

**INVESTIGATING THE ROLE OF SCHOOL PRINCIPALS ON GRADE 12
LEARNERS' PERFORMANCE IN THE EASTERN CAPE**

by

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DECLARATION

I, Nosipho Succavia Mdlalana, declare that this dissertation, **INVESTIGATING THE ROLE OF SCHOOL PRINCIPALS ON GRADE 12 LEARNERS' PERFORMANCE IN THE EASTERN CAPE**, is my own independent work and that all sources that I have used or cited have been indicated and acknowledged by means of comprehensive referencing. This research is not a replication of any published qualification, nor has it been submitted at any other institution for any qualification. I hereby cede copyright to the University of the Free State



NS Mdlalana

July 2022

DATE

DEDICATION

This study is dedicated to the following people:

- My sisters; Dideka, Ndileka, and Sphokazi;
- My mother, Nodumo Mdlalana, who believed that education is the key to success; and
- My late father, who always believed that I carry a mantle of academic greatness. May his soul rest in eternal peace.

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- All my friends and colleagues, thank you for your unwavering support in various ways during this study.
- My mother, Nodumo Mdlalana, and my three sisters for being a continuous inspiration to me constantly.
- Last but not least, my son Lisakhanya, and my twin daughters, Linomtha and Loyola.

ABSTRACT

This study aimed to investigate the role of school principals in managing the Grade 12 learners' performance in the six selected schools of Joe Gqabi district - Sterkspruit in the Eastern Cape Province (EC). Matric results in the Department of Education have increased by 2,6% between 2016 and 2017. However, by 2017, the Eastern Cape Province's performance was still rated under 80%. The improvement in the EC can partly be attributed to the intervention programmes implemented by the provincial Department of Education aimed at capacitating principals. These interventions included the temporary appointment of mentors who were former principals in the performing schools. However, the true extent to which these improvements in the results can be attributed to the role of the school principals is unknown. The study was conducted in the Joe Gqabi District - Sterkspruit, in the Eastern Cape, a vast geographical area with scattered schools – some with accessible roads and others without.

An interpretive paradigm and a qualitative design with discursive, exploratory, and narrative methods were used in this study, together with purposeful sampling of six schools. Two schools demonstrated good Grade 12 learner performance, the other two demonstrated significant Grade 12 improvement, and the two schools' Grade 12 learner performance showed a steady decline. The two well-performing schools had the same principal over the past five years. The two improved schools had demonstrated improvement only after the appointment of new principals. Lastly, the two poor-performing schools had only declined after the appointment of new principals.

The selected schools were diverse in many ways: some in deep rural areas, some near towns with accessible roads, and some in town, which were the former model C schools with Afrikaans as a medium of instruction for some learners. All six schools write the same examinations; therefore, comparisons based on the results were generally credible as they indicated the factors leading to poor performance.

The principal from these schools, two teachers, and two learners was identified to participate in this study. The instruments used to collect data were interviews, observations, and document analysis.

The study showed that principals understand their roles towards Grade 12 learners' performance, motivation of Grade 12 teachers and learners is essential, and proper management of school resources and curriculum management implementation is paramount.

Recommendations from this study included the professional growth of principals, communication with all the stakeholders within the school, and principals' motivation.

Keywords: Interpretive paradigm, learner performance, school management, and leadership

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LIST OF ACRONYMS AND ABBREVIATIONS

CAPS	Curriculum Assessment Policy Statement
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
DDD	Data Driven Districts
DH	Departmental Head
DoE	Department of Education
EC	Eastern Cape
ECDoE	Eastern Cape Department of Education
HoD	Head of Department
LAIS	Learner Attainment Improvement Strategy
LoLT	Language of Learning and Teaching
LRC	Learners' Representative Council
MEC	Member of the Executive Council
NSC	National Senior Certificate
PAM	Personnel Administrative Measures
QMS	Quality Management Systems
RNCS	Revised National Curriculum Statements
SASA	South African Schools Act 84 of 1996
SASP	South African Standard for Principalship
SG	Superintendent General
SGB	School Governing body
TSCER	Texas School of Continuing Education & Recruitment

CHAPTER 1

INTRODUCTION AND STATEMENT OF THE RESEARCH PROBLEM

1.1 INTRODUCTION

The Grade 12 learner's performance in Joe Gqabi district in the Eastern Cape continues to rank lower than the national average performance. This is despite the increase in the funding for intervention classes and the capacitation of principals as school managers through teacher development programmes that are in progress in the district. The principal is a key delivery agent in our education system, the managers of our schools and are the most significant partners in education (DBE, 2019:3). Furthermore, the biggest driver of better education outcomes is the school manager, the principal. School academic performance is highly correlated with the abilities and commitment of the principal. In this regard, the principal's role as curriculum leader relates directly to learner performance and improvement. The focus is on the Grade 12 learners' performance since the exit class qualifies them for higher institutions. South African Standard for Principalship (SASP) fully outlines the role of school principals (DBE, 2015:3). To unpack the functions of the principal requires a comprehensive understanding of the SASP. Based on the grade 12 learner performance from 2015-2019, Grade 12 learner performance in some schools in the Joe Gqabi district of the Eastern Cape is not improving. As a result of poor grade 12 performance, many intervention programmes have been undertaken to improve learner performance. The Learner Attainment Improvement Strategy (LAIS) in districts have coordinators responsible for planning these programmes. The programmes include weekend classes as well as vacation classes. Jenn Training and Consultancy came to be part of the programmes aimed at improvement of grade 12 learner performance, capacitation of teachers on grade 12 content per term and capacitation of school principals on leadership.

This chapter provides an overview of the study and includes information about the study's background and scope, the study's research problem, and research questions. In addition, the chapter gives an overview of the literature, data gathering methods, research methodology, and participant selection.

1.2 BACKGROUND AND CONTEXT

According to Fengu (2018:2), matric results in the Department of Education (DoE) in the country – including the Eastern Cape – have shown an increase in a pass rate of 2,6% in 2017 since 2016. Matric results in this study refer to the Grade 12 results (pass rate). The observed trends suggest that the matric results in the Eastern Cape Province have improved slightly compared to other provinces and could be attributed to intervention programmes by the Provincial Department of Education aimed at empowering principals and targeting improved learner performance (Grade 12). These intervention programmes include capacitating principals on management issues, where Jenn Consultancy and Training assisted by organising workshops and interventions in the form of extra classes. These interventions further involved bringing specialists to assist the Grade 12 learners, and also each school received funds to facilitate the learner intervention programmes (extra classes). However, the Eastern Cape matric pass rate was still below 80% by 2017 (Fengu, 2018:2). The focus is on the matric results only because all schools in the Eastern Cape write the same examinations, which is standard. Therefore, comparisons based on the results should generally be valid. Comparisons between the pass rates of Grade 12 in the past five years are also helpful in revealing factors that lead to poor performance.

The research considered the changes in the South African curriculum to the Curriculum Assessment Policy Statement (CAPS), which is also applicable in Eastern Cape schools. The year 2019 marks the sixth year of a CAPS-aligned National Senior Certificate (NSC) Examination, meaning that schools can compare their historical performance in a stabilising curriculum and assessment policy framework. Evaluating their school's performance will help them establish if they have reached stability in effectively implementing the intended curriculum.

The schools in the Joe Gqabi District - Sterkspruit of Eastern Cape Department of Education (ECDoE) were selected to investigate the role of the principals in the performance of Grade 12 learners. Principals are considered critical role players in improving the quality of the school by reforming strategies toward improved students' results and a learning climate conducive to maximum achievement (Firmaningsh-Kolu, 2015:15). The Personnel Administrative Measures (PAM), as gazetted (2016) states

that the principals' aim is to ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.

Section 16 A of the South African Schools Act of 1996 (SASA) (RSA, 1996) stipulates that the principal is responsible for professional management, whereas the school governing council is responsible for governance. Section 16(A)(c) of this Act further states that the principals must annually, at the beginning of the year, prepare a plan to show how the academic performance at the school will be improved (RSA, 1996). The Head of Department (HoD) will approve the plan after it is discussed with the school governing body. Section 16(A) (iv) affirms that the principal must, therefore, on the 30th of June, report to the HoD about the progress made concerning improving the learners' performance (RSA, 1996). Despite other factors contributing to Grade 12 learners' performance, this study focuses on the role of the principal in Grade 12 learners' performance (results or pass rate) in the rural and semi-urban secondary schools of Joe Gqabi District - Sterkspruit in the Eastern Cape Province.

The study focuses on what the school principal does to improve Grade 12 learners' performance. The South African National Senior Certificate (NSC) Results Report 2019 (DoE, 2020) revealed that Grade 12 secondary school learners in the Eastern Cape obtained an overall pass rate below 80%. Despite the excellent performance produced by some schools, secondary schools still do not maintain 60% and above the average pass through-put in the matric examination.

Data from the South African National Senior Certificate (NSC) Results Report of 2018 (DoE, 2019) show that 624 733 full-time candidates entered the 2018 NSC examinations. The achievements of the class of 2018 confirm that the standard and quality of the South African examinations system are improving annually and stabilising. However, this statement could be interpreted as political symbolism that the standard and quality of the examination system have improved since the 1994 democratic elections. The South African National Senior Certificate (NSC) Results Report of 2018 indicated an improvement of 3.1 % from 75.1% in 2017 to 78.2% in 2018 (DoE, 2019). Four provinces achieved below 80%, but many schools in provinces with traditional rural locations improved their results. An improvement margin of 5.6% points was reported in the Eastern Cape.

In Eastern Cape, 918 schools presented Grade 12 classes in 2018, and the report shows that 1.8 % obtained a pass rate of 0 - 19.9%, but none got a 0% pass rate. A report on South Africa NSC results shows that eight schools showed a 100% pass rate trend from 2014 - 2018 in this province. The Eastern Cape is made up of 12 Districts. According to statistics, the Joe Gqabi District – Sterkspruit is still among the underperforming districts of the Eastern Cape. The Eastern Cape Province still advocates for a 75% benchmark for 2020 NSC Examination results. The question is whether Joe Gqabi District - Sterkspruit will ever achieve this performance within the declining learner support from the school principals?

The South African National Senior Certificate (NSC) Results Report of 2019 (DoE, 2020) indicates that the proficiency of our education system is confirmed by:

- An improvement in the pass rate and quality of passes in many gateway subjects;
- A noteworthy and credible increase in the percentage of learners who achieved the NSC; and
- There was a significant increase in the percentage of learners qualifying for Bachelor Studies' phenomenal gains in the margins of improvement among Quintile 1 to 3 schools.

Data obtained from 2019 Grade 12 midyear examination results for Joe Gqabi District – Sterkspruit reveal that some schools still fall within 45% of the total Grade 12 learners of 2019. In light of the failure of schools still unable to reach the range of 45%, it is concerning that despite additional funding allocated to public rural secondary schools by the state to eliminate inequality, illiteracy, and equity in education provisioning, that does not correlate with learner performance. An evaluation of various NSC examinations and school performance reports indicates that a decline or poor performance has become a recurring trend in some schools for three years or more. The importance of this study is based on this recurring trend. This study undertook an in-depth look at the following aspect: the role of the school principal in influencing Grade 12 learners' performance. The literature search conducted in this study explored many elements and factors that may affect how the school is managed and Grade 12 learners' performance in secondary schools.

1.3 RESEARCH PROBLEM AND RATIONALE

Grade 12 learners' performance in Joe Gqabi District- Sterkspruit in the EC remains below the national average pass rate. This is despite the interventions that inspired the interest of the ECDoE, intended to empower principals as managers and leaders of teaching and learning in the Eastern Cape schools at Joe Gqabi District - Sterkspruit. Moreover, despite the financial implications demanded by these interventions from the ECDoE, there is no visible improvement in the performance of Grade 12 learners. However, the extent to which these improvements in the performance of the Grade 12s could be attributed to the role of principals is not known. These interventions produce short-term results, do not improve the education system, and neither do they produce matriculants who obtain results that allow them entrance into universities.

Generally, the principal leads the school's management team and accounts to the DoE for all the activities in the school, including learner performance. The problem is the extent to which the school principals manage the school effectively and efficiently is not demonstrated by the Grade 12 results of the ECDoE. Essentially, it is the responsibility of the School Management Team (SMT) to ensure each learner succeeds in her academic endeavour (Ntshoe & Selesho, 2014:483). Furthermore, it concurs that it is for this reason that the Education Amendments Act places the principal as the leader of the SMT and the central figure in the learner's performance and accountability regarding academic achievement.

The problem pivoted on the enormous challenges of Grade 12 learners' performance in the province and Joe Gqabi district and the intervention programs meant to mitigate these challenges' adverse effects. This manifestation of poor management in schools is in Grade 12 learners' performance, subject to affective factors, including perceptions and views of learners and teachers. I, therefore, pose the following overarching research question for this study: *What is the role of the school principals on the Grade 12 performance in rural and township schools?*

1.4 THEORETICAL FRAMEWORK

A literature review aims to create a conceptual or theoretical framework, to illustrate how the study will contribute to meaningful practice. Theories are a lens to understand our social reality. Thus, management theories are concerned with understanding the functional roles of managers and serve as a guide to improvements in the institution's effectiveness.

“School manager” in this study refers to the school principal who, in terms of the Employment of Educators Act, 76 of 1998, should ensure that the learners' education is adequately promoted and in accordance with approved policies. Functions of the manager (the principal in this case) include planning, organising, leading, and controlling. The educational policies and legislation reviewed the literature on management and leadership. The literature review supported the school principals' role in managing the school curriculum as implementers. Furthermore, literature was reviewed to explore different understanding or interpretations of leadership and management styles and implementation of these styles to improve Grade 12 learners' performance in the six selected schools. According to Ndlovu (2009:73), effective and efficient school management is the key to good performance.

The scientific management theory influenced by, among other works, Taylor and Gilbreth's motion study and Weber's bureaucracy theory were used to frame discussions in this research on the role of principals and managers concerning the performance of Grade 12 learners.

Thus, management theories could be broadly classified in many ways. Still, for the purpose of this study, the two used to guide this study was the scientific management approach and Max Weber's idealised bureaucracy.

1.5 RESEARCH AIM AND OBJECTIVES

The objectives of the study were to:

- investigate how the management style of principals affects learner performance;

- examine how principals manage curriculum and other school resources and how this affects learner performance; and
- investigate the role of principals in improving Grade 12 learner performance in Joe Gqabi District - Sterkspruit.

Thus, this study aimed to investigate how principals manage Grade 12 learner performance in the six selected schools of Joe Gqabi District – Sterkspruit. To further understand how principal leadership or management style influences Grade 12 learner performance. A purpose statement in qualitative research indicates the intent to understand the central phenomenon with specific individuals at a research site (Creswell, 2012:131) which was done by investigating the views of teachers, principals, and learners on the role of principals as curriculum leaders.

Therefore, this study sought to:

- Investigate how the principals' knowledge of school management influences the improvement of Grade 12 learners' performance.
- Examine the management style of the principal (including management of policies) and other school resources; and
- Investigate the role of the school management (principal) in the performance of Grade 12 learners;

1.6 RESEARCH QUESTIONS

Research questions in qualitative research narrow the purpose statement to specific questions to be answered (Creswell, 2012:60). The primary research question of the study was:

What is the role of the school principal in the performance of Grade 12 learners in the Eastern Cape regarding rural and township communities?

The secondary research questions developed from the main question were:

- How does the management style of the principal affect learner performance?
- How does the management of the curriculum and resources by principals in schools affect learner performance?

- What role could principals play in improving Grade 12 learner performance in the Joe Gqabi District - Sterkspruit?

1.7 RESEARCH DESIGN AND METHODOLOGY

Epistemology is the theory of knowledge and deals with how knowledge is gathered and from which sources. This influences the methodology of the study. Generally, research methodology is the specific procedures or techniques used to identify, select, process and analyse information about a topic. The methodology aims to help us to understand, in the broadest possible terms, not the products of scientific inquiry but the process itself (Cohen, Manion, & Morrison, 2007:47). An interpretive paradigm guided this research and a qualitative approach with discursive and narrative design. Thus, the link between the research topic and this paradigm is that participants may have different meanings and understanding of the role of the school principals on Grade 12 learners' performance. However, critical theorists would argue that the interpretive paradigms are essentially technicist, seeking to understand and render more efficient an existing situation rather than questioning or transforming it.

The methodology used depended on information or stories from the participants (from the six selected schools), which were essentially human activities and attributes, such as ideas, customs, wishes and beliefs that were investigated in the study of human beings, societies, and cultures could not be pinned down and measured in any exact way. Therefore, these kinds of data were descriptive in character. Walliman (2011:16) believes that qualitative research depends on careful definition of the meaning of words, the development of concepts and variables, and the plotting of interrelationships between these variables. Qualitative research encompasses several approaches to research that are, in some respect, quite different from one another (Leedy & Ormrod, 2005:133). The qualitative research design was chosen because the phenomenon under study was in the natural setting of the appropriate working environment. Qualitative research methods were applied in this study. This method was used to answer questions about the management and Grade 12 learners' performance and provide alternative intervention strategies to improve learner performance.

1.8 DATA COLLECTION STRATEGIES

Data were collected using procedures associated with an interpretive paradigm, including interviews, observation, and document analysis. Methodological triangulation involves using more than one method to gather data, such as interviews, observations, questionnaires, and relevant school documents. According to Ramchander (2004:108), triangulation implies that techniques are used in a parallel sense, thus providing overlapping information and making it possible to check results from more than one viewpoint. This study's data sources were people, books, audio-visual material, and curricula materials.

1.8.1 Interviews

Creswell (2012:217) explained that a qualitative interview occurs when participants are asked one or more general, open-ended questions and their answers are recorded. The data were then transcribed and typed into a computer file for analysis. During the visits to all six schools, observations were made, and interviews were conducted to assess the views of teachers, students, and principals regarding the role of school management in Grade 12 learners' performance. Semi-structured interviews were developed, and the interviews were scheduled with teachers, learners, and principals of the school under study. The interview questions were based on a set of closed-ended questions.

1.8.2 Observation

Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site (Creswell, 2012:213). The advantages of observation include the opportunity to record information as it occurs in a setting, study actual behaviour, and study individuals who have difficulty verbalising their ideas. The researcher can be a participant-observer and a non-participant observer during observations. According to Creswell (2012:214), a participant-observer is an observational role adopted by researchers when they participate in activities in the setting they are observing. In this study, the researcher was a participant-observer since assisting in monitoring intervention classes in Joe-Gqabi district-Sterkspruit.

Since the pandemic was still prevailing, the observations were done under strict COVID-19 protocols

In this study, the observations were conducted unobtrusively when schools were visited. While participating in activities, information was recorded; therefore, permission to participate in activities was sought and assumed a comfortable role as an observer in the setting.

1.8.3 Document analysis

Documents represent a valuable source for text (word) data for a qualitative study (Creswell, 2012:223). The advantage of documents is that they are written in the language and words of the participants, who usually give thoughtful attention to them. They are also ready for analysis without the necessary transcription required with observational or interview data.

The documents analysed for this study were schools' logbooks; timetables; minutes of the staff, support management team (SMT), learner representative council (LRC) and SGB; analysis books of Grade 12 year-end results; school policies; and government policy records.

1.9 SELECTION OF PARTICIPANTS

The selection of a portion of a population under study is known as sampling. Purposeful sampling was used in this study. The rationale for adopting the purposive sampling approach was because a specific group of participants was targeted, as it was assumed that these people were the key holders of the information required to answer the research questions of this study.

According to Sayed (2013:18), purposive sampling may involve studying the entire population of a limited group or a subset of a population. Purposive sampling in this study does not produce a sample that is generally representative since it consisted of a limited group in the Eastern Cape, specifically in the Joe Gqabi District - Sterkspruit. Accordingly, the findings in this study are not generalisable to all the schools. The town of Sterkspruit is situated 28 km from the border of Lesotho and includes towns up to

Steynsburg closer to the Cradock District. The data from Data-Driven Districts (DDD) show 29 high schools in the Sterkspruit District (DBE, 2019). The rationale for sampling high schools in this study is based on the education system in the South African system and the evaluation of learner performance in terms of Grade 12 results which is the pass rate. In line with the purpose of the study, purposive sampling of the six selected schools based on the Grade 12 performance (pass rate) history over the past five years and the school principals changing within these past five years was conducted. A selection of six principals, ten teachers, and 20 learners was made. The participants were identified in the ECDoE at Joe Gqabi District - Sterkspruit.

Some schools in this district had approximately 100 Grade 12 learners, and special intervention was taken in 2017–2018 in more than four schools. The Grade 12 results of 2014 to 2017 were used in the study to examine the role of principals in Grade 12 learner performance. Joe Gqabi District - Sterkspruit was chosen because it is mainly rural, comprising rural, urban, and semi-urban schools, some of which are former model C and township schools. Principals from three categories of schools were investigated. The first category of the six sampled schools comprises township schools that have maintained good learner performance in the past years, headed by the same principal with consistent good learner performance in the matric results. The second category comprised schools where learner performance has shown improvement every year since a new principal has been appointed. In such schools, 99% of staff members have been maintained, but the management (personnel) changes have brought about some changes in the learner performance. These schools are situated in rural areas with accessible roads. The third category comprises schools in the deep rural areas of Sterkspruit, where learner performance has declined since the principal was appointed.

Selected schools in the Joe Gqabi District, specifically the former Sterkspruit, are diverse in many ways. One of the characteristics of these schools is the changing of principals over the past five years. The ECDoE took the initiative where mentors were employed for the principals to improve Grade 12 learners' performance. The mentors employed were experienced former principals of performing schools in the district; they were purposely employed to assist the school management (principal). Together with several administrative duties, the principal, as the school manager, has a significant role in the institution as a whole. Management's roles and functions included managing

the school culture, organisational leadership, motivating and rewarding individuals, effective communication, conflict management, strategic planning processes, effective decision-making, teaching and learning, and managing finances and resources (Ndlovu, 2009:6).

1.10 DATA ANALYSIS AND INTERPRETATION

Qualitative data analysis was used in this study because the collected data were not quantifiable. The qualitative data analysis process consists of the following six stages or steps: 1.) Defining and identifying data. 2.) Collecting and storing data. 3.) Reducing data and sampling. 4.) Structuring and coding data. 5.) Theory building and testing. 6.) Reporting and writing up of the research. The diagram below illustrates the data analysis process adapted from Creswell (2012:236).

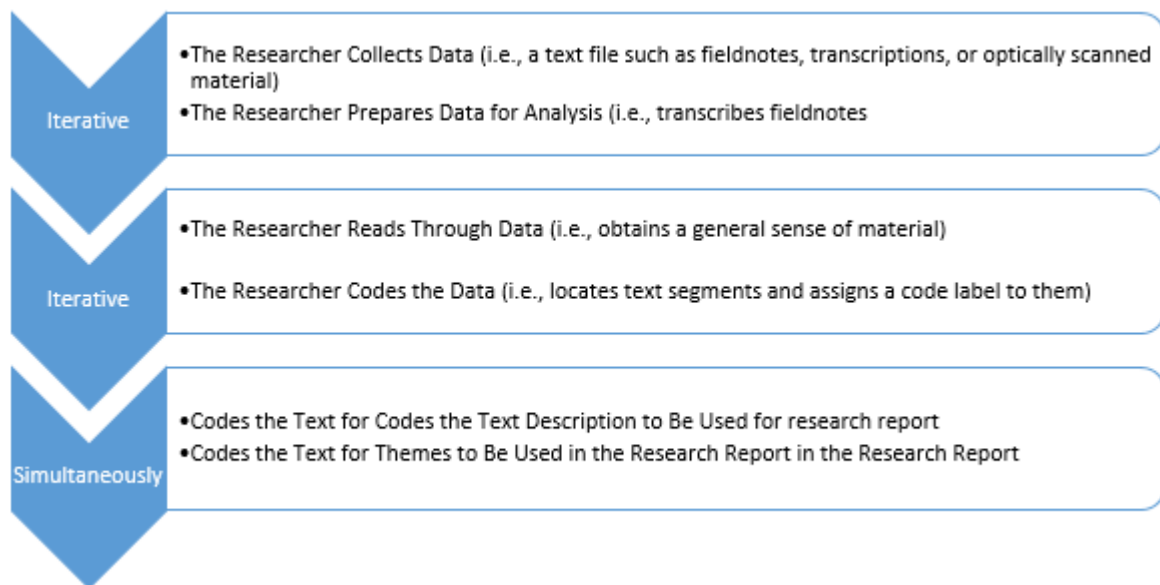


Figure 1.1: Process of data analysis (Source: Creswell, 2012:236)

The data collected were analysed, and issues were identified to explore questions that arose and needed further observation. The advantage of using sets of secondary data is that teams of expert researchers have produced these sets, often with large budgets and extensive resources way beyond the means of a single student, thereby cutting out the need for time-consuming fieldwork (Walliman, 2011:78). Secondary sources include, among other sources, the written and non-written materials from books and

television programmes. Thus, secondary data can be compared with primary data collected to triangulate the findings and put the data into a larger context. The triangulation of methods from different data sources and data collection instruments and document analysis were conducted to enhance and establish credibility in the study. Furthermore, the research questions were analysed from multiple perspectives and maintained consistency across data sources or approaches.

1.11 VALUE OF THE RESEARCH

This study will assist in identifying problems in how schools are managed and identify reasons why learners are not performing according to the expected standards. The study will also propose solutions for the school management regarding support to improve Grade 12 learners' performance. This study could be of value to the DoE when designing policies on supporting principals to perform their instructional leadership responsibilities better. The policy makers in the ECDoE are provided with the needed information to make informed decisions to successfully deal with the problems that might be causing poor Grade 12 learner performance. It also contributes by acknowledging what goes on at the 'ground level' in schools to focus on these institutions' unique contexts and circumstances. It will also assist the principals in improving the quality of teaching and learning in schools and assist others in addressing the challenges they encounter when performing instructional leadership duties. Finally, the study advances new knowledge in the field of school management and leadership. If the recommendations are implemented, they will also help other struggling schools in this district improve their performance and learner achievement.

1.12 DELIMITATIONS OF THE STUDY

This study was conducted in two selected rural secondary schools, two township secondary schools and the two semi-rural secondary schools in the Joe Gqabi District - Sterkspruit Education District. Only the views of some teachers, Grade 12 learners (age 18 and above), and the school principals were appraised. The phenomenon under study was based on the role portrayed by school principals as managers of the Grade 12 learners' performance.

1.13 LIMITATIONS OF THE STUDY

The two factors limited the generalisation of this research study: A small proportion of six schools in Joe Gqabi District - Sterkspruit in the Eastern Cape, where there are 29 high schools, has been sampled. Due to the size of the group selected, the study's findings could not be generalised as a true representative and reflection of all the schools in the province. Learners represented in the study may have limited information concerning legal framework and policies relating to the inclusions and participation in the school's decision-making. In addition to that, since interviews were conducted telephonically due to the Coronavirus Disease (COVID-19) regulations, some participants were brief in answering the questions.

1.14 ETHICAL CONSIDERATIONS

Researchers often seek out gatekeepers to gain access to individuals and sites to study. In gaining permission, qualitative researchers are sensitive to the potentially intrusive nature of their research, and are mindful of respecting individuals and sites, potential power imbalances, and "giving back," or reciprocating (Creswell, 2012:23-24). Permission was requested in writing from the ECDoE to conduct the research and publish the research findings. Assurance was given that participants (individual and school) would remain anonymous.

According to Leedy and Ormrod (2005:101), most ethical issues in research fall into four categories: protection from harm, informed consent, right to privacy, and honesty with professional colleagues. Furthermore, the participants should know the nature of the study and be willing to participate. The participants have the right to voluntarily withdraw from the research. There will be no data traceable back to a particular individual. In this research, the schools were assigned letters of the alphabet, and the principals' academic qualifications were handled as confidentially as possible. All these were clearly stated before the interview questions were administered. The recording of the interview data took place through note-taking and audio-recording. Verbatim transcripts of the interviews were compiled for analysis and interpretation.

1.15 TRUSTWORTHINESS OF THE STUDY

Trustworthiness refers to the extent to which the data obtained in the study is plausible, credible and trustworthy. However, Gunawan (2015:11) is of the view that trustworthiness has been further divided into credibility, which corresponds roughly with the positivist concept of internal validity; dependability, which relates more to reliability; transferability, which is a form of external validity; and confirmability, which is primarily an issue of presentation. In this study, trustworthiness and credibility were ensured using two data capturing, audio-taping and transcription of interviews. The transcribed interviews were presented to respondents to verify and confirm the contents to ensure data reliability and validity. Data analysis was done simultaneously with data collection. The researcher repeatedly listened to the recorded interviews from the audiotape as soon as interviews were done. This study was located within the management and leadership framework of the high schools' environment, where there was prolonged engagement with the participants and aimed to identify the role of the school principals and to make recommendations concerning the role of the principal as institutional manager, particularly in rural, semi-rural and township schools concerning learner performance. The researcher did persistent observation to ensure trustworthiness. In establishing credibility, the parameters were defined in the research questions of this study and the purposeful selection of the participants from both performing and non-performing high schools. In this study, confirmability was ensured since the study's findings are based on the participants' narratives and words.

1.16 LAYOUT OF THE CHAPTERS

Chapter 1 provides an overview of the study covering the background against which the research problem is articulated. The background of the study, research problem, research aims and questions are all captured and explained in this chapter. Lastly, the research methodology (sampling, procedures, and research instruments) was described in terms of the approach, data collection strategy (observations, document analysis, and interviews), and the measures taken to establish the trustworthiness and credibility of this study.

Chapter 2 reviews the literature on the role of school principals as managers and leaders. This chapter covers school principals' roles as managers and leaders,

including leadership, management styles, management theories, and the school climate. The chapter also explores a theoretical framework guiding the study and the Grade 12 learners' academic performance concerning school leadership and management.

Chapter 3 describes the research methodology and related procedures adopted and followed in this study. It explains the research paradigm, the related design approaches, sampling procedures, data collection techniques, and data sources used to explore the role of principals in Grade 12 learners' performance in the Joe Gqabi District - Sterkspruit in the Eastern Cape. Also described in this chapter are ethical considerations and strategies used to ensure the trustworthiness and credibility of the findings.

Chapter 4 presents the research reporting, findings, data analysis, and interpretation, including qualitative participant observation, document analysis, and individual interviews with 12 teachers, 12 learners, and six principals. Verbatim quotations from participants were used to develop themes. The findings of the research are discussed.

Chapter 5 discusses the essential findings and outlines conclusions reached through detailed descriptions of the participants about the role of the school principals on Grade 12 learners' performance in Joe Gqabi District - Sterkspruit in the Eastern Cape. Based on the findings and conclusions, the study recommended contributing to the body of knowledge about the development, support, and capacitation of school principals on their role in the management of Grade 12 learners' performance. This study recommended further research in DoE on issues that may impact Grade 12 learner performance.

1.17 CONCLUSION

In most schools in the Eastern Cape, both in the formerly disadvantaged and semi-rural schools, Grade 12 learners' performance (Matric results) is a concern. The principals as instructional leaders should play a key role in creating an environment conducive to learning for the learners to achieve and produce better results.

In the following chapter, a review of the existing literature regarding the role of the principal in management is given in light of critical theoretical perspectives.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter reviews the literature on the role of school principals as managers and leaders. The chapter analyses literature on the roles of school principals as school managers and leaders, which include leadership, management styles, management theories, and school climate. The chapter also discusses a theoretical framework underpinning leadership and management in schools concerning Grade 12 learners' academic performance concerning

The ensuing discussion explains management and leadership from different scholars. Leadership and management are various aspects. Hayward (2013:26) believes that the principal may be an excellent leader but a poor manager, and conversely, the principal may be a brilliant manager but a poor leader. The figure below, adapted from Hayward (2013:27), shows the links between leadership and management.

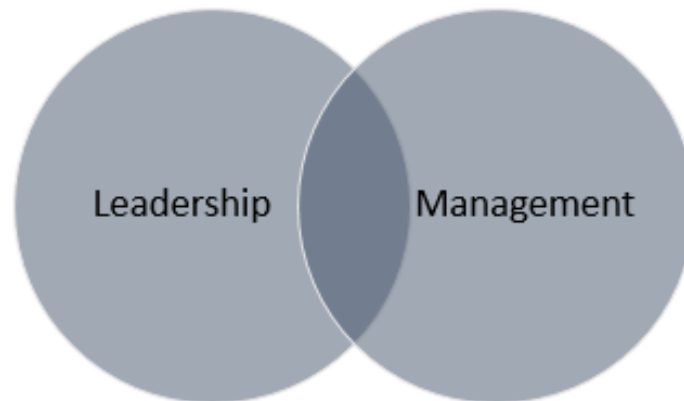


Figure 2.1: Leadership vs Management (Adapted from Hayward, 2013:27)

The dark shaded part in Figure 2.1 indicates an intersection of the common roles of a leader and a manager.

2.2 THE ROLE OF THE SCHOOL PRINCIPAL AS A SCHOOL MANAGER

The SASA of 1996 defines the principal as an educator appointed or acting as the head of a school (RSA, 1996). Section 16A (1) (b) (i) – (iv) points out that the roles and responsibilities of any educator, including the principal, also include the academic performance of the school (RSA, 1996). Also, the school manager, namely the principal, is the biggest driver of better education outcomes. According to the SASA of 1996, section 16A stipulates the responsibilities of a public school principal. Amongst others, the principal should ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations, and personnel administration measures, as prescribed, and to ensure that the education of the learners is promoted adequately under approved policies (RSA, 1996). According to the Wallace Foundation (2013:4), school principals perform five key practices. These are: shaping a vision of academic success for all students; creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing people, data and processes to foster school improvement.

Thus, the DoE is responsible for supplying its schools with human resources (both teaching and support staff). The DoE also allocates funds to the schools to procure equipment, such as a mobile library, a mobile laboratory, and computers. Mobile resources in the schools are due to the unavailability of infrastructure for these resources. The relevant stakeholders should manage and monitor all these resources effectively since different colleagues will use them in different classrooms. In some schools, these resources exist but are not adequately utilised or monitored to enhance learner performance. Olum (2004:22) concluded that management is the process of designing and maintaining an environment to accomplish selected aims efficiently. The term management is about getting systems to operate effectively using four strategies, which are grouped together as organising and staffing, controlling and problem-solving, predictability, and order, implying that in a well-managed school, there is good order, things happen on time as planned and to an agreed standard (Clarke, 2012:33). Similarly, management is defined as a process of planning, organising, leading, and controlling with the objective of effectiveness in an organisation (Maponya, 2015:21; Ndlovu, 2009:19). In addition, Khedekar (2019:1) alludes that management is the art and science of decision-making and leadership and further believes that it is the accomplishment of results through other people's efforts. Furthermore, it is believed

that each of the following aspects (management functions) must be performed effectively. These are discussed next.

Planning is the process of making plans for something. Schermerhorn (2005:20) defines planning as a management function involving setting objectives and determining what should be done to accomplish them. Furthermore, in a planning process, the following should be considered:

- 1) goals or objectives to be achieved should be set or clearly stipulated;
- 2) strategies should be formulated;
- 3) the required means should be arranged (prioritised) or created; and
- 4) how implementation will take place should be well outlined.

In light of the above aspects, the principal is responsible for planning to achieve the goals or objectives of the DoE and the school's mission and vision. The principal needs to involve the other stakeholders in the planning. Not by any means that the goals and objectives of the school can be achieved if planning were done by the principal alone since it goes together with strategizing and implementation. It is, therefore, a well-organised institution/school that can plan adequately.

Khedekar (2019:3) explains **organising** as integrating differentiated tasks assigned to staff, structuring tasks, and coordinating activities logically and meaningfully. Organising will require a combination of management theories depending on the situation and the complexity of the organisation (Ndlovu, 2009:15). In a school situation, the principal must combine an appropriate management style when organising the different school activities, contributing to effective teaching and learning. Leading the organisation can assist in achieving the set goals.

Leading in an organisation should be done by one responsible for finding the path. Wright and Noe (1996:8), as cited in Ndlovu (2009:15), believe leading refers to inspiring and empowering employees to work towards the leader's vision. The direction the organisation or institution takes depends on the one leading it. Therefore, the approach the school takes depends on the principal as a leader to pave the way for all the stakeholders towards the achievement of the desired goals and objectives (Khedekar, 2019:8). Thus, in a school situation, when leading, the manager uses their influence (according to their management style) and power to motivate teachers to achieve organisational goals, to communicate goals, and to encourage individuals

(staff members) to perform as well as they possibly can. The main objective of management is to achieve organisational goals when workers perform according to acceptable standards (Ndlovu, 2009:16). The school principal will need to exercise control over and above.

Controlling refers to regulating that the operations or implementations are in accordance with the objectives specified in the plans and are directed towards achieving the organization's objectives. According to Linstead, Fulop, and Lilley (2004:212), control as a management function is a series of techniques for measuring the effectiveness of other management functions, such as planning, organising, and leading, so that appropriate corrective action will be taken if effectivity is seen to be lacking. The principal must regulate the operations (activities) to ensure effective teaching and learning in a school situation.

In an event where all of the above responsibilities are executed, the objective of effectiveness in an organisation will be achieved, namely improvement in learner academic performance. During the release of the Matric results in 2018, the Superintendent General (SG) of the ECDoE stated that schools that have registered significant improvement are characterised by order, discipline, and an acceptable level of functionality. The SG thanked the principals who led their schools in effective teaching and learning. Furthermore, he mentioned that he concurs with Riley and Ferrandino (2000) that there is a strong connection between strong schools and principals (ECDoE, 2019). Moreover, the SG mentioned that it is essential that discipline should be the foundation for success in schooling. Therefore, principals and other managers at all department levels are further encouraged to continue providing effective and efficient leadership, which is in the best interest of effective learning.

In summary, the effectiveness of a school or organisation is an indication of good management. The learner's academic performance (Grade 12 learners' performance in this study) will clearly indicate a school's effectiveness and the principal's role in curriculum management.

2.2.1 Role of the principal in curriculum management

Curriculum is defined as experiences under the auspices of the school; others consider it a series of planned events intended to have an educational consequence (Maponya, 2015:38). Some describe curriculum as activities, processes, and structural arrangements intended for and used in the school and classroom to accomplish the educative function (Ndlovu, 2009:9). Maponya (2015:38) point out that other scholars describe curriculum as formal and informal content and as a process used to help the learners grow in respect of knowledge, understanding, skills, attitudes, appreciation, and values. Kirk (2014) describes curriculum management as managing the subject matter, its creation, packaging, and implementation. Studies have shown that curriculum management includes planning, developing, monitoring, and reviewing the educational programme.

All stakeholders in any given school district contribute to ensuring that curriculum management is implemented as best as possible. The principals are left with the responsibilities of delivering the school curriculum through shared understanding and commitment to the school's mission, proper curriculum planning, time-tabling, periods, and learner characteristics. Thus, their role as curriculum leaders. Further pointed out that principals must ensure that they do subject allocation in time to start as soon as possible and know the number of learners for curriculum budget purposes (Maringa, 2016:26). According to Employment of Educators Act 76 of 1998, managing the curriculum in schools is the primary role of the principals. Principals should have a sound knowledge of curriculum standards and strategies for improving learner achievement (Maringa, 2016:30).

Admittedly, Maponya (2015:38) believes that the principal, as a curriculum leader, should bring about purposeful interaction between the learners and the information and skills they are intended to acquire in curriculum management. Curriculum management is about curriculum improvement and effective implementation; therefore, principals must spend most of their time performing this vital function. The purpose of curriculum management is to help ensure that all students get the most out of their education. It is believed that successful principals always create situations that support effective teaching and learning. Van Deventer and Kruger (2003:8) alluded to the fact that the principal is a central role player in ensuring the success of a school's

teaching and learning outcomes which is achieved by supervising teaching and monitoring learner progress, promoting an instructional climate in the school and the classroom. However, principals execute such responsibilities to manage the departmental policies they must implement.

2.2.2 Principals as implementers and managers of departmental policies

Implementation means putting into practice the contents of the policy. The Department of Basic Education (DBE) classifies the school policies in South Africa into four categories: policies on access to school, policies on school management, policies on school funding, and policies on curriculum and assessment.

Developing, implementing, and evaluating school programmes is another significant part of the role of a principal. The principal's role is to ensure that students, teachers, and parents know about the school policies and procedures and to hold each individual accountable for following them

Effective implementation of these policies depends on the principal's management and leadership style. In terms of the above classification, these policies are equally vital. Therefore, they must be managed and implemented correctly to achieve better learner academic performance through cooperation by working with the School Governing Body (SGB) in a school. According to Meador (2019), the principal should always look for ways to improve the student experience at school. Developing effective programmes covering various areas is one way to ensure this. In addition, it is acceptable to look at other schools in the area and implement those programmes in the school that has proved to be effective. Research has shown that the school programmes should be evaluated annually, and changes should be made where necessary.

2.3 THE SCHOOL PRINCIPAL AS LEADER

The Personnel Administrative Measure stipulates that the other core duty of a principal is professional leadership in a school. To "lead" literally means to show someone or sometimes the way to a destination by going in front of or beside them. Olum (2004:4)

explained that leading is the influencing of people so that they will contribute to the organisation and group goals. Furthermore, it has to do predominantly with the interpersonal aspect of managing. Barber et al. (2010, cited in West-Burnham & Nicholas, 2016:74) emphasise that, apart from socioeconomic background and the quality of teaching, school leadership influences performance more than any other variable. Furthermore, Schermerhorn et al. (2000, cited in Sayed, 2013:10) maintain that leadership is the heart of any organisation because it determines the success or failure of the organisation. From the two scholars, it can be surmised that the school's leadership contributes predominantly to learner performance.

Furthermore, Sayed (2013:97) cites Adair (1983) that the “creating” function of leadership supplies valuable ideas, products, services, and methods for the institution to use to identify better means of achieving its goals and objectives. Muyoyeta, Abah, & Denuga (2017:10) demonstrate that organisations such as schools need sound leadership to function and point out that poor school leadership affects learners' performance. In addition to providing adequate learning infrastructures, sturdy leadership structures should ensure commitment to achieving optimum learning goals. Poor school leadership could lead to a complete breakdown of discipline among both teachers and learners, negatively affecting the qualities of teaching and learning. In addition, Stephanus (2008:23) cited Robinson, Lloyd and Rowe (2008) that there should be sound leadership structures to ensure commitment to achieving optimum learning goals and providing adequate learning infrastructures. There are two types of leadership ladders or pyramids observed in schools. These are traditional school and quality school theories (Hayward, 2013:28).

that have influence and power in achieving better learner performance. How coordination and influencing occurs varies with individuals, which refers to their leadership style. This coordination includes implementing policies, state and district programmes, and interventions that aim to improve learner performance.

2.3.1 Leadership styles

Bush and Glover (2014:2) define leadership as the ability and potential to influence any group or organisation towards achieving the identified goals. Maponya (2015:22) indicates that leadership emphasises relationships with people based on communication, motivation, and emotional intelligence. In their study, Okoroji, Anyanwu & Ukpere (2014:182) describe leadership as being different from management. Management makes the followers want to achieve high goals rather than simply bossing people around.

From the definition of leadership, Maponya (2015:21) identifies leading as persuasion through influence. Moreover, he expanded that, in leading, the principal stimulates, co-ordinates, and directs group interactions and activities in a given situation to achieve specific goals. Clark and Clark (1997:269) note that there are four significant factors in leadership. First, different people require different styles of leadership. Second, a leader must honestly understand who his subordinates are, what they know, and what they can do. Third, a leader should lead through two-way communication. Last, what a leader does in one situation will not always work in another (Okoroji et al., 2014:182). These scholars further elaborate with the following examples. A newly hired employee requires more supervision than an experienced employee. A person who lacks motivation requires a different approach than one with a high degree of motivation. The fundamental starting point is understanding human nature, such as needs, emotions, and inspiration. A leader must know his employees. Therefore, a leader must use their judgment to decide the best course of action and the leadership style needed for each situation. In a school, the principal recognises the teacher's strengths. In doing so, he starts with the strengths, proceeds to the weaknesses, and never forgets to acknowledge the educator's strengths.

Leadership styles are modes or methods of leadership adopted by various leaders (Sayed, 2013:24). Hayward (2013:35) highlighted five common challenges facing

school leaders: dealing with those who resist change, experiencing a sense of loneliness in the job, resolving interpersonal conflicts, getting to grips with negative stress, and managing a huge workload. Thus, the situation determines the leadership style to use or adopt in an institution. Leadership styles could be categorised as discussed next.

2.3.1.1 Autocratic leadership style

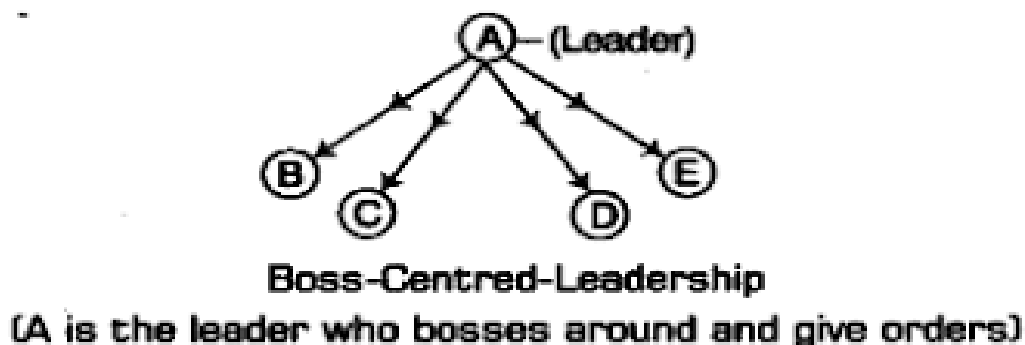


Figure 2.3: Autocratic leadership style (Source: Studyrankersonline, 2018)

An autocratic leadership represents a leadership style centred around the boss or leader, which is the principal in the study. In other words, the leader holds all the authority and responsibility. The school principals who use this leadership style always give orders, and the stakeholders are expected to accept those orders. In this leadership, leaders make decisions on their own without consulting subordinates. This implies that when they reach decisions, they communicate them to subordinates and expect prompt implementation, and as such, an autocratic work environment typically has little or no flexibility. This leadership style, research has shown, drives up every aspect of the organisational climate. People understand that what they do matters and thus maximize commitment to their goals and strategies. In this kind of leadership, guidelines, procedures, and policies are all-natural additions of an autocratic leader.

This leadership style can stifle the leader's subordinates but be helpful in a crisis when important decisions need to be made without delay. It, therefore, means this type of leadership can be used by the school principal where it is necessary.

2.3.1.2 Participative / Democratic leadership style

The participative leadership style is characterised by; followers involved in making decisions. Unlike the autocratic style, this leadership is centred on subordinates' contributions. Sayed (2013:75) states that the leader spends time getting people's buy-in in this style and then builds trust, respect, and commitment. The democratic leader holds the final responsibility but is known to delegate authority to other people determined to work on projects. Projects that will improve learners' performance can be delegated to others and assist everybody who owns the project. The challenge could be that when delegated, a person who resists change might not perform the duties, and the desired outcome or goal will not be achieved. Resisters of change can sabotage new plans and resort to bad-mouthing those who lead the changes (Hayward, 2013:35). The unique feature of this leadership is that communication is active upward and downward. Statistically, democratic leadership is one of the most preferred leadership styles, and it entails the following: fairness, competence, creativity, courage, intelligence, and honesty. Sayed (2013:75) argues that the drawbacks of this leadership style are the endless meetings where consensus remains elusive, and people can end up feeling confused and leaderless.

Nonetheless, the democratic leader affords people a say in decisions that affect their goals and how they do their work. Furthermore, it drives up flexibility and responsibility and keeps morale high (Sayed, 2013:75). In a school situation, this leadership style allows everyone to improve the learner's performance. I concur that principals are flexible when they allow the different stakeholders to contribute positively towards improving Grade 12 results.

2.3.1.3 Transformational leadership

Since 1997 South African Education has experienced tremendous changes. There has been a change in the curriculum to Outcomes-Based Education (OBE) in 1997, National Curriculum Statements (NCS) followed in 2002, Revised National Curriculum Statements (RNCS) in 2005, and now Curriculum Assessment Policy Statements (CAPS) in 2012 is implemented. These changes need transformational leaders who are able and willing to change schools and drive the change. Furthermore, a leader whose behaviours influence followers and inspire them to perform beyond their

perceived capabilities. Unlike other leadership styles, transformational leadership is about initiating change in organisations, groups, oneself, and others, raising one another to higher levels of morality and motivation. At the same time, Hayward (2013:33) clarifies that transformational leaders need to move learners, parents and staff away from the racial stereotyping of the past. Thus, causing a change in individuals and social systems by creating valuable and positive change with the end goal of developing followers into leaders. They set more challenging expectations and typically achieve higher performance. Research has shown that transformational leadership tends to have more committed and satisfied followers mainly because transformational leaders empower followers with professional skills.



Figure 2.4: Transformational leadership model (TLM) (Source: Takala, Pennanen, Hiippala, Maunuksela, & Kilpiö, (2008)

The diagram above shows that outcomes in a transformational leadership style motivate stakeholders to work effectively and efficiently, with satisfaction and willingness to make the extra effort. Bass (1998, cited in Sayed, 2013:77-78) lists four factors that characterise the behaviour of transformational leaders. These are individual consideration, intellectual stimulation, inspirational motivation, and idealised influence. Therefore, it is noted that a leader will see the best way specific systems could operate and think of ways that those working with each other in the organisation could accomplish these goals.

2.3.1.4 *Laissez-faire leadership style*

Laissez-faire leadership gives authority to employees. According to this leadership style, departments or subordinates can work as they choose with minimal or no interference. The leaders are hands-off and allow group members to make the decisions. This kind of leadership has consistently been the least satisfying and least effective management style. Barnett, Marsh, and Craven (2005, cited in Martin, 2009:46) argue that laissez-faire leadership can also be beneficial, especially within the school environment. Their research was done in Australia to determine the effect of this type of leadership style.

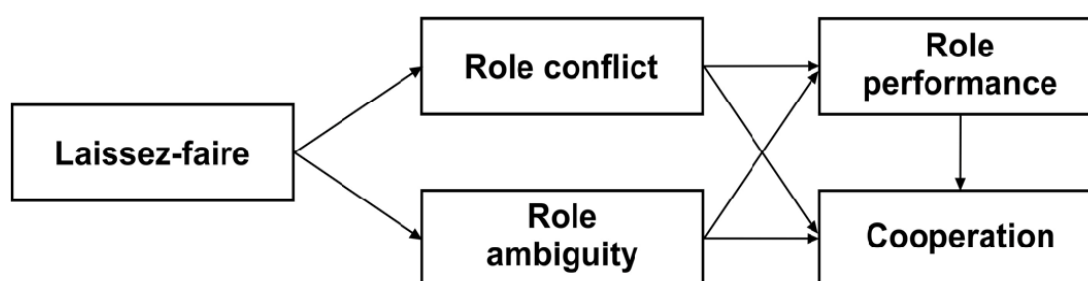


Figure 2.5: Laissez-faire leadership style (Source: Al-Malki & Juan, 2018)

The diagram above summarises the laissez-faire leadership style.

Consequently, the researchers suggested that schools should consider employing laissez-faire leaders if they are interested in improving specific areas within the school learning environment (Martin, 2009:46). Prinsloo (cited in Maringa, 2016:35) considers laissez-faire leadership as generally associated with, among other outcomes, poor learner performance and poor setting of goals and outcomes, which may result in poor job satisfaction and demotivation. Firmly believes that every leader must have some management capacity, and every manager must have some leadership capacity. Maponya (2015:24) argues that the quality of leadership and management determines success or failure; therefore, a school principal has to be both a leader and a manager. The school principal should equally embrace all the qualities of a leader and manager in a positive school climate.

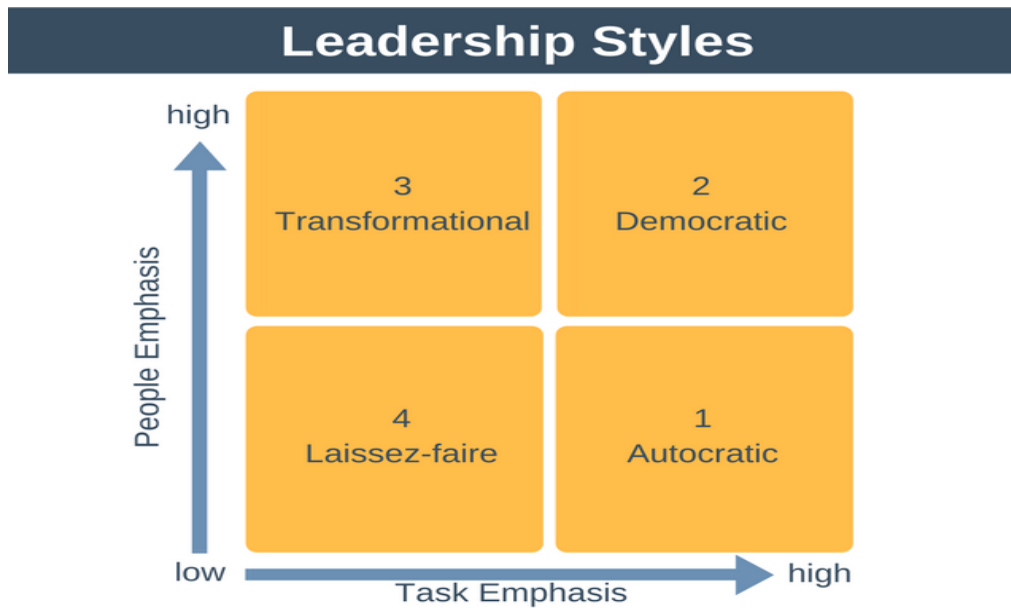


Figure 2.6: Traits of Different Leadership Styles (Source: Jhaveri, n.d.)

The above diagram shows the relationship between the people's emphasis and task emphasis for all the leadership styles discussed above. I concur with the fact that there is no one suitable leadership style. The best leadership style to use depends on the situation the leader is facing at a given moment. Firmaningsh-Kolu (2015:35) explains leadership as having a significant impact on the quality of the school organisation and students' outcomes. It is therefore of crucial importance to look at a positive school climate.

2.4 POSITIVE SCHOOL CLIMATE

A school climate is described as the quality and character of school life. According to Loukas (2007:1), school climate broadly refers to the feelings and attitudes evoked by the environment and the atmosphere in the school as experienced by the educators, the learners, parents, and other persons. At the same time, Galloway (2002:4) states that school climate includes people's feelings about the school and whether it is a place where learning can occur. It is believed that a positive school climate helps people feel socially, emotionally, and physically safe in schools. Galloway (2002:5) believes that school climate appears in the educational literature as a potentially positive factor in student development. Still, there is a lack of consensus on what

school climate is and how it enhances student outcomes. Hakielimu (2013:11) also states that educational researchers and reformers have concluded that a school climate influences students' learning environment and performance. Despite the complexity and volume of a principal's task, their primary responsibility remains to ensure that effective teaching and learning takes place to enhance learner achievement (Maponya, 2015:37). In addition, Habegger (2008:42) affirms that principals need to create a positive school culture that promotes learning and engagement for students and adults. Maponya (2015:29) agrees with these authors by stating that the principal plays a dynamic and vital role in creating and nurturing a positive school climate. In addition, Maringa (2016:31) points out that principals should create a positive learning environment by influencing educator learning through their involvement in the curriculum design, delivery, and assessment. Furthermore, Hallinger and Heck (2010:106) justify that the educator's involvement raises student achievement. Also, Loukas (2007:2) pointed out that much research shows that student perceptions of school climate affect academic motivation and achievement.

Habegger (2008:42) concurs in his study; he mentions that positive school culture is imperative. Mitic, Tasic, Tubic & Tasic (2011:15) posit that leaders and managers should create a positive working climate with their management, guidance, and planning. Thereby, participants in the school system would make a more significant effort and invest in the system's more significant achievement. As part of management, the principal must therefore play a role in making the school achieve its goal or objective, namely effective teaching and learning, creating an environment where performance is achievable. Nkuba (2015:2) argues that the school climate is established by the principal and staff and can be changed. He added that if the staff can develop and change the school climate, the learners' academic performance may also change. It is therefore vital to examine the Grade 12 learners' academic performance.

2.5 GRADE 12 LEARNERS' ACADEMIC PERFORMANCE

According to the SASA of 1996, a "learner" refers to any person receiving education or obliged to receive an education. It can be defined as any person learning a subject or a skill (RSA, 1996). Grade 12 learners are commonly known as matrices. Good

academic performance in matric commonly displays the effectiveness and functionality of the school since their examination is external and standardised. The matric results serve as a benchmark for a school's learner performance. Lemessa (2015:6) defines academic achievement as the educational goal that a student, teacher, or institution achieves over a certain period measured by examinations or continuous assessments. The goal may differ from one individual or institution to another. However, Anne and Maaja (2007, cited in Nkuba, 2015:25) demonstrate that by focusing on the school performance criteria, brought out by different studies. One can see that they can divide the criteria roughly into three categories or groups, namely (1) Pupil's success in academic performance and non-academic skills; (2) The contribution, satisfaction and cooperation of the stakeholder of the school; and (3) The importance of the school environment. However, for the purpose of this study, the concern is focused on Grade 12 learners' academic performance.

The theoretical framework underpinning this study will be discussed below.

2.6 THEORETICAL FRAMEWORK

Theory refers to the general principles or ideas related to a particular subject. This study discussed principles or concepts relating to management. Theories were defined as a set of explanations to assist employees in effectively relating to the business goals and implementing effective means to achieve the same (Technofunc.com, 2020). Furthermore, management theories were explained as a set of general rules guiding managers in managing the organisation. The following diagram shows or summarises the importance of management theories.

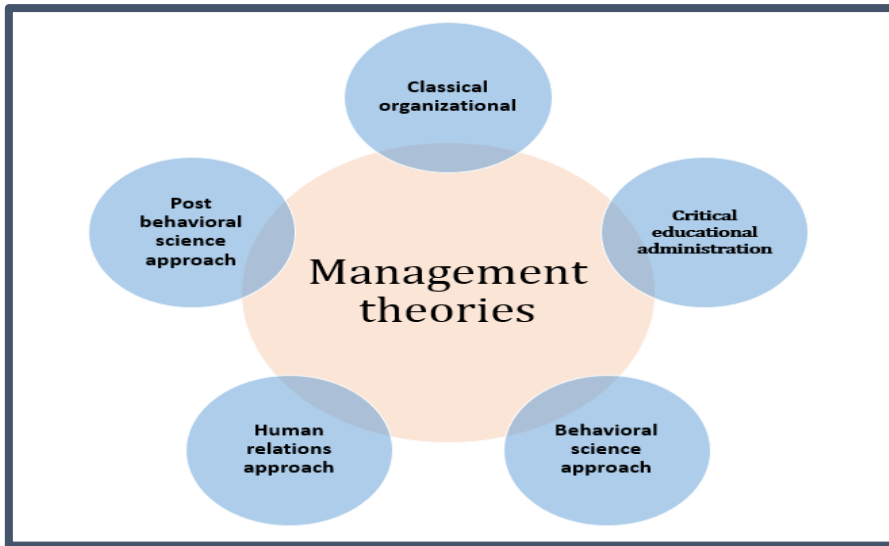


Figure 2.7: Management theories (Adapted from Olum, 2004)

The diagram above depicts that management theories are essential in the critical education administration issues, human relations approach, behavioural sciences approach, classical organisation, and post behavioural sciences approach (Olum, 2004:3). The management theories are used as guiding suppositions and as lenses in investigating the roles of school principals as managers. This means that these theories will sharpen awareness of the rich ways through which the issue of management is practised in such schools. Scholars mention several management theories, but only two are discussed as underpinning this study for the purpose of this study. No particular criterion has been used in selecting these theories except that they align with the management functions discussed later in this study.

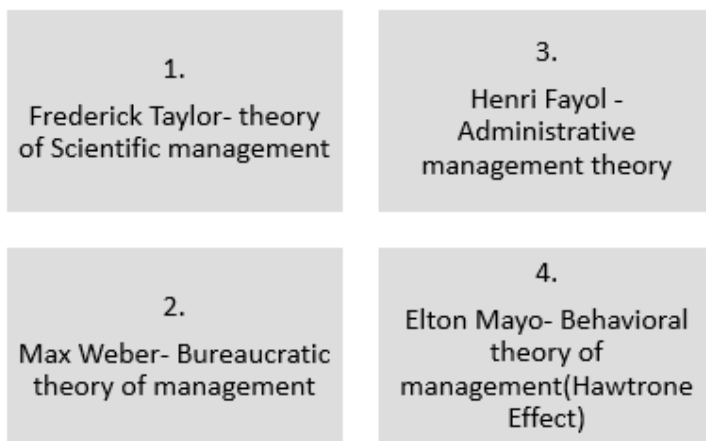


Figure 2.8: General management theories (Adapted from Technofunc.com, 2020)

The figure above shows the different general management theories. The theoretical framework researchers and/or authors use to support or criticise different management approaches is discussed below.

2.6.1 Scientific management theory

Frederick Taylor's Scientific Management theory aims to improve economic efficiency. Taylor's principles of scientific management are optimising and simplifying jobs, and productivity would increase. Furthermore, it advanced the idea that workers and managers needed to cooperate with one another. With a background in mechanical engineering, Taylor was interested in efficiency. According to Taylor, all workers are motivated by money; he, therefore, promoted the idea of "a fair day's pay for a fair day's work." In other words, if a worker did not achieve enough in a day, he did not deserve to be paid as much as another highly productive worker. The most important object of both the employee and the management should be the training and development of each individual in the establishment to do the highest class of work for which his natural abilities fit. It is further explained that Taylor's scientific management consisted of four principles. These are discussed next.

Firstly, working by a "rule of thumb" or simple habit and common sense should be replaced with the scientific method of study work, and the most efficient way to perform specific tasks must be identified. Secondly, rather than simply assigning workers to any job, they must be matched to their jobs based on capability and motivation and be trained to work efficiently. Thirdly, instructions and supervision should ensure workers use the most efficient working methods. Lastly, the work between managers and workers should be allocated to spend their time planning and training, allowing the workers to perform their tasks.

Rue and Byars (2000:26, cited in Ndlovu, 2009:9) concur with the above explanation of scientific management theory as a management approach to increase productivity and make work easier by scientifically studying work methods and establishing standards. The implication is that there are set standards that all the employees must meet in an institution or organisation. Furthermore, this approach implies that workers perform well when trained to do the job, and the organisation's goals are clearly articulated and documented. The management is supportive (Ndlovu, 2009:10).

However, Olum (2004:12-13) states that many critics, both historical and contemporary, have pointed out that Taylor's theories tend to "dehumanise" the workers since Taylor's most substantial positive legacy was the concept of breaking down a complex task into several subtasks and optimising the performance of the subtasks.

The ECDoE has initiated a Continuing Professional Teacher Development (CPTD) programme. The latter is intended to develop or capacitate all professionals and teachers throughout their careers. Therefore, most professional bodies expect their members to engage in professional development activities to perform their duties better. The principal should continuously remind the teachers about the programme so that their training can impact the learners' performance. In addition, the Quality Management Systems (QMS) programme is in place within the DoE, where teachers get a pay progression.

In his speech on the day of the release of the 2010 matric results, the MEC of Education in the Eastern Cape mentioned the recommendations of the Learner Attainment Improvement Strategies (LAIS) Summit held in November 2009. The LAIS focused on five critical pillars that would be fundamental in bringing about significant improvements in delivering the department's core business, teaching and learning. Among those pillars was the strengthening of management and governance in schools, concurring with the theory that employees should be trained for their respective job for maximum productivity.

This management theory informs the study since it focuses on the following (Technofunc.com, 2020):

- The study on how jobs are performed and then finding a way to do them;
- Teaching, training, and developing the workman with improved methods of doing work;
- The interest of employer and employees should be fully harmonised to secure mutual understanding relations between them; and
- Establishing acceptable levels of performance and paying a premium for higher performance.

In the past three to four years, the ECDoE has given incentives to schools with a 70-100% matric pass rate. This strategy is a way of motivating and looking at the productivity of the school.

2.6.2 Bureaucratic management theory by Max Weber

The bureaucratic management theory is also known as Weberian bureaucracy. Max Weber (1864–1920) was a German sociologist who described a theory to operate the organisation effectively.

According to Mulder (2017: 2), “Bureaucracy is an organizational structure that is characterised by many rules, standardised processes, procedures and requirements, number of desks (positions), the meticulous division of labour and responsibility, clear hierarchies and professional, almost impersonal interactions between employees.” Moreover, Mulder added that selection and promotion occur only in a bureaucratic organisation based on technical qualifications. Based on the following, this theory can describe what happens in a school:

- The school is also an organisational structure with many policies that govern and manage it.
- School activities occur under standardised processes, and all stakeholders have a role to play in the child's education.
- Different responsibilities, e.g., the governing bodies are there for governance, while SMT is for management and administrative issues.
- The principal is an ex-officio member of the SGB and chairperson of the SMT.

According to the bureaucratic theory of Max Weber, three types of power can be identified in organisations, namely traditional power, charismatic power, and bureaucratic or legal power (Mulder, 2017:6). The supervisor or senior management evaluates the job results. Linstead, Fulop, and Lilley (2004:133) added to the list of characteristics by expressing that work rules and regulations are established by management. Pay levels are based on seniority, and freedom of action, which are heavily limited by organisational guidelines, rules, and procedures. He added that policies are established by senior management, allowing accurate calculation of outcomes and senior management to take risks and responsibility for failures. Mulder

(2017:4) concurs with this view by stating that employees of a bureaucratic organisation are selected based on their expertise. The proper division of labour within a bureaucratic organisation allows employees to specialise themselves further. They may then become experts in their field and significantly improve their performance. He affirms the six principles of bureaucracy as described by Max Weber as necessary. These are a proper division of labour; chain of command; separation of personal and official property, consistent and complete rules; selection and promotion based on qualifications; and bureaucratic or legal power. Mulder (2017:2) seems to concur with the latter scholar by mentioning the six bureaucratic principles, task specialisation, hierarchical authority, formal selection, rules and requirements, and impersonal and career orientation.

However, some scholars have criticised this approach for the following reasons. Firstly, there is more emphasis on rules and regulations, which might cause unnecessary delays in decision-making due to formalities, ultimately hamper communication and coordination. Secondly, the approach involves too much paperwork, which may be time-consuming. Finally, dedicated and committed employees are not considered; therefore, it looks at selection and promotion based on qualifications. There could be advantages and disadvantages of any management theory.

Mulder (2017:3) also states that a disadvantage of this management theory is that it is highly dependent on regulatory and policy compliance, which then restricts employees from coming up with innovative ideas. Consequently, employees feel like just a number instead of an individual.

From the above discussion of the two management theories, it can be pointed out that similarities exist between them. Both indicate the division of labour/work among the workers, clearly indicating cooperation that is thought to ensure achieving the desired outcomes. The desired result in a school would be good learner performance. Furthermore, both theories acknowledge the development of the workers, which could be professional, to achieve better performance.

In summary, the best management approach depends on the manager's choice for the effectiveness and efficiency of their school. According to Boddy and Paton (1988:41, cited in Ndlovu, 2009:12), no single management approach offers a

complete solution, and practitioners must combine methods. Furthermore, in his paper on management style and organisational effectiveness in Eastern Nigeria, Pathack (2005, cited in Nwadukwe & Timinepere, 2012:5) stated that management styles affect the effectiveness and performance of organisations. This management scholar analysed the impact of management styles on the performance level of firms and found a strong relationship between management styles and organisational performance. Eyre (2010) states that the extreme specialisation that Taylorism promotes is contrary to modern ideals of providing a motivating and satisfying workplace. In both management styles discussed, there is a strong feeling that the managers have significant roles to play in any organisation: motivating, assigning roles to employees, or laying down the organisation's rules to achieve the outcomes.

2.7 CONCLUSION

This chapter discusses the role of the school principal as a manager and the school's various features, which the principal must manage as a school leader. The chapter aimed to gather a theoretical framework and literature review and identify the management features which impact Grade 12 learner performance.

In conclusion, there is a need for both leadership and management. From the above, leaders motivate and guide followers into a better future, while managers ensure that agreed-on tasks are achieved. Leaders can use a range of leadership styles; no single leadership style is the best. Using certain leadership styles, they can deal with various challenges. It can be concluded that successful schools demonstrate successful leadership that emanates from communication amongst stakeholders and community-building initiatives.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology and related procedures adopted and followed in this study. It explains the research paradigm, the related design approaches, sampling procedures, data collection techniques, and data sources used to explore the role of principals in Grade 12 learners' performance in the Joe Gqabi District - Sterkspruit in the Eastern Cape. Also described in this chapter are ethical considerations and strategies used to ensure the trustworthiness and credibility of the findings.

3.2 RESEARCH PARADIGM AND DESIGN

A paradigm directs the researcher's path and shapes how the study will be undertaken (Sepuru, 2018:26). This research was guided by an interpretive paradigm and the related qualitative design targeting qualitative data and associated discursive and narrative methodologies. The chosen methodology was found appropriate for the study because it could typically be used to answer questions about the complex nature of the phenomenon. The interpretive paradigm and qualitative research design were chosen because the phenomenon was studied in the natural school setting to determine principals' role in Grade 12 learners' performance in real situations in Eastern Cape schools. The research design chosen is the descriptive research design. It attempts to examine conditions to establish the norm, that is, what can be predicted to happen again under the same circumstances

This paradigm enabled collecting data on a social phenomenon to understand the phenomenon. The interpretive paradigm and its related qualitative research design make it possible to understand and interpret everyday happenings (events), experiences, and participants. Thus, the primary endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience. This study aimed to understand the managerial role of the school principal towards Grade 12 learners in Joe Gqabi district in the Eastern Cape.

Following the chosen paradigm and research design, the lives of participating individuals were investigated, and data were collected to tell stories about their lives and write narratives about their experiences (Creswell, 2012:18; Sijako, 2017:60; Walliman, 2011:192). The focus is on stories told (spoken) by participating individuals about their lives. It then emphasises sequence, chronology, and a collaborative re-storying process, enabling us to understand how the different participating school principals interpret their social world. The research delved into the processes of subjective interpretation, acknowledging the motivations, interests, intentions, beliefs, values and reasons, meaning-making, and self-understanding of the participants (Vosloo, 2014:309). Accordingly, interpretivism created an opportunity to explore participants' narratives, beliefs, and ideas through open-ended interview questions (Sijako, 2017:56). The link between the topic under study and the paradigm was that participants might have a different meaning or understanding of the concept of 'management' in enhancing Grade 12 learners' performance. The study took place in schools as educational institutions where the principal, learners, and teachers were involved as participants. Through a qualitative study, the aim was to uncover how different meanings to the context were attached through management in improving Grade 12 learners' performance.

3.2.1 Sources of data

The data for this study were obtained from both primary and secondary sources. The primary data were obtained from Grade 12 teachers, Grade 12 learners (aged 18 and above), and principals of the selected schools using interviews. The secondary sources used in this study were school-recorded documents. Some of these documents included school journals of the participants, school policies on the management of resources, books on school records, and NSC booklet results for Grade 12 learners for the past five years (2015-2019) of the schools from the Joe Gqabi District - Sterkspruit. These data sources were considered the most appropriate for the study since the ECDoE has the knowledge and issued some of these documents to the schools. For example, the booklet on NSC results is meant for the whole of South Africa with all its provinces, as announced by the Minister of Education

(Fengu, 2018:2). Therefore, the information contained in them is official and considered valid for this study.

School Management Policy documents utilised for this study were school journals and other relevant school records. The documents on school management policies included, among other documents, the curriculum management policy, assets retrieval policy, and the policy on the management of resources like laboratories (where applicable). School journals and records were studied to determine significant events and/or activities that have taken place in the schools, including school visits by ECDoE to support the schools in different aspects. These journals and records indicated the type of support offered to schools by the ECDoE and intervention programmes in place.

3.3 SELECTION OF PARTICIPANTS

The selection of participants was done through purposeful sampling. A discussion on sampling will be necessary.

3.3.1 Define Sampling

Sijako (2017:59) defines a sample as a subset of the population selected to participate in a research study. When we talk about the population in research, it does not necessarily mean several people. However, it is a collective term used to describe the total quantity of things (or cases) of the type which are the subject of your study (Walliman, 2011:94). The population of any research study is a group on which interpretations are eventually constructed and from which the sample is drawn. A sample comprises the selected group/s of elements, which may be individuals, groups, or organisations. The sample can be chosen systematically, randomly, purposely, or per cluster, as the sampling logic differs for each. For this study, the gender and age cohort of participants was considered, but it must be noted that the study did not seek the views of a particular gender and age. Researchers intentionally select individuals and sites in purposeful sampling to learn or understand the central phenomenon (Creswell, 2012:206). The sample of this study includes teachers, principals, and Grade 12 learners from six selected schools in Joe Gqabi District - Sterkspruit. This

District was selected because having been given permission and access to conduct this study. The sampled schools have changed their school principals, and in some, the Grade 12 results were not consistently improving; as such, the main objective was to find the role of these school principals in Grade 12 learners' performance. The study sample's individualities, perceptions, and realities were carefully considered before being formally part of the study population.

3.3.2 Sampling technique (purposive sampling)

Purposive sampling was used to select research participants in this study. This sampling technique was not intended to produce a sample representative of the population since this study is a limited research population in the Eastern Cape, specifically in the Joe Gqabi District - Sterkspruit. Data from DDD show that there are 29 high schools in the Joe Gqabi District - Sterkspruit (www.dbedashboard), though only six were sampled for this study. This District is mainly rural, comprising rural, urban, and semi-urban schools, some of which are former model C schools and township schools. For the purpose of this study, six high schools were sampled. These schools were purposely sampled, considering the diversity and vastness of the J Joe Gqabi District - Sterkspruit. The sampled schools are diverse in many ways. A characteristic of some of these schools is that principals have changed over the past five years. Furthermore, some schools had been inconsistent in their matric pass rates.

Principals from three school categories were purposefully sampled – township, rural, and deeply rural. In that way, each category was represented by at least two high schools. The first category of the six sampled schools comprised township schools that have maintained good learner performance during the past years; these schools have been headed by the same principal, with consistent good learner performance in their matric results. The second category comprised schools in rural areas with accessible roads; at these schools, learner performance has improved every year since a new principal was appointed. In such schools, the majority of staff members have been maintained, but management (personnel) changes have brought about some changes in matric learners' performance. The third category comprised schools

situated in the deep rural areas of Sterkspruit, where learner performance has declined since the appointment of a new principal.

In line with the purposes of the study, six principals, 12 teachers, and 12 Grade 12 learners were purposefully selected to participate in the study based on their involvement with or themselves being Grade 12 learners. The participating school principals, who are at the centre of school management, shared their management experiences. The teacher participants shared their experiences regarding the role played by the school principal towards Grade 12 learners' performance. Lastly, the Grade 12 learner participants shared their own experiences on what is happening at their school and how it has affected their performance.

3.4 DATA COLLECTION TECHNIQUE AND INSTRUMENTS

3.4.1 Research instruments relevant

Data were collected using instruments associated with an interpretive paradigm. A literature search from various sources, including online journals and articles, was used to provide information related to similar research studies previously conducted. Additional information was obtained from libraries, the internet, articles, dissertations, reports, and booklets on various subjects, which were fruitful sources of information for this research. Pacho (2015, as cited in Maphoke, 2017:69) explains data collection instruments as the methods researchers use to gather data for a study. These instruments included interviews, observations, and document analysis on the performance of Grade 12 learners in the six selected schools. The instruments enabled data collection on how the participants interpret and interact with their social environment. Data collection was reflective to allow participants to express their experiences reflectively.

The focus was on meaning and understanding the environment. Hence as the primary instrument through which data were collected and analysed to provide the study with a detailed description of the role of school principals in Grade 12 learners' performance.

Raw data collected from the participants occurred in stages. These stages are definition and identification of data; collection and storing of data; reduction,

structuring, and coding of data; theory building; and testing and reporting data (Vosloo, 2014:360). Thematic analysis was used to develop themes concerning the research questions. The thematic analysis approach that interconnects the themes were followed. Interconnecting themes means that the researcher connects the themes to display a chronology or sequence of events, such as when qualitative researchers generate a theoretical and conceptual model (Creswell, 2012:252). The data were collected, recorded, and read through various times to ensure familiarisation of the data.

For the purpose of this research, the methods used were interviews, observations, and document analysis. An observation schedule was compiled to collect data during school visits. During observations, the focus was on emerging themes related to the research questions. Observations were done in the participants' natural environment and unobtrusively as the schools were visited. Interviews with the selected participants were disrupted by the spreading of COVID-19 across the district. Interviews were done and recorded telephonically as a way to observe the restrictions. Nevertheless, according to the research questions, information was gathered directly from the participants using the interview-schedule questions.

3.4.2 Data collection procedures

A qualitative research method was used. This method was used to answer questions about the relationship between school management and Grade 12 learners' performance to explain, predict, and provide alternative intervention strategies. The researcher is the principal agent in qualitative research, as they are fundamental to the purpose of collecting data. The data were collected using semi-structured interviews, observations and document analysis and later analysed the relevant data.

Before interviews were conducted, questions were sent to the supervisor for comments, after which severe amendments and corrections were made based on the supervisor's comments.

3.4.3 Interviews

In qualitative research, an interview occurs when researchers ask one or more participants open-ended questions and record their answers (Creswell, 2012:217). The data were transcribed into a file for analysis. The rationale of using the interviews is for the researcher to see the participants making their meaning to the context through interaction on the role of the school principal in Grade 12 learners' performance.

The interview process was done at different times since the participant's availability varied because of the pandemic, affecting how schools re-opened. Each participant was interviewed separately from the others. Walliman (2011:99) maintains that using interviews to question a selection of people is a very flexible tool with a wide range of applications. Semi-structured interviews were conducted.

Semi-structured interviews are discussions that contain structured and unstructured sections with standardised and open-type questions. Interview questions assisted in ensuring the collection of relevant data related to the four research questions guiding the study. Hence, Walliman (2011:100) holds that the interviewer is in an excellent position to judge the quality of the responses, notice if a question has not been correctly understood and encourage the respondent to complete their answers. One-on-one interviews are ideal for interviewing participants who are not hesitant to speak, articulate, and share ideas comfortably (Creswell, 2012:218). In this study, semi-structured interviews were used to interrogate the participants and make meaningful relationships about the role of the school principal in Grade 12 learners' performance.

3.4.3.1 Interviewing participants

Laforest (2009, as cited in Maphoke, 2017:75) believed that semi-structured interviews should last 60-90 minutes. In this study, 60 minutes were allocated to each participant to ensure that both the respondent and the interviewer should not lose concentration. For some respondents, 45 minutes was utilised, depending on the explanation given by the participant.

3.4.3.2 *Preparing the interview process*

The interview process of the participants was carried out after necessary arrangements were made. In this study, the semi-structured interviews were scheduled to take place in-person to enable the participants to address matters in their terms and words (see Annexure A). It was ensured that the participants were neutral, confidential, comfortable, free of distractions, and easily accessible during the interview, thus capturing any single response without distraction. However, telephonically interviews had to be conducted because of the COVID-19 pandemic and the subsequent COVID-19 protocol regarding social distancing. It was best to pre-arrange a suitable time to make contact with the participants for interviewing participants. Modern communications technology makes it more challenging to talk with an actual person on the telephone. The participants were informed of their right to refuse or withdraw from participation, and letters of consent were made available before the interviews commenced (see Annexure B).

3.4.3.3 *Initiating interviews*

The interviews were conducted in English because all participants understand English since the language of teaching and learning (LoLT) in the participating schools is English. The telephonic interviews were audio-recorded and then transcribed. Notes taken during these interviews served as a backup during the recording procedure. Telephonic interviews were limited since participants' facial expressions could not be observed during the interviews. Recording and transcribing interviews did not rely on memory. They repeated checking that what was said was possible (Walliman, 2011:100). The raw data are also available for further analysis by other researchers. Nonetheless, verbatim transcripts of the interviews were compiled for analysis and interpretation.

3.4.3.4 *Concluding interviews*

Each participant was thanked for participating in the study and explained that the records could be available upon request. Soon after the interview, the summaries of what each participant said were noted with impressions and anything else that stood

out. Furthermore, the recorded and transcribed interviews were sent to the participants via email upon request to verify and confirm the contents of the interview transcripts. Thus, ensuring transparency and no other information added without their consent.

3.4.4 Observation

According to Creswell (2012:213-214), observation is the process of gathering first-hand information by observing people and places at a research site. The advantages of observation include the opportunity to record events as they occur in their setting, study actual behaviour, and study individuals who have difficulty verbalising their ideas. The schools were visited to secure appointments with the principals telephonically. The aim was to visit the school for the whole day and observe them while supporting the teachers who were teaching the researcher's subject through planning, assessment, and lesson observation.

For each school's day of observation, the arrival at the school was earlier, before school commenced and left after school had adjourned. Information on the management or controlling of school resources was recorded as it occurred and added value to this study since it provided details on how the participating principals managed the late arrival of both teachers and learners and the sense of emergency from participating teachers in honouring their teacher's lessons.

3.4.5 Document analysis

Masuku (2011:190), as cited in Maphoke (2017:78), believes that documents are an essential source of data, which are common in most schools and provide evidence and details of school personnel's personal and professional lives. Document analysis describes the analysis of any written material, whether old or new, in a printed, handwritten or electronic format containing information about the phenomenon being researched (Sijako, 2017:63). Furthermore, the advantage of using document analysis includes: enabling to obtain the language of the participants; documents can be accessed at a time convenient; documents present data which participants have given attention to, and as written evidence, it saves the time and the expense of transcribing. Documents analysed for this study were participating schools' logbooks; timetables;

minutes of the staff, support management team (SMT), learner representative council (LRC) and SGB; analysis books of Grade 12's year-end results; school policies; and government policy records. The focus was on identifying and analysing activities that targeted improving Grade 12 learner performance. These included school improvement plans, a programme for extended hour programmes like extra classes and roles and responsibilities of learners towards such programs.

Furthermore, the tools used for monitoring curriculum coverage, period registers, and management and monitoring of school resources could be accessed. The perusal of these tools added richness to this study and served as a way to confirm evidence of data gathered. The document analysis provided information on school management and school events. These documents were analysed and provided information about the people or schools that produced them and the social context in which they emerged. Since permission was granted to conduct the research, the researcher was allowed free access to these documents, which may be classified as confidential or unavailable to the public.

3.5 ETHICAL CONSIDERATIONS

Specific ethical considerations were adhered to as a way of conforming to the ethical requirements of the study. Data collection was conducted according to research ethics and respecting participating individuals and research sites. Informed-consent process and ethical practice were followed by obtaining permission before commencing with data collection. The approval letter for permission to conduct the research was obtained from the ECDoE – Strategic Planning and Research (see Annexure C). It was forwarded to the six selected secondary schools to seek their permission. Furthermore, the permission letter was sent to the Cluster Chief Director – Cluster A and the District Director – Joe Gqabi District – Sterkspruit, as per the guidelines on the permission letter. The researcher personally contacted and informed the schools about the purpose of the study and the reason for selecting them.

3.5.1 Access to research sites

Ethical clearance was applied at the University of Free State and granted by the ethics committee before the data were collected. The ethics committee issued a certificate of approval, which was sent to all participants. Furthermore, the ECDoE SG, through the Strategic Planning Policy Research office, granted permission to proceed with the study (see Annexure D). The approval letter from the ECDoE was forwarded to the cluster director, district director, and the participants. Letters were written to school principals to participate voluntarily in the research (Annexure E).

3.5.2 Informed consent

According to Leedy and Ormrod (2005:101), most ethical issues in research fall into four categories: protection from harm, informed consent, right to privacy, and honesty with professional colleagues. Participants were treated with respect, responsibility, integrity, carefulness, honesty, and objectivity and were protective of all participants. Letters requesting the participants to be part of the research voluntarily were issued with an explanation of the nature of the research study. The Grade 12-learner participants also received assent letters to be signed by their parents or guardians (see Annexure F).

On the other hand, not gaining informed consent could make participants feel duped, angry, used and exploited when published research results. They realize they have been studied without consent (Cohen et al., 2011:125). Participants in this study were made aware of their freedom to participate in this research. Creswell (2012:48) believes classroom observation may disturb learning by distracting teachers and students, especially when they closely observe and write observations about their behaviour on a checklist. Obtaining permission from the school principals and SMTs as a whole and clearly communicating the purpose of the study before data collection lessened the reservations some participants and individuals may have had about the researcher's presence in the educational setting.

3.5.3 Confidentiality and anonymity

Generally, a researcher must keep the nature and quality of participants' performance strictly confidential (Leedy & Ormrod, 2005:102). The Data Protection Act, 1998 in the UK and equivalent regulations elsewhere cover the conditions regarding collections of personal data in whatever form and at whatever scale. They spell out the subjects' rights and responsibilities of the compilers and holders of the data (Walliman, 2011:49). Furthermore, the data collected may contain confidential details about people and/or organisations. It is therefore essential to devise a safe storage system. In this study, the names of the schools were coded with letters of the alphabet (Schools A–F). In addition, the participants were named by numbers, not their names, for example, Teacher 1 of school D, Principal of School A, and Learner 1 of School B. Furthermore, participants were assured that the recorded data were kept safe on a USB flash drive and kept in a locked cabinet.

3.5.4 Credibility and transferability

Credibility and transferability ensure trustworthiness. Credibility of data refers to the freedom from error or bias (Walliman, 2011:85). This study was conducted in such a manner as to ensure that the subject was accurately identified and described. It also provides that the findings depict the truth of the reality under study to make sense (Maponya, 2015:140). Credibility was established through the purposeful selection of participants from performing and non-performing senior secondary schools in the Joe Gqabi District - Sterkspruit. The responses from interviews, findings from observations and document analysis were compared to enhance the study's credibility. In addition, the information was gathered from different sources, including teachers, learners and SMTs.

The research inferred that the results would be the same or similar in their situation, thus ensuring transferability of the research findings. No claims are made regarding the generalisation of the results of this study. The interviews' aim with the purposefully selected participants was to obtain in-depth information and not to generalise results. However, the study's findings could be helpful in similar school contexts in the Joe Gqabi District - Sterkspruit and senior secondary schools with similar conditions throughout the province.

Data obtained from interviews, document analysis, and observations were compared and contrasted, considering how interviews were conducted, what documents were available for analysis, and the observations made. The interviews were audio-recorded and later transcribed to avoid distorting raw information from the respondents. This ensured credibility of the data collected.

The triangulation of methods in this qualitative research study, as cited by Cohen (2011:150)., refers to using more than one data source to map out the richness and complexity of human behaviour. Thus, ensuring consistency of data collected from observations, document analysis and interviews. The information collected was compared and double-checked to confirm if there was a relationship between the data. Moreover, triangulation, therefore, remained a strategy to ensure trustworthiness in this study and demonstrate a clear awareness of the ethical issues and, in particular, increase the validity and credibility of the study on the role of school principals in grade 12 learners' performance in Joe Gqabi district in the Eastern Cape.

3.6 CONCLUSION

In this chapter, the research design and methodology were presented. This chapter also explained the data collection methods, analysis, and ethical considerations.

In conclusion, the research design and related methodologies were utilised to obtain reliable and valid data to determine the role of school principals in accordance with the diverse academic needs of Joe Gqabi schools in the Eastern Cape. The findings may prove to assist current and prospective school principals in dealing with the demands of managing Grade 12 learners' performance.

CHAPTER 4

FINDINGS, DATA ANALYSIS, AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents research reporting, findings, data analysis, and interpretation, including qualitative participant observation, document analysis, and individual interviews with 12 teachers, 12 learners, and six principals. Verbatim quotations from participants were used to develop themes. Thus, this chapter presents the findings of the research and discussions and are also in the form of quotes.

4.2 DATA ANALYSIS AND DATA INTERPRETATION

According to Cohen et al. (2007:461), qualitative data analysis is the process of making sense of research participants' views and opinions of situations, corresponding patterns, themes, categories, and common similarities. Since qualitative research is "interpretive" research, the researcher makes a personal assessment as to a description that fits the situation or themes that capture the major categories of information. Thus, the researcher's interpretation of the data collected differs from that of someone else. This does not mean that the researcher's interpretation is better or more accurate; it simply means bringing own perspective to the understanding. Interpretation in qualitative research suggests that the researcher steps back and forms some more significant meaning about the phenomenon based on personal views, comparisons with past studies, or both (Creswell, 2012:257).

Senior secondary schools (high schools) teachers, Grade 12 learners (age 18 and above), and principals were interviewed to produce a balanced presentation, analysis, and interpretation of the data. The data from different data collection tools were presented and analysed simultaneously. The empirical data created through the course of this study attempted to answer the research questions of this study as outlined in Chapter 1.

This study compared and contrasted data from the document analysis, interviews, and observations.

4.3 FINDINGS

The findings discussed below are from the three data collection instruments: document analysis, observations and interviews.

4.3.1 Document analysis

The study involved several participants (30) on the role of school principals in Grade 12 learners' performance. The biographic information is outlined as obtained during the document analysis. It was important to present the data that categorised the participants according to their gender and age to get information from various groups and genders. Table 4.1 below shows the gender of the participants from the six selected schools.

Table 4.1: Distribution of participants by gender

School	Females	Males
A	4	1
B	3	2
C	2	3
D	3	2
E	3	2
F	2	3
Total	17	13

Even though both genders are represented, it can be noted in Table 4.1 that gender was not applied equally in this study as there were 13 males and 17 females. It should be noted that the focus of the study was not strictly according to the views of female or male participants. However, it happened that they met the criterion set for the study, which is secondary schools where the school principals have been changed in the past years in Joe Gqabi District - Sterkspruit.

To analyse the data, the reader looked at the pass rate of these selected schools to see the trend over the past five years (see Table 4.2 below).

Table 4.2: Matric results of selected schools

School	Quantile ranking system	Grade 12 learners' performance (%) for the past five years of the six selected schools of Joe-Gqabi - Sterkspruit				
		2015	2016	2017	2018	2019
A	4	95.1	90.7	97.0	93.5	97.9
B	4	96.0	100	100	100	93.3
C	1	59.6	90.7	68.0	78.0	62.6
D	3	27.3	58.2	26.2	32.5	48.9
E	1	62.1	36.8	11.1	47.1	69.6
F	1	71.9	85.8	81.4	74.7	83.0

According to the information in the table above, in schools A and B, their Grade 12 learners' performance (pass rate) in the past five years has been above 90%, schools C and F show a gradual improvement, while school E fluctuates. In school D, the Grade 12 results have been below 60% for the past five years. Figure 4.1 below graphically presents the information, showing Grade 12 learners' performance for five years (2015-2019) of the six selected schools of Joe Gqabi District - Sterkspruit in the Eastern Cape.

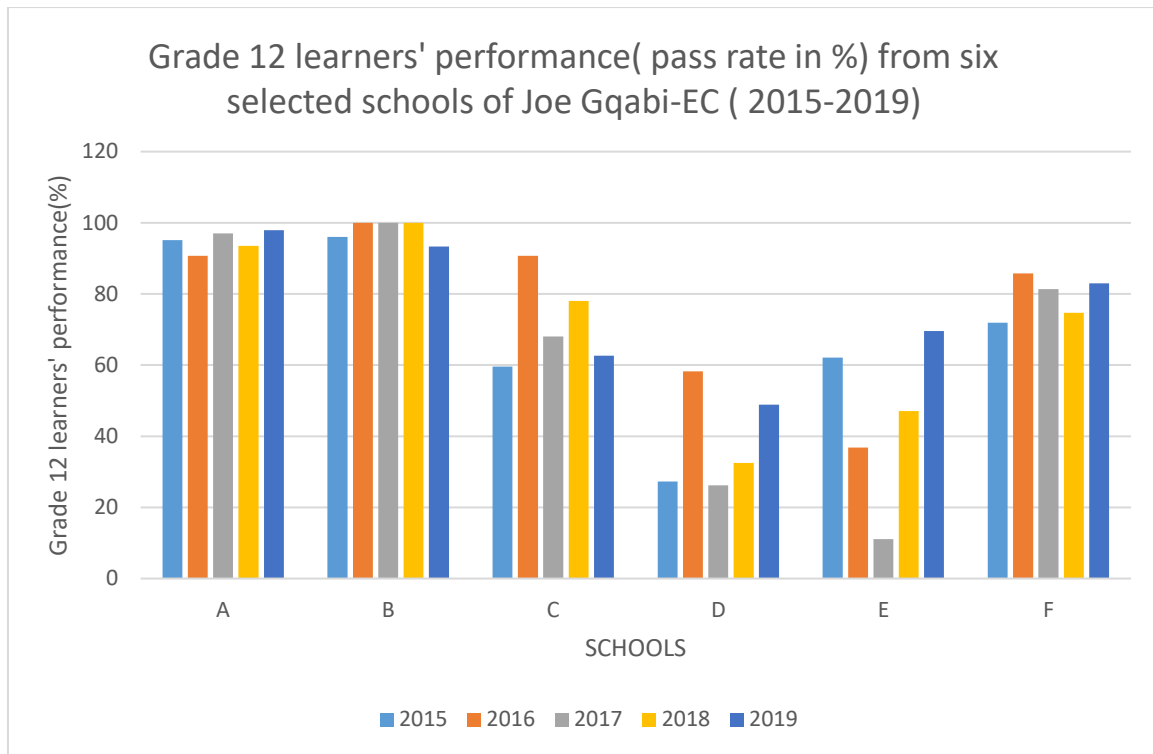


Figure 4.1: Grade 12 learners' performance over the past five years

The documents analysed are 1.) Asset register, 2.) Retrieval policy, 3.) Register on utilisation of resources, 4.) School journal (visitor's book), 5.) Tools for curriculum management, and 6.) Minutes book for SMT, LRC, and SGB.

Document analysis shows that these schools have textbooks and some computers and tablets noted on the assets register by the school administration clerk. However, at the time of the visits, the tablets (received from the DoE) and the telematics centres installed in the classrooms were not being used. The gadgets provided contain useful material for the learners and therefore need to be issued to them under controlled conditions, so they are not misused.

The textbook retrieval policies were available but inadequate as the textbook shortage was a reality in schools C, D, E, and F. According to the document analysis, the schools have what is known as a school journal or visitor's book where officials from the DoE sign in whenever they have visited the school for support on various aspects, including management, curriculum, and other educational support services. Document analysis showed that this is ensured by having a class period register where the teacher signs after presenting the lesson. The class representative also signed to

witness that the topic was presented. This register would then be submitted to the principal before the end of the day, where he will make a follow-up for periods not honoured by the subject teacher concerned. The documents obtained from the schools showed evidence of SMT members, School Governing Bodies (SGB), of which the learners form part, and the LRC. There was no evidence of meetings where LRC was involved. However, the SGB and the SMT have minute books for their meetings, and their decisions are noted in the school's intervention programmes to improve Grade 12 learners' performance.

4.3.2 Observations

Schools A and B have computer laboratories and science laboratories, which are functional, and school learners have access to the computer laboratory with the internet, assisting them in their studies. School C does have a computer laboratory, but it is not utilised. Schools D, E, and F, do not have such laboratories. It was observed that although these schools offer subjects with practical components, learner performance depended solely on textbooks. The common denominator was that the six schools had a telematics centre installed. The telematics school project is a joint initiative between the Western Cape Education Department and Stellenbosch University to implement education through technology. This project provides lessons via satellite and live-streaming to Grade 10 to 12. Interactive learning is done, and there is a need to manage the specialized machines involved effectively.

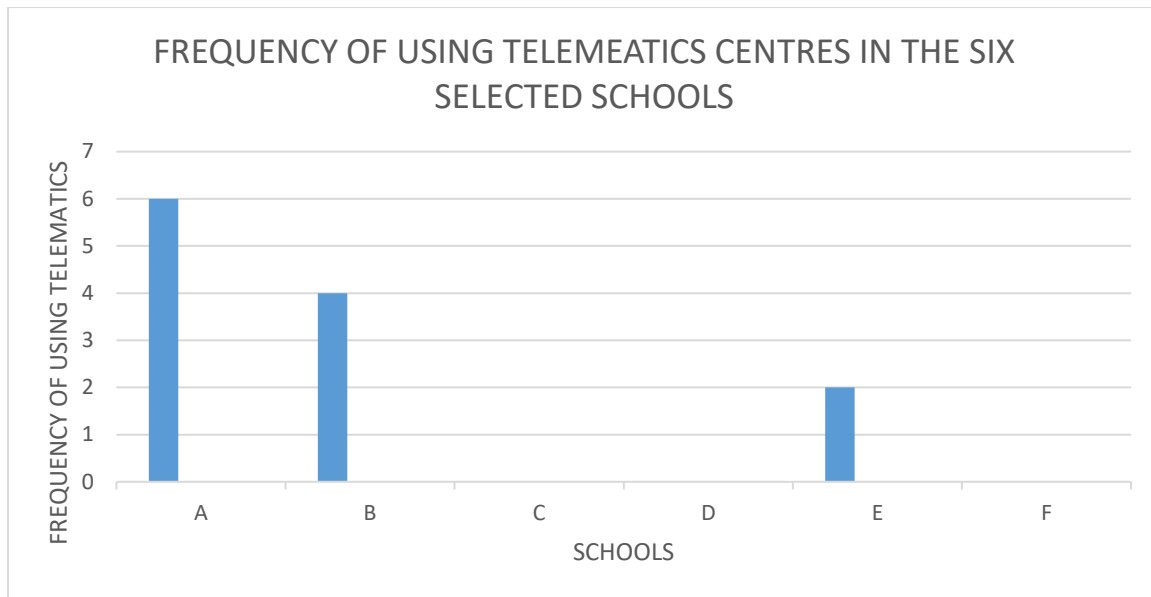


Figure 4.2: Frequency of using the Telematics centre

The above graph shows the frequency in which the telematics centres were used in the six selected schools since they were installed. It depicts that the telematic centres in the six schools were not frequently used. It can be observed that schools C and D, and F (which are two quintile 1 and 3 schools, respectively) do not use these centres. Out of the six schools under study, school A (a quintile four school) displays the highest frequency of using the telematics centre. However, school E (a quintile one school) uses the telematics centre to a limited extent. The study moved out of the premises when looking at the quintile number of the school, where quintile one schools receive the highest allocation per learner, while quintile 5 receives the lowest.

Management of these resources was unclear since there were no guidelines on utilisation of the available resources. The textbooks were recorded when issued. The graph below shows the average percentages of school textbooks that were retrieved during the past five years.

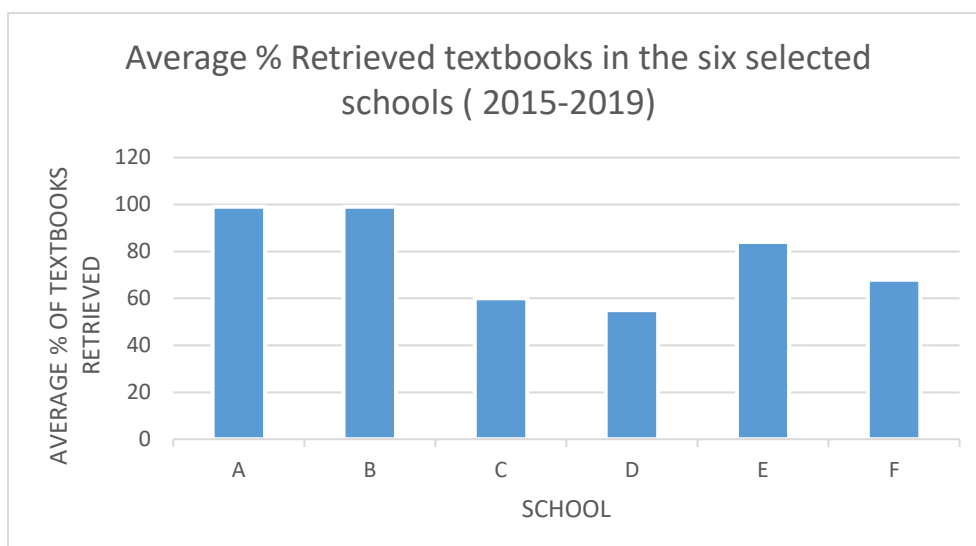


Figure 4.3: Average % of textbooks retrieved

From this graph, it is clear that only schools A and B have an average of 99% of textbooks retrieved over the past five years, while schools C and D show less than 60% of the average percentage of the textbook being retrieved. The difference of more than 30% in the average percentage of textbook retrieval poses another question to the reader: will this not affect curriculum delivery in these schools? Thus, implicating a challenge in the management of school resources.

The table below shows the frequency of curriculum coverage monitored in the six selected schools.

Table 4.3: Frequency of monitoring curriculum coverage

SCHOOL	FREQUENCY OF CHECKING CURRICULUM COVERAGE
A	Fortnightly
B	Fortnightly
C	Once per term
D	Once per term
E	Once per term
F	Once per term

It was clear that principals from all six selected schools monitor curriculum coverage through the SMT at the forefront and then report to the principal. Still, the monitoring is not done consistently, as shown in the table above. Therefore, it can be assumed that schools C, D, E, and F monitor curriculum coverage four times a year.

4.3.3 Narrative participants' responses obtained from interviews

The theme of this study was to find out how management (principals) in the six selected schools of Joe Gqabi District - Sterkspruit influence or affects the performance of Grade 12 learners. The interview questions were meant to solicit information required to answer the study's focus questions, listed in Chapter 1. These are re-stated here for the benefit of the reader. They are:

- How does the management style of the principal affect learner performance?
- How does the management of school principals' curriculum and resources affect learner performance?
- What role could principals play in improving Grade 12 learner performance in the Joe Gqabi District - Sterkspruit?

The participants' existing knowledge concerning the role of management on learners' performance will address this objective through their presentation and discussions. The questions posed to participants sought a deep understanding of their personal relationship with the principals of Grade 12 learners' performance in the rural and township schools.

Research question 1: How does the management style of the principal affect learner performance?

The following table shows the themes that emerged from the research question arose. The table that follows shows such matters:

Table 4.4: Research questions and themes

RELATIONSHIP DIMENSION	
QUESTIONS	THEMES
1. How do the management styles of principals affect learner performance?	<ul style="list-style-type: none"> • Experience in management • Management style • Grade 12 learners' performance
2. How does the school principals' management of curriculum and resources affect learner performance?	<ul style="list-style-type: none"> • Curriculum management • Management of school resources • Factors that affect learner performance
3. What role could principals play in improving Grade 12 learner performance in the Joe Gqabi District?	<ul style="list-style-type: none"> • Roles and responsibilities of the school principal • Intervention strategies toward Grade 12 learner performance

This section presents data about the participants' views on the management style of the Grade 12 learners' performance. All the principals who participated in this study understand their role in Grade 12 learners' performance. Principal 6 from school F explained as follows:

“The principal's management style could affect Grade 12 performance positively or negatively. Furthermore, the principal should play a pivotal role in pointing the direction that both learners and teachers should follow.”

Principal 6 from school F commented:

“The principal that does this will see the Grade 12 performance improve, but the one that does not care will negatively affect the performance of the Grade 12.”

Principal 2 from school B said;

“I am hands-on in monitoring Grade 12 learners' performance, and learner motivation is my responsibility.”

All the learners who participated in this study know about the existence of the LRC but do not know its primary role and when to be involved in school matters or meetings. Learner 1 from school C voiced it as follows;

“The Learner Representative Council is not that much effective on academic activities; it fights for basic services, and it has never introduced new ideas.”

Teacher 1 from school F argued that the LRC is generally relegated to the order of non-importance and is thus not represented at school meetings. The biggest question is, on which platform do learners voice their concerns? Meanwhile, Clarke (2007:66-8) holds that learners should be involved in the decisions that affect them, acknowledge their good work, and get them to participate in various extra-curricular activities. Seemingly, from these interactions, it was discovered that LRC is not part of the decisions made in the schools. The thought might be that these participants are Grade 12 learners. Since the Grade 12s are regarded as the school's image, learners focus more on their studies (academic) than on those social school activities. The exciting part is performance has to be managed. The standard at which learners perform in schools C, D and E do not show proper performance management. School F learner performance also is not showing consistency and cannot be reliable. This is based on the researcher's observation of the previous year's results schedule for the learners.

4.3.3.1 Management of school resources

According to Section 21 of the South African Schools Act, 1996 (No. 84 of 1996), some of the allocated functions of the SGB include improving school property and purchasing textbooks and educational material for the school. As an ex officio member of the SGB, the school's principal knows all the decisions taken in the meetings. Most participants reported that the primary resources available are textbooks and study guides that the ECDoE provides to support Grade 12 learners. Teacher 2 from school A and the learners explained as following school resources;

“There are data projectors used to teach in classes and videos to improve learners' understanding.”

Contrary to that, Teacher 2 from the same school noted that

“School computers are not used, and when teachers want to use the laboratory, printers are not in working order.”

The above information from the same school indicates efficient resource management. This was similar in school B, where data projectors are available. Principal 6 of school F believes that the principal should ensure that the resources are utilised to benefit the learners. From the interaction with the participants, it can be noted that all the schools' resources are registered. Principal 4 of school D remarked as follows;

“The resources are registered in SASAMS and printed as hard copy before being made available to the teachers to sign for in and out on the register.”

Contrary to what the principals highlighted; some schools do not have an Assets Management Committee to ensure that all school resources are taken good care of.

Learners in all these schools lack knowledge on whether the teacher checks the curriculum coverage. They are aware of checking whether homework is being done or not. Learner 1 from school B seemed not to know who the responsible SMT is but noted that

“The books were collected and signed with a green pen (although not by whom).”

All the principals from the six selected schools supported quality teaching and learning, checking (done by the SMT) if the teachers' pace was according to the requirements of the annual teaching plan determined by the DoE. Teacher 1 from school E even emphasised that;

“We ensure that they will have finished the Grade 12 curriculum by August.”

Research question 2: How does the management of the curriculum and resources by principals in schools affect learner performance?

4.3.3.2 Management of curriculum

Management of teaching and learning is a professional duty of the principal allocated to him in terms of Section 16(3) of the South African Schools Act, 1996 (No. 84 of 1996). In this study, the focus is on the Grade 12 learners' performances.

Ntshoe and Selesho (2014:483) concluded that knowledge of how principals manage the curriculum in schools in South Africa is limited. Furthermore, although there are detailed normative frameworks on what principals should do, there is little consideration of the reality of the work of the principals in particular contexts and what

they actually do. Unfortunately, the DoE measures the functionality of schools using Grade 12 results. The performance of Grade 12 learners in the selected schools is depicted in Table 4.3.

The participants provided various responses when asked about the role of the principal in Grade 12 learners' performance. The principal of school E emphatically said;

"We involve all stakeholders, we hold endless briefing meetings every morning before starting the day to ensure that we remind each other about our targets set at the beginning of the year".

The school records of schools F and C show that these two schools participate in co-curricular and extra-curricular activities at the district, provincial and national levels.

Teacher 2 from school F emphatically said,

"The planning needs to be improved or done correctly when organizing the extra-curricular activities need to be structured where Grade 12 learners need to be more involved in co-curricular activities, as it would empower them, and hence their academic year is short."

Thus, the researcher concurs with Clarke (2007:254), who states that extra-curricular activities significantly value the quality of education. The teacher from school F alluded as follows:

"Some extra-curricular activities tend to compromise tuition time, which affects syllabus coverage and puts more pressure us as the Grade 12 teachers".

Thus, Teacher 2 from school C argued that the Grade 12 learners' performance depends on the dedicated teachers willing to go an extra mile to ensure these learners pass.

Principal from school B responded as follows when asked about curriculum management;

"Teachers are invited to account for the learner performance in a meeting where a record of each teacher 's performance is presented with their immediate supervisors (Departmental Heads) so that recognition follows thereafter."

Section 58 of the South African Schools Act no. 84 of 1996 (SASA) stipulates that principals account for the underperformance in their students' results (RSA, 1996). For

this reason, every stakeholder should account for the learner's performance. Accountability in this school is followed by recognition. Thus, teachers and students who excel in their various learning and teaching activities are awarded prizes in recognition of the good work achieved to remain motivated and focused on attaining school goals. This was evident from the school journal perused during the visit to the school to do document analysis and observation. With his SMT and SGB, the principal organises prize-giving ceremonies where the best learners and teachers are awarded for best performance. The principal from school C indicated that the involvement of the parents by updating them on their children's academic progress is of paramount importance. He further supported this by saying;

“The strict monitoring attendance of the Grade 12 learners, even in the extra classes (Jenn Consultancy and training intervention classes). We reported on daily bases to the district coordinator of the intervention classes on Grade 12 learners’ attendance.”

According to the observations in school E, it is clear that the school principal knows all the Grade 12 learners by name, can easily pick up when one is absent, and would then phone the parent. The school principals from schools D and E closely monitor the absenteeism of their Grade 12 learners in the weekend camps organized by the DoE through Jenn training and consultancy from the Free State Province, ensuring good attendance in the weekend camps. It was noted that though some principals are leading to support Grade 12 learners.

Research question 3: What role could principals play to improve Grade 12 learner performance in the Joe Gqabi District?

From the above research question with the themes that arose, the following emerged from the following themes. The table that follows shows such matters:

Table 4.5: Role of the principal in Grade 12 learner performance

THEME	EMERGING FROM THE THEME
Roles and responsibilities of the school principal/intervention strategies towards Grade 12 learner performance	Challenges encountered in supporting the Grade 12 learners
	Learner motivation Support from the ECDoE Planning and time management Management of resources

4.3.3.3 Challenges encountered in supporting Grade 12 learners'

This section presents data about the challenges encountered by school principals when performing their duties towards improving Grade 12 learners' performance. Different participants from the six schools gave different responses to the challenges. It has been discovered that a significant challenge in one school might not be a challenge in another, meaning that challenges hinder the principals from executing their roles towards improving Grade 12 learners' performance vary.

The principal of school E stated as follows:

“Our school is a low enrolment school, with number of learners less than 200, and there is no departmental head (DH). The post provisioning of our school is five teachers plus myself as the principal. All the duties and responsibilities of the DH are performed by myself. The system does not allow us to have DH”.

While the principal from school A said;

“The intervention classes organised in our district do not tally with our school annual plans. It would much better if the district plan was tabled to us before we have our school annual plans”.

The participants' challenges were systemic, meaning they were not creating challenges in these schools. Others were the result of the operations of these schools under the leadership of their respective principals.

4.3.3.4 The principal's management style

The section presents data about how participants viewed the principal's managerial role in Grade 12 learners' performance. When asked about the principals' management style, Teacher 1 from school F lamented

"There is no transparency and accountability from the top management. No proper communication and contents of the departmental circulars are not conveyed to the educators. No unity, the one that seems to exist is fake."

The teacher explained the management style of his principal by saying that the school's top management uses divide and rule, autocratic and transitional leadership styles to run the school, and educators are not given any sense of ownership of meaningful management processes and a sense of belonging to the school.

Teacher 2 from school F commented by saying;

"I cannot explain it because it changes with the situation. Sometimes our principal does things democratically, and sometimes not. My principal is trying to create a good climate; we are subsidised with petrol when attending extra classes and verbally being motivated."

All the participants from the six selected schools explained the school environment as conducive to effective teaching and learning. Learner 1 from school B said:

"The environment of our school is clean, no noise, gates always locked and only opened during break time. We feel secure when we are at school. The principal always visible taking round in our classes."

Participants from schools A and E explained their principals' excellent management style, which creates a conducive climate for learning. They did not explain further. The teacher from school C commented as follows:

"The school is a low enrolment school; thus, our principal is more in teaching than in managing the school. Positive school climate becomes a responsibility of everyone in the school, including the principal."

Loukas (2007:2) believes that concerted effort can improve student behavioural and emotional functioning and, in turn, increase academic motivation and achievement. It is clear from the interaction with these participants that the principal's management

style varies with the community he works with and depends on the SMT, which supports his management style.

4.3.3.5 School resources

This section reports shortages of resources like textbooks and/or a lack of resources to support teaching and learning. In schools D and F, learners said,

“We are made to pay when they have lost a textbook, but the SGB does not replace those books.”

Teacher 1 from school F mentioned several resources that their schools have but which are not adequately utilised as follows:

“The compujector that was donated by MTN is just a white elephant. The school received 15 tablets from donors, but today there is not even one because of looting of school assets that is taking place in school. Wits University students donated six computers, but after four years, these computers donated, they have not been installed.”

Teacher 2 from school E said;

“Textbooks are the only resources available, but shortages are due to admission done not considering the available resource. Even the Grade 12 learners are sharing because of poor retrieval policy.”

Grade 12 learners’ performance would be significantly improved if these resources were efficiently utilised in this school.

4.4 STRATEGIES THAT CAN BE EMPLOYED BY PRINCIPALS TO IMPROVE GRADE 12 LEARNERS’ PERFORMANCE

This section presents the data on the strategies suggested by the participants in improving the Grade 12 learners’ performance. It is recommended that this is the principal's responsibility to ensure that these are correctly done.

4.4.1 The motivation of learners and teachers

All six principals stated that the motivation of learners and teachers, especially the new teachers, is of paramount importance. Principal 6 of school F explained his situation when he first arrived at the school as follows:

“The SMT and educators were demoralised and deflated; they wanted a principal that is going to inflate and lift them up, even the learners expected a lot from me with help of God; of course, we put our heads together and came up with a solution.”

Principal 2 from school B said learners’ motivation is enhanced with book assistance, incorporating personal interviews. Furthermore, added as follows:

“Tracking learners’ performance using tools help to have all the information as early as possible. Each Grade 12 learner’s marks are captured and made known to their parents as from term 1.”

The data revealed that principals from these schools, including schools A and F, employ many strategies to motivate learners and teachers, including prize-giving. School F even goes as far as subsidising teachers with fuel to attend weekend classes, requiring an intensive discussion where the principal presents to the SGB why such a subsidy necessitates a discussion on the support from the DoE.

4.4.2 Support from the Eastern Cape Department of Education (ECDoE)

The DoE has the responsibility of ensuring that there is a teacher in front of every learner. All the principals have been inducted and undergone five days of training on management issues like financial management, leadership, mentoring, and coaching. Secondly, the Subject Advisors (SA) must support the subject teachers.

Principal from school C explained as follows:

“The ECDoE have a partnership with Jenn Consultancy and Training. This partnership assists Grade 12 learners in the intervention programme, such as weekend classes and holiday classes. Moreover, seminars are held quarterly for information sharing on topics to be taught in the Grade 12 classes.”

All the principals from these six schools commend the role of the SA even up to the extent of visiting the classes for support. When the participants were asked about the

intervention strategies in the Joe-Gqabi District, they all indicated being aware of them and implementing them at their schools. The principal from school F explicitly said;

“With the help from individual subject advisors, they organised camps and revision material, which must be supplied to schools and the promotion of co-operation of neighbouring schools under the supervision of the subject advisor (departmental official) is important. Working alone for schools will not yield us good grade 12 learners’ performance for the district. Therefore, systematic planning and time management is required.”

Principals should promote constructive competition among the learners, where learners should compete in a very constructive manner. This is evident from the results of neighbouring schools being totally different, as shown in Table 4.3; school F is closer to school D.

4.4.3 Good planning and time management

The principals of schools who participated in this study all mentioned crucial stakeholder involvement in planning which is essential for implementing the intervention strategies to improve learner performance.

Teacher 1 of school C explained as follows:

“The SGB is involved in planning and SMT, including co-curricular support.”

Principals from schools E and F advised that planning needs to go together with time management. They stressed the importance of management of the revision classes, which should be structured. By structured revision, it meant revision classes being informed by learners’ performance which could be well-managed if the arrival and departure times of both the learners and the teachers were monitored. The principal from school E emphatically said;

“It is important that teachers to be in class teaching and that learners need to be in class to learn.”

These schools’ matric results are not consistent even though there is planning to a limited extent. The marks fluctuate according to the teachers due to the unsystematic and haphazard ways of doing things by top management. School resources need to be managed in a better manner.

4.5 SUMMARY OF THE MAIN FINDINGS

Findings indicate that schools with sound management systems reflect the excellent performance of Grade 12 learners. The teachers' views, realities, and experiences about the role of the school principal (leadership) in Grade 12 also influence learners' performance. It is evident from this study that changing the principal of a school, even without changing the entire staff members, results in the change in which the school is being managed. Thus, schools with the same principal over the years appeared to maintain good Grade 12 learners' performance. The researcher strongly feels that; the school climate should be assessed periodically as the program progresses. A sustained effort by all stakeholders is needed to continue promoting a positive school climate. This study has revealed the most efficient ways, and strategies performing schools utilise to improve, raise, and maintain good matric results in various rural and semi-rural communities. It has also been noted that rural schools tend to change principals frequently, and it was only one school where the principal was a former staff member, so the school's culture was maintained. However, the appointed principal cannot hold on to the school culture in some schools.

Thus, the study has shown a link between the Grade 12 learners' performance and the principals' leadership style. For instance, the two rural schools (schools D and E) are in the same circuit, supported by the same Education Development Officer (EDO) or Circuit Manager (CM), implementing similar programmes to support their Grade 12 learners. The leadership style provided to these two schools from the district is often found common. The level of commitment, sacrifices, parental involvement, and learner and teacher discipline in these two schools were unique, with different variables influencing a school which could partly be due to the different managers, different SGB and teachers who are innovative with different strategies. Pont, Nusche and Moorman (2008:16) are of the view that there is increasing evidence that within each school, school leaders can contribute to improved student learning by shaping the conditions and climate in which teaching and learning occur.

4.6 SUMMARY OF THE CHAPTER

This chapter had two sections – the first section focused on the presentation, analysis, and interpretation of data which provided an in-depth analysis of the results collected,

including quotations from the interview transcripts supporting and strengthening what was stated.

Data collection involved interactions with participants such as principals, teachers, and Grade 12 learners and was also solicited from documentary analysis and observation and detailed analysis from groups of data and data collection into themes and sub-themes. This study's research methods and design effectively answered the research questions in Chapter 1. The methods employed assisted in gathering the information relevant to this study's title. The use of different methods assisted in providing insight into school principals' role in Grade 12 learners' performance.

This section highlighted the main findings and discussed them. Some issues raised by the study were also highlighted with insights on some issues raised by the study. The study's findings suggest that in some instances, participants did not challenge decisions made in the schools without their involvement; they took instructions from the school manager without voicing out their suggestions.

CHAPTER 5

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter discusses the key findings, the integration of research questions, the strengths and limitations of the paradigm and research design, the theoretical framework underpinning the study, and the justification of these approaches. The data collection procedures and instruments and the justifications for their choice are discussed in this chapter. Lastly, the chapter concludes the study, the significance of the study to improve practice, further research and recommendations.

The general assumption is that good-performing secondary schools (high schools) in South Africa are measured through Grade 12 results. However, Maphoke (2017:116) makes an important observation that the outstanding performance of learners at the Grade 12 level depends mainly on the competencies and skills that learners have acquired at lower grades. Despite the lower grade performance, Eastern Cape's performing secondary schools are benchmarked at 60% or above pass rate. Thus, schools would be considered underperforming and not appropriately managed if they fall below 60%. Hence the emphasis from districts and circuits is on support and strategies to intervene to improve the academic performance in schools, focussing mainly on Grade 12 learners. Everyone involved is mindful that poor performance is still encountered at lower grades, which poses significant threats to acquiring excellent learners' academic achievement.

5.1.1 Purpose of the study

This study aimed to investigate how management (principals) in the six selected schools of Joe Gqabi District - Sterkspruit influence or affects the Grade 12 learners' performance.

5.1.2 Re-statement of research sub-questions

The research questions for this study are re-stated below. They are:

- How does the management style of the principal affect learner performance?
- How does the management of the curriculum and resources by principals in schools affect learner performance?
- What role could principals play in improving Grade 12 learner performance in the Joe Gqabi District - Sterkspruit?

The assumptions made were as follows:

- The school principals are unable to integrate knowledge on management with the practice of management of schools.
- School principals lack knowledge of management.
- Principals lack an understanding of their roles and school management's impacts on the Grade 12 learners' performance.

5.1.3 Research methodology

The research employed an interpretive paradigm and discursive narrative methodology when collecting the qualitative data from the six selected schools in the Joe-Gqabi District (Sterkspruit). Interpretivism used in this study created an opportunity for an in-depth understanding of participants' narratives, beliefs, and ideas through open-ended interview questions. The research design used in this study was descriptive. This methodology provided a better understanding of management practices in rural, semi-rural, and former model C schools. The management of learner performance was closely studied.

Interviews and observations were used to gather data from the participants and then analysed to derive meaning from the results. Furthermore, document analysis on management and the related documents was performed to collect data on the actual everyday practice of management in each of the six selected schools.

5.1.4 Limitations of the study

The population of participants was small to generalise the findings of this research to a larger population of Joe Gqabi District - Sterkspruit (with 29 schools). Amongst the challenges experienced in the study include: the difficulties in reaching the participants face-to-face due to the COVID-9 restrictions. Thus, the research resorted to telephonic interviews with the following limitations:

First, the participants were brief when answering the questions, and it was unable to see the participants' emotions and demeanour while answering the questions. Second, with some participants (especially the learners), follow-up questions had to be asked. The reason for this was that the Grade 12 learners did not have experience in interviews and lacked the confidence to express themselves in LoLT (English) for the study published and read by anyone. Thus, the interview questions were translated into the participants' home language.

Third, though all the participants were assured of confidentiality and anonymity, some teachers were not comfortable verbally answering the questions and preferred to write their responses, allowing them to express themselves better. During the analysis and interpretation of data, it was discovered that other aspects should have been part of the data collecting tools, namely the information about the feeder school's performance. This information would have highlighted whether Grade 12 learners' performance emanated from under-performance in their previous schools. Information on the promotion state (progressed or not) was also not part of the research question. Thus, omitting these aspects might have caused limitations to the study.

5.2 THEORETICAL FRAMEWORK

The discussions were grounded on the Scientific management approach and idealised bureaucracy theoretical frameworks. These two management theories were employed as a theoretical framework in this study. Management theories were explained as a set of general rules guiding managers in managing the organisation. The two management theories were helpful in this study in exploring the different principles guiding the principals as managers in the schools. Furthermore, these theories were learnt to enable the appropriate approach for achieving the desired outcome and improving learner performance.

5.2.1 Scientific management and the idealised bureaucracy approach

The emphasis of the scientific management approach is on optimising jobs and increasing productivity. This approach believes that for efficiency, cooperation with the managers is essential. This management theory seeks to improve the school's (organization) efficiency by improving the efficiency of tasks (curriculum coverage). The main goal is to increase the process and methods of production. This theory was relevant for this study since it focuses on producing good performance. It, therefore, implies minimal tuition time lost and strives towards improving Grade 12 results through curriculum management.

The results show a correlation between good learner performance and co-operation of all the stakeholders where communication channels are clear to everyone. The teachers and learners are clear about how things are done in the school, which occurs when the workers are trained in the jobs they have to perform. For example, participation in decision-making by the learners will only occur if the members of the LRC were correctly orientated after they were elected.

Such instruction becomes difficult (less production) since the teachers and learners were not initially involved. However, from the study, it could be revealed that the ECDoE offers professional development for managers and teachers to improve production. Max Weber's bureaucracy urges that there should be clear procedures, requirements, and proper division of labour. The strength of this management theory lies in the clear guidelines on activities done to support the learners' focus on a small scale, for example, through clearly discussing the interventions to support the learners and all the stakeholders to be aware of their roles in the agreed-upon intervention strategies. This theory best explains stakeholders' role in the school and understanding peoples' motives behind their actions. This study's results show that in some schools, procedures are not clear, and there is no chain of command or inconsistency in how things are done.

Management of school resources is still problematic and requires improved measures. According to Weber's bureaucracy, the school management should divide the responsibility of the management of resources. Proper division of labour would mean having an asset committee, an LTSM committee, and a hostel committee where there are hostels. These committees will report to the school management team, in which

the principal participates. The management theory favoured by the principals determines the principal's management style. The researcher believes a good principal's management style incorporates good time management planning. The emphasis is on increasing time in tasks, which are initiated by good planning practices.

5.2.2 Challenges encountered in supporting the Grade 12 learners

From this study, it is evident that school principals are encountering problems when implementing strategies that improve Grade 12 learners' performance. Deep rural schools cannot access electronic information in the form of computers; they could not efficiently utilise the tablets they were provided within 2020 due to connectivity challenges. Some of the reasons were problems with connectivity, and principals did not know the type of study material in those gadgets to monitor their efficient use.

5.2.3 The motivation of learners and teachers

Demotivated learners were a problem, especially with the progression as per the departmental assessment instructions. Learners are progressed to the next grade because of the age cohort after being in the phase for more than three years. This leaves the principal and the teacher responsible for motivating such learners and coming up with extra-ordinary intervention strategies to support those Grade 12 learners. Furthermore, the principal is responsible for motivating the teachers by advising them on dealing with learners' progression in the different subjects. Regular motivational talks in the form of meetings with these learners and teachers will improve Grade 12 learners' performance.

5.2.4 Support from the ECDoE

The Grade 12 learners are provided with support in several ways by the DoE, and thus the school's success can be attributed to the support it receives from the DoE. Firstly, the ECDoE has a section on Education Social Support Services (ESSS), with a sub-section on psychologists and social workers. The study found that this section continuously supported schools by effectively having a School-Based Support Team

(SBST). The SBST identifies learners in schools with barriers to learners (which can affect the Grade 12 learners' performance) and refers them to social workers to visit schools providing psycho-social support. This support includes the support during Covid-19 since these learners have lost parents and relatives. Secondly, ECDoE supplies the Grade12 learners with tablets during the Covid-19 restriction, supports the learners with electronic versions of the content for the year, and observes the Covid-19 regulations.

Thus, they are implementing the strategy of supporting teachers through teacher development programs in the form of seminars organised in partnership with the JENN Training and Consultancy, which provides teachers with support on content per term to improve the results.

5.3 CONCLUSION(S)

This study focused on the management and leadership framework of the senior secondary school environment. It aimed at identifying the challenges and making recommendations concerning the role of the principal on Grade 12 learners' performance, particularly in formerly disadvantaged schools concerning learner achievement.

The assumption is that there is a link between management style and learner performance. Grade 12 learners were selected to measure learner performance in this study since they all wrote a standard national examination. This study points out that both schools in rural and semi-rural areas can improve their performance despite all challenges (factors). The study showed that schools still show good Grade 12 learner performance despite operating under adverse conditions.

The study concludes that there seemed to be a co-systemic and coherent support strategy, focusing on teaching and learning, revealed when there were different views on how principals performed their role in the management of Grade 12 learners' performance. In some schools, principals support the Grade 12 learners by supporting teachers in their teaching responsibilities. However, the support provided to the teachers was dominated by SMT checking and controlling teachers' work, but not by the principal himself.

It is concluded that there is an ongoing issue that remains, the overload or workload of principals, which is observed in the low enrolment schools because the principal is managing and a full-time teacher, which negatively affects how school principals perform their duty in as far as their role of supporting the Grade 12 learners. In addition, involvement of the relevant stakeholders becomes minimal or lacking. In particular, the children's work in some schools was demonstrated when the LRC and some teachers did not know the intervention programmes to assist or improve Grade 12 learners' performance. However, principals of those schools seemed to regard motivation as a crucial element in supporting teaching and learning, irrespective of whether it is a rural or a township school.

5.4 RECOMMENDATIONS

This study highlights that although principals understood the importance of their role in Grade 12 learners' performance, some could not manage. Therefore, it is recommended that there is a possibility of conducting a further study into the factors that hinder these principals from performing their roles towards Grade 12 learners' performance, like a lack of skills to support teaching and learning. Furthermore, it is necessary to understand the role of school principals in managing Grade 12 learners' performance in the Eastern Cape, with particular reference to the role of the principals in rural and township communities. It is further recommended that a school manual for principals need to be developed to ensure successful management of learners' performance.

5.4.1 Professional growth of principals

Although the principals understood their role in managing Grade 12 learners' performance, opportunities need to be created for other school principals who may need further training. They need to be trained in management to have a deeper insight into supporting curriculum management and implementation in their schools. Seminars and workshops should not be a once-off attendance. But should broaden their knowledge about discipline problems and effective resolutions to take this knowledge back to school, resulting in the whole school being developed. Special

training should be held whenever resources are supplied to the school so that the principal is aware of the management of the school resources to avoid those becoming white elephants. Furthermore, principals may delegate teachers to be part of the Asset Committee and see how the resources are utilised to benefit the learners.

5.4.2 Communication

Regular meetings should be held with the relevant stakeholders on Grade 12 learners' performance, management of school resources, and curriculum management so that the identified problem areas affecting them could be communicated and addressed to avoid the escalation of such problems. Principals should take the initiative to grow in management as professionals and attend workshops and seminars. This will assist in improving their management styles which include, amongst others, decision-making processes. To be effective, the vision must be shared with everyone in the organisation through repeated communication (Sayed, 2013:80). Thus, the school principals need to create opportunities to share the vision with the learners and constantly encourage all the relevant stakeholders to communicate.

5.4.3 The motivation of teachers and learners

It is believed that school principals should understand the importance of motivating themselves and continuously encourage all the stakeholders to perform their best. School principals should be familiar with various motivational techniques, which some practice like praise for a task well done, learner and teacher awards, and more empowerment striving towards improving Grade 12 learners' performance. The element of praise is naturally able to reinforce all stakeholders' efforts to do their utmost best. If the school principal, as a manager, continuously shows the learners that their efforts are valued, they would be encouraged to keep up the excellent work.

5.4.4 For future research

This research was qualitative research that sampled six schools in the Joe-Gqabi District. Since the sample was small, the findings and conclusions cannot be

generalised to all the schools in the Joe-Gqabi District. The reason is that each school is unique to the societal context in which it is embedded. Although the school principals interviewed had similar ideas regarding their understanding of their role in the Grade 12 learners' performance, there is a significant gap related to what they do to support the Grade 12 learners and teachers. Several factors influence this, such as a lack of skills in supporting these learners and teachers.

It was interesting to have some novice principals as participants to understand the degree of uniqueness in their experience as managers. However, this leaves future research to have a sample that constitutes school principals with different managerial experiences.

The Department needs to provide more training for principals to assist them in putting into practice their roles in managing Grade 12 learners' performance efficiently, as there is always room for growth.

In the light of the above discussion, future research could be conducted in these areas to determine what the Department is currently doing or plans to address these issues and needs.

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APPENDICES

APPENDIX A: ETHICS STATEMENT



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

19-Feb-2020

Dear Ms Mdlalana, Nosipho Sucevia N

Application Approved

Research Project Title:

INVESTIGATING THE ROLE OF SCHOOL PRINCIPAL ON GRADE 12 LEARNER PERFORMANCE IN THE EASTERN CAPE

Ethical Clearance number:

UFS-HSD2019/0301/1702

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Prof Derek Litthauer

Chairperson: General/Human Research Ethics Committee

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APPENDIX B: APPROVAL LETTER TO CONDUCT RESEARCH FROM EC DoE



STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X30032 • Bisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 608 4991/4773 • Fax: +27 (0)86 742 4942 • Website: www.ecdoe.gov.za

Enquiries: B Pamla

Email: bep@wa.comla@ecdoe.gov.za

Date: 01 November 2019

Ms. Nosipho Succovia Mdladana

Kromspruit Village

Sterkspruit

9762

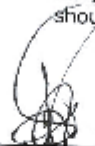
Dear Ms. NS Mdladana

PERMISSION TO UNDERTAKE MASTERS STUDY: INVESTIGATING THE ROLES OF SCHOOL PRINCIPALS ON THE GRADE 12 LEARNERS PERFORMANCE APPLICATION TO CONDUCT RESEARCH

1. Your application to conduct the above mentioned research involving 60 learners, 10 educators, 6 principals and 6 schools in the jurisdiction of Joe Gqabi in the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. you will make all necessary arrangement concerning your research;
 - c. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - d. all ethical considerations are adhered to;
 - e. you seek parents' consent for minors;
 - f. it is not going to interrupt educators' time and task;
 - g. the research may not be conducted during official contact time, including school breaks, but an arrangement to do research at the school after school hours may be arranged and agreed upon in writing with the Principal and the affected teacher/s;
 - h. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;



- i. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;
 - j. your research will be limited to those institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - k. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.
 - l. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
 - m. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - n. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - o. you comply with your ethical undertaking (commitment form)
 - p. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation
2. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.
 3. The Department will publish the completed Research on its website.
 4. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email nelisa.kanjana@ecdoe.gov.za should you need any assistance.


 NY KANJANA
 DIRECTOR: STRATEGIC PLANNING POLICY AND RESEARCH
 FOR SUPERINTENDENT-GENERAL: EDUCATION



APPENDIX C: INTERVIEW SCHEDULES

Semi structured interviews scheduled for principals

Research Question	Themes/Issues	Interview questions
<p>RQ1</p> <p>How does the management styles of principals affect learner performance?</p>	<p>Experience in management</p> <p>Management style</p> <p>Grade 12 learners' performance</p>	<ul style="list-style-type: none"> • Tell me about your experience as a principal or experience in any managerial position. • What type of training did you receive ever since you assumed duty of being a principal? • From the past 5 years, what was the trend on Grade 12 learners' performance?
<p>RQ2</p> <p>How does the management of curriculum and resources by principals in schools affect learner performance?</p>	<p>Curriculum management</p> <p>Management of school resources</p> <p>Factors that affect learner performance</p>	<ul style="list-style-type: none"> • How do you manage curriculum at your school? • To what extent does the principal manage the school resources? • What are the factors that contribute to the learners' performance?
<p>RQ3</p> <p>What role could principals play to improve of Grade 12 learner performance in the Joe Gqabi District?</p>	<p>Roles & responsibilities of the school principal</p> <p>Intervention strategies towards Grade 12 learner performance</p>	<ul style="list-style-type: none"> • What contributions do the principals/ make in ensuring improvement in the Grade 12 performance? Why such contributions? • What intervention strategies are in place in Joe Gqabi districts for

		Grade 12 learners? To what extent does your participate to such interventions?
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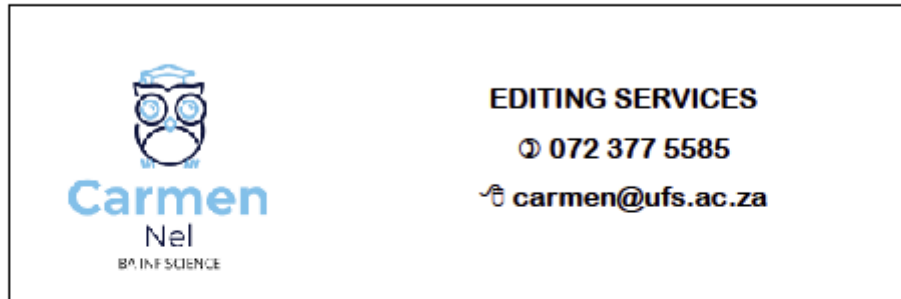
Semi structured interviews scheduled for teachers

Research Questions	Themes/Issues	Interview question
<p>RQ1</p> <p>How does the management styles of principals affect learner performance?</p>	<p>Management style</p> <p>Grade 12 learners' performance</p>	<ul style="list-style-type: none"> • How do you view the way school is managed? • How would you describe your school climate? • How would you describe the relationship between the stakeholders and your school? • Describe the Grade 12 learners' performance trend of the past 5 years
<p>RQ2</p> <p>How does the management of curriculum and resources by principals in schools affect learner performance?</p>	<p>Curriculum management</p> <p>Management of school resources</p>	<ul style="list-style-type: none"> • To what extent are curriculum management policies implemented at your school? • What effort does the school principal take towards Grade 12 learners' performance?
<p>RQ3</p> <p>What role could principals play to improve of Grade 12 learner performance in the Joe Gqabi District?</p>	<p>Roles & responsibilities of the school principal</p> <p>Intervention strategies towards Grade 12 learner performance</p>	<ul style="list-style-type: none"> • How do you view the strategies implemented to improve the Grade 12 learners' performance in your school?

Semi structured interviews scheduled for learners

Research Questions	Themes /Issues	Interview questions
<p>RQ1</p> <p>How does the management styles of principals affect learner performance?</p>	<p>Management style</p> <p>Grade 12 learners' performance</p>	<ul style="list-style-type: none"> • Is the school climate conducive for learning? • How would you describe the of Learners Representative council (LRC) involvement in planning? • How was the Grade 12 performance at your school in the past 3-4 years?
<p>RQ2</p> <p>How does the management of curriculum and resources by principals in schools affect learner performance?</p>	<p>Curriculum management</p> <p>Management of school resources</p>	<ul style="list-style-type: none"> • How often is the learners work checked? • What school policies are you aware of with regard to learners' work? • How are the school resources used?
<p>RQ3</p> <p>What role could principals play to improve of Grade 12 learner performance in the Joe Gqabi District?</p>	<p>Roles & responsibilities of the school principal</p> <p>Intervention strategies towards Grade 12 learner performance</p>	<ul style="list-style-type: none"> • What is the principal doing towards Grade 12 learners' performance? • How do you view the principals' contribution towards Grade 12 learners' performance?

APPENDIX D: LETTER FROM LANGUAGE EDITOR



CERTIFICATE OF EDITING

This letter certifies that I have language edited the Dissertation detailed below.

Title:

INVESTIGATING THE ROLE OF SCHOOL PRINCIPALS ON GRADE 12 LEARNERS
PERFORMANCE IN THE EASTERN CAPE

By

Nosipho Succovia Mdlalana
Student no. 2001099338

Regards

Carmen Nel

12 July 2022

Professional editing of articles, thesis, dissertations and books

APPENDIX E: TURN IT IN RECEIPT AND REPORT



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