

**TEACHER LEADERSHIP AND ITS IMPACT ON SCHOOL
EFFECTIVENESS: A CASE STUDY OF THREE
SECONDARY SCHOOLS IN KWAZULU-NATAL**

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Submitted in fulfilment of the Master of Education Degree in the discipline of
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28 November 2013

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Project title: Teacher leadership and its impact on school effectiveness: A case study of three secondary schools in KwaZulu-Natal

Dear Mr Mbatha,

Expedited Approval

I wish to inform you that your application dated 12 August 2013 has now been granted Full Approval.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


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This dissertation has been submitted with/ without my approval.

Dr Inbanathan Naicker

December 2013

DECLARATION

I, BHEKUYISE LEONARD MBATHA, declare that

- (i) The research reported in this dissertation, except where otherwise indicated, is my original work.
- (ii) This dissertation has not been submitted for any degree or examination at other university.
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DEDICATION

I dedicate this dissertation to my late grandmother, Basilia, mother Helen, father Johannes, children and my wife Dorcas Mbatha. I am profoundly indebted to you for the many sacrifices you have made, your love and support throughout my study. Without you I wouldn't be the person I am today.

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ABSTRACT

The purpose of this study was to explore the impact of teacher leadership on school effectiveness. The objectives of the study were to determine the understandings of teacher leadership and school effectiveness, to determine whether the enactment of teacher leadership is (contributing or not) contributing to school effectiveness and to explore the role played by the School Management Team in fostering teacher leadership for school effectiveness. Teacher leadership is not new in countries like the United States of America, United Kingdom and Canada. The concept of teacher leadership is however still, growing in South Africa. After the 1994 watershed elections, literature surrounding education suggest that a democratic, participative and collaborative environment should be fostered. The two concepts underpinning this study are teacher leadership and school effectiveness. This study draws Grant's (2008) model of teacher leadership. Paradigmatically, I used an interpretive and a qualitative approach. A case study was used. The data was generated using three focus groups and semi-structured interviews. Three secondary schools in the Pietermaritzburg Region of KwaZulu-Natal were purposively selected as the case study schools. The principal and five teachers in each school were selected as participants. The data was analysed using thematic analysis. The findings indicate that teachers as leaders exercise their leadership skills in the classroom. The findings concerning the understanding of the concept school effectiveness indicated that all participants regarded school effectiveness as the school producing good results. The findings concerning the contribution of teacher leadership to school revealed that in two secondary schools teacher, leadership was contributing to school effectiveness. However, in the third school the participants unanimously agreed that the SMT was not involving them in decision-making. They were told what needs to be done without considering their inputs. This is the one of the barriers of the enactment to teacher leadership. The study concludes that much needs to be done to empower SMT's in order to promote teacher leadership. By promoting teacher leadership, school effectiveness can be enhanced.

ACRONYMS

ACE	Advance Certificate in Education
CAPS	Curriculum and Assessment Policy Statements
DSSC	Discipline Safe and Security Committee
DoE	Department of Education
DSG	Development Support Group
IEC	Independent Electoral Commission
IQMS	Integrated Quality Management System
HOD	Head of Department
RNCS	Revised National Curriculum Statement
RSA	Republic of South Africa
SASA	South African Schools Act
SDT	Staff Development Team
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team
SPTD	Senior Primary Teachers Diploma
STD	Secondary Teachers Diploma
ACE	Advanced Certificate in Education
HED	Higher Education Diploma
BEd (Honours)	Bachelor of Education Degree (Honours)

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CHAPTER ONE

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The South African education system has experienced vast changes since the watershed 1994 general elections. The shift from the apartheid system to a democratic system of governance heralded many changes in education. A key change was the formation of a single national department of education. In the democratic era numerous policies and laws were passed such as the *South African Schools Act, 84 of 1996 (SASA)*; *Norms and Standards for Educators* (2000) and the *Integrated Quality Management System (IQMS)*. The promulgation of SASA has brought about a number of changes in school leadership, management and governance. The key values of SASA underpinning school leadership, management and governance was that of collaboration and participation.

The legislative mandates have led to the formation of democratic structures within the education system. The schools now have two key structures, namely, school management teams (SMT's) and school governing bodies (SGB's). The SMT comprises the school principal, the deputy principal and the heads of department. They are responsible for the professional leadership and management of the school. The SGB comprises elected parents, educators at the school, members of staff at the school who are not teachers; and learners in the eighth grade or higher at school (Republic of South Africa, 1996). The SASA has devolved more power and responsibilities to schools so that they can manage their own affairs (Republic of South Africa, 1996). This has led to the involvement of teachers in various structures of the school. The principals no longer hold all the responsibilities for leading and managing the school. Their work is shared with the SMT, SGB, and teachers. Teachers are now seen as leaders. Given this view of teachers, the purpose of my study is to explore how teachers contribute to the realization of the school's vision and mission.

1.2 RATIONALE AND MOTIVATION FOR THE STUDY

Being a teacher for more than 24 years, I have taught in both the apartheid and post-apartheid era. During the apartheid era, the educational leaders and managers were subjected to various forms of suppression. School leadership and management were clearly prescriptive. The principals were supposed to do as they were told by department officials who were promoters of autocratic and authoritarian principles. The leadership practiced at that time was autocratic, bureaucratic and hierarchical with a 'top-down' management style.

Since 1994 the education system in South Africa has embraced a more participative and collaborative style. The teachers are now involved in the leadership roles and structures of the school. The involvement of teachers in leadership has eased the burden on school principals in terms of carrying all the responsibilities themselves. Given this, I am interested in exploring the impact of teachers and SMT (Principals') as leaders on school effectiveness. As a member of the SMT at my school, I have developed an interest in teacher leadership. Being a teacher for more than twelve years before I got promoted, I observed the way teacher leadership was handled at schools. As a Masters student at the University of KwaZulu-Natal, I became interested in the concept of teacher leadership. While this is not a new concept in countries like the United States of America, the United Kingdom and Canada, it is relatively new in the South African arena. This concept is slowly gaining interest and is being researched by South African scholars such as Grant (2006); Rajagopaul (2007); Singh (2007) and Ntuzela (2008).

1.3 SIGNIFICANCE OF THE STUDY

This study is significant because it has the potential to clarify the important role that teachers as leaders play in the school situation. The pivotal role played by teachers as leaders, can transform the many dysfunctional schools in the country into effective schools, by drawing from this study. The knowledge gained from teacher leaders may increase understanding about the challenges, barriers and problems teachers are faced with in contributing to school effectiveness. This study may also contribute to the debates about teacher leadership and its impact on school effectiveness.

1.4 AIMS AND OBJECTIVES OF THE STUDY

The aim of this study is to explore the impact of teacher leadership on school effectiveness.

The objectives of the study are:

- To gain an understanding of the concepts teacher leadership and school effectiveness.
- To determine whether the enactment of teacher leadership does contribute (or does not contribute) to school effectiveness.
- To ascertain the role played by the SMT in fostering teacher leadership for school effectiveness.

1.5 KEY RESEARCH QUESTIONS

Collectively, this study seeks to answer the following questions:

- What do teachers understand by the concepts teacher leadership and school effectiveness?
- How does the enactment of teacher leadership contribute (or does not contribute) to school effectiveness?
- What role does the SMT play in fostering teacher leadership for school effectiveness?

1.6 DEFINITION OF TERMS

To ensure a uniform understanding of the terms used in the study, the following terms will be defined: leadership, distributed leadership, teacher leadership and school effectiveness.

1.6.1 LEADERSHIP

There are many ways in which authors define leadership. Most definitions of leadership reflect the assumption that it involves social influence where intentional influence is exerted by one person (or group) over people (or groups) to structure activities and relationships (Yukl, 1994). Influence means that a tangible difference in degree or kind is made to an individual or a group's well-being, interests, attitudes, beliefs, intentions, desires, hopes, policies or behaviour (Gronn, 2000).

Leadership is also viewed as a way in which people change the minds of others and move organizations forward to accomplish identified goals (Kouzes & Posner, 1995). In looking at the distinction between leadership and management, leadership is viewed as being strategic and is about enabling particular personal attributes and behaviours to build followership within the organization, while management is more about technical activity of system maintenance, monitoring and evaluation (Gunter, 2001, p. 45). Leadership is about establishing a mission for the school and giving a sense of direction (Louis & Milles, 1992). Management is about designing and carrying out plans, getting things done and working effectively with people (Louis & Milles, 1992). Furthermore, leadership differs from management in that leadership is about 'doing the right thing' whereas management is about 'doing things right' (Bennis & Nanus, 1995).

In this study I will use the concept leadership to mean the social influence process whereby intentional influence is exerted by one person (or group) over people (or groups) to structure activities and relationships (Yukl, 1994). Leadership and management are closely related terms. They are 'two sides of the same coin'. Therefore, whenever the term leadership is used in the study management is also subsumed.

1.6.2 DISTRIBUTED LEADERSHIP

Ameijde, Nelson, Berry and Meurs (2009) opine that distributed leadership challenges the view of leadership as a solely vertical process in which an individual leader is seen as the main source of influence which shapes the emergence of collective action. They instead focus on the mechanisms through which diverse individuals contribute to the process of leadership in shaping collective action. Grant, Gardner, Kajee, Moodley and Somaroo (2010) describes teacher leadership as a concept which is embedded in a theoretical framing which emphasises that leadership need not be located in the position of the principal but can be stretched over a range of people who work at different levels in a school. The concept of distributed leadership is that activities should not be accreted into the hands of a sole individual but, on the contrary, they should be shared between a number of people in an organization or team (Storey 2004, p.252). Timperley (2006) describes the concept distributed leadership as not the same as dividing task responsibilities among individuals who perform defined and separate organizational roles, but rather it comprises dynamic interactions between multiple leaders and followers.

Spillane (2006) claims that distributed leadership is best understood as a practice distributed over leaders, followers, and their situation and incorporates the activities of multiple groups of individuals. This implies a social distribution of leadership in which the leadership function is stretched over a number of individuals and the task is accomplished through the interaction of multiple leaders. In this study I employ the above definitions to find out how leadership is distributed in order to allow teachers, regardless of their post level, to exercise leadership and thereby influence school effectiveness

1.6.3 TEACHER LEADERSHIP

According to Katzenmeyer and Moller (2001), teacher leadership refers to teachers who are leaders within and beyond the classroom. These teachers identify with and contribute to a community of teacher learners and leaders and they influence others towards improved educational practice. Similarly, Harris and Lambert (2003) state that teacher leadership can be best described as “a model of leadership in which teaching staff at various levels within the organization have the opportunity to lead.” Furthermore, they clarify that the main idea underpinning this view is that leadership is not individual or positional but instead a group process in which a range of people can participate. Muijs and Harris (2006, p. 963) refer to teacher leadership as the capacity to exercise leadership for teaching and learning within and beyond the classroom.

Usdan, McCloud and Podmostko (2001, p. 4) emphasise that teacher leadership is not about “teacher power. It is about mobilizing the still untapped attributes of teachers to strengthen student performance at ground level and work towards real collaboration, and shared leadership in the daily life of the school.” In this study I will use the definition as described by Harris and Lambert (2003) which refers to teaching staff at various levels within an organization having an opportunity to lead in order to bring about school effectiveness.

1.6.4 SCHOOL EFFECTIVENESS

There are different views about the concept school effectiveness. Mortimore (2000) asserts that school effectiveness can mean different things and indicates that there is a global debate around the term.

According to Potter and Powell (1992), a school is effective when the school satisfies external criteria, such as demands of parents and students, and does well against comparable institutions in key areas of performance such as examinations results. Beare, Caldwell and Millikan (1989) refer to school effectiveness as an organization accomplishing its objectives. According to Ukeje, Okorie, and Nwagbara (1992), a school is effective when students are achieving, the teachers are satisfied, the staff morale is high and the student dropout is low. In this study I will be looking at teachers as leaders and their impact on school effectiveness.

1.7 LITERATURE REVIEW

A literature review normally provides an overview of current, and sometimes not so current yet still sufficiently relevant research appropriate to the research topic. It helps to identify the gap between what has been written on the topic and what has not been written, as well as possible flaws in the literature (Maree 2007, p.26). In my review, I draw from the international as well as local literature to explore teacher leadership and its impact on school effectiveness. The purpose of the literature review in my study was to present issues in the literature relating to teacher leadership and its impact on school effectiveness. In my literature review I looked at various articles concerning teacher leadership, teacher leadership as distributed leadership and school effectiveness. Much of my literature was drawn from journals from the University of KwaZulu-Natal libraries.

1.8 RESEARCH DESIGN AND METHODOLOGY

I have located this study in the interpretive paradigm. Cohen, Manion and Morrison (2007) assert that the interpretive paradigm is used to understand the subjective world of human experience. In terms of methodology, my study is a qualitative case study. I choose to use a case study because it provides a unique example of real people in real situations. It enables readers to understand ideas more clearly than simply by presenting them with abstract theories or principles (Cohen et al. 2007). A case study is used to gain more insight and understanding of the dynamics of a specific situation (Maree 2007).

In the context of my study I wanted to gain greater insight and understanding of teacher leadership and its contribution to school effectiveness.

To generate the data, I used focus group interviews and semi-structured interviews (Cohen et al. 2007). Focus groups “is a way of generating qualitative data, which essentially involves engaging a small number of people in an informal group discussion (or discussions), focused around a particular topic or set of issues” (Silverman 2004, p.177). I used focus group interviews because it enables participants to build on each other’s ideas and comments and thereby provide an in-depth view not attainable from individual interviews (Maree 2007). The semi-structured interviews were used to generate data from principals while focus groups interviews were used to generate data from teachers.

I used convenience sampling or as it is sometimes called accidental or opportunity sampling to select the three secondary schools in uGu district (Cohen *et al.*, 2007). The reason for selecting these schools is that they were easy to access. Since this study is not aimed at generalizing, convenience sampling is suitable. I used purposive sampling to select qualified teachers who were more than four years in the teaching profession. Purposive sampling means that participants are selected because of some defining characteristics that make them the holders of the data needed for the study (Maree, 2007). The interviews were recorded using a cellphone. The recorded interviews were then transcribed *verbatim*. The transcripts were then subjected to qualitative content analysis.

1.9 DELIMITATIONS OF THE STUDY

This study is delimited to three secondary schools and to the views of teachers and school principals in the three schools in KwaZulu-Natal. Two are fee paying schools and one is a non-fee paying school. They are all situated in a rural area of the Ugu district in KwaZulu-Natal.

1.10 CHAPTER OUTLINE

This study comprises five chapters.

Chapter One presents the introduction and background of the study. It commences with a brief overview of the key aspects of this study. It states the focus and purpose of the study. The significance of the study is explained and the aims and objectives are presented.

The key research questions that inform this study are listed followed by a definition of key terms employed in this study. An outline of the methodology used in this study and a chapter outline brings this chapter to conclusion.

Chapter Two focuses on the literature reviewed with regard to the key research questions. The chapter presents teacher leadership and school effectiveness as the conceptual framework underpinning the study. A review of related literature, drawing on both local and international scholars is then presented.

Chapter Three deals with the research design and methodology adopted in the study. The research paradigm, methodology, data production methods, sampling, data analysis techniques, ethical issues, and delimitation of the study are presented.

Chapter Four focuses on the presentation, analysis and discussion of the data. The data is presented under themes that emerged from the data analysis in terms of each of the research questions.

Chapter Five presents a summary of the study, conclusions and recommendations.

1.11 CHAPTER SUMMARY

This chapter provided the background and orientation to the study. It highlighted the purpose and rationale for the study. The aims and objectives for this study were also elucidated together with the key research questions which this study seeks to answer. It highlighted the definition of key terms which will recur in the study. It also dealt with the research design and methodology used to generate the data and the delimitations of the study. It also outlined the layout of the study by highlighting the key aspects of chapter one up to chapter five. In the next chapter the literature review and the conceptual framework underpinning of this study are presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter outlined the background and the introduction to the study. This chapter focuses on the literature reviewed with regards to the key research questions formulated in chapter one namely:

- What do teachers understand by the concepts teacher leadership and school effectiveness?
- How does the enactment of teacher leadership contribute (or does not contribute) to school effectiveness?
- What role does the SMT play in fostering teacher leadership for school effectiveness?

This chapter commences with an exposition of the theoretical underpinning of this study. Two concepts namely teacher leadership and school effectiveness will be discussed. After an exposition of the conceptual framework, a review of the related literature is presented focusing on the different meanings and understandings of teacher leadership and school effectiveness, the relationship between teacher leadership and school effectiveness, the factors promoting school effectiveness and the barriers to teacher leadership.

2.2 CONCEPTUAL FRAMEWORK

Two concepts are explored, namely teacher leadership and school effectiveness.

2.2.1 TEACHER LEADERSHIP

In this study I draw on Grant's model of teacher leadership. According to Grant's (2008) model, teacher leadership is divided into four zones.

The four zones are as follows: zone one relates to leadership in the classroom; zone two involves working with other teachers and learners outside the classroom in curricular and extra-curricular activities; zone three relates to involvement in whole school development; and zone four involves interaction with neighbouring schools.

I use leadership in the four zones to determine the impact it has on school effectiveness. I use a table (see table 2.1 below) to illustrate the four zones of Grant's model of teacher leadership.

Table 2.1 Zones of teacher leadership (Grant 2008, p.93).

Four zones	Six roles
Zone one In the classroom	Role one: Continuing to teach and improve one's own teaching
Zone two Working with other teachers and learners outside the classroom in curricular and extra-curricular activities	Role two: Providing curriculum development knowledge Role three: Leading in-service education and assisting other teachers Role four: Participating in performance evaluation of teachers
Zone three Outside the classroom in whole school development	Role five: Organizing and leading peer reviews of school practice Role six: participating in school decision-making
Zone four Between neighbouring schools in the community	Role two: Providing curriculum development knowledge Role three: leading in-service education and assisting other teachers

According to Grant (2008), in the zone of the classroom, the teacher performs leadership roles such as working with learners, drafting classroom rules, marking the class register, drawing up schedules and controlling textbooks.

They guide instruction and manage the classroom environment (Zepeda, Mayers & Benson, 2003). These activities contribute to school effectiveness. Gickman *et al.*, (2001) emphasises that teacher leadership plays a pivotal role in instructional improvement. The teachers play their role by disciplining and teaching the learners. Teachers make connections with other learning, other methods and new techniques which enhance their teaching. They add that classroom instructional management is the duty of all teachers. Hook (2006) claims that “teacher leadership will exist when teachers are recognized by other teachers as excellent in the classroom, influence the lives of adults as well as students, play a central role in promoting change which improves the quality of education, promote and exercise good communication skills, and perform or take on leadership roles.” The classroom is regarded as a place where teachers are designated leaders. They set goals, implement procedures, instruct, guide, facilitate, mobilize learners, motivate and inspire learners and model the behaviour that they want learners to emulate (Grant, 2006).

In zone two the concern is with leadership of colleagues in curricular and extra-curricular activities. Here teachers are involved in the provision of curriculum knowledge to fellow colleagues. Grant (2006) proposes that leadership roles may include “leadership around curriculum issues, assessment, teaching and learning, community and parents participation, school vision building, networking and the development of partnerships” (Grant 2006, p.514). “Teacher leaders do not only work with people, but they also work with the curriculum, such as leading a workshop on incorporating a new instructional method to complement an aspect of the curriculum” (Zepeda *et al.*, 2003, p.17). They also engage themselves in various school activities like sports, cultural activities, disciplinary activities, planning activities, care of orphan and vulnerable children, library activities, awards committee and so on. In this way teacher leadership moves from the classroom situation to roles outside the classroom (Boles, 1992). Further, it involves teachers engaging themselves in evaluating their peers through the integrated quality management system (IQMS).

In zone three teachers are involved in whole school development through participating in school decision-making. Teacher leaders are involved in grouping such as SGB’s and strategic planning committees in the school. For Muijs and Harris (2003), involvement in decision-making is a key indicator of the strength of teacher leadership. According to Zepeda *et al.*, (2003, p.12) a teacher leader cannot become a teacher leader without becoming part of the decision-making process and leadership action in the school.

In zone four teachers are involved with neighbouring schools in the community. According to Grant (2008), in this zone teachers provide curriculum development knowledge to neighbouring schools, lead in-service education and assist teachers from other schools.

2.2.2 SCHOOL EFFECTIVENESS

According to Beare, Caldwell and Millikan (1989), effectiveness refers to an organization accomplishing its specific objectives. In this study an organization refers to the school, so school effectiveness therefore means the extent to which a school accomplishes its objectives. In the context of my study it means how teacher leadership contributes to the school achieving its objectives.

Drawing on the work of Coleman (2003), there are eleven key factors that determine school effectiveness. The factors are:

- Professional leadership with a participative approach.
- Shared vision and goals.
- A learning environment with an orderly atmosphere and an attractive working environment.
- Concentration on teaching and learning.
- High expectations all round.
- Positive reinforcement with clear and fair discipline.
- Monitoring of progress of learners and the school.
- Learner rights and responsibilities and high learner self-esteem.
- Purposeful teaching in an efficient organisation with clarity of purpose and structured lessons.
- A learning organisation with school-based staff development.
- Home-school partnerships and parental involvement (Sammons *et al.*, 1995 cited in Coleman, 2003).

Many of the factors listed above are linked to the zones and roles of teacher leadership. For example the factor “concentration on teaching and learning” is linked to teachers being curriculum leaders in the school.

They enact this by being exemplary classroom teachers, creating a learning environment in their classrooms and leading teacher development programmes.

2.3 REVIEW OF RELATED LITERATURE

In this section I focus on the various meanings of teacher leadership and school effectiveness, the relationship between teacher leadership and school effectiveness, factors promoting teacher leadership and school effectiveness, the principal as a motivator of teacher leadership, improving teacher effectiveness and barriers to teacher leadership.

2.3.1 MEANINGS OF TEACHER LEADERSHIP AND SCHOOL EFFECTIVENESS

Katzenmeyer and Moller (2001) define teacher leadership as teachers who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice. According to Edlow (2006), in the New York City public schools system, teachers are assigned formal roles outside of the classroom such as lead teacher, coach, mentor, master teacher and staff developer to support the school effectiveness initiatives. She goes on to mention that lead teachers are assigned to many New York City schools. Some classroom teachers are assigned positions such as departmental chairs, team leaders and grade-level chairs. In their analysis of teacher leadership, York-Barr and Duke (2004) conclude that teacher leadership is an umbrella term that includes a wide variety of work at multiple levels in the educational system. It includes a focus on instructional, professional and organizational development that leads to school reform.

Mortimore (2000) observes that school effectiveness is a contested term which can mean different things. He adds that the multiple meanings have led to a global debate around the term. An effective school is a “school that satisfies external criteria, such as demands of parents and students and does well against comparable institutions in key areas of performance such as examinations” (Potter & Powell, 1992, p.5). School effectiveness could indicate how well the school is managed by the principal and how well the parents and the community are involved. The performance of the school can be expressed as the output of the school which in turn is measured in terms of the average achievement of students at the end of the formal schooling (Scheerens, 2000). School effectiveness can thus be described as the extent to which a desired level of output is achieved which includes student’s attainment of schooling.

According to Erlendsson (2002), school effectiveness is the extent to which schools objectives are met. Harris, Bennett and Margaret (2003) concur with (Scheerens, 2000) by describing the term effectiveness as clearly related to a means-end relationship. When applied to educational phenomena, effectiveness refers to the degree to which education means or processes result in the attainment of educational goals. In the language of simple input-process-output systems model of education, effectiveness could be referred to as the translation of inputs by means of processes into desired outputs and outcomes.

In reviewing studies conducted on school effectiveness, productivity seems to be the dominant criterion of effectiveness in practice (Abri, Mohamed & Oyetola, 2012). Effectiveness cannot be looked at from a single perspective focusing on academic performance or student achievement at one point in time. Rather, the focus should be on changes in achievement over a long period of time. According to Teddy and Reynold (2000), effectiveness is typically defined in terms of achievement alone. However, many critics have asserted that multiple criteria should be used in defining it.

Apart from the fact that researchers are not always sure what outcome (category) of school effectiveness to measure, the definition of school effectiveness may vary from one person or source to the next. Another problem is that school effectiveness is confused with efficiency. According to Macbeth and Mortimore (2001), school effectiveness came into being as a result of inequalities in society, which sparked a move towards education for all. In fulfilling the goal of education provision for all, schools need to continually revise and improve their performance. Schools that are continually improving their performance gain confidence, they are self-critical, and understand how people learn. This has led to the general assumption that school improvement leads to school effectiveness (Botha, 2010). In this study I will be looking at how teacher leadership contributes (or does not contribute) to school effectiveness. The next discussion is about the relationship between teacher leadership and school effectiveness.

2.3.2 THE RELATIONSHIP BETWEEN TEACHER LEADERSHIP AND SCHOOL EFFECTIVENESS

The connection between teacher leadership and school effectiveness is difficult to establish (Hook, 2006). While many make statements about the benefit of teacher leadership, true benefits of the work are difficult to prove.

Bart (1999) observes that when teachers lead, principals extend their own capacity. The involvement of teachers in leadership gives principals more time for their work as instructional leaders in their schools (Supovitz, 2000). Barth (2001) proclaims that what a teacher does outside the classroom in terms of leadership influences what takes place inside the classroom. When teachers lead, the lives of the teachers are enriched and energized and that they help shape their schools as well as their destiny. Because teachers are at the 'coal face' everyday they have a unique perspective on school issues and improvement.

Collaboration between teachers has been found to be an essential element of school improvement (Hargreaves, 1991; Little, 1990; Rosenholz, 1989). Ovando (1996) argues that where teachers are placed in leadership positions they are able to contribute more directly to school organizational effectiveness and improvement. He further indicates that when teachers engage in the decision-making processes, this increases teacher empowerment and advances professionalism. The study conducted by Leithwood and Jantzi (1988) on the effects of teacher leadership on student engagement with the school concluded that teacher leadership explained more variation than principal leadership in student learning. Drawing from this it would seem that teacher leadership does contribute to school effectiveness.

According to Barth (2001) teacher leadership is not about 'teacher power'. Rather, it is about mobilizing the still largely untapped attributes of teachers to strengthen student performance at ground level. It is also about working towards real collaboration within a locally tailored kind of shared leadership in the daily life of the school. In terms of teacher leadership, Leithwood *et al.*, (2004) suggest that teachers participate in decision-making at schools in order to enhance school effectiveness. They claim that the involvement of teachers in decision-making helps to gain teacher compliance owing to the fact that they feel that they are the part of the decision-making and therefore need to be loyal to the school. Harris and Muijs (2005) contend that both senior managers and teachers have to function as leaders and decision-makers in order to bring about fundamental changes in their schools.

A case study conducted by Muijs and Harris (2006) found that improvement in schools were largely down to teachers taking responsibility for leadership. The SMT cannot do it all. They can provide the vision, but they have to rely on people implementing the numeracy strategies, the literacy and so on. Furthermore, they state that evidence points towards a deliberate attempt by those in formal leadership roles to create the conditions where teachers felt involved in decision-making that shapes the future development of the school.

Teachers involved in school decision-making have enhanced job satisfaction, morale, and self-efficacy and avoid the feeling of powerlessness and alienation. While it is clear that one of the goals of teacher leadership is an increase in student performance, Leithwood, Louis, Anderson, and Wahlstrom (2004) and Donaldson (2006) acknowledge that the direct link between teacher leadership and school effectiveness with regard to student scores is difficult to achieve. This is similar to Hook's (2006) findings. The next sub-topic deals with the factors that promote teacher leadership and school effectiveness.

2.3.3 FACTORS PROMOTING TEACHER LEADERSHIP AND SCHOOL EFFECTIVENESS

The following are the factors that promote teacher leadership and school effectiveness: school culture; collaboration, collegiality and trust; and empowerment and interpersonal skills as a prerequisite for the enactment of teacher leadership.

2.3.3.1 SCHOOL CULTURE

Teacher leadership is determined by the way things are done in the school i.e. school culture. The school culture will determine whether teacher leadership will exist or not at school. Through distributed leadership, teacher leadership can be developed. Williams (2011) suggests that using distributed leadership has epistemological implications for teachers. Instead of being passive recipients and implementers of revealed knowledge as contained in official policies, they can become generators of new knowledge. Harris and Muijs (2005) emphasises that distributed leadership provides exciting possibilities for schools. It promotes the development of collegial norms which contributes to school effectiveness.

By giving teachers an opportunity to work as a collective it provides them with the legitimate source of authority (Williams, 2011).

2.3.3.2 COLLABORATION, COLLEGIALITY AND TRUST

Literature has shown that the realization and practice of teacher leadership within schools requires a culture of collaboration and change.

Collaboration between teachers has been found to be a necessary concomitant for school improvement and change as well as a contributory factor to school effectiveness (Hargreaves 1991; Little 1990; Rosen 1989). The following are examples of collaboration in schools: team teaching, shared decision-making, action research, peer evaluation, mentoring or common planning slots. According to Teddy and Reynolds (2000), shared goals and values are central to teacher leadership. It is considered the most influential factor in generating effective schools. Research shows that schools need to move away from a hierarchical, top down structure towards a more democratic model in which teachers can directly influence development and change (Katzenmeyer & Moller, 2001).

Williams (2011) comments that the purpose of collaborative efforts should be to provide relevant leadership development that will empower all educators in the various provinces to develop, update and expand the knowledge and skills required for creating teaching and learning communities for a diverse learner population. Such collaboration should serve multiple objectives: to develop a set of core standards that would underpin the activities of school leaders; to empower teachers to undertake a critical analysis of education policy; to provide leadership for systematic education reform in South Africa; to upgrade the professional knowledge and skills of school leaders in intensive and focused ways; to provide problem solving opportunities with others who are experiencing similar problems; to provide school leaders in the various provinces with opportunities for networking, fieldwork, school visitations and collegial conversations and to provide school leaders with an opportunity to participate in the development of other schools etc.

Collegiality means that teachers collaborate on instructional and student-related matters. This improves school effectiveness. The foundation for leadership is laid by allowing teachers to be involved in school activities such as committees where they can chair meetings and develop policies for their committees. They can form cluster committees and engage in team teaching which can lead to school effectiveness. According to Barth (1997), once collegiality has been developed at school, collaboration will occur. Barth (1997) has shown that teachers who work collegially are more likely to remain in the profession because they are supported by the principal and therefore feel valued in their roles they play. In the study done by Ntuzela (2008), a culture of collegiality and shared decision-making was the hallmark of the historically disadvantaged school.

In a study conducted by Grant et al. (2010), the data revealed that the SMT seldom or never trusted teachers to lead. The study revealed that teachers felt that they were not fully acknowledged as leaders by the SMT. The data made them to believe that the SMT's felt the full weight of accountability and were therefore unwilling to redistribute power to teachers. Macbeth (2005) warns of the risk of building a culture of trust in the face of accountability. It is important to remember that school leadership and management takes place within the legal framework of South Africa's education system. Within this framework, school principals are ultimately accountable because they possess statutory delegated authority (Mbatha, Grobler & Lock 2006).

One of the findings of the study which was conducted in the United Kingdom by Muijs and Harris (2006) on factors that enhance the development of teacher leadership was a supportive culture. Trust was mentioned as a very important element of school culture. One of the participants of the study said:

Trust is very important in this school. It is very strong and we've worked hard as a school to develop that. We had a day closure where we talked about building learning communities. We went back to grassroots and said how do we see learning, and how do we want the school to be led to promote learning?

This is a clear indication that SMT's need to trust the teachers to develop initiatives that actually improve the school and to exercise sound judgement that has the interest of learners and the school at heart.

According to Bryk and Schneider (2003), trust is most likely to develop in schools where relationships are strong; where staff knows or think they know one another. Trust involves perceiving other education professionals as having good intentions in working with students and staff, keeping one's word, being competent to do work at hand, and being willing to listen openly (Hawley & Rollie, 2007). Furthermore, they state that teacher leaders and administrators who recognize the importance of trust demonstrate their own trustworthiness to staff, support occasions in which staff can demonstrate and develop trust with one another, and confront relationships among staff in cases in which trust needs to be improved. The principals who trust, in turn improve teaching and school effectiveness.

2.3.3.3 EMPOWERMENT AND INTERPERSONAL SKILLS AS PREREQUISITE FOR THE ENACTMENT OF TEACHER LEADERSHIP

According to Lagana (1989, pp. 52-55), empowerment is the “process of providing people with the opportunity and necessary resources to enable them to believe and feel that they understand their world and have the power to change it, for example greater autonomy and independence in decision-making. It means loosening control over what people do but gaining a wider span of control over information and outcome.” One of the necessities for developing teacher leadership is the empowerment and encouragement of teachers to become leaders (Harris & Lambert 2003, p. 45). Siduna’s (2003) study shows how empowerment can work in practice. According to Siduna’s (2003) study, eighty one percent of teachers indicated that they were given the opportunity to suggest agenda items for curriculum meetings and also chair such meetings. Such opportunities build and empower teachers to play leadership roles in schools. In a school situation the SMT must provide opportunities for the continuous development of teachers. They must encourage the taking on of leadership roles such as leading groups, mentoring colleagues, sharing responsibilities and working collaboratively with colleagues. The collaboration of teachers in pursuit of a shared vision develops school strength, focus and purpose by drawing on the unique contribution of the individual in the team (David & Lazarus, 1997).

I argue that if teachers are not empowered they will feel isolated, disconnected and undervalued. Failure to empower teachers will make teachers unable to take on leadership roles. Blasé and Blasé (2001) add that empowering teachers has a significant effect on teachers’ work, both in the classroom and in the wider setting, thus making schools to be effective. Grundy’s (1987) appeal is for the empowerment of the person as a teacher, and the empowerment of the teacher as a professional. School principals should be enlightened so that they realize the necessity of not only empowering themselves but also their staff (Lagana, 1989).

2.3.4 THE PRINCIPAL AS A MOTIVATOR OF TEACHER LEADERSHIP

The role of teachers as leaders are seldom effective without the support and encouragement of their administrators (Birky, Shelton, & Headly, 2006).

Appropriate principal actions are needed for encouraging and promoting such leadership (Birky *et al.*, 2006; Katzenmeyer & Moller, 2001). Teachers are influenced by the principal's action. It is important for principals to understand what motivates and what discourages teachers to become leaders. According to Muijs and Harris (2003) there is a shared view that without the support of the principal, teacher leadership cannot succeed. The research also found that where teacher leadership was not established, heads usually blamed teacher apathy. School principals need to provide an enabling environment that allows for teachers to exercise their potential as leaders. In so doing, teachers will contribute to school effectiveness. The programmes for supporting and encouraging teachers should be planned in advance and be known to teachers. These programmes, once implemented correctly will enable the teachers to add value to the school thereby contributing to school effectiveness. School principals must actively support teacher leadership. For teacher leadership to become a reality in schools, the principal together with his/her SMT should ensure that opportunities are created for teachers to lead. Muijs and Harris (2005) contend that both senior managers and teachers have to function as leaders and decision-makers in order to bring about effective change in schools.

2.3.5 IMPROVING TEACHERS' EFFECTIVENESS

Harris and Muijs (2003) have demonstrated that effective schools place an emphasis on teaching and learning and invest in teacher development. These schools develop teachers to be strong classroom leaders.

They enact their leadership in the classroom by offering help and support to learners, not only through individualized teaching and tutoring but also through establishing important norms of confidence, respect and caring.

It is these factors that are the most proximal to, and therefore most immediately experienced by students and will affect student achievement.

2.3.6 BARRIERS TO TEACHER LEADERSHIP

Literature suggests that there is a wide range of barriers that inhibit teacher leadership. Any barrier to teacher leadership will ultimately impact on school effectiveness. These factors include the leadership style prevalent at the school such as autocratic leadership, valuing teachers, teachers themselves and time.

2.3.6.1 AUTOCRATIC LEADERSHIP

According to Harris and Muijs (2003), research evidence suggests that teacher leadership is advantageous to both the individual teacher and the school. Notwithstanding this mutualistic benefit, they indicate that there are many barriers that need to be overcome for teacher leadership to take place in schools. The main barrier identified in the literature is structural and it concerns the top down leadership that still dominates schools (Katzenmeyer & Moller, 2001). There are various leadership styles namely autocratic, distributed, democratic and so on. For the purpose of this study, I will deal with the autocratic leadership style. Autocratic leadership entails telling people what to do without allowing people to voice their opinions (Dubrin, 2007). This type of leadership is also regarded as being adversarial (rarely share power). When the principal uses this type of leadership it has a very negative impact on teacher leadership which in turn affects school effectiveness. This type of leadership does not allow for participative decision-making. It is a type of leadership that does not promote good human relationships (Deventer & Kruger 2003).

Literature on the enactment of teacher leadership indicates that school leadership in South African schools are still autocratic and organized with a top down structure (Grant, 2008). Grant et al., (2010) found that SMTs do not distribute leadership but instead autocratically controlled the leadership practice. The principal holds all the power. He/she is the one who initiates and controls things. This style of leadership does not open the possibility for teachers to be leaders. This in turn suppresses the potential for school effectiveness. Leadership can occur at various levels and is not tied to post level.

Principals who practice this type of leadership find it very difficult to share opinions with their staff even if they experience challenges. The principals need to change their leadership styles in order to promote teacher leadership. Little (2002) found that the possibility of teacher leadership in any school is dependent upon whether the senior SMT members share power with teachers and are willing to accept the influence of teachers who have been designated as leaders in particular areas.

2.3.6.2 VALUING TEACHERS

In a study conducted by Grant (2008), many teachers responded by saying that they were not fully acknowledged by the SMT as leaders. Furthermore, teachers believed that the SMT seldom or never valued their opinion.

This perceived lack of confidence by SMT in the ability to lead was a barrier of teacher leadership which has a negative impact on school effectiveness. These findings by Grant (2008) confirm both the findings of studies done by Khumalo (2008) and the qualitative studies of Ragopaul (2007), Singh (2007), and Ntuzela (2008).

2.3.6.3 TEACHERS AS BARRIERS TO TEACHER LEADERSHIP

In some instances, accepting a leadership role outside the classroom may result in teachers receiving benefits not generally afforded to their colleagues. Among these benefits are release time, extra funding for professional conferences and more input into selection of teaching assignments. These benefits, though important for supporting the teacher leader's work, can cause a rift between teacher leaders and their colleagues (Zepeda *et al.*, 2003).

According to Muijs and Harris (2006), teachers felt that their contributions were not always welcome, even in schools that strongly support teacher leadership. In the study that they conducted one of the teachers mentioned "most of the time you contribute but one felt uncomfortable because you know people will disagree with what you're saying". Katzenmeyer and Moller (2001) observe that teachers are hesitant to become leaders even when they are active in leadership activities. Teachers themselves are the major barriers of teacher leadership. Teachers who assume leadership roles face unique challenges as they try to interact with peers. As a result some teachers do not want to lead. This negative feeling about teachers as leaders causes them not to want to take initiative and lead beyond the classroom because they believe that it is the role of the principal to lead (Grant, 2006).

Other challenges include overly hierarchical relationships with peers, where teacher leaders exercise authority instead of working collaboratively. Similarly, Katzenmeyer and Moller (2001) assert that the lack of support and poor co-operation from teachers is an obstacle to teacher leadership.

2.3.6.4 TIME AS A BARRIER TO TEACHER LEADERSHIP

According to Leithwood and Steinbach (1999), the time consumed for work outside the classroom probably interferes with the time needed for students.

When extra time is provided, it is not usually enough to complete the leadership activities. Teachers also raised concerns that the manner in which the timetable is structured does not allow for them to exercise the leadership roles effectively. Thus it is a major barrier for teacher leadership in schools. Harris and Muijs (2005), emphasise that time needs to be set aside for teacher leadership in order for teachers to meet, plan and discuss issues such as curriculum development, organising activities and engaging in learner support activities.

2.4 CHAPTER SUMMARY

This chapter explained the theoretical framework underpinning this study. The theoretical frameworks were teacher leadership and school effectiveness. It then proceeded to review related literature both nationally and internationally. The review focused on the various meanings of teacher leadership and school effectiveness, the relationship between teacher leadership and school effectiveness, factors promoting teacher leadership and school effectiveness, the principal as a motivator of teacher leadership, improving teacher effectiveness and barriers to teacher leadership. The next chapter discusses the research design and methodology employed in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter outlined the theoretical framework, namely teacher leadership and school effectiveness underpinning this study and the literature reviewed. This chapter presents the research design and methodology adopted in the study in order to answer the following research questions:

- What do teachers understand by the concepts teacher leadership and school effectiveness?
- How does the enactment of teacher leadership contribute (or does not contribute) to school effectiveness?
- What role does the SMT play in fostering teacher leadership for school effectiveness?

This chapter commences with a discussion of the paradigmatic location of the study. The methodology, methods, sampling, piloting, data analysis, trustworthiness and ethical issues are then discussed. The chapter is brought to conclusion with a focus on the limitations of the study.

3.2 PARADIGMATIC LOCATION

This study is located in the interpretive paradigm. The interpretive paradigm enables one “to understand the subjective world of human experience” (Cohen *et al.*, 2007, p.21). I used the interpretive paradigm to understand how teachers understand, describe and make meaning of teacher leadership and the impact it has on school effectiveness. In order to understand social reality, the interpretive paradigm views reality as subjective and socially constructed. According to Cohen *et al.* (2007), in the interpretive paradigm, efforts are made to get inside the person and to understand from within. Therefore, data generation methods need to take note of this. The nature of truth in the interpretive paradigm is that there is no one truth that can be discovered. Truths are many (Cohen *et al.*, 2007).

3.3 RESEARCH METHODOLOGY

This is a qualitative case study. Qualitative research uses words to communicate meaning (Maree, 2007). This is supported by Crossely and Vulliamy (1997) who advance that qualitative researchers tend to use data generating tools such as interviews which produce words as data. Qualitative research is concerned with understanding processes, social and cultural contexts which underline various behavioural patterns and is mostly concerned with exploring the “why” questions of the research (Maree 2007, p. 51). I used the qualitative approach because it enabled me to get a deeper understanding of the research topic. One of the undoubted strengths of qualitative research is that it enables one to get up close to practice in a variety of ways. Qualitative research helps to get a deeper understanding of the research questions.

Simons (2009, p.21) describes case study as “an in-depth exploration from multiple perspective of the complexity and uniqueness of a particular project or institution in ‘real life’ context.” She further argues that it is research based, inclusive of different methods and is evidence-led. The primary purpose is to generate in-depth data that will lead to the understanding of a specific topic. I chose to use a case study because it provided an opportunity to meet the participants in real situations. Furthermore, it enabled me to understand ideas more clearly than simply presenting them with abstract theories or principles (Cohen *et al.*, 2007, p.253).

It is important in case studies for events and situations to be allowed to speak for themselves, rather than to be largely interpreted, evaluated or judged by the researcher (Cohen *et al.*, 2007, p.254). The participants in this study were given an opportunity to speak for themselves. Teachers and principals of three secondary schools were interviewed. A case study is used to gain insight and understanding of the dynamics of a specific situation (Maree, 2007). Getting information from various participants gave much insight to the research questions. A case study is about seeing something in its completeness. It is about looking at the case from different angles (Thomas, 2011). Further, it is about the particular rather than the general. One cannot generalise from a case study (Thomas, 2011). In my study I was not interested in generalising my findings. Rather, I wanted to get rich, in-depth answers to the research questions. Therefore, I found a case study methodology to be very suitable for my study.

3.4 METHODS USED TO GENERATE DATA

The method I used to generate the data is interviews. An interview is a flexible tool for data generation because it enables multi-sensory channels to be used (verbal, spoken and heard) (Cohen *et al.*, 2007). According to Maree (2007), an interview is a two-way conversation in which the interviewer asks the participant questions in order to generate data and to learn about the ideas, beliefs, views, opinions and behaviours of the participant. He goes on to explain that the aim is always to obtain rich descriptive data that will help the researcher to understand the participant's construction of knowledge and social reality. Similarly, Seidman (1998) explains interviewing as a process that provides access to the context of people behaviour and thereby provides a way for researchers to understand the meaning of that behaviour.

There are various types of interviews like focus group, semi-structured, structured and unstructured interviews (Cohen *et al.*, 2007). For the purpose of this study, I chose focus group and semi-structured interviews. Focus groups interviews involve organized discussion with selected groups of individuals to gain information about their views and experiences of a topic (Gibbs, 1997). They enable greater coverage of issues than a survey because participants would be able to talk about the topic and respond to the views and experiences of others (Maree, 2007). I conducted focus group interviews with teachers in order to gain information about the topic. I conducted one focus group in each of three secondary schools comprising six teachers per focus group (Cohen *et al.*, 2007). I used focus group interviews because it enables participants to build on each other's ideas and comments in order to provide an in depth view not attainable from individual interviews (Maree, 2007). Further, the participants' interaction with each other yields insights that might not otherwise have been available in straight-forward interviews. Focus groups are also economical on time, producing a large amount of data in a short period of time (Morgan, 1988). This is exactly the reason why I used focus group interviews. In focus group interviews the researcher is a facilitator or moderator (Thomas 2011, p. 164). I posed questions to the participants and the participants were allowed to interact with each other to produce the data needed in this study. Questions were arranged in such a way that participants felt comfortable to answer them. They were arranged in what Maree (2007) calls a "funnel structure".

The limitations of focus group interviews is that the data collected may be biased through group processes such as domination of the discussion by more outspoken individuals and the difficulty of assessing the viewpoints of less assertive participants (Maree, 2007). To overcome that limitation I requested the participants to give each other a chance to voice their opinions and encouraged all participants to participate without fear. I told them there was no wrong or right answer. What was important was the motivation for the opinion stated.

According to Smith (1995), semi-structured interviews give the researcher and the participants much more flexibility than the more conventional structured interview, questionnaire or survey. School principals were interviewed using semi-structured interviews which allowed me to use probes to delve deeper into the issues raised by the school principals. It enabled me to follow-up on interesting data that emerged in the interview. The participants were able to explain themselves in order to give a fuller picture of the aspects discussed (Smith, 1995). In semi-structured interviews the researcher is guided by an interview schedule. The principals were asked questions listed in the interview schedule which served as a guide with regard to what I wanted to cover (Thomas, 2011). At all times during the interview I was attentive to the responses of the participants in order to identify new emerging lines of inquiry directly related to the phenomenon being studied in order to explore and probe issues (Maree, 2007).

3.5 SAMPLING

A population is a group that is the subject of interest. It is not often practical or possible to study an entire population. It is therefore necessary to make general findings based on a study of a subset of the population. Such a subset is called a sample (Goddard & Melville, 1996). Sampling refers to the process used to select a portion of the population for the study (Maree, 2007). This might be by virtue of their professional role, power, and access to networks, expertise or experience. In this study I used purposive sampling. According to Ball (1990), purposive sampling is used in order to access knowledgeable people i.e. those who have in-depth knowledge about particular issues. This is supported by Wellman *et al.* (2005) who assert that purposive sampling as the most important type of nonprobability sampling where researchers rely on their experience or ingenuity. Similarly, Maree (2007) defines purposive sampling as a process where participants are selected because of some defining characteristics that make them the holders of the data needed for the study (Maree, 2007).

In my study the defining characteristic was number of years in the teaching profession. I purposively sampled five qualified teachers (post level 1) with the most number of years of service in the teaching profession in each of the three secondary schools for the focus group interviews. In each school, the principal was also selected for the semi-structured interviews.

I used a convenience sampling to select the three secondary schools in the Scottburgh circuit. Convenience sampling or as it is sometimes called, accidental or opportunity sampling, involves choosing the nearest individuals to serve as participants or those who happen to be available and accessible at the time (Cohen *et al.*, 2007). These three schools were selected because they were close to the researcher. Convenience sampling is usually quick, easy and cheap but does not result in representative samples (Maree, 2007).

3.6 PILOTING OF DATA GENERATION INSTRUMENTS

Before data generation began, the focus group interview schedule and semi-structured interview schedule was piloted. The focus group interview schedule was piloted with teachers from the school in which I teach. The semi-structured interview schedule was piloted with the school principal in the school in which I teach. As a result of piloting the instruments, I realised that some questions needed to be reworked in order to remove ambiguity in the questions. Further, I had to rearrange some of the questions in order to ensure a more logical flow to the interview. In terms of duration, the focus group pilot interview lasted 40 minutes and the semi-structured pilot interview with the school principal lasted 30 minutes.

3.7 RECORDING DATA

I requested permission from my participants to use a cellphone to record the interviews. All my participants agreed to this. According to Leedy (2002), the researcher should record potentially useful data thoroughly, accurately, and systematically, using field notes, audio tapes or any other suitable means. Using a cellphone recording assisted me to listen to it again later and enabled me to make a transcript of the interviews for data analysis purposes.

3.8 DATA ANALYSIS

To analyse qualitative data is an important step in the research process. Qualitative data analysis involves organizing the data in order to make sense of the data in terms of the participants' definitions of the situation. It entails the process of noting patterns, themes, categories and regularities (Cohen *et al.*, 2007).

In my study all the interviews were recorded and transcribed *verbatim*. I transcribed the data into text copies of what the participants said during the semi-structured interviews and focus group interviews. I then engaged in thematic content analysis. The data that emerged from the transcripts was then divided into themes. The themes were then placed into groups that spoke to particular research questions (Maree, 2007).

3.9 TRUSTWORTHINESS

For research to be valid it means that a particular instrument measures what it supposed to measure and for research to be reliable it must demonstrate that if it were to be carried out on a similar group of participants in a similar context (however defined), then similar results would be found (Cohen *et al.*, 2007).

In qualitative research we do not speak of validity and reliability of a data. Rather, we speak about trustworthiness. The term “trustworthiness” refers to the way in which the inquirer is able to persuade the audience that the findings in the study are worth paying attention to and that the research is of high quality (Lincoln & Guba, 1985). In any qualitative research project, four issues of trustworthiness demand attention: credibility, transferability, dependability and confirmability. Credibility is an evaluation of whether or not the research findings represent a “credible” conceptual interpretation of the data drawn from participants’ original data (Lincoln & Guba, 1995). Transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project. Dependability is an assessment of the quality of the integrated processes of data generation, data analysis, and theory generation. Confirmability is a measure of how well the inquiry’s findings are supported by the data generated (Lincoln & Guba, 1995). In this study the trustworthiness was enhanced through the strategies below.

To address credibility, I used two methods of data generation. My intention here was to generate two layers of data from different participants. It provided a richer, more multilayered and more credible data set than one initiative would have generated. I also completed “member checking” (Lincoln & Guba, 1985) with sixteen of the eighteen participants. The other two participants were unreachable. In the process of member checking, each of the research participants reviewed a summary of the data analysis procedure and a summary of the final results of the inquiry. To address transferability, I include in Appendix D documents used to generate the answers to the research questions.

The complete set of data analysis documents are on file and are available upon request. This access to the inquiry's "paper trail" gives other researchers the opportunity to transfer the conclusions of this inquiry to other cases, or to repeat, as closely as possible the procedures of this project. To address the dependability and confirmability I relied on an independent audit of my research methods by a critical friend who was also engaged in a master's degree study with me (Lincoln & Guba, 1985).

3.10 ETHICAL ISSUES

Ethics are principles of conduct about what is right and wrong (Thomas, 2011). The University of KwaZulu-Natal has a research ethics policy which is applied to all students who are involved in research on or off the campuses. In order to comply with the ethical requirements as stipulated by the University of KwaZulu-Natal and the Department of Education, I had applied for ethical clearance and permission to conduct the study from the respective institutions. Letters requesting permission to conduct research at the three secondary schools were given to the school principal as well as to the teachers of the three secondary schools. Furthermore, each participant was given a letter containing a brief overview of the intentions of the study, along with a letter requesting permission for them to take part in the interviews. The consent form had explained the nature and the purpose of the study quite clearly. The participants were informed that they were not going to be exposed to any danger. It was explained to the participants that participation was voluntary and should they wish to withdraw they were free to do so and there would be no negative consequences for their withdrawal. The participants had been assured that the information gathered would be used solely for the purposes of the study. The participants were informed that the interviews were going to be recorded and that they were requested to agree to the recording on the consent form. To protect participant's anonymity I used pseudonyms in the reporting. The schools that participated in the study were also given false names.

3.11 LIMITATIONS OF THE STUDY

One of the limitations of case study research is that it cannot be generalisable due to the sampling methods. The data I got from the three schools I selected cannot be generalized because it represents those schools alone. In this study it was not my intention to generalise, rather, it was to get a rich understanding of the case.

3.12 CHAPTER SUMMARY

In this chapter I commenced by stating the research paradigm in which this study is located. It was followed by the methodology, methods, sampling, piloting, data analysis and trustworthiness. I then brought this chapter to conclusion by stating the ethical issues and limitations. The next chapter deals with the data presentation and findings.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 INTRODUCTION

The previous chapter outlined the research design and methodology employed in this study. The thrust of this chapter is the analysis, findings and discussion of the data generated from the semi-structured interviews and the focus groups interviews. To remind the reader, the aim of the study was to explore the impact of teacher leadership on school effectiveness. Three critical questions informed by the aim shaped the study namely:

- What do teachers understand by the concepts teacher leadership and school effectiveness?
- How does the enactment of teacher leadership contribute (or does not contribute) to school effectiveness?
- What role does the school management team play in fostering teacher leadership for school effectiveness?

In this chapter I use the critical questions as an organising framework to present the data. For each critical question, I present the data under themes and sub-themes that emerged from an inductive analysis of the data. In presenting the data I wanted to ensure that the voices of the participants were not lost. Therefore *verbatim* quotations are used in the data presentation. A discussion of the data in relation to the theoretical framework and related literature follows the presented data.

4.2 FINDINGS AND DISCUSSIONS OF THE DATA

The data is presented under the headings: understanding the concept teacher leadership; understanding the concept school effectiveness; the link between teacher leadership and school effectiveness; the contribution of teacher leadership to school effectiveness; and the school management team's role in developing teacher leadership for school effectiveness.

4.2.1 UNDERSTANDING OF THE CONCEPT TEACHER LEADERSHIP

The participants were asked what they understood by the term teacher leadership. The themes that emerged from the data were leading within the classroom and leading outside the classroom but within the school.

4.2.1.1 LEADING WITHIN THE CLASSROOM

What seemed to emerge from the focus group interviews with the teachers of the three schools is that teacher leadership is about leading learners within the classroom. They explained that it is about assigning learner tasks, managing conflict among learners and ensuring that a culture of teaching and learning prevails within the classroom. Mr Mpangashe commented:

“...teacher leadership is about a teacher who teaches in the classroom and is also leading the learners ... [The teacher] promotes a healthy environment between the teacher and the learners in the classroom...”

Similarly, another teacher Miss Khathini claimed:

“My understanding of teacher leadership is a teacher who leads learners within the classroom to do educational tasks like class work, homework and assignments. In fact, giving them tasks, managing conflict among learners and ensuring that the culture of teaching and learning is taking place within the classroom.”

What was interesting was the response from the school principals. None of them spoke about teachers as leaders within the classroom. This reflects a very restricted view of teacher leadership. In contrast to this, the teachers see themselves as classroom leaders.

Literature on teacher leadership suggests that leadership in the classroom is regarded as a place where teachers are designated leaders. Teachers set goals, implement procedures, instruct, guide, facilitate, mobilize, motivate, inspire and model the behaviour expected of learners (Grant, 2006). The teacher performs leadership roles in the classroom such as working with learners, drafting classroom rules, marking the register, designing schedules and controlling the dissemination and retrieval of textbooks (Grant *et al.*, 2010).

Glickman *et al.* (2001) therefore suggest that teachers need regular training and development so that they continuously renew their skills, attitudes, and acquire new knowledge to become effective classroom practitioners.

4.2.1.2 LEADING OUTSIDE THE CLASSROOM BUT WITHIN THE SCHOOL

The school principals were of the opinion that teacher leadership centred on teachers playing leadership roles outside the classroom but within the school. This was in contrast to the views of teachers who did not see themselves as leaders in the school at large. What emerged from the semi-structured interviews with school principals when they were asked to state their understanding about the concept teacher leadership, they seemed to suggest that it is about leading in school committees, leading in their respective subject departments and communicating with colleagues on issues of school improvement. Mr Ntanzi commented:

“My understanding of the concept teacher leadership is that it refers to a teacher who is leading at work by performing his/her duties as required and leading in the committees.”

Similarly, another principal, Mr Jali of Kwa-Phuza Secondary school claimed:

“I understand it to mean teachers who are leading in their departments ... When they are delegated tasks they play a very important role.”

The principal of Bangibizo Secondary School, Mr Ximba emphasised:

“...teacher leadership is about leading people... managing conflict, communicating effectively with other people.”

The findings from the semi-structured interviews with school principals seem to suggest that they view teacher leadership in terms of teachers who perform their leadership duty outside of the classroom but within the school by, for example leading subject departments, leading in various school committees, managing conflict and communicating effectively with stakeholders. Such findings do not resonate fully with scholarship in teacher leadership.

Katzenmeyer and Moller (2001) view teacher leadership as “teachers who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice.” This holistic view is not shared by school principals in this study. This notwithstanding, they still view teachers as leaders within the school

4.2.2 UNDERSTANDING OF THE CONCEPT SCHOOL EFFECTIVENESS

The participants were asked what they understood by the term school effectiveness. The themes that emerged from the data were the school producing good results and developing learners in co-curricular and extra-curricular activities.

4.2.2.1 THE SCHOOL PRODUCING GOOD RESULTS

What emerged from the semi-structured interviews of principals of the three schools was a connection of school effectiveness to the academic performance of learners. Some of the comments of the school principals were as follows:

“School effectiveness refers to the ability of a school to produce good results.”

(Mr Ntanzi)

“...school effectiveness is measured in terms of learner achievement.” (Mr

Ximba)

“...The school succeeds in learning and producing good results.” (Mr Jali)

The focus group interviews with teachers corroborated, in the main, the views of the school principals. Some of the responses of the teachers were:

“School effectiveness to me will be determined by the academic progress made by learners through obtaining good results... School effectiveness has to do with academic excellence.” (Mr Radebe)

“The school is producing good results.” (Miss Kapau)

These findings suggest that the school principals and the teachers share almost similar views on school effectiveness. Both groups of participants link school effectiveness to good academic results in terms of learners. Literature seems to suggest that school effectiveness means different things in different contexts (Mortimore, 2000). However, there seems to be some leaning towards academic results as an indicator for school effectiveness. According to Petty and Green (2007), academic results measured by test and examination scores have continued to dominate understandings of school effectiveness. Other measures have been neglected or used to a lesser extent. Gary (2004) disagrees with this view by stating that examination results are only a measure of academic learning and therefore do not give a complete picture with regard to the effectiveness of a school.

4.2.2.2 DEVELOPING LEARNERS IN CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

The school principals also made links of what they understand by school effectiveness to the schools performance in co-curricular and extra-curricular activities. They commented:

“My understanding of school effectiveness is a well performing school in terms of learner performance and school achievement in extra-curricular activities like sports, culture, music, and many other codes.”(Mr Ntanzi)

“School effectiveness is when a school succeeds in all spheres by participating in extra-mural activities. Our school has won many trophies in cultural activities, in music, drama and in other codes.”(Mr Jali)

The focus group interviews with teachers supported many of the views expressed by the school principals. Mrs Hlathi indicated:

“In my understanding an effective school will look at the behaviour of learners. ...This also involves active participation of learners in extra-mural activities which ensures that learners are not only developed mentally but physically and emotionally as well.”

Similarly another two participants, Mrs Pakisi and Mr Zembe respectively claimed:

“School effectiveness relates to teachers preparing learners to participate in extra-curricular activities. I say they must teach them in totality. I mean they must be taught physically, mentally and spiritually....”

“I understand school effectiveness to mean performing well at school as well as all other school activities that are academic or extra-mural.”

The participants (school principals and teachers) agree that that school effectiveness does not only encompass producing good results but also includes the school developing learners in all spheres of school life such as physically in terms of extra-mural activities, mentally and emotionally. The views expressed by the participants are in agreement with Gary’s (2004) views (see above). This means that the objective of the school is not only to make students acquire good results and certificates but also to socialize the students in order to produce all-round developed individuals who are well prepared to fit in as leaders of tomorrow (Abraham, Ememe, Nwaju & Hannah, 2012).

4.2.3 THE CONNECTION BETWEEN TEACHER LEADERSHIP AND SCHOOL EFFECTIVENESS

The participants were asked to respond to what they understand by the connection between teacher leadership and school effectiveness.

All the participants concurred that there is a connection between teacher leadership and school effectiveness. School principal, Mr Ximba mentioned that a school is effective when there is strong teacher leadership and this contributes to good school results. He indicated:

“Yes there is a connection. The school is effective when there is a strong teacher leadership... When there is strong teacher leadership the results will be good... at the end of the day it is about good results and a good reputation for the school.”

Similarly, another school principal, Mr Jali of Kwa-Phuza Secondary school claimed:

“There is a connection ... teachers are good if they lead, work together with management, and management treats them as colleagues. This will make them to love their school and then they become effective.”

The teachers from the focus group interviews mentioned:

“Yes there is a strong connection between the two concepts. For the school to be effective the school must attain good results. It must have strong leaders. The so called effective schools are effective because they draw on teachers as leaders who assist with academic improvement.” (Mr Radebe)

“Yes I also see a connection between the two concepts as Mr Radebe has already alluded to. The effectiveness of the institution is only possible because there are good leaders. If the leader is not doing the job then the school is not going to be effective...in the same way class teachers as being leaders, they need to be effective in order to get good results... they need to be effective to do well in extra-curricular activities.” (Miss Ntengo)

The above findings allude to a link between teacher leadership and school effectiveness. The two concepts seem to be closely intertwined. For a school to be effective it needs to promote teacher leadership. Similarly, when there is teacher leadership there is a greater possibility of the school being effective. The school principal is the one who must make the teachers understand the need for engaging themselves in leadership roles. Teacher leadership is best when supported by the school principal (Huerta *et al.*, 2008). When the school principal takes the lead towards visioning of the school he should do it in such a way that the informal leaders (teachers) are also able to see the direction. In this way the teacher leaders will buy into sharing the school's vision which will ultimately contribute to school effectiveness.

4.2.4 THE CONTRIBUTION OF TEACHER LEADERSHIP TO SCHOOL EFFECTIVENESS

Various themes emerged from the data namely, classroom management, participation in school development, participation in school decision-making and playing a role in the community.

4.2.4.1 CLASSROOM MANAGEMENT

The participants were asked whether teacher leadership does contribute to classroom effectiveness. Almost all the participants agree that teacher leadership does contribute to classroom effectiveness. The participants indicated that without the effectiveness of the teacher's classroom leadership, school effectiveness is not possible. Some of the comments of the school principals were:

"Teacher leadership contributes immensely ... the principal cannot do it all by himself or herself. Teachers as leaders teach learners, manage their classrooms, and instil discipline in learners, draw-up classroom rules with learners, ensuring that learners attend school daily. They mark class registers, sign reports cards, motivate learners to do their work and implement the school's code of conduct." Mr Ntanzi)

"...it contributes a lot if the teachers serve as role models to the learners. They need to prepare for their lessons, observe school times and be disciplined. Their contributions can make their classroom very effective." (Mr Jali)

The participants in the focus group interviews also supported what the school principals had to say. Mrs Tembo explained:

"Teacher leadership contributes greatly to the classroom effectiveness ... It is through marking the registers that absentees are detected. Learners have to account for their absence. Their reasons for absence must be known in time. The learners' failure must be noticed early and parents notified."

Similarly, another participant claimed:

"....Most of the values that the learners are taught are not told by the teacher. The class teacher as a leader models the way. For example punctuality, being focused and being clean. Learners know that this is the expected behaviour for them because the teacher is serving as an example for them to follow."

Miss Kapau also emphasised:

"Teachers are the 'engineers' who produce quality learners. They discipline learners, set rules, develop learners by involving them in many different activities. They engage in activities that will benefit the learners in class."

Participants were very clear about the contribution of teacher leadership to classroom effectiveness. The findings seem to suggest that the teacher leader has a very strong influence in the behaviour of learners in the classroom, ensuring that learners attend school regularly, marking class registers, motivating learners to learn and implementing classroom rules. This has a very positive contribution to school effectiveness. The *Employment of Educators Act, 76 of 1998* stipulates the roles and responsibilities of teachers.

They are expected to engage in class teaching that will foster a purposeful progression in learning and to establish a classroom environment which stimulates positive learning and actively engages learners in the learning process (Republic of South Africa, 1998, sec. 4.5). Grant (2008) emphasises teacher leadership roles such as working with learners, drafting classroom rules, marking registers, preparing work schedules and controlling textbooks. All these activities contribute to school effectiveness.

Hook (2006) asserts that teacher leadership will only exist when teachers are recognized by other teachers as excellent in the classroom. The classroom is regarded as a place where teachers are designated leaders. They set goals, implement procedures, instruct learners, motivate learners, and model acceptable behaviour (Grant 2006, Creemers & Kyriakides, 2006).

4.2.4.2 CONTRIBUTION TO SCHOOL DEVELOPMENT

The participants were asked as to how teacher leadership contributes to school development. They seemed to have mixed ideas. Some mentioned that teacher leadership is affected by teachers playing a role in various school committees. However, others did not seem to explain explicitly the contributions of teacher leadership to school development.

Mr Jali a school principal mentioned:

"The teachers engage in IQMS. They participate in staff development teams and the various school team or committees under the governing body. In this way the school is developed... and becomes effective."

Another principal claimed:

"Teacher leadership contributes greatly through distributed leadership. They participate in school committees where they draft policies in their different committees. They chair meetings. Their involvement, especially in committees like the SDT, makes huge contributions because teachers indicate their shortcomings and they get assistance from relevant people like subject advisors." (Mr Ntanzi)

The participants from the focus group interviews claimed:

"Teachers contribute to school development by attending workshops. This helps them to acquire new information and new ways of looking at education. As Mr Radebe has said, it also helps in the development of the individual." (Miss Ntengo)

"Teacher leadership contributes vastly to school development. Teachers as leaders are involved in activities like sports, culture, awards functions, bereavement committees, discipline, safety and security committees, staff development, orphans and vulnerable children care and others."

Through participation in these committees they add value to effective schools." (Mrs Manambitha)

“... Teacher leadership has contributed to school development because within the school there are different types of committees which have been formed in order to help to teach values such as respect and listening to others.” (Miss Khathini)

The data suggests that through teacher leadership school development is possible. Many of the participants explained that teacher leadership plays a role in the formation of various school committees and this contributes immensely to school development. When the leadership function is stretched over a number of individuals (as in teacher leadership) the tasks of a school is accomplished through the interaction of multiple leaders (Spillane, 2006). Collaboration between teachers is encouraged and this has been found to be a necessary ingredient for school effectiveness (Hargreaves, 1991; Little, 1990; Rosenholz, 1989). Similarly, Ovando (1996) suggests that when teachers are placed in leadership positions they are able to contribute to school effectiveness.

4.2.4.3 PARTICIPATION OF TEACHER LEADERS IN SCHOOL DECISION-MAKING

Participants were asked to respond to the question regarding the role played by teachers in school decision-making. The school principals of all three schools agreed that teachers are indeed playing a role in school decision-making. They cited forums like staff meetings, governing body structures, and subject committees, curricular and extra-curricular committees and in policy making.

Some of the comments of the school principals in this regard were:

“We hold staff meetings and the decisions we take are then taken to the governing body... The decisions are discussed and once we come to an agreement we implement them.” (Mr Jali)

“Teachers are involved in decision-making through their participation in staff meetings and other committees like the SGB. The teachers in staff meetings discuss issues which contribute to school development. The issues are then taken to the SGB by principal together with the teacher component in the SGB.” (Mr Ntanzu)

"We allow the members to brain storm and participate actively especially in staff meetings, departmental meetings and portfolio committee meetings. We also allow teachers to be involved in the school in taking decisions." (Mr Ximba)

The teachers in the focus group interviews were split with regard to having a say in school decision-making.

Two of the participating schools agreed that teachers are involved in decision- making by actively participating in staff meetings, SGB matters and subject committees.

They stated:

"In our school we normally have staff meetings where we as teachers contribute with regard to issues concerning the school.

If there are things we like to contribute to regarding school development we raise them in the staff meeting and they are then taken to the SGB via the teacher component." (Mrs Mphahlele)

"Teacher leadership contributes enormously to decision-making... they play a role in their committees, in staff meetings, in the SGB and in subject committees where they contribute with regard to the challenges facing them." (Mrs Manambitha)

The teachers from one school, however, had limited input in decision-making and this is what Mr Radebe had to say:

"... In a normal school, teachers do get a platform to say something in school staff meetings. The staff meeting is where teachers get a chance to have input in decision-making of the school. ... If the SMT is authoritative or have a top-down style of management, our role as teachers will be meaningless. Our school does not hold staff meetings. We only have briefings and there are no minutes taken down for the briefings, so there is no record."

The findings seem to suggest that the enactment of teacher leadership through the involvement of teachers in school decision-making does take place in the two schools. However, in the third school there is limited teacher involvement in decision-making.

This could impact negatively on school effectiveness if teachers are not involved in the decisions of the school. The top-down structure may not help teacher leadership to emerge in that school. It may in fact hinder the active participation of teachers in matters of the school.

This practice may prevent good views being expressed by teachers which can have a positive impact on school effectiveness. According to Conley (1991), teachers' perspectives on their participation in decision-making are likely to vary, according to whether they believe the areas for their involvement are important or not.

Examples of decisions at school level that teachers consider important may include those related to curriculum, staff development, assigning teacher responsibilities, providing material and mental support and planning schedules for teachers and students (Conley, 1991). In Muijs and Harris's (2003) estimation, the involvement of teachers in decision-making is a key indicator of the strength of teacher leadership. According to a study carried out by Grant et al., (2010), teachers were not involved in school-wide decision-making processes. When teachers were involved, this was usually restricted and took the form described by Harris and Muijs (2005, p. 90) of "individual or collective consultation with the senior management team". Ovando (1994) indicates that when teachers engage in decision-making processes, it increases teacher empowerment and advances professionalism.

Similarly, Leithwood *et al.*, (2004) state that "the involvement of teachers in decision-making helps teachers gain confidence and because they are the part of the decision-making process, they become more loyal to the organisation." It is good practice to involve teachers in decision-making because the spin-offs like teacher empowerment, teacher professionalism and loyalty to the school is bound to improve school effectiveness.

4.2.4.4 CONTRIBUTION OF TEACHER LEADERSHIP TO THE SCHOOL COMMUNITY

Participants were asked to respond to the involvement of teachers in the school community. The data from both the school principals and the teachers seem to indicate that teachers involve themselves in community projects.

This is what some of the principals said:

"Teachers must develop themselves and participate in community activities. They must accept the good ideas from the community leaders. If there are people in the community who have expertise they must be co-opted for example a good lawyer or chartered accountant. "(Mr Jali)

"Teacher leadership is about being involved in community projects, for example they teach adults in the adult centres after hours. They assist with sporting activities. Our school becomes a voting station during the provincial elections. So teachers are employed to assist during the elections due to the expertise they have." (Mr Ntanzi)

"We work with the community. We have HIV campaigns and social grant awareness programmes. In this way the teacher leadership is contributing to the school community...." (Mr Ximba)

The participants in the focus group interviews added to the list of school community involvement. This is what emerged from the focus groups interviews:

"Some teachers are councillors so they listen to the community's problems and take those problems to the council meeting. This is a very great contribution to the community." (Miss Khathini)

"The school is involved in community projects. It was involved in the identification of problem areas on the roads. This project resulted in the transport department erecting speed humps on the road. Prior to the erection of the humps it was dangerous to the learners." (Mrs Duma)

From the findings it seems that teachers as leaders are contributing to the community serviced by the school. The principals and the teachers both agree that teachers are playing a role in uplifting the community. In turn, the community is also invited to play a role in the school. For example, community members are co-opted with special expertise such as lawyers and accountants. School effectiveness could indicate how well the school is managed by the principal and how well parents and the community are involved in the affairs of the school (Harris, Bennet & Preedy, 1997).

4.2.5 SCHOOL MANAGEMENT TEAM'S ROLE IN DEVELOPING TEACHER LEADERSHIP FOR SCHOOL EFFECTIVENESS

Participants were asked to respond to how the SMT assists teachers to be effective leaders and thereby contribute to school effectiveness.

The themes that emerged during the interviews were: SMT's assisting teachers to be effective leaders in the classroom, capacitating teachers in curriculum issues, assistance in school development and provision of curriculum support to neighbouring schools.

4.2.5.1 SMT ASSISTING TEACHERS TO BE EFFECTIVE LEADERS IN THE CLASSROOM

The school principals mentioned the following key aspects: taking the lead in subject committee meetings and enlisting the help of subject advisors. Some of the key comments made by the school principals were:

"When we have subject committee meetings we make the teacher to lead. Once we have noticed that there is a good teacher with expertise in the subject we make use of such a teacher. The HOD cannot claim that he/she knows everything. Teachers too are very good and they must be made use of." (Mr Jali)

"As SMT we assist teachers to be effective leaders by inviting subject advisors to help them in addressing the challenges that they may be facing."

"We allow teachers to attend workshops and report to others once they come back. The SMT also arranges departmental meetings where they share ideas with other teachers in that particular department." (Mr Ntanzi)

"We also hold meetings within the school just to motivate the educators so that they become competent in the work that they do in education. When we workshop them they become effective leaders...." (Mr Ximba)

Mr Mpangashe, a teacher from one of the focus groups referred to workshops that are held to emphasise quality work that they must do.

He said:

“Our SMT arranges workshops that talk about the quality work that we should be exposing our learners to. The SMT makes us to write reports about the various committees... subject committees that we participate in. The SMT also helps us to set the tempo of the work that has to be done...”

Another participant also mentioned the support they get from the SMT. She mentioned the files, textbooks and help they receive from the developmental support group (DSG) in terms of the integrated quality management system (IQMS).

A key comment made by the participant:

“We are also given tasks which are supposed to be done by SMT members. By being delegated to do those tasks we are being shaped into what is supposed to be done by the SMT. They also assist in the IQMS where a member of the SMT is also a member of the DSG. This enables the SMT to see where you are doing well and see where you lacking and help you to develop.” (Miss Ntengo)

Another participant claimed:

“Our SMT organizes departmental meetings where we share ideas with our colleagues teaching the same subject... Our SMT allows us to attend workshops which develop us in certain things which are new to the department like the Curriculum Assessment and Policy Statement (CAPS). Through staff development programmes we list all what we need to be developed at and experts are arranged like subject advisors to come and develop us. Through regular meetings we are being developed.” (Mrs Manambitha)

The findings seem to suggest that the SMT is able to foster teacher leadership for school effectiveness. By ensuring that teachers are capacitated in curriculum issues they are ensuring teachers lead in the classroom in terms of the subject. Being effective teachers is a sure way to contribute to school effectiveness. The SMT's are also making teachers aware of what is considered as quality work. Having such benchmarks makes teachers aware of the level of delivery that is expected of them.

4.2.5.2. ROLE OF THE SMT IN CAPACITATING TEACHERS

The participants were asked to respond to the role of the SMT in capacitating teachers for school effectiveness. The school principals mentioned that the SMT's organize meetings, plan in groups and supervise teachers work. Their comments were as follows:

"By organizing departmental meeting, teachers are capacitated in terms of the curriculum for school effectiveness.

However, it does not end there. The teachers attend workshops and when they come back they report back to the teachers as well." (Mr Ntanzu)

"... if teacher are having problems with certain aspects we organize workshops for teachers. The HOD's checked and monitors the teacher's work." (Mr Jali)

"Concerning curriculum management the HOD's manage the work of the educators through checking the lessons plans, assessment tasks and checking learners' exercises." (Mr Ximba)

This is what transpired in the focus group interviews with teachers:

"With this question I can say our SMT usually make us to lead when there are subject committee meetings. In this way we are given an opportunity to showcase what we can contribute. Our SMT also checks our files and they develop us in terms of how they want." (Mrs Mphahlele)

Another participant emphasized:

"As one of our colleagues has mentioned we have departmental meetings where we share our ideas; they also inform us about workshops like CAPS." (Mrs Manambitha)

Similarly, another participant claimed:

"Our SMT allows us to go to workshops usually for HOD's and teachers. That is where we are capacitated because you know what the function of a HOD is and what is expected from us. The SMT always checks our work to see whether it is of a required standard." (Mr Radebe)

The findings suggest that the SMT in the three schools are playing their roles in capacitating teachers so that they become effective teachers in the school. There is supervision and checking of teachers work with a view to improving the output of teachers. Blasé and Blasé (2001) emphasise that empowering teachers has a significant effect on teachers' work, both in the classroom and in the wider setting, thus making the school to be effective. According to Siduna's (2003) study, eighty one percent of the teachers indicated that they were given the opportunity to suggest agenda items for curriculum meetings and also chair such meetings. The results showed a high level of implementing teacher leadership.

4.2.5.3 SMTs ASSISTANCE TO TEACHERS FOR SCHOOL DEVELOPMENT

The participants were asked to respond to the contribution of SMT members assisting teachers outside the classroom for whole school development.

The following were the key aspects that were mentioned: the involvement of teachers in various school committees, getting teachers to play lead roles in Maths Olympiads and Science Expo and teachers engaging learners in community projects. Some of the comments of the school principals were:

"Our SMT is involved in various committees like sports, culture, discipline and safety and security committee (DSSC). In these committees we work with teachers." (Arise and Shine School principal)

"Outside the classroom our teachers engage learners in projects like Qhakaza Land project. We have cleaning up teams. We encourage our teachers to participate in mathematics projects like Maths Olympiads, Science Expo." (Kwa-Phuza Secondary School principal)

The teachers made the following comments:

"The SMT ensures that we attend leadership development programmes provided by the department. The SMT also encourages teachers to collaborate with other teachers so that we learn about their success about school development." (Mrs Makhanya)

"The SDT committee is being chaired by a post level one. That is where we are being developed." (Mr Radebe)

The data suggests that teachers are being assisted by the SMT to contribute to school development. The principals of the three schools did mention that the teachers are involved in various committees and they play active roles in various projects. Collaboration with other teachers is encouraged.

4.2.5.4 HELPING TEACHERS TO PROVIDE SUPPORT TO NEIGHBOURING SCHOOLS IN THE COMMUNITY

When the participants were asked to respond to the question about how the SMT is helping teachers to provide support to neighbouring schools they mentioned aspects like inter-school teaching, holding cluster meetings and developing learners in subject groupings. Some of the comments of the school principals were:

“What we do as SMT we encourage inter-school teaching. The inter-school teaching helps teachers who are teaching the same subject. The educators set common examination papers which measures the performance among schools.” (Mr Ximba)

“The teachers are encouraged to attend cluster meetings where they discuss issues relating to the challenges they encounter in their classrooms. They do moderation together in those clusters.” (Mr Ntanzi)

“We work as a team with our neighbouring schools. For example our neighbouring high school visits our school to develop our learners about subject groupings and the streams they can choose when our learners reach grade 10. We invite or send our teachers to other schools and other schools also invite and send their teachers to this school.” (Mr Jali)

The response of the teachers in the focus group interviews were as follows:

“Our SMT supports inter-school teaching. They also support the matric intervention that we had in July.” (Mr Radebe)

“The SMT usually encourages us to work with neighbouring schools. We form clusters where we do moderations. We encourage each other to work harder so that the learners get the best out of us.” (Mrs Manambitha)

"We try to meet with our feeder schools to get to know our future learners so that when they come to our school we are well-versed about them."(Mr Mpangashe)

The data suggests that the SMT helps the teachers to provide support between neighbouring schools. The SMT's responses when compared to the teacher's responses do not differ much. According to Grant (2006), effective teacher leaders go beyond the school boundaries and engage themselves in leadership roles in the communities where they work. A good teacher leader does not focus on one zone only but he moves across the four zones and plays leadership roles in each. The point raised here is that teacher leaders become extended professionals (Hoyle, 1980). By taking on roles outside the school, teachers are extending their knowledge and skills. This knowledge and skills can be put to good use to improve and uplift their schools.

4.3 CHAPTER SUMMARY

This chapter focused on the analysis, findings and discussion of the data generated from the semi-structured interviews with school principals and focus group interviews with teachers. The data was presented under themes and sub-themes that emerged from the interviews. A discussion of the data in terms of the theoretical framework and literature reviewed in chapter two, as well as other scholarly works was then presented. The next chapter will deal with a summary of the study, the main conclusions drawn and recommendations of the study.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter dealt with the presentation of the data, findings and discussion. This chapter focuses on three issues. Firstly, a summary of the study is presented. Secondly, conclusions are made emanating from findings related to my key research questions and lastly, recommendations related to the findings are suggested.

5.2 SUMMARY OF THE STUDY

Chapter one provided the background and orientation to the study. I provided a rationale and motivation as to why this study is needed in the South African context. Teacher leadership is not a new concept in countries such as the United States of America, the United Kingdom and Canada. However, it is relatively new in the South African arena. This concept is slowly gaining interest and is being researched by South African scholars such as Grant (2006), Rajagopaul (2007), Singh (2007) and Ntuzela (2008). I also stated the significance of the study and it's potential to clarify the important role that teacher leaders can play in the school situation. In addition to this, I generated three research questions to guide my study, namely:

- What do teachers understand by the concepts teacher leadership and school effectiveness?
- How does the enactment of teacher leadership contribute (or does not contribute) to school effectiveness?
- What role does the school management team play in fostering teacher leadership for school effectiveness?

Lastly, considering the contested nature of the terms employed in the study I provided definitions of key terms employed in the study so as to ensure a uniform understanding of them when reading the study. The chapter also provided a brief overview of the methodology, namely case study used in the study.

Chapter two provided a review of the literature. It commenced with the theoretical framing of the study. The model I used is Grant's (2008) model of teacher leadership where teachers are expected to be active participants in various zones in order to be effective teacher leaders. The zones identified by Grant (2008) are: zone one which entails leading within the classroom, zone two which involves working with other teachers, zone three which entails leading in whole school development and zone four which involves leading beyond the school into the community. In addition to Grant's model, I also drew on school effectiveness literature. In terms of the review of related literature, I focused on the various meanings of teacher leadership and school effectiveness, the relationship between teacher leadership and school effectiveness, factors promoting teacher leadership and school effectiveness, the principal as a motivator of teacher leadership, improving teacher effectiveness and barriers to teacher leadership.

Chapter three provided an account of the research design and methodology used in the study. In this chapter I justified the choice of the interpretive paradigm owing to my intention to get an in-depth understanding from participants about teacher leadership and the impact it has on school effectiveness. I explained the methods used to generate data namely, semi-structured interviews and focus group interviews. Semi-structured interviews were conducted with three principals of the three secondary schools. Focus group interviews were conducted with five teachers per school. A rationale was provided as to why I chose to use purposive sampling in generating data. I gave a brief explanation of how I went about analyzing the data generated. I included issues such as ethics, trustworthiness and limitations of the study. In order to comply with sound ethical practices, I sought permission from various institutions to gain access to the case study schools and participants. Permission letters and consent forms were given to all the participants. This chapter was brought to conclusion by revealing the limitations of the study.

Chapter four presented the data, findings and discussion of the study. In this chapter I used the critical questions as an organising framework to present the data. For each critical question, I presented the data under themes that emerged from an inductive analysis of the data.

5.3 CONCLUSIONS

The aim of the study was to explore the impact of teacher leadership on school effectiveness. Based on this aim and the key research questions, some clear conclusions are arrived at regarding teacher leadership and the impact it has on school effectiveness after engaging with the findings of the study. My conclusions are drawn around the three research questions of my study.

5.3.1 UNDERSTANDINGS OF THE CONCEPT TEACHER LEADERSHIP AND SCHOOL EFFECTIVENESS

When participants were asked about their understandings of the concept teacher leadership, the findings from the focus group interviews seem to suggest that their understandings of teacher leadership were linked to leading within the classroom. However, the findings from the semi-structured interviews on the same concept seem to suggest that teacher leadership is more than leading within the classroom. It extends beyond the classroom but within the school. I conclude by saying that teachers regarded teacher leadership as leading within the classroom by managing conflict among learners, setting learners tasks, marking class registers, drawing up schedules, disciplining learners and ensuring that a culture of teaching and learning is prevalent. There is a gap in the teachers' understanding of teacher leadership if they regard teacher leadership as only based within the classroom. I consider this a very restricted view of teacher leadership. The school principals seem to share a broader view of teacher leadership by viewing it to include aspects beyond the classroom. Nonetheless, both the teachers and school principals need to embrace an extended view of teacher leadership and look at the concept as also encompassing leadership beyond the school and into the community.

With regard to the understandings of the concept school effectiveness, the findings from the semi-structured interviews seem to suggest that it refers to the school producing good academic results. The findings from the focus group interviews seem to regard school effectiveness as developing the learners in extra-curricular and co-curricular activities in addition to curricular activities. Both, teachers and school principals need to embrace more progressive views on school effectiveness. They need to see an effective school as one that can educate the child in totality. The study also showed that participants believed that there is a link between teacher leadership and school effectiveness. By enacting teacher leadership, school effectiveness can be realised.

5.3.2 THE CONTRIBUTIONS OF TEACHER LEADERSHIP TO SCHOOL EFFECTIVENESS

The findings were very clear with regard to the contributions of teacher leadership to school effectiveness. The findings seem to suggest that teacher leadership has a very strong influence on the behaviour of learners in the classroom. Teacher leaders ensure that learners attend school regularly, they mark class registers, they motivate learners to learn and they implement classroom rules.

Concerning the contribution of teacher leadership to school development the data suggest that through teacher leadership school development is possible. Evidence from the study showed that teacher leadership plays a role in the formation of various school committees that contribute to school development. The contribution of teachers to school decision-making contributes to school effectiveness. The examples of decisions that involve teachers at the school level include those related to curriculum matters, staff development, assigning teacher responsibilities and planning schedules for teachers and students. Teachers find it easy to implement decisions if they have been involved in the decision-making process. Schools need to involve teachers in decision-making so that teacher leadership can impact positively on school effectiveness. Teacher leadership also contributes to teachers playing a role in the school community. Teachers are playing a role in uplifting the community. In turn, the community is also invited to play a role in the school.

5.3.3 SCHOOL MANAGEMENT TEAM'S ROLE IN DEVELOPING TEACHER LEADERSHIP FOR SCHOOL EFFECTIVENESS

The data seems to support the view that SMTs are providing assistance to teachers in the classroom. By providing assistance to teachers, teachers are able to develop into effective classroom practitioners. There is a supervision of teachers work in the schools by the SMT. The supervision of teachers work ensures professional accountability. This in turn has the potential of improving the output of teachers.

The SMTs also develop teachers so that they play an active role in school development. The teachers are encouraged to get involved in various school committees and school projects.

Teachers participate in school committees like the DSG and SDT. The participation of teachers in these committees contributes to school effectiveness.

5.4 RECOMMENDATIONS

The following are the recommendations based on the findings in the study.

5.4.1 RECOMMENDATION 1

Workshops should be organized by the KwaZulu-Natal Department of Education to develop teachers in the roles teachers can play as teacher leaders beyond the classroom. The district managers and other senior education managers should organise workshops in order to develop teacher leadership skills so that it will have a positive impact on school effectiveness. Teachers should be capacitated on exactly what is meant by teacher leadership and how it can be used to enhance school effectiveness.

I also recommend that at the institutions where pre-service training of teachers takes place, modules which speak to teacher leadership and the role it plays in schools is made compulsory.

5.4.2 RECOMMENDATION 2

Some participants in the study still regard school effectiveness as something which has to do with academic results only. The Department of Education should arrange workshops so that teachers can be developed in terms of the current thinking on the concept. Teachers need to understand that school effectiveness is much more than academic results.

5.4.3 RECOMMENDATION 3

The Department of Education should design programmes that will provide those in leadership positions with leadership and management skills that will promote shared leadership and decision making skills in schools. This is vital for teacher leadership to flourish.

5.4.4 RECOMMENDATION 4

Teachers should be encouraged to take on leadership roles outside the school. For example, they should serve on circuit and district subject clusters. In so doing they are able to harness knowledge and skills from other cluster members and implement their learning's in their schools.

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APPENDIX 1

Turton Spofu Road

P.O.Box 473

Hibberdene

4220

16.08.2013

The principal

.....
.....
.....
.....

RE: RESEARCH PROJECT: TEACHER LEADERSHIP AND ITS IMPACT ON SCHOOL EFFECTIVNESS.

I am doing my Master's Degree in Education, specializing in Educational Leadership, Management and Policy in the University of KwaZulu Natal. I am required to generate data relevant to my area of study. As we discussed informally with you I will appreciate your consent to conduct this research study in your school.

The purpose of my study is to understand teacher leadership and its impact on school effectiveness. I would like to work with five teachers and principal to conduct focus groups interviews of 45 minutes.

The participants must be qualified and have most years in the teaching profession.

As my participants are teachers there is no way this research project will interfere with the functioning of the school. The participation is voluntary should for any reason you withdraw your participation you are free to do so without any negative consequence.

My strategies for data generation are semi- structured interviews with the principal and focus groups interviews with six teachers. The data generated in this research study will be strictly confidential. The name of the principal and the school will not be mentioned in the report or during any presentations. I am requesting permission to record the data from participants. A cellphone will be used to record data as it will be very difficult to recall each and every word the participant has produced. The participants are free to access this information should they wish to do so. The data produced will not be published and the pseudo-names will be used. Furthermore, the names of schools will not be revealed only false names will be used. In case of principals, the researcher will use pseudo surnames. The data generated will be kept safe as invaluable source of information. If you need more information about this research project, you are free to contact the following: Mariette Snyman telephone number 0312608350, fax number 0312604609 or email address snymanm@ukzn.ac.za. My supervisor is Dr. Inba Naicker and his contact number is 0312603461 and his email address is naickeril@ukzn.ac.za. My contact numbers are: Cell number 0743816338 or phone number at work is 0399720229.

I attached a consent /declaration that you have understood the contents of this invitation. I hope you will sign and return to me at earliest convenience. I attached a consent /declaration that you have understood the contents of this invitation, I hope you will sign and return to me at earliest convenience.

Thanking you in anticipation.

Yours faithfully

.....
MBATHA B.L. (Mr.)

.....
DATE

APPENDIX 2

INFORMED CONSENT LETTERS TO TEACHERS

RE: MED RESEARCH PROJECT: THE TEACHER LEADERSHIP AND ITS IMPACT ON SCHOOL EFFECTIVENESS

The purpose of this research project is to understand the teacher leadership and its impact on school effectiveness. This research project is supervised by Dr. I. Naicker. If you need more information about this research project, you are free to contact the following: Mariette Snyman telephone number 0312608350, fax number 0312604609 email address snymanm@ukzn.ac.za. My supervisor is Dr. Inba Naicker and his contact number is 0312603461 and his email address is naickeri1@ukzn.ac.za. My contact numbers are: Cell number 0743816338 or phone number at work is 0399720229.

I am currently doing a Master's Degree in Education, specializing in Educational Leadership, Management and Policy at the University of KwaZulu-Natal. This research project forms part of my studies. The teachers will be asked questions based on their experiences of how they understand teacher leadership and how it impacts on school effectiveness. I am requesting permission to record the data. The interviews will be recorded using a cellphone. The purpose of recording is to capture the data as it is otherwise the researcher can fail to capture every piece of data. The interviews will take place after school since my participants are teachers. The interviews will take place once per school since there will be three schools. The approximate time for the interviews will be forty five minutes.

While the participants will be discussing about the question the researcher will probe where necessary but without interfering just to get some clarity on the issue being discussed and will be writing and recording at the same time. To ensure anonymity the pseudo names will be used and the name of the school will not be revealed.

The important thing is protection of my participants while the data is being produced. The data produced will not be published. It will be used only for the purpose of this study.

The data obtained will be used to understand teacher leadership and its impact on school effectiveness. Participation in this project is voluntary. Should the participants opt to leave or to withdraw from the study at any stage, they will not be disadvantaged.

Once the researcher has obtained ethical clearance it will be then that the researcher can go to schools requesting permission to conduct the research at schools. I am requesting permission from you to participate in my research project. I would appreciate it if you could take some time to consider my request and complete and sign the attached consent form, if you wish to take part in this research project.

Yours faithfully

.....

MBATHA B.L.

Date.....

CONSENT FORM

I..... (Full name of the participant) hereby consent that I fully understand the nature and purpose of the study. I am also aware that I may withdraw from the study at any time and that the information obtained from me during semi-structured / focus groups interviews will be treated confidentially and will not be disclosed for any other purposes, other than the mentioned study. I therefore give my consent to participate in this study.

I understand that I am free to withdraw from the project at any time, should I so desire without any negative consequence. I hereby consent/ do not consent to have this interview recorded.

.....

Date.....

Signature of the participant

Witness

Date.....

APPENDIX 3: INTERVIEW SCHEDULE

TEACHER LEADERSHIP AND ITS IMPACT ON SCHOOL EFFECTIVENESS

SEMI-STRUCTURED INTERVIEWS (PRINCIPALS)

1. Biographical data of participants

1.1. Age. How old are you? The participant is free to say between 25-29, or 30-39, or 40-49 or 50 and above.

1.2. Gender. Male Female

1.3. Qualifications. Tell me about your qualifications.

1.4. How long have you been a teacher? (Tell me about your number of years involved in education, and the positions held)

2. Understanding of the concepts teacher leadership and school effectiveness

2.1 Tell me as the principal what do you understand about the concept teacher leadership?

2.2. What do you understand by the concept school effectiveness?

2.3. Do you see any connection between these concepts teacher leadership and school effectiveness?

3. Enactment to teacher leadership and its contribution to school effectiveness.

3.1. How does teacher leadership contribute to the classroom effectiveness?

3.2. How does teacher's leadership contribute to the school development?

3.3. How does teacher leadership contribute in school decision- making?

3.4. How does teacher leadership play a role in school community?

4. School management team, teacher leadership and school effectiveness

4.1 How do teachers get assistance from SMT to be effective leaders in the school?

4.2. How does SMT capacitate teachers to play leadership roles in terms of the curriculum for school effectiveness?

4.3. How does teacher get assistance from SMT outside the classroom to contribute to school development?

4.4. How does your SMT assisting teachers to provide curriculum support between the neighbouring schools in the community?

5. General

Is there any other comment you would like to make regarding the contribution of teacher leadership to school effectiveness?

INTERVIEW SCHEDULE FOR TEACHERS

1.1. How old are you? The participants are free to state their years using intervals e.g. between 25-29, 30-39, 40-49 or 50 and above

1.3. Qualifications. Tell me about your qualifications.

1.4. Work experience: How many years have you been teaching?

2.1 What are your understandings about the concept teacher leadership?

2.2 What is your understanding about the concept school effectiveness?

2.3 Do you see any connection between teacher leadership and school effectiveness?

3.1 How do teachers leadership contributes to classroom effectiveness?

3.2 How does teacher leadership contribute to curriculum development?

3.3 How does teacher leadership contribute to decision-making?

3.4 How does teacher leadership play a role in the school community?

4.1 How does a teacher get assistance from SMT to be effective leaders in the school?

4.2. How does SMT capacitate teachers to play leadership roles in terms of the curriculum for school effectiveness?

4.3. How does teacher get assistance from SMT outside the classroom to contribute to school development?

4.4. How does your SMT helping teachers to provide curriculum between the neighbouring schools in the community?

5. General. Is there any other comment you would like to make regarding teacher leadership and school effectiveness?

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Dr Saths Govender

12 DECEMBER 2013

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the dissertation titled:

**'TEACHER LEADERSHIP AND ITS IMPACT ON SCHOOL EFFECTIVENESS: A
CASE STUDY OF THREE SECONDARY SCHOOLS IN KWAZULU-NATAL' by
B. L. Mbatha.**

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully



Govender

DR S. GOVENDER

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**Turnitin Originality Report**

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CHAPTER ONE BACKGROUND AND ORIENTATION TO THE STUDY 1.1 INTRODUCTION The South African education system has experienced vast changes since the watershed 1994 general elections. The shift from the apartheid system to a democratic system of governance heralded many changes in education. A key change was the formation of a single national department of education. In the democratic era numerous policies and laws were passed such as the South African Schools Act, 84 of 1996 (SASA); Norms and Standards for Educators (2000) and the Integrated Quality Management System (IQMS). The promulgation of SASA has brought about a number of changes in school leadership, management and governance. The key values of SASA underpinning school leadership, management and governance was that of collaboration and participation. The legislative mandates have led to the formation of democratic structures within the education system. The schools now have two key structures, namely, school