronological stages, one following another, or parallel or concurrently. In this study data was collected, one following the other: Phase one, qualitative data, and Phase two, quantitative data.

The last issue that needed to be considered when designing a mixed method study is integration. Integration refers to the phase in the research process where the mixing or connecting of qualitative and quantitative data occurs. The results of the two phases were integrated during the discussion of the outcomes of the whole study. For this study integration was not a factor, because the data was analysed in a parallel mixed analyses form. Meaning that both quantitative and qualitative analyses were conducted and verified Interpretation and the writing up of the two sets of findings were done separately.

At this juncture it is also important to mention that one should not get confused with a multi-method design and a mixed-method design. According to Tashakkori and Teddlie (2003: 11), multi-method designs are generally intended to supplement one information source with another, or "triangulate" on an issue, by using different data sources to approach a research problem from different points of view.

There are two types of multi-methods
  ❖ Multi-method quantitative studies stay within a quantitative paradigm, but use more than one method of data collection. Examples might be to use a survey and a questionnaire simultaneously.
  ❖ Multi-method qualitative methods might combine interviews and observations in the same study.

Mixed methods designs, on the other hand, are conceptually more complex. According to Tashakkori and Teddlie (2003), they may provide a basis for triangulation, but more often, they become the source of different ways of conceptualizing the problem. They look at the same things from different points of view. When using a mixed method design, researchers usually view things out of a quantitative and qualitative perspective.

There are two types of mixed methods
  ↓ Mixed methods that use quantitative and qualitative data gathering techniques. These studies might include a survey followed up by detailed individual interviews, or observations as the basis for constructing a questionnaire. In this study interviews were followed up with observations and questionnaires.
  ↓ In the final category of the mixed method, Tashakkori and Teddlie (1998) argue that the issues are not only about method, but also mixes of methodology (which is, the "logic of methods"). According to their viewpoint, one should look beyond stitching together methods from different paradigms and instead consider other aspects of research design, specifically:
      i.   Overall inquiry purpose – whether the aim is to confirm or refute hypotheses, or whether it is more exploratory.
      ii. Instrument design, data collection – whether qualitative or quantitative.
      iii. Data analysis and inference – whether statistical or qualitative.

The preceding paragraphs of multi-method and mixed method designs are of paramount importance when researchers make decisions on how best to combine and sequence methods for the research question at hand and the nature of research they are conducting.

> ➤ **Exploratory Mixed Method Design**

According to Yin (1989: 28) an exploratory mixed method design suggests a logical sequence that connects the empirical data to a study's initial research questions and ultimately, to its conclusions. In this study an exploratory mixed method design was chosen. The purpose of an exploratory mixed method design is to collect qualitative data that enables the exploration of a phenomenon or issue and then, collect quantitative data to help explain relationships found in the qualitative data (Creswell, 2002).

In mixed method research, there is a sequence to data collection that involves the collection and analysis of qualitative data (Phase 1), followed by quantitative data collection (Phase 2), often in the form of a survey (questionnaire). Creswell (2002) reiterates that mixed method studies are often in two phases, one qualitative and one quantitative. This study also started with the qualitative phase, the quantitative phase followed thereafter.

The dominant qualitative data were collected and analysed during phase one and the less dominant data were collected and analysed during phase two. In this design, both a qualitative and a quantitative phase are incorporated into the overall research. The rationale for using such a model lies in the fact that both methods need to be used in order to best answer the research questions raised in the study. After the data of different forms in this design were utilized, I expected the findings of the study to be validated and well substantiated.

This mixed method approach allowed the researcher to identify themes grounded in data, obtained from participants in the earlier phase of the study (Creswell, 2002). Each theme was followed by the responses from the SMT and, responses from post level one educators. The interview questions posted to the SMT members were modified to also get the opinion of post level one educators, on the very same questions. The focus group responses, from the SMT's informed and influenced the design of the questionnaire that was used in Phase 2 of the study.

The diagram below gives an indication how the mixed method study was conducted:

**A Diagrammatical layout of the Research Design: Sequential Data
Collection and Analysis:**

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                        ┌─────────────────┐
                        │   Phase One     │
                        └─────────────────┘
                                 │
                                 ▼
         ┌──────────────┬──────────────────┐
         │    Qual      │      Qual         │
         │  Interview   │   Observation     │
         └──────────────┴──────────────────┘
                                 │
                                 ▼
         ┌──────────────┬──────────────────┐
         │    Qual      │      Qual         │
         │Data Collection│  Data Collection │
         └──────────────┴──────────────────┘
                                 │
                                 ▼
         ┌──────────────┬──────────────────┐
         │    Qual      │      Qual         │
         │  Analysis    │    Analysis       │
         └──────────────┴──────────────────┘
                                 │
                                 ▼
         ┌──────────────┬──────────────────┐     ┌──────────────┐
         │    Qual      │      Qual         │────▶│    Qual      │
         │   Results    │    Results        │     │   Results    │
         └──────────────┴──────────────────┘     └──────────────┘
                                 │                        │
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                    │   Phase Two     │                   │
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                    │ Questionnaire   │                   │
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                                 ▼          ┌─────────────────────┐  ┌──────────────┐
                    ┌─────────────────┐     │ Comparison of Quan  │─▶│ Mixed Method │
                    │     Quan        │     │  and Qual Results   │  │   Results    │
                    │ Data Collection │     └─────────────────────┘  └──────────────┘
                    └─────────────────┘                ▲
                                 │                      │
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                    ┌─────────────────┐                 │
                    │     Quan        │                 │
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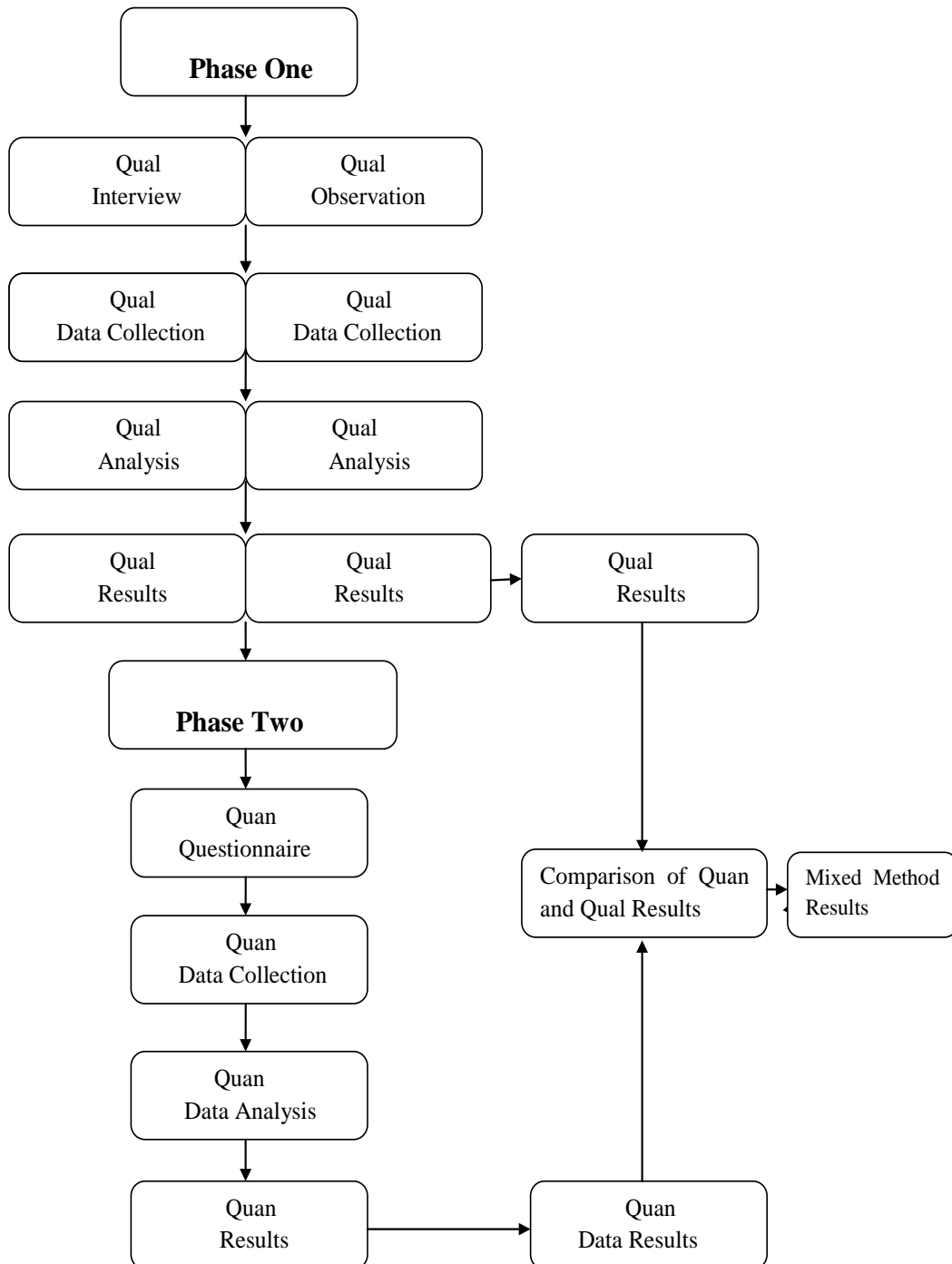
3.4 Data Collection

According to McMillan and Schumacher (2001: 138), data collection involves the specification of procedures to be used in finding the relevant views. The researcher applied focused group interviews with open-ended questions and observations as qualitative techniques, and a Likert-scale closed-ended questionnaire as a quantitative data collecting method. The researcher also collected the Annual National Assessment (ANA) results of the grade three and six learners of six different schools.

To explain the choice and value of both quantitative and qualitative data collection techniques for this study, an elaborated and in-depth description of interviews, focused group interviews, observations, and questionnaires follow hereunder:

3.4.1 The Interview as a Qualitative Data Gathering Instrument

The purpose of the interview was to get an individual perspectives from post level one participants about their and SMT's role in contributing to the quality of teaching and learning, when utilizing an integrated leadership approach. According to Henning (2004: 50), an individual's perspective is an important part of the "fabric of society, and of our joint knowledge as social processes and human condition".

Cohen et al (2007:349) define interviews as, "an interchange of views between two or more people on a topic of mutual interest which sees the centrality of human interaction, for knowledge production". In the opinion of the same authors, the use of interviews in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals. These authors are further of the view that knowledge generated between humans, is obtained through conversation.

According to Lichtman (2010: 139) qualitative interviewing is a general term used to describe a group of methods, which permit the recorder to engage in dialogue or conversation with the participant. Although it is a conversation, the researcher normally directs the interview. The format of the interview depends on which type of interview you select to serve as the aim of your study. The type of interview selected for this study is focused group interviews.

3.4.2 Focus Group Interviews

According to Polit, Beck & Hhungler (2001), focused group interviewing is a loosely structured interview, in which the interviewer guides the respondents through a set of questions using a topic guide. The researcher chose to conduct focused group interviews with the SMT's and three post level one educators, from six different schools.

Focused groups are a form of group interviewing, but it is important to distinguish between group interviews and focused group interviews. Group interviews involve interviewing a number of people at the same time, the emphasis being on questions and responses, between the researcher and the participants. De Vos (2002), however, maintains that in focused group interviews, a small group of four to six participants are interviewed, allowing for probing and comments.

The main purpose of focused group research is to draw upon participant's attitudes, feelings, beliefs, experiences and reactions in an interactive setting. Focused group interviews elicit a multiplicity of views that enable the researcher to gather large amounts of information in a short period of time. Focused group interviews can also be used for triangulation purpose (Cohen, L., Manion L. & Morrison (2000). This is important for this study because the researcher used different data collecting techniques.

In this study, SMT members and post level one? teachers of a particular school were interviewed separately. Each of the participants in the case study was in a public school, in the Blue Crane Municipality, in the Eastern Cape. The participants comprised of SMT's (principal, deputy principal, if appointed, and one head of department), and post level one teachers (three) from six different primary schools. SMT's and post level one? teachers were interviewed to determine to what extent shared instructional leadership, transformational and distributed leadership, when utilized not as single entities but in an integrated fashion, contribute to the quality of teaching and learning.

Focused group interviews were conducted at a location requested by the participants and anonymity was assured to allow them to speak openly, honestly and freely, about their views on the interview questions at hand. One hour was allowed for each interview session.

Participants were required to read and sign a letter of informed consent (see Appendix?) prior to the start of the interview.

Conducting interviews with SMT's and post level one teachers on exactly the same topic, placed the researcher in a position to validate SMT's responses against those of post level one teachers. The responses from the questionnaires put the researcher in a position to triangulate the responses collected from the interviews with the SMT's, with those captured on the questionnaires.

3.4.3 Observations

Observations are valuable data-gathering techniques which entail the recording of a close examination of a situation, by making field notes. Denzin and Lincoln (1998) concur with the above-mentioned view by stating that observation, as a research method, is a well-known way of collecting data. According to Cohen and Manion (1985: 159) there are two types of observation, namely participant observation and non-participant observation. In this study, non-participant observation was utilised.

The observation I have employed can be described as, external, nonparticipant or peripheral, and semi-structured. According to Smith (2002:1) peripheral refers to the observer being present, but at some psychological distance. The semi-structured nature of the observation gave the researcher the opportunity to freely observe other things not mentioned here, but has relevance to the study. The observer carried out observations in some activities and had conversations with post level one teachers and SMT members.

During the interview sessions, notes were made about behaviour, facial expressions and events as it took place at that specific time, as tape recorders are unable to capture this type of information during an interview session. Another advantage of non-participant observation is to reduce intrusion and emotional involvement with the participants (Gay & Airasian, 2000:212).

The researcher focused his observations specifically on the following aspects during his visit to the different schools:

i. The interaction between SMT members and post level one educators, when it comes to the curriculum:
- Do they share curriculum planning?
- Do they share the coordinating of the curriculum?
- Do they evaluate the curriculum as a team?

ii. The interaction between SMT members and post level one educators, when it comes to the norms and values:
- Does the SMT monitor and give guidance to post level one educator's in monitoring student progress?
- Does the SMT create a positive school culture?
- Does the SMT consciously try to influence post level one educators with positive norms and values?

iii. The interaction between SMT members and post level one educators, when it comes to distributing leadership roles and responsibilities:
- Does the SMT allocate leadership roles and responsibilities to post level one educators?
- Does the SMT involve post level one teachers in crucial decision-making processes?

These write-ups became the raw data, which constituted my observation journal and hence contributed significantly to the study's findings. The quality of these write-ups and interview data are of utmost importance in qualitative research. Concepts such as trustworthiness, validity and reliability are key factors when determining the quality of qualitative research data. It is for this reason that the researcher examined the above-mentioned concepts in detail in the section below:

❖ **Trustworthiness**

Trustworthiness refers to how the researcher specified terms and ways of establishing and assessing the quality of this qualitative research (Bryman, 2004). This act of trustworthiness allowed the researcher to explore to which extent the research findings conform to validity

and reliability requirements. Thus, an elaborative description of validity and reliability in the paragraphs below:

❖ Validity in Qualitative Research

Budhal (2000:60) describes validity as "the authentic representation of what is happening in a social situation". Merriam (1998: 201) distinguishes between two types of validity, internal and external validity.

a. Internal Validity

The term internal validity refers to the degree to which the interpretation and concepts have mutual meanings between participants and the researcher (McMillan & Schumacher, 1993:391). In an attempt to ensure the internal validity of this study the researcher has considered the six strategies outlined by Merriam (1998: 204 – 205):

Triangulation: In the social sciences, triangulation is often used to indicate that more than two methods are used in a study with a view to double (or triple) checking results. In this study the researcher utilised both qualitative and quantitative methods to gather data. The qualitative methods are focused group interviews and observations and the quantitative method was through a questionnaire.

Member checks: The researcher tries to establish the credibility of the results by taking the data back to the research participants. The researcher thus also conformed to the second strategy of internal validity.

Long term observations: The researcher observed (as non-participant) the research participants for the entire duration of the interviews in their natural settings.

Peer examination: The researcher posted the same questions to both post level one teachers and SMT members in the respective interviews with them. This was done to check the validity of the interview and questionnaire responses of the SMT members.

Participant collaborative modes of research: Both SMT members and post level one educators took an active role in most of the phases of the research study.

The researcher's biases: The researcher's assumptions, worldview and theoretical orientation are clarified from the beginning of the study. The researcher also conformed to the above strategy of internal validity as outlined by Merriam (1998: 204-205).

b. External Validity

External validity according to Toma (2006: 412) refers to the generalizability of findings. For Merriam (1998: 207) validity is the extent to which findings can be applied to other situations.

For the purpose of this study the term external validity refers to the extent to which findings of a case study can be generalized to similar cases (Gall, Borg & Gall 1996:572). The researcher utilized six case studies which are not regarded as a probability sample of a larger population. The aim of this study is thus not to generalize the findings but to extend understanding of a phenomenon. Qualitative methods in this study, like the focused group interviews, allow the researcher the opportunity to present detailed descriptive data which enable others to understand similar situations and extend these understandings in subsequent research (McMillan & Schumacher 1993:394).

According to (McMillan & Schumacher 1993:394) external validity depends on translatability and comparability. The above-mentioned authors posit that comparability refers to the degree to which the research design is adequately described so that researchers may use the study to extend the findings to other studies. Translatability is the degree to which the researcher uses theoretical frameworks and research strategies that are understood by other researchers.

In an attempt to establish both comparability and translatability the researcher made an in-depth review of the literature. The six selected primary schools were considered on the basis of how typical they were. These schools were selected on the grounds of a multitude of factors (like contextual factors) that influence their effectiveness and efficiency. Three primary schools in the rural townships (previously disadvantaged schools) and three primary

schools in the rural urban area (previously advantaged schools) were chosen. The external validity was strengthened even more when the researcher in the literature referred to the impact of contextual factors on the quality of teaching and learning and how schools in rural areas with a lack of resources performed sometimes against the odds and how well resourced schools in urban schools performed unsatisfactorily at times (Christie, 2001).

❖ **Reliability in Qualitative Research**

Reliability in qualitative research refers to the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participants' meanings from the data (McMillan & Schumacher 1993:385). Toma (2006: 412) is of the opinion that findings are reliable when various researchers using the same approach find the same results. Merriam (1998: 205) on the other hand is of the opinion that reliability refers to the extent to which research findings can be replicated.

To ensure the results in his study are reliable the researcher cross-checked the interview and questionnaire responses of SMT members and found it to be in line with the interview responses of post level one educators. The researcher also triangulated the data through the utilization of different research approaches (qualitative and quantitative) and also through the utilization of different data gathering instruments (focused group interviews, a questionnaire and observations). An audit trail which explains how data were collected, how categories were derived and how decisions throughout the study were made was also utilized to strengthen the reliability of the qualitative data (Merriam, 1998: 206: 207).

3.4.4 The Questionnaire as a Data-Gathering Instrument

Questionnaires are research tools through which people are asked to respond to the same set of questions in a predetermined order (Gray, 2004: 187).

A well-designed and administered questionnaire can elicit responses from the participants that help to address the research questions, while a poorly designed and administered questionnaire will result in inadequate information. That is why it is important to plan and pre-test a questionnaire before using it. According to Frazer and Lawlely (2000: 18-19) five steps are key when a questionnaire is planned and designed. These steps are the following:

   ❖ Step one – Determine the required information and, from whom it should be sought.

- ❖ Step two – Determine the length of the questionnaire.
- ❖ Step three – Prepare the draft questionnaire:
  1. Questions content
  2. Questions wording
  3. Response format
  4. Structure and layout
- ❖ Step Four – Pre-test and revise the questionnaire
- ❖ Step Five – Assess the reliability and validity of the questionnaire

In light of the importance that the planning of questionnaires must be meticulous, questionnaires must be designed to elicit responses easily from the respondents. Leedy and Armrod (2005: 190) suggested twelve guidelines for developing a questionnaire that encourages people to be co-operative and yield responses that a researcher can use and interpret. These are:

- ➢ Keep it short
- ➢ Use simple, clear and unambiguous language
- ➢ Check for unwarranted assumptions on your questionnaire
- ➢ Word your questions in ways that do not give clues about preferred and desirable outcomes
- ➢ Check for consistency
- ➢ Keep the respondents answers simple
- ➢ Provide clear instructions
- ➢ Give a rationale for any items whose purpose may be unclear
- ➢ Make the questionnaire professional and attractive looking
- ➢ Conduct a pilot test, and
- ➢ Scrutinize the final product carefully to make sure it addresses your needs

The above-mentioned principles from Frazer & Lawlely (2000: 18-19) and Leedy & Armrod (2005: 190) are of paramount importance when planning and designing a questionnaire that can stand the test of validity and reliability. It is for this reason that this researcher considered these aforementioned principles as extremely important when the questionnaire was developed. The researcher took every effort to ensure that the respondents (SMT members) provided accurate information regarding the extent to which they contribute to the quality of teaching and learning by using simple, clear and unambiguous language when constructed the

questionnaire. The researcher also checked the questionnaire for unwarranted assumptions, consistency and also scrutinized the final product carefully to make sure it addresses the needs of the researcher. Finally, the researcher also conducted a pilot test of the questionnaire in three high schools just to check whether the respondents understand the questionnaire completely.

3.5. Validity of the Questionnaire

Validity is the extent to which the instrument measures what it is actually intended to measure and reliability is the extent to which it yields consistent results when the characteristic being measured has not changed (Leedy and Ormrod, 2005: 84). According to Anderson (1998:13), validity refers to the extent to which the questionnaire measures what it is intended to measure, for the appropriate target. The reason is that questionnaires may be valid for a particular group under particular circumstances. However, the same questionnaire may not be valid for a different group, or the same group in a "different" situation. In an attempt to ensure the validity of the questionnaire in this study, the questionnaire was pre-tested on SMT members of high schools, just to double check the validity, in terms of eliciting the correct information.

Neuman (2000: 168) distinguishes between face validity and content validity. In his opinion, face validity is a judgment by the scientific community that the instrument really measures the construct. The designed questions measured the extent to which SMT's contribute to the quality of teaching and learning in primary schools. Neuman (2000:168) further states that face validity addresses the question: On the face of it, do people believe that the method of measurement is fit for the purpose for which it was designed? On the other hand, content validity is a special type of face validity. It addresses the question: Is the full content of a definition represented as a measure? The different distinctions of validity are deliberately mentioned in this paragraph. Firstly, to make the researcher aware that validity comes in different forms and, secondly, to indicate why the validity of a questionnaire is important.

For the purpose of this study, it is also worth mentioning that there are two types of design validity in both quantitative and qualitative research, namely internal and external validity. Internal validity of a research method is a judgment that is made concerning the confidence with which possible external factors can be ruled out as explanations for the research results

(McMillian, 2008: 258). It involves a deductive process in which the investigation systematically examines how each of the threats to internal validity may influence results. McMillian (2008: 220) and McMillian and Schumacher (2006: 259) identify and layout the following as threats to internal validity:

- o History: unplanned or extra new events that occur during the research that might affect results.
- o Instrumentation: differences in results could be due to unreliable changes in the measuring instrument or observers.
- o Selection of subjects: generalization may be limited to the subjects in the sample if the subjects are not selected randomly from an identified sample.
- o Time of measurement and investigation: results might be limited to time frames in which they were obtained.

The researcher ensured, that all possible threats, which might influence the validity of the questionnaire were well attended to, thus ensuring that the research findings are internally valid.

External validity of research on the other hand refers to the generalized ability of research results relating to a larger population. As far as this research study is concerned, external validity refers to the extent to which the findings of SMT members and post level one educators can be generalized. McMillian (2008: 227) and McMillian and Schumacher (2006: 261) substantiate the above-mentioned statement when they define external validity as the extent to which the results of an investigation can be generalized to people and environmental conditions outside the context of the sample.

3.6 Reliability of the Questionnaire

Reliability refers to dependability, trustworthiness and the extent to which the responses reflect true individual differences among respondents (Best cited in Adams, 2003:52). According to the same author a questionnaire is reliable only to an extent that it measures consistency from one time to another and from one situation to another. Toma (2006: 412) asserts that findings are reliable when various researchers using the same approach would find the same results.

Reliability thus also refers to consistency, but it does not guarantee trustworthiness. Dane (1990: 256) reaffirms that the reliability of a questionnaire is no proof that answers given are true reflections of the respondent's feelings. There are several sources of error that affect reliability (Mulder, 1989: 209; Kidder & Judd, 1986: 45):

- Fluctuations in the mood of respondents because of illness, fatigue, recent good or bad experiences.
- Variations in the conditions of administrations between groups. Distractions, such as unusual outside noise lead to inconsistence in the administration of the measuring instrument such as omissions in verbal instructions.
- Random effects by respondents who guess or their lack of attitude to answer questions properly and with dedication.

The above-mentioned sources of error make it very challenging to construct an empirically reliable questionnaire. Nevertheless, the researcher ensured by all means that the questionnaire was completed with total honesty and sincerity in an attempt to guarantee the reliability of the said questionnaire. Anonymity was another feature of research which to a large extent helped to ensure that questions were answered with frankness. When questions were coded, it also gave the researcher some insight regarding whether the questionnaire was completed with the necessary dedication.

3.7 Annual National Assessment (ANA)

ANA is an assessment tool supporting the Action Plan to 2014, Towards the Realization of Schooling 2025 (DoE, 2011). Learners across South Africa in grades one to six write every year this standardized ANA test for literacy and numeracy. The researcher collected the ANA results of two consecutive years (2010 and 2011) for grades three and six learners from six different schools in the Blue Crane Municipality of the Eastern Cape. These ANA results were collected to determine the relationship between integrated leadership and quality teaching and learning and the extent to which integrated leadership impact upon student outcomes.

3.8 Phases of Data Collection

Data was collected in two phases. The qualitative data was collected first and the quantitative data collection followed thereafter.

> ## Phase One: Qualitative Data

Qualitative data was gathered during phase one. Post level one educators and SMT members were interviewed respectively to determine to what extent SMT's influence and empower post level one teachers with integrated leadership qualities. In order to elicit answers from post level one teachers regarding the integrated expertise of SMT's, questions were asked in such a manner that the responses would reveal the extent of the SMT's involvement with post level one teachers in shared instructional, transformational and distributed leadership in their schools. A questionnaire with similar questions was directed to SMT members in an attempt to compare and validate the responses gained from the interview responses with those of the questionnaires.

Some of the interview questions that were asked to determine whether SMT's influence and empower post level one teachers with integrated qualities were as follows:

Does the SMT involve you as a post level one teacher in the following __Shared Instructional Leadership__ activities of the school, and to what extent?

1. Planning the school curriculum
2. Coordinating the school curriculum
3. Evaluating the instructional program

Does the SMT involve you as a post level one teacher in the following __Transformational Leadership__ activities of the school, and to what extent?

1. Does the SMT involve you as a post level one educator in vision and mission crafting activities? To what extent?
2. To what extent does the SMT monitor and give guidance to post level one educator's to monitor student progress?
3. To what extent does the SMT give guidance on how to improve student progress?
4. Does the SMT create a positive school culture? If yes, what do they do to create a positive culture in the school?

5. To what extent does the SMT consciously try to influence post level one educators with positive norms and values?

Does the SMT involve you as a post level one teacher in the following <u>*Distributive Leadership*</u> *activities of the school, and to what extent?*

1. To what extent does the SMT allocate leadership roles and responsibilities to the post level one educator?

2. To what extent does the SMT allocate these leadership roles and responsibilities according to post level one educators' strengths and expertise?

3. What does the SMT do to develop post level one educators professionally?

4. To what extent does the SMT involve post level one educators in crucial decision making processes?

From the outset and as stated in the literature review in chapter 2, it is important to know that integrated leadership is not utilizing a range of leadership styles each seeking to fit the purpose of an activity, as indicated above. On the contrary, it is a mixture of shared instructional (curricular expertise) and Transformational (Norm driven) leadership being utilized as one leadership style, referred to as integrated leadership. Shared Instructional, Transformational and Distributed leadership are incorporated into one leadership model namely, integrated leadership. The above layout of the different leadership styles was to demonstrate the different components of integrated leadership.

Thus the interview questions above, directed to the participants, were included in this section merely to demonstrate that these questions derived, and have thus relevance to integrated leadership. These questions were formulated in such a way that their answers would reveal whether SMT's responses in the questionnaires were a true reflection of what they were actually doing in their respective schools. This method of data gathering enabled the researcher to triangulate, validate and determine the reliability of the collected data.

➤ **Phase Two: Quantitative Data**

The quantitative data regarding SMT's shared instructional, transformational and distributive leadership qualities (Integrated leadership qualities) was gathered in phase two. The

researcher also made used of the opportunity to collect the ANA results of the grade three and six learners in the six different schools during this phase.

After an in-depth study of the literature (*Instructional Management Framework; Hallinger & Murphy, 1985/ Transformational leadership model (adapted from Leithwood et al., 1998),* and after considering post level one educators and SMT members responses from the interviews, a questionnaire was constructed in such a manner that the questions elicited to what extent SMT's were equipped with integrated leadership qualities, and to what extent SMT's were utilizing these qualities to influence and empower post level one teachers to improve the quality of their teaching and learning in the classroom.

The questionnaire was divided into two parts:

 i. **Part One:** This part of the questionnaire was divided into Section A to Section E. All the questions in the different sections of part one of the questionnaire were drawn up to extract shared instructional leadership responses from SMT members.

 ii. **Part Two:** This part of the questionnaire consists of Section A to Section C.

  Section A: All the questions in this section were aimed at getting distributed leadership responses from SMT members.

  Section B to C: All the questions in these two sections were constructed to get transformational leadership responses from SMT members.

The responses in the questionnaire were measured against key elements as portrayed by the integrated leadership framework in the literature review. An example of this framework is attached in the appendices section (appendix 4).

A meeting was planned for all SMT-members and posts level one educators, who were part of the research sample, to explain the nature of the research and what was expected from them as the participants. A follow-up meeting was organized within two weeks after the initial meeting, in order to check whether participants understood what their role in this research was, what was expected from them and whether they needed any clarification. At this stage it should also be noted that a theoretical model/framework would be presented in the recommendations chapter. The rationale behind this presentation is to test this model in primary schools, in a post-doctorate research study.

3.9 Data Analysis

This section aimed to inform the reader about the ways in which the data was analysed. The researcher analysed the data collected through questionnaires and interviews as indicated in the following sections.

3.9.1 Data Analysis: The Questionnaire

The questionnaire was constructed from the analysis of the qualitative data. The questionnaire was constructed around the four themes that were used with the analysis of the focused group interviews. The questionnaire thus contained the same four themes that were used for the qualitative data analysis.

The questionnaire data was tabulated and percentages were allocated to the responses from SMT members. In an attempt to give substance and meaning to the grand total of the tabulated percentages, the researcher also drew pie charts which reflected each theme. Themes for the questionnaire are the same as those used in the focused group interviews.

The following themes derived from the questionnaire:

The questionnaire consists of an A and B part:

3.9.1.1. Theme One:

❖ **Managing the instructional program –** *Covers part one of the questionnaire, section A and B*

3.9.1.2 Theme Two:

❖ **Creating a positive school culture –** *Covers part one of the questionnaire, section C and E*

3.9.1.3 Theme Three:

❖ **Norms and values –** Covers part two of the questionnaire, section B and C

3.9.1.4 Theme Four:

➢ **Leadership roles and responsibilities –** *Covers part one and two of the questionnaire:* ***Part one****- section D -* ***Part two-*** *section A*

The responses in the questionnaire were considered in reference to the themes from the interview data and vice versa. This cross checking method enabled the researcher to look for similar trends and variations. The process of mixed method data analysis consisted of "merging" and "integration" of both qualitative and quantitative data (Creswell, 2008: 552).

3.9.2 Data Analysis: The Interviews

In this, the qualitative data analysis, the researcher aimed to gain a new understanding of the situation and processes being investigated (Creswell, 1994: 153). Data analysis involves the reduction and interpretation of data (Cohen & Manion, 1994: 116). Qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns (relationships) between categories. This view is substantiated by White (2003: 115) when he mentioned that qualitative data analysis refers to the systematic process of selecting, categorizing, comparing, synthesizing and interpreting data in order to provide explanations for a single phenomenon of interest.

It can thus be assumed that qualitative data analysis is about making sense of data from the perspective of the participants, taking into consideration the situation, patterns, themes, categories and regularities (Cohen, Manion & Morrison, 2007).

In this study, interviews were analysed through verbatim transcriptions. The interviews were transcribed several times after each interview (Sands, 2004: 52), and emerging themes were looked for. The results that derived from the analysis of the focus grouped interviews were interpreted in a narrative form and supported by direct quotations which served as confirmation of important deductions made. This mode of presenting data is in line with McMillian and Schumacher's (1997:500-503) view that qualitative data analysis takes the form of written language.

The five overarching themes resulting from the interview data are presented and discussed hereunder. Interviews with SMT's and post level one educators from each of the six primary schools were analysed and discussed under each of the four themes. The fifth theme was discussed in the recommendations chapter.

The following themes derived from the focused group interviews:

Theme One:

Managing the instructional program

> **Key Features:**
>
> - **Planning the school curriculum**
> - **Coordinating the school curriculum**
> - **Evaluating the instructional program**
> - **Monitoring and improving student progress**
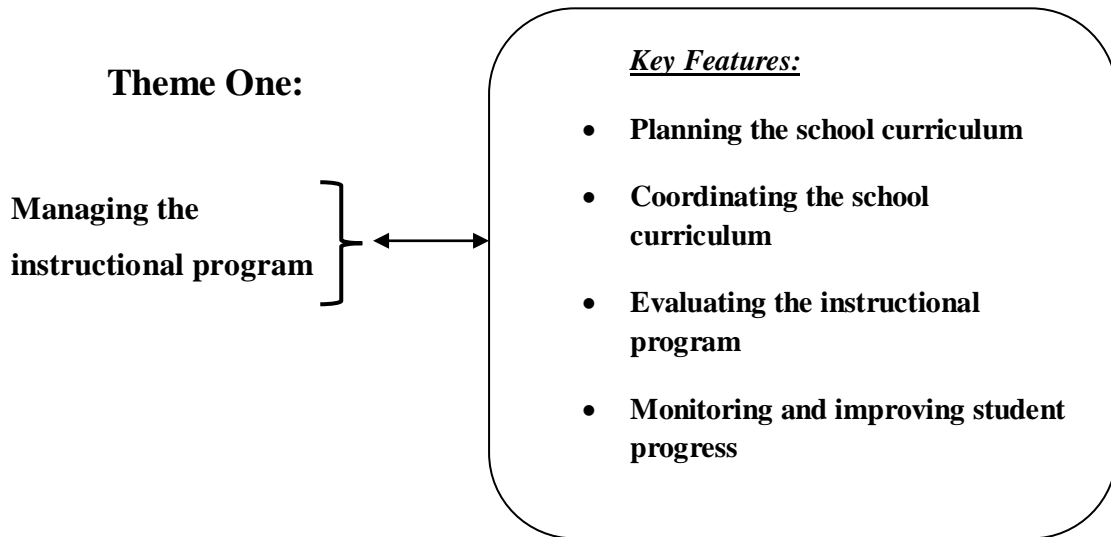
> *Theme one derived from interview questions numbers two, three and four. These address the following research question:*

To what extent do SMT's involve educators in instructional leadership and capitalize on their instructional expertise?

Theme Two:

Creating a positive school culture

> **Key Features:**
>
> - **Collaborating participation and decision making**
> - **Promoting professional development**
> - **Rewards for teachers and learners**
> - **Protecting the instructional time**
> - **Individual support and maintaining high visibility**
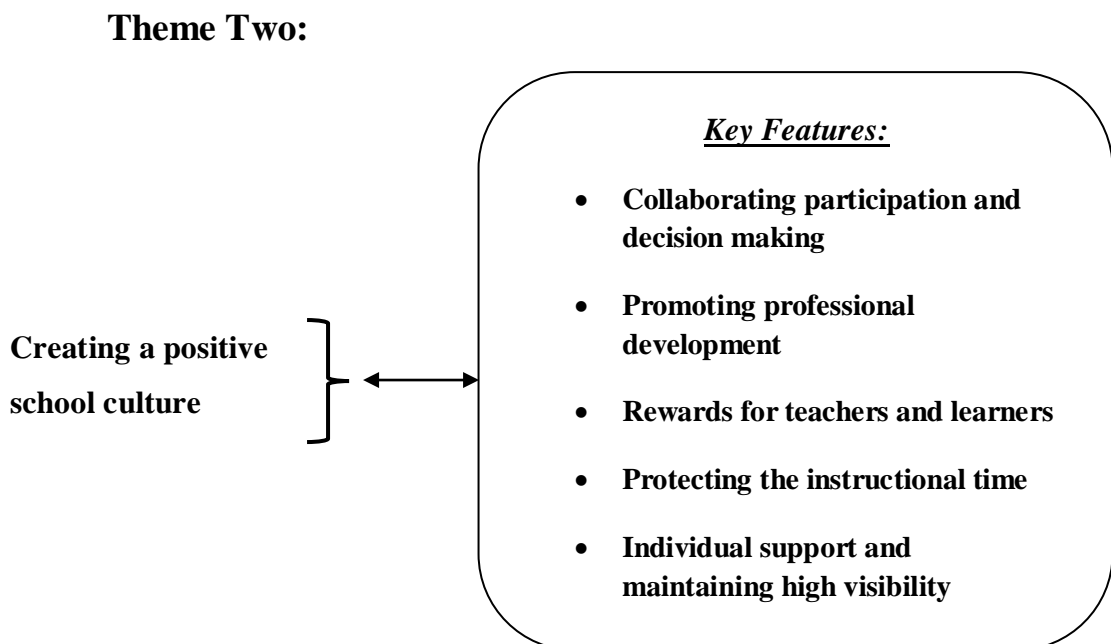
> *Theme two derived from interview questions number five and nine. These address the following research questions:*

🔸 To which extent do SMT's use their leadership position to influence and develop teacher leaders? What is the major leadership style in schools?

Theme Three:

Norms and values

Key Features:

- **Vision and Mission**
- **Shared goals**
- **Culture building**
- **Intellectual stimulation and support**
- **Modelling high expectations**
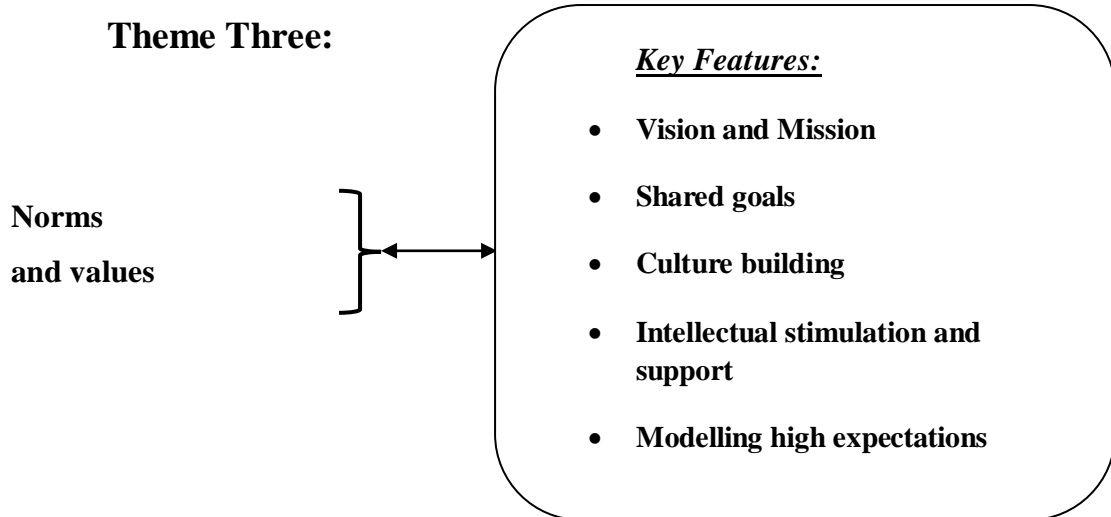
> *Theme three derived from interview questions number one and six. These address the following research question:*

🔸 To what extent do SMT's influence and empower educators with transformational qualities?

Theme Four:

Leadership roles and responsibilities

Key Features:

Everybody is potentially a leader

- **Leadership does not solely reside with the principal**
- **Interactions and actions cause leadership development**
- **Leadership is formal and informal**
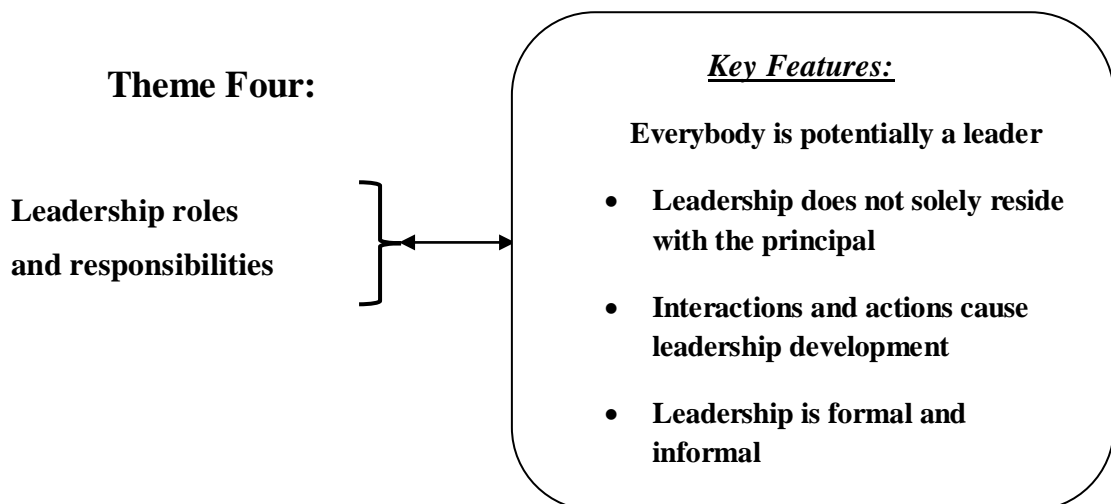
> *Theme four derived from interview questions number seven and eight. These address the following research question:*

🔸 To what extent do SMT's use their leadership positions to influence and develop teacher leaders?

This mixed method of analysis put the researcher in a position to compare the responses about the same theme of the SMT's with those of post level one educators.

3.10 Research Site and Sampling

According to Budhal (2000: 59) site selection and sampling processes are utilized to identify cases that the researcher is going to study.

3.10.1 Site Selection

Choosing a site is a negotiated process to receive permission to access a site. The selected site should be suitable for the research problem and accessible for the researcher in terms of time, mobility, skills and resources (McMillan & Schumacher, 1993: 411). Permission to access the site is usually obtained in advance. In this research study the researcher chose six (6) schools in the Blue Crane Area in the Graaff Reinet District in the Eastern Cape of South Africa.

These schools were selected on the grounds of a multitude of factors (like contextual factors) that influence their effectiveness and efficiency. Three primary schools in the rural townships (previously disadvantaged schools) and three primary schools in the rural urban area (previously advantaged schools) were chosen.

3.10.2 Purposive Sampling

Cohen and Manion (1994: 89) state that in purposive sampling, the researcher selects the case on grounds that satisfy his/her needs. The logic in purposive sampling is that the participants can best yield their understandings of and insights into the topic. The purposive sampling of SMT members and post level one educators in primary schools, in the Graaff Reinet district, was done on the basis that the participants would give suitable, rich information concerning the topic.

The principals, deputy principals (if appointed), heads of department and post level one teachers from these schools were invited. The SMT members (principals, deputy principals and heads of departments) were asked to answer a questionnaire regarding integrated leadership. Post level one educators and SMT members were interviewed to determine to what extent SMT's influence and empower post level one teachers with integrated leadership

qualities. In terms of gender the researcher did his best to ensure the sample is a representation of both male and female participants, in so doing the researcher also ensured that balanced and meaningful views and suggestions on integrated leadership in schools were gathered.

Six participants per primary school were chosen. The participants comprised the principal, deputy principal (if not appointed, a head of department), a head of department and three post level one teachers. A total number of 36 participants were included in this study. It is envisaged that the participants, if possible, comprise 18 male and 18 female educators. The investigation was directed to permanently appointed staff whose age ranged between 22 and 65 years old, and with teaching experience of between one and forty three years. A detailed presentation of the tables below give the reader a clear view of the profiles of the participants and the different schools:

Table (1) Profile of School (A) and Participants

School	A	Participants : SMT	Gender	Age	Experience	Qualifications
Learner Enrolment	363	Senior Teacher	Female	36	15	BED Honours
Size of staff	11	Senior Teacher	Male	38	17	ACE
Size of SMT	5	Senior Teacher	Male	54	33	DEIII
Location	Rural	Participants:Post Level	Gender	Age	Experience	Qualifications
		Participant A	Male	53	32	ACE
		Participant B	Female	54	33	DEIII
		Participant C	Female	51	30	DEIII

Table (2) Profile of School (B) and Participants

School	B	Participants : SMT	Gender	Age	Experience	Qualifications
Learner Enrolment	751	Senior Teacher	Male	48	27	DE IV
Size of staff	23	Senior Teacher	Male	52	31	DE IV
Size of SMT	6	Senior Teacher	Female	48	26	DE IV
Location	Rural	Senior Teacher	Female	58	37	DE III
		Participants:Post Level	Gender	Age	Experience	Qualifications
		Participants :A	Female	42	21	BED Honours
		Participants :B	Female	29	8	BED Honours
		Participants :C	Female	39	17	BED Honours

Table (3) Profile of School (C) and Participants

School	C		Participants : SMT	Gender	Age	Experience	Qualifications
Learner Enrolment	*350*		*Senior Teacher*	*Male*	*57*	*36*	*BA Degree*
Size of staff	*22*		*Senior Teacher*	*Female*	*47*	*27*	*B Prim Ed*
Size of SMT	*3*		*Senior Teacher*	*Male*	*50*	*3*	*B Prim ED*
Location	*Urban*		**Participants:Post Level**	**Gender**	**Age**	**Experience**	**Qualifications**
			Participant A	*Male*	*51*	*30*	*FDE*
			Participant B	*Female*	*46*	*26*	*B Prim Ed*
			Participant C	*Female*	*49*	*28*	*FDE*

Table (4) Profile of School (D) and Participants

School	A		Participants : SMT	Gender	Age	Experience	Qualifications
Learner Enrolment	*590*		*Senior Teacher*	*Female*	*60*	*38*	*NPDE*
Size of staff	*14*		*Senior Teacher*	*Male*	*49*	*28*	*BED Honours*
Size of SMT	*4*		*Senior Teacher*	*Male*	*49*	*27*	*ACE*
Location	*Rural*		**Participants:Post Level**	**Gender**	**Age**	**Experience**	**Qualifications**
			Post Level A	*Male*	*46*	*24*	*ACE*
			Post Level B	*Female*	*48*	*20*	*DEIII*
			Post Level C	*Female*	*47*	*26*	*BED Honours*

Table (5) Profile of School (E) and Participants

School	E		Participants : SMT	Gender	Age	Experience	Qualifications
Learner Enrolment	*274*		*Senior Teacher*	*Female*	*56*	*36*	*ACE*
Size of staff	*10*		*Senior Teacher*	*Male*	*50*	*29*	*ACE*
Size of SMT	*4*		*Senior Teacher*	*Male*	*49*	*26*	*NPDE*
Location	*Rural*		**Participants:Post Level**	**Gender**	**Age**	**Experience**	**Qualifications**
			Participant A	*Male*	*55*	*34*	*ACE*
			Participant B	*Female*	*52*	*32*	*FDE*
			Participant C	*Female*	*49*	*23*	*FDE*

Table (6) Profile of School (F) and Participants

School	F		Participants : SMT	Gender	Age	Experience	Qualifications
Learner Enrolment	*680*		*Senior Teacher*	*Male*	*48*	*27*	*DE IV*
Size of staff	*81*		*Senior Teacher*	*Male*	*50*	*29*	*ACE*
Size of SMT	*4*		*Senior Teacher*	*Male*	*49*	*28*	*DEIV*
Location	*Rural*		*Senior Teacher*	*Female*	*51*	*30*	*DE III*
			Participants:Post Level	**Gender**	**Age**	**Experience**	**Qualifications**
			Participant A	*Male*	*43*	*22*	*ACE*
			Participant B	*Female*	*46*	*25*	*DEIII*
			Participant C	*Female*	*48*	*27*	*DEIII*

3.11 Some Ethical Considerations

The following ethical preparations were made for this study: permission to conduct this study was requested from the Head of Eastern Province Department of Education to give the researcher permission to conduct the study in the selected schools. Ethical clearance from the Nelson Mandela Metropolitan University was requested. A courteous letter seeking permission to conduct this study in schools was also sent to the circuit managers and principals of the region in which the study took place.

All educators involved in this study were asked to participate voluntarily. Trochim (2001: 24) is of the opinion that the principle of voluntary participation requires individuals not to be forced to participate in the research. If any educator agrees to participate, he or she has the right to withdraw from the study at any time.

The nature and the purpose of the research project were explained to all the participants. It was also explained to the participants that the captured data would be utilized to make recommendations to tertiary institutions and the Department of Education concerning training programmes for SMT's. The participants were assured that the information required would be used only for the purpose of the study. According to Trochim (2001: 24), the above-mentioned ethical requirement where participants are fully informed about the rationale, procedures and risks involved in the research are referred to as informed consent.

The participants were assured of their anonymity to put them at ease and allow them to express honest opinions. Confidentiality is also an ethical requirement that was discussed and the participants were assured that they would remain anonymous. Trochim (2001: 24) states that confidentiality and anonymity are two standards that help to protect privacy of the research participants. Data collected from the participants was saved in a password-protected file and stored on the personal computer of the researcher. Data will only be made public after the participants verified the integrity of the data.

3.12 Summary

In this chapter the research methodology was discussed in detail. The structure referred to in this chapter guided the researcher in a systematic manner on how to conduct the research methodology. Both quantitative and qualitative methods were necessary to conduct this research. These methods were utilized in a mixed method approach format, with the qualitative method being the dominant one and the quantitative method being the less dominant one. The research paradigm, research design, data collection methods, the validity and reliability of the questionnaire, Annual National Assessment (ANA), collected phases of data gathering, data analysis, research site and sampling, ethical considerations and limitations to the study were all discussed in detail in this chapter. The reason why ANA was included in this chapter was also motivated.

Chapter Four

Presentation, Analysis and Interpretation of Results

4.1 Introduction

The aim of this chapter is to present data gathered from the focus group interviews and observations. The interview data was where necessary clarified and strengthened by the observational notes gathered before and during the interviews at the different schools. The focus group interviews and observations were used to gather abundant, meaningful and reliable information which would address the research questions of this study. Addressing these research questions enabled the researcher to determine the SMT's contribution to quality teaching and learning when employing an integrated leadership approach.

It is necessary to highlight the purpose of the research questions, as this gives perspective, insight and understanding to the presented, discussed and analyzed results. As mentioned before, the purpose of this study is to examine the SMT's contribution to the quality of teaching and learning when utilizing an integrated leadership approach.

As discussed in chapter three, a mixed methods design was used to understand how SMT's through their leadership, knowledge, skills, expertise and values contribute to the quality of teaching and learning in their schools. According to Yin (2009: 64) mixed methods designs "enable researchers to address broader or more complicated research questions than using case studies alone".

In order to investigate the research focus of how SMT's contribute to teaching and learning when employing an integrated leadership approach a main research question and sub questions were formulated.

The main research question is: To what extent do SMT's contribute to the quality of teaching and learning when employing an integrated leadership approach?

Sub Questions relating to the study are as follows:
- What is the prevailing SMT leadership style in schools?

- To what extent do SMT's use their leadership position to influence and develop teacher leaders?
- To what extent do SMT's influence and empower educators with transformational qualities?
- To what extent do SMT's involve educators in instructional leadership and capitalize on their instructional expertise?
- What integrated leadership qualities should SMT's be equipped with to have a positive impact on teaching and learning?

4.2 Organisation of the Chapter

The chapter is structured as follows:

Section 4.2.1: A diagrammatical layout of integrated leadership.

Section 4.2.2: Themes derived from focus group interview observations.

Section 4.2.3: Analysis and discussion of qualitative data in response to the research questions in terms of focus group interviews.

4.2.1 A Diagrammatical Layout of Integrated Leadership

This section demonstrates systematically, and with the use of diagrams how three different leadership models, with their different qualities, were fused into one single leadership model, known as the integrated leadership approach. Integrated leadership comprises instructional, transformational and distributive leadership. Each one of the leadership models below has unique features. The features of these three models are inserted strategically into the integrated leadership model. Even though the underneath diagrams are already listed in the literature chapter the researcher taught it necessary to list these diagrams under this section as well. Firstly, the listing of these diagrams in the literature chapter was to point out the elements of instructional and transformational leadership in a diagrammatical format. Secondly, the repetition of the same diagrams under this section is to systematically and diagrammatically infuse the abovementioned three leadership models into one leadership model, integrated leadership. The integrated leadership diagram is important as participant responses were measured against these key features of integrated leadership; as represented below:

```
                                    ┌─────────────┐
                                    │ Framing Clear│
                              ┌──────│ School Goals │
              ┌────────────┐ ╱      └─────────────┘
              │ Defining the│╱       ┌─────────────┐
              │School Mission│       │ Communcating │
              └────────────┘ ╲──────│ Clear School │
                                    │    Goals     │
                                    └─────────────┘

                                    ┌─────────────┐
                                    │ Supervising and│
                              ┌──────│  Evaluating  │
                             ╱      │ Instruction  │
                            ╱       └─────────────┘
 ┌────────────┐  ┌────────────┐     ┌─────────────┐
 │Instructional│──│ Managing the│────│ Coordinating │
 │ Leadership │  │Instructional│    │  Curriculum  │
 └────────────┘  │  Program   │     └─────────────┘
                 └────────────┘     ┌─────────────┐
                             ╲──────│  Monitoring  │
                                    │Student Progress│
                                    └─────────────┘
```

Figure (1): Instructional Management framework (from Hallinger & Murphy, 1985)

Framing Clear School Goals

Communcating Clear School Goals

Supervising and Evaluating Instruction

Coordinating Curriculum

Monitoring Student Progress

Protecting Instructional Time

Promoting Professional Development

Maintaining High Visibility

Providing Incentives for Teachers

Providing Incentives for Learners

Instructional Leadership

Defining the School Mission

Managing the Instructional Program

Creating a Positive School Culture

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Transformational Leadership

Modelling
High expectations
Rewards

Culture Building
Intellectual Stimulation

Vision
Shared Goals

Individualized Support

Transformational leadership model (adapted from Leithwood et al., 1999)

Figure (2)

Figure (4)

The three above-mentioned leadership models with their different qualities/features are integrated into one leadership model, referred to as integrated leadership. Below is a diagrammatical presentation of the integrated leadership model:

Integrated Leadership

A =
Shared Instructional Leadership

B =
Transformational Leadership

A + B
Shared & Transformational Leadership

A + B + C =
<u>Integrated Leadership</u>
(Shared , Transformational and Distributed Leadership)

A + C
Shared & Distributed Leadership

B + C
Transformational & Distributed Leadership

C =
Distributed Leadership
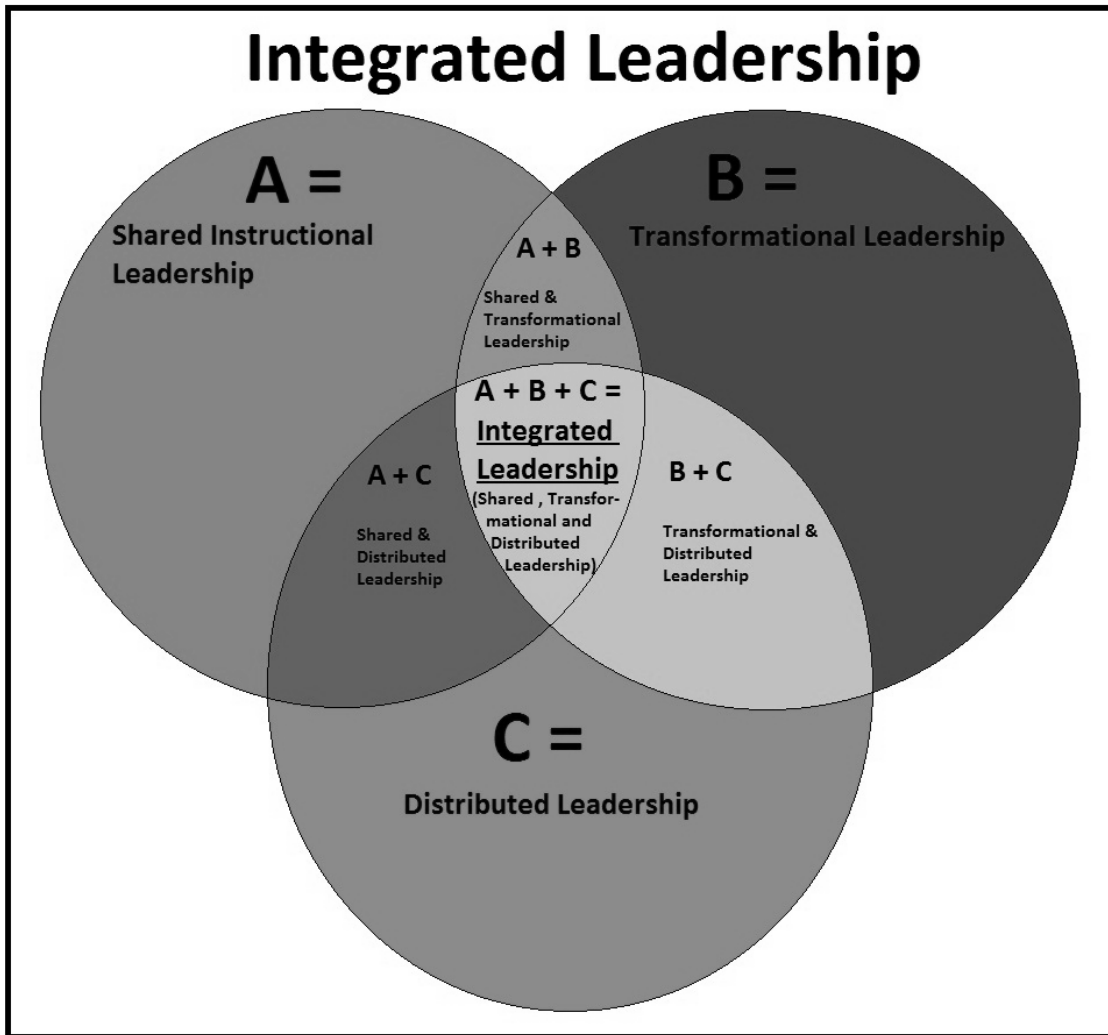
Figure (3)

It is important to note that integrated leadership is not utilizing a range of leadership styles each seeking to fit the purpose of an activity. On the contrary it is a mixture of shared instructional (curricular expertise) and Transformational (Norm driven leadership) being utilized as one leadership style, referred to as integrated leadership. Below are the key features of integrated leadership.

Key features of Integrated Leadership

```
                    Key features of
                    Integrated
                    Leadership
```

Defining the School Mission	Managing the Instruction Program	Creating a Positive School Culture	Extending the leadership capacity in schools
- Framing clear Goals - Shared Goals	- Supervision and Evaluation of Instructions - Coordinating Curriculum - Monitoring student progress - Enhancing student progress	- Promoting professional development - Maintaining High Visibility - Rewards for teachers and learners - Protecting Instructional Time - Individual Support - Teachers to be valued and supported - High Expectations - Climate of Trust - Collaborating participation and decision making - A sense of community prevails	**Shared Instructional Leadership** - SMT's and P1 Teachers share the instructional programme of the school **Transformational Leadership** - Leader-follower and norm-driven approach **Distributed Leadership** - Every educator is potentially a leader - Leadership does not soly reside with principal - Interactions and actions caused leadership development - Leadership is formal and informal

4.2.2: Themes derived from the Focus Group Interviews and Observations

The following methods were used to establish different themes: The interviews were transcribed, and transcripts were grouped by question, then by common strands of response, and finally by theme. Observational notes were also made before and during the interviews. These notes assisted the researcher to clarify uncertainties with regard to interview responses.

From the interviews and observations, five themes were identified. Four themes, their features and the research questions addressed, are discussed hereunder. The fifth theme evaluates the integrated leadership qualities of SMT's and is discussed in chapter six.

4.2.2.1 Theme One

Managing the instructional program

Key Features:

- **Planning the school curriculum**

- **Coordinating the school curriculum**

- **Evaluating the instructional program**

- **Monitoring and improving student progress**
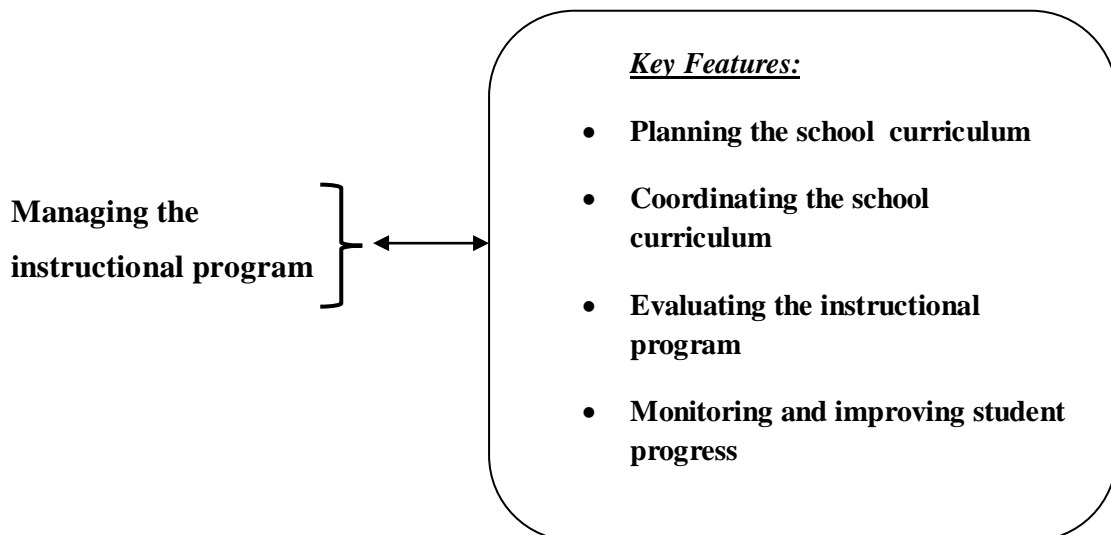
The following themes derived from the focused group interviews:

- To what extent do SMT's involve educators in instructional leadership and capitalize on their instructional expertise?

4.2.2.2 Theme Two

Creating a positive school culture ↔

> **Key Features:**
> - **Collaborating participation and decision making**
> - **Promoting professional development**
> - **Rewards for teachers and learners**
> - **Protecting the instructional time**
> - **Individual support and maintaining high visibility**
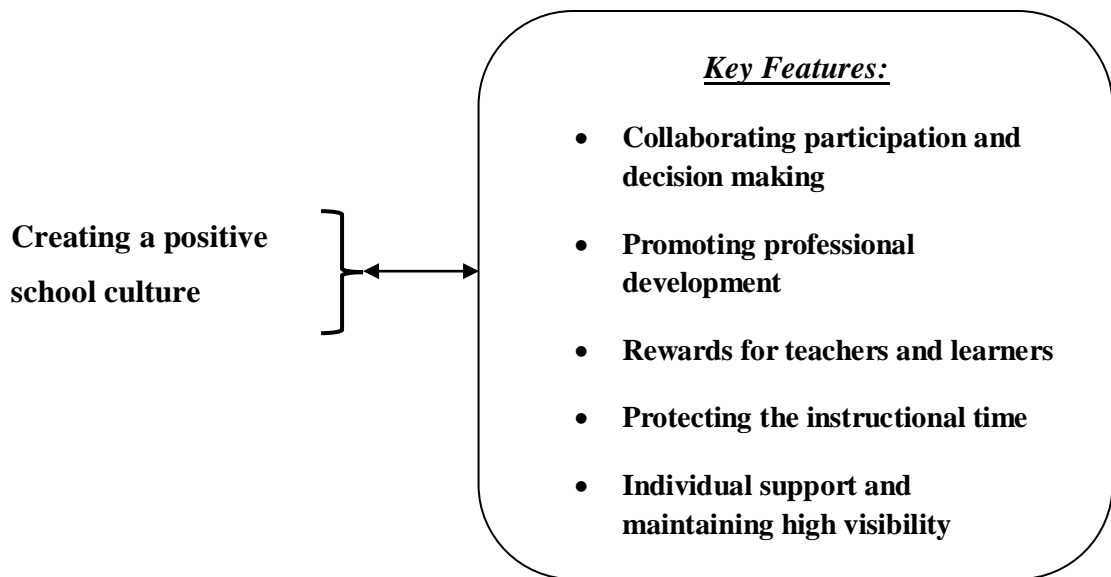
Theme two was derived from interview questions number five and nine. These address the following research questions:

- To what extent do SMT's use their leadership position to influence and develop teacher leaders?
- What is the prevailing leadership style in schools?

4.2.2.3 Theme Three

Norms and values ↔

> **Key Features:**
> - **Vision and Mission**
> - **Shared goals**
> - **Culture building**
> - **Intellectual stimulation and support**
> - **Modelling high expectations**
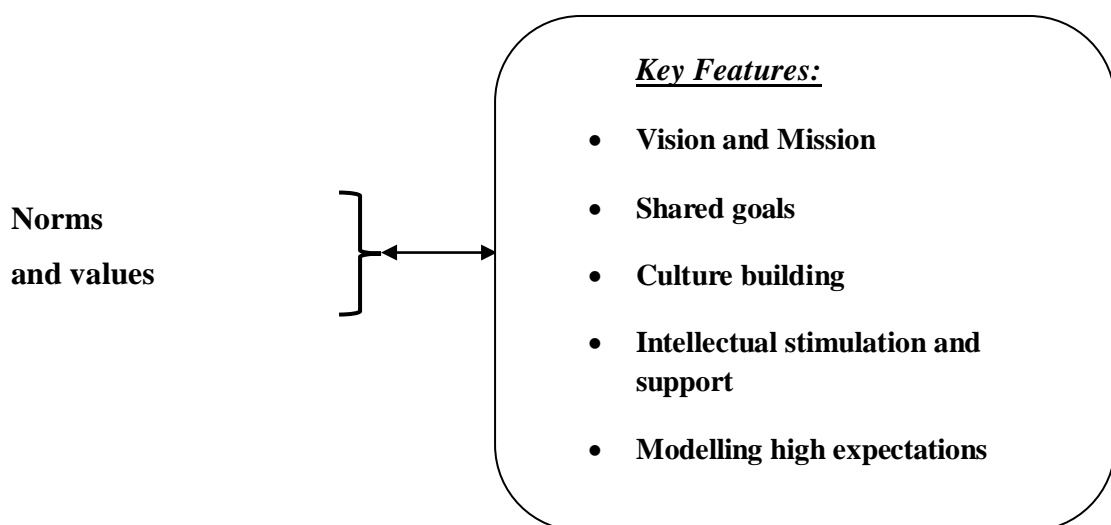
Theme three was derived from interview questions number one and six and addresses the following research question:

- To what extent do SMT's influence and empower educators with transformational leadership qualities?

4.2.2.4 Theme Four

Leadership roles and responsibilities ↔

> **Key Features:**
>
> **Everybody is potentially a leader**
>
> - **Leadership does not solely reside with the principal**
>
> - **Interactions and actions cause leadership development**
>
> - **Leadership is formal and informal**
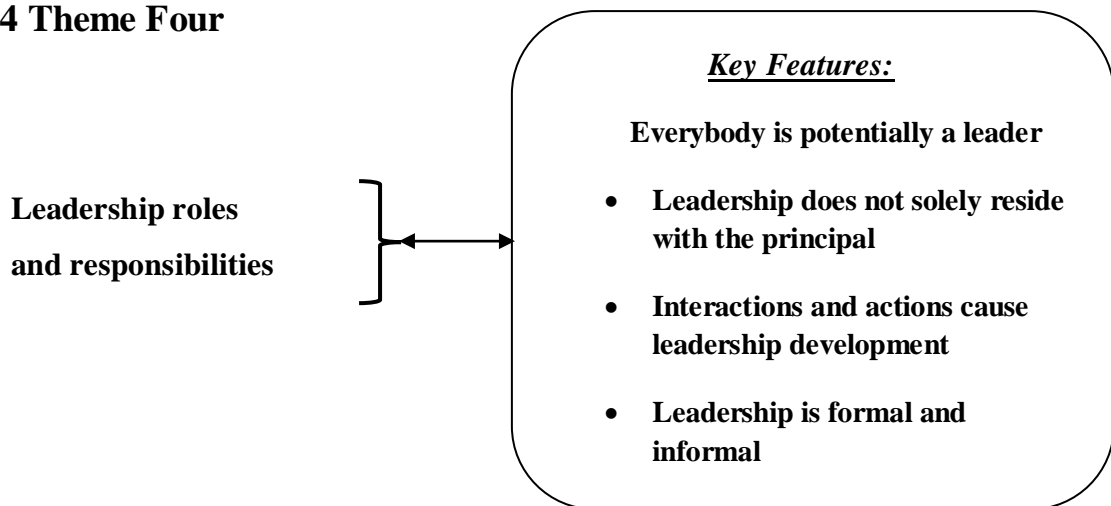
Theme four was derived from interview questions number seven and eight and addresses the following research question:

- To what extent do SMT's use their leadership position to influence and develop teacher leaders?

4.2.3: Analysis and Discussion of Qualitative Data in response to the Research Questions

The overall research design in this study employed a mixed methods approach based on an "unequal-status sequential exploratory triangulation" strategy, and symbolized as "QUAL + QUAN" (Creswell, 2003; Johnson & Christensen, 2004). The purpose of an exploratory mixed method design was to collect qualitative data which would enable the exploration of a phenomenon or issue and then collect quantitative data to help explain relationships found in the qualitative data (Creswell, 2002).

Creswell, Plano, Clark, Gutmann, and Hanson (2003) classify mixed methods designs into two major categories, namely sequential and concurrent. In sequential designs, either the

qualitative or quantitative data is collected in the initial stage, followed by the collection of the remaining data type in the second stage. In contrast, concurrent designs are characterized by the collection of both types of data during the same stage. In this study a sequential mixed method design was used.

In mixed method research, there is a sequence to data collection that often involves the collection and analysis of qualitative data in the first phase, which is then followed by the quantitative data collection often in the form of a questionnaire in phase 2 (Creswell, 2002). In this design, both a qualitative and a quantitative phase were incorporated into the overall research, the qualitative method is dominant and the quantitative is the less dominant method.

The rationale for employing both methods is to reliably answer the research questions raised in the study. Taking into account the theoretical and practical concerns of the study, unequal priority was given to each method in data collection and data analysis. Only during the interpretation of the data are the findings from the two methods brought together. Any convergence of the findings to strengthen the knowledge claims of the study or explain any lack of convergence that may result (Creswell, 2003) is then discussed. The different methods used in this design, are expected to validate, substantiate and ensure the credibility and trustworthiness of the study's findings.

This mixed method approach also allowed the researcher to identify themes grounded in data obtained from participants in the earlier phase of the study (Creswell, 2002). Each theme is followed by the responses from the SMT and responses from post level (PL) educators. The interview questions posed to the SMT members were the same as those posed to post level one (PL1) educators. This afforded the researcher the opportunity to hear the opinion of post level one educators on the very same questions and topics thus rounding out the responses on these questions. Themes identified in the first phase are analyzed and discussed hereunder.

4.3 Analysis and Discussion of Qualitative Data: Phase One (Interviews and Observations)

4.3.1 Theme One: Managing the Instructional Program

School A: Teacher Profile

The teaching staff of **School A** comprises of ten educators. In this school, four SMT members (senior post level one teachers) participated in the interview. The principal did not participate.

School A: (SMT)

The responses below reflect the opinion of the SMT members of School A regarding the involvement of post level one educators in managing the instructional program of the school. *SMT member (3)* was very vocal and upset when he responded:

> ***"If I can answer you Sir, I don't know what is happening in the Foundation Phase, but in the Intermediate and Senior Phase, there is no planning of the Curriculum or evaluating of the Instructional Program of the school, or coordinating the school Curriculum. There is not an incidence that I can recall where we as the SMT sat with the other teachers, either as a grade, a phase or an entire staff, where we evaluated the school curriculum or planned the school curriculum. At the beginning of each year everyone is just coming to school, and does what they did last year, and I am not lying Sir".***

The response of *SMT member (3)* supports a statement in the literature which revealed that in most schools principals, head of departments and teachers only discuss and plan the curriculum at the beginning of the year when they decide who will teach which subjects, and then again at the end of the year when they register their learner's results (DoE, 2001: 1). Planning and coordinating the school curriculum and the evaluation of the instructional program of the school, are core elements of managing the instructional program of the school. SMT's sharing the management of the instructional program of the school with post level one educators is an important aspect of integrated leadership, however according to some of the SMT members this does not happen in *School A*.

There are, however, other factors that need to be considered when deciphering why these curricular activities are not taking place in the school. According to the other SMT members, the fact that the school only has ten teachers and that these are not in charge of learning areas

and are not grade heads, are cited as factors that have a negative impact on managing the instructional program of the school. According to two of the SMT members, they struggle to understand the provincial guidelines. The question can be raised that if the SMT is unable to understand the provincial guidelines, then how will they in turn be able to give guidance to PL1 teachers, regarding the monitoring and improving of student progress in light of these guidelines?

With regard to giving guidance and leadership to PL1 educators in terms of monitoring and improving student progress, *SMT member (2)* responded as follows:

> *"Last year we took a decision, that in 2012 we are going to discuss marks with teachers and parents and suggest improvement strategies to teachers and parents, but it never materialized."*

In this situation, SMT members did not follow through with their decision to give guidance to PL1 teachers regarding the monitoring and improving of students' progress, nor did they discuss learners' marks with parents.

School A: (PL one)

Teachers are not involved in either planning or coordinating the school curriculum, or evaluating the instructional program, nor is the SMT giving guidance and leadership to teachers when it comes to monitoring and improving student progress. When asked the question whether the SMT involves PL1 educators in curriculum planning activities *Teacher (3)* made the following comment:

> *"I was just taken out of the Foundation Phase, put into the Intermediate and Senior Phase, and had to teach three Learning Areas from grade 5 – 7".*

With regard to their involvement in coordinating the curriculum *Teacher (2)* responded as follows:

> *"We sat together as a staff, made suggestions in which direction the curriculum should go, but when it comes to the implementation of our decision, surprisingly the principal comes with something new, our time was wasted, our inputs are not important, that's how I feel".*

In this school it is evident that the principal is not actioning the input process adequately, as teachers' input is not taken seriously. Rather the principal ignores other's input and implements own ideas, becoming the lone instructional leader. Lambert (2002) makes it categorically clear that the days of the lone instructional leader are over. According to him one administrator cannot serve as the instructional leader for the entire school as they need substantial support and participation of other teachers. For this reason Lambert (2002) and Marks and Printy (2003) propose a more inclusive approach of shared instructional leadership, which is one of the components of integrated leadership.

Teacher (1) was very upset and seemed frustrated when he gave the following input:

> *"Sir let me tell you, if academics are not being discussed in a staff meeting, or a discussion meeting as I like to refer to it, I don't want to tell you what to think, but you can draw your own conclusions. If the SMT copies my work, assignments, files etc, they are supposed to give guidance to me, but it seems to me post level one educators are giving guidance to them. If the SMT don't know what is expected from me in my Learning Areas, how will they be able to assist and give me guidance to monitor and improve student progress, you tell me Sir?"*

It is clear from the abovementioned statement made by Teacher (1) that in School A the SMT is not functional in terms of what is expected in some of the Learning Areas as prescribed by provincial and national guidelines. This might also be one of the reasons why academics are not discussed in staff meetings, and also why the SMT is unable to give guidance or assistance to PL1 teachers to monitor and improve student progress.

School B: Teacher Profile

The teaching staff of **School B** comprises of 23 educators. In this school four SMT members (Principal, Deputy Principal, HOD and Senior Teacher) participated in the interview. Three post level one teachers were interviewed of which one teacher is teaching in the Foundation Phase, one in the Intermediate Phase and one in the Senior Phase. Themes identified in the first phase are analyzed and discussed hereunder:

School B: (SMT)

When it comes to involving teachers in planning and coordinating the curriculum; evaluating the instructional program of the school and monitoring and improving student progress, it was found that the SMT kept referring to what needs to be done. This is an indication that the SMT is aware of their role and responsibilities to lead and give guidance in all of the aforementioned curriculum activities, but are not actually doing it. In response to planning the school curriculum *SMT member (2)* answered:

> *"We have Learning Areas Heads, which are post level one teachers, so when we do curriculum planning they are in any case exposed and part of the planning of the curriculum."*

According to the SMT, post level one educators are involved in the coordination of the school curriculum and evaluating the instructional program. *SMT member (3)* said that the Learning Area head is controlling, monitoring and moderating the teachers work within their Learning Area (LA) and SMT members also teach that LA. Not one of the SMT members mentioned what they are actually doing to involve and empower post level one teachers in coordinating the school curriculum so that PL1 teachers can be in a position to actively play a constructive role.

The researcher got the impression that the SMT is not in control nor is it functioning especially when it comes to giving guidance to post level one teachers in terms of monitoring and improving student progress. The aforementioned statement became evident when *SMT member (3)* said:

> *"We rely heavily on our teachers to help each other and also to monitor and help learners with learning difficulties, especially those teachers with a remedial background."*

This response by the *SMT members* affirms the importance for SMT members to know the strengths of their post level one teachers, and to utilize these teachers according to their strengths. From personal experience if SMT members are unable to recognize the link between their role as a leader and the overall management of teaching and learning then they will not be able to specify areas in need of improvement in teaching and learning practices. Their responsibilities should include setting the framework for effective teaching and learning, developing policies to address these issues, and ensuring that curriculum delivery is

being implemented successfully (DoE, 2001). This statement is strengthened by Robinson's (2007: 21) view that where there is direct leadership involvement in the oversight of, and participation in curriculum planning and co-ordination and teacher learning and professional development, the impact on student outcomes is likely to be greater. This implies setting high expectations, monitoring and evaluating the effectiveness of learning outcomes (Bush & Glover, 2009). Curriculum planning, co-ordination and monitoring are emphasised strongly in Hallinger and Murphy's (1995) instructional management framework and are key elements of integrated leadership.

School B: (PL one)

School B's post level one teachers stated bluntly that they are not involved in either planning or coordinating the school curriculum although they are to some extent involved in evaluating the instructional program of the school. When it comes to monitoring and improving student progress, each teacher has to employ strategies that he/she feels will work best for him/her. There is no formal or informal guidance from the SMT in this regard.

On the issue of planning the curriculum *Teacher (2)* mentioned the following:

> *"The curriculum is planned in advance by the principal alone, one just hears in a meeting, you teach this and that learning area. If you want to question or suggest another way of planning, or coordinating the curriculum, you are labelled a troublemaker. I have learned to keep my mouth shut now."*

The following was the response *of Teacher (3)* regarding monitoring and improving student progress:

> *"When I started working at this school after university, I was expecting guidance from the SMT, just until I found my feet, but it did not happen, practical teaching at university does not teach you how to monitor student progress or how to improve student progress."*

Even teachers with university degrees require guidance in terms of monitoring and improving student progress, because these are not taught at university. Unfortunately, in this school post level one teachers are not getting the necessary guidance. Monitoring and improving student progress are processes that need to be taught to novice teachers over time by experienced teachers in a school environment.

School C: Teacher Profile

The teaching staff of School C comprises of 12 educators. In this school three SMT members (Principal, Deputy Principal, and a H.O.D.) participated in the interview. Two post level one teachers were interviewed of which one teaches Foundation Phase and one in the Intermediate and Senior Phase (INTERSEN). Themes identified in the first phase are analyzed and discussed hereunder.

School C: (SMT)

The SMT of this school is confident that they are involving post level one teachers, in all the curricular activities and the instructional programs of the school. It is also evident from their responses that they are actually doing it. The following SMT members stated clearly what is happing in their school pertaining to managing the instructional program of the school. *SMT member (2)* stated:

> *"We in the foundation phases do weekly planning, we plan work for the coming week and how it will progress into the quarter. SMT1: "We in the INTERSEN have a meeting in the last quarter of the previous year, negotiate and allocate learning areas, and the SMT is on a day to day basis, involved in discussions with post level one teachers regarding curricular issues, because we are a very small staff."*

According to *SMT member (2)* they in the foundation phase discuss and plan grade one work, and how it should link with grade two work, which in turn must link with grade three. *SMT member (2)* mentioned that they also coordinate the curriculum in the same way. The instructional program is evaluated by the Learning Area heads, who are post level one educators, these teachers with the help of SMT members evaluate from books, tests, exams, and assignments correlate these to teaching practices. The SMT advises teachers to use a yellow card system to monitor and work out strategies to improve student programs. *SMT member (3)* shed some light on how the yellow card system works:

> *"On that yellow card, the teacher records everything, from informing the parents of the child's academic problem, to strategies of how the parent can assist the teacher to improve the child's progress. That yellow card moves with the child from grade one to grade seven, so the teacher in the next grade will know exactly, if the child is experiencing academic problems, what was done to help this learner.*

In this school it was easily detected that some of the qualities of the integrated leadership model are portrayed of the principal and the other SMT members dedication to the core

business of teaching and learning. This enables them to raise teaching standards by motivating and inspiring educators to higher standards of performance, and by developing and implementing effective evaluating and monitoring procedures and structures for classroom practice (Robinson, 2007).

School C: (PL one)

Post level one teachers are of the view that the SMT involves them in curriculum planning, in curriculum coordination, in evaluating the instructional program and in monitoring and improving student progress. This view is shared by *Teacher (1):*

> *"For sure we are part of every aspect of the curriculum, because we are a small school, it is not that the SMT is there and we are here, we sit at the beginning of each quarter as a Foundation Phase and an INTERSEN, and we work out what will be done in each LA in each grade, and how it will be done, with time frames attached. The phase head is a SMT member, so we work closely together."*

Teacher (2) on the same issue mentioned the following:

> *"We give a report in writing to the principal on a yellow card about student progress and about what we did to help students to perform better."*

Post level one teachers also said that they and the SMT work closely together and when it comes to the analysis and moderation of learners' work problem learners are recorded and the work of these learners is discussed with their parents.

School D: Teacher Profile

The teaching staff of School D comprises of 14 educators. In this school three SMT members (Deputy Principal, HoD and a senior teacher) participated in the interview. Three post level one teachers were interviewed of which two teachers are teaching in the Foundation Phase and one in the INTERSEN. The principal choose not to participate.

School D: (SMT)

According to the SMT they involve post level one educators in all aspects of managing the Instructional Program, from planning to co-ordinating the school curriculum, to evaluating

the instructional program. *SMT member (2)*, who happens to be a HOD of the Foundation Phase mentioned that after the CAPS training, they as a Foundation Phase together with the principal had a phase meeting to brainstorm whether their understanding is the same about the resources and the implementation of CAPS. *SMT member (2)* further mentioned:

> *"It is like a new born baby, it is not given birth without birth giving pains, in an attempt to lessen and iron out those pains, we come together every month to discuss problems and to plan and evaluate what needs to be done in the curriculum."*

According to the *SMT member (1)* they monitor student progress, by making use of monthly reports. Workbooks, portfolios, continuous assessment, are checked by the Learning Area Head who is also a post level one educator. The learning Area Head in turn reports to the principal his/her findings. These reports are completed by the principal and submitted to the district office. Parents of learners who are experiencing difficulty are informed.

SMT member (1) also commented that they have an intervention and support plan for children with learning difficulties. They advised teachers to keep a journal of learners who are not performing at acceptable levels and that the SMT should be informed by submitting written reports on a monthly basis.

On the question of improving learner performance *SMT member (3)* said:

> *"Post level one teachers are encouraged by the SMT to check learner attendance, and keep record of the submission of assignments and projects; because if learners are present all the time they will perform better."*

Shared instructional leadership is also one of the main elements of integrated leadership and is evident in this school. The concept of shared instructional leadership allows the principal and SMT to invest teachers with resources and instructional support, and maintains congruency and consistency of the educational program (Conley & Goldman, 1994). Teachers performing shared instructional duties allow the SMT the space to focus on other activities which might have a direct or indirect influence on teaching and learning.

School D: (PL one)

Post level one teachers confirmed that they are involved and give guidance with regard to every aspect of the school by the SMT. *Teacher (2)* stated very clearly:

> *"Whether it is planning or assessment, or monitoring student progress we are involved, because we do it as a phase, and the HOD is the phase head."*

The deputy principal meets with the Intermediate and Senior Phase regarding the curricular and instructional program of the school, either on a monthly basis or as the need arises. In terms of the monitoring and improving of student progress this also takes place in a monthly meeting or as the need arises.

School E: Teacher Profile

The teaching staff of School E comprises of 12 educators. In this school three SMT members (HOD INTERSEN, HOD Foundation Phase and a senior teacher) participated in the interview. Three post level one teachers were interviewed of which, two of the teachers are teaching in the Foundation Phase, and one in the INTERSEN. The principal chose not to participate. Themes identified in the first phase, are analyzed and discussed hereunder:

School E: (SMT)

Regarding the theme about managing the instructional program of the school, the SMT of this school came to the conclusion that they do involve post level one teachers in the planning and coordinating of the school curriculum, and in evaluating the instructional program of the school.

SMT member (2) elaborated on the question of planning the curriculum:

> *"We sit with our post level one educators and discuss our work for the quarter, and have dates for completion. All the learning area heads do the same thing with the teachers teaching in their learning area."*

With regard to coordinating the school curriculum, each grade has a grade head, and the grade head is a member of the SMT. Post level one teachers are thus involved in everything concerning the effectiveness and direction in which the curriculum is steered.

Monitoring, and improving student progress, is done continuously by post level one teachers. These teachers check learners work regularly and submit a report with samples of learners work to the SMT. SMT then sits with the teacher to discuss the learner's work. Learners who are experiencing learning problems are recorded, and parents are informed and invited to the school. Strategies to improve student progress are discussed with parents and parents are asked to help teachers to execute these strategies successfully.

School E: (PL one)

Post level one teachers agree that they are involved in everything to do with the school, be it planning and coordinating the curriculum, evaluation of the school instructional program, monitoring or planning strategies, or improving student progress. The view of *Teacher (2)* regarding planning and coordinating the school curriculum is as follows:

> *"The SMT member is the head of the subject committee, so when we plan or coordinate the curriculum, we do it together".*

SMT members are teaching in the different grades and most of the time they are the grade heads. If in some grades they are not the grade head, then a post level one teacher will function as the grade head. In terms of monitoring or analyzing student progress or planning learner improvement strategies, post level one teacher and SMT members do so as a collective. The importance of this collaboration between post level one teachers and SMT members, with regard to the curricular aspects, is emphasized by Revell (2005) who states that the basic activity of managers is to enable other teachers to work as effectively as possible, to plan and deliver quality learning and teaching.

School F: Teacher Profile

The teaching staff of School F comprises of 20 educators. In this school four SMT members (Principal, Deputy Principal, HOD INTERSEN and HOD Foundation Phase) participated in the interview. Three post level one teachers were interviewed of which one teacher is teaching in the Foundation Phase and two in the INTERSEN. Themes identified in the first phase are analyzed and discussed hereunder:

School F: (SMT)

According to the SMT, post level one teachers are involved in every aspect of managing the school's instructional program activities, be it curriculum planning, curriculum coordinating, monitoring student progress, or evaluating the school instructional program. The SMT negotiate with teachers as to which learning areas they will teach. Normally the learning areas are allocated according to post level one educators interest and ability. Post level one teachers are also learning area heads, so they are all part of the planning of the different learning areas.

When opinions on aspects regarding the managing of the instructional program were asked, *SMT member (1)* deliberated as follows:

> *"We depend heavily on the Phase heads, which are also SMT members, to give guidance on issues such as what must be taught in the different grades, issues like continuous assessment and monitoring post level one teacher's work. Post level one teachers in turn, in their capacity as learning area heads, monitor the work of other teachers in their Learning Area. It is post level one teachers who after a moderation meeting with the SMT, must monitor and suggest improvement strategies for student progress."*

In a moderation meeting, the SMT and all teachers teaching in that grade determine which learners are struggling, these learners' parents are informed and the teacher and parent work as a team to improve the student's progress.

Improvement of teaching practices should be evident in this school because HoD's, phase heads and learning area heads enthuse, monitor and develop staff and student's performance. They also plan and sustain curriculum development, make appropriate resource allocations and represent the views of senior staff to their team colleagues (Busher & Harris, 2000: 8).

School F: (PL one)

Post level one educators concurred that they are involved in every aspect of the instructional program activities of the school. They give input about the Learning Area allocation, and the co – ordination of the curriculum; they are LA heads, grade heads and phase heads that steer

the curriculum in a certain direction. They evaluate each other's work and also the work of SMT members who are in that LA.

> *"Post level one educators are the grade heads, and through the evaluation of books, assessment pieces, and the evaluation of the standard of work of each teacher in their grade, they are actually evaluating the instructional program of the school." (SMT member 2)*

Confirmation of the abovementioned statement is put into these words by **Teacher (1):**

"At the beginning of each year we have a meeting where all the issues about curriculum, assessment, and teaching and learning are discussed. We as post level one educators have definite input in all these aspects."

4.3.2 Theme Two: Creating a Positive School Culture

School A: (SMT)

It appears that the SMT is trying to create a positive school culture under strenuous conditions. The SMT cites factors, such as non-cooperation by some of the post level one teachers, an autocratic leadership style by the principal and deliberate attempts by some of the post level one teachers to prove their incapability as factors which make it difficult for the SMT to perform their job. In their efforts to create a positive school culture the SMT encourages post level one teachers to develop themselves professionally through further studies.

When it comes to the decision-making aspect of school culture, teachers are asked to participate and make contributions towards culture building and decision-making.

SMT member (3) responded in this fashion on the question of decision-making:

> *"Sir when it comes to our staff, we normally take suggestions to the staff in a staff meeting, but at decision making time, there is no response from them. These experiences force us as a SMT to take decisions without them".*

According to the SMT, opportunities are created for the staff to be part of decision making processes, but that post level one teachers do not take advantage of decision making

processes by responding with creative suggestions, thus leaving the SMT to suggest solutions.

School A: (PL one)

According to post level one teachers, the SMT is not creating a positive culture. *Teacher (1)* is of the following opinion:

> *"Information is not coming through to us on the ground, important stuff remains unfinished, and you are shut out when you make suggestions. I am at the point where I am only using the school to get a salary".*

Post level one teachers suggested that their knowledge, skills and expertise are disregarded and wasted, because they are shut out when they make suggestions. According to post level one teachers information that is supposed to reach them, don't reach them. Furthermore, the PL1 teachers feel as though no attempts are made to develop them professionally. According to **Teacher (1),** post level one teachers are not sent to workshops or training organised by the Department of Education. *Teacher (2)*, on the question of positive culture, has this to say:

> *"We at this school have a culture of not consulting, non-involvement in decision making processes, the SMT comes to us with an already taken decision". Teacher (3) concurred by stating: "In short Sir, we have an autocratic leadership here".*

Autocratic leadership as expressed by *Teacher (3)* is in direct contrast with the argument posted by Mosoge and van der Westhuizen (1998: 74) that for schools to operate successfully, school leaders need to involve teachers in decision-making processes, and delegate and devolve particular leadership and management activities from higher to lower levels of authority and power; for example to HoD's, senior teachers, learning area heads, teacher's leaders and normal post level one teachers. SMT's, by creating a positive school culture, actually create conditions conducive for quality teaching and learning. Creating a positive school culture is one of the qualities of transformational leadership and transformational leadership is one of the components of integrated leadership.

School B: (SMT)

The SMT is of the opinion that they are creating a positive school culture by leading by good example. The SMT believes that punctuality, dress code and low absenteeism are only a few measures that they have in place to foster a positive school culture. The teachers know these are non – negotiable. *SMT member (4)* concurred with the abovementioned views of the other SMT members when she mentioned the following:

> *"We cannot say one thing but do the opposite, we must lead by example."*

When it comes to professional development, the SMT stated that they continuously organize the district office to present workshops for the entire staff.

School B: (PL one)

From the responses of the post level one educators, it is easy to detect that there is a negative atmosphere and attitude at the school. Thus, the culture at the school is impacted by these attitudes. *Teacher (1)* responded to the question: does the SMT create a positive culture in the school, as follows:

> *"A fish starts to rot from the head, and that is my honest opinion."*

Teacher (3) concurred by stating the following:

> *"Things are pre-planned, you are not asked to be part of that decision. I want to be part of every decision that involves me, because possibly I have a better suggestion. There is also no professional development from the side of the SMT, we develop ourselves, we ask other post level one teachers who are good in a learning area or any other area to assist."*

According to Lambert (2003) a positive school culture is more likely to prevail in schools where transformational leaders work with others in the school community to identify personal goals and link these to the broader organizational goals. SMT members working in collaboration with staff members creates a sense of increased commitment between the staff members to accomplish instructional functions (Lambert, 2003). Creating a positive culture is one of the elements of transformational leadership and transformational leadership is one of the three components of integrated leadership.

School C: (SMT)

Leading by example according to this SMT is one of their main attributes and a recipe for their positive school culture. A proper dress code, punctuality, giving recognition to teachers for any good performance, frequent and respectful communication between themselves and their post level one colleagues are some features mentioned regarding their efforts to create a positive school culture. *SMT member (3)* elaborated:

> *"I think most of the time when we are able to create a positive culture in the school, is when we are involving teachers in all the decisions of the school, teachers get a sense of belonging and ownership if they are consulted and part of a decision."*

This sentiment is shared by *SMT member (1)* when he commented:

> *"We also create opportunities for further studies for post level one educators. We have three teachers who are currently busy with further studies. We try by all means to be accommodative when they must study and write exams."*

According to the responses given by the SMT it is clear that they are creating a positive school culture.

School C: (PL one)

The responses from the post level one teachers have confirmed that SMT's are creating a positive school culture. *Teacher (1)* concurred boldly on the question of a positive school culture:

> *"Absolutely! they [the SMT] are first at the school and they are the ones who leave the school last, they are punctual, whether for meetings or for their classes, their dress code is an inspiration to all the other staff members. The way they approach teachers and learners, whether for a problem or not, is a very relaxed approach."*

According to post level one teachers the SMT also encourages young teachers to study further, the SMT is really going the extra mile, and they get people from outside to conduct workshops on curriculum aspects. Any decision regarding the school is taken from a staff meeting. Post level one teachers are aware of everything happening in the school, and are part of all major decisions.

School D: (SMT)

Punctuality is one of the main priorities on which the SMT focuses. Being on time at school, being on time for classes, and starting teaching on time are not negotiable.

On the question of creating a positive school culture *SMT member (1)* responded:

> *"The SMT is really setting an example in everything they do, they are the people who are first at the school, they make sure that teachers are acknowledged and rewarded for good performance, they support teachers with personal but also work related problems, and make sure that teachers' and learner's birthdays are celebrated."*

The other SMT members felt that in order to establish and maintain a positive school culture, Integrated Quality Management System (IQMS) needed to be implemented and functional in the school, because that is one platform in which teachers, peer teachers and SMT members can speak freely about work related shortcomings and strengths. The School Development Team also organizes workshops for teachers who have similar shortcoming. Teachers are also able to develop themselves professionally.

When it comes to decision-making, crucial issues are discussed by the SMT and then taken to a staff meeting for staff input. Collective decisions are made, either unanimously or by votes. *SMT member (3),* however, is not entirely happy with how decisions are taken at the school. The grievance was expressed as follows:

> *"There were decisions in the past that I was not part of, I was not consulted in some of those decisions, 80% of the decisions are decided by the principal, the other 20% was collective staff decisions".*

It seems as though collective decision-making is not necessarily the norm in School D.

School D: (PL one)

According to *Teacher (1),* in their endeavour to create a positive school culture the SMT starts every Monday morning with assembly and devotions.

> *"They make sure that teacher's and learner's birthdays are celebrated. Punctuality and the well-being of educators is absolutely important to them. Under qualified and Gr. R practitioners are encouraged on a continuous basis to up-skill themselves. The principal goes out of his way to phone and gathers information*

concerning further studies for these educators. He is also very accommodative at exam times towards these teachers." (Teacher 2)

One element of creating a positive school culture often mentioned by post level one educators and which also features in the instructional framework of Hallinger and Murphy (1985) is the protecting of instructional time. Creating a positive school culture is one of the qualities of the integrated leadership approach.

For post level one teachers, the SMT also creates a positive school culture by conducting themselves in an open and transparent manner. Post level one educators know exactly what is happening in the school. With regard to decision-making processes, post level one teachers claim that they are acknowledged and involved.

School E: (SMT)

The SMT feels that they are successful in creating a positive culture. According to them, teachers find them approachable and comfortably discuss their classroom problems with the SMT. Furthermore, the SMT also encourages post level one teachers to study further by organizing workshops from the District Office, especially when there are problems of common concern. The SMT of School E uses the Integrated Quality Management System (IQMS) as a tool to develop teachers holistically.

SMT member (1) suggested that their positive school culture is also reflected in their decision-making processes:

> *"With crucial decisions, especially the ones that involve money, we consult, and take collective decisions with the staff. If we cannot agree about an issue we vote". (SMT member (1)*

According to Bush and West-Burnham (1994: 102) involving staff members in collective and clear decision-making processes is a prerequisite for quality leadership.

School E: (PL one)

At this school post level one teacher's opinions differ from the SMT's when it comes to creating a positive school culture. For post level one teachers there are issues, which are compromising the positive culture of the school.

Teacher (2) said the following:

> *"I know we come from different backgrounds and we will differ because of that, but we can at least eat together, or celebrate a staff member's birthday together, not suddenly arranging doctor's appointment so as not to be part of an occasion."*

Post level one teachers feel that professional development is of utmost importance, as it contributes to the positive culture of the school. According to post level one teachers, it is not expected that the SMT should personally contribute to their professional development, but the SMT should create opportunities for professional development organizing workshops from the side of the DoE. Another important aspect of a positive school culture is decision making. Post level one teachers find it very difficult to speak about decision-making processes.

Teacher (2) said, she would rather not comment.

Teacher (3) said:

> *"Crucial decisions are taken by the SMT, we are informed about decisions been taken, and those decisions are going through".*

Based on the above statement and negation of comment, the SMT is clearly making decisions on behalf of post level one teachers and are not including post level one teachers in crucial decision-making processes.

School F: (SMT)

The SMT is split on the matter of creating a positive school culture. *SMT member (2)* commented as follows:

> *"From my side to be honest, the intensity of that once positive school culture we had, has lessened, because of reasons I don't want to mention. What I will mention is that the loss of teachers, and our traumatic experiences did not help; in fact our enthusiasm was damp, our positiveness was always under pressure, and that had an impact on teaching and learning."*

According to Hallinger (2000) it is important for the leaders of an institution to have an intimate and accurate understanding of the culture of the institution. Because a culture of

quality teaching and learning is the trademark of every effective and progressive school, in everything they do, school leaders should be on the frontline and share the same sentiments when it comes to the protection of tuition time through promoting and upholding the school's culture. The positive school culture of this school, which is also an element of integrated leadership, was negatively impacted by internal power struggles, which had a negative impact on the quality of teaching and learning of the school.

The opinion of **SMT member (1)** is slightly different:

> *"We don't have problems with corporation and discipline from the teachers, punctuality and so on is not a problem; it is the small things that we need to work on."*

When it comes to decision-making, the SMT is in favour of participative decision-making. With crucial decisions, the staff is consulted and a decisions taken in staff meetings by the entire staff. If an agreement is not reached the staff either votes by the showing of heads or secret ballots.

School F: (PL one)

It is the opinion of all the post level one teachers that, the SMT is to a certain degree, not creating a positive school culture in the school. Professionally, teachers are trying to develop each other. No professional development activities are emanating directly from the SMT, except for workshops from the DoE, which post level one teachers must attend. However, post level one teachers are not involved in crucial decision-making processes. Instructional time and punctuality are very important to the SMT, but other than that there are no special efforts from the side of the SMT to create a positive culture at the school.

> *"Sometimes we hear a week later after a decision was taken, and that is very disturbing." (Teacher 2)*

4.3.3 Theme Three: Norms and Values
School A: (SMT)

The SMT of School A, to a certain extent influence teachers with positive norms and values, but are unable to recognise that because of all the negativities at the school. At the same time

the SMT is not making concerted efforts to influence post level one teachers with the positives, while with a similar passion working on eradicating the negatives.

SMT member (1) on the question of norms and values responded as follows:

> *"Our example is of paramount importance, whatever we do, we influence one another with either positive or negative norms or values. These are automatically rubbed off on the post level one educators. We as a SMT have no formal structured programs on how we influenced post level one teachers with positive norms and values; it is all in a day's work. Leading by example is thus crucial".*

The SMT of this school is very confident that they are leading post level one teachers with positive norms and values.

School A: (PL one)

When asked the question about norms and values, *Teacher (1)* responded:

> *"Nothing comes from the SMT, it is the post level one teachers who are trying to establish and maintain positive norms and values. I, personally Sir have made and pasted posters about, respect, honesty, tolerance, sharing etc. against the walls of the school in an attempt to cultivate and inculcate these qualities in our learners. Do you think I was supported by the SMT, Sir, not even by my fellow post level one colleagues, here they are. I am, I really am frustrated Sir".*

What is evident in this school is that there are contradicting norms and values. The SMT have their own set of norms and values, and they have their own goals and vision. Post level one educators on the other hand have a totally different set of norms and values, goals and vision. It is also clear that the SMT is not making any special efforts to turn the tables around by at least trying to influence post level one educators with positive norms and values.

School B: (SMT)

SMT member (1) responded as follows to the issue about norms and values:

> *"The entire SMT for example is non-smoking, I believe the norms and values are coming strongly through from our side, because we are leading by example.*

According to the SMT, norms and values start with the gaining of trust and confidence of post level one teachers, not only by advocating good values and morals, but by living them. They also make sure that individuals are utilized according to their individual strengths; they praise teachers for their good efforts, and assist teachers that need to improve.

When it comes to the mission and vision of the school, post level one teachers are asked to participate by creating their own ideas regarding vision and mission; these ideas are taken and translated into a school vision and mission.

School B: (PL one)

In terms of vision and mission crafting, post level one teachers are of a totally different opinion. According to them, they are not involved in vision and mission activities.

In response to the question of vision and mission crafting **Teacher (1)** had this to say:

> *"I don't know where the vision and mission are derived from, to tell you the truth Sir I don't know what the goals/aims of the school are. I don't know the direction in which we are moving."*

From the responses given by post level one teachers one can assume that positive norms and values are not reflected in the vision and mission statement of the school and that all stakeholders were not included in the crafting of the vision and mission statement of the school. According to Reynolds (1997:74) a shared vision is critical because it guides a policy or a developmental process in a particular direction. It is answers and informs the direction in which an organization wants to go. It is thus imperative for SMT's to know where the school is in terms of its vision; and develops a clear strategy to accomplish this vision while communicating its effectiveness to the teaching community.

Effective schools thus require leaders who are willing to express their values, which must become shared goals, so that the entire community shares that vision (Terry, 1999:30). All the above mentioned elements: shared vision and mission, shared goals, norms and values are different qualities, but when utilized in an integrated manner with the other qualities of integrated leadership, have the potential to have a significant impact on the quality of teaching and learning.

School C: (SMT)

SMT member (1) responded to the question of norms and values as follows:

> *"Our norms and values are reflected in our vision and mission. When we crafted our vision and mission statement two years ago, all our post level one teachers were involved. We, the SMT came with proposals about the vision and mission, but the staff decided in a staff meeting how the vision and mission should look. Our vision is thus a reflection of the ideas of each individual teacher."*

The SMT further mentioned that teachers are acknowledged and rewarded for excellent achievements. Furthermore, the SMT has an 'open door' policy, and teachers are at ease to visit them with either work related or personal issues.

The abovementioned statement of *SMT member* (**1**) is evidence of the positive norms and values, established by the SMT and how it has influenced the way post level one teachers view their own norms and vales and relate to those of the SMT.

School C: (PL one)

Post level one teachers agree that the SMT influences them with their positive norms and values. The abovementioned statement is substantiated by the response of *Teacher (2):*

> *"Yes like I said, they are leading by example, with norms and values, like respect, punctuality, setting high standards, and instructional time is sacred to them, these norms and values definitely filter through to post level one educators".*

Positive norms and values are prevalent in this school and is guiding the way to quality teaching and learning.

School D: (SMT)

SMT member (1) stated:

> *"In my opinion we are definitely influencing post level one teachers with positive norms and values, we are leading from the front, we lead by example, whether with punctuality, commitment, respect towards our colleagues. I think we portray positive norms and values".*

SMT member (2) elaborated on how they view and treat their teachers:

> *"Our teachers are our biggest assets, we make sure they are happy, we share ideas with them, and we support them wherever possible."*

Disciplinary problems are dealt with immediately in this school. Positive norms and values are portrayed by the SMT members of this school.

School D: (PL one)

> *"The one thing I can remember, right at the beginning of the years, after a meeting, the SMT suggested that we teachers should claim back our professionalism, and a starting point is our dress code, we as teachers must dress professionally, this will rub-off on the learners and learners will eventually also dress neatly." (Teacher 2)*

The SMT portray positive norms and values in this school. According to post level one teachers punctuality and discipline are discussed on a daily basis by the SMT. The SMT has an open door policy, are kind and caring, and like to share ideas with the rest of the staff.

School E: (SMT)

In this school the SMT feels they are influencing post level one teachers with positive norms and values.

> *"Our norms and values are reflected in our vision and mission, vision and mission crafting was a collective activity. In everything we do, we lead by example, whether it is dress codes, punctuality, culture building, or acknowledging teachers for their good work, or reprimanding them for something wrong". (SMT member 1)*

The SMT of this school models positive norms and values. Punctuality is high on the everyday agenda of this SMT.

School E: (PL one)

> *"The SMT is leading by example, they are following the rules and regulations of the school and I am thinking it is rubbing off on all the other teachers". (Teacher 1)*

The SMT can thus be said to be influencing post level one teachers with positive norms and values.

For teacher (3) it is important that SMT members hold positive norms and values, firstly because of the position they are holding, and secondly because post level one teachers look up to them. *Teacher (3)* also congratulated the SMT for their interest and support.

School F: (SMT)

The norms and values of this school are enshrined in their vision and mission statement. This statement is substantiated by the view of *SMT member (3)*:

> *"The entire staff was part of the vision and mission crafting, because in a vision and mission crafting meeting, ideas of the entire staff were captured and translated into a vision and mission. These ideas reflect our individual norms and values, and our short term and long term goals".*

SMT member (2) added the following on the question of norms and values:

> *"Respect, punctuality, collegiality and sharing are very high on the agenda of the SMT. I believe these are a reflection of our norms and values and that we influence post level one teachers with these positive norms and values."*

When it comes to creating opportunities for professional development, the SMT is very accommodative and understanding, and support post level one teachers where they can. Young teachers are especially encouraged by the SMT to improve their qualifications through further studies.

School F: (PL one)

> *"The SMT is leading by example, they walk the walk and talk the talk. Their private life and life at the school is exemplary. Not one of them even smokes. (Teacher 3)*

Post level one teachers mention that the SMT has an open door policy. A post level one teacher is welcome to consult any time with any member of the SMT private or work related issues. They also acknowledge and recognize good performances and achievements.

4.3.4 Theme Four: Leadership Roles and Responsibilities

School A: (SMT)

According to one SMT member leadership roles and responsibilities are not evenly allocated to post level one teachers, also these delegated roles and responsibilities are not allocated according to their strengths and expertise. This statement is substantiated by the response of *SMT member (3):*

> *"We as a SMT have no input in allocating leadership roles and responsibilities, the principal is actually doing this all by herself. Somewhere around last year the principal allocated three subjects to a specific teacher, because I am into close relations with that teacher, I advised the principal to rather allocate three other subjects to the teacher. She persisted with her decision; she is experiencing difficulty now with that teacher regarding her work".*

The principal of this school allocates leadership roles without consulting other SMT members. Similarly, the opinion of post level one teachers is totally disregarded in the allocation of leadership roles and responsibilities; they are forced to accept any delegations to themselves.

Post level one teachers concur with the statement made by the SMT members that leadership roles are allocated without consultation.

School A: (PL one)

Leadership roles are allocated to them, but not according to their strengths and expertise. This view is further substantiated by the response of *Teacher (2):*

> *"I am feeling that my talents and experience are being wasted at this school. The first opportunity I get to leave the school I will do so. Every teacher has aspirations, and here you are being viewed as a post level one teacher and you will remain a post level one teacher. I think these are deliberate attempts to keep one with aspirations down".*

The leadership capabilities and attributes of post level one teachers are disregarded in this school. The centrality of teachers in the leadership tasks and the importance of teacher's involvement in leadership cannot be underestimated when it comes to improving the quality of teaching and learning in schools. Ogawa and Bossert (1995) emphasizes this shared approach to leadership when they state that leadership is embedded, not in particular roles, but

in relationships that exist among the incumbents of roles. Distributing leadership along lines of expertise is a fundamental prerequisite of distributed leadership and distributed leadership is the final component of integrated leadership.

School B: (SMT)

According to the SMT leadership roles and responsibilities are evenly distributed amongst all teachers. However, there are teachers who shy away from leadership and responsibilities, but still these teachers are given less important things to do. *SMT member (3)* stated:

> *"It is important to give post level one teachers the opportunity to act in a leadership capacity. If he or she is failing in one leadership role, the SMT will observe in that process some other skills and expertise those teachers' possess. So it is important that SMT members are actively involved in the committees, otherwise they will not know the strengths and expertise of post level one teachers and therefore, not allocate leadership roles and responsibilities according to strengths and expertise."*

Based on the abovementioned statement the SMT knows that they should distribute roles and responsibilities according to strengths and expertise. However, it is also evident, from their responses, that while the SMT is aware of what should be taking place, they are not actually implementing these policies.

School B: (PL one)

All the post level one educators concurred that leadership roles and responsibilities are reasonably well distributed amongst the entire staff. However, administrative duties are not equally distributed; in fact, the majority of these duties are shifted to post level one teachers. In response to the question about leadership roles and responsibilities *Teacher (1)* answered:

> *"Sir, there is a difference in delegating administrative duties and shifting your administrative tasks as a SMT leader to post level one educators, and let me add it is shifted generously."*

Post level one teachers also stated that leadership roles and responsibilities are not allocated according to strengths and expertise; they are only allocated for the sake of allocation. This sentiment is shared by *Teacher (2)* who mentioned:

> *"Expertise and skills are considered by the way, we have furthered our studies, and we want to utilize the knowledge and skills we have to the benefit of the school, but we are being denied the opportunity."*

On the same question of leadership roles and responsibilities **Teacher (1)** ask the following rhetorical question:

> *"Why don't they make use of our skills and expertise, I really don't know, Sir, is it a personal thing or jealousy maybe, but we want to take the school further."*

Leadership roles are reasonably equally distributed amongst staff members, but some of the teachers' strengths, knowledge and expertise are not being utilized optimally.

School C: (SMT)

SMT member (1) responded boldly to the question about leadership roles and responsibilities:

> *"I can safely say that every teacher, including student teachers have some or other leadership role and responsibility. These roles are allocated according to teacher's strengths and expertise."*

SMT member (3) concurred in the following manner:

> *"I think all these years together, we definitely know who is good at what, it is only with the new teachers that one has to find out through trial and error what the strengths of these teachers are."*

The SMT also commented that they do not give leadership roles to teachers who do not have the skill or the knowledge of an activity. In such instances they pair a teacher who is not equipped with a teacher who they know will make a success of that activity.

Leadership duties and responsibilities are evenly distributed along lines of expertise. Distributed leadership is one of the core qualities of integrated leadership. According to Gunter (2005) if leadership is distributed it offers multiple possibilities for SMT's to empower and influence post level one teachers with leadership attributes, while at the same time capitalizing on the leadership expertise which post level one teachers can bring to the table, and thus extending the leadership capacity of the school. The concept of distributed

leadership thus opens up a multitude of possibilities for post level one educators to lead in different areas, at different times and with different purposes in their professional lives.

School C: (PL one)

The school is very small and every teacher needs to be involved and lead some or the other activity. **Teacher (1)** responded as follows to the question of leadership roles and responsibilities:

> *"The principal knows by now who can take leadership in which position. Leadership roles are allocated according to a personal interest."*

Every teacher is a leader in this school, partially because they are forced by their small number of educators and partially because of good leadership from the top.

School D: (SMT)

The SMT claims that every teacher is entrusted with a leadership role. Leadership roles include amongst others, Learning Area Head and leading staff and learning area meetings, and leading and coordinating curricular and extra-curricular activities. These are entrusted with confidence to post level one teachers and allocated according to the teachers' interest.

School D: (PL one)

> *"I think the SMT delegate too much; they just shift their responsibilities to post level one teachers. My personal feeling is that there is a difference between delegation and shifting your work to someone else. I have a job description and if something is not part of my job description, I am simply not doing it. If you applied for a post, you are getting a salary for it and must thus carry the responsibility and accountability". (Teacher 2)*

The other two teachers felt that leadership roles are allocated and rotated, **Teacher (1)** said as follows:

> *"This year, unlike previous years the SMT has done pretty well, I think the majority of teachers are happy with their leadership roles and responsibilities. I am for example the teacher in charge of sport at the school, and I am feeling confident that I have the knowledge and skills to fulfil my role with success."*

Leadership roles and responsibilities are distributed according to strengths and are also rotated amongst staff members.

School E: (SMT)

Leadership roles and responsibilities are allocated to the entire staff because they are not a large staff cohort. These roles and responsibilities are also allocated according to teacher's strengths and expertise.

SMT member 1 and 2 said the following:

> *"We have a lot of committees; those committees are headed by post level one teachers." (SMT member1)*

> *"We know our entire staff by now, and we know who is good in what, so the allocation of whatever duties will be in line with what that person is good in." (SMT member 2)*

It seems that in School E leadership roles and responsibilities are allocated to the entire staff according to the strengths of the staff members.

School E: (PL one)

Post level one teachers concurred with the reflections of the SMT, pertaining to the allocation of leadership roles and responsibilities. Leadership roles according to them are distributed equally and according to teacher's strengths and expertise.

> *"All of us are forced to lead one or the other activity; there is no way you can hide, as we are too few". (Teacher 2)*

This statement is in line with the response of SMT member (2) that leadership roles are allocated to all staff members according to the strengths of staff members.

School F: (SMT)

In answering the question about leadership roles and responsibilities *SMT member (1)* mentioned the following:

"All the post level one teachers are involved in one or the other leadership position. We have different committees, and post level one teachers are leading those committees. The leader of the committee gives a verbal report in a phase or staff meeting, but must also submit a written report to the principal. The school is too big, we have to allocate leadership roles and responsibilities to all post level one teachers. We as a SMT will not be able to do everything all by ourselves."

On the question; to what extend do you as the SMT allocate these leadership roles and responsibilities according to post level one teachers strengths and expertise, a *SMT member's (1)* answer was:

"What is the use of putting a teacher in a leadership position and he or she has no interest nor does he or she have the skill or expertise to execute these duties and responsibilities satisfactorily? It does not make sense, nor is it in the best interest of the school or the learners.

This answer by *SMT member (1)* was an indication that leadership roles are allocated to post level one teachers according to their strengths and expertise. Work done by Silins and Mulford (2002) show that student outcomes are more likely to improve, when leadership sources are distributed throughout the school community, and where teachers are empowered in areas of importance to them. Fullan (2001) and Hopkins (2001) are also of the opinion that the form of leadership most often associated with improved learning outcomes are the ones that are shared.

School F: (PL one)

All the post level one teachers are in an agreement that leadership roles and responsibilities are allocated in line with their strengths and expertise. This is in line with what was expressed by the SMT.

4.4 Conclusion

The data presentation and analysis in this chapter put the researcher in a position to draw conclusions about the extent to which SMT's in the different schools involve and give guidance to post level one educators. The analysis of the interview data revealed that the leadership qualities that SMT's utilize originate from different leadership models, all fitting its own purpose. Secondly, this analyzed data put the researcher in a position to measure the authenticity of the SMT's responses against those of post level one educators. The analysed

information can now be used to critically discuss the findings, draw conclusions and propose recommendations, which are discussed in chapter six.

Chapter 5

Analysis and Discussion of Quantitative Data

This section details the results of the questionnaires that were gathered as part of the mixed method design chosen for this study. The quantitative data that was collected in the second phase of data gathering explains relationships found in the qualitative data analysis (Creswell, 2002).

The questionnaire was constructed from the analysis of the qualitative data. The four themes employed in the focused group interviews was a similar focus of the questionnaire. The questionnaire thus used the themes: managing the instructional program; creating a positive school culture; norms and values; and leadership roles and responsibilities as focus issues in qualitative data.

5.1 Organisation of the Chapter

The Chapter is structured as follows:

Section 5.1.1 outlines themes derived from the questionnaire.

Section 5.1.2 analyses and discusses the quantitative data, in response to the research questions.

Section 5.1.3 provides the summary.

5.1.1 The Questionnaire

The questionnaire consisted of two parts and used the main four themes, detailed in the introduction of this chapter, as a point of departure. These themes are now mentioned below.

5.1.1.1 Theme One

❖ *Managing the instructional program* was covered in part one of the questionnaire, sections A and B.

5.1.1.2 Theme Two

❖ *Creating a positive school culture* was covered in part one of the questionnaire, sections C and E.

5.1.1.3 Theme Three

❖ *Norms and values* was covered in part two of the questionnaire, sections B and C.

5.1.1.4 Theme Four

Leadership roles and responsibilities was covered in part one, section D and part two, section A of the questionnaire.

5.2 Analysis and Discussion of Quantitative Data in response to the Research Questions

5.2.1 Theme One: Managing the Instructional Program

School A: Table One

Part one of the Questionnaire: Section A						
Question number	Most of the time:	Sometimes:	Often:	Almost Never:	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.		2 [66,6%]		1 [33,3%]		3 [100%]
2.			2 [66,6]	1 [33,3%]		3 [100%]
3.	1 [33,3%]		1 [33,3%]	1 [33,3%]		3 [100%]
4.		1 [33,3%]	2 [66,6]			3 [100%]
5.	2 [66,6%]			1 [33,3%]		3 [100%]
6.		2 [66,6%]		1 [33,3%]		3 [100%]
7.		1 [33,3%]	1 [33,3%]	1 [33,3%]		3 [100%]
8.		1 [33,3%]		2 [66,6%]		3 [100%]
9.		1 [33,3%]		2 [66,6%]		3 [100%]
Total	3	8	6	10	0	27

Part one of the Questionnaire: Section B						
Question number	Most of the time:	Sometimes:	Often:	Almost Never:	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.		1 [33,3%]		266,6%]		3 [100%]
2.		1 [33,3%]	1 [33,3%]		1 [33,3%]	3 [100%]
3.		1 [33,3%]	1 [33,3%]		1 [33,3%]	3 [100%]
4.	2 66,6%]				1 [33,3%]	3 [100%]
5.			1 [33,3%]	1[33,3%]	1 [33,3%]	3 [100%]
6.	1 [33,3%]		1 [33,3%]	1[33,3%]		3 [100%]
Total	3	3	4	4	4	18

Grand Total	6 13, 3%	11 24,4%	10 22, 2%	14 31,1%	4 9%	45 100%

School A: Graph 1
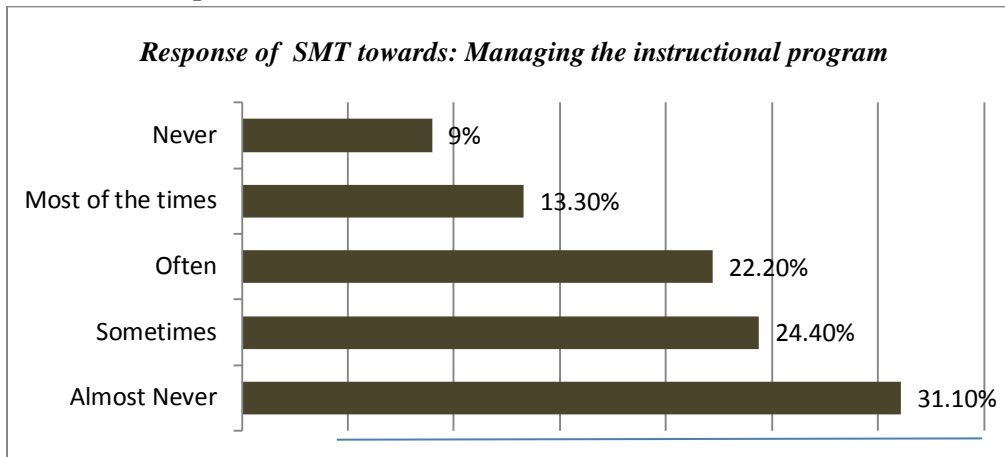
Response of SMT towards: Managing the instructional program

Category	Percentage
Never	9%
Most of the times	13.30%
Often	22.20%
Sometimes	24.40%
Almost Never	31.10%

Graph (1) gives an overall summary of the extent to which the SMT involve post level one educators in managing the instructional program activities of the school. It is quite evident that in *School (A)* participants had different opinions about involving post level one teachers in managing the instruction program activities of the school. With reference to graph (1) the majority (31,1%) of the SMT members of *School (A)* indicated that they almost never involve post level one teachers in managing the instructional program activities of the school. Another (24, 4%) of the respondents indicated that post level one teachers are sometimes involved in managing the instructional program activities of the school. Only 13, 3 percent of the respondents indicated that they involved post level one teachers in managing the instructional program activities of the school most of the time.

The responses of School (A) in table (1) one refers to specific activities of managing the instructional program of the school. Part one of table (1), section (A) deals with:

- Planning and coordinating the school curriculum (Question- 8): The majority of the participants (66, 6%) responded that they almost never involved and gave guidance to post level one teachers in these activities. The remaining group (33, 3%) mentioned that they sometimes involve and give guidance to post level one teachers in these activities. This is an indication that the majority of post level one teachers are, to a large extent, not involved in curricular and instructional activities of the school.
- Monitoring student progress (Q-7): The responses of the participants to this question varied equally from sometimes (33, 3%), to often (33, 3%) to almost all of the time (33, 3%).

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- Improving student progress (Q-9): Responses to this activity indicate that most of the participants (66, 6%) are almost never give leadership and guidance to post level one educators regarding the improvement of student progress, the other (33, 3%) stated that this guidance is sometimes given.

School B: Table One

Part one of the Questionnaire: Section A						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
2.		3 [100%]				3 [100%]
3.	2 [66,6%]	1 [33,3%]				3 [100%]
4.	3 [100%]					3 [100%]
5.	1 [33,3%]	1 [33,3%]				3 [100%]
6.	1 [33,3%]		1 [33,3%]		1 [33,3%]	3 [100%]
7.	2 [66,6%]	1 [33,3%]				3 [100%]
8.	1 [33,3%]	2 [66,6%]				3 [100%]
9.		3 [100%]				3 [100%]
Total	11	13	2		1	27

Part one of the Questionnaire: Section B						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	2 [66,6%]	1 [33,3%]				3 [100%]
2.	1 [33,3%]	2 [66,6%]				3 [100%]
3.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
4.	2 [66,6%]	1 [33,3%]				3 [100%]
5.		1 [33,3%]	2 [66,6%]			3 [100%]
6.	1 [33,3%]	2 [66,6%]				3 [100%]
7.	1 [33,3%]	2 [66,6%]				3 [100%]
Total	8	10	3	0	0	21

Grand Total	19 39,6%	23 47,9%	5 10,4%	0 0,0%	1 2,1%	48 100%

School B: Graph 1
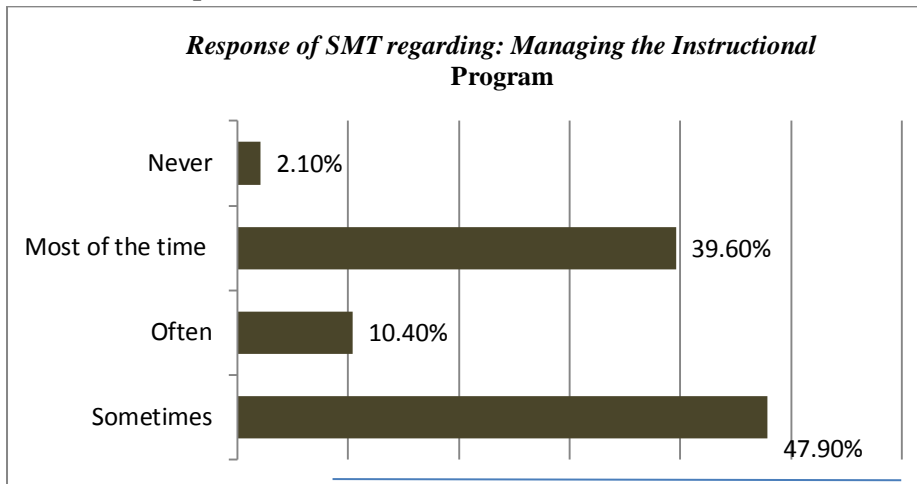
Graph (1) gives an overall summary of the extent to which the SMT involve post level one teachers in managing the instructional program activities of the school. The Participants of *School (B)* had different opinions about their involvement in managing the instructional program of the school. According to graph (1) the majority (47,9%) of the respondents of school A indicated that they involve post level one teachers sometimes in managing the instructional program activities of the school. 39, 6 percent of the respondents indicated that the post level one teachers are most of the time involved in managing the instructional program activities of the school. If the responses of the aforementioned respondents are added, more than (80%) of the respondents are of the opinion that post level one teachers are, to a large extent, involved in managing the instructional program of the school.

The responses in School (B) table (1) one refers to specific activities of managing the instructional program of the school. Part one of table (1), section (A) deals with:

- Planning and coordinating the school curriculum (Q- 8): Just over 30 percent of the participants responded that they involve and give guidance to post level one teachers in these activities most of the time. The other 66, 6 percent of the participants mentioned that they sometimes involve and give guidance to post level one teachers in these activities. This is an indication that post level one teachers are to a large extent involved in all curricular and instructional activities of the school.

- Monitoring student progress (Q-7): The majority (66, 6%) of the participants said that most of the time post level one teachers are involved in this activity. The other 33, 3 percent stated that they give leadership and empower post level one teachers regarding the monitoring of student progress sometimes.

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- Improving student progress (Q-9): All of the participants (100%) commented that they sometimes give guidance to post level one teachers regarding learner improvement.

School C: Table One

Part one of the Questionnaire: Section A						

Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	**(2)**	**(3)**	**(4)**	**(5)**	
1.	1 [33,3%]	2 [66,6%]				3 [100%]
2.		3 [100%]				3 [100%]
3.	1 [33,3%]	2 [66,6%]				3 [100%]
4.	3 [100%]					3 [100%]
5.	1 [33,3%]	2 [66,6%]				3 [100%]
6.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
7.	1 [33,3%]	2 [66,6%]				3 [100%]
8.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
9.		3 [100%]				3 [100%]
Total	**9**	**16**	**2**			**27**

Part one of the Questionnaire: Section B						

Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	**(2)**	**(3)**	**(4)**	**(5)**	
1.		3 [100%]				3 [100%]
2.		1 [33,3%]	2 [66,6%]			3 [100%]
3.		2 [66,6%]	1 [33,3%]			3 [100%]
4.	1 [33,3%]	2 [66,6%]				3 [100%]
5.		1 [33,3%]	2 [66,6%]			3 [100%]
6.	2 [66,6%]	1 [33,3%]				3 [100%]
Total	**3**	**10**	**5**			**18**

Grand Total	12 26,7 %	26 57,8%	7 15,5%	0 0,0%	0 0,0%	45 100%

School C: Graph 1
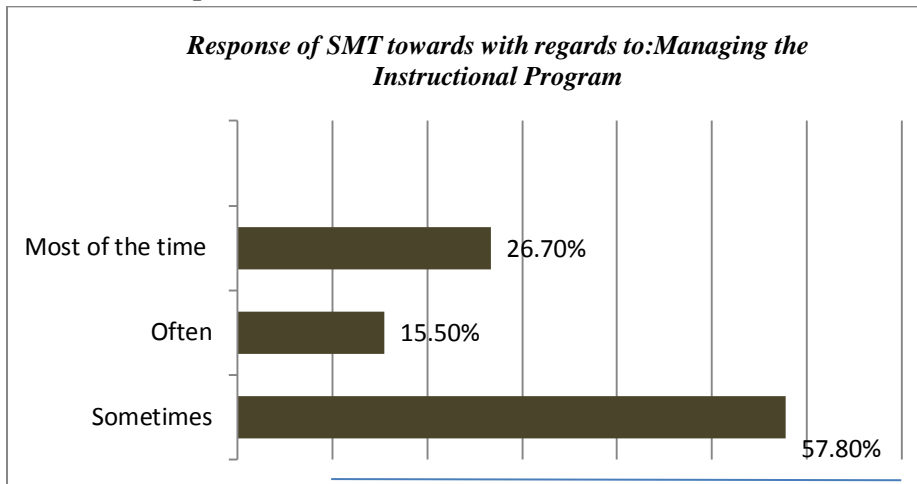
Response of SMT towards with regards to:Managing the Instructional Program

Most of the time — 26.70%
Often — 15.50%
Sometimes — 57.80%

Graph (1) gives an overall summary of the extent to which the SMT involve post level one teachers in managing the instructional program of the school. With reference to graph (1) the majority (57,8%) of the respondents of School (C) indicated that the SMT sometimes involved post level one teachers in managing the instructional program activities of the school. Only 26, 7 percent of the respondents indicated that post level one teachers are involved in managing the instructional program activities of the school most of the time. If the responses of the aforementioned participants are added, more than 80 percent of the respondents claim that post level one educators are to a large extent involved in managing the instructional program activities of the school. The other respondents (15, 5%) commented that the SMT involve post level one teachers in curricular activities often.

The responses in School (C) table (1) one refers to specific activities of managing the instructional program of the school. Part one of table (1), section (A) deals with:

- Planning and coordinating the school curriculum (Q-8): The responses for this activity are equally distributed between most of the time (33, 3%), sometimes (33, 3%) and often (33, 3%). This is an indication that the respondents had varied opinions about the involvement of post level one teachers regarding the extent to which educators are involved in the planning and coordinating of school curricular activities.

- Monitoring student progress (Q-7): The majority of the participants (66, 6%) said that they sometimes involve and give guidance to post level one teachers regarding monitoring student progress. The remaining (33, 3%) participants said that they do so most of the time.

- Improving student progress (Q-9): All of the participants (100%) stated that they give guidance to post level one teachers regarding learner improvement.

## School D: Table One

Part one of the Questionnaire: Section A						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	3 [100%]					3 [100%]
2.	3 [100%]					3 [100%]
3.	2[66,6%]	1 [33,3%]				3 [100%]
4.	3 [100%]					3 [100%]
5.	2 [66,6%]	1 [33,3%]				3 [100%]
6.	2 [66,6%]		1 [33,3%]			3 [100%]
7.	1 [33,3%]	2 [66,6%]				3 [100%]
8.	2 [66,6%]	1 [33,3%]				3 [100%]
9.	2 [66,6%]	1 [33,3%]				3 [100%]
Total	20	6	1			27

Part one of the Questionnaire: Section B						
Question number	Most of the time:	Sometimes:	Often:	Almost:	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	2 [66,6%]	1 [33,3%]				3 [100%]
2.			3 [100%]			3 [100%]
3.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
4.	1 [33,3%]		2 [66,6%]			3 [100%]
5.	1 [33,3%]		1 [33,3%]	1 [33,3%]		3 [100%]
6.	2 [66,6%]		1 [33,3%]			3 [100%]
Total	7	2	8			18

Grand Total	27 60%	8 17,8%	9 20%%	1 2,2%	0 0,0%	45 100%

School D: Graph 1

Response of SMT towards: Managing instructional time

Almost never	2.20%
Sometimes	17.80%
Often	20%
Most of the time	60%
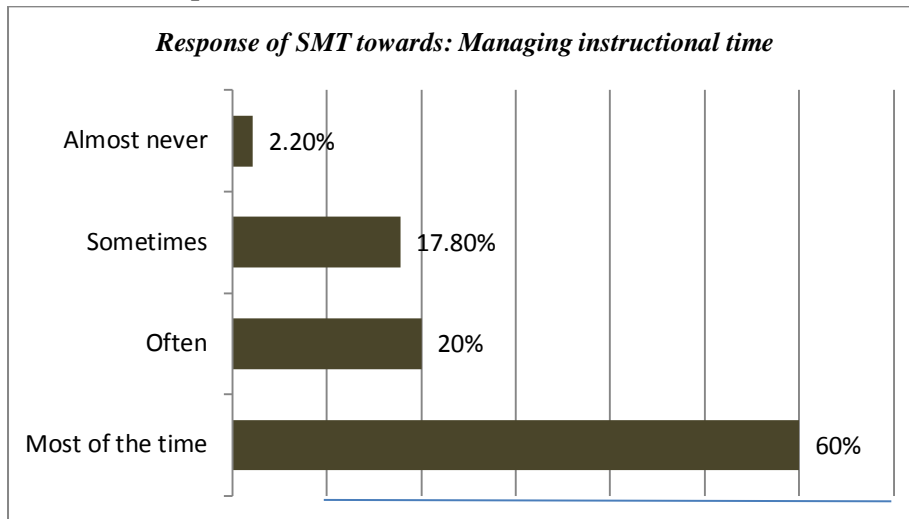
Graph (1) gives an overall summary of the extent to which the SMT involve post level one in managing the instructional program activities of the school. With reference to graph (1) the majority (60%) of the Participants of School (D) indicated that most of the time the SMT involve post level one teachers in managing the instructional program activities of the school. Another 17, 8 percent of the respondents indicated that post level one teachers are sometimes involved in managing the instructional program activities of the school. If the responses of the aforementioned respondents are added, almost (80%) of the respondents are of the opinion that post level one teachers are, to a large extent, involved in managing the instructional program activities of the school. Only 2, 2 percent of the respondents said that post level one teachers are almost never involved in managing the instructional program activities.

The responses in School (D) table (1) refer to specific activities of managing the instructional program of the school. Part one of table (1), section (A) deals with:

- Planning and coordinating the school curriculum (Q-8): The majority of the participants (66, 6%) responded that most of the time they involve and give guidance to post level one teachers in these activities. The other 33, 3 percent of the participants mentioned that they sometimes involve and give guidance to post level one teachers in these activities. This is an indication that post level one teachers are, to a large extent involved in all curricular and instructional activities of the school.

- Monitoring student progress (Q-7): Most of the participants (66, 6%) said that they sometimes involve and give guidance to post level one teachers in this regard. The

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other 33, 3 percent of the participants mentioned that they involve and give guidance to post level one educators most of the time.

- Improving student progress (Q-9): More than 60 percent of the participants stated that they give leadership and guidance to post level one teachers on learner improvement most of the time. The other 33, 3 percent said that they sometimes give leadership and guidance to post level one teachers on learner improvement.

School E: Table One

Part one of the Questionnaire : Section A						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	1 [33,3%]	2 [66,6%]				3 [100%]
2.	2 [66,6%]	1 [33,3%]				3 [100%]
3.	2 [66,6%]	1 [33,3%]				3 [100%]
4.	2 [66,6%]	1 [33,3%]				3 [100%]
5.		1 [33,3%]	1 [33,3%]	1 [33,3%]		3 [100%]
6.	2 [66,6%]	1 [33,3%]				3 [100%]
7.	2 [66,6%]	1 [33,3%]				3 [100%]
8.	2 [66,6%]	1 [33,3%]				3 [100%]
9.	2 [66,6%]	1 [33,3%]				3 [100%]
Total	15	10	1	1	0	27

Part one of the Questionnaire: Section B						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
2.	1 [33,3%]		1 [33,3%]	1 [33,3%]		3 [100%]
3.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
4.	2 [66,6%]	1 [33,3%]				3 [100%]
5.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
6.	2 [66,6%]	1 [33,3%]				3 [100%]
Total	8	5	4	1	0	18
Grand Total	23 51,2%	15 33,3%	5 11,1%	2 4,4%	0 0,0%	45 100%

School E: Graph 1
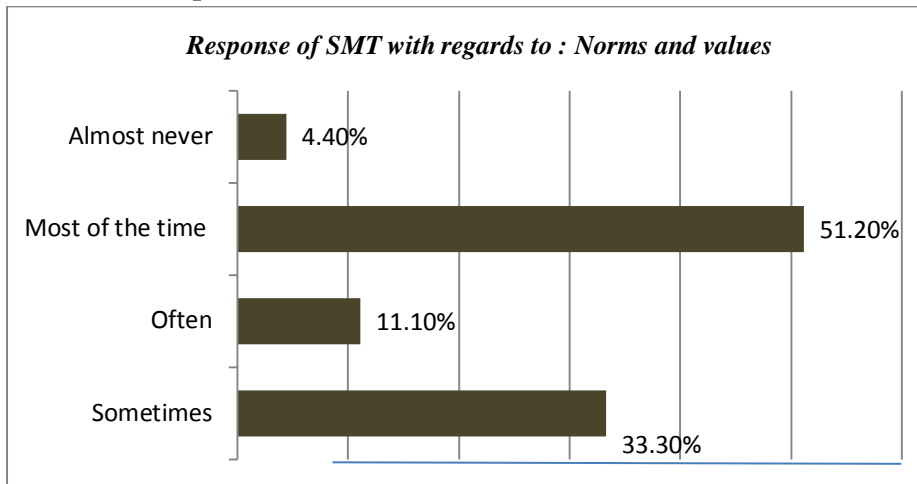
Graph (1) gives an overall summary of the extent to which School E's SMT involve post level one teachers in managing the instructional program of the school. According to graph (1) the respondents had different opinions regarding the involvement of post level one teachers in managing the instructional program of the school. Just over the half of the respondents (51, 1%) indicated that most of the time the SMT involve post level one teachers in managing the instructional program of the school. 33, 3 percent of the respondents indicated that post level one teachers are sometimes involve in managing the instructional program activities of the school. If the responses of the aforementioned respondents are added, more than 80 percent of the respondents are of the opinion that post level one teachers are, to a large extent, involved in managing the instructional program activities of the school.

The responses in School (E) table (1) one refers to specific activities of managing the instructional program of the school. Part one of table (1), section (A) deals with:

- Planning and coordinating the school curriculum (Q-8): More than 66 percent of the participants responded that most of the time they involve and give guidance to post level one teachers in these activities. The other 33, 3 percent of the participants mentioned that they sometimes involve and give guidance to post level one teachers in these activities. This is an indication that post level one teachers are to a large extent involved in all curricular and instructional activities of the school.

- Monitoring student progress (Q-7): The majority (66, 6 %) of the participants said that most of the time they involve post level one teachers in this activity.

- Improving student progress (Q-9): More than (66%) of the participants stated that most of the time they give guidance to post level one teachers on learner improvement. The other 33, 3 percent of the participants stated that the SMT sometimes give leadership and guidance to post level one teachers regarding the improvement of student progress.

School F: Table One

Part one of the Ouestionnaire: Section A						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	3 [75%]	1 [25%]				4 [100%]
2.	3 [75%]	1 [25%]				4 [100%]
3.	2 [50%]	2 [50%]				4 [100%]
4.	3 [75%]	1 [25%]				4 [100%]
5.	3 [75%]	1 [25%]				4 [100%]
6.		2 [50%]	2 [50%]			4 [100%]
7.	3 [75%]	1 [25%]				4 [100%]
8.	2 [50%]	2 [50%]				4 [100%]
9.	3 [75%]	1 [25%]				4 [100%]
Total	22	12	2	0	0	36

Part one of Questionnaire: Section: B						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	4 [100%]					4 [100%]
2.		1 [25%]	1 [25%]	2 [50%]		4 [100%]
3.	2 [50%]	1 [25%]	1 [25%]			4 [100%]
4.	3 [75%]	1 [25%]				4 [100%]
5.	1 [25%]	1 [25%]	2 [50%]			4 [100%]
6.	4 [100%]					4 [100%]
Total	14	4	4	2	0	24

Grand Total	36 60%	16 26,7%	6 10%	2 3,3%	0 0%	60 100%

School F: Graph 1
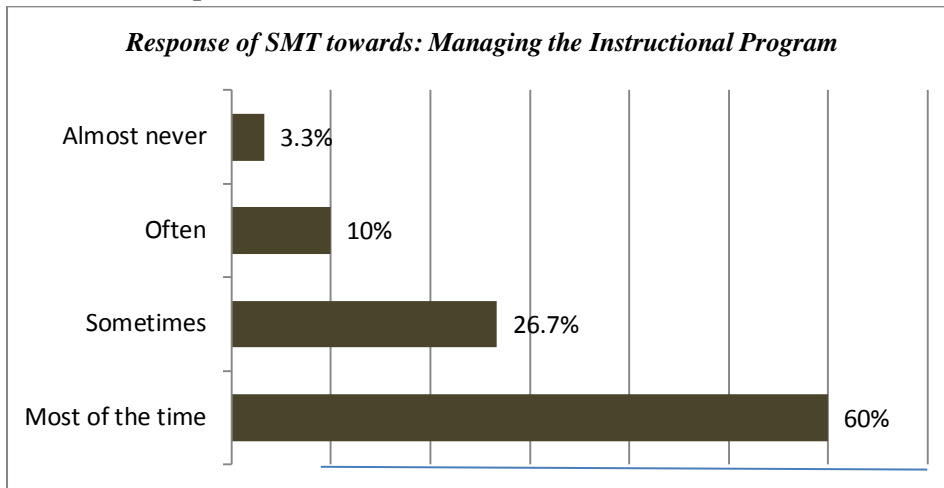
Response of SMT towards: Managing the Instructional Program

Category	Percentage
Almost never	3.3%
Often	10%
Sometimes	26.7%
Most of the time	60%

Graph (1) gives an overall summary of the extent to which the SMT involve post level one teachers in managing the instructional program of the school. According to graph (1) the majority (60%) of the respondents of School (F) indicate that they involve post level one teachers most of the time in managing the instructional program of the school. Another 26, 7 percent of the respondents indicated that post level one teachers are sometimes involved in managing the instructional program of the school activities. If the responses of the aforementioned respondents are grouped, then more than 80 percent of the respondents are of the opinion that post level one educators are, to a large extent, involved in managing the instructional program of the school.

The responses in School (F) table (1) one refers to specific activities of managing the instructional program of the school. Part one of table (1), section (A) deals with:

- Planning and coordinating the school curriculum (Q-8): Half (50%) of the participants responded that they involve and give guidance to post level one teachers in these activities most of the time. The other half (50%) of the participants mentioned that they sometimes involve and give guidance post level one teachers in these activities. This is an indication that post level one teachers are to a large extent involved in all curricular and instructional activities of the school.

- Monitoring student progress (Q-7): The majority (75%) of the participants said that they involve post level one teachers in this activity most of the time.

- Improving student progress (Q-9): More than 70 percent of the participants stated that they give guidance to post level one teachers on learner improvement most of the time.

5.2.2 Theme Two: Creating a positive School Culture

School A: Table Two

Part one of the Questionnaire: Section C						
Question number	Most of the time:	Sometimes:	Often:	Almost: never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.				2 [66,6%]	1 [33,3%]	3 [100%]
2.				1 [33,3%]	2 [66,6%]	3 [100%]
3.				1 [33,3%]	2 [66,6%]	3 [100%]
4.				1 [33,3%]	2 [66,6%]	3 [100%]
5.					3 [100%]	3 [100%]
6.				2 [66,6%]	1 [33,3%]	3 [100%]
7.			1 [33,3%]	1 [33,3%]	1 [33,3%]	3 [100%]
Total	0	0	1	8	12	21

Part one of the Questionnaire: Section E						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.			2 [66,6%]	1 [33,3%]		3 [100%]
2.			3 [100%]			3 [100%]
3.			3 [100%]			3 [100%]
4.			3 [100%]			3 [100%]
5.			2 [66,6%]	1 [33,3%]		3 [100%]
6.		3 [100%]				3 [100%]
7.		2 [66,6%]	1 [33,3%]			3 [100%]
8.			1 [33,3%]		2 [66,6%]	3 [100%]
Total	0	5	17	2	2	26

Grand Total	0 0,0%	5 10,6%	18 38,3%	10 21,3%	14 29,8%	47 100%

School A: Graph 2
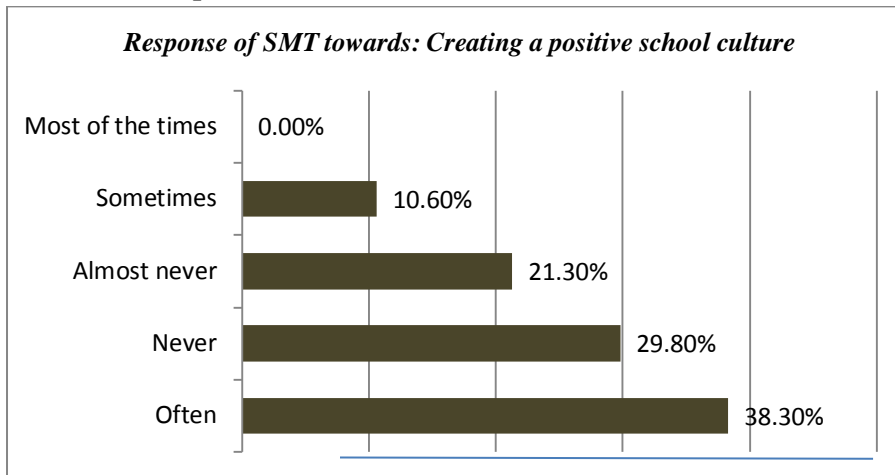
Response of SMT towards: Creating a positive school culture

Category	Percentage
Most of the times	0.00%
Sometimes	10.60%
Almost never	21.30%
Never	29.80%
Often	38.30%

Graph (2) gives an overall summary of the extent to which the SMT create a positive school culture. According to graph (2) 29, 8 percent of the respondents of *School (A)* indicated that the SMT never create a positive school culture. Similarly, another 21, 3 percent of the respondents indicated that the SMT almost never create a positive school culture. None of the respondents stated that the SMT create a positive school culture most of the time.

The responses in School (A) table (2) refer to specific activities of creating a positive school culture. Part one of table (2) section C deals with:

- Promoting professional development (Question-4): In their endeavour to create a positive school culture the majority of the participants (66, 6%) commented that they never work with teachers concerned when planning professional development. The other 33, 3 percent said that they almost never create a positive school culture.
- Individual support (Q-7): Responses for this activity are equally distributed between almost never (33, 3%), often (33, 3), and sometimes (33, 3%).

Part one of table (2), section E deals for example with:
- Collaborating, participation and decision making (Q-4): All of the respondents (100%) indicated that often decision making is shared and participation highly regarded.
- Protecting the instructional time (Q-1): The majority of the respondents (66, 6%) said that instructional time is often protected in their school, the other (33, 3%) mentioned that the instructional time is almost never protected.

School B: Table Two

Part one of the Questionnaire: Section C						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	2 [66,6%]	1 [33,3%]				3 [100%]
2.	1 [33,3%]	2 [66,6%]				3 [100%]
3.		2 [66,6%]	1 [33,3%]			3 [100%]
4.	2 [66,6%]	1 [33,3%]				3 [100%]
5.	1 [33,3%]	2 [66,6%]				3 [100%]
6.	2 [66,6%]	1 [33,3%]				3 [100%]
7.	2 [66,6%]		1 [33,3%]			3 [100%]
8.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
Total	11	10	3			24

Part one of the Questionnaire: Section E						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	1 [33,3%]	2 [66,6%]				3 [100%]
2.		3 [100%]				3 [100%]
3.		3 [100%]				3 [100%]
4.	2 [66,6%]	1 [33,3%]				3 [100%]
5.	2 [66,6%]		1 [33,3%]			3 [100%]
6.		2	1 [33,3%]			3 [100%]
7.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
Total	6	12	3	0	0	21

Grand Total	17 37,8%	22 48,9%	6 13,3%	0 0,0%	0 0,0%	45 100%

School B: Graph 2
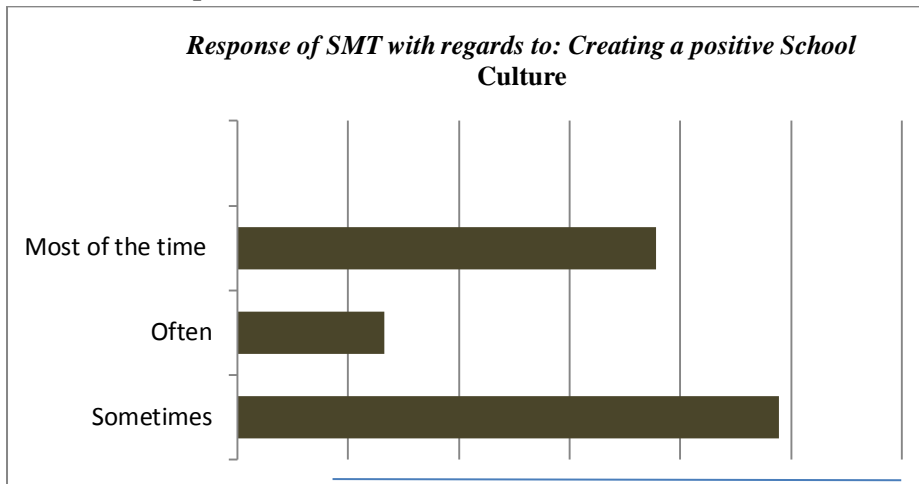
Response of SMT with regards to: Creating a positive School Culture

Most of the time

Often

Sometimes

Graph (2) gives an overall summary of the extent to which the SMT create a positive school culture. According to graph (2) the majority (48, 9%) of the respondents of School (B) indicated that sometimes they create a positive school culture. The other 37, 8 percent of the respondents said that they create a positive school culture most of the time. Only 13, 3 percent of the respondents stated that they often create a positive school culture.

The response in School (B) table (2) refers to specific activities of creating a positive school culture. Part one of table (2), section (C) deals with:

- Promoting professional development (Q-4): In their endeavour to create a positive school culture most of the respondents (66, 6%) commented that when planning professional development they work with teachers concerned most of the time, the other 33, 3 percent of the participants indicated sometimes.
- Individual support (Q-7): In their endeavour to create a positive school culture, the majority of the respondents (66, 6%) commented that they support each individual teacher most of the time, whereas the remaining (33, 3%) stated often.

Part one of table (2), section E deals with:
- Collaborating, participating and decision making (Q-4): Most of the participants (60%) indicated that most of the time decision-making is shared and participation is highly regarded.
- Protecting the instructional time (Q-1): (33, 3%) of the participants said that instructional time is protected most of the time in their school. However, the majority

of the respondents (66, 6) were of the opinion that instructional time is sometimes protected in their school.

School C: Table Two

Part one of the Questionnaire: Section C						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.		2 [66,6%]	1 [33,3%]			3 [100%]
2.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
3.		2 [66,6%]	1 [33,3%]			3 [100%]
4.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
5.		2 [66,6%]	1 [33,3%]			3 [100%]
6.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
7.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
Total	4	10	7			21

Part one of the Questionnaire: Section E						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	3 [100%]					3 [100%]
2.	3 [100%]					3 [100%]
3.	3 [100%]					3 [100%]
4.	3 [100%]					3 [100%]
5.	3 [100%]					3 [100%]
6.	1 [33,3%]	2 [66,6%]				3 [100%]
7.	3[100%]					3 [100%]
8.		3 [100%]				3 [100%]
Total	19	5				24

Grand Total	23 51,1%	15 33,3%	7 15,6%	0 0,0%	0 0,0%	45 100%

School C: Graph 2
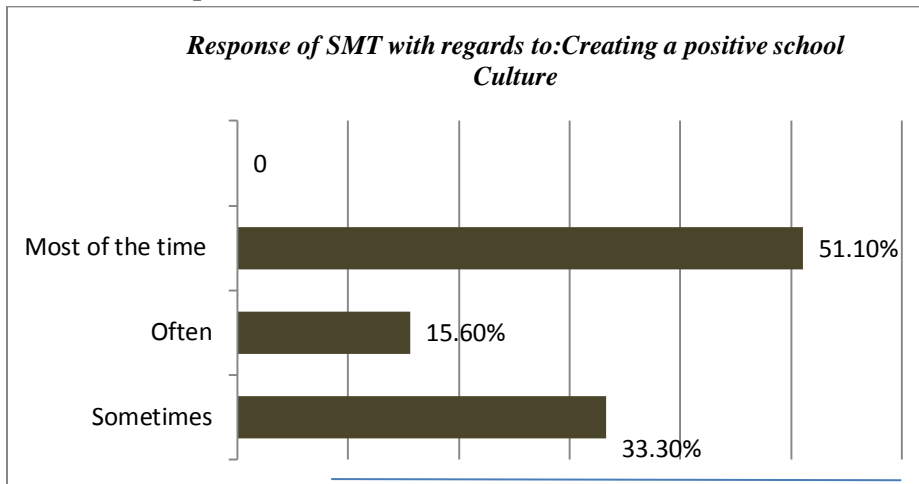
Response of SMT with regards to:Creating a positive school Culture

Most of the time — 51.10%
Often — 15.60%
Sometimes — 33.30%
0

Graph (2) gives an overall summary of the extent to which the SMT create a positive school culture. According to graph (2) just over 50 percent of the respondents of School (C) indicated that the SMT create a positive school culture most of time. The other respondents (33, 3%) mentioned that a positive school culture is often created in their school.

The responses in School (C) table (2) refer to specific activities of creating a positive school culture. Part one of table (2), section C deals for example with:

- Promoting professional development (Q-4): In their endeavour to create a positive school culture the respondents had equally varied opinions with 33, 3 percent indicating most of the time, sometimes and often respectively.

- Individual support (Q-7): In their endeavour to create a positive school culture the responses from the respondents were equally distributed (33, 3% respectively) between most of the time, sometimes and often.

Part one of table (2), section (E) deals with:

- Collaborating participation and decision making (Q-4): All of the respondents mentioned that, most of the time, decision-making is shared and participation is highly regarded.

- Protecting the instructional time (Q-1): All the respondents (100%) said that most of the time the instructional time is protected in their school.

School D: Table Two

Part one of the Questionnaire: Section C						
Question number	**Most of the time:**	**Sometimes:**	**Often:**	**Almost: Never**	**Never:**	**Total**
	(1)	**(2)**	**(3)**	**(4)**	**(5)**	
1.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
2.	2 [66,6%]		1 [33,3%]			3 [100%]
3.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
4.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
5.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
6.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
7.		3 [100%]				3 [100%]
Total	**7**	**8**	**6**	**0**	**0**	**21**

Part one of the Questionnaire: Section E						
Question number	**Most of the time:**	**Sometimes:**	**Often:**	**Almost: Never**	**Never:**	**Total**
	(1)	**(2)**	**(3)**	**(4)**	**(5)**	
1.	3 [100%]					3 [100%]
2.	3 [100%]					3 [100%]
3.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
4.	2 [66,6%]		1 [33,3%]			3 [100%]
5.	2 [66,6%]			1 [33,3%]		3 [100%]
6.	1 [33,3%]		1 [33,3%]		1 [33,3%]	3 [100%]
7.	3					3 [100%]
8.	1[33,3%]	1 [33,3%]		1 [33,3%]		3 [100%]
Total	**16**	**2**	**3**	**2**	**1**	**24**

Grand Total	**23 51,1%**	**10 22,2%**	**9 20%**	**2 4,4%**	**1 2,2%**	**45 100%**

School D: Graph 2

Response of SMT towards: Creating a positive school culture

Response	Percentage
Never	2.20%
Almost never	4.40%
Often	20%
Sometimes	22.20%
Most of the time	51.10%

Graph (2) gives an overall summary of the extent to which the SMT create a positive school culture. With reference to graph (2) the SMT members responded in a varied manner. Just over (50%) of the respondents of school A indicated that the SMT most of the time create a positive school culture. The other participants, (22, 2%) indicated sometimes, (20%) often and (4, 4%) indicated almost never. Only 2, 2 percent of the participants were of the opinion that a positive school culture is never created.

The responses in School (D) table (2) refer to specific activities of creating a positive school culture. Part one of table (2), section C deals with:

- Promoting professional development (Q-4): In their endeavour to create a positive school culture the responses of the participants are equally distributed, 33, 3 percent of the participants said most of the time, 33, 3 percent said sometimes and 33, 3 percent said often.

- Individual support (Q-7): In their endeavour to create a positive school culture all (100%) of the participants commented that they sometimes support teachers individually.
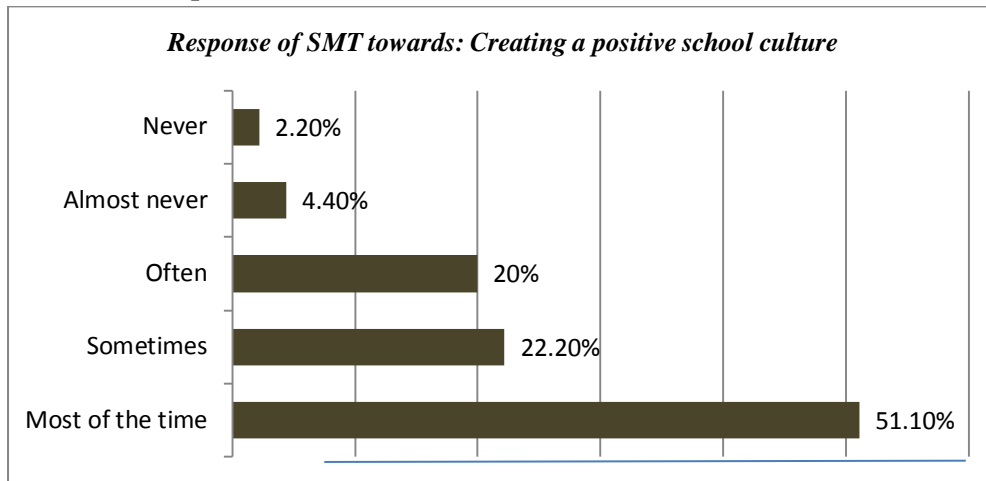
Part one of table (2), section E deals with:

- Collaborating participation and decision making (Q-4): More than 60 percent of the respondents indicated that most of the time decision making is shared and participation is highly regarded.

- Protecting the instructional time (Q-1): All the respondents (100%) said that instructional time is protected most of the time.

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School E: Table Two

Question number	Most of the time:		Sometimes:		Often:	Almost: Never	Never:	Total	
	(1)		**(2)**		**(3)**	**(4)**	**(5)**		
1.	1 [33,3%]		2 [66,6%]					3 [100%]	
2.	1 [33,3%]		2 [66,6%]					3 [100%]	
3.			1 [33,3%]		2 [66,6%]			3 [100%]	
4.	2 [66,6%]		1 [33,3%]					3 [100%]	
5.	1 [33,3%]				2 [66,6%]			3 [100%]	
6.	1 [33,3%]				2 [66,6%]			3 [100%]	
7.	1 [33,3%]				2 [66,6%]			3 [100%]	

Part one of the Questionnaire: Section E						

Question number	Most of the time:		Sometimes:		Often:	Almost: Never	Never:	Total	
	(1)		**(2)**		**(3)**	**(4)**	**(5)**		
1.	1 [33,3%]		1 [33,3%]		1 [33,3%]			3 [100%]	
2.	2 [66,6%]		1 [33,3%]					3 [100%]	
3.	2 [66,6%]		1 [33,3%]					3 [100%]	
4.	2 [66,6%]		1 [33,3%]					3 [100%]	
5.	1 [33,3%]		1 [33,3%]		1 [33,3%]			3 [100%]	
6.	2 [66,6%]		1 [33,3%]					3 [100%]	
7.	2 [66,6%]		1 [33,3%]					3 [100%]	
8.	2 [66,6%]		1 [33,3%]					3 [100%]	
Total	*14*		*8*		*2*			*24*	

Grand Total	**21 46,7%**	**14 31,1%**	**10 22,2%**	**0 0,0%**	**0 0,0%**	**56 100%**

School E: Graph 2
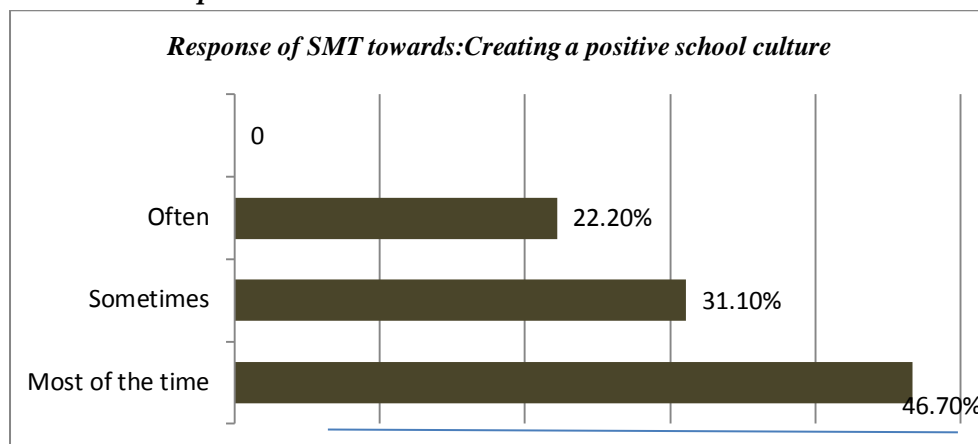
Response of SMT towards:Creating a positive school culture

Graph (2) gives an overall summary of the extent to which the SMT create a positive school culture. According to graph (2) the respondents of School (E) have a diverse opinion of to what extent they create a positive school culture. Respondents (46, 7%) said that most of the time the SMT creates a positive school culture. Another 31, 1 percent of the respondents stated that the SMT only sometimes create a positive school culture, and 22, 2 percent of the respondents said the SMT often create a positive school culture.

The responses in School (E) table (2) refer to specific activities of creating a positive school culture. Part one of table (2), section C deals with:

- Promoting professional development (Q-4): In their endeavour to create a positive school culture the majority of the respondents (60%) commented that they most of the time work with teachers concerned when planning professional development.
- Individual support (Q-7): In their endeavour to create a positive school culture only 33, 3 percent of the respondents commented that they most of the time support each teacher individually.

Part one of table (2), section (E) deals with:

- Collaborating participation and decision making (Q-4): More than 60 percent of the respondents indicated that most of the time decision making is shared and participation is highly regarded. The other 33, 3 percent of the participants commented that sometimes decision making is shared and participation highly regarded.
- Protecting the instructional time (Q-1): The majority of the respondents (66, 6%) said that most of the time instructional time is protected in their school.

School F: Table Two

Part One of the Ouestionnaire: Section C						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	2 [50%]	2 [50%]				4 [100%]
2.	3 [75%]	1 [25%]				4 [100%]
3.	2 [50%]	2 [50%]				4 [100%]
4.	4 [100%]					4 [100%]
5.	1 [25%]	1 [25%]	2 [50%]			4 [100%]
6.	4 [100%]					4 [100%]
7.	4 [100%]					4 [100%]
Total	20	6	2			28

Part One of the Ouestionnaire: Section E						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	4 [100%]					4 [100%]
2.	4 [100%]					4 [100%]
3.	3 [75%]	1 [25%]				4 [100%]
4.	3 [75%]	1 [25%]				4 [100%]
5.	1 [25%]	3 [75%]				4 [100%]
6.	4 [100%]					4 [100%]
7.	4 [100%]					4 [100%]
8.	2 [50%]	2 [50%]				4 [100%]
Total	25	7				32

Grand Total	45 75%	13 21,7%	2 3,3%	0 0,0%	0 0,0%	60 100%

School F: Graph 2
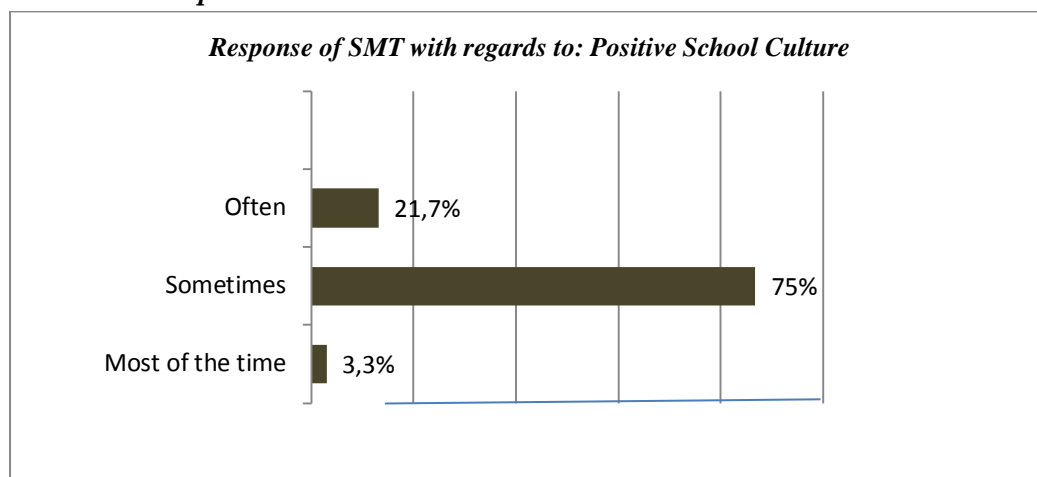
Response of SMT with regards to: Positive School Culture

Graph (2) gives an overall summary of the extent to which the SMT create a positive school culture. According to graph (2) the majority (75%) of the respondents of School (F) indicated that they create a positive school culture most of the time. Only 3, 3 percent of the respondents often create a positive school culture.

The responses in School (F) table (2) refer to specific activities that contribute to the creation of a positive school culture. Part one of table (2), section C deals with:

- Promoting professional development (Q-4): In their endeavour to create a positive school culture all (100%) of the respondents commented that they work with teachers concerns when planning professional development most of the time.

- Individual support (Q-7): In their endeavour to create a positive school culture all (100%) of the respondents commented that they support teachers individually most of the time.

Part one of table School (F) (2), section E deals with:

- Collaborating participation and decision making (Q-4): More than 70 percent of the respondents indicated that most of the time decision making is shared and participation is highly regarded.

- Protecting the instructional time (Q-1): All the respondents (100%) said that most of the time instructional time is protected in their school.

5.2.3 Theme Three: Norms and Values
School A: Table Three

Part two of the Questionnaire: Section B					

Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.			2 [66,6%]	1 [33,3%]		3 [100%]
2.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
3.	2 [66,6%]		1 [33,3%]			3 [100%]
4.			2 [66,6%]		1 [33,3%]	3 [100%]
5.			3 [100%]			3 [100%]
6.	1 [33,3%]	2 [66,6%]				3 [100%]
Total	4	3	9	1	1	18

Part two of the Questionnaire: Section C					

Question number	Most of the time:	Sometimes:	Often:	Almost Never:	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.			3 [100%]			3 [100%]
2.		2 [66,6%]		1 [33,3%]		3 [100%]
3.			1 [33,3%]	1 [33,3%]	1 [33,3%]	3 [100%]
4.			3 [100%]			3 [100%]
5.	1 [33,3%]		1 [33,3%]	1 [33,3%]		3 [100%]
Total	1	2	8	3	1	15

Grand Total	5 15,2%	5 15,2%	17 51,5%	4 12,1%	2 6%	33 100%

School A: Graph 3
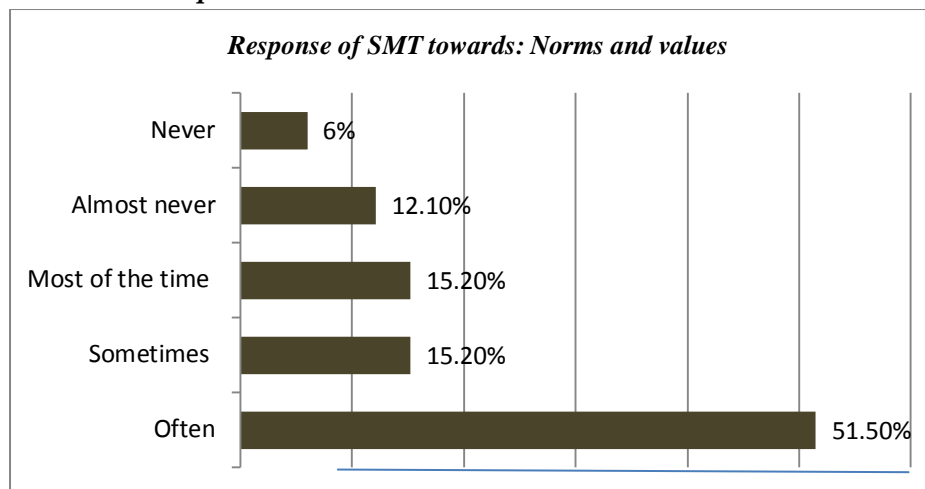
Response of SMT towards: Norms and values

Graph (3) gives an overall summary of the extent to which the SMT influence and empower post level one teachers with positive norms and values. The SMT had different responses regarding influencing and empowering post level one teachers with positive norms and values. Some participants (15, 2%) said that they do so most of the time, and the same percentage of participants (15, 2%) indicated that they only sometimes influence and empower post level one teachers with positive norms and values. Only 6 percent of the respondents mentioned that they never influence and empower post level one teachers with positive norms and values.

The response in School (A) table (3) refers to specific activities of positive norms and values. Part two of table (3), section B deals with:

- Modelling high expectations (Q-1): All of the participants (100%) mentioned that they often used high standards as a motivational guide.

School B: Table Three

Part two of the Questionnaire: Section B						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	2 [66,6%]	1 [33,3%]				3 [100%]
2.	1 [33,3%]	2 [66,6%]				3 [100%]
3.	2 [66,6%]	1 [33,3%]				3 [100%]
4.	1 [33,3%]	2 [66,6%]				3 [100%]
5.	1 [33,3%]	2 [66,6%]				3 [100%]
6.	2 [66,6%]	1 [33,3%]				3 [100%]
7.	2 [66,6%]		1 [33,3%]			3 [100%]
8.	*11*	*9*	*1*	*0*	*0*	*21*

Part two of the Questionnaire: Section C						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.		3 [100%]				3 [100%]
2.	1 [33,3%]	2 [66,6%]				3 [100%]
3.	2 [66,6%]	1 [33,3%]				3 [100%]
4.		3 [100%]				3 [100%]
5.	2 [66,6%]	1 [33,3%]				3 [100%]
6.		3 [100%]				3 [100%]
Total	*5*	*13*	*0*	*0*	*O*	*18*

Grand Total	16 41,0%	22 56,4%	1 5,6%	0 0,0%	0 0,0%	39 100%

School B: Graph 3

Response of SMT with regards to: Norms and values

Often 5.60%
Most of the time 41.00%
Sometimes 56.40%
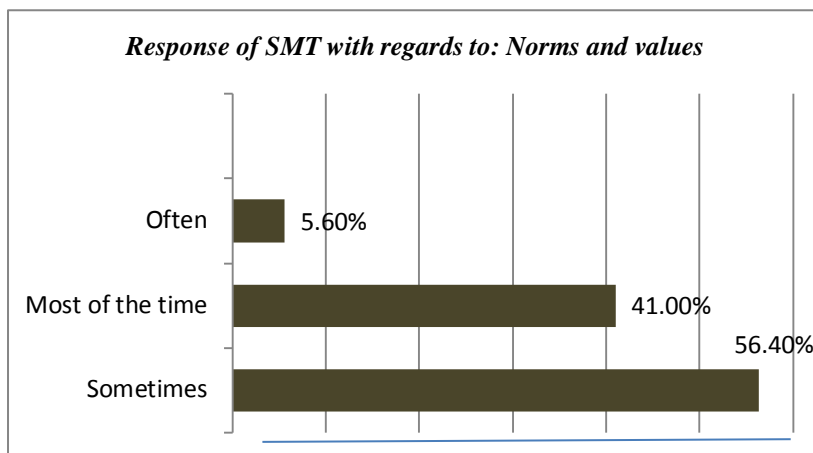
Graph (3) gives an overall summary of the extent to which the SMT of School B believes they influence and empower post level one teachers with positive norms and values. Most of the respondents (56, 4%) of indicated that they sometime influence and empower post level one teachers with positive norms and values. The other (41%) respondents influence and empower post level one teachers most of the time with positive norms and values. The remaining 5, 6 percent indicated that they often influence post level one teachers with positive norms and values.

The responses in table (3) refer to specific activities of positive norms and values. Part two of table (3), section (B) deals with:

- Modelling high expectations (Q-1): All of the participants (100%) reflected that they sometimes used high standards as a motivational advice.

School C: Table Three

Part two of the Questionnaire: Section B						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	1 [33,3%]	2 [100%]				3 [100%]
2.		3 [100%]				3 [100%]
3.		3 [100%]				3 [100%]
4.		3 [100%]				3 [100%]
5.		3 [100%]				3 [100%]
6.		3 [100%]				3 [100%]
Total	1	17				18

Part two of the Questionnaire: Section C						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	2 [66,6%]	1 [33,3%]				3 [100%]
2.	2 [66,6%]	1[33,3%]				3 [100%]
3.	2 [66,6%]	1 [33,3%]				3 [100%]
4.	1 [33,3%]	2 [66,6%]				3 [100%]
5.	1 [33,3%]	2 [66,6%]				3 [100%]
Total	8	7				15

Grand Total	9 27,3%	24 72,7%	0 0,0%	0 0,0%	0 0,0%	33 100%

School C: Graph 3
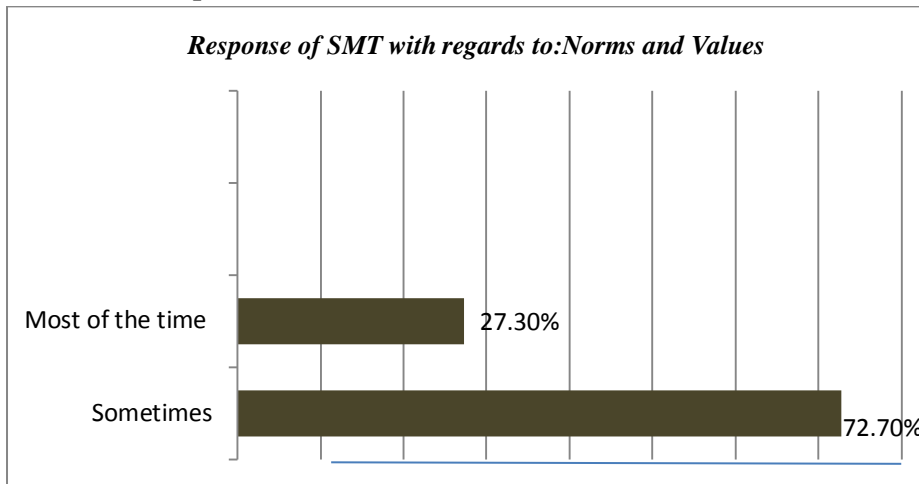
Response of SMT with regards to:Norms and Values

Most of the time	27.30%
Sometimes	72.70%

Graph (3) gives an overall summary of the extent to which the SMT influence and empower post level one teachers with positive norms and values. According to graph (3) the majority (72,7%) of the respondents of School (C) indicate that the SMT sometimes influence and empower post level one teachers with positive norms and values. The remaining participants (27, 3%) indicated that post level one teachers are influenced and empowered with positive norms and values most of the time.

The responses in School (C) table (3) refer to specific activities of positive norms and values. Part two of table (3), section B deals with:

- Modelling high expectations (Q-1): The majority of the participants (66, 6%) claim to sometimes use high standards as a motivational guidance. The other (33, 3%) participants indicated that they use high standards as a motivational guidance most of the time.

School D: Table Three

Part two of the Questionnaire: Section B						
Question number	**Most of the time:**	**Sometimes:**	**Often:**	**Almost: Never**	**Never:**	**Total**
	(1)	*(2)*	*(3)*	*(4)*	*(5)*	
1.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
2.	2 [66,6%]	1 [33,3%]				3 [100%]
3.		2 [66,6%]	1 [33,3%]			3 [100%]
4.	1 [33,3%]	2 [66,6%]				3 [100%]
5.	1 [33,3%]	2 [33,3%]				3 [100%]
6.		1 [33,3%]	1 [33,3%]	1 [33,3%]		3 [100%]
7.	2[66,6%]	1 [33,3%]				3 [100%]
Total	*7*	*10*	*3*	*1*	*0*	*21*

Part two of the Questionnaire: Section C						
Question number	**Most of the time:**	**Sometimes:**	**Often:**	**Almost: Never**	**Never:**	**Total**
	(1)	*(2)*	*(3)*	*(4)*	*(5)*	
1.	3 [100%]					3 [100%]
2.	2 [66,6%]	1 [33,3%]				3 [100%]
3.	3 [100%]					3 [100%]
4.	1 [33,3%]	2 [66,6%]				3 [100%]
5.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
6.	1 [33,3%]	1[33,3%]	1 [33,3%]			3 [100%]
7.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
Total	*12*	*6*	*3*			*21*

Grand Total	19 45,2%	16 38,1%	6 14,3%	1 2,4%	0 0,0%	56 100%

School D: Graph 3
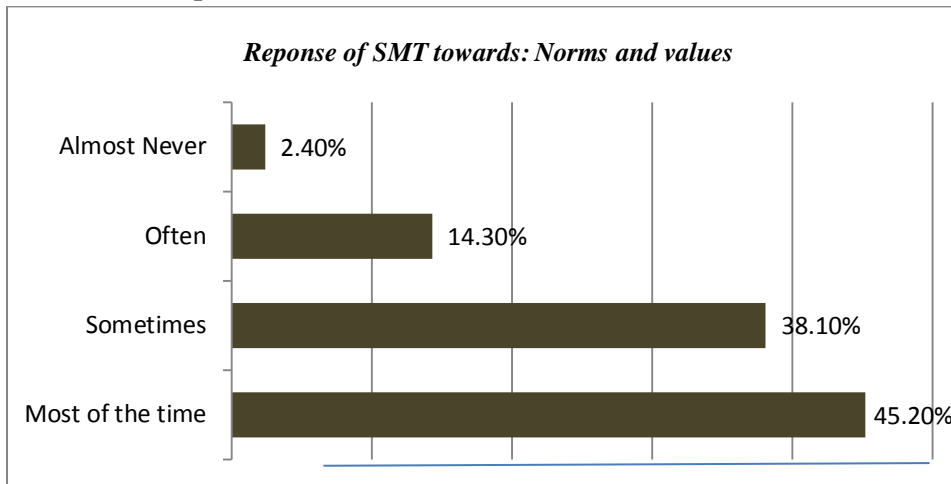
Reponse of SMT towards: Norms and values

Almost Never	2.40%
Often	14.30%
Sometimes	38.10%
Most of the time	45.20%

Graph (3) gives an overall summary of the extent to which the SMT influence and empower post level one teachers with positive norms and values. According to graph (3) the SMT members had varied opinions with regard to the question about norms and values. The majority (45, 2%) of the respondents of School (D) indicated that the SMT most of the time influences and empowers post level one teachers with positive norms and values. Another 38, 1 percent of the respondents reflected that they sometimes influence and empower post level one educators with positive norms and values, and 14, 3 percent indicated often and 2, 4 percent indicated never.

The responses in School (D) table (3) refer to specific activities of positive norms and values. Part two of table (3), section B deals with:

- Modelling high expectations (Q-1): The participants had equally different opinions pertaining this activity, with 33, 3 percent respectively saying that they most of the time, sometimes, and often use high standards as a motivational guidance.

School E: Table: Three

Part two of the Questionnaire: Section B						
Question number	*Most of the time:*	*Sometimes:*	*Often:*	*Almost: Never*	*Never:*	*Total*
	(1)	*(2)*	*(3)*	*(4)*	*(5)*	
1.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
2.		2 [66,6%]	1 [33,3%]			3 [100%]
3.		2 [66,6%]	1 [33,3%]			3 [100%]
4.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
5.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
6.		2 [66,6%]	1 [33,3%]			3 [100%]
Total	*3*	*9*	*6*	*0*	*0*	*18*

Part two of the questionnaire: Section C						
Question number	*Most of the time:*	*Sometimes:*	*Often:*	*Almost: Never*	*Never:*	*Total*
	(1)	*(2)*	*(3)*	*(4)*	*(5)*	
1.		1 [33,3%]	2 [66,6%]			3 [100%]
2.		1 [33,3%]	2[66,6%]			3 [100%]
3.		2 [66,6%]	1[33,3%]			3 [100%]
4.		1 [33,3%]	1[33,3%]	1 [33,3%]		3 [100%]
5.		1 [33,3%]	1[33,3%]	1 [33,3%]		3 [100%]
Total	*0*	*6*	*7*	*2*	*0*	*15*

Grand Total	**3 9,0%**	**15 45,5%**	**13 39,4%**	**2 6,1%**	**0 0,0%**	**33 100%**

School E: Graph 3
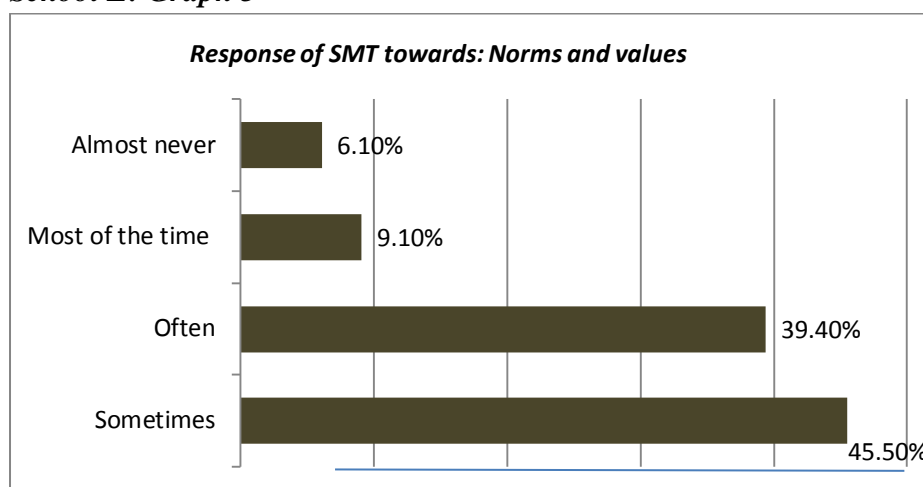
Response of SMT towards: Norms and values

- Almost never: 6.10%
- Most of the time: 9.10%
- Often: 39.40%
- Sometimes: 45.50%

Graph (3) gives an overall summary of the extent to which the SMT allocate leadership roles and responsibilities in accordance with strengths and expertise of post level one teachers. According to graph (3) only 9 percent of the respondents of School (E) indicated that the SMT allocate leadership roles and responsibilities in line with the strengths and expertise of post level one teachers, most of the time. Less than 50 percent of the respondents feel that the SMT sometimes allocate leadership roles according to strengths and expertise. A significant group of respondents (39, 4%) indicated that the SMT often allocate leadership roles and responsibilities according to teacher's strengths and expertise. However, a minority of 6, 1 percent is of the opinion that leadership roles and responsibilities are almost never allocated in line with the strengths and expertise of post level one teachers.

The response in School (E) table (3) refers to specific activities of positive norms and values. Part two of table (3), section B deals with:

- Modelling high expectations (Q-1): When it comes to modelling high expectations the majority of the participants (66, 6%) are of the opinion that they often used high standards as a motivational advise. The rest of the participants (33, 3%) commented that they sometimes use high standards as a motivational advise.

School F: Table Three

Part two of the Questionnaire: Section B						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	4 [100%]					4 [100%]
2.	4 [100%]					4 [100%]
3.	3 [75%]	1 [25%]				4 [100%]
4.	3 [75%]	1 [25%]				4 [100%]
5.	4 [100%]					4 [100%]
6.	3 [75%]	1 [25%]				4 [100%]
Total	21	3				24

Part two of the Questionnaire: Section C						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	3 [75%]	1 [25%]				4 [100%]
2.	4 [100%]					4 [100%]
3.	4 [100%]					4 [100%]
4.	4 [100%]					4 [100%]
5.	3 [75%]	1 [25%]				4 [100%]
Total	14	2				16

Grand Total	35 87,5%	5 12, 5%	0 0,0%	0 0,0%	0 0,0%	40 100%
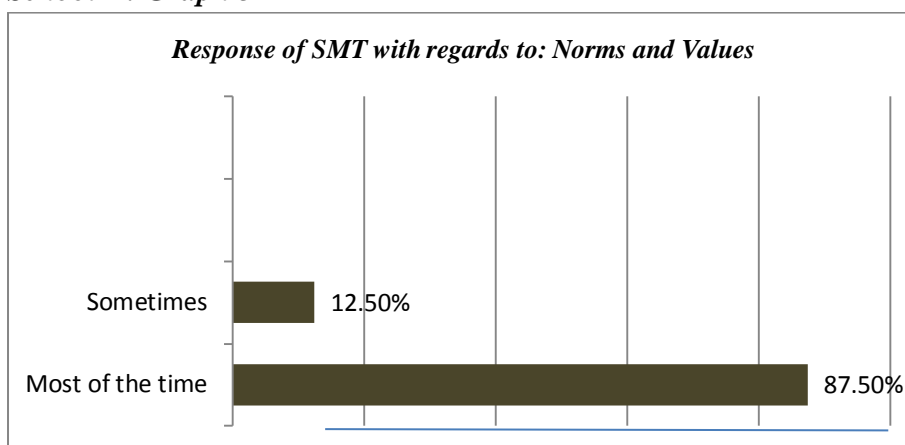
School F: Graph 3

Response of SMT with regards to: Norms and Values

Sometimes — 12.50%
Most of the time — 87.50%

Graph (3) gives an overall summary of the extent to which the SMT influence and empower post level one teachers with positive norms and values. According to graph (3) the majority (87, 5%) of the respondents of School (F) indicated that they influence and empower post level one teachers with positive norms and values most of the time. The remaining group (12, 5%) sometimes influence and empower post level one teachers with positive norms and values.

The response in School (F) table (3) refers to specific activities of positive norms and values. Part two of table (3), section B deals for example with:

- Modelling high expectations (Q-1): All of the participants (100%) mentioned that they use high standards as a motivational guide most of the time.

5.2.4 Theme four: Leadership Roles and Responsibilities

School A: Table four

Part one of the Questionnaire: Section D						
Question number	Most of the time:	Sometimes:	Often:	Almost Never:	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	1 [33,3%]		1 [33,3%]		1 [33,3%]	3 [100%]
2.		1 [33,3%]			2 [66,6%]	3 [100%]
3.			1 [33,3%]	1 [33,3%]	1 [33,3%]	3 [100%]
4.			1 [33,3%]	2 [66,6%]		3 [100%]
5.				2 [66,6%]	1 [33,3%]	3 [100%]
6.				3 [100%]		3 [100%]
7.			1 [33,3%]	1 [33,3%]	1 [33,3%]	3 [100%]
Total	1	1	4	9	6	21

Part two of the Questionnaire: Section A						
Question number	Most of the time:	Sometimes:	Often:	Almost Never:	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	2 [66, 6%]		1 [33,3%]			3 [100%]
2.	2 [66, 6%]	1 [33,3%]				3 [100%]
3.	3 [100%]					3 [100%]
4.	2 [66, 6%]	1 [33,3%]				3 [100%]
5.		1 [33,3%]		2 [66, 6%]		3 [100%]
6.		1 [33,3%]	1 [33,3%]	1 [33,3%]		3 [100%]
7.			2 [66, 6%]	1 [33,3%]		3 [100%]
Total	9	4	4	4	0	21

Grand Total	10 23,8%	5 11,9%	8 19,0%	13 30,9%	6 14,3%	42 100%

School A: Graph 4
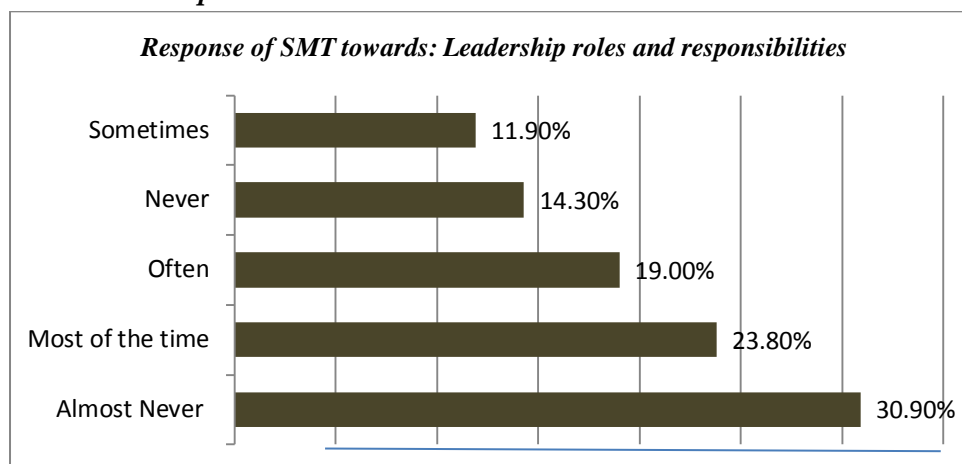
Response of SMT towards: Leadership roles and responsibilities

- Sometimes — 11.90%
- Never — 14.30%
- Often — 19.00%
- Most of the time — 23.80%
- Almost Never — 30.90%

Graph (4) gives an overall summary of the extent to which the SMT allocate leadership roles and responsibilities according to the strengths and expertise of post level one teachers. The SMT had different responses regarding allocating leadership roles and responsibilities to post level one teachers. Most members (23, 8%) said that they do so most of the time, a few (11, 9%) of the respondents indicated that they sometimes do and many (19%) felt that they often allocate leadership roles and responsibilities according to the strengths and expertise of post level one educators.

The responses in School (A) table (4) refer to specific activities of leadership role and responsibilities. Part two of table (4), section (A) deals with:

- Involvement of leadership roles (Q-4): The participants had different answers with regard to allocating leadership roles and responsibilities to post level one teachers. Responses varied from often (33, 3%) to almost never (66, 6%).

- Leadership roles according to expertise (Q-5): Most of the participants (66, 6%) said that they almost never allocate leadership roles and responsibilities according to post level one teacher's strengths and expertise. The remaining (33, 3%) group confirmed that they never allocate leadership roles and responsibilities according to strengths and expertise of post level one teachers.

School B: Table Four

Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	1 [33,3%]	[66,6%]				3 [100%]
2.		3 [100%]				3 [100%]
3.		3 [100%]				3 [100%]
4.	2 [66,6%]		1 [33,3%]			3 [100%]
5.	2 [66,6%]		1 [33,3%]			3 [100%]
6.		2 [66,6%]	1 [33,3%]			3 [100%]
7.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
Total	6	11	4			21

Part two of the Questionnaire: Section A

Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	2[66,6%]	1[33,3%]				3 [100%]
2.	1[33,3%]	2[66,6%]				3 [100%]
3.	2[66,6%]	1[33,3%]				3 [100%]
4.	1[33,3%]	2[66,6%]				3 [100%]
5.	1[33,3%]	2[66,6%]				3 [100%]
6.	2[66,6%]	1[33,3%]				3 [100%]
7.	2[66,6%]		1[33,3%]			3 [100%]
Total	11	9	1			21

Grand Total	17 40,5%	20 47,6%	5 11,9%	0 0,0%	0 0,0%	42 100%

School B: Graph 4

Response of SMT towards: Norms and values

Graph (4) gives an overall summary of the extent to which the SMT allocate leadership roles and responsibilities according to the strengths and expertise of post level one teachers. According to graph (4) leadership roles and responsibilities are allocated in line with the strengths and expertise of post level one educators. In this regard 40, 5 percent stated that this takes place most of the time and 47, 6 percent indicated that sometimes these roles and responsibilities are allocated according to the strengths and expertise of the post level one teachers. The remaining 11,9 percent of the respondents were of the opinion that leadership roles and responsibilities are often allocated in line with post level one teachers strengths and expertise.

The responses in School (B) table (4) refer to specific activities of leadership role and responsibilities. Part two of table (4), section (A) deals with:

- Involvement of leadership roles (Q-4): Most of the participants (66, 6%) indicated that most of the time post level one teachers are involved in leadership roles and responsibilities, the other 33, 3 percent indicated often.

- Leadership roles according to expertise (Q-5): Most of the participants (66, 6%) indicated that most of the time they allocate leadership roles and responsibilities according to strengths and expertise of post level one teachers, the other (33, 3%) indicated often.
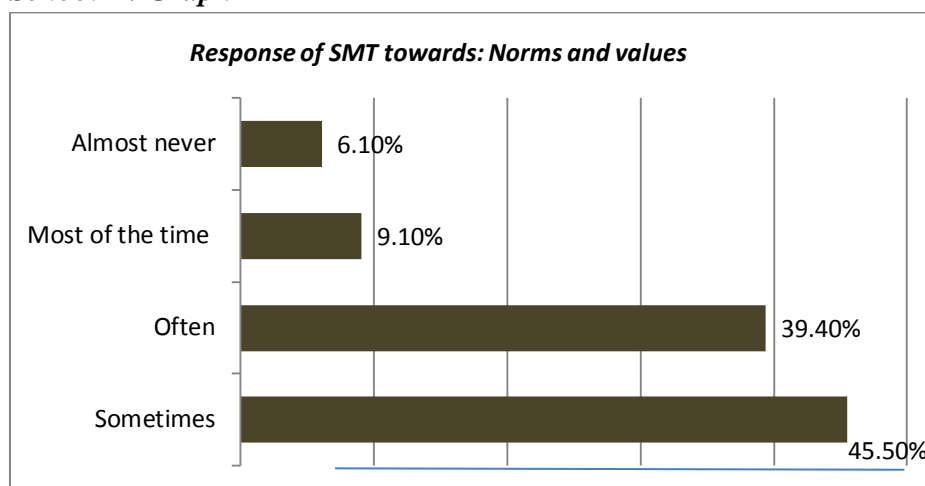
School C: Table Four

Part one of the Questionnaire: Section D						
Question number	**Most of the time:**	**Sometimes:**	**Often:**	**Almost: Never**	**Never:**	**Total**
	(1)	**(2)**	**(3)**	**(4)**	**(5)**	
1.		3 [100%]				3 [100%]
2.	2 [66,6%]	1 [33,3%]				3 [100%]
3.	2 [66,6%]	1 [33,3%]				3 [100%]
4.	2 [66,6%]	1 [33,3%]				3 [100%]
5.	2 [66,6%]	1 [33,3%]				3 [100%]
6.		1 [33,3%]	2 [66,6%]			3 [100%]
7.	2[66,6%]		1 [33,3%]			3 [100%]
Total	10	8	3			21

Part two of the Questionnaire: Section A						
Question number	**Most of the time:**	**Sometimes:**	**Often:**	**Almost: Never**	**Never:**	**Total**
	(1)	**(2)**	**(3)**	**(4)**	**(5)**	
1.		3 [100%]				3 [100%]
2.	3 [100%]					3 [100%]
3.	3 [100%]					3 [100%]
4.	2 [66,6]	1 [33,3%]				3 [100%]
5.	3 [100%]					3 [100%]
6.	3 [100%]					3 [100%]
7.	2 [66,6%]	1 [33,3%]				3 [100%]
Total	**16**	**5**	**0**	**0**	**0**	**21**

Grand Total	**26 61,9%**	**13 31%**	**3 7,1%**	**0 0,0%**	**0 0,0%**	**42 100%**

School C: Graph 4
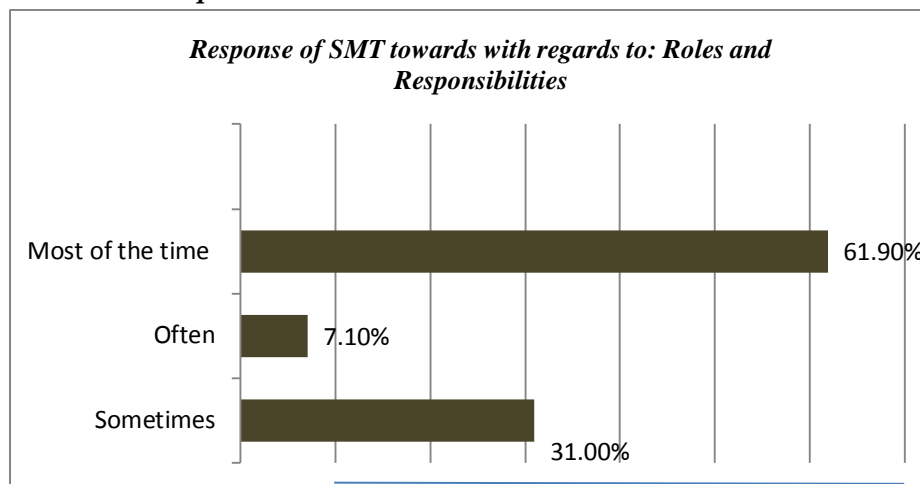
Response of SMT towards with regards to: Roles and Responsibilities

Graph (4) gives an overall summary of the extent to which the SMT allocate leadership roles and responsibilities according to post level one teacher's strengths and expertise. Graph (4) shows that the majority (61, 9%) of the respondents of School (C) indicated that the SMT allocates leadership roles and responsibilities in line with the strengths and expertise of post level one most of the time. A few (7, 1%) participants are of the opinion that leadership roles and responsibilities are often allocated in line with the strengths and expertise of post level one teachers.

The responses in School (C) table (4) refer to specific activities of leadership role and responsibilities. Part two of table (4), section (A) deals with:

- Involvement of leadership roles (Q-4): The majority of the participants (66, 6%) indicated that they allocate leadership roles and responsibilities to post level one most of the time, whereas the other (33, 3%) reflected that they sometimes do it.

- Leadership roles according to expertise (Q-5): All of the participants (100 %) indicated that they allocate leadership roles and responsibilities to post level one teachers according to expertise most of the time.

School D: Table Four

<table>
<tr><td colspan="7">Part one of the Questionnaire: Section D</td></tr>
<tr>
<td>Question number</td>
<td>Most of the time:</td>
<td>Sometimes:</td>
<td>Often:</td>
<td>Almost: Never</td>
<td>Never:</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td></td>
</tr>
<tr><td>1.</td><td>1 [33,3%]</td><td>2 [66,6%]</td><td></td><td></td><td></td><td>3 [100%]</td></tr>
<tr><td>2.</td><td>3 [100%]</td><td></td><td></td><td></td><td></td><td>3 [100%]</td></tr>
<tr><td>3.</td><td>2 [66,6%]</td><td>1 [33,3%]</td><td></td><td></td><td></td><td>3 [100%]</td></tr>
<tr><td>4.</td><td>1 [33,3%]</td><td>2 [66,6%]</td><td></td><td></td><td></td><td>3 [100%]</td></tr>
<tr><td>5.</td><td>2 [66,6%]</td><td>1 [33,3%]</td><td></td><td></td><td></td><td>3 [100%]</td></tr>
<tr><td>6.</td><td>1 [33,3%]</td><td>2 [66,6%]</td><td></td><td></td><td></td><td>3 [100%]</td></tr>
<tr><td>Total</td><td>9</td><td>8</td><td>0</td><td>0</td><td>0</td><td>17</td></tr>
</table>

<table>
<tr><td colspan="7">Part two of the Questionnaire: Section A</td></tr>
<tr>
<td>Question number</td>
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<td>Sometimes:</td>
<td>Often:</td>
<td>Almost: Never</td>
<td>Never:</td>
<td>Total</td>
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<td></td>
<td>(1)</td>
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<tr><td>1.</td><td>1 [33,3%]</td><td>2 [66,6%]</td><td></td><td></td><td></td><td>3 [100%]</td></tr>
<tr><td>2.</td><td>3 [100%]</td><td></td><td></td><td></td><td></td><td>3 [100%]</td></tr>
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<tr><td>4.</td><td>2 [66,6%]</td><td>1 [33,3%]</td><td></td><td></td><td></td><td>3 [100%]</td></tr>
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56,3%</td>
<td>14
43,7%</td>
<td>0
0,0%</td>
<td>0
0,0%</td>
<td>0
0,0%</td>
<td>32   100%</td>
</tr>
</table>

School D: Graph 4

Response of SMT with regards to: Leadership Roles an Responsibilities

- Most of the time — 85.70%
- Often — 1.80%
- Sometimes — 12.50%

Graph (4) gives an overall summary of the extent to which the SMT allocate leadership roles and responsibilities according to post level one teacher's strengths and expertise. According to graph (4) leadership roles and responsibilities are allocated most of the time (56, 3%) and sometimes (43,7%) in line with the strengths and expertise of post level one teachers.

The responses in School (D) table (4) refer to specific activities of leadership role and responsibilities. Part two of table (4), section (A) deals with:

- Involvement of leadership roles (Q-4): Only 33, 3 percent of the participants indicated that they allocate leadership roles and responsibilities to post level one teachers most of the time. The majority of the respondents (66, 6%) stated that they allocate leadership roles to post level one teachers sometimes.
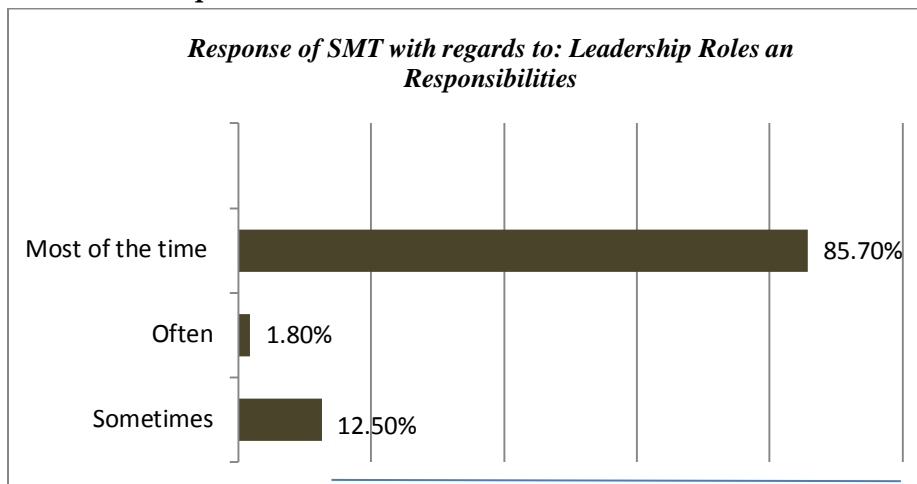
- Leadership roles according to expertise (Q-5): Most of the participants (66, 6%) said that they sometimes allocate leadership roles and responsibilities according to the of post level one teacher's expertise while the other 33, 3 percent indicated that this takes place most of the time.

School E: Table Four

Part two of the Questionnaire: Section D						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	2 [66,6%]	1 [33,3%]				3 [100%]
2.	2 [66,6%]	1 [33,3%]				3 [100%]
3.	2 [66,6%]	1 [33,3%]				3 [100%]
4.	2 [66,6%]	1 [33,3%]				3 [100%]
5.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
6.		2 [66,6%]	1 [33,3%]			3 [100%]
7.	1 [33,3%]	1 [33,3%]	1 [33,3%]			3 [100%]
Total	10	8	3	0	0	21

Part two of the Questionnaire: Section A						
Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	1 [33,3%]	2 [66,6]				3 [100%]
2.		1 [33,3%]	2 [66,6%]			3 [100%]
3.		1 [33,3%]	2 [66,6%]			3 [100%]
4.		1 [33,3%]	2 [66,6%]			3 [100%]
5.		1 [33,3%]	2 [66,6%]			3 [100%]
6.		1 [33,3%]	2 [66,6%]			3 [100%]
Total	1	7	10	0	0	18

Grand Total	11 28,2 %	15 38,5%	13 33,3%	0 0,0%	0 0,0%	39 100%

School E: Graph 4
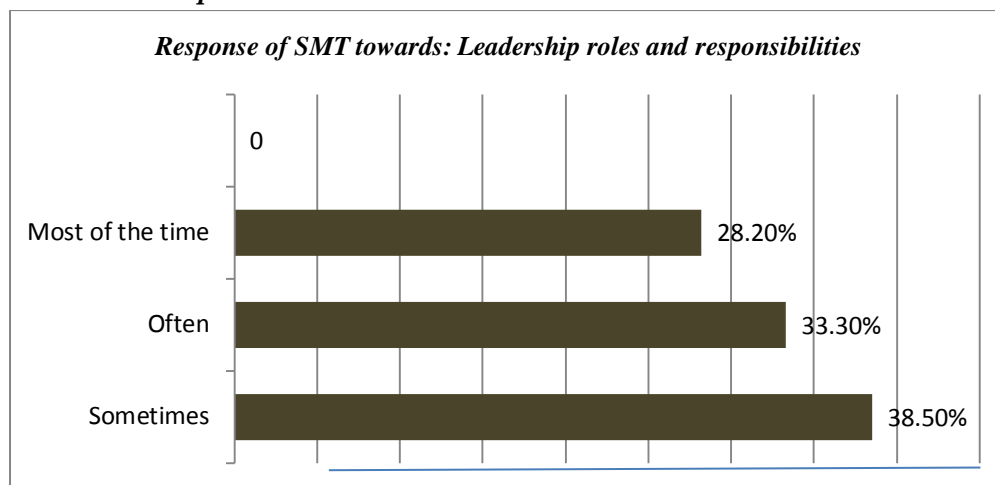
Response of SMT towards: Leadership roles and responsibilities

Most of the time — 28.20%
Often — 33.30%
Sometimes — 38.50%

Graph (4) gives an overall summary of the extent to which the SMT influence and empower post level one teachers with positive norms and values. According to graph (4) less than 30 percent of the respondents of School (E) indicated that most of the time they influence and empower post level one educators with positive norms and values. The majority of the respondents (38, 5%) commented that they influence and empower post level one educators sometimes with positive norms and values. The second biggest cohort of respondents (33, 3%) indicated that they often create a positive school culture.

The responses in School (E) table (4) refer to specific activities of leadership role and responsibilities. Part two of table (4), section (A) deals with:

- Involvement of leadership roles (Q-4): The majority of the participants (66, 6%) indicated that they often allocate leadership roles and responsibilities to post level one teachers. The remaining group (33, 3%) stated that they sometimes allocate leadership roles and responsibilities to post level one teachers.

- Leadership roles according to expertise (Q-5): The majority of the participants (66, 6%) indicated that they often allocate leadership roles and responsibilities according to strengths and expertise of post level one teachers. The others (33, 3%) stated that they sometimes allocate leadership roles and responsibilities according to strengths and expertise of post level one teachers.

School F: Table Four

Part one of the Questionnaire: Section D						

Question number	Most of the time:	Sometimes:	Often:	Almost:	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	3 [75%]	1 [25%]				4 [100%]
2.	4 [100%]					4 [100%]
3.	4 [100%]					4 [100%]
4.	3 [75%]	1 [25%]				4 [100%]
5.	4 [100%]					4 [100%]
6.	1 [25%]	2 [50%]		1 [25%]		4 [100%]
7.	4 [100%]					4 [100%]
Total	23	4		1		28

Part two of the Questionnaire: Section A						

Question number	Most of the time:	Sometimes:	Often:	Almost: Never	Never:	Total
	(1)	(2)	(3)	(4)	(5)	
1.	3 [75%]	1 [25%]				4 [100%]
2.	4 [100%]					4 [100%]
3.	4 [100%]					4 [100%]
4.	4 [100%]					4 [100%]
5.	3 [75%]	1 [25%]				4 [100%]
6.	3 [75%]	1 [25%]				4 [100%]
7.	4 [100%]					4 [100%]
Total	25	3				28

Grand Total	48 85,7%	7 12, 5%	1 1,8%	0 0,0%	0 0,0%	56 100%

School F: Graph 4
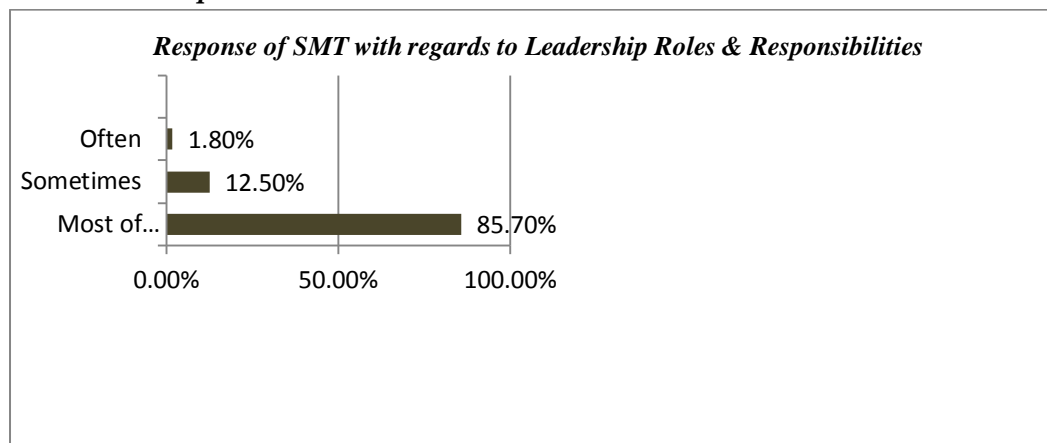
Response of SMT with regards to Leadership Roles & Responsibilities

Graph (4) gives an overall summary of the extent to which the SMT allocate leadership roles and responsibilities according to post level one teacher's strengths and expertise. With reference to graph (4) the majority (87, 5%) of the respondents of School (F) indicated that most of the time leadership roles and responsibilities are allocated in line with the strengths and expertise of post level one teachers. A minority of (1, 8%) are of the opinion that leadership roles and responsibilities are often allocated in line with the strengths and expertise of post level one teachers.

The responses in School (F) table (4) refer to specific activities of leadership role and responsibilities. Part two of table (4), section (A) deals for example with:

- Involvement of leadership roles (Q-4): All of the participants (100%) indicated that they allocate leadership roles and responsibilities to post level one teachers most of the time.

- Leadership roles according to expertise (Q-5): Most of the participants (75%) said that they allocate leadership roles and responsibilities to post level one teachers according to expertise most of the time. The other 15 percent of the participants commented that they sometimes allocate leadership roles and responsibilities according to strengths and expertise.

5.3 Summary

The questionnaire results were detailed and analysed with narrative reports, and visualised through the utilization of tables and bar graphs in this chapter. The questions in the questionnaire were grouped along the same four themes that were employed in the analysis of the qualitative data section.

The quantitative data in this chapter was also analysed and discussed under the same four themes that were used with the analysis of the focused group interviews namely: managing the instructional program; creating a positive school culture; norms and values; and leadership roles and responsibilities.

This method of analysis allowed the researcher to cross check the quantitative data with reference to the qualitative data and also to extract similar trends and variations.
The findings and recommendations are discussed in chapter six.

CHAPTER SIX

Discussion of the Findings, Conclusions and Recommendations

6. Discussion of the Research Findings

6.1 Introduction

The purpose of this study was to determine to what extent SMT's contribute to quality teaching and learning when employing an integrated leadership approach. In an attempt to answer the research question, this chapter firstly discusses the findings and recommendations are made thereafter. The research findings are keenly discussed under the following headings: responses to specific research questions; relationship between quality teaching and integrated leadership; and in completion, final conclusions of the findings from the six schools, and a summary. Chapter six is outlined as follows:

6.2 Responses to specific Research Questions

In order to understand deeply the different leadership environments of each school, each school's responses to the specific questions from the questionnaire are discussed separately. Thereafter, each of the four themes is considered in the discussion of the findings derived from the questionnaires and interviews of both post level one teachers and the SMT.

6.3 Relationship between Quality Teaching and Learning and Integrated Leadership

The Annual National Assessment (ANA) results are presented, discussed and used to point out to what extent does integrated leadership, contribute to the quality of teaching and learning in this section. The findings that emanated from the questionnaire and interview responses were discussed under the four themes. This information was utilized to determine the extent to which the SMT, exhibit integrated leadership qualities and also to what extent they put these qualities to task, in order to contribute to the quality of teaching and learning.

6.4 Concluding the Findings

The findings about integrated leadership of a particular school are discussed and concluded in this section.

6.5 Final Conclusion of the Findings in the Six Schools

In this section, findings of the six different schools are analysed and compared against one another. This comparison allows one to determine the extent to which the six different SMT's are currently utilizing integrated leadership qualities and to what extent these qualities when employed in an integrated manner contribute to quality teaching and learning.

6.6 Final Conclusion

In this section the findings in Chapter six are finally concluded.

6.2.1 Discussing the Findings of School A

The responses to questions regarding integrated leadership qualities are discussed below.

6.2.1.1 Theme one: Managing the Instructional Program

a) *The Questionnaire*

	Most of the Time	Some-Times	Often	Almost never	Never
Planning and coordinating the school curriculum:	0%	33,3%	0%	66,6%	0%
Monitoring student progress:	0%	33,3%	33,3%	33,3%	0%
Improving student progress:	0%	33,3%	0%	66,6%	0%

b) *Interview Responses: The SMT*

According to some SMT members, no planning or coordinating of the school curriculum or evaluation of the instructional program is currently taking place.

The SMT is struggling to give guidance to post level one teachers regarding the monitoring and improving of student progress.

c) Interview Responses: Post Level One Teachers

Post level one teachers mentioned that they are not involved in either planning or coordinating of school curriculum, nor in the evaluation of the instructional program. Furthermore, post level one teachers are not receiving guidance from the SMT when it comes to monitoring and improving student progress.

6.2.1.2 Theme Two: Creating a Positive School Culture

a) The Questionnaire

	Most of the Time	Some-Times	Often	Almost never	Never
Promoting professional development:	0%	0%	0%	33,3%	66,6%
Individual support:	0%	33,3%	33,3%	33,3%	0%
Collaboration, participation and decision making:	0%	0%	100%	0%	0%
Protecting the instructional time:	0%	0%	66,6%	33,3%	0%

b) Interview Responses: The SMT

According to the SMT, they encourage post level one teachers to develop themselves professionally. The SMT also attempts to involve staff members in decision-making processes, but claims that due to post level one teachers' non-cooperation, when it comes to decision-making, the SMT is forced to take decisions without them. The SMT is trying by all means to create a positive school culture.

c) Interview Responses: Post Level one Teachers

Post level one teachers are of the opinion that they do not receive any encouragement in their professional development. Furthermore, they feel that they are not involved in decision-making processes.

6.2.1.3 Theme Three: Norms and Values

a) *The Questionnaire*

	Most of the Time	Some-Times	Often	Almost never	Never
Modelling high expectations:	0%	0%	100%	0%	0%

b) *Interview Responses: The SMT*

The SMT feels that, to a certain extent, they are modelling high expectations. It is the responsibility of the SMT to influence post level one teachers with positive norms and values. The SMT, however, is not making a concerted effort to influence post level one teachers with the positive norms and values they are modelling and get rid of the negative attitudes and actions portrayed by post level one teachers..

c) *Interview Responses: Post Level one Teachers*

Post level one teachers are of the view that the SMT are ineffectual and that it is the post level one teachers that are trying to model high expectations and trying to establish and maintain positive norms and values in the school.

6.2.1.4 Theme Four: Leadership Roles and Responsibilities

a) *The Questionnaire*

	Most of the Time	Some-Times	Often	Almost never	Never
Involvement of leadership roles:	0%	0%	33,3%	66,6%	0%
Leadership roles according to expertise:	0%	0%	0%	66,6%	33,3%

b) *Interview Responses: The SMT*

Leadership roles and responsibilities are allocated to all the post level one teachers, but the allocation is done by the principal and not the SMT. The SMT mentioned that the principal does not allocate leadership roles according to expertise.

c) *Interview Responses: Post Level one Teachers*

Post level one teachers concurred that leadership roles are allocated to all post level one teachers and that these leadership roles are not allocated in accordance with their strengths and expertise.

6.3.1 Relationship between Quality Teaching, Learning and Integrated Leadership

In this section the relationship between quality teaching, learning and integrated leadership is highlighted. The performances of learners in ANA tests were used to determine whether there is a correlation between quality teaching and learning and integrated leadership; and if there is, to what extent is teaching and learning affected. The questionnaire responses of the SMT, and interview responses of both the SMT and post level one teachers were used to point out to what extent does the SMT use an integrated leadership approach; and is it reflected on leaner performance. Hereunder are the ANA tests results of School A:

The Annual National Assessment Tests in mathematics of School A for two consecutive years were as follows:

ANA Results:	Grade 3 (Mathematics)	Grade 6 (Mathematics)
2010	35,3 %	33, 3 %
2011	47, 3 %	45, 9 %

According to the above table, the performance of both grades three and six learners for the years 2010 and 2011 are far below the National standard of at least 60 percent. Even though there is an improvement of 12 percent in the results of grade three in 2011, and an improvement of 12, 6% in the results of grade six in 2011, this improvement is not adequate in light of the national expectations of at least 60 percent. The ANA results of School A is thus not only an indication of the poor performance of learners in mathematics, but also confirms international research findings which revealed that South African children are not able to read, write and count at expected levels, and are unable to execute tasks that demonstrate key skills associated especially with literacy and numeracy (RSA, 2008).

The questionnaire from the SMT of School A revealed that in all of integrated leadership qualities questions the responses of the SMT varied from often to sometimes to almost never. According to the questionnaire responses, the SMT occasionally involve post level one teachers in their quest to contribute to the quality of teaching and learning. A prerequisite for effective integrated leadership is the continuous and complete involvement of post level one teachers in all aspects of integrated leadership. According to the literature some schools principals are not educational experts and perceive their role to be administrative and so purposely distance themselves from the classroom activities. In such instances principals have less instructional expertise than the teachers they are supervising (Hallinger, 2003). In such cases principals should engage post level one teacher with the expertise in question, step back and give them the opportunity to lead.

The questionnaire responses might thus be a true reflection of the integrated leadership qualities of the SMT. The fact that post level one teachers are not involved most of the time in the curricular activities of the school might even have a negative impact on the quality of teaching. This is evident in the performances of the grade three and six's ANA results. Even though there is an improvement in their ANA results it is far below the expected 60 percent national requirement.

The interview responses are in line with what the SMT indicated in the questionnaire. This is also an indication of the validity and reliability of the questionnaire. The findings emanating from the interviews conducted with the SMT and post level one educators' and discussed under the four themes revealed the following:

- *Managing the Instructional Program*

    The SMT is most of the time not involving, influencing and guiding post level one teachers with integrated leadership qualities, be it with the planning or coordinating of the school curriculum or evaluation of the instructional program. The SMT is also largely unable to give guidance to post level one teachers with regard to the monitoring and improvement of student progress.

    The post level one teachers concurred with the SMT about their non-involvement in either the planning or coordinating of the school curriculum, as well as in the evaluation of the instructional program. Post level one teachers are not being guided by the SMT in terms of the monitoring and improving student progress.

- *Creating a Positive School Culture*

    According to the SMT they are trying by all means possible to create a positive culture, but feel that post level one educators do not co-operate.

    On the other hand, post level one teachers are of the opinion that they receive no professional development, no support and are not involved in decision-making processes. According to them, it is the post level one educators who are trying to create a positive school culture.

- *Norms and Values*

    The SMT is of the view that, to a certain extent, they are modelling high expectations. However, post level one teachers believe that the SMT is ineffectual and it is the post level one teachers that are trying to model high expectations.

- *Leadership Roles and Responsibilities*

    The principal is doing the allocation of leadership roles and responsibilities to post level one teachers all by herself. Even though leadership roles and responsibilities are

allocated to all post level one teachers, some SMT members made mention that the principal is not allocating these roles according to expertise.

Post level one teachers concurred that leadership roles are allocated to all post level one teachers. However these leadership roles are not allocated to post level one teacher's in accordance with their strengths and expertise.

6.4.1 Conclusion of the Findings for School A

In this section the extent to which the SMT is utilising an integrated leadership approach in an attempt to impact the quality of teaching and learning is discussed and concluded.

The SMT at School A in their questionnaire responses indicated that they are not utilizing integrated leadership qualities most of the time. The SMT gave mixed answers in their interview responses on integrated leadership. The majority of them admitted that they do not involve, influence and guide post level one teachers with integrated leadership qualities. Post level one teachers confirmed the responses of the SMT, in that they are not involved in any curricular or in any other management activities of the school.

This non-utilization of integrated leadership qualities by the SMT might be one of the reasons why the ANA results of the above mentioned school are not satisfactory. One reason for the dissatisfactory ANA results of School A might be found in the argument raised by Marks and Printy (2003), that school improvement is more likely when a mixture of shared instructional leadership and transformational leadership, defined as integrated leadership, is utilized in schools. The literature on integrated leadership suggests that unless the individual and collective competence, which the shared leadership model advocates, are applied in an integrated fashion with the qualities as portrayed in the transformational and distributed leadership, it will not have a meaningful impact on teaching and learning.

Another reason for the dissatisfactory ANA results might be that when the SMT is utilizing leadership qualities, they are utilizing qualities from a range of leadership styles each seeking to fit the purpose of an activity, rather than of using these qualities in an integrated manner.

The questionnaire and interview responses of both the SMT and post level one educators revealed that the weak performance of the grade three and six learners might be as a result of

the SMT not utilizing the integrated leadership model to involve, influence and guide post level one teachers in order to better their chances to have a positive impact on the quality of teaching and learning.

6.2.2 Discussing the Findings of School B

The responses to questions regarding integrated leadership qualities are discussed below.

6.2.2.1 Theme one: Managing the Instructional Program

a) *The Questionnaire*

	Most of the Time	Some-Times	Often	Almost never	Never
Planning and coordinating the school curriculum:	33,3%	66,6%	0%	0%	0%
Monitoring student progress:	66,6%	33,3%	0%	0%	0%
Improving student progress:	0%	100%	0%	0%	0%

b) *Interview Responses: The SMT*
While the SMT is aware that they should involve one educators in the planning and coordinating of the school curriculum and so forth, but are not actually implementing it.

c) *Interview Responses: Post level one teachers*
They are not involved in either planning or coordinating the school curriculum although they are to some extent involved in the evaluation of the instructional program. Furthermore, post level one teachers are not getting guidance from the SMT when it comes to monitoring and improving student progress.

6.2.2.2 Theme Two: Creating a Positive School Culture

a) The Questionnaire

	Most of the Time	Some-Times	Often	Almost never	Never
Promoting professional development:	66,6%	33,3%	0%	0%	0%
Individual support:	66,6%	0%	33,3%	0%	0%
Collaboration, participation and decision making:	66,6%	33,3%	0%	0%	0%
Protecting the instructional time:	33,3%	66,6%	0%	0%	0%

b) Interview Responses: The SMT

The SMT organises opportunities for post level one teachers to develop themselves professionally. The SMT is also of the opinion that they are creating a positive school culture.

c) Interview Responses: Post Level one Teachers

According to post level one teachers they are not professionally developed by SMT, but are left to develop themselves. They also claimed that they do not get any support from the SMT and are not included in the decision-making processes. Furthermore, post level one teachers feel that the SMT does not even provide assistance with learner improvement. Rather they ask assistance from fellow post level one teachers.

6.2.2.3 Theme Three: Norms and Values

a) *The Questionnaire*

	Most of the Time	Some-Times	Often	Almost never	Never
Modelling high expectations:	0%	100%	0%	0%	0%

b) *Interview Responses: The SMT*
The SMT is, to a certain extent, modelling high expectations and appropriate norms and values.

c) *Interview Responses: Post Level one Teachers*
When it comes to norms and values the SMT is not setting an example. According to these teachers there is internal fighting between SMT members And the SMT is not modelling high expectations.

6.2.2.4 Theme Four: Leadership Roles and Responsibilities

a) *The Questionnaire*

	Most of the Time	Some-Times	Often	Almost never	Never
Involvement of leadership roles:	66,6%	0%	33,3%	0%	0%
Leadership roles according to expertise:	66,6%	0%	33,3%	0%	0%

b) *Interview Responses: The SMT*
Leadership roles and responsibilities are relatively evenly distributed amongst the post level one teachers. The SMT is aware that they should allocate leadership roles according to strengths and expertise, but are not actually doing it.

c) ***Interview Responses: Post Level one Teachers***

Leadership roles are reasonably well distributed to all post level one teachers, but are not distributed in accordance with post level one teachers' strengths and expertise.

6.3.2 Relationship between Quality Teaching and Learning and Integrated Leadership

In this section the relationship between quality teaching, learning and integrated leadership is highlighted. The performances of learners in ANA tests were used to determine whether there is a correlation between quality teaching and learning and integrated leadership; and if there is, to what extent is teaching and learning affected. The questionnaire responses of the SMT, and interview responses of both the SMT and post level one teachers were used to point out to what extent does the SMT use an integrated leadership approach; and is it reflected on leaner performance. Hereunder are the ANA tests results of School B:

The Annual National Assessment Tests in mathematics of School B for two consecutive years are as follows:

ANA Results:	Grade 3 (Mathematics)	Grade 6 (Mathematics)
2010	28, 75 %	38 %
2011	31, 51 %	21 %

According to the table above performances of both grades three and six learners for the years 2010 and 2011 are far below the national standard of at least 60 percent. Even though there is a slight improvement of 2, 76 percent in the results of grade three in 2011, this is not good enough in terms of national expectations of at least 60%. The grade six ANA results being below the expected 60 percent level of the national DOE, has even declined by a further 17 percent in 2011. The ANA results of School B is thus not only an indication of the poor performance of learners in mathematics, but also confirms international research findings which revealed that South African children are not able to read, write and count at expected levels, and are unable to execute tasks that demonstrate key skills associated especially with literacy and numeracy (RSA, 2008).

According to the questionnaire responses of the SMT in School B, except for planning and coordinating the school curriculum, improving student progress, protecting the instructional time and modelling high expectations, the SMT indicated that they only sometimes involved, influenced and guided post level one teachers in their endeavour to contribute to the quality

of teaching and learning.. Even though the questionnaire responses of the SMT indicate that they most of the time exhibit integrated leadership qualities, the interview responses reflect that they are not actually implementing what they are saying. The SMT's best chance to contribute to the quality of teaching and learning is through their implementing an integrated leadership approach in an integrated and authentic manner by sharing the responsibility to improve the quality of teaching and learning with the principal, but also by involving post level one teachers, because teachers know their learners and how their learners learn. According to Blasé and Kirby (2000) educational reform has a great chance of success when teachers are involved. Another advantage is when teachers function in leadership positions as they could shape the goals and cultures of the school and at the same time retain their ties to the class (Conley & Goldman, 1994).

The questionnaire responses therefore, might give a distorted picture of the SMT's integrated leadership qualities. This distorted view is substantiated by the responses and observations as portrayed in the interviews with the SMT and post level one educators. The findings resonated from the interviews conducted with the SMT and post level one educators revealed the following:

- *Managing the Instructional Program*
  The SMT is aware that they are supposed to involve and give guidance to post level one teachers with regard to planning and coordinating of the school curriculum and also the evaluation of the instructional program, but they are not actually doing it. Post level one teacher's responses confirmed that the SMT most of the time not involving them in managing the instructional program of the school.

- *Creating a Positive School Culture*
  Except for only sometimes protecting the instructional time, the SMT is creating a positive school culture.

- *Norms and Values*
  The SMT is mindful that they should influence post level one teachers with strong positive norms and values by modelling high expectations, but most of the time they are not doing it.

According to the view of the SMT, which is confirmed by the views of post level one teachers, the SMT is allocating leadership roles relatively evenly, but do nt distribute these roles in accordance with teachers' strengths and expertise.

6.4.2 Conclusion of the Findings for School B

In this section the extent to which the SMT is utilising integrated leadership in an attempt to impact the quality of teaching and learning is discussed and concluded.

The SMT of School B in their questionnaire responses indicated that, they are utilizing integrated leadership qualities most of the time. However, their interview responses which were confirmed by the interview responses of post level one teachers, revealed that the SMT most of the time are not actually utilizing integrated leadership qualities to involve, influence and guide post level one teachers. These responses indicated that while the SMT knows which integrated qualities are required from them to impact the performance of the learners positively, they are not putting their knowledge and integrated leadership qualities to work.

This occasional utilization of integrated leadership qualities by the SMT might be one of the reasons why the ANA results of the above-mentioned school, are not satisfactory. Another reason for these dissatisfactory ANA results might be that when the SMT are utilizing leadership qualities they are utilizing qualities from a range of leadership styles each seeking to fit the purpose of an activity, instead of using these qualities in an integrated manner (Marks & Printy, 2003).

The questionnaire responses give a distorted picture of the integrated leadership behaviour of the SMT. This distorted picture, reflected by the questionnaire responses, explains why there is no correlation between the questionnaire responses of the SMT and the ANA results of the grade three and six learners. On the contrary the interview responses of both the SMT and post level one educators revealed that the weak performance of the grade three and six learners might be as a result of the SMT most of the time not utilizing the integrated leadership approach to involve, influence and guide post level one teachers in order to better their chances to have a positive impact on the quality of teaching and learning.

6.2.3 Discussion of the Findings of School C

The responses to questions regarding integrated leadership qualities are discussed below.

6.2.3.1 Theme one: Managing the Instructional Program

a) The Questionnaire

	Most of the Time	Some-times	Often	Almost never	Never
Planning and coordinating the school curriculum:	33,3%	66,6%	0%	0%	0%
Monitoring student progress:	33,3%	33,3%	33,3%	0%	0%
Improving student progress:	0%	100%	0%	0%	0%

b) Interview Responses: The SMT

The SMT is confidently involving post level one teachers in both the planning and coordinating of the school curriculum and the evaluation of the instructional program. It is evident from the responses of the SMT that they are actually involving and giving guidance to post level one educators pertaining the aforementioned curricular issues.

c) Interview Responses: Post Level one Teachers

Post level one teachers verified that the SMT involves them in curriculum planning, in curriculum coordination, in evaluating the instructional program, in monitoring and in ways to improve student progress.

6.2.3.2 Theme Two: Creating a Positive School Culture

a) The Questionnaire

	Most of the Time	Some-times	Often	Almost never	Never
Promoting professional development:	33,3%	33,3%	33,3%	0%	0%
Individual support:	0%	33,3%	33,3%	33,3%	0%
Collaboration, participation and decision making:	33,3%	66,6%	0%	0%	0%
Protecting the instructional time:	66,6%	33,3%	0%	0%	0%

b) Interview Responses: The SMT

The SMT creates opportunities for post level one teachers to study further and involves staff members in decision-making processes.

c) Interview Responses: Post Level one Teachers

Post level one teachers confirmed boldly the answers of the SMT members with regard to them creating a positive school culture.

6.2.3.3 Theme Three: Norms and Values

a) *The Questionnaire*

	Most of the Time	Some-times	Often	Almost never	Never
Modelling high expectations:	66,6%	33,3%	0%	0%	0%

b) Interview Responses: The SMT

The SMT feels as though they are, to a certain extent, modelling high expectations. Norms and values are reflected in their vision and mission, which were crafted and owned by the staff.

c) Interview Responses: Post Level one Teachers

The SMT is setting high expectations and are leading through their personal and professional norms and values.

6.2.3.4 Theme Four: Leadership Roles and Responsibilities

a) The Questionnaire

	Most of the Time	Some-times	Often	Almost never	Never
Involvement of leadership roles:	66,6%	33,3%	0%	0%	0%
Leadership roles according to expertise:	66,6%	33,3%	0%	0%	0%

b) Interview Responses: The SMT

Every teacher, including student teachers, has some or the other leadership role and responsibility. Leadership roles and responsibilities are skilfully allocated to all post level one teachers.

c) Interview Responses: Post Level one Teachers

Leadership roles are allocated to post level one teachers in accordance with their strengths and expertise.

6.3.3 Relationship between Quality Teaching and Learning and Integrated Leadership

In this section the relationship between quality teaching, learning and integrated leadership is highlighted. The performances of learners in ANA tests were used to determine whether there is a correlation between quality teaching and learning and integrated leadership; and if there is, to what extent is teaching and learning affected. The questionnaire responses of the SMT,

and interview responses of both the SMT and post level one teachers were used to point out to what extent does the SMT use an integrated leadership approach; and is it reflected on leaner performance. Hereunder are the ANA tests results of School C:

The Annual National Assessment results in mathematics of School C for two consecutive years are as follows:

ANA Results:	Grade 3 (Mathematics)	Grade 6 (Mathematics)
2010	62, 7 %	65, 1 %
2011	72, 2%	75 %

According to the table above performances of both grades three and six learners for the years 2010 and 2011 are above the national standard of at least 60 percent. The results of School C showed an improvement for both grades for the respective years. The results of grade three showed an improvement of 9, 5 percent in 2011, and an improvement of 9, 9 percent for grade six in 2011. Even though there is only a slight improvement in the results of both grades, both grades performed for two consecutive years above the national expectation of 60 percent. The ANA results of School C, correlates with the findings which revealed that the SMT utilizes an integrated leadership approach and extensively involves, influences and guides post level one teachers in their quest for quality teaching and learning. The high results of School C might be as a result of the SMT creating opportunities and conditions for informal leaders to interact with them on matters of instructional importance and in this way improving classroom teaching (Marks & Printy, 2008).

The questionnaire responses from the SMT of School C, revealed that the SMT most of the time implement, involve and influence post level one teachers with integrated leadership qualities in their pursuit of quality teaching and learning. It is only the following integrated leadership responses: planning and coordinating the school curriculum, improving students' progress and creating a positive school culture that varied from sometimes, to often, to most of the time – all positive responses.

The questionnaire responses might thus be a true reflection of the integrated leadership qualities of the SMT. Post level one teachers' involvement in curricular activities of the school being most of the time, had most likely a positive impact on the quality of teaching. This is evident in the performances of the grade three and six ANA results.

Furthermore, the interview responses were in line with what the SMT indicated in the questionnaire. This is also an indication of the validity and reliability of the questionnaire. The findings resonated from the interviews conducted with the SMT and post level one educators revealed the following:

- ### Managing the Instructional Program
  It was shown that the SMT is employing an integrated leadership approach, to a large extent, and confidently implementing these qualities by involving post level one teachers in all curricular aspects of the school. Post level one teachers confirmed all of the SMT's responses.

- ### Creating a Positive School Culture
  According to the SMT they are creating a positive culture. The SMT is creating opportunities for post level one teachers to study further and involves staff members in decision-making processes. Post level one teachers confirmed the SMT's behaviour in all aspects.

- ### Norms and Values
  Norms and values are reflected in their vision and mission, which was crafted and thus owned by the staff. The SMT set high expectations and lead by example.

- ### Leadership Roles and Responsibilities
  Leadership roles and responsibilities are skilfully allocated to all the post level one teachers. Leadership roles are allocated to post level one teachers in accordance with their strengths and expertise.

6.4.3 Conclusion of the Findings for School C

In this section, the extent to which the SMT is utilising integrated leadership in an attempt to impact the quality of teaching and learning is discussed and concluded.

The SMT of School C indicated in their questionnaire responses that in their endeavour to contribute to the quality of teaching and learning in their school, they are utilizing integrated

leadership qualities most of the time. The interview responses of the SMT and those of post level one teachers correlate with questionnaire responses and confirm that most of the time post level one teachers are involved in all curricular activities.

This utilization of integrated leadership qualities by the SMT might be one of the reasons why the ANA results of the above mentioned school is commendable. This is also an indication of a possible relation between the quality of teaching and learning and integrated leadership. The commendable ANA results might also be due to the fact that some of the qualities of the integrated leadership model are portrayed in the dedication of the principal and SMT members to the core business of teaching and learning which enable them to raise standards by motivating and inspiring educators to higher standards of performance (Robinson, 2007).

The questionnaire responses and interview responses of both the SMT and post level one educators revealed that the good performance of the grade three and six learners might be as a result of the SMT utilizing integrated leadership and actively involving, influencing and guiding post level one teachers in order to better their chances and thus having a positive impact on the quality of teaching and learning.

6.2.4 Discussion of the Findings of School D

The responses to questions regarding integrated leadership qualities are discussed below.

6.2.4.1 Theme one: Managing the Instructional Program

a) *The Questionnaire*

	Most of the Time	Some-times	Often	Almost never	Never
Planning and coordinating the school curriculum:	66,6%	33,3%	0%	0%	0%
Monitoring student progress:	33,3%	66,6%	0%	0%	0%
Improving student progress:	66,6%	33,3%	0%	0%	0%

b) *Interview Responses: The SMT*
According to the SMT they definitely involve post level one teachers in planning and coordinating of the school curriculum and in the monitoring and improving of students' progress.

c) *Interview Responses: Post Level one Teachers*
Post level one teachers confirmed that the SMT does involve them in all curricular aspects of the school.

6.2.4.2 Theme Two: Creating a Positive School Culture

a) *The Questionnaire*

	Most of the Time	Some-times	Often	Almost never	Never
Promoting professional development:	33,3%	33,3%	33,3%	0%	0%
Individual support:	0%	100%	0%	0%	0%
Collaboration, participation and decision making:	66,6%	0%	33,3%	0%	0%
Protecting the instructional time:	100%	0%	0%	0%	0%

b) *Interview Responses: The SMT*

The SMT encourages post level one teachers to develop themselves professionally. They involve staff members in decision-making processes and the protection of instructional time are of utmost importance to the SMT. The SMT tries to create a positive culture.

c) *Interview Responses: Post Level one Teachers*

Post level one teachers confirmed that the SMT is creating a positive school culture.

6.2.4.3 Theme Three: Norms and Values

a) *The Questionnaire*

	Most of the Time	Some-times	Often	Almost never	Never
Modelling high expectations:	33,3%	33,3%	33,3%	0%	0%

b) *Interview Responses: The SMT*

The SMT is of the opinion that they are modelling high expectations at all times and are leading from the front.

c) *Interview Responses: Post Level one Teachers*

According to post level one teachers, punctually and discipline are discussed on a daily basis by the SMT. The SMT has an open door policy, are kind and caring, and encourage them to share their ideas.

6.2.4.4 Theme Four: Leadership Roles and Responsibilities

a) *The Questionnaire*

	Most of the Time	Some-times	Often	Almost never	Never
Involvement of leadership roles:	33,3%	66,6%	0%	0%	0%
Leadership roles according to expertise:	33,3%	66,6%	0%	0%	0%

b) *Interview Responses: The SMT*

Leadership roles and responsibilities are equally distributed amongst all post level one teachers and allocated according to their strengths and expertise.

c) *Interview Responses: Post Level one Teachers*

Post level one teachers have different opinions about the allocation of leadership roles. The majority of post level one teachers are happy with the allocation of leadership roles and responsibilities. However, some of these teachers are of the opinion that the SMT is delegating too much. According to these teachers the SMT is guilty of shifting their responsibility onto those of the post level one educators.

6.3.4 Relationship between Quality Teaching and Learning and Integrated Leadership

In this section the relationship between quality teaching, learning and integrated leadership is highlighted. The performances of learners in ANA tests were used to determine whether there is a correlation between quality teaching and learning and integrated leadership; and if there is, to what extent is teaching and learning affected. The questionnaire responses of the SMT, and interview responses of both the SMT and post level one teachers were used to point out to what extent does the SMT use an integrated leadership approach; and is it reflected on leaner performance. Hereunder are the ANA tests results of School D:

The Annual National Assessment results in mathematics of School D for two consecutive years are as follows:

ANA Results:	Grade 3 (Mathematics)	Grade 6 (Mathematics)
2010	48, 7 %	52, 8 %
2011	54, 3 %	57, 5%

According to the table above performances of both grades three and six learners for the years 2010 and 2011 are below the national standard of at least 60 percent. The results of School D showed an improvement for both grades for the respective years. The results of grade three showed an improvement of 4, 1 percent in 2011, and an improvement of 3, 2 percent for grade six in 2011. Even though School D did not achieve the national expectation of 60 percent, there is an improvement in the results of both grades. Both grades performed at a satisfactory level (over 50%) in the year 2011. The ANA results of School D might be an indication that the SMT is making positive progress in terms of utilizing integrated leadership qualities to involve, influence and guide post level one teachers in their quest for quality teaching and learning. Blasé and Kirby (2000) concur with the view that SMT's need to involve educators and both should take collective responsibility for school improvement. Also, SMT's need to provide opportunities for teacher growth and teachers, with educational and leadership expertise should exercise leadership on a collaborative basis with school management.

The questionnaire responses from the SMT of School D varied from sometimes, to often, to most of the time. These responses revealed that the SMT indicated sometimes the most. The

SMT thus, sometimes implements, involves and influences post level teachers with integrated leadership qualities in their search for quality teaching and learning.

The questionnaire responses might thus be a true reflection of the integrated leadership qualities of the SMT. Post level one teachers sometimes being involved in the curricular activities of the school might have a positive impact on the quality of teaching, but not a significant one. This is evident in the performances of the grade three and six ANA results.

The interview responses are in line with what the SMT indicated in the questionnaire. This is also an indication of the validity and reliability of the questionnaire. The findings from the interviews conducted with the SMT and post level one educators and discussed under the four themes revealed the following:

- *Managing the Instructional Program*
  According to the SMT they actively involve post level one teachers in the planning and co-ordinating of the school curriculum, and in monitoring and improving student progress. Post level one teachers confirmed that the SMT is involving them in all curricular aspects of the school.

- *Creating a Positive School Culture*
  According to the SMT, and confirmed by post level one teachers, the SMT takes an active role in creating a positive school culture.

- *Norms and Values*
  The SMT actively leads through example. They are modelling high expectations. Post level one teachers concur with the SMT on this issue.

- *Leadership Roles and Responsibilities*
  The SMT is of the view that leadership roles and responsibilities are allocated to all the post level one teachers and distributed according to the strengths and expertise of post level one teachers. Post level one teachers have different opinions about the allocation of leadership roles. The majority of post level one teachers are happy with the allocation of leadership roles and responsibilities. However, some of these

teachers are of the opinion that the SMT is delegating too much of their own personal responsibility.

6.4.4 Conclusion of the Findings for School D

In this section the extent to which the SMT is utilising integrated leadership in an attempt to impact the quality of teaching and learning is discussed and concluded.

The SMT of School D indicated in their questionnaire responses that in their efforts to contribute to the quality of teaching and learning in their school, they are sometimes utilizing integrated leadership qualities. The interview responses of the SMT and the post level one teachers did not correlate with questionnaire responses and thus contradicts their view that post level one teachers are involved in all curricular activities most of the time.

The SMT seems to utilized integrated leadership qualities sporadically and this might be one of the reasons why the ANA results of the above mentioned school showed only a slight improvement. This is also an indication that the school can improve the quality of teaching and learning even more if the SMT utilizes the integrated leadership model the majority of the time.

Even though there was no correlation between the questionnaire and the interview responses, the interview responses revealed that the satisfactory and progressive performance of the grade three and six learners might be as a result of the SMT utilizing an integrated leadership model at times to involve, influence and guide post level one teachers in order to better their chances to have a positive impact on the quality of teaching and learning.

6.2.5 Discussing the Findings of School E

The responses to questions regarding integrated leadership qualities are discussed below.

6.2.5.1 Theme one: Managing the Instructional Program

a) *The Questionnaire*

	Most of the Time	**Some-Times**	**Often**	**Almost never**	**Never**
Planning and coordinating the school curriculum:	66,6%	33,3%	0%	0%	0%
Monitoring student progress:	66,6%	33,3%	0%	0%	0%
Improving student progress:	66,6%	33,3%	0%	0%	0%

b) *Interview Responses: The SMT*

The SMT of this school felt that they do involve post level one teachers in the planning and coordinating of the school curriculum, and in evaluation the instructional program of the school.

c) *Interview Responses: Post Level one Teachers*

Post level one teachers agree, they are involved in all school matters, from planning and coordinating the curriculum, and evaluation of the school instructional program, monitoring or planning strategies, to improving student progress.

6.2.5.2 Theme Two: Creating a Positive School Culture

a) *The Questionnaire*

	Most of the Time	Some-Times	Often	Almost never	Never
Promoting professional development:	66,6%	33,3%	0%	0%	0%
Individual support:	33,3%	66,6%	0%	0%	0%
Collaboration, participation and decision making:	66,6%	33,3%	0%	0%	0%
Protecting the instructional time:	33,3%	33,3%	33,3%	0%	0%

b) *Interview Responses: The SMT*

The SMT believe that they are successfully creating a positive school culture. According to them, teachers are comfortable with discussing their problems they are experiencing in class with them. The SMT measures their success from this. They involve post level one teachers in decision-making process and encourage post level one teachers to study further; they also organize workshops from the District Office, especially when there are problems of common concern. IQMS is a tool that they also use to develop teachers holistically.

c) *Interview Responses: Post Level one Teachers*

Post level one teachers opinions differed from the SMT's when it came to creating a positive school culture. For post level one educators, there are issues they did not feel comfortable revealing and which are compromising the positive culture of the school.

Post level one teachers feel that professional development is of utmost importance, as it contributes to the positive culture of the school. According to them the SMT does not take an active role in their development, although they do create opportunities for professional development organizing workshops from the DoE. Another important

aspect of a positive school culture is decision making. Post level one teachers find it very difficult to speak about the decision-making processes.

6.2.5.3 Theme Three: Norms and Values

a) *The Questionnaire*

	Most of the Time	Some-Times	Often	Almost never	Never
Modelling high expectations:	0%	33,3%	66,6%	0%	0%

b) *Interview Responses: The SMT*

According to the SMT, they are modelling high expectations. They lead by example on issues such as punctuality, dress code and acknowledging teachers' good work.

c) *Interview Responses: Post Level one Teachers*

According to post level one teachers the SMT is leading by example, they are following the rules and regulations of the school and these norms and values are providing an example to all other teachers.

6.2.5.4 Theme Four: Leadership Roles and Responsibilities

a) *The Questionnaire*

	Most of the Time	Some-Times	Often	Almost never	Never
Involvement of leadership roles:	0%	33,3%	66,6%	0%	0%
Leadership roles according to expertise:	0%	33,3%	66,6%	0%	0%

b) *Interview Responses: The SMT*

Leadership roles and responsibilities are allocated to the entire staff because they are a small staff contingent. These roles and responsibilities are also allocated according to teachers' strengths and expertise.

c) *Interview Responses: Post Level one Teachers*

Post level one teachers concurred with the SMT regarding the allocation of leadership roles and responsibilities. Leadership roles according to them are distributed equally and according to teachers' strengths and expertise.

6.3.5 Relationship between Quality Teaching and Learning and Integrated Leadership

In this section the relationship between quality teaching, learning and integrated leadership is highlighted. The performances of learners in ANA tests were used to determine whether there is a correlation between quality teaching and learning and integrated leadership; and if there is, to what extent is teaching and learning affected. The questionnaire responses of the SMT, and interview responses of both the SMT and post level one teachers were used to point out to what extent does the SMT use an integrated leadership approach; and is it reflected on leaner performance. Hereunder are the ANA tests results of School E:

The Annual National Assessment results in mathematics of School E for two consecutive years are as follows:

ANA Results:	Grade 5 (Mathematics)	Grade 6 (Mathematics)
2010	51 %	54 %
2011	55 %	54%

School E is a senior primary school and consists of only grade five, six and seven. Keeping in mind that this school does not have grade R to grade three classes, this research compares the ANA results of grade five and six rather than three and six as in previous case studies. According to the table above, performances of both grades five and six learners for the years 2010 and 2011 are below the national standard of at least 60 percent. The ANA results of grade five improved from 51 percent in 2010 to 55 percent in 2011, marking an improvement of 4 percent. The ANA results of grade six were 54 percent in 2010 and remained unchanged in 2011 (54%). Even though School E did not achieve the National expectation of 60 percent,

there is a 4 percent improvement in the results of grade five. While both grades performed at a satisfactory level (over 50%) for the years 2010 and 2011, there is, however, room for improvement. The slightly improved ANA results of School E may indicate that the SMT is making positive progress in terms of utilizing integrated leadership qualities in involving, influencing and guiding post level one teachers in their quest for quality teaching and learning.

The majority of the questionnaire participants (66, 6%) of School E indicated, that most of the time they implement, involve and influence post level teachers with integrated leadership qualities, in their search for quality teaching and learning. It is only for individual support, protecting the instructional time and modelling high expectations, that 33 percent of the participants indicated most of the time implementation. It can thus be assumed that most SMT's most of the time implemented, involved and influenced post level one teachers with integrated leadership qualities in their search for quality teaching and learning. According to Bush and Glover (2009), where SMT's operate successfully, they have great potential to improve classroom practices through HoD's sharing their ideas, developing school-wide policies and enacting consistent practice throughout the school.

The questionnaire responses might be a true reflection of the integrated leadership qualities of the SMT, however some of the post level one teachers did not feel free to recourse from the SMT, and that leaves a question mark. Post level one teachers being most of the time involved in the curricular activities of the school, might have a significant impact on the quality of teaching. Nevertheless, there is only a slight improvement in the grade five ANA results of School E.

The findings from the interviews conducted with the SMT and post level one educators and discussed under the four themes revealed the following:

+ *Managing the Instructional Program*
  The SMT of this school feel that they do involve post level one teachers in the planning and coordinating of the school curriculum, and in evaluation the instructional program of the school. Post level one teachers confirmed that the SMT does involve them in all curricular aspects of the school.

- *Creating a Positive School Culture*

    The SMT mentioned that they are very successful in creating a positive culture.   Post level one teacher's opinions differ from the SMT's regarding their creating a positive school culture. For post level one educators, there are issues they rather do not want to mention, which are compromising the positive culture of the school.

- *Norms and Values*

    According to the SMT, they are modelling high expectations. They lead by example on issues such as punctuality, dress code and acknowledging teachers good work. Post level one teachers concurred with the SMT.

- *Leadership Roles and Responsibilities*

    Leadership roles and responsibilities are allocated to the entire staff, as they do not have a big staff compliment. These roles and responsibilities are also allocated according to teachers' strengths and expertise. Post level one teachers confirmed these responses of the SMT.

6.4.5 Conclusion of the Findings for School E

In this section, the extent to which the SMT is utilising integrated leadership in an attempt to impact the quality of teaching and learning is discussed and concluded.

The SMT at School E, in their questionnaire responses, indicated that in their endeavour to contribute to the quality of teaching and learning in their school, they are most of the time utilizing integrated leadership qualities. The interview responses of the SMT and the post level one teachers' correlate with questionnaire responses and thus strengthen the validity and the reliability of responses of the participants.

The SMT uses integrated leadership qualities most of the time, this might be one of the reasons why the ANA results of the above-mentioned school showed an improvement. This is also an indication that there is ample room for improvement in the quality of teaching and learning should the SMT utilize the integrated leadership model more frequently.

Both the questionnaire responses and the interview responses revealed that, the satisfactory and progressive performance of the grade five and six learners might be as a result of the SMT utilizing the integrated leadership model most of the time, to involve, influence and

guide post level one teachers, in order to better their chances of having a positive impact on the quality of teaching and learning.

6.2.6 Discussing the Findings of School F

The responses to questions regarding integrated leadership qualities are discussed below.

6.2.6.1 Theme one: Managing the Instructional Program

a) The Questionnaire

	Most of the Time	Some-Times	Often	Almost never	Never
Planning and coordinating the school curriculum:	50%	50%	0%	0%	0%
Monitoring student progress:	75%	25%	0%	0%	0%
Improving student progress:	75%	25%	0%	0%	0%

b) Interview Responses: The SMT

According to the SMT, they involve post level one teachers in every aspect of managing the school's instructional program activities, be it curriculum planning, curriculum coordinating, monitoring student progress, or evaluating the school instructional program. The SMT negotiate with teachers as to which learning areas they will teach. Normally the learning areas are allocated according to post level one educators' interest and ability. Post level one teachers are also learning area heads, so they are all part of the planning of the different learning areas.

c) Interview Responses: Post Level one Teachers

Post level one educators confirmed that they are involved in every aspect of the instructional program activities of the school. They give input, about the Learning

Area (L/A) allocation, or the co – ordination of the curriculum, they are L/A heads, grade heads and phase heads that steer the curriculum in a certain direction. They evaluate each other's work and also the work of SMT members who are in that L/A.

6.2.6.2 Theme Two: Creating a Positive School Culture

a) *The Questionnaire*

	Most of the Time	**Some-Times**	**Often**	**Almost never**	**Never**
Promoting professional development:	100%	0%	0%	0%	0%
Individual support:	100%	0%	0%	0%	0%
Collaboration, participation and decision making:	75%	25%	0%	0%	0%
Protecting the instructional time:	100%	0%	0%	0%	0%

b) *Interview Responses: The SMT*

The SMT is split on the matter of creating a positive school culture. One SMT member felt that the once positive culture of the school has decreased. Another SMT member felt that there were no problems with their school culture as they do not have problems with cooperation, punctuality and discipline from the teachers; "it is the small things that the SMT members of School F need to work on."

c) *Interview Responses: Post Level one Teachers*

It is the opinion of all the post level one teachers that the SMT does not create a positive school culture. Professionally, it is left to the teachers to develop each other. No professional development activities come directly from the SMT, besides workshops from the DoE. Furthermore, post level one teachers are not involved in major crucial decision-making processes. Instructional time and punctuality are very

important to the SMT, but other than that there are no special efforts from the side of the SMT to create a positive culture at the school.

6.2.6.3 Theme Three: Norms and Values

a) *The Questionnaire*

	Most of the Time	**Some-Times**	**Often**	**Almost never**	**Never**
Modelling high expectations:	100%	0%	0%	0%	0%

b) *Interview Responses: The SMT*
The norms and values of this school are enshrined in their vision and mission statement. SMT is modelling high expectations, to a certain extent, and making an effort to influence post level one teachers with positive norms and values.

c) *Interview Responses: Post Level one Teachers*
SMT models high expectations, but only to a certain extent although the SMT leads by example. Their private life and life at the school is exemplary. According to one of the teachers, not one of the SMT members even smoke.

6.2.6.4 Theme Four: Leadership Roles and Responsibilities

a) *The Questionnaire*

	Most of the Time	**Some-Times**	**Often**	**Almost never**	**Never**
Involvement of leadership roles:	100%	0%	0%	0%	0%
Leadership roles according to expertise:	75%	25%	0%	0%	0%

b) *Interview Responses: The SMT*

Leadership roles and responsibilities are allocated to all post level one teachers and are allocated according to the strengths and expertise.

c) *Interview Responses: Post Level one Teachers*

Leadership roles are allocated to all post level one teachers and these roles and responsibilities are allocated in accordance with their strengths and expertise.

6.3.6 Relationship between Quality Teaching, Learning and Integrated Leadership

In this section the relationship between quality teaching, learning and integrated leadership is highlighted. The performances of learners in ANA tests were used to determine whether there is a correlation between quality teaching and learning and integrated leadership; and if there is, to what extent is teaching and learning affected. The questionnaire responses of the SMT, and interview responses of both the SMT and post level one teachers were used to point out to what extent does the SMT use an integrated leadership approach; and is it reflected on leaner performance. Hereunder are the ANA tests results of School F:

The Annual National Assessment results in mathematics of School F for two consecutive years are as follows:

ANA Results:	Grade 3 (Mathematics)	Grade 6 (Mathematics)
2010	54%	55, 3%
2011	48, 1%	51, 7%

According to the table above performances of both grades three and six learners for the years 2010 and 2011 are below the National standard of at least 60 percent. The ANA results of grade three dropped from 54 percent in 2010 to 48, 1 percent in 2011, a drop of 5, 9 percent. The ANA results of grade six were 54 percent in 2010 and dropped to 51, 7 percent in 2011, a drop of 3, 6 percent. Even though School F did not achieve the National expectation of 60 percent, their ANA results for 2010 were still at a satisfactory level, above 50 percent in 2010 and 2011. The decrease in the results of both grade three and six in the year 2011, might be attributed to the fact that the intensity of the once positive culture that was in the school, has lessened. Even though the ANA results of School F dropped in the year 2011, it is evident that the SMT is utilizing integrated leadership qualities when involving, influencing and

guiding post level one teachers in their quest for quality teaching and learning. If the SMT can iron out some internal power struggles, and focus more on promoting and enhancing a positive school culture, this school has potential to deliver very good results. These internal power struggles have had an impact on the culture of the school, which in turn filtered through the teachers and the learners. It can thus be assumed that the performance of both the teachers and learners were negatively impacted by the negative culture evident in the school. This might be why there was a decrease in the ANA results of this school in 2011.

The importance of SMT members pulling in the same direction is contained in the view of Marks and Printy (2008) who state that while a principal's influence on student outcomes may be second to that of teachers, they play a critical role in influencing how teachers learn to improve their instructional techniques. It is thus important that they pull in the same direction, because when teachers pull in the same direction as the principal, positive changes might happen for students (Marks & Printy, 2008).

The majority of the questionnaire participants (75% and more) indicated that they implement, involve and influence post level one teachers most of the time in their quest for quality teaching and learning. The questionnaire responses might thus be a true reflection of the integrated leadership qualities of the SMT. Post level one teachers being involved in the curricular activities of the school most of the time might have a significant impact on the quality of teaching. This is evident in the performances of the grade three and six ANA results of School F.

The interview responses are in line with what the SMT indicated in the questionnaire. This is also an indication of the validity and reliability of the questionnaire. The findings from the interviews conducted with the SMT and post level one educator's and discussed under the four themes revealed the following:

- *Managing the Instructional Program*
  According to the SMT, and confirmed by post level one teachers, the SMT involve post level one teachers in every aspect of managing the school's instructional program activities, be it curriculum planning, curriculum coordinating, monitoring student progress, or evaluating the school instructional program.

- *Creating a Positive School Culture*

  The SMT is split on the matter of creating a positive school culture. It was discovered during the interviews that there might be conflicting personalities and power struggles among SMT members. One post level one teacher confirmed the aforementioned view by mentioning that the SMT to a large extent is not creating a positive school culture.

- *Norms and Values*

  The norms and values of this school are enshrined in their vision and mission statement. The SMT is modelling high expectations to a certain extent. According to post level one teachers, the SMT is modelling high expectations and leading by example.

- *Leadership Roles and Responsibilities*

  Leadership roles and responsibilities are also allocated to the entire staff and to the strengths and expertise of teachers. Post level one teachers confirmed these responses of the SMT.

6.4.6 Conclusion of the Findings for School F

In this section the extent to which the SMT is utilising integrated leadership, in an attempt to impact the quality of teaching and learning is discussed and concluded.

The SMT at School F indicated in their questionnaire responses that in their quest to contribute to the quality of teaching and learning in their school, they are utilizing integrated leadership qualities most of the time. The interview responses of the SMT and the post level one teacher's correlate with questionnaire responses and thus strengthen the validity and the reliability of responses of the participants.

The SMT's utilizing integrated leadership qualities most of the time, might be one of the reasons why the ANA results for two consecutive years, was above 50 percent. This is also an indication that if the SMT, utilized an integrated leadership model all of the time and once internal power struggles are ironed out; this school has the potential to raise the bar far beyond the national requirement of 60 percent.

To conclude the findings from this school, both the questionnaire responses and the interview responses revealed that the satisfactory performance of the grade three and six learners, might be as a result of the SMT utilizing qualities most of the time of the integrated leadership model to involve, influence and guide post level one teachers in order to better their chances to have a positive impact on the quality of teaching and learning. It should also be re-emphasized that this school has the potential to produce commendable results if they are to sort out personal issues and power struggles amongst themselves.

6.5 Concluding the Findings in the Six Schools

The impact of school leadership on quality teaching and learning and ultimately student achievement should not be underestimated. According to Leithwood and Salins (2006), school leadership is second only to classroom teaching in what learners learn and achieve at school. Highly skilled SMT's should therefore be cognisant of the knowledge-levels, expertise and ability of their teachers, capitalize on, and utilize these attributes which teachers possess to improve student-learning outcomes. By involving teachers in sustained dialogue and decision-making about educational matters, SMT's not only recognize them as equal partners in this process, but also enlarge the leadership capacity of the school.

Integrated leadership is a leadership model that when implemented in its totality at all times, consists of all the qualities to lead to quality teaching and learning practices. Therefore when SMT's utilize this leadership model with heart and conviction, they put themselves in a position to ultimately contribute to the enhancement of learner achievement.

The performance of learners and the quality of teaching and learning goes hand in glove. For the purpose of this study the performance of the grade three/five and grade six learners were employed to determine the extent to which SMT's contribute to the quality of teaching and learning when utilizing an integrated leadership model.

The following findings, which were evident in the six different schools corroborate the impact of integrated leadership when put to use; this impact is evident even when the utilization of integrated leadership is only occasional:

i. The non-utilization of integrated leadership qualities by the SMT of school A might be one of the reasons why the ANA results of the above mentioned school are not satisfactory. Another reason for dissatisfactory ANA results might be when the SMT is utilizing leadership qualities, they are utilizing qualities from a range of leadership styles each seeking to fit the purpose of an activity, instead of using these qualities in an integrated manner.

ii. The SMT at school B does not utilize integrated leadership qualities most of the time to involve, influence and guide post level one teachers. These responses indicated that the SMT knows which integrated qualities are required from them to impact the performance of the learners positively, but are not putting their knowledge of integrated leadership qualities to use. This occasional utilization of integrated leadership qualities by the SMT might be one of the reasons why the ANA results of the above mentioned school is not satisfactory.

iii. The questionnaire responses and interview responses of both the SMT and post level one educators of school C, revealed that the good performance of the grade three and six learners might be as a result of the SMT utilizing integrated leadership most of the time to involve, influence and guide post level one teachers in order to better their chances to have a positive impact on the quality of teaching and learning. This utilization of integrated leadership qualities by the SMT might be one of the reasons why the ANA results of the above mentioned school are commendable. This is also an indication of a possible relation between the quality of teaching and learning and integrated leadership.

iv. The SMT at school D, by only utilizing integrated leadership qualities at times, might be why the ANA results of the School D showed only a slight improvement. This is also an indication that the school can improve the quality of teaching and learning if the SMT makes a concerted effort to utilize the integrated leadership model all of the time.

v. Both the questionnaire responses and the interview responses of School E revealed that the satisfactory and progressive performance of the grade five and six learners, might be as a result of the SMT utilizing the integrated leadership model most of the time in order to better their chances of having a positive impact on the quality of teaching and learning.

vi. The SMT at School F, utilizes integrated leadership qualities most of the time and may be why the ANA results showed an improvement. This is also an indication that

the school can improve the quality of teaching and learning should the SMT utilizes the integrated leadership model all of the time. This will be further improved should the SMT also manage the internal power struggles of the SMT.

To conclude the findings of school F, both the questionnaire responses and the interview responses, revealed that the satisfactory performance of the grade three and six learners might be as a result of the SMT utilizing qualities of the integrated leadership model, involving, influencing and guiding post level one teachers in order to better their chances to have a positive impact on the quality of teaching and learning most of the time to. It should also be re-emphasized that this school has the potential to produce commendable results if they are to sort out personal issues and power struggles amongst themselves.

6.6 Final Conclusion

The findings of the six different schools can finally be concluded by stating that for SMT's to contribute positively to the quality of teaching and learning of their schools, they need to employ integrated leadership in its totality, all of the time. The findings in the abovementioned six schools revealed that there is a definite relationship between integrated leadership and learner performance. In schools A, B and D where integrated leadership was occasionally utilised, learner performance showed unsatisfactory results, which were far below the national standard of at least 60 percent. However the SMT of school C utilised integrated leadership most of the time and this school showed commendable learner performance. Even though the results of School E and F were not 60 percent or above, the findings revealed that these schools also utilised integrated leadership most of the time and that leaner performance in these schools have the potential to improve from 50 percent plus to 60 percent and above. This is an indication that frequent utilization of integrated leadership by SMT's lead most of the time to improved learner performance.

7. Recommendations

7.1 Introduction

Teaching and learning, or the delivery of the curriculum, is arguably the most important function of the school. Leadership plays an important role in shaping the school's focus on

teaching and learning and in ensuring that all activities, systems and processes are aligned around this core function of the school.

The research on school improvement shows that, the two main factors influencing the quality of education are classroom practice and leadership. According to Leithwood, Day, Sammons, Harris and Hopkins (2006a) leadership explains about 5 to 7 percent of the difference in learner achievement across schools. This view is further substantiated by the following statement raised by Leithwood et al (2006a: 5) that there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership. School leaders, such as principals and SMT's can also impact classroom teaching by adopting a proactive approach and becoming integrated leaders.

Robinson (2007:21) stresses that the impact on student outcomes are likely to be greater where there is direct leader involvement in the oversight of, and participation in curriculum planning and co-ordination and teacher learning and professional development. Robinson (2007: 21) confirms this by saying that "the closer leaders are to the core business of teaching and learning, the more likely they are to make a difference to student achievement".

7.2 Specific Recommendations according to the Different Themes

7.2.1 Theme One: Managing the Instructional Program

Recommendation

SMT's should stay focused on the curriculum, understand curriculum developments, and evaluate their knowledge and skills on a continuous basis against new curriculum developments and update these whenever the need arises.

This will put the SMT in a position to:
- Confidently give leadership, guidance, influence and involve post level one teachers in key aspects of integrated leadership, such as managing the instructional program of the school.
- Recognize and praise good classroom instruction when they see it and recommend it when they do not.

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- Identify post level one teachers with curricular expertise, and capitalize on the expertise of these teachers.
- Focus on other curricular and non-curricular issues.
- Keep abreast of curricular challenges.

7.2.2 Theme Two: Creating a Positive School Culture

Recommendation

> *The SMT should build and model a culture of inclusion, consultation, development, participation, co-operation and the appreciation for teaching time.*

This will put the SMT in a position to:

- Promote ownership and pride amongst all staff members when it comes to school related matters.
- Motivate, encourage and create a platform for staff members to develop themselves professionally.
- Understand the challenges (work related and personal) with which staff members are on a daily basis confronted.
- Determine why some of the staff members do not want to participate and cooperate when it comes to decision making processes.
- Set high expectations regarding due dates, submission dates and protection of the instructional time.

7.2.3 Theme Three: Norms and Values

Recommendation

> *Personal norms and values should not contradict those of the school. These norms and values should be enshrined in the vision and mission of the school.*

This will put the SMT in a position to set and model high expectations with regard to:

- Upholding and maintaining a value and moral system that is non-negotiable, because all staff members should be acquainted about acceptable conduct and which conduct should be avoided.
- Conduct of staff members and learners.

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- Teaching and learning, assessment and moderation practices.

7.2.4 Theme Four: Leadership Roles and Responsibilities

Recommendation

> *Even though the principal and SMT are ultimately responsible and accountable for everything taking place at school, they should relinquish some of their leadership roles and responsibilities to post level one teachers.*

This will put the SMT in a position to:

- Involve and capitalise on leadership skills and expertise of post level one teacher.
- Develop teacher leaders.
- Distribute and devolve leadership roles and responsibilities to post level one teachers with full powers and authority.
- Extend the leadership capacity of the school.
- Focus on other leadership roles and responsibilities, also managerial and administrative activities of the school.

The above mentioned recommendations attempt to address, the challenges and shortcomings which the different SMT's experienced in their schools regarding the implementation of integrated leadership.

7.3 Concluding the Recommendations

In an attempt to contribute to quality teaching and learning it is recommended that educational institutions promote, foster and inculcate an integrated leadership model amongst SMT members and post level one teachers in the following ways:

- It is recommended that the DoE establish school leadership satellites in the two major cities of each province of South Africa, which offer practical courses that equip SMT members with the necessary integrated leadership skills. These courses should not only be aimed at SMT's, but also at teacher leaders.
- The education faculty at universities should themselves employ the qualities of integrated leadership. They should also infuse integrated leadership in their programs,

when planning their modules for their departments. Integrated leadership should already be part and parcel of the repertoire of prospective teachers at university level.

- Education district officials should be trained in all facets of integrated leadership so that they can be in a position to make informed evaluations and recommendations when they evaluate school leaders on leadership.

- After the evaluation of school leaders by district officials, school leaders with leadership challenges should be referred to the nearest school leadership satellite.

- Training programmes for aspirant and current principals should emphasise the qualities, skills and strategies which principals need in order to manage the instructional program of the school effectively, create a positive school culture, practise positive norms and values and how to allocate leadership roles and responsibilities.

- The qualities of each of these themes should be unpacked when training occurs, but these four themes should not be treated as individual entities, in fact the integral qualities of each of the four themes should stand out and be pivotal in all the training sessions.

- The education department should give special support to SMT's who serve disadvantaged communities, because usually these SMT's are confronted with all sorts of challenges in their schools. These SMT's should be targeted to develop their expertise and understanding of integrated leadership. These attempts should be targeted to assist these SMT's to improve conditions for teaching and learning, raising pupil attainment, motivate, engage and improve pupil behaviour.

7.4 Overarching Recommendations

It is finally recommended that SMT's implement all the qualities of integrated leadership as a complete package, in a unified manner, to better their chances to impact the quality of teaching and learning and ultimately student outcome positively. Highly skilled SMTs should be cognisant of the curricular knowledge and expertise-levels (Shared Instructional Leadership), norms, values and ability (Transformational Leadership), and leadership capabilities (Distributed Leadership) of their teachers, capitalize on and utilize these attributes which teachers possess in a unified manner to improve student-learning outcomes. By involving teachers in sustained dialogue and decision-making regarding educational

matters, SMTs not only recognize them as equal partners in this process, but also enlarge the leadership capacity of the school.

7.5   Limitations of the Study

Time constraints, the small sample size, the geographical situation where the research was conducted and the financial resources are limitations of the study.

Most limitations to the study were due to time constraints. Though I aimed to interview every SMT member, I could only interview the principal, the deputy principal and one HoD. Three post level one teachers were also interviewed. I would have liked to interview more HoD's and post level one teachers to get a more representative perspective of the extent to which SMT's contribute to the quality of teaching and learning when utilizing an integrated leadership approach, but time constraints did not allow me to do so.

The small sample was also a limitation. In this study the researcher used a sample of 36 participants. Lemmer (1992) however mentions that most qualitative researchers use small samples because these research studies focus on detail and quality of an individual or small group's experiences. Focus group interviews were used in this study. I also would have liked to cover a broader geographical area but due to financial constraints, was unable to do so.

One of the main shortcomings of the majority of the SMT's found during the interviews, was that SMT's either totally or partially exclude post level one teachers in managing the instructional program of the school in creating a positive school culture in establishing positive norms and values, and in the allocation of leadership roles and responsibilities.

Grant (2006) argues that leading, teaching and learning are also a responsibility of the teacher in every classroom. She comments that there is a need for a changed philosophy and context so that managing teaching and learning at classroom level can become a reality. Grant (2006: 514) substantiates her view with the following statement:

> "Schools can no longer be led by a lone figure at the top of the hierarchy. The only way that schools will be able to meet the challenges, is to tap the potential of all staff members and allow teachers to experience a sense of ownership and inclusivity, lead aspects of the change process. The scope is broad and may include leadership around

curriculum issues, assessment, teaching and learning, community and parent participation, school vision building, networking, the development of partnerships and so on".

In contrast to this "lone figure at the top of the hierarchy leadership" described by Grant (2006: 514) is the integrated leadership model which focuses on the leadership of the school by the entire school teaching team.

Despite these limitations and shortcomings I believe my findings to be valid in that I ensured that a link is established between the questions and the objectives of the study. The interpretive paradigm used for my study enabled me to generate rich data from the lived experiences of respondents. Moreover, I triangulated and cross-checked the data that emerged by using a combination of interviews, observation and questionnaires as my data generating instruments.

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APPENDICES

LETTER TO THE SUPERINTENDENT GENERAL

20 Francis Street
Vosloodal
Somerset-East
5850

The Superintendent General
Department of Education
Eastern Cape Province
Bhisho
Sir/Madam

REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN PRIMARY SCHOOLS: C.N. HENDRICKS: PhD – NELSON MANDELA METROPOLITAN UNIVERSITY.

I am undertaking research on the extent to which, School Management Teams contribute to the quality of teaching and learning, when utilising an integrated leadership approach in primary schools in the Eastern Cape.

This research is in accordance with the requirements for the degree Philosophiae Doctor (PhD) that I am undertaking with the School of Education, Department of Education and Educational Management at the Nelson Mandela Metropolitan University.

The purpose of this study is:
- To determine what the major leadership model in schools is.
- To find out to which extent SMT's utilized their leadership position to influence and develop teacher leaders.
- To establish to which extent SMT's influence and empower educators with transformational qualities.

- To determine to which extent, SMT's involve educators in instructional leadership and capitalize on their instructional expertise.
- To establish what the integrated leadership qualities are, that SMT's should be equipped with to impact teaching and learning positively.

Information about the above objectives will be obtained from SMT's and post level one educators of primary schools through questionnaires that will be sent to six primary schools in the Graaff Reinet district of the Eastern Cape Province. SMT- members will answer a questionnaire and post level one educators will be interviewed. In addition to this,

It is envisaged that this investigation will assist SMT's, post level one educators and other leaders in education, to ensure quality teaching and learning in schools.

I, therefore, request permission to conduct this study. I rely on your support for the success of this research.

Thanking you in advance.

Yours faithfully

C.N. Hendricks

Province of the

EASTERN CAPE

EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)43 702 7428 • Fax: +27 (0)43 702 7427/38 • Website: www.ecdoe.gov.za

Enquiries: Dr Heckroodt   Email: bernetia@iafrica.com

29 March 2012

Mr CN Hendricks

20 Francis Street

Vosloodal

Somerset East

5850
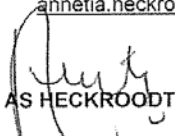
Dear Mr Hendricks

PERMISSION TO UNDERTAKE A DOCTORAL THESIS: SMT CONTRIBUTION TO QUALITY TEACHING AND LEARNING AND ULTIMATELY STUDENT OUTCOME

1. Thank you for your application to conduct research.

2. Your application to conduct the above mentioned research in six Primary Schools and 2 Secondary Schools under the jurisdiction of Graaf Reinet Districts in the Eastern Cape Department of Basic Education (ECDBE) is hereby approved on condition that:

   a. there will be no financial implications for the Department;

   b. institutions and respondents must not be identifiable in any way from the results of the investigation;

   c. you present a copy of the written approval letter of the Eastern Cape Department of Basic Education (ECDBE) to the District Directors before any research is undertaken at any institutions within that particular district;

   d. you will make all the arrangements concerning your research;

Ikamva eliqaqambileyo!

e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;

f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director: Strategic Planning Policy Research and Secretarial Services;

g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;

h. your research will be limited to those schools or institutions for which approval has been granted, should changes be effected written permission must be obtained from the Director – Strategic Planning Policy Research and Secretariat Services;

i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.

j. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretarial Services upon completion of your research.

k. you comply to all the requirements as completed in the Terms and Conditions to conduct Research in the ECDBE document duly completed by you.

l. you comply with your ethical undertaking (commitment form).

m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director: Strategic Planning Policy Research and Secretariat Services.

3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDBE.

4. The Department will publish the completed Research on its website.

5. The Department wishes you well in your undertaking. You can contact the Director, Dr. Annetia Heckroodt on 043 702 7428 or mobile number 083 271 0715 and email: annetia.heckroodt@edu.ecprov.gov.za should you need any assistance.

DR AS HECKROODT

DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES

Ikamva eliqaqambileyo!

... blocks for growth

APPENDIX 2

LETTER TO THE DISTRICT DIRECTOR

20 Francis Street

Vosloodal

Somerset East

5850

October 2011

The District Director

Department of Education

Graaff-Reinet

6280

Sir/Madam

REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN SIX PRIMARY SCHOOLS: C.N. HENDRICKS: PhD – NELSON MANDELA METROPOLITAN UNIVERSITY.

I am undertaking research on the extent to which School Management Teams contribute to the quality of teaching and learning when utilising an integrated leadership approach in primary schools in the Eastern Cape.

This research is in accordance with the requirements for the degree Philosophiae Doctor (PhD) that I am undertaking with the School of Education, Department of Education and Educational Management, at the Nelson Mandela Metropolitan University.

The purpose of this study is:

- To determine what the major leadership model in schools is.

- To find out to which extent SMT's utilized their leadership position to influence and develop teacher leaders.
- To establish to which extent SMT's influence and empower educators with transformational qualities.
- To determine to which extent SMT's involve educators in instructional leadership and capitalize on their instructional expertise.
- To establish what the integrated leadership qualities are, that SMT's should be equipped with to impact teaching and learning positively.

Information about the above objectives will be obtained from SMT's and post level one educators of primary schools, through questionnaires, that will be sent to six primary schools in the Graaff -Reinet district of the Eastern Cape Province. SMT- members will answer a questionnaire and post level one educators will be interviewed. In addition to this,

It is envisaged that this investigation will assist SMT's, post level one educators and other leaders in education, to ensure quality teaching and learning in schools.

I, therefore, request permission to conduct this study. I rely on your support for the success of this research.

Thanking you in advance.

Yours faithfully

C.N. Hendricks

Appendix C

Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

Barnard House * Private Bag X726 * GRAAFF-REINET * 6280 * REPUBLIC OF SOUTH AFRICA *
Tel: 049 8910314 Fax: 049 8924501* Website: ecprov.gov.za *
Email: 0834491938@minloaded.co.za
P.W.Hector

24 MAY 2012

TO WHOM IT MAY CONCERN

This memorandum serves to confirm that permission was granted to Mr. C.N.Hendricks of St.Teresa's Primary to conduct his study in the Graaff-Reinet District.

Please be informed that the researcher must present a copy of the written permission from the Department of Education to the Head of the institution concerned before any research may be undertaken at a Departmental Institution, bearing in mind that the institution is not obliged to participate if the research is not a departmental project.

P.W.Hector
Circuit Manager

FACULTY OF EDUCATION
Tel . +27 (0)41 504 2125
Fax. +27 (0)41 504 9383

18 April 2012
Ms C Hendricks / Dr T Morar
Education Faculty
NMMU

Dear Mr Hendricks / Dr Morar

INTEGRATED LEADERSHIP: A LEADERSHIP APPROACH FOR SCHOOL MANAGEMENT TEAMS

Your above-entitled application for ethics approval was approved by the Faculty Research, Technology and Innovation Committee of Education (ERTIC) meeting on 10 April 2012.

We take pleasure in informing you that the application was approved by the Committee.

The ethics clearance reference number is **H12-EDU-ERE-007**.

We wish you well with the project. Please inform your co-investigators of the outcome, and convey our best wishes.

Yours sincerely

Ms J Elliott-Gentry
Secretary: ERTIC

APPENDIX 3

COVERING LETTER FOR;   A RESEARCH QUESTIONNAIRE TO BE COMPLETED BY SMT- MEMBERS, IN PRIMARY SCHOOLS, IN THE GRAAFF-REINET DISTRICT OF THE EASTERN CAPE.

20 Francis Street

Vosloodal

Somerset- East

5850

I (MR. C. N. Hendricks) am undertaking a questionnaire on that SMT's contribute to the quality of teaching and learning, when utilising an integrated leadership approach, with the focus on primary schools in the Graaff- Reinet district of the Eastern Cape, for a PhD degree at the Nelson Mandela Metropolitan University in Port Elizabeth.

The purpose of this study is:

- To determine what the major leadership model in schools is.
- To find out to which extent SMT's utilized their leadership position to influence and develop teacher leaders.
- To establish to which extent SMT's influence and empower educators, with transformational qualities.
- To determine to which extent SMT's involve educators in instructional leadership and capitalize on their instructional expertise.
- To establish what the integrated leadership qualities are, that SMT's should be equipped with to impact teaching and learning positively.

 It is envisaged that this investigation will assist SMT's, post level one educators and other leaders in education, to ensure quality teaching and learning in schools.

As managers of schools you occupy important positions in the hierarchy of the school's Leadership and in the education system as a whole. Thus you're input in this important questionnaire will be of great value. *I rely on your support* for the success of this research.

The responses to this questionnaire will be used *for research purposes only.* The questionnaire is thus strictly confidential. The name and school of the respondent will remain anonymous to promote open communication, and to get to the root of the purpose of this study.

There are no correct or incorrect answers. This is not a test of your competence. I merely *Need your honest opinion* in order to obtain reliable, and trustworthy data. You're first Spontaneous reaction is the most valid. So work quickly and accurately. Do not ponder too long over any particular question/item. Please respond to all questions/items *as honestly as you can*.

I will collect all the questionnaires after completion, at your respective schools. Your immediate response will be highly appreciated. Thank you very much, for Your valuable time and assistance. Your co-operation in this important Questionnaire will be highly appreciated.

Permission to carry out this research has been granted by the Superintendent General of the Eastern Cape Provincial Department of Education//District Director of the Graaff- Reinet district whose letter is attached hereto.

Regards
C.N. Hendricks

Appendix 4

A diagrammatical layout of the key features of integrated leadership:

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                    Key features of
                      Integrated
                      Leadership
    ┌──────────────┬─────────────┬──────────────┐
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Defining the School Mission

- Framing clear Goals
- Shared Goals

Managing the Instruction Program

- Supervision and Evaluation of Instructions
- Coordinating Curriculum
- Monitoring student progress
- Enhancing student progress

Creating a Positive School Culture

- Promoting professional development
- Maintaining High Visibility
- Rewards for teachers and learners
- Protecting Instructional Time
- Individual Support
- Teachers to be valued and supported
- High Expectations
- Climate of Trust
- Collaborating participation and decision making
- A sense of community prevails

Extending the leadership capacity in schools

Shared Instructional Leadership

- SMT's and P1 Teachers share the instructional programme of the school

Transformational Leadership

- Leader-follower and norm-driven approach

Distributed Leadership

- Every educator is potentially a leader
- Leadership does not soly reside with principal
- Interactions and actions caused leadership development
- Leadership is formal and informal

Questionnaire for School Management Teams

Instructions:

Tick (√) in the block the number that most accurately reflects your daily work as an SMT member. Use the scale below:

1.	Most of the time
2.	Some of the time
3.	Not often
4.	Almost never
5.	Never

Part One

SECTION A

	1	2	3	4	5
1. Part of your supervision involves helping teachers solve instructional problems.					
2. You set high academic standards for teachers and students.					
3. When teachers are working in a collegial atmosphere in a productive manner, it can be attributed to skillful leadership.					
4. You have an "open door" policy.					
5. You have casual discussions with teachers about teaching and learning.					
6. Sometimes you may have to correct a teacher to improve his/her dysfunctional behavior work ethic.					
7. You are monitoring student's progress in a consistent basis and working together with post level one educators.					
8. You give guidance in planning and coordinating curricular activities.					
9. You give guidance on learner improvement structure.					

SECTION B

	1	2	3	4	5
1. You are goal orientated; combining the school needs with the personal growth needs of those teaching in your school.					
2. A few times you have demonstrated a lesson in your certified area.					
3. You provide clinical supervision using a process of pre-conference, observation, analysis, and post-conference to					

improve instruction.					
4. Your school has peer education to improve the quality of education.					
5. You model effective teaching practices by team teaching with classroom teachers (in your certified area).					
6. You model to teachers a positive attitude about students to ensure that all students are well served including the poor and minorities.					

SECTION C

	1	2	3	4	5
1. You lead professional development sessions.					
2. You are involved in the planning of professional development in your school.					
3. You individualize teacher-training experience.					
4. You work with teacher's concerned when planning professional development.					
5. You conduct workshops for beginner teachers on classroom management and working with parents.					
6. You can identify characteristics of a sound professional development.					
7. Teacher support is individualized.					

SECTION D

	1	2	3	4	5
1. You work with teachers to select curriculum purpose, organization and format.					
2. You assist and involve teachers in curriculum development.					
3. You capitalized on the knowledge and expertise of teachers who are teaching a certified learning area.					
4. You allow teachers with certified curriculum expertise to lead in his/her certified area of expertise.					
5. Your teachers are keen to protect the instructional time.					
6. The instructional program of the school is handled by, a post level one teacher.					
7. You are responsible for providing classroom teachers with teacher texts and certain supplies.					

SECTION E

	1	2	3	4	5
1. The instructional time is protected in your school.					
2. High standards and expectations of work are set and maintain in your school.					
3. There are mutual trust among SMT-members and post level one educators and vise/versa.					
4. Shared decision-making and collaborative participation are highly regarded in your school.					
5. Where necessary it is organized that teachers are given individual support.					
6. Teachers are the most valuable assets of the school.					
7. You are highly visible on a daily basis in your school.					
8. You have a system where good practices for teachers and learners are rewarded.					

PART 2
SECTION A

	1	2	3	4	5
1. You regard every educator as potentially a leader.					
2. You understand that leadership does not solely reside with the principal.					
3. You understand that leadership is formal and informal.					
4.Post-level one educators are in leadership roles of the school.					
5. You follow the lines of leadership expertise when you allocate leadership roles and responsibilities.					
6. Leadership is viewed as an influencing process.					
7. Teacher leadership is regarded as a way to empower other post level one educators.					

SECTION B

	1	2	3	4	5
1. You use standards as a motivational device.					
2. You give encouragement to teachers and students.					
3. You are determined to accomplish what needs to be done.					
4. You optimistically challenge others to do more than is expected.					
5. You enthusiastically make others aware of work issues.					
6. You confidently talk about the future.					

SECTION C

	1	2	3	4	5
1. You help teacher identify the ability and needs of their students.					
2. You perceive teachers, students and staff members as individuals and not as groups.					
3. You identify and then work with the strengths of teachers in an attempt to enhance the quality of teaching and learning.					
4. You foster self-actualization.					
5. You help teachers to enhance student performance.					

Appendix 6

Interview Schedule for post level One Educator

Instructions: Answer all the questions.

1. **Does the SMT involve you as a post level one educator in vision and mission crafting activities? To what extent?**

2. **Does the SMT involve you as a educator in the following activities and to what extent**
   - **Planning the school curriculum**
   - **Coordinating the school curriculum**
   - **Evaluating the instructional program**

3. **To what extent does the SMT monitor and give guidance to post level one educator's to monitor student progress.**

4. **To what extent does the SMT give guidance on how to improve student progress?**

5. **Does the SMT create a positive school culture? If yes, what do they do to create a positive culture in the school?**

6. **To what extent does the SMT consciously try to influence post level one educators with positive norms and values?**

7. **To what extent does the SMT allocate leadership roles and responsibilities to post level one educator?**

8. **To what extent does the SMT allocate these leadership roles and responsibilities according to post level one educator's strengths and expertise?**

9. **What does the SMT do to develop post level one educators professionally?**

10. **To what extent does the SMT involve post level one educators in crucial decision making processes?**