

**Exploring the principal's role towards the success
of annual national assessment (ANA) in their
schools in the Pietermaritzburg area**

By

Rudeshni Pillay

**Dissertation submitted in partial fulfilment for the Degree of Master of
Education in the School of Education, in the discipline Educational
Leadership, Management and Policy**

UNIVERSITY OF KWAZULU-NATAL

March 2014

Pietermaritzburg, South Africa

Supervisor(s): Dr T.T. Bhengu

Co-supervisor: Dr Irene Muzvidziwa

ABSTRACT

Learner performance today holds a vital importance for an individual's success in the academic area as well as great significance in the principals, schools and educators lives. This research looked at the success of Annual National Assessment (ANA). The purpose of my study was to find out how principals achieved the successful ANA results at their schools. Therefore, I have explored the principal's role towards the success of ANA at their schools. The study is focused on primary school principals from urban, semi-urban and rural schools.

The study was conducted through interviews using a qualitative design. Six principals from the Pietermaritzburg area were purposefully chosen according to their ANA results scores for 2012. Two principals were from rural, two from semi-urban and two from urban schools. This selection illustrated the extrinsic and intrinsic factors that hamper learner performance in many schools. An in-depth interview with semi-structured questions was conducted. A tape recorder was used to ensure accurate representation of information. When data was collected the interpretive paradigm was used and the data was qualitatively analysed. Themes which emerged from the data analysis such as teamwork, motivation, mentoring and parental involvement were explained.

The findings of this study conclude that the above mentioned themes were crucial in achieving good results. The study shows that the principal plays a fundamental role in learners and educators lives. It is these roles that are intertwined and shared that create excellent results. The role of the principal together with the staff can make a positive difference in learner achievement.

DECLARATION

I Rudeszni Pillay, declare that;

1. The research reported in this dissertation, except where otherwise indicated, is my original research;
2. This dissertation has not been submitted for any degree or examination at any other university;
3. This dissertation does not contain other people's data or information, unless specifically acknowledged as being sourced from other people;
4. This dissertation does not contain other author's writing unless specifically acknowledged as being sourced from other researchers.
5. This dissertation does not contain any text or tables copied and pasted from the internet, unless specifically sourced and acknowledged detailed in the reference section of the dissertation.

Signed _____ Date _____

As candidate's supervisor I, Dr. T.T Bhengu, agree to the submission of this dissertation.

Signed _____ Date _____

ACKNOWLEDGEMENT

Learning is a life long journey. Through this journey people play significant roles in your life. Hence for the success of my study, sincere thanks go out to:

- ❖ First and foremost the almighty God for his guidance and strength to complete this mammoth task.
- ❖ Secondly, acknowledgement must go out Dr TT Bhengu for taking on the task of being my Supervisor after the sudden departure Dr Irene Muzvidziwa. Thank you Dr TT Bhengu for the support and direction for this study.
- ❖ Thirdly, to all the primary school principals who participated in this study. Your time and vast knowledge must be acknowledged.
- ❖ Fourthly, my family; especially my husband and my two sons, thank you for your understanding, time, patience and unwavering support. My mum whose being my pillar of strength and role model, thank you. My brothers, sister in laws, mother in law and the rest of the family and friends, thank you for motivating and supporting me.
- ❖ Fifthly, a special acknowledgment to my late dad and late sister. Thank you for watching over me and guiding me through all my obstacles. Your guidance has allowed me to perceive.
- ❖ Finally, to my friends and colleagues at Deccan Road Primary School. A heart full thank you to you all. You good people have inspired, mentored and have significantly impacted on my growth as an individual and as an educator.

Table of Contents

ABSTRACT.....	ii
DECLARATION	iii
ACKNOWLEDGEMENT.....	iv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE STUDY.....	1
1.1 Introduction	1
1.2 Background to the study.....	1
1.3 Focus and problem statement of the study.....	2
1.4 Rationale and purpose for the study	3
1.5 Significance of the study.....	4
1.6 Objectives of the study	4
1.7 Research Questions	4
1.8 Research design and methodology.....	5
1.9 The demarcation of the study.....	5
1.10 Chapter Summary	6
CHAPTER TWO	7
LITERATURE REVIEW AND THEORETICAL FRAMEWORK.....	7
2.1 Introduction	7
2.2 Definition of Assessment-Annual National Assessment.....	7
2.3 Purpose of Annual National Assessment.....	8
2.4 Leadership and management	9
2.4.1 Purpose of leadership and management.....	9

2.4.2	Differences between leadership and management	10
2.4.3	Overlap between leadership and management	11
2.4.4	Leadership and distributive leadership.....	11
2.5	The role of school principals	12
2.5.1	Effective principal leads to better learner performance	13
2.5.2	Role of the principal as a leader.....	13
2.5.3	Role of the principal in the vision and goals	15
2.5.4	Role of the principal as a transformational leader	15
2.5.5	Role of principal in creation of culture	16
2.5.6	Role of the principal in staff development	18
2.5.7	The role of principals in the recruitment and induction of new educators.....	19
2.5.8	Role of principal in involving the community	20
2.5.9	An effective role of a principal.....	22
2.6	School Effectiveness and School Improvement.....	23
2.7	Strategies of school improvement.....	24
2.8	Theoretical Framework.....	26
2.8.1	Distributed Leadership.....	26
2.9	Chapter Summary	27
CHAPTER THREE		28
RESEARCH DESIGN AND METHODOLOGY		28
3.1	Introduction	28
3.2	Research Paradigm	28
3.3	Research Approach	29
3.4	Research Design	30
3.5	Methodology.....	30
3.5.1	Sampling.....	31

3.5.2 Data generation methods	31
3.5.3 Data analysis procedure.....	32
3.6 Trustworthiness	32
3.6.1Credibility	32
3.6.2 Transferability	33
3.6.3 Dependability	33
3.6.4 Confirmability.....	34
3.7 Ethical considerations	34
3.8 Limitations.....	35
3.9 Chapter Summary	36
CHAPTERFOUR	37
DATA PRESENTATION AND DISCUSSION.....	37
4.1 Introduction	37
4.2 Themes that was generated from the data	38
4.2.1 How principals contribute towards the positive growth at their school	38
4.2.2Principals' understanding of Annual National Assessment	39
4.2.3 The benefits of Teamwork.	40
4.2.4Motivation role of principal towards the success of ANA	43
4.2.5 How leadership and management supports ANA success.....	45
4.2.6 How parental involvement helps achieve good ANA results.....	49
4.2.7 Strategies applied by school principals to address barriers to performance in ANA	51
4.3 Chapter Summary	54
CHAPTER FIVE	55
SUMMARY, FINDINGS AND RECOMMENDATIONS.....	55
5.1 Introduction	55
5.2 Summary of the study	55

5.3	Research Questions restated	55
5.3.1	What are the school principals' understandings of how good Annual National Assessment results were achieved at their school?	56
5.3.2	What factors contribute towards good results in Annual National Assessment?	57
5.3.3	What strategies do principals use to achieve good results in Annual National Assessment?	58
5.4	Recommendations	58
5.5	Chapter Summary	59
6.	References	60
APPENDIX A	69
APPENDIX B	70
APPENDIX C	71
APPENDIX D	72

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This study explores the role that school principals play ensuring successful assessment implementation in schools in Pietermaritzburg area. Assessment is one of the strategies that can be employed to assure the success of learning that may have taken place during teaching process. The manner in which assessment was conducted in South Africa has changed since the country became a democracy in 1994. Similarly changes in the area of curriculum have occurred since the introduction of Curriculum 2005 with concomitant assessment strategies. Every assessment strategy has to be managed and school principals play a prominent role in that process. As part of assuring quality of teaching and learning, the Annual National Assessment (ANA) was introduced and it remained the responsibility of the principal to ensure that such a national initiative was successfully implemented.

Educational reform has been a central part of the country's reconstruction and development project. Such a development project has been driven by two imperatives. These were that the government had to overcome the devastation of apartheid and, provide a system of education that builds democracy, human dignity, equality and social justice. A system of lifelong learning had to be established to enable South Africans to respond to the enormous economic and social challenges of the 21st century.

1.2 Background to the study

South Africa has gone through different curriculum reforms over the past fifteen years. However, studies (Chisholm, 2004) have shown that even though South Africa (SA) has invested considerable amounts of money in education, there are tremendous shortfalls within learner performances at some schools (Bhengu & Mthembu, 2014). According to Taylor,

Muller and Vinevold (2003); Soudien, (2007), South Africa still lags behind other countries in the continent and the world. South Africa is rated the worst out of all African countries. Due to these findings, a decision was taken by government to try and reform the standard of education.

The South African government introduced Annual National Assessments (ANA). However, even though this was introduced to try and improve the quality of education in schools, recent reports from the Department of Basic Education and others such as SADTU for instance, show that many schools performed very poorly in ANA while at the same time some schools showed tremendous successes. Even though some research has been done to determine why there is a decline in learner performance, much of the focus has been on poor results rather the positive results in some schools. Therefore my research focused on schools that have achieved high scores (70% and above) in ANA.

1.3 Focus and problem statement of the study

This study focused on primary school principals understanding of how learner success of ANA at their school was achieved and hence the contribution of principals in achieving successful results. The national performance of learners in Grade 12 has been satisfactory in the last few years. Even though there has been an increase in educators, the quality of education that takes place from primary years of learning has been questioned, as these years impact on a learner's performance. Many tests and studies have been conducted internationally to determine the South African learner's performance in relation to other countries. These included the Monitoring Learner Achievement (MLA) project (1999) and the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) (2000). The findings indicated that South African learners performed very poorly compared to other countries. Furthermore, the DOE (2007) stated that the quality and outcomes were deteriorating and that the standard of student learning was not improving as it should be.

South Africa in comparison to other countries with similar socio-economic problems, were still performing very inadequately. Even though South Africa does invest large sums of

money in education compared to other countries the outcomes for learner performance are still poor. This has raised concerns with the South African government. Many questions have been raised about the quality of education in the primary schools, as many learners are not able to read and write in the language of teaching and learning. Hence, my study described in the following sections will try to evaluate why this is happening in schools. In doing so I will be looking at principals from schools that have performed well in terms of their high scores in ANA and determine how the high scores was achieved.

1.4 Rationale and purpose for the study

As a Post-Level One educator, also known as ‘teacher’ and having taught at several schools in my career, I have noticed that at some schools assessment pass rates are very low while at others it was very high. Upon reflection, in many cases it is reliant on what and how the principal implements assessment processes and procedures. At the school, at which I am currently teaching, the average scoring for ANA is over 70% (2012 ANA scores). However, at other schools in close proximity are consistently obtaining low scores (between 30% and 40%) in ANA. Therefore, I have always wanted to research about the contribution that school principals may have made in different schools with high scores in ANA. I believe that by researching the principals understanding of the success of ANA at their schools, we can draw lessons from the strategies and approaches that they use.

The given the rationale presented above, the study sought to find out how principals achieve the success of ANA at their schools. This research aims to contribute to improving current practices. I wanted to identify various strategies that the school principals used in order to achieve good results. Evaluations such as Systemic Evaluation, Annual National Assessment, the International Reading Literacy and trends in International Mathematics were undertaken by the government and have all shown poor results among learners in South Africa. The evaluations have highlighted that it is not only the teachers that have helped improve the results in schools but also that the principal plays a crucial role. Therefore, when evaluating good ANA results I have chosen to look at the principal’s role in achieving successful results. ANA has been introduced recently in primary schools to measure the country’s improvement

in learning in specific grades and subjects. As a recent form of assessment of learners, much information is still needed in order to understand how some school principals achieve very good ANA results at their schools.

1.5 Significance of the study

I believe that this research can make a difference in terms of understanding what successful schools and principals are doing with regards to ANA. The findings of this study can have implications for other principals and schools in relation to how they can also improve their performance in ANA.

1.6 Objectives of the study

The following specific objectives were sought in the study:

- Explore the principals' understandings of how good results in the Annual National Assessment were achieved at their schools.
- Understand the principals' perceptions about teacher's accountability to the Annual National Assessment results.
- Examine the strategies principals use to achieve good results in the Annual National Assessment.

1.7 Research Questions

The study was underpinned by the following research questions:

- What are the school principals' understandings of how good Annual National Assessment results were achieved at their schools?
- What factors contribute towards good results in Annual National Assessment?
- What strategies do principals use to achieve good results in Annual National Assessment?

1.8 Research design and methodology

The study adopted a qualitative case study design which was located within interpretive research paradigm. Six schools were selected for participation in the study utilising purposive sampling methods. The six schools which were purposively chosen based on their achievement of over 70% in the Annual National Assessment. Semi-structured interviews were used to generate data from primary school principals. The data was used to solicit the principals' understanding of the success of ANA at their schools. Six school principals from different primary schools were interviewed. A comprehensive description of the research design and methodology is provided in Chapter Three.

1.9 The demarcation of the study

This dissertation consists of five main chapters and these are outlined below.

Chapter One

This chapter provides the introduction and background to the study. Further to this the purpose, focus, rationale and objectives of this study are explained.

Chapter Two

In this chapter the review of literature relating to assessment generally and Annual National Assessment in particular is done. Other issues surrounding the role of school principals in ensuring that quality education is provided and that learner achievement is improved are addressed. The theoretical framework that underpins the study is also discussed in this chapter.

Chapter Three

This chapter presents a detailed discussion of the design and methodology that was used in generating data that was utilised in addressing research questions underpinning the study.

Chapter Four

This chapter presents a detailed discussion about the data that emerged after data analysis process has been completed. The entire data is presented thematically and the participants' direct voices are used as evidence of the claims that are made.

Chapter Five

This chapter brings the entire study to a close. It starts by providing a summary of the whole study and then moves on to present the findings that are drawn from the data presented in the previous chapter. Research questions are used as a strategy to organise the presentation of findings. The chapter ends by making recommendations that are based on the findings.

1.10 Chapter Summary

This chapter has served as an introduction to the study. It has provided a description of the research process including the identification of the research problem and also methodological issues. The chapter has outlined the demarcation of the entire study by indicating key aspects of each of the five chapters that constitute it.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The first chapter introduces the study and addresses all key elements related to the orientation of the study. This chapter reviews literature on issues of education leadership, educational management and the role of leadership in school improvement generally and on learner assessment in particular. The chapter also presents a theory that frames the study. The chapter begins by explaining key concepts for the study, and such concepts include annual national assessment; purpose of annual national assessment; leadership and management; purposes of leadership and management; difference between leadership and management as well as the overlap between these two concepts. These concepts are discussed below.

2.2 Definition of Assessment-Annual National Assessment

Assessment is a term that is used differently in different contexts. In some instances, it is often regarded as evaluation while in other instances it is used as some kind of stock taking. Within the South African context, Sekhu (2011) states that assessments mean assignments and tasks that are marked and used to judge learner achievements. A form of assessment recently implemented in South Africa curriculum was the Annual National Assessment (ANA).

In 2008, the Minister of Education at the time specified that all learners from Grade 1 to Grade 6 would undergo the ANA in Literacy and Mathematics. The original assessment instruments were developed by the Department of Education (DoE). According to the DoE (Department of Education, 2008), ANA is a method of measuring the performance of the education system within the country using the foundation and intermediate phases as the benchmarks for success. Unlike examinations that are designed to inform decisions on learner promotion and progression, ANA data is meant to be used for both diagnostic purposes at individual learner

level and decision-making purposes at a systemic level and not for learner progression or promotion. In other words, it is a tool to assess whether a child needs extra help or not.

2.3 Purpose of Annual National Assessment

The ANA process assists teachers to see to what extent the learners in their classes' measure up to the national expectations. Teachers on one hand, use these results to inform their lesson plans, identifying and supporting learners with learning barriers, as well as, designing and implementing intervention programmes to improve classroom learning and teaching. District officials on the other hand use the results to design school improvement plans and to render appropriate support to the schools. The data on learner achievement is also expected to inform education policies, enable the DoE to provide effective methodological support, training and professional development opportunities for under-performing schools, as well as, the provision of necessary and effective resources so that schools can function effectively. The Minister of Basic Education, Mrs Angie Motshekga stated that ANA was to make a decisive contribution towards better learning in schools (Department of Basic Education, 2011).

Upon reflecting on the purpose of ANA, I believe that assessments are important and worthwhile in our country. They are needed to improve the quality of education in South Africa. However, assessment procedures need to be done correctly in order for it to work and show successes. According to the South African Democratic Teachers Union (SADTU), ANA has not worked in many schools because as it has not been implemented correctly. There are concerns that at certain schools tests scores are modified to suit what the Department of Education wants to see. According to government officials, the introduction of these assessments in recent years was one of the most important advances in educational policy, as it provided a source of information for all stakeholders such as teachers, learners, parents and policy makers. It was noted that without a testing system like the national assessments, it was not possible to determine which schools needed help, or to diagnose and remediate learning problems early enough. While government officials state that the ANA is important in determining the quality of schooling, certain teacher unions believed otherwise.

According to SADTU, schools need to be prepared for assessment procedures in order for them to achieve good results. SADTU claims that schools are not given enough guidance and are not work-shopped on what to do. SADTU is correct in stating that there needs to be ongoing preparation for successful results however, I am of the view that this preparation starts with the principal and is delegated down to the rest of the school. As ANA provides information for teachers about the level they should assess and the level of cognitive demand required, it should be thoroughly prepared by teachers for the learners. The Department of Basic Education (2011) document implies that ANA results when achieved correctly can provide objective feedback to parents about their children's performance while at the same time highlighting how the school system serves them and what learning deficits they may have. Different factors affecting the results of ANA include leadership and management, and these discussed next.

2.4 Leadership and management

According to the Oxford English Dictionary (1999), leadership simply refers to the action of leading a group of people or an organisation, or the ability to do this. Management refers to the act or process of managing people and the people who manage an organisation. Therefore in my view, leadership and management are interdependent processes which need to be practiced together. In my study, the term 'leadership' is understood as the process which works towards movement and change in an organisation while the term 'management' is understood as the process which works towards the stability, preservation and maintenance of the organisation (Astin & Astin, 2000). Hence, the purpose of leadership and management are discussed.

2.4.1 Purpose of leadership and management

Leadership and management have been seen as the foundation for effective running of the school. Davidoff and Lazarus (1999) argue that leadership and management are closely linked and should not be addressed independently. Kouzes and Posner (1997) further state that management is crucial, but also that it really only achieves value if mixed with generous

amounts of leadership. These authors concur that without leadership there is no management and *vice versa*. According to a survey done by Grant and Khumalo (2008) on 396 teachers in the Umlazi district, KwaZulu-Natal, their findings revealed that the majority of teacher's perceived leadership as a shared, collective practice. Coleman (2005) reiterates this by saying that "leadership tends to be seen as the most important of these concepts, while management tends to relate to more operational matters".

I agree with these authors that leadership and management is interrelated and is jointly needed for an organisation to function well. Such management and leadership is essential when performed by the principals with the help of their staff. It is this collaboration that occurs between the principal and the staff that is essential for success at the school. Such relations are the key to this research. Coleman (2005) further suggests that leadership and management functions are likely to overlap and to be carried out within the same role. Interconnectedness is normal and often performed by the leader which within the school environment is the principal.

2.4.2 Differences between leadership and management

Differences between leadership and management do exist and are often overlooked (Bush, 2003). Leadership always involves leading a group of people, whereas management need only be concerned with the responsibility for things, (for example money, equipment, promises and so forth). Bush (2003) explains this by linking leadership to values or purpose while management is linked to implementation or technical issues. Depending on the management level, a management role may also not include the responsibility for people. Cuban (1988) provides a clear distinction between leadership and management by relating leadership with change while management is seen as a maintenance activity. Therefore, leadership can be seen as a much bigger role than management. Good management often exhibits leadership skills, however often the overall functions are toward maintenance rather than change. Therefore, maintenance can be associated with achieving high ANA percentages. Good ANA results requires leaders that exhibit strong and visionary leadership skills. It is through such leadership that the principal can get other members involved in achieving good results.

2.4.3 Overlap between leadership and management

The biggest most fundamental overlap between leadership and management is that good leadership always includes the responsibility for management. In the context of this study, the duty of the manager is to ensure that all assessments must be done appropriately and correctly. Leadership and management are important roles of the leader and are therefore needed for an organisation to function properly. Leaders are meant to supervise and ensure that appropriate measures are carried out in order to achieve good results. Leaders should motivate, manage and lead other staff members in the correct path. As reported by other researchers, Morrison (1998) also views leadership and management as being interconnected and suggests that the role of a leader often the principal includes the role of a manager. Thus it is the leader generally the principal who is the driving force in a school. Even though there are many positive views about leadership and management, there are also areas of overlap, differences and conflicting views.

2.4.4 Leadership and distributive leadership

It can be argued that educational leadership cannot be mentioned without addressing the issue of power. Power that is central to leadership becomes visible in the way people are positioned in schools. Grant (2010) refers to the distribution of power and authority in schools. Often it is the principal's role in leadership and management that demonstrates the distribution of power. This distribution of power highlights the theory of distributive leadership. To this end, Maden (2001, p. 319), maintains that "extra mental and emotional energy seems to be triggered off by a shared sense of achievement, particularly when this is the result of the real efforts of staff and pupils". Distributive leadership is a powerful way to understand leadership activity in schools in more complex and interconnected ways. Therefore, this approach to leadership is constructive and positive for the school's success as it allows the principal to share responsibilities.

The principal plays a pivotal role in getting the school ready to write the ANA. Through his or her role, the principal is responsible for implementing the assessment procedures and practices. According to Crawford (1998, p.8), “the nation cannot attain excellence in education without effective school leadership which will help a nation or individuals progress”. Taylor (2008) states that the importance of school leadership in the success of the schools is undeniable, and also that the quality of leadership makes a significant difference to the school and learner outcomes. Similarly, Bush (2007), contends that schools require effective leaders and managers (in this instance the principals) if they are to provide the best education for their learners.

2.5 The role of school principals

Oxford (1999) defines the school principal as the head of an institution that is liable for the well-being of all learners and educators at that institution. A school leader is seen to be a primary leader in a school who should always be positive, enthusiastic, busy in day-to-day activities of the school and, listening to what their constituents are saying. Consequently, principals today are increasingly finding themselves in positions of power to make decisions on how money in the school should be spent and what and how lessons should be taught in the classroom. According to the findings of many researchers such as Mullford (2003), Sahid (2004) and Mfenge (2005), if principals are dynamic, flexible and willing to change then they are able to lead and manage effectively and create successful schools.

The crucial role of the principal has been elaborated on in several reports including the South African Council for Educators (S.A.C.E) document, PAM document, Educators Labour Relations Council, (Drea & O'Brien, 2002; Mfenge, 2005; Mulford, 2003). These reports document the roles of the principal towards implementing ANA which are needed for effective functioning of the schools. According to the Wallace Foundation (2012), Usdan, McCloud and Podmostko (2000), the principal's main responsibility is learner learning. The knowledge and skills that are developed are eventually assessed, and the ANA is just one of such mechanisms that are used to assess learner performance in certain subjects.

2.5.1 Effective principal leads to better learner performance

According to Hull (2012), an effective principal will create improvement in learner performance and better ANA results will be achieved. Hence the role of an effective principal is examined extensively in this study in order to show how it effects assessments. Even though the literature on effective school leaders points to several quantifiable indicators, they simply do not, nor cannot, apply in a uniform fashion from one principal to another or from one school to another (Chemers, 1993). Several readings mentioned above show that the principal plays a pivotal role in assessment, planning and implementing assessment, including ANA. This is further outlined in the Education Laws Amendment Act (2007), that the principal is responsible for the implementation of all educational programmes and curriculum activities.

A principal's effect on school outcomes is subject to many unpredictable variables, influences and mitigating circumstances. However, even the skeptics among the many researchers admit that principals can exert a positive influence on certain school outcomes. As the importance of leadership to school success has become increasingly evident, policymakers have placed greater demands on principals. South African School Act (Republic of South Africa, 1996b), the Integrated Quality Management System (IQMS) (Department of Education, 1998), and the National Education Policy Act (Department of Education, 1996) have all been introduced to place greater demands on principals and to get them and their schools to succeed. The principal has many but important roles to play; some may be easy while others may have challenges. However, all are vital roles for the positive running of a school.

2.5.2 Role of the principal as a leader

Principals require many of the core competencies associated with leadership roles in any sector or organisation. Mulford (2002a & b) argues that in order for the school leader to address global challenges there is a need to achieve a greater balance between constant change and continuity, dependence and independence, individualism and community, and homogeneity and heterogeneity. Harris and Muijs (2002, p. 1) argue that "the real challenge facing most schools is no longer how to improve but more importantly how to sustain

improvement". Therefore, it is the role of the principal as a leader that can maintain this. Furthermore, Harris and Muijs (2002, p. 1) state that "Sustainability will depend upon the school's internal capacity to maintain and support developmental work and that sustaining improvement requires the leadership capability of the many rather than the few and that improvements in learning are more likely to be achieved when leadership is instructionally focused and located closest to the classroom". In other words, Harris and Muijs (2002), support the importance of teacher leadership, a form of collective leadership in which the teachers develop their expertise by working collaboratively. Primary education is a unique environment, which is clearly different from a commercial organisation. Therefore, any model of leadership must, recognise the importance of the values of learning and personal development, which lie at the heart of the role. According to Sharpe (1995), there are ten qualities necessary for leadership in the 21st century. Some of them include quality to care for people and setting a personal example for subordinates. These qualities make up an effective leader.

The traditional concept of a leader being the direct chief at the top of the hierarchy is nowadays a very incomplete appreciation of what true leadership must be. Ongoing analysis of this concept Mulford, Kendall and Kendall (in press) have shown that where decision making was perceived by teachers in secondary schools as collegial, cooperative and consultative and providing adequate opportunities for participation, it will be more likely to lead to positive student perceptions about their school and teachers as well as perceptions about relationships and their own performance than where decision making was more top-down, executive, or does not foster widespread teacher involvement. Hence, indicating that the top down approach is outdated.

According to Hargreaves (2000), There is no doubt that teachers themselves prefer principals who are honest, communicative, participatory collegial informal, supportive, demanding and reasonable in their expectations with a clear vision for the school principals who work with rather than through others. Therefore the role of a principal in a leadership position has been shown to be important in creating stability, security and accountability in an organisation and encompassed within this role will be the ability and practice of developing a collective vision

for the organisation. Visions and goal setting in an organisation is seen as having something to work towards. Principals through collaboration are generally the ones that set these. Therefore, vision or goals settings for a school will now be highlighted.

2.5.3 Role of the principal in the vision and goals

Working towards a common vision or goals enables the whole staff to get consensus on school priorities followed by clear communication to students and staff to establish a strong sense of overall purpose. Principals need be transformational leaders. Chisholm (2004) highlights the point that transformational leadership approach has the potential to engage all stakeholders towards the achievement of educational objectives. Such broader stakeholder engagement could support a harmonious relationship and a genuine convergence leading to agreed decisions.

2.5.4 Role of the principal as a transformational leader

There are many and different views about the attributes of transformational leadership. Mathibe (2005), for instance, has shown that transformational leadership stimulates, directs, and coordinates group, individuals and communities to work collaboratively, in order to accomplish common visions. However, Fullan (2002) argues that transformational leadership is appraised by many education planners as the best approach for taking schools into the twenty first century. Additionally, in the context of transformational leadership, the principal expends his or her power as a means of empowerment for all stakeholders (Sono, 2002). In addition, Sono (2002) states that they have a primary responsibility for the management of significant areas or functions within the school to ensure the effective development, provision and evaluation of the school's education programme. In exercising such a responsibility, principals will have the authority to make all significant decisions relating to the programme, budget and staff relating to their area of designated responsibility within the framework of the school's strategic plan, policies and budget.

Transformational leadership would support the establishment of a school structure that promotes participative decision-making, supporting delegation and distributive leadership and encourages teacher decision-making. Beyond this, principals will contribute to the overall management of the school through the involvement in policy formulation and decision-making. As shown by Davis, Hammond, LaPointe and Meyerson (2005), management of significant school programmes in schools involve principals in the analysis of the needs of the learners and the translation of state educational policy or framework into appropriate education programme which would meet the needs of all the learners. Principals will be responsible for the effective use of the teaching staff and programme budget to define the area of operation of the school; have oversight and leadership of the educational programmes provided utilising these resources. Networking with other members, as well as other schools, is also seen to be important and will benefit the school. For instance, schools will be able to come into contact with other school cultures and this may help create one that is beneficial to them.

2.5.5 Role of principal in creation of culture

The creation of a positive school culture within the school is essential for successful running of the school, and this may ultimately lead to successful assessment results. One of the principals' duty is to promote an atmosphere of caring and trust among staff, setting the tone for respectful interaction with students, and demonstrating a willingness to change practices in the light of new understandings (Bhengu & Mkhize, 2013). Effective leaders create a culture of continuous learning for all educators, ensures that professional development activities are provided and that they are focused on teaching practice and learner activities. Viewed from this perspective, building a culture of mutual respect, collaboration, trust and shared responsibility and, developing and supporting school communities of practice for continuous learning are the responsibility of the principal.

According to Bush and Middlewood (2005), organisational culture relates to the informal aspects of organisations rather than their official elements. They focus on the values, beliefs and norms of individuals in the organisation and how they coalesce into shared meanings.

Culture is manifested by symbols and rituals. Creating the culture in a school must happen in real-time, at the school and should be team-based. This culture gives the staff members and the learners a sense of belonging (Bush & Middlewood, 2005). Similarly, Mulford (2002) emphasises that an established culture often involves long-held beliefs and values, levels of comfort and resistance to change. One of the distinctive features of South African schools is that principals, other managers and Head of Departments (HODs) often remain in the same school for many years, thus gaining familiarity with the context. Bush, Joubert, Kiggundu and Van Rooyen (2008) illustrated this through research that was undertaken in Mpumalanga and Limpopo, and concluded that having stayed for a long period of time and gained being familiar with the culture of the schools they developed a sense of ownership. All schools have a specific philosophy, beliefs, traditions, discipline, climate and organisational goals.

Principals should develop a school culture that is flexible, collaborative, supportive and innovative in order to improve the achievements of all learners. Southworth (2004) stresses that the kind of culture we need in schools today is characterised by collaboration and shared leadership. This is so because successful learning cultures feature professional dialogue with the teachers and school leaders sharing their experiences, within and beyond their classroom. This collaborative and supportive school culture would motivate staff members to move from an individual sense of 'I' to a collective sense of 'We' in efforts to improve teaching and learning. Therefore, it can be deduced that in a collaborative school culture, principals adopt the role of a facilitator and leader that sets the course for the school (Southworth, 2004).

Successful principals instil leadership capacity into all staff members, giving them authority to be full participants in decisions about policy, budget, learning programmes and teaching and learning improvements. The principal is supposed to provide effective leadership, courage and drive the vision for the school. Many school principals seem to be driven by their concerns for preserving and/or maximising legitimacy (Johnson & Fauske, 2000). This legacy can be made known through their involvement of staff development.

2.5.6 Role of the principal in staff development

One of the principal's duties is to develop his or her staff. Ellis (1996) says that staff development is not just for beginner teachers. It is the principal who is expected to take the lead in determining development of benefit for his or her staff and how best it could be achieved. People skills also help principals with dealing with their own staff members. Staff development goes hand in hand with leaders' behaviours. Effective principals not only recruit and retain effective teachers, but they also improve the effectiveness of the teachers in their ambit (Seashore-Louis, Wahlstrom, Leithwood, & Anderson, 2010). For the school principals to effectively do this, they also have to improve the teachers' instructional abilities (Robinson, Lloyd & Rowe, 2010). I believe that staff development is essential in achieving good results. If principals make provision for the staff to be developed then staff gains skills which in turn help develop successful learners and which, ultimately may lead to the achievement of good results in ANA. In general, effective principals are strong instructional leaders who consistently provide constructive feedback to new and veteran teachers alike on how to improve instruction. This aspect will be expanded upon in a later section.

According to Gray (1999), principals are primarily evaluated on learner achievement, based on standardised test scores. In the context of primary schools in South Africa, standardised tests are reflected in ANA. As has been highlighted by many researchers, there are various roles that a principal can play which have a direct impact on learner achievement. However, it takes time for the principals to have a positive impact on the learners, and that is one of the reasons why principal's turnover can have an adverse effect on the school's performance. Principals need to provide for workshops and information that will allow for development of teachers. The principal also must engage on one-on-one discussions with staff members in identifying teaching and learning successes and concerns (Gray, 1999). This entails principals enabling teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support should be embraced and led by the principal.

Setting directions for the organisation; developing shared goals, monitoring organisational performance, mentoring and promoting effective communication are essential for the development of teachers. Leithwood, Jantzi and Steinbach (2002) says that successful school leaders have strong positive influences on staff motivation, commitment and working conditions which lead to enhanced classroom practices. Sahid (2004) demonstrates how principals need to develop staff capacity and capability, and also that working in teams to identify and address challenges assist in developing the staff. Teachers will be attracted to and stay in the profession if they feel that they belong and believe they are contributing to the success of their school and the learners. Effective leaders understand how to identify and meet the development needs of all staff members. Therefore, Cohen, Manion and Morrison (2006) implies that a detailed professional development plan nurtures the growth of all individuals in the school community.

2.5.7 The role of principals in the recruitment and induction of new educators

Steyn (1996) claims that pre-service training does not prepare student teachers for the delicate task of balancing competing demands which teachers have to face daily, or for hours of planning and preparation that is required to make interactive learning possible and for the networking that is necessary. Student teachers require special assistance to help them with the transition to the teaching profession. According to Mfenge (2005), principals need to orientate new educators in their schools in order to eliminate most of the problems that beginner teachers face. To this end, a thorough induction programme is undoubtedly essential for various reasons and the newcomer's fear of the unknown must be cleared away as quickly as possible. The purpose of induction programmes, as emphasised by Mfenge (2005), is to help new employees feel more comfortable in the work environment. It is the responsibility of the school principal to find someone who acts as a mentor to new teachers because he or she knows who could perform that job better. Invariably, it has to be somebody who does not talk of the weaknesses of the new educators in the staff room but discusses them with those entitled to such information on the understanding that it is kept confidential. Research shows that other staff members are also needed and the new teacher must work side by side with other colleagues who are involved in the general running of the school, and make them feel as

though they are part of the school. Collaboration in managing schools is widely viewed in a positive light as evidenced by the scenario mentioned above. However, this is not the only view that has emerged from literature.

There is a tendency whereby new teachers exclude themselves from school activities that can unite them. For instance, some of these teachers even exclude from participation in staff meetings during the first few days. This puts more pressure on the principal to counteract such practices from spreading. School principals therefore, have added responsibility of encouraging them to be involved and to contribute in the discussions among other colleagues. A principal can be a major influence in helping to create a buffer against the internal and external pressures. The OECD (2002) argues that a skilled and well-supported leadership team in schools can help in fostering a sense of ownership and purpose in the way that teachers approach their job.

According Harris and Muijs (2005), the principals need to mediate relationships between colleagues, managing the shift of power from senior leaders, embracing a collaborative philosophy and toward transformation of schools into professional learning communities. Furthermore, Bush and Glover (2008) say that this requires a substantial change of focus for many South African principals. Principals need to change for the better of the school and the learners. This can also be achieved by involving the community.

2.5.8 Role of principal in involving the community

Another role of the principal that is important in establishing a successful school is through people skills development. People skills can have a direct impact on parent or community involvement in school activities (Davis-Kean & Eccles, 2003). Research by Davis-Kean and Eccles (2003) has shown that when parents are involved in the activities of the school, children usually excel academically. In fact, the terms 'school' and 'community' are no longer as precise as they once were. The schools' functions are being redefined, as they become multi-service establishments, incorporating child care and pre-school as well as formal schooling and recreational services (OECD, 2001). The added functions have only helped to

reinforce the school's long established responsibility for socialisation, morality and citizenship i.e. to build social capital. This role has become even more important as the social capital generated by families, neighbourhoods, communities and other networks are tending to shrink in many countries (OECD, 2001). Kilpatrick, Johns, Mulford, Falk and Prescott (2002) have reported on how important schools and their leadership can be in the revival of threatened rural communities. Louis and Kruse (1995) have also shown the important role of school-level leadership in the development of a professional community.

While school principals need people skills in engaging with the learners and the community, so too are people skills essential in motivating teachers to perform amicably. Day, Harris, Hadfield, Tolley and Beresford (2000), state that teacher morale, efficacy, conditions of work, and professional autonomy have all been shown to be crucial to the emotional lives of teachers which ultimately affects the success of the learners at schools. The role of the principal is to lead and manage the planning, delivery, evaluation and improvement of the education of all the learners in a community through the strategic deployment of resources provided by the department and the school community. Mulford (2003) emphasises that a key component of this role is to increase the knowledge base of teachers within their school about learners learning and the quality of the teacher practice. The principal, as executive officer of the school council, must ensure that adequate and appropriate advice is provided to the council on educational and other matters that the decisions of the council are implemented so that adequate support and resources are provided for the conduct of council meetings and, to ensure that financial systems are managed in accordance with the Department of Education and school council requirements. Ensuring the delivery of a comprehensive, high quality education programme to all learners within the community is an essential role of the principal and will aid in the schools success.

Parental involvement is a critical component of a successful school. Research by Christenson and Carlson (2005); Hoover-Dampsey, Walker, Jones and Reed (2002) indicates that parental involvement has been linked to improvements in a child's attendance, participation and a decreased likelihood of engaging in high-risk behaviours. As soon as principals get the parents involved with helping learners to get the best possible results then most schools excel. Of

course this is underpinned by principals providing frequent reports to parents, a welcoming home-based teachers and keeping parents involved in important roles in the school (Kirschenbaum, 2000).

I believe that parent involvement tends to develop the respect and trust between the principal, the teaching staff, the learners and the parents. According to Davis, Hammond, La Pointe and Meyerson (2005), many school principals failed in effectively carrying out their duties due to a lack of people skills. Therefore, principals need to adopt the attributes of an effective leader in order to be able to succeed.

2.5.9 An effective role of a principal

Effective principals are portrayed as being decisive, organised, and efficient, as well as task oriented. Effective leaders are seen as good communicators who respect and promote the qualities of cultural and intellectual diversity. Effective principals would therefore take on the following roles:

- Facilitate the development of a positive school culture through which all are safe and protected.
- Set high expectations for the staff and students.
- Create an atmosphere of purposeful scholastic work.
- Understand and promote effective instruction.
- Drive the visions of the school.

According to Davies and Ellison (1997) the above elements are necessary for an effective leader. When considering the elements highlighted by Davies and Ellison (1997), of an effective leader I do agree that principals require various good skills, knowledge, values and attitudes that aid with effectively leading schools. It is these skills that align with the theory of distributive leadership and are components of collaboration, shared vision and collegiality.

Researchers believe that the central factor to school success is the principal taking the lead role in having a vision for the school. This main role leads to several subsidiary roles. These include illuminating the strengths of the school and the educational system; setting high expectations; empowering all staff members to stretch, grow and achieve, ensuring that all aspects of classroom and school activities were meaningful, being a team member and team player amongst the faculty, perceiving diversity as a strength rather than a weakness, being a risk-taker and keeping the focus on the classroom. The most effective principals do not do it alone. They share leadership responsibilities with their teachers and other administrators (Seashore-Louis, *et al.* 2010). This does not mean that principals sacrifice their authority over a school. On the contrary, principals that effectively share leadership still actively monitor and support those tasks to ensure everyone is progressing towards the school's goals (Seashore-Louis, *et al.* 2010).

In schools that had high levels of shared leadership, the principals rarely assigned purely administrative work to the teachers or other professionals in the school. Seashore-Louis, *et al.* (2010) proposed that leadership is primarily focused on meeting a school's goals, not simply spreading out the workload. Principals are a key ingredient in the performance of their school. While many roles of the principals aim at the success of a school, one that generally sums up the overall running of the school will be that of leadership and management. It is this leadership and management through their interaction that aims at the development of school improvement and school effectiveness.

2.6 School Effectiveness and School Improvement

The success in schools cannot be determined by a one-size fits-all approach of leadership. Within the South African context, leaders have to compete with different challenges such as diversity, school culture, collaboration, teamwork and sharing of leadership (Chikoko, Naicker & Mthiyane, 2011). Nonetheless, it is widely acknowledged that the role of the principal is crucial to a school's effectiveness (Bhengu & Mthembu, 2014). Many readings show that leadership makes a difference in school improvement and school effectiveness.

Before acknowledging the factors that leaders contribute towards school effectiveness and school improvement it would be appropriate to firstly define what these two concepts entail.

Even though there is no commonly agreed definition of school effectiveness, research has reported on different understandings of the concept. According to a study conducted in Chicago by Wynne (1981) on character development is key to effective schools and contended that academic proficiency can only be achieved by character building, not academic achievement, and character building was considered to be the primary aim of schooling. On the other hand in many other studies such as that of Edmonds (1982), Teddie, Kalkowski, Stringfield, Deselle and Garvie (1984), effective schools have been defined in terms of student academic achievement. A study by Morimore (1991a) also focused on learners' progress considering their background and achievement. However, Goldstein (1997) used school effectiveness to describe educational research concerned with exploring differences within and between schools.

An effective school adds extra value to its learners' outcomes in comparison with other schools. According to Sammons (1995), the value added was the concept that was used to describe the procedure. One of the main objectives of school effectiveness research was concerned with the exploration of explanatory and outcome factors using appropriate models (Goldstein, 1997, p. 369). Therefore, in my view, school effectiveness is linked with the way the school becomes effective after implementing strategies and rules. It is a process that provides the knowledge and tools to improve learner performance and makes possible the dual goals of closing the achievement gap and ensuring academic excellence for all. It is a data-guided and results-oriented process that, when fully implemented, addresses equity and quality of schooling.

2.7 Strategies of school improvement

While school effectiveness focuses on differentiation and learner achievement, school improvement uses these to create improvement in the school. According to Hargreaves and Hopkins (1993), school improvement is about developing strategies for educational change

that strengthen the school's organisation, as well as implementing curriculum reform. The principal should start and lead the process of formulating strategies. Hallinger and Heck (1998), Leithwood and Jantzi (2006), have accumulated much evidence to illustrate that principals do make a difference in the results of learners. The importance of school leadership in the success of the schools is undeniable (Taylor, 2008).

Many researchers concur that effective schools are able through the five factors discussed earlier to promote learner achievement. The quality of leadership makes a significant difference to the school and learner outcomes. Bush (2007) states that schools require the services of effective leaders and managers if they are to provide the best education for the learners. Within the school, the core business is that of teaching and learning. Charlton (1993) and West-Burnham (2001) agree that the success and effectiveness of a school rests with the quality of leadership which the principals provide within the school. This kind of quality leadership often includes the way principals create strategies that are used to achieve better results. According to Sekhu (2011), Joubert (2008) and Murdoch (2002), some of the strategies to improve learner's performance, focused on what the principal can do to achieve the better results. Things such as ongoing supervision, evaluation and support for teachers were clearly listed as strategies that will aid in improved learner results (Chester, 2012).

Common amongst many research findings is that of professional development and school improvement being aligned and working together, toward greater success in the school. When principals provide or allow for professional development of the teachers then improvement of the school should follow. Leadership competencies and styles, training, mentoring and personality of leaders all affect school improvement. Bush (2005) argues that mentoring is a powerful tool for improving leadership and management and school effectiveness. Within mentoring this approach benefits both the teacher and the principal at the same time it limits collaboration and collegial sharing. In Addition to this, Mullford (2003), Sahid (2004) and Mfenge (2005), show that if principals are dynamic, flexible and willing to change, then they are able to manage effectively and create successful schools. Therefore, emphasising the importance of distributive leadership becomes essential. It is often the ways and strategies of the principal that create effectiveness and improvement. These ways and strategies are

encompassed in the distributive theory. Hence this now brings me to the theoretical framework.

2.8 Theoretical Framework

This study is underpinned by one theory of leadership, namely distributed leadership. This theory was deemed to be relevant for the study and the details about its essence and relevance are discussed below.

2.8.1 Distributed Leadership

Distributed leadership concentrates on engaging expertise wherever it exists within the organisation rather than seeking this only within formal positions or roles (Spillane, 2006). Distributed leadership can be conceptualised as an emergent property of a group or network of individuals in which group members pool their expertise (Gronn, 2000). It is characterised as a form of collective leadership in which teachers develop expertise by working together. Distributed leadership focuses on leadership practice which is constructed in the interactions between leaders, followers and their situations (Spillane, 2006). Shared decision-making within this distributed practice requires a school context and culture which is supportive, collaborative (Lieberman, Saxl & Miles, 1988) and collegial (Muijs & Harris, 2003) and which opens up a safe space for life-long learning and continuing professional development (Katzenmeyer & Moller, 2001). In essence, distributed leadership equates with maximising the human capacity within the organisation (Harris, 2004). Therefore, distributed leadership is where the principal is not the sole leader, but is at the heart of a series of interlocking teams, working together to improve the school and enhance learner outcomes.

One of the most congruent findings from studies of effective leadership in schools is that authority to lead need not be located in the person of the leader but can be dispersed within the school in between and among people (MacBeath, 1998; Day, Harris, Hadfield, Tolley & Beresford, 2000). Hence, we see that the effective principal is someone that shares or distributes leadership. Teamwork is at the heart of a distributed leadership approach. The

principal needs to be a member of some school teams, and a coach to others. He or she shares leadership and allows for teamwork if visions and goals are to be achieved. Educators are empowered to lead and manage teaching and learning effectively. Therefore, through my research I would like to show that by principals sharing their duties learner performance can improve and the school can succeed.

Distributed leadership is characterised as a form of collective leadership in which teachers develop expertise by working together. In short, distributed leadership equates with maximising the human capacity within the organisation (Harris, 2004). When leadership is distributed it is more effective. Therefore distributed leadership can be observed where the principal is not the sole leader, but is at the heart of a series of interlocking teams, working together to improve the school and enhance learner outcomes.

2.9 Chapter Summary

Chapter Two has provided an understanding of the literature on assessment and the concepts of leadership and management. Many research studies have illustrated the impact that assessment, leadership and management has on school improvement and school effectiveness. The areas that were discussed were roles of the principal and distributive leadership. These were used to show that they are essential to achieve good ANA results. Review of the literature highlighted the importance of the principals and their role as well as their willingness to share leadership which aids in the improvement of schools ANA results.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The literature review in Chapter Two served as the foundation for the research design. The previous chapter highlighted the concepts of leadership and management, school improvement and school effectiveness and their relationship to each other. Some of the central elements of distributive leadership which included collaboration, shared decision making and collegiality were also discussed. It further presented and discussed distributed leadership as a theoretical framework for this study. Incorporated into these elements were that of the roles and strategies of principals as well as student achievement. In my research design I explore the principal's practices in enhancing successful ANA results. The research design and paradigm research questions utilised in conducting my research and the methodology employed will be elaborated on in subsequent sections. This Chapter explains research design used in exploring the principal's practices in enhancing successful ANA results. The chapter begins discussing the research paradigm undergirding the study; this is followed by research approach; the research design; the methodology; data analysis methods; issues of trustworthiness of the findings; ethical considerations and ends by commenting on limitations.

3.2 Research Paradigm

The study sought to understand the roles of principal towards the success of ANA at their schools. According to Patton (2002), a paradigm is a way in which people make sense of the world and its complexities. Denzin and Lincoln (2005) state that a paradigm is a basic set of beliefs that guide people's actions. This study was underpinned by interpretive paradigm. Cohen, Manion and Morrison (2000) regard the interpretive paradigm as an approach where the people interpret events and contexts based on their own experiences. As Cohen, et al. (2000) suggest, the interpretive paradigm was more appropriate for my research as the study explored the role of school principals in ANA from their own perspectives. This paradigm aided to explore the understanding and interpretation of individual principals on how they

perceive their roles towards the success of ANA and the practices they engaged in as they attempt to achieve these results. Although the interpretive paradigm does not allow for generalisation, it provided an in-depth knowledge, meaning and understanding of individual perspectives and interpretation of situations.

3.3 Research Approach

A qualitative design has been chosen for this study. A qualitative design according to McMillan and Schumacher (1993) is a naturalistic inquiry which involves the use of non-interfering data generation strategies to explore the flow of events and processes and how the participants interpret them. Mamabola (2002) suggests that qualitative research seeks understanding, where the researcher can be allowed the opportunity to employ qualitative methods such as interviews and observations. Furthermore, Mamabola (2002) suggests that qualitative methods are humanistic; participants are able to air their own views, perceptions and feelings. In line with this view, Creswell (2008) posits that a qualitative design allows participants to communicate their attitudes, behaviours, opinions or characters. Hence, within the research study participants have been allowed to articulate their views. Therefore through conducting semi-structured interviews with the participants, I was able to see and listen to their own feelings and thoughts.

The setting of each interview was naturalistic as no attempt was made to change or manipulate the setting. Since qualitative research is descriptive, so within each interview I was able to generate data descriptive data rather than numerical. Creswell (2008) suggests that the qualitative research is where the researcher listens to the views of the participants, asks general open-ended questions, allow the participants to respond in their own words on their views and, through this approach advocates change. Thus, through my interview experience with different participants, I was able to ask broad questions which allowed participants to answer extensively. The qualitative research method was the appropriate method for my research as it allowed the practices and perceptions of principals in achieving successful ANA results to be explored. Probing questions allowed principals to elaborate on the views and approaches.

3.4 Research Design

The study adopted a case study design. According to Creswell (2012), research design refers to the distinguishing features that are used by a researcher in generating, analysing and interpreting data in a qualitative or quantitative research. Thus the case study enabled an in-depth study of principals. The case study explored the roles of principals towards enhancing ANA results. According to Merriam (1998) cited in Rule and Vaughn (2011), a case study is a unit (something that you study), a process (something that you do) and a product (something that you make). Therefore due to the rationality of the principals, the case study helped understand the participant's ways better and gain rich detailed data. In addition to this, Cohen and Manion(1994) go on to explain how the case study researcher focuses simply on observing the characteristics of an individual (such as a child, teacher, school) and by doing so aims to make generalisations about other similar individuals. Therefore my study allowed me to observe the principals through the interview.

4. Methodology

The study adopted qualitative methodologies of conducting research in which the findings are arrived at without any statistical means but by utilising direct words from the participants. Various scholars call research methodology many things. For instance, Henning (2004) refers to methodology as coherent groups of methods that complement one another. Furthermore, these methods must have the goodness of fit to deliver the data and findings that will reflect the research question and state the research purpose (Henning, 2004). This scholar goes further than that to describe research methodology in terms of its utility in that it enables social science to be scientific and therefore can be seen as a way to scientifically research a problem.

4.5.1 Sampling

Purposive sampling was used to select participants for the research. Cohen, Manion and Morrison (2011) describe purposive sampling as a practice of handpicking participants according to the specific characteristics that are needed for the research problem. In the context of this study, I chose six principals from six different schools that had shown very good results of ANA in their organisation. I obtained the permission and records of schools that produced very good results in ANA from the Department of Basic Education. Schools were located as follows: School A and School B were located in urban Pietermaritzburg central; School C and School D were located in the semi-urban area and School E and School F were located in the rural area. These schools were chosen as their ANA results were astounding, even though many rural schools lack basic amenities. The research aimed to understand how the schools achieved their successful ANA results. Table 1 below provides a summary of all the participants in the study.

Item	Principal 1	Principal 2	Principal 3	Principal4	Principal5	Principal 6
Gender	Male	Male	Female	Male	Male	Female
Experience as principal	15 years	8 years	1 year	6 years	3 years	6 years
School location	Urban	Urban	Semi-urban	Semi-urban	Rural	Rural
Ratio	1: 40	1: 40	1: 40	1: 40	1: 60	1: 50
Number of learners	980	900	550	750	1020	1200

Table 1: Showing the background and general information of each principal

4.5.2 Data generation methods

The data generation method consisted of semi-structured interviews that were conducted with school principals of selected schools. Prior to the application of this method, a brief interview was undertaken with each participant in order to gather background knowledge. Thereafter, an

in-depth interview was done. Cohen, Manion and Morrison (2000), look at interviews as a way of allowing interviewers and interviewees to discuss their interpretations of the world in which they live. By doing this they are able to express how they view situations from their own inspection. Throughout the interviews a tape recorder was used to try and capture the actual and full details of the conversations. Participant's responses were not compromised when documented in writing, due to the use of the tape recorder. During the interviews I noted relevant points, observed and recorded the expression and gestures to elaborate my findings.

4.5.3 Data analysis procedure

Once the interview was concluded, all the data was transcribed in to textual data. Interpretive paradigm as mentioned above was deemed as more appropriate for this research as the study sought to understand the phenomenon from the participants' own perspectives. Through interpreting the textual data I used the coding system as a way of categorising information. Once the process of analysing the data was completed, I coded the data in to different categories. The questions and responses were grouped according to interview questions. From the coded data I developed relevant themes. This was done to further break down the coded data. The analysis that was done was qualitative data analysis. According to McMillan and Schumacher (1993), the qualitative data analysis was primarily a process of organising the data into categories and identifying patterns or relationships among the categories.

5. Trustworthiness

To ensure the trustworthiness of the findings, the study utilised Lincoln and Guba's (1985) framework which entailed four elements of trustworthiness; credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985). Lincoln and Guba (1985), posit that trustworthiness of a research study is important to evaluating its worth. And these criteria are discussed below.

5.6.1 Credibility

This study has adopted a qualitative research design; therefore, in ensuring that the generated data is credible, the researcher made use of a manageable sample of participants. All six participants were visited and interviewed in their contexts. The interview sessions with participants were recorded in order to keep a first-hand data. According to Lincoln and Guba (1985), credibility also refers to confidence in the truth of the findings. These scholars further added that ensuring credibility is one of the most important factors in establishing trustworthiness where the researcher ensures that what has been reported is truthful and correct. During the visits I encouraged the participants to participate freely in the interview sessions as promises of confidentiality had been made.

5.6.2 Transferability

The transferability of the study, according to Lincoln and Guba (1985), is that the findings of the study have applicability to other contexts. In addition to this, Lodico, Spaulding and Voegtler (2010), say that transferability refers to the similarities between the research site and other sites and these are judged by the reader. However, according to Davis (1995), transferability can be enhanced by providing what is often referred to as thick description. He further adds that this thick description also "involves an emic perspective, which demands description that includes the actors' interpretations and other social and/or cultural information" (Davis, 1995, p. 434). Marshall and Rossman (1989), share the similar sentiments as Lodico, Spaulding and Voegtler (2010) when they say that transferability is the responsibility of the person seeking to apply the results of the study to a new context, that is, it is the responsibility of the reader. To enhance the transferability, I provided a thick description of all the processes I undertook during the research process.

5.6.3 Dependability

Within this chapter, the research design and methodology that was used in carrying out this study was discussed. The chapter further showed how the data was generated, analysed and interpreted; hence this increased the dependability of the study. According to Lincoln and Guba (1985), dependability is showing that the findings are consistent and can be repeated. Sharing the same views as Lincoln and Guba (1985), Denzin (1994) says that dependability

involves accounting for all the changing conditions in whatever is being studied as well as any changes in the design of the study that were needed to get a better understanding of the context. These changing conditions can be enhanced by overlapping methods or stepwise replications. Denzin (1994) further adds that these overlapping methods use methodological triangulation or multiple data gathering procedures such as the use of observations, interviews, and questionnaires in order to create overlapping and therefore cross-validating the data.

In addition, Lodico, Spaulding and Voegtle (2010), say that dependability refers to whether one can track the process and procedures used in generating and interpreting the data and that the good qualitative study provides a detailed explanation as to how data is generated and analysed. In increasing the dependability of the study, it has been indicated that a tape recorder was used to record all participants in their interview sessions. As indicated by Lodico, Spaulding and Voegtle (2010), recording devices, audiotapes and videotapes are used in qualitative research to support dependability.

5.6.4 Confirmability

According to Lincoln and Guba (1985), confirmability is a degree of neutrality or the extent to which the findings of a study are shaped by the research participants and not researcher bias, motivation, or interest. They further add that confirmability is enhanced by such techniques as audit trails. In addition to this, Denzin (1994, p. 513), argues that "confirmability builds on audit trails...and involves the use of written field notes, memos, a field diary, process and personal notes, and a reflexive journal." In ensuring confirmability in this study, I ensured that my interpretations were checked with each of the participating school principals in order to confirm my interpretations. In addition to this, principals were given copies of their interviews after it had been transcribed. This was done so that principals could check the accuracy of what they had said in their interviews.

6. Ethical considerations

It is an expectation that all research projects are conducted in ethical manner. The University of KwaZulu-Natal has a policy with which every student and every staff member has to comply when conducting research. One of the steps that must be followed is that ethical clearance must be obtained before any empirical study can commence. In line with this requirement, an ethical clearance application form was completed and submitted to the University of KwaZulu-Natal Ethics Committee and consequently, the ethical clearance was granted (Appendix A).

Permission was requested from the provincial Department of Education to obtain the results of schools that have obtained very good ANA results in 2012 in the identified geographical areas. The KwaZulu-Natal Department of Education also granted permission for the research to be conducted (Appendix B). letters requesting each participant was written and once the participants had agreed to participate, they then signed declaration of informed consent forms which I had given them (Appendix C). The participant's anonymity was maintained as names were not required. The six principals were referred to numerically. Complete confidentiality and privacy was adhered to at all times. The autonomy of the individual's right to decide to withdraw from the interview process was respected.

7. Limitations

Potential limitation was that participants could be reluctant to divulge the whole truth about their ways. They may feel intimidated because they are under scrutiny. To make participants feel comfortable to participate, I assured them that the study was not aimed at finding faults but rather getting data to help other principals. I assured them that their anonymity was to be maintained as their names were not required. Since I was interviewing six principals, the participants were referred to numerically. There was complete confidentiality and privacy. I respected the autonomy of individual's right to decide to withdraw. At some schools the mother tongue language was IsiZulu, in which I am not fluent. Therefore a translator accompanied me to these principals. Finally the distance that needed to be travelled from one participant or school to the next was time-consuming and the journey to the participant or school presented unsafe conditions. To eliminate the danger factor, I asked my husband a

policeman by profession, to accompany me to the schools and participants. I believe the research would benefit the public and future researchers.

8. Chapter Summary

This chapter has focused on the research design and methodological issues that were followed in conducting the study. Justification for all choices that were made was provided. The next chapter deals with data presentation and discussion.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter presented a discussion on the research design and methodology that was used in getting data that was used to answer the research questions. This chapter addresses presentation and discussion of data. The data was generated through semi-structured interview within a qualitative research design. The data is presented thematically and the discussion infuses the literature that was reviewed, as well as, the theoretical frames that informed the study.

This chapter is divided in to subheadings. They include how principals contribute towards the positive growth at their school, understanding annual national assessment (ANA), the benefits of teamwork, the role of the principal towards the success through motivation, how Leadership and Management aids in ANA success, how parental involvement help improve ANA results, and strategies applied by school principals to address the challenges face by ANA. Before the themes are discussed, the profiles of the principals are presented and the chapter summary concludes.

For this study, data was generated through the use of in-depth semi-structured interviews with six primary schools principals. These principals were from rural, semi-urban and urban schools in the Pietermaritzburg area. For each of the interviews there were seven questions that were directed to the principals and all responses were audio-recorded and transcribed (Appendix D). The questions that were asked focused on helping to answer the three research questions that were posed in Chapter One.

4.2 Themes that was generated from the data

There are a number of themes that emerged from the data after it was inductively analysed as described in Chapter Three. These themes are discussed in greater detail in the section that follows.

4.2.1 How principals contribute towards the positive growth at their school

The role of the principal towards the growth of school plays a vital aspect in determining the commitment and involvement of the principal in their schools. Since the study looked at the roles of principals towards the success of ANA at their schools, the way they contributed to the overall running of the school was deemed important. This theme played itself out differently at the six schools. In some schools the growth involved the increase in the enrolment of learners while in other schools the growth involved the infrastructure development of the school.

From the generated data, it is evident that all principals of the participating schools contributed towards the positive growth of the school. For instance, while Principals 1, 2, 4, 5 and 6 had said that the enrolment of the school had improved when they had taken the principal post. However principal 3 had to say:

There have been a lot of positive aspects in terms of the curriculum change. Educators have been very positive and that was because of the mentoring that had happened at school therefore, the result of the learners had been quite good.

While all principals contributed to the improvement of the structure of their schools, Principal 2 was the only principal that did not seem to be contributing in this particular aspect because the school and no structural improvement was needed. From the discussion above, it appears that principals contributed towards the overall growth of the school. Literature (Sekhu, 2011; Joubert, 2008; Murdoch, 2002), shows that some of the strategies to improve learner's performance, focused on the principal's activities. The scholars cited above further add that

school principals need to be dynamic, flexible and willing to change, and then they are able to manage effectively and develop successful schools. Therefore, the principal should be willing to adapt and cater for the needs of his or her staff and contribute to the improvement learner performance. Principals need to be well informed about all aspects that takes place in his/her school.

4.2.2 Principals' understanding of Annual National Assessment

The ANA is a new form of national assessment that was recently implemented by the government to try to help schools that are under-performing, namely, (schools with scores below 40% in Mathematics and 50% in English). All principals in the study were aware that ANA is a national assessment that is used for school improvement plan rather than focusing on the progression of a learner to the next grade. From the generated data it is evident that the principals were well informed and understood all the rules and regulations relating to ANA. This is what one principal had to say:

It is an assessment that is conducted by the Department of Education nationally. The reason why the Department introduced this kind of common assessment was to evaluate or measure the level of Numeracy and Literacy (Principal 1).

A similar view was expressed by another principal when he made the following statement:

It is a national assessment introduced by the DoE to determine what goes on in all schools with regard to the teaching and learning that takes places and it is also done to see how your child performs (Principal 2).

Further to the views expressed in the two extracts above, the third principal presented a different view which emphasised the element of checking and monitoring the work of the teachers. He argued that ANA was not just an assessment of learning by the learners in the subjects concerned, but that it was also a mechanism that is used by the DoE to redirect teachers' focus and energy to teaching. This is what he had to say:

Even though, ANA is a common national assessment written by all learners, it is also used to clamp down on teachers who are not doing their work and to focus their attention on assessment. This form of assessment gets teachers to actually be serious about what they do in the classroom in terms of their teaching (Principal 3).

According to another principal ANA has been introduced to uplift the standard of teaching, learning and assessing in South Africa. This is what he had to say in this regard:

The Department initially was trying to sort out a standardized programme in terms of uplifting all the learners on their performance because they have discovered the standard in South Africa was very poor compared to all other countries. They decided to implement the ANA to uplift the standard so that at least all our learners will be of the same standard as compared to the other countries (Principal 5).

At the initial stages of ANA introduction, all school principals affected in this programme had been exposed to numerous workshops to help them understand ANA and help them implement ANA. This was evident in their response to the questions posed to them regarding their understanding of ANA.

4.2.3 The benefits of Teamwork

The generated data indicated that there was teamwork among the teachers and principals at all schools. Teachers and principals who worked in teams produced better results. This was supported by all principals as they indicated that teachers became better facilitators. Teamwork was encouraged and achieved in preparing lessons, workshops, remedial programmes, rewards and incentives. Teamwork emphasised that the staff worked together for the betterment of the learners. The data also shows that participants allowed this to happen because it was a strategy that was used in achieving good results. It was found to be common amongst all principals that the positive atmosphere was created through teamwork which was done through teacher involvement. One principal made the following comment:

It is a team effort. I do not think that any individual can take credit for a school functioning as a self-managing school. I cannot say that I did it alone. We have a very motivated staff that was always willing to go the extra mile to better the school and the learner (Principal 1).

Similarly, the other principal indicated the following:

It is with the help of the governing body, staff and community. We are able to see this project of our new building being completed. We don't work alone on any aspect. Teachers are involved. They get to share ideas, challenges and success stories so that they can help the learners. Some even teach one another. Therefore these teachers gain lots of ideas and methods which they come back and use in the classroom (Principal 5).

Another important aspect indicated by one principal was on the practical examples of teamwork. He emphasised the notion of teachers assisting one another and consulting previous work when planning for the current year's work. This is what this principal had to say:

There are lots of teamwork and collaboration between the staff and management. Educators often workshop one another. This helps learners and educators tremendously. Our educators look at the previous year's results and set out a programme. They set benchmarks for themselves and aim to exceed them (Principal 4).

Principal 6 had shared the same sentiments of the teamwork that occurred through the teacher involvement. This is what this principal had to say regarding the involvement of the teachers:

My educators tend to go the extra mile. Some educators come as early as seven o' clock just to give extra help to the weaker learners. There are times when learners are kept in the afternoon. Here educators go late in the afternoons (Principal 6).

What is found from these discussions is that the principals entrusted duties upon other members of the school management team and the teachers. It emerged from the discussion that teamwork amongst the teachers promoted sharing, respect and support. Teamwork involves a group of individuals, which include effective communication and interaction among the team members which helps in knowledge sharing, understanding each other on a personal level, helping others in achieving a level of perfection, building a sense of unity in the team and working towards achievement of common goals. As shown by the principals this was what occurred within their schools. It was their role as principal to make sure that teamwork occurred at their schools. It was found that once teamwork was allowed and promoted, learner performance improved.

According to many scholars and researchers, the principal plays a pivotal role in the learner performance. For instance, Drea and O'Brien (2002), Mfenge (2005) and Mulford (2003) provide an explanation about the roles that the principals play towards implementing assessment in schools. It was shown that the role of the principal was essential to achieve good results. In addition, Usdan, McCloud and Podmostko (2000) emphasise that the principal's main responsibility is learners' learning. School principals play these roles through their leadership which invariably incorporated distributive leadership, team work and collaboration. Hence, the theme of teamwork that emerged from this study highlights the role that school principals play in ensuring that effective teaching occurred. This ultimately ensures that learner performance is improved and ANA results also improve. The school principals in the case study made sure that there were good relationships that he or she created with their staff which in turn, promoted teamwork and cooperation.

It had been found that the more principals get teachers involved, the harder they work. According to Carl (2005, p. 228) teachers do not wish to be viewed as mere recipients who are to implement but that "... they expect to be included in the initial process of meaningful decision-making where their voices will be heard". What also came out of this study was that these principals did cater for the needs of the learners as well as the teachers. They provided an environment where teachers freely express their views in the school and to be involved in improving learner performance hence resulting in positive outcomes. Sahid (2004) shows that

active teacher involvement occurs through the manner in which principals develop staff capacities and capabilities. Working in teams, identifying and addressing challenges assisted in developing the staff. Teachers were attracted to, and would stay in the profession if they felt they belong and believed that they are contributing to the success of their school and learners. Through the interviews it was shown that the principal did not do things on their own rather there was sharing of responsibilities. In addition, school principals in the study made sure that opportunities were provided so that teamwork took place.

4.2.4 Motivation role of principal towards the success of ANA

It has been shown many times that the principal plays an important role. However, there are numerous things that a principal can do to achieve good results. One aspect that must be mentioned and that was looked upon in this study was that of motivation. The motivation that these participants gave their educators, learners and staff impacted on their performance in the classroom. A response from one principal indicated that motivation is continuous at his school. He added:

As principal, it is never belittles you to get your teachers to work harder. There are various things I use to motivate my teachers to get them to get their learners to perform well. Things like giving them time off to work will colleagues, enrolling them for workshops pertaining to ANA (Principal 5).

While most principals give the benefit of the success of ANA to the teachers, data generated suggested that motivation strategies by the principal improved the results. According to another principal, his response was:

I motivate my teachers and learners. For my learners, there are incentives such as prizes, time off, games day and certificates. For my teachers they get time off and get recognized on the assembly (Principal 2).

There were incentives, rewards, competitions, debates, games and recognition that were given to these learners and educators by three principals (Principal 1, Principal 3 and Principal 6). Data generated showed that this helped motivate both the learners and the educators to work 100%. Leithwood, *et al.* (2002), says that successful school leaders have strong positive influences on staff motivation, commitment and working conditions, leading to enhanced classroom practices.

Motivation was seen to be essential for one to excel and it was shown that the principal was the one that influences this motivation. To explain this further, Leithwood, Jantzi and Steinbach (2002), say that successful school leaders have strong positive influences on staff motivation, commitment and working conditions, leading to enhanced classroom practices. Not only do the learners need to be motivated, so too do the educators. To further explain this, research conducted by Amabile, Schatzel, Moneta and Kramer (2004); Atwater, Dionne, Avolio, Camobreco, and Lau, (1996), show the positive effects of praise and motivation done by the principals on his staff. They show that once educators are praised and motivated learner performance increased in schools, the quality of education improved and learners also became motivated to learn. Further to this, Gray (1999) says that one of the principal's responsibilities is to ensure quality control in the classroom. Gray (1999) further adds that by doing this the principal needs to motivate the educators and learners to achieve better results. Hence, within the context of this study, it was revealed that principals motivated his staff and the learners and the benefits of the motivation were revealed through the scores of ANA.

This motivation aided in both the learners and the educators giving of their best. There were incentives, rewards, competitions, debates, games and recognition that were used as a motivation tool for learners. The educators were given time off, recognised and praised in assembly as well as motivated for further professional development. According to Blasé and Blase (2000), there are two effective leadership themes that principals can practice to enhance classroom instruction. These include talking with teachers to promote reflection and professional growth. They further add that motivation and praise must be used to develop this growth.

Principals needed to make sure that educators as well as learners had to be exposed to regular motivation activities. It was found in the study that principals did not only motivate alone but the entire SMT was involved in this exercise as well. In addition, there was open communication with the learners and the educators. This helped the principals provide support and guidance to educators and also assisted educators in developing intervention strategies that helped improve learner performance. The principals acknowledged learners and educators that perform excellently. As mentioned above, recognition was given to them during the schools' morning assemblies. The participants showed that the activities mentioned above were crucial in achieving effective results in ANA.

Hence, it can be deduced that principals needed to motivate learners and staff so that learner performance is achieved. Extrinsic motivation was shown to be important in that it serves as an appreciation of a job well done and it also motivated those that were not work harder to do so and perform well. It has also been proven in research (Spencer, 2001) that motivation is a key to success. According to Spencer (2001, p. 814), "People who have had positive experiences in school can prolong that experience by becoming [better] teachers." Hence, this reveals that if educators feel a sense of belonging and have good experiences at school they will stay in the profession for a longer time. Emphasising those good actions will produce good results. This was also revealed in the study that when the principals used the strengths as a way of motivating the learners and the staff and addressed their challenges as a way of monitoring and mentoring the educators and learners, good results were achieved.

4.2.5 How leadership and management supports ANA success

Acquisition of effective leadership and management skills have shown to be an important ingredient that is required for the successful running of a school (Bhengu & Mthembu, 2014). Although all six participants gave credit to their teaching staff and school management teams for their success, they further emphasised the issue of effective monitoring, mentoring and supervising of their staff. All six participants said that once the staff understood and supported ANA related processes, they then turned their attention to continuous monitoring, mentoring, supervision and sustaining the ethos of hard work in order to achieve good results. One of the

sub-themes that emerged from the data was mentoring. It was found that all participants mentor staff or allowed for mentoring to take place by some management member. Mentoring was done on a continuous basis. All participating principals showed that staff members needed mentoring for lessons, lesson plans, remedial work, remedial programmes and understanding the curriculum. Within the rural schools it was found that mentoring was given to educators on a daily basis. This strategy demonstrated its effectiveness when the results that were achieved were good. The following explanation was delivered by one principal about the contribution of leadership and management towards the success of ANA. He stated:

I think firstly, that leadership and management is needed to motivate the staff and identity with ANA as a positive initiative taken by the Department of Basic Education (DBE). So, we basically had to come on board and show the educators and the staff that we identify with this initiative and it was an important initiative that had been started by the Department of Basic Education. And we as the school need to use this as it was the only form external assessment and evaluation by the DBE. As leaders and managers we had to sell this idea to the staff and say that we support this
(Principal 1).

Further to this, another participant indicated that mentoring was essential. His response was:

Since this was a new form of external assessment we share whatever new lessons arise with the staff. There is continuous mentoring and monitoring of teaching, learners work and work books as well as teachers lesson plans. We as management make sure that there is quality learning and teaching taking place
(Principal 4).

According to another participant mentoring includes making sure there is progress in terms of what is happening in the class assessments. His response was

Our management team also makes sure that records are kept and followed. My management team and I often monitor our educators and assist them with whatever problems they experience. Mentoring the educators means not only progress on the

teachers account but also that there should be progress in terms of their learner assessments (Principal 6).

While on the importance of leadership and management two principals had different views. One stated:

A principal might have all the qualifications but if he does not have good leadership and management skills, then his school is not going to be a successful school. At our school we expect teachers to be accountable. If a child does not do well we need to know why. We can't shift the blame but we have to take some kind of responsibility. We have to work together managers, leaders, educators, parents and learners to improve our learners (Principal 2).

A second principal's dealt with the relationship he had with his staff. His response was:

The success of the result was due to the relationship that I have established with my SMT and educators; the kind of support that we give each other; the appreciation and understanding that we have for one another is a kind of motivation that helps these educators to work at their optimum level in their classroom (Principal 3).

Mentoring was an important process used by principals and the management team to create better learner performance at their schools. It was a development-orientated initiative. Therefore the generated data showed that leadership and management was central to achieving good results. According to the participants, a number of factors influence the achievement of good ANA results. It became evident from their responses that the principal and the SMT needed to ensure that quality teaching and learning takes place in the class. Another common factor was the educator. Here the participants again credited the educators for the success of ANA specifically and the school generally. However, lots of emphasis was placed on the level of preparation of lessons, planning, understanding and quality of teaching that educators undertook in the classroom. They further stated that monitoring, mentoring, supervision; support and workshops all help develop educators who in turn develop learners.

According to Seashore-Louis, Wahlstrom, Leithwood and Anderson (2010), one of the ways in which principals improve the effectiveness of the teachers is to engage in effective mentoring and monitoring processes with them. Hence the importance of mentoring is evident in creating an environment for better results and better learner performance. It was found that all participants mentored their staff or made provision for mentoring to take place. Mentoring was done on a continuous basis and participant's showed that staff members needed mentoring for lessons, lesson plans, remedial work, remedial programmes and understanding the curriculum. On strategy they utilised for monitoring teaching and learning in their schools, through class visits. Class visits also helped principals identify shortcomings that may undermine effective teaching and learning taking place. These visits are seen to be important to improving learner performance. Sharing the same notion, Hopkins (2001) concurs with the view that schools that perform well are the ones that have regular classroom visits.

In the context of rural schools, it was found that mentoring was given to educators on a daily basis. This strategy demonstrated its effectiveness when results that were achieved were very good. The vision of any school should be centered on improving learner performance and it starts with educators and learners attending class on time. Principals showed that they monitored the devotion given to the observance of the time table and the issue of time on task. Participants within the study said that when an educator was not performing well, they created conditions which enabled open communication to happen and thrive. Once the analysis of the results was done and the mentoring of the educators was identified as a problem, improvement plan was immediately drawn up in order to help educators and learners.

All six principals kept abreast with curriculum changes and developments as they should. The process of mentoring allowed an environment of trust and professionalism to be created. The principal created this environment and ensured that teaching time was always protected. This notion is emphasized by Zuma (2009), who states that for schools to be effective, educators and learners need to be in classes and teaching and learning should be given first priority in schools. Hence, it can be deduced that mentoring is a key element in improving learner performance. From the study it can be seen that once principals ensured that mentoring was

taking place, learners excelled in their performance. Just as mentoring was important so too was parental involvement and this theme is discussed below.

4.2.6 How parental involvement helps achieve good ANA results

Parental involvement plays a vital role in child's learning career (Ndlovu, 2011). Once a child receives the involvement of a parent a child feels a sense of being. Research conducted by Christenson and Carlson (2005); Hoover-Dampsey, Walker, Jone and Reed (2003) show that parental involvement has been linked to improvements in a child's attendance, participation and a decreased likelihood of engaging in high-risk behaviours. Once again the data generated from the study suggests this. Parental involvement improves the results of ANA. However, this was found not to be the case in all the schools in the study. This theme played differently in different schools. Some schools lacked parental involvement; hence the scores were not as high as the schools where parental involvement was high. The Principals 3, 5 and 6 lacked parental involvement and they felt that this affected the results negatively. In emphasizing the importance of parental involvement, Principal 1 had this to say:

Parental support was very good at our school. The parents play a crucial role in influencing the results. Parents have realised the importance of this form of assessment so they support us in whatever we have to do at school (Principal 1).

The same ideas were also shared by Principal 2 when he remarked:

Parents affect the results. Parents play a very important role; the partnership that they have with the teachers are beneficial to the children. I have noticed that where parents give learners their support to the learners, such learners achieve better results (Principal 2).

In addition to this, specific ways of parental involvement were discussed. One principal responded as follows:

Parents also identify with ANA; they are very supportive and they show a lot of interest because they want to see their children doing well in this external assessment process. Parents also assisted us by supervising homework and additional work that was given by teachers for revision of ANA (Principal 1).

These ways were further reiterated by another principal who mentioned that:

Parental involvement does influence the results. Parents have helped us by guiding their learners and by assisting with the revision work that was sent home (Principal 4).

As mentioned in the above extracts, not all principals got the parental involvement they wanted, even though all participants understood the importance of it. The data generated showed that Principals 3, 4, 5 and 6 have parents who are illiterate, unemployed and some live in other provinces. Some of the illiterate parents were not able to assist learners because they never went to school. Some principals expressed their concerns and frustrations when they mentioned that a lot was done to get parents involved but no success had been achieved. The response of one principal was:

We have tried to involve the parents as well. However, due to most of the parents in this rural and informal settlement being illiterate it becomes a bigger task. Nevertheless, by the end of the second term we again invite our parents to school and show them what their children are doing at school (Principal 5).

On the same issue principal 6 stated:

Majority of the parents are illiterate and there was no electricity at their homes. Therefore it was very difficult for parents to assist learners but the results at our school are still very good. If we do get parental assistance then our results will be much better (Principal 6).

Hence, it can be seen that even though there was a lack of parental involvement, results were good but could be better if there was more parental involvement in some schools. Parental involvement was highlighted as an essential part of achieving good results. However, within the rural schools and semi-urban schools, there was very little or no parental involvement and the results were good nonetheless. Nevertheless, principals from these schools felt that parental involvement would have improved their scores. They felt that learners would have achieved much better results and remedial work would have been reduced. The principals showed that the activities mentioned above and the themes that emerged were crucial in achieving effective results in ANA. It has further shown that the principal is the one that creates the platform for parental involvement. Research by Davis-Kean and Eccles (2003) has shown that when parents are involved in the activities of the school children perform well academically. He further maintains that close co-operation between schools and families effectively promote a child's school success, classroom behaviour and academic performance (Davis-Kean & Eccles, 2003).

Within this study all six participants emphasised the crucial role of parental involvement in their school's success. However, not all participants received the parental involvement they wanted. Hence, it can be deduced that parental involvement was very important to achieve higher ANA scores.

4.2.7 Strategies applied by school principals to address barriers to performance in ANA

Data generated showed that all principals had a number of barriers that hampered their attempts to achieve good results in ANA. Although there were some similarities in the manner in which they experienced the obstacles, there were also a few differences. Among the similarities, all participants identified time at which ANA was as a factor that hampered their schools in achieving better ANA results. They all felt that ANA should be written in the fourth term because that would give them sufficient time to complete the syllabus and do extensive revision in three terms. The second obstacle was in relation to learners with learning barriers; such learners contributed to ANA being as good as they would have liked. Therefore, learners

with learning difficulties had a negative effect on ANA results. The barriers to learning seemed to be more prevalent among English and Mathematics.

According to one principal, language was a big barrier that affected the ANA results. He responded by saying:

We have black learners that are so intelligent that they fared better in Mathematics than English because in Mathematics there are fewer words and more application
(Principal 4).

Similarly Principals 3, 5, and 6 felt that language barrier really hampered their scores. A third challenge was that a lack of resources. The response of one principal was:

The lack of resources also hampers the ANA results. Being in a rural area our children are not exposed to TV, newspapers, computers or any form of information that could help them. The resources that we do get are limited and we use it to the best of our ability **(Principal 5).**

Another challenge that affected the results was the parental involvement. As mentioned above Principals 3, 4, 5 and 6 all said that there was lack of parental involvement hence results were affected. Their view for the lack of involvement was due to high levels of illiteracy among the parents. A fourth challenge was the class size. Some principals felt that due the large number of learners in the classrooms, individual attention to learners became difficult. This was mentioned by one principal. His response was:

Classrooms were overcrowded; therefore educators find it very difficult to manage the large groups. Revision for the assessment becomes difficult because not every child can get equal attention **(Principal 2).**

The last barrier identified by the principals was socio-economic and other contextual factors of the learners. Many learners that attended their schools come from child-headed or poverty-stricken households due to high levels of unemployment in the country. According to these

principals these factors were so extreme that just giving a learner the minimum support did not make any significant difference. One principal added:

The most important problem that hampers ANA was the socio economic problem that our learners experience when they go home. More than 50% of the parents or care givers are unemployed (Principal 3).

Furthermore principal 6 stated:

Often children do not want to come to school because of the poverty they experience at home. They prefer to go and beg or push trolleys to earn a few rand to buy half a loaf of bread. For most of my learners, the only meal that they eat was the meal that they have at school. This was just one daily meal. But there are times when we try to give two meals however it is difficult to do it every day.

Hence it can be seen that there are challenges that affect the achievement of good ANA results. On the one hand, there are principals who used a minimum number of activities to stimulate learners, while on the other hand, there are those who used a variety of activities to motivate learner performance. Almost all principals used incentives to motivate learners. Remedial programme formed part of interventions and this aspect started from the beginning of the year. In addition, there were also various pre-testing programmes that were used by the principals. For instance, Principal 1 and Principal 2 used very few incentives as more focus and time was put on the remedial programme. However, Principals 3, 4, 5 and 6 provided more incentives and activities. These principals got learners involved in various activities such as school debates, games and remedial programmes during school and after school hours. According to one principal:

We have a lot of competitions such as quizzes, spelling B, Maths 24, debates, drama competitions and sports. There are lots of games that are used to help develop skills in Mathematics. Once we find that our learners understand the basic skill then they are able to work confidently. From the beginning of the year we continuously inform learners of the importance of ANA. Concepts and aspects are drilled with learners to

show the importance. We also have our internal incentives to motivate the learners. We give our learners prizes (Principal 6).

In addition to this, another principal had this to say:

We try to use our extra-curricular to motivate our learners. We do extra-curricular such as music, sport and cultural activities. I believe that we must have both co-curricular and extra-curricular to get our learners to perform well (Principal 5).

Finally the data generated suggests that all that the learners needed was a bit of encouragement. This is how he commented on this issue:

There is continuous encouragement in the assembly. Learners are rewarded in different ways. We give our learner's incentives such as half hour off, watch a movie, if learners performed well. Not only individual learners are motivated and given incentives but class wise as well (Principal 3).

As shown above the strategies are important if one wants to increase ANA scores. Different strategies were used in different situations; hence data revealed that a strategy needs to suit the challenge in order for it to work. All principals had their own strategies that catered for their own challenges.

4.3 Chapter Summary

In this chapter the data was presented and analysed. Data was collected from the six participants through the semi structured interviews. Responses were analysed and compared to determine the similarities and difference in terms of their performance. The data was presented in seven themes and these were mentioned and discussed. The next chapter provides an analysis, findings and makes recommendations. The research findings determined that the practices of all participants are similar and they all impact positively on learner performance.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented the data that was generated through semi-structured interviews with principals of six primary schools that were drawn from three different contexts. The data was presented thematically after analysis process had been completed. This chapter presents findings of the study. Before the findings are presented and discussed, a short summary of the study is outlined. Research questions are re-stated and utilised to organise the presentation of the findings. The recommendations are then made based on the findings.

5.2 Summary of the study

The first chapter has provided a detailed outline of the background to the study, including the discussion of the rationale, research questions as well as a brief discussion of the design and methodology that was used in conducting the study. The second chapter has focused on the review of the related literature including the discussion of the theoretical framework. The third chapter provided a detailed discussion of the design and methodology that was used to produce data that would assist in answering the research questions. All the processes that are followed in conducting research have been explained comprehensively in Chapter Three. The fourth chapter presented the data which was organised into seven themes, and these are discussed in full. The last chapter summarises the study, present the findings as well as the recommendations.

5.3 Research Questions restated

The findings of this study are presented using research questions that were posed in Chapter One. This is intended to indicate the extent to which the data has addressed all the research questions. These questions as follows: What is the school principals' understanding of how

the Annual National Assessment results were achieved at their schools? What factors contribute to the Annual National Assessment results? What strategies do school principals use to achieve good results in the Annual National Assessment? Each of the research questions is used as a subheading under which the findings are discussed.

5.3.1 What are the school principals' understandings of how good Annual National Assessment results were achieved at their school?

The discussion below details the findings regarding the principals' understanding of how the good results in ANA was achieved at their school. After discussing the seven themes that emerged from the data it was clear that all principals in this study expressed a strong conviction that good ANA results were achieved through teamwork rather than stakeholders operating individually. It emerged from the data presentation that teamwork was the most contributory factor in achieving high levels of performance in ANA. Working as a team had clear benefits for both the learners as well as the teachers. Teamwork among the teaching staff was done when they planned lessons, learner assessment, networking, workshops, remedial programmes, rewards and incentives. More details about these were discussed in **Section 4.2.3 of Chapter Three**.

Another aspect that emerged from the data generated was that of the knowledge of ANA. It was found that all principals that participated in the study had extensive understanding ANA. All of them had been subjected to rigorous training which helped them in the administration of ANA. This included the skill to communicate effectively with their teachers, particularly on matters relating to ANA. Data generated showed that principals were able to solicit buy-in from their respective teachers especially with regards to the importance of a programme such as ANA. This was achieved as a result of training workshops that school principals had attended. More details on this matter are provided in **Section 4.2.2 in Chapter Four**.

5.3.2 What factors contribute towards good results in Annual National Assessment?

There were many factors that contributed positively to the achievement of good results in the Annual National Assessment. Firstly the role of the principal played a vital role. He or She is like the foundation for the good results. It transpired from the data that the principals created lots of positive aspects that created growth at their schools. Some were involved in building projects while others were involved in increasing the enrolment of the school. Detailed discussions of this are found in **Section 4.2.1 in Chapter Four**. While the principals aided with growth of their schools, they also created growth amongst the learners and the teachers. This was done through motivation that he or she gave. This motivation included verbal appreciation, recognition, incentives and rewards. Hence, data generated suggested that through the principal's motivation of the learners and the staff, learner performance increased. The Extrinsic motivation was shown to be more important in that it served as an appreciation of a job well done and it also motivated the other that were not performing to work harder and perform well. A detailed discussion of this issue is provided in **Section 4.2.4 in Chapter Four**. Therefore, the finding is that, principals are using motivation of the learners and the teachers as a strategy to respond to their challenges.

A third factor that contributed to good ANA results at some schools was the involvement of parents. The data also shows that once learners were subjected to parents' supervision at their respective homes, individual learning was reinforced at home and they seemed to achieve higher marks. The rural school provided a clear evidence of this. The marked scored were slightly lower compared to their urban counterparts. A more detailed account of this is given in **Section 4.2.6 in Chapter Four**.

While there were many factors that contributed positively to the ANA results there were a few schools that experienced challenges that affected the ANA results. Some of these challenges included large class sizes; lack of resources, learners with learning barriers, contextual factors of learners and for some schools, the lack of parental involvement, **Section 4.2.7 of Chapter Four** provides more details. Most of these principals dealt with some of these challenges. They addressed them by providing more parent meetings to get parents involved; the

principals allowed teachers to network with other nearby schools and shared their resources. What can be concluded is that these principals worked towards achieving good results irrespective of the challenges. I felt that these principals saw challenges not as a hurdle but rather as a learning experience that they can overcome.

5.3.3 What strategies do principals use to achieve good results in Annual National Assessment?

The findings show that there are various strategies that principals used to achieve good results. As mentioned above teamwork, motivation and parental involvement were some of the strategies that were used. Therefore, the first thing to highlight and elaborate on is that the principals made provision for mentoring to take place. This mentoring was done not only by the principal but by the school management team. Data in the study clearly shows that principals were very active in all aspects in their school. Mentoring included supervision, monitoring, motivating and providing support where ever possible. There were some principals that provided exemplars when resources were not readily available, workshops and pre-testing tests. A more detailed discussion of this is done in **Section 4.2.5 of Chapter Four**. One can thus surmise that the principal's role is a very important one in achieving the good results. The principals at these schools had a clear vision and understanding of what needed to be done. Clearly, every principal made every attempt for their school to excel.

5.4 Recommendations

A group of six participants comprising only primary school principals were interviewed with the aim of exploring how they understand the success of ANA at their schools. Based on the findings of the study the following recommendations can be made.

- The principal needs to foster teamwork at all times. This will allow for an environment of openness, mutual communication and interdependence. Teachers and learners will be able to be free to approach each other for assistance whenever the need arises.

- The principal needs to keep abreast with the changing curriculum in order to help and inform educators with the changes.
- The principal needs to motivate and give incentives regularly for learners and educators. This will help educators and learner's to give of one hundred percent at all times.
- The principals need to be more dynamic and creative in order to find different ways of getting parents involved as it is an essential aspect to achieve better results.

5.5 Chapter Summary

This chapter has presented the summary of the study, the findings and the recommendations based on the findings. The recommendations largely directed at research community but may also be useful to primary school principals as well. The chapter begins by providing a summary of the entire study before presenting the findings which are organised under the research questions. This research has shown that principals in the case study schools play an important role in establishing and maintaining good learner performance. There are many strategies that principals use to achieve the good results, particularly in ANA. There are many strategies and factors that influence the ANA results. The foundation for any school is the effective learning and teaching that takes place. The DOE should support this and provide the necessary things to achieve this. These include resources, man power and finance. In conclusion the research has shown that the role of the principal together with his knowledge, making ample allowance for teamwork, motivation, mentoring and parental involvement is imperative for learner performance.

6. References

- Atwater, L. E., Cambobreco, J.F., Dionne, S. D., Avolio, B.J. & Lau, A.N. (1996). Effects of rewards and punishments on leader charisma, leader effectiveness and follower reactions. *The Leadership Quarterly*, 8(2):133–152.
- Amabile, T. M., Schatzel, E. A., Moneta, G. B., & Kramer, S. J. (2004). Leader behaviors and the work environment for creativity: Perceived leader support. *The Leadership Quarterly*, 15(1), 5-32.
- Astin, A. & Astin, H. (2000). *Leadership reconsidered: engaging higher education in social change*. Los Angeles, CA: Higher Education Research Institute, UCLA.
- Bhengu, T. T. & Mkhize, B. N. (2013). Principals' instructional leadership practices in improving learner achievement: Case studies of five secondary schools in the Umbumbulu area. *Education As Change*, 17(S1), 33-47.
- Bhengu, T. T. & Mthembu, T. T. (2014). Effective Leadership, School Culture and School effectiveness: A Case Study of Two 'Sister' Schools in Umlazi Township. *Journal of Social Sciences*, 38(1), 43-52.
- Blasé, J. & Blasé, J. (2000). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38(2), 130-141.
- Bush, T. (2003). *Theories of educational Leadership and Management*. London: SAGE Publications.
- Bush, T. (2007). Educational Leadership and Management: theory, policy and Practice. *South African Journal of Education*, 27 (3) 391-406.
- Bush, T. & Glover, D. (2003). *School Leadership: Concepts and Evidence*. Nottingham: National College for School Leadership.
- Bush, T. & Glover, D. (2008). *Leading and Managing People in Education*. Nottingham: National College for School Leadership.
- Bush, T., Joubert, H. J., Kiggundu, E. & van Rooyen, J. (2010). Managing teaching and learning in South African Schools. *International Journal of Educational Development*, 30 (2), 162-168.
- Bush, T. & Middlewood, D. (2005). *Managing People in education. Education Leadership for social Justice*. London: SAGE Publishers.

- Carl, A. (2005). The 'voice of the teacher' in curriculum development: a voice crying in the wilderness? *South African Journal of Education*, 25,333-228.
- Carlson, C. & Christenson, S. L. (2005). Evidence-based parent and family interventions in school psychology: State of scientifically based practice. *School Psychology Quarterly*, 20, 525–528.
- Charlton, G. (1993). *Leadership: The human race. A guide to developing leadership potential in South Africa*. Kenwyn: Juta
- Chemers, M. (1993). An integrative theory of leadership. In, M. Chemers & R. Ayman (Eds.), *Leadership theory and research: Perspective and directions*.(pp. 66-73), San Diego, CA: Academic Press.
- Chester, M.D. (2012). *Strategy for Improving English Language Learner. ELL Directors and Tert Co-ordinators*. Massachusetts: Word Press.
- Chikoko, V., Naicker, I. & Mthiyane, S. E. (2011). Leadership development: principals' portfolio as an instrument for change. *Education As Change*, 15(2), 317-329.
- Chisholm, L. (2004). *Educational and social change in post-apartheid in South Africa*. Cape Town: Human Sciences Research Council.
- Christenson, S. L. & Carlson, C. (2005). Evidence-based parent and family interventions in school psychology: State of scientifically based practice. *School Psychology Quarterly*, 20, 525-528.
- Cohen, C., LaPointe, M. & Hammond, L.D. (2006). *School Leadership Study Developing Successful Principals, Policy and Resource Supports for Exemplary Principal Preparation and Development Programs: Findings from the School Leadership Study*. Stanford: Stanford University
- Cohen, L., Manion, L. & Morrison, K. (2011). *Research Methods in Education* (7thEd.). New York: Routledge.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6thEd.). New York: Routledge.
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education* (5thEd.).New York: RoutledgeFalmer.
- Cohen, L., Manion, L. & Morrison, K. (1994). *Research Methods in Education* (4th Ed.). London: Routledge Publishers.

- Coleman, M. (2005). Theories and practice of leadership: an introduction, In, M. Coleman & P. Early (Eds.), *Leadership and Management in Education: Cultures Change and Context*. (pp. 6-25), Oxford: Oxford University Press.
- Crawford, J. (1998). Changes in administrative licensure: 1991- 1996. *UCEA Review*, 39(3), 8-10.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. (4 Ed). Bostan: Edwards Brothers, Inc.
- Creswell, J. W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Education
- Cuban, L. (1988). *The managerial imperative and the practice of leadership in schools*. New York: State University of New York Press.
- Davidoff, S. & Lazarus, S. (1999). Leadership and management in building 'learning' school. In, J. Gultig, T. Ndlovu, & C. Bertram, (Eds.), *Creating People-centred Schools*. (pp. 64-72), Cape Town: Oxford University Press.
- Davies, B. & Ellison, L. (1997). *School leadership for the 21st century: a competency and knowledge approach*. Harlow: Longman.
- Davis, K. A. (1995). Qualitative theory and methods in applied linguistics research. *TESOL Quarterly*, 29, 427-453.
- Davis-Kean, P. E. & Eccles, J. S. (2003). Influences and barriers to better parent-school collaborations. *Laboratory for Student Success Review*, 2(1), 4-5.
- Davis, S., Darling-Hammond, L.D. LaPointe, M. and Meyerson, D. (2005). *School Leadership Study Developing Successful Principals*. Stanford: Stanford Educational Leadership Institute.
- Day, C., Harris, A., Hadfield, M., Tolley, H. & Beresford, J. (2000). *Leading schools in times of change*. Buckingham: Open University Press.
- Denzin, N. K. (1994). The art and politics of interpretation. In, N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 500-515). Thousand Oaks, CA: SAGE Publishers.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of qualitative research*. Thousand Oaks, CA: SAGE Publications.
- Denzin, N. K. & Lincoln, Y. S. (2005). *The Sage handbook of Qualitative Research*. (3rd Edition). Thousand Oaks: SAGE Publishers.
- Department of Education. (1996). *Changing Management to Manage Change in Education. Report of the Task Team on Education Management Development*. Pretoria: Department of Education.

- Department of Education. (2001). *National Policy on Whole School Evaluation*. Pretoria: Department of Education.
- Department of Education. (2005). *The National Protocol on Assessment for Schools in the General and Further Education and Training Band. (Grades R-12)*. Pretoria: Department of Education.
- Department of Education. (2008). *Resolution 1 of 2008*. Pretoria: Department of Education.
- Department of Education. (2008). *National report on Systemic Evaluation*. Pretoria: Department of Education.
- Department of Basic Education. (2011). *Annual National Assessment Report 2011*. Pretoria: Department of Basic Education.
- Department of Education. (2011). SADTU's Discussion Document report in regards to ANA Report 2011. Pretoria: Government Printers.
- Drea, E. & O'Brien, J. (2002). *Defining the Role of the Primary Principal in Ireland*. Dublin: Dublin Hay Group Management Consultants.
- Ellis, S. (1996). Principals as staff developers. *Journal of Staff Development*, 17(4), 56-57.
- Fullan, M. (1991). *The new meaning of educational change*. New York: Teachers College Press.
- Fullan, M. (2002). The change leader. *Educational Leadership*. May, 15-20
- Goldstein, H. (1997). Methods in School Effectiveness Research. *School Effectiveness and School Improvement*, 8(4), 369-95.
- Grant, C. (2006). Teacher leadership: some South African voices. *Education Management, Administration and Leadership*, 34, 511-532.
- Grant, C. (2010). *Distributed teacher leadership: troubling the terrain*. Unpublished PhD thesis. University of KwaZulu-Natal, Pietermaritzburg.
- Gary, H. (1993). *Essential School Leadership*. London: Kogan Page.
- Gary, H. L. (1999). Improving your schools tests scores. *Principal*, 78(3), 47- 48.
- Gronn, P. (2000). Distributed properties: a new architecture for leadership. *Educational Management and Administration*, 28, 317-338.

- Hallinger, P. & Heck, R. H. (1998). Exploring the principals Contribution to School improvement. *School Effectiveness & School Improvement*, 9(2), 157-191.
- Hargreaves, D. & Hopkins, D. (1993). School Effectiveness, school improvement and development planning, In, M. Preedy (Ed.), *Managing the effective school*. (229-240). London: Paul Chapman.
- Hargreaves, A. (2000). Four stages of professionalism and professional learning. Teachers and Teaching. *History and Practice*, 6(2), 811-826.
- Harris, A. & Muijs, D. (2002). *Teacher leadership: Principles and practices*. A paper for The National College for School Leadership, Nottingham, England.
- Harris, A. & Muijs, D. (2005). *Improving schools through teacher leadership*. Maidenhead: Open University Press.
- Harris, A. (2004). 'Distributed leadership and school improvement' in Educational Management. *Administration and Leadership*, 32 (1), 11 - 24.
- Henning, E. (2004). *Finding your way in academic writing*. Pretoria: Van Schaik.
- Hoover-Dempsey, K.V., Walker, J. M., Jones, K.P., & Reed, R. P. (2002). Teachers Involving Parents (TIP): An in-service teacher education program for enhancing parental involvement. *Teaching & Teacher Education*, 18(7), 843-867.
- Hopkins, D. (2001). *Professional development and school improvement*. London: Cassell.
- Hull, J. (2012). *The principal perspectives*. New York City: Centre of Public Education's Senior Policy Analyst.
- Johnson, B. L. & Fauske, J. R. (2000). Principals and the political economy of environmental enactment. *Educational Administration Quarterly*, 36(2), 159-85.
- Joubert H. J. (2008). *Trials and Tribulations of Leadership and Change in South African public schools*. Pretoria: Department of education Management and Policy Studies, University of Pretoria
- Katzenmeyer, M. & Moller, G. (2001). *Awakening the sleeping giant. Helping teachers develop as leaders*. (2nd Edition). Thousand Oaks, CA: Corwin.
- Khumalo, J. C. (2008). *Teachers' perceptions and experiences of teacher leadership: a survey in the Umlazi District, KwaZulu-Natal*. Unpublished MEd dissertation. University of KwaZulu-Natal. Pietermaritzburg.

- Kilpatrick, S., Johns, S., Mulford, B., Falk, I. & Prescott, L. (2002). *More than an education: Leadership for rural school–community partnerships*. Barton, ACT: Rural Industries Research and Development Corporation.
- Kirschenbaum, H. (2000). The principal's view. *High School Magazine*, 7(5), 26-29.
- Kouzes, J. M. & Posner, B. Z. (1997). *The leadership challenge*. San Francisco: Jossey-Bass.
- Leithwood, K., Jantzi, D. & Steinbach, R. (2002). School leadership and the New Right. In, K. Leithwood, P. Hallinger, G. Furman, P. Gronn, J. MacBeath, B. Mulford, & K. Riley. (Eds.), *Second international handbook of educational leadership and administration*. (pp. 849-880). Norwell, MA: Kluwer.
- Leithwood, K., Jantzi, D. & Hopkins, C.M. (2006). The Development and testing of a School Improvement Model. *School Effectiveness & School Improvement*, 17(4), 441-464.
- Lieberman, A., Saxl, E. & Miles, M. (Eds) (1988). *Building a professional culture in new schools*. New York: Teachers' College Press.
- Lincoln, Y. & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, CA: SAGE Publications.
- Lodico, M., Spaulding, D. & Voegtler, K. (2010). *Methods in educational research from theory to practice*. (2nd Edition). Hoboken: Jossey-Bass.
- Louis, K. S., Marks, H. & Kruse, S. (1996). Teachers' professional community in restructuring schools. *American Journal of Education*, 104(2), 103-147.
- MacBeath, J. (1998). *Effective school leadership: Responding to change*. London: Paul Chapman.
- Maden, M. (2001). Further lessons in success. In, M. Maden (Ed.), *Success against the odds – five years on: Revisiting effective schools in disadvantaged areas*. (pp.307-339). London: Routledge Falmer.
- Marshall, C., & Rossman, G. B. (1989). *Designing qualitative research*. Newbury Park, CA: SAGE Publications.
- Mathibe, I. R. (2005). *A Beehive Model for management and leadership development in primary schools in North West, South Africa*. Unpublished doctoral thesis in Education Management & Leadership. North West University. Mafikeng.
- McMillan, J. H. & Schumacher, S. (1993). *Research in Education. A Conceptual Introduction*. (3rd Edition). New York: Harper Collins College Publishers.

- Mfenge, P. P. (2005). *Role of Principal in the induction of New Educators in their Schools*. Pretoria: Van Schaik Publishers.
- Morrison, K. (1998). *Management Theories for Educational Change*. Thousand Oaks: SAGE Publications.
- Mortimore, P. (1991a). The nature and findings of research on school effectiveness in the primary sector. In, S. Riddell, & S. Brown. (Ed.), *School Effectiveness Research: Its Messages for School Improvement*. (pp. 290-310).Edinburgh: HMSO.
- Mortimore, P. (1991b). School effectiveness research: which way at the crossroads? *School Effectiveness and school Improvement*, 2(3), 213-229.
- Muijs, D. & Harris, A. (2003). *Teacher Leadership: A Review of Research*. Nottingham: National College for School Leadership.
- Mulford, B. (2002a). The global challenge: A matter of balance. *Educational Management & Administration*. 30(2), 123-138.
- Mulford, B. (2002b). *Balance and learning: Crucial elements in leadership for democratic schools*. Keynote paper for the Commonwealth Council for Educational Administration and Management Conference, Umea, Sweden, September.
- Mulford, B. (2003). School leaders: Changing Roles and impact on teacher and school effectiveness. Tasmania: OECD
- Mulford, B., Kendall, D. & Kendall, L. (in press.).The relationship between teachers' perceptions of administrative practice in high schools and students' perceptions of the school, teachers and their own performance. *The Journal of Educational Administration*.
- Murdoch, D. (2002). *Teaching Principals in Smaller Schools: Their Issues, Challenges and Concerns*. Newcastle: University of Newcastle.
- Ndlovu, B. N. (2011). *Parental involvement in supporting teaching and learning: A case of three primary schools in the Pinetown District*. Unpublished Masters dissertation, University of KwaZulu-Natal, Durban.
- OECD. (2001a). New school management approaches. Paris: OECD.
- OECD. (2001b). *Report on Hungary/OECD seminar on Managing Education for Lifelong Learning*, 6-7 December 2001, Budapest.
- OECD. (2001c). *Knowledge and skills for life: First results from PISA 2000*. Paris: OECD.

- OECD. (2002). *Attracting, developing and retaining effective teachers: Design and implementation plan for the activity*. Paris: OECD.
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. (3rd Ed.). Thousand Oaks: SAGE Publishers.
- Republic of South Africa. (1996a). *The Constitution of the Republic of South Africa*. Act No. 108 of 1996. Pretoria: Government Printers.
- Republic of South Africa. (1996b). South African Schools Act, No. 84 of 1996. Pretoria: Government printers.
- Republic of South Africa. (2007). *The Education Laws Amendment Act*, No. 31 of 2007, Pretoria: Government Printers.
- Robinson, V. M. J., Lloyd, C. A. & Rowe, K. J. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Educational Administration Quarterly*, 44(5), 635-674.
- Rule, P. & Vaughn, J. (2011). *Your Guide to Case Study Research*. University of KwaZulu- Natal: Van Schaik Publishers.
- Sahid, A. (2004). The changing nature of role of Principals in Primary and Junior Secondary Schools in South Australia following the Introduction of local School Management. *International Educational Journal*, 4(4), 144-153.
- Sammons, P., Hillman, L. & Mortimore, P. (1995). *Key Characteristics of Effective Schools: A Review of School Effectiveness Research*. London: Institute of Education.
- Seashore-Louis, K., Wahlstrom, K. L., Leithwood, K. & Anderson, S. E. (2010). *Investigating the Links to Improved Student Learning*. Minnesota: The Wallace Foundation.
- Sekhu, M. S. (2011). *Practices of Primary schools Principals as Instructional Leaders: Implications for learner Achievement*. Pretoria: University of Pretoria Press.
- Sharpe, F. G. (1995). Educational Leadership for the Twenty First Century. *The Practising Administrator*, 2, 16-20
- Sono, T. (2002). *Cultural diversity and change management: Human Resources Management*. London: Oxford.
- Soundien, C. (2007). The 'A' Factor: question of caring to terms with questions of legacy in South Africa Education. *International Journal*, 27(2007), 182-193.

- Southworth, G. (2002). Instructional leadership in schools: reflections and empirical evidence. *School Leadership and Management*, 22.
- Spencer, D. (2001). Teachers' work in historical and social context. In V. Richardson (Ed.), *Handbook of research on teaching* (4th edition). Washington, DC: American Educational Research Association.
- Spillane, J. P. (2006). *Distributed leadership*. San Francisco: Jossey-Bass.
- Steyn, G.M. (1996). *Managing human resources. Study Manual I. Theme I*, BEd course. University of South Africa.
- Taylor, C. S. (2003). *Incorporating classroom based assessment into large scale assessment programs*. Paper presented at the Annual International Association for Educational Assessment Conference, Manchester: United Kingdom.
- Taylor, N., Muller, J. & Vinevold, P. (2003). *Getting Schools working: Research and systemic school reform in South Africa*. Cape Town: Pearson Education.
- Taylor, S. S., Rudolph J. W., & Foldy, E. G. (2008). Teaching Reflective Practice: Key Stages, Concepts and Practices. In, P. Reason & H. Bradbury (Eds.), *Handbook of Action Research*. (2nd Ed). New York: Sage Publications.
- Teddie, C., Falkowski, C., Stringfield, S., Deselle, S. & Garvie, R. (1984). *Louisiana school effective study: Phase Iwo*. Baton Rouge, LA: State Department of Education, Bureau of Research.
- Usdan, M., McCloud, B. & Podmostko, M. (2000). *Leadership for Student Learning: Re-inventing the principalship*. Washington DC: Institute for Educational Leadership.
- The Wallace Foundation. (2012). *The School Principal as Leader: Guiding schools to better teaching and learning*. New York: The Wallace Foundation.
- West-Burnham, J. (2001). Reflections on leadership in self managing schools. In, B. Davies, & L. Ellison, (Eds.). *School leadership for the 21st century: A Competency & Knowledge Approach*, (135-143). London: Routledge.
- Wynne, E. A. (1981). *Looking at schools: Good, bad, and indifferent*. Lexington, MA: Lexington Books, Heath.
- Zuma, J.G. (2009). *Presidential interaction with school principals*. South Africa

APPENDIX A



23 May 2013

Ms Rudeshni Pillay 964103122
School of Education
Pietermaritzburg Campus

Protocol reference number: HSS/0393/013M

Project title: Exploring how principals understand the success of Annual National Assessment (ANA) in their schools in the Pietermaritzburg area

Dear Ms Pillay

Expedited approval

I wish to inform you that your application has 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 school/department for a period of 5 years.

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

Yours faithfully

Professor U-Bob (Chair) and Dr S Singh (Deputy Chair)

/px

cc Supervisor: Dr Iren Muzvidziwa
cc Academic Leader Research: Dr MN Davids
cc School Administrator: Ms B Bhengu

Humanities & Social Sciences Research Ethics Committee
Professor Urmilla Bob (Chair) and Dr Shenuka Singh (Deputy Chair)
Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 3587/8350/4557 Facsimile: +27 (0)31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS



APPENDIX B



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/437

Ms Rudeshni Pillay
71 Bayat Road
Orient Heights
PIETERMARITZBURG
3201

Dear Ms Pillay

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct a pilot and research entitled: **Exploring how principals Understand the Success of Annual National Assessment (ANA) in their Schools in the Pietermaritzburg Area**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 June 2013 to 30 June 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the schools and institutions in the following District/s of the KwaZulu Natal Department of Education:

Umgungundlovu District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
24 June 2013

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: Office G25, 188 Pietermaritz Street, Pietermaritzburg, 3201. Tel. 033 3418610 Fax : 033 341 8612
EMAIL ADDRESS: sibusiso.alwar@kzndoe.gov.za; CALL CENTRE: 0860 596 363;
WEBSITE: www.kzneducation.gov.za

...dedicated to service and performance
beyond the call of duty

APPENDIX C**UNIVERSITY OF KWAZULU-NATAL****Faculty of Education**

Dear participant

The following information is given to you so that you can make a decision as to whether you wish to partake in the present study. You must take note that you are free to decide not to participate or withdraw at any time without affecting your relationship with this research, researcher or the University of KwaZulu-Natal.

The purpose of this study is to understand the process of learning qualitative research in Masters of Education. The procedure will be a single study design in which it will be used to determine the understanding of success of ANA at schools.

Data will be collected at three points- at the beginning of the course, at the midpoint and at the end of the course. Data collected will involve documents (policies of assessment procedures, and processes as well as vision statements and ANA results) and in-depth interviews. Individuals involved in the data collection will be the principals.

Do not hesitate to ask any questions about the study either before participating or during the time you are participating. We would be pleased to share our results with you after the research is finished. However, your name will not be related with the research findings in any way, and your identity as a participant will be known only to the researchers.

There are no known risks and/or discomforts associated with this study. The expected benefits associated with your participation are the information about the experiences in the learning qualitative research, the opportunity to participate in a qualitative research study, and co-authorship for those students who participate in the detailed analysis of the data. If submitted for publication, a by-line will indicate the participation of all students in the class.

Please sign your consent with full knowledge of the nature and purpose of all procedures. A copy of this consent form will be given to you to keep.

Signature of participant

Date

APPENDIX D

UNIVERSITY OF KWAZULU-NATAL

Faculty of Education



Interview of Participants: On their understanding of successful ANA results at their schools

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

ANA has been successful at your school. The results taken from the DOE has reflected that your school is one of the schools that have produced very good results compare to some of the schools in the surrounding areas. Much of the good results are a result of good leadership and management of the principal.

Questions:

1. How have leadership and management contributed to the success of ANA?
2. What influences the ANA results at your school?
3. How do teachers account for the ANA result at your school?
4. What support do you give to your teachers to enhance ANA results?
5. How does parental involvement influence the ANA results?
6. What are some of the things that hamper the ANA results? How do you overcome this?
7. How do you motivate learners to perform well in ANA? What activities do you engage in to improve learner performance with regard to ANA each year?