

CHAPTER FIVE

Data analysis, reporting and discussion of results on leadership and management contributing to school effectiveness

5.1 Introduction

The purpose of this chapter is to analyse field data collected on how school leadership and management dynamics contribute to school effectiveness. The empirical study was carried out in two secondary schools in Lagos State which comprise of an effective and ineffective school. These two categories of schools were chosen, because they are situated less than five kilometres from each other; within the same education districts and students enrolled in the schools reside in the same socio-economic environment. The schools are also in the category of non-fee-paying public schools, funded and operated by the Lagos State government. The academic puzzle that triggers the interest of the researcher was to determine why one of the two sampled schools achieves and seems to be effective or well-functioning; whereas the other school does not achieve, is ineffective or poorly-functioning.

Using data obtained through the literature review in Chapters 2 on the dynamics of leadership and management on a *a priori* base. The analysis and discussion of this chapter was done against interview data gathered through the principals, vice-principals and Heads of Department (HODs), observations done at the selected schools and a brief document analysis/review. By implication, the analysis that follow are weighed against the criteria exposed and embedded in Chapter 2 literature review. The data collection sources are further described below.

5.2 Descriptive overview of data collected sources

The following are the sources of data collected utilized for data analysis, reporting and discussion of results.

5.2.1 Literature review

The researcher conducted an extensive literature review (see Chapters 2) in which an attempt was made to determine what the literature informs about school leadership and management dynamics contributing to school effectiveness. The chapter 2 literature review also provided answer to the first research question of the thesis. The deduction that was made from the literature review is that, there is an indication that strong leadership and the way in which the leader manages a school, constitute some of the most important dynamics contributing to school effectiveness. Hence, the main themes of the study (leadership and management) provided a foundation of analysing the findings of the research on *priori* basis. Sub-themes of leadership and management were generated from Chapter 2 and 3 of the literature review. Hence, the codes generated from the field-work as a result of interviews, observations and document analysis/review in the effective and ineffective schools were measured against the sub-themes of leadership and management identified in the literature review (see also indicators of school effectiveness in section 2.5).

5.2.2 Individual interviews

Field data were collected through individual interviews with a principal, vice-principal, HOD (SLMT members), a teacher and a student in each of the achieving and under-achieving schools, amounting to a total of ten participants. The researcher used the data from the individual interviews to compare the two schools in terms of how the SLMT members influence school effectiveness, by unfolding their experiences and perceptions of how their leadership and management practices contribute to school effectiveness.

5.2.3 School observations

Observation in the two schools occurred under the following headings: Physical environment of the school and structure of the school buildings, school organisation, policy documents and student academic support. The observations and document analysis/review data served as a tool of triangulation and were used to validate, buttress, corroborate or contradict the data generated from the interviews.

As a result of field-work, the data collected to find answers to the research questions (see research questions in Chapter One, section 1.5) utilized as basis for investigation in this thesis are reported under the following broad headings:

- What the literature informs about school leadership and management dynamics contributing to school effectiveness.
- What the literature informs about classroom leadership and management dynamics contributing to school effectiveness.
- Relationship between the dynamics of school leadership and school effectiveness.
- Relationship between the dynamics of school management and school effectiveness.
- Relationship between the dynamics of classroom leadership and management contributing to school effectiveness.

As a prelude to the analysis of the research questions on the relationship between school leadership and management contributing to school effectiveness, observations in achieving school A and under-achieving school B are presented in the following paragraphs.

5.3 Analysis of field-work: Observation of School A

5.3.1 Introduction

The reason for school observation was to ensure triangulation of information articulated from the interviews, observations and document analysis/review. "Methodological triangulation is the use of multiple methods to study a single problem" (Patton, 2002:247). Observation enables a researcher to draw inferences about the perspectives that could not be obtained through exclusive interview in the field of research (Maxwell, 2005:94). Since observation was one of the main data collection methods in this research, it is necessary that clear pictures of observations in the two schools (A and B) are stated to illuminate the research findings.

The observations made in school A and B were done at uninterrupted and agreed appointment dates with the school principal, during school periods. The school observations were carried out based on the observation schedule of this study (see Appendix 8). The focus of the researcher's observation in school A and B fall under the following categories: School

physical environment and the structure of buildings, school organisation, policy document analysis and students' academic support.

Table 5.1: *Organogram showing data collection methods and SLMT participants in the study*

School observation	School A and B	See Appendix 8
Interview	School A and B	A principal, vice-principal and HOD each
Document analysis/review	School A and B	Teaching and learning Policy document

5.3.2 Observation: School A (achieving school)

Observation of school A is explained based on different headings below.

5.3.2.1 *The physical environment of the school and structure of the school buildings*

School A is situated in an average socio-economic environment consisting of averagely educated families and far from shopping malls or major/main roads. The school environment and buildings are beautified with flowers. The school buildings are designed with adequate hallways, lightening and open spaces, which makes it possible to produce good and adequate air in the school buildings. There was adequacy of openings (windows and doors) in the classroom that allow for cross-ventilation and air quality in the classroom. The classroom furniture (benches and desks) were of very good quality and two students occupied a pair of desk and bench. Each of the school classes contained an average of sixty students.

The administrative buildings and school playgrounds are adequate. The administrative buildings accommodate the school teaching staff, administrative staff and the school SLMT members. Moreover, the school has in stock few teaching aids and resources kept in the principal's office. There is also a well-stocked library and students were spotted reading in the library. Lastly, the school science laboratory is well equipped and maintained, but there were

no modern technological facilities in the school for teaching, except for chalkboards that were cited as the only teaching facilities in the classrooms.

A notice board was also displayed between the corridors of the school principal and vice-principal's office. It contains clearly defined policies regarding students' conduct and disciplinary actions against students on account of behavioural problems. In addition, a bulletin board was sighted near to the school principal's office and the researcher observed students going to the bulletin board to check the information relevant to them. Information such as student and teachers' articles and write-ups, news about a few students' impressive conduct and achievements were displayed on the board.

On stepping into school A at every period of visit, the first experience the researcher gets is that of a quiet and neat environment. No student was ever noticed loitering around during school hours, except during lunch-breaks. The students were neatly dressed (boys and girls). There was no noise in classes where teachers were not occupied for teaching purpose, rather, each student was sighted reading either a book or writing in their notebooks, despite the absence of a teacher in their classroom. This implies that the students are self-disciplined and well behaved. Thus, an impression of a well disciplined and orderly school environment was created by the school.

5.3.2.2 School organisation

The school possesses a school time-table which specifies the time prescribed for every teaching and non-teaching activity during a normal academic school day and week. However, the teaching time-table indicates that the principal teaches 'Accounting' as a subject in the SSS 3 final year class. Teachers, including the vice-principal and the HODs were usually observed teaching according to the school tuition time-table in different classes. Even though the teachers were accommodated in a different administrative building separate from the SLMT, it was observed that there is proper flow of information and messages between the SLMT, teachers and other non-teaching staff, in order to enhance academic activities in the school. This was because official/personal cell phones of the school staff and the school messenger - office assistant - were utilized to disseminate information and messages in the school.

5.3.2.3 Policy documents

The vision statement of school A presented to the researcher by the principal, clearly and summarily states “Leading while other schools follow in terms of academic achievement”. The school policy document (rules and procedures) observed and reviewed summarily stipulates the following:

- The student leader of each class must present a teachers’ attendance log to a teacher for signature before he/she starts teaching them and as soon as the teacher finishes teaching the students.
- Every teacher is accountable to the school principal for his or her teaching and handling of lessons. Therefore, each teacher needs to give a report of what he/she must have experienced in the discharge of his/her teaching at a statutory Curriculum Teaching Meeting (CTM), held once every two weeks.
- The school policy also stipulates that every student leader (class captain) can take complaints to the school principal with respect to a teachers’ performance or non-performance of his or her teaching duties.
- Every student has a right to engage his/her teacher at a tuition-free period during school hours to discuss their misconception about topics taught in the classroom.
- A teacher has no right to impose corporal punishment on a student. An undisciplined student could be requested by his or her teacher to bring his/her parents to the school with respect to issues ascribed to such student, in order to improve the student’s academic achievement. However, such request should be made through the principal or vice-principal.
- Teachers must give notice of five days prior to their absenteeism or unavailability except for emergency and unforeseen absenteeism.
- Students or their parents must give prior notice of their absenteeism from school, due to unforeseen circumstances.
- The school shall focus its management and leadership on acknowledging parents, who are working in partnership with the school towards students’ academic achievement.

The researcher further found that all observed lesson preparation notes of teachers were well documented and up-to-date. The lesson preparation of teachers must also be submitted weekly to the principal for endorsement. However, the lesson notes of the teachers were observed by the researcher to have been well documented and up-to-date. This is because they had been presented for approval and endorsement by the principal and the presentation for approval is usually done at the end of every week.

With regards to punctuality of teachers in the school, late coming records of teachers observed showed that thirteen teachers had been absent from the school within the current academic year - that is, during the period of data collection in this study. The teachers were absent based on prior apology and arrangement with the school principal. Records also indicate that absentee rate of students, although based on prior apologies to the school authorities, was less than forty out of 385 students in an academic term.

The school did not allow the researcher to view its financial set of books or statements based on a claim of privacy. Despite persuasions by the researcher to view any of the financial books/accounts kept by the school, the school principal declines and says: “The financial books are private, however, the manifestation of our financial standing and prudence in the use of our PTA dues (money) is indicated by what you can see on the school grounds as you go around the school.”

The principal further said that, “every parent has been living up to their responsibility by paying their children/wards PTA annual due regularly and promptly”. True to his words, records of PTA attendance and some minutes of the meetings held in the recent months indicated that PTA meetings were adjudged to be well attended and up-to-date after the researcher’s review. The researcher was not however perturbed for not having access to the school’s PTA accounts records, because of his prior knowledge that the school was basically funded by the Lagos State government.

5.3.2.4 Student academic support

There were no particular student academic support staff, but the school subject teachers were always observed to be available at compulsory extra-mural preparatory reading periods, supervising and providing academic supports to the students, between 2 and 4 p.m., that is,

after normal academic school hours. Although the researcher did not witness the school principal teach the students during his period of data collection in the school, but observed that principal's name on teaching roster. In addition, the researcher usually sees few students at the guidance counsellor's office for career discussions and study advice. In the guidance counsellor's office, different career information is visible (pictorial and written). Motivational books were also cited in the guidance counsellors' book-shelves. There was also a display of the official pass record of final year students (SSS) on the guidance counsellor's bulletin board in the office. The bulletin board displayed features academic achievement results between 2007, 2008 and 2009, which stood at 97%, 95% and 98% respectively.

5.3.3 Observation: School B (under-achieving school)

Observation of under-achieving school B is explained based on different headings below.

5.3.3.1 The physical environment of the school and structure of the school buildings

School B is situated in an average socio-economic environment with averagely educated families and far from shopping malls or main roads. Buildings harbouring classrooms and teachers' offices are in good condition and well maintained. Thus, the school environment was always clean during the researcher's visit to the school. Trees and flowers are planted on the school premises. Also, students were usually sighted under the trees which provided shade for them during lunch-breaks and they played on the school grounds.

The school classes are designed with adequate lighting. Each class was occupied by an average of sixty students. There are adequate windows and doors in the classroom which enabled cross-ventilation and the air quality in the classroom. Classroom furniture was adequate with two students occupying a desk and bench. The seats and desks are solidly built, with lockers within the desk.

Although the school did not have modern teaching equipment such as overhead projectors, etc., except for chalkboards, there is a well-equipped and well maintained science laboratory in the school. Based on the researcher's observation, the school library is well stocked with

textbooks and few students were usually spotted reading in the library. A few teaching aids were also observed in the principal's office. A bulletin board was displayed outside the principal and vice-principal's office with information relating to transfers of teachers. Rules and regulations also appeared on the notice board on issues concerning students' bullying and welfare.

Students were observed coming late to school in the morning, while some of them were hanging around the school premises. Students who were late and approaching the school entrance gate (about 30 minutes after the school had settled down for normal classes at 8 a.m.), ran helter skelter in the street and spread out in different directions, on sighting the official car of the school principal. Nevertheless, they went into the school after the principal had driven his car to his office - which is about 100 metres from the classrooms. However, the school security personnel at the gate could not apprehend the students, because they do not have the authority to do so. During the school day the principal normally stays in his office and it seems the he is not even aware of the undisciplined behaviour of students and some of the teachers in the school.

The principal of School B is also not visible in the school. Therefore, it sometimes seems to the researcher that the principal is not really interested in what is going on in the school. In addition, there was usually noise in some classes that teachers were occupied teaching, during the researcher's observations. The extent of the students' noise necessitate teachers who are busy teaching in neighbouring classes appear in those disruptive classes to tell the students to stop making a noise.

5.3.3.2 School Organisation

School possesses a time-table which specifies the time prescribed for every teaching and non-teaching activity within a normal academic school day and week. During one of the researcher's observation visits to the school, a female teacher knocked at the HOD's office to report another male teacher from preventing her to start her teaching period. The reason according to her was that, her colleague normally starts teaching late and therefore uses part of her teaching time to make up his time. This is ostensibly because the teacher gets late to the class for teaching, as it appears to the researcher. It was also observed that there was a proper flow of information and messages between the SLMT and the teachers, despite that

the teachers were accommodated in a different administrative building separate from the SLMT. Communication between the school staff members is usually through official phones and the school messenger (office assistant) was also utilized to disseminate information in the school.

5.3.3.3 School policy documents

School B does not possess a policy document relating to teaching and learning. Also, no school vision statement was cited in any document or elsewhere. The school principal expressed to the researcher that the school does not have a vision of its own, but believes and works in-line with the educational objectives of the Lagos State government, that is, 'getting people educated to become useful citizens for themselves and the country'. In addition, official academic performance records of the final year students for a period of three years 2007, 2008 and 2009, which indicate a pass rate of 25%, 39% and 30% respectively, were presented to the researcher for observation in the principal's office.

The researcher was also not permitted to observe the school's financial set of books or statements, based on a claim of privacy. Despite persuasions by the researcher to view any of the financial set of books on request, the school principal declines and says, "We are sorry, we don't allow anyone from the public to view our financial statements. It is private and personal to us, but we can always make it known to the parents, because they are partners in progress in relation to the school". However, observed records showed low turnout rates of parents at the school's successive Parents Teachers' Association (PTA) past meetings.

With regard to punctuality of teachers in the school, late coming records of teachers showed that 12 teachers were absent during the first term of the academic year. Some of them were absent more than once without any reason. In totality, 71 days of teachers' absenteeism from school have been recorded within the academic term, during the researchers' field-work. According to school principal, the teachers were usually absent based on untenable excuses. Moreover, school records indicate that the absentee rate for all students was 240 days in total, during the same academic term without apologies from the students or parents.

5.3.3.4 Academic support

A guidance counsellor was available to provide career guidance and respond to students questions regarding their choice of career. Throughout the researcher's period of observation in the school, only two students were sighted in the career guidance counsellor's office for career guidance discussions. Moreover, few teachers were sighted supervising students' reading during compulsory extra-mural preparatory reading periods between 2 and 4 p.m. - that is, after normal academic school hours. Hence, many of the students were left alone to make a noise in the classroom rather than reading their books. This is because some of students and teachers had left for their homes, hence, did not bother to observe the compulsory extra-mural preparatory reading periods.

5.3.3.5 Summary of Observations in School A and B

This summary covers the two observed schools - School A and B. As discussed earlier the two sampled schools are exclusively financed by the Lagos State government and they enjoy similar treatment in terms of their physical structure and facilities, including libraries, laboratories, and so on. However, some slight differences and similarities gathered in the field of observation after comparing the two schools are derived from the leadership and management lapses of either of the two schools.

During observation in the two schools, it was concluded that School B's rate of late-coming and loitering during school teaching hours were alarming. The students loitered around their classrooms and buildings, which indicates that they are not well behaved. School A students conduct was impressive. They are punctual in the school and read in their quiet time, implying that they show self-control and discipline towards their studies, compared with School B students. On the other hand, School B students' noise level was usually loud to the extent that teachers in the neighbouring classes usually complain. The teachers constantly go to the disruptive classes to tell the students to keep quiet and stop making noise.

The principal of School A teaches Accounting in the senior students' class as it appears on the teaching roster, unlike School B principal who does not teach any of the school subjects. In School A, it was obvious that academic issues that are beneficial to the students are

pasted on the notice boards, unlike School B, where issues about teachers transfer and students' bullying were mainly pasted on the notice boards. In School A, educational and academic works such as teacher's articles, charts and so on, which are beneficial to the students are pasted on the notice boards.

In addition, School A has an internal policy concerning teaching and learning, including a school vision and a well formulated school policy document, whereas school B does not. School A and B classes did not possess modern teaching facilities, for instance, overhead projectors. In both schools, chalkboards are utilized by the teachers to teach the students. In terms of academic support, School A teaching staff supervises and monitors the students adequately in the compulsory preparatory reading period, compared with School B, where only few teachers and students stay behind to supervise and observe respectively, the compulsory reading period between 2 and 4 p.m. Records indicate that students regularly visit the school guidance counsellors in School A in comparison with School B students.

The financial records of Schools A and B were not disclosed to the researcher. School A principal made it known to the researcher that parents financially support the school and attend PTA meetings regularly, which is not the case in School B. The statement of School A principal regarding the regular payments of PTA fees by parents could be attested to, considering the setting of the school as observed by the researcher.

The next paragraph presents analysis and discussion on how leadership and management sub-themes or indicators contribute to school effectiveness in School A and B.

5.4 Analysis of the relationship between the dynamics of school leadership and school effectiveness (School A and B)

5.4.1 Introduction

The following paragraphs present the analysis and discussion of how leadership dynamics may contribute to school effectiveness. Although the researcher acknowledged that all leadership elements discussed in Chapter 2 may contribute to school effectiveness, but the leadership sub-themes or indicators utilized in this analysis sections seem to have strong

impact on school effectiveness. They are: transformational, moral, visionary and instructional leadership. This analysis is based on the data collected through interviews with SLMT of School A and B (principal, vice-principal and HOD). The researcher however experienced that most of the responses to interview questions offered by SLMT members were similar and almost provided same meaning, hence, the comments of the principals are given paramount consideration in this analysis.

The reason for given paramount attention to the responses of the principals is because, the responsibility of making the school effective rests on the school principals, being the overall leader, manager and chief accounting officer. Thus, the opinions of the vice-principal or HOD of each school are only reported to corroborate or contradict the opinion expressed by the school principal. The observations carried out in the schools were also used to corroborate or contradict the comments of the SLMT responses gathered through the interviews. The SLMT participants were labelled as: Principal - P1; Vice-principal - Vp1 and; Head of Department - HOD1.

5.4.2 School leadership sub-themes

Although the researcher acknowledges that all the leadership models in the literature constitute important elements of leadership. These models, indicators or elements of leadership can be used to measure the leadership behaviour and actions of leaders in the two selected schools, because they contain important elements for successful educational leadership. Notwithstanding that all leadership models and elements discussed in Chapter 2 may contribute to school effectiveness, transformational, moral, visionary and instructional leadership have been selected in this study, because it is assumed that they have appreciable impact on school effectiveness. Even though the managerial leadership model is not included as one of the leadership models contributing to school effectiveness, the importance of the educational leader as a manager cannot be neglected, hence, the school management functions and how they contribute to school effectiveness is discussed in paragraph 5.7.

In furtherance of the reasons for the adoption of the above stated models of leadership in this study, it is important to note that transformational leadership in school focuses on capacity building of the teaching staff, therefore, it results in the motivation of teachers towards

effective academic transformation of the school. The focus of instructional leadership is towards managing teaching and learning, as they constitute the core activities of schools. Moral leadership assumes that the focus of leadership ought to be on the values, beliefs and ethics of the school leaders. Therefore, professional ethics and conduct of teachers also play a major role in school effectiveness; more so, that leadership is also linked to school culture.

Also, visionary leadership has more impact on the leader's task of influencing the school than any other aspects of the teaching job (Love, 1994:122; West-Burnham, 1994:64). Therefore, it is important to point out that the contribution of the above leadership models on school effectiveness depends on the dominant leadership style adopted by the education leader. In the following paragraphs, the four identified and adopted leadership models are utilized in the analysis and discussion of how leadership contribute to school effectiveness.

5.4.3 Analysis and discussion of the interviews to determine the relationship between the dynamics of leadership contributing to school effectiveness in School A

It is important to realize that if the conduct and actions of an educational leader is analysed, the leader will demonstrate to a greater or lesser extent criteria or characteristics of the following leadership models of leadership. That is, transactional, moral, visionary and instructional leadership as indicated by the analysis that follows.

In School A, there is similarity in the expression of the principal, vice-principal and the HOD as regards the transformation of the teachers. Utilizing the expression of the principal and the vice-principal, he stated that the school strives to upgrade its teachers so that they keep abreast with what is happening in their teaching subject areas. He also said, that is done by organising in-house staff development workshops for teachers. The principal also maintained that the workshops enable teachers to keep-up with the latest developments in their teaching subjects, in order to enable them to participate meaningfully in curriculum decision-making within the school and in the ensuing global village.

Hence, the first and notable means of enhancing the development of teachers in School A is through the school principal's invitation of academic and skilled professionals. These

professionals specialize in different academic fields and offer in-house workshops or seminars in the various schools' teaching subject areas. They are invited by School B principal when teachers' development needs are identified. The in-house workshops organized by the school are different from the conventional development workshops offered to schools by the Lagos State Ministry of Education, because they are exclusively organized by School A for its teachers, through the use of internally generated PTA school funds. The principal made the following statement regarding staff development:

"...we believe in... in-house training which we have been giving to our teachers at subject, departmental and administrative levels. We look at how a teacher has been performing in the classroom generally and train him or her about the new development in his or her area of specialization. That is done by inviting professionals from outside through our personal financial efforts as a school. That enables teachers to keep up with developments in the areas of their teaching subjects in the ensuing global village and thus, make them participate meaningfully in curriculum decision making in the school. We normally invite subject and curriculum specialists from outside the school to train our teaching staff so that they can keep up with the latest developments in education and we pay those experts from funds generated through our PTA" P1.

The above captured data indicates strong elements of transformational leadership practice by School A principal. Therefore, a deduction may be made that the principal has a concern for staff development which aims at building the teaching capacity of the teachers. Prompt workshops and seminars to transform teachers in their subject areas appears to be intentionally organized by School A principal, so that student academic achievement may be ensured, hence, school effectiveness. The action of the principal as regards transformation of teachers also confirms Eshbach and Henderson's (2010:16-48) finding that, principals realize the important role that "transformational leadership plays in effectively managing, building and maintaining the role of an instructional leader". Transformation of teachers is usually done, for example, when the principal sets challenging, but attainable goals for the staff, delegate responsibilities and authority; thus, making staff development a high priority in the school (Gerber, et al., 1998:262).

The principal of School A also realizes the principle of the enhancement of the intellectual stimulation of teachers to ensure greater success and efficiency in the school (Harms and Knobloch, 2005:101-124), hence, his effort to further develop teachers. In order to confirm another importance assigned to transformational leadership by School A principal, roles are created in the school for parents and members of the school community, because they are acknowledged as partners and co-producers of student learning. Therefore, School A parents

are active partners in student learning, because PTA fund funds in which they make regular contributions towards and as at when due, is used to invite subject and curriculum specialists from outside the school and; the education department to train and develop the teachers at the school.

In addition, transformational leaders create conditions that support and sustain the performance of teachers in their schools, as well as students. This set of practices acknowledges the importance of learning communities as key contributors to teacher's work and student's learning. Such practices assume that the purpose of organisational culture and structures is to facilitate the work of organisational members and that, the flexibility of structures should match the changing nature of the school's improvement agenda (Day et al., 2000 and Leithwood et al., 1999). Thus, a deduction that may be made from the statement of the principal of School A is that he also demonstrates to a greater extent, elements of transactional leadership.

Furthermore, the comment of the vice-principal and the HOD supports the efforts of the principal as a transformational leader, in making sure teachers are developed at regular intervals. The vice-principal said, there were times when she or the principal organizes in-house training for the teachers as a result of the related personal experiences she or the principal have gained; through some of the teaching subjects' conference/workshop they have attended in the past and which may enhance the teachers' ability in delivering instruction. In the words of the vice-principal:

"We identify teacher training needs through the last training records of teachers in the school, organize in-house training. If the principal or myself as the vice-principals have attended a seminar that may be connected to improvement of teaching, we organize what we call, in-house training for teachers" Vp1.

In expression of the HOD concerning the issue of teacher development is thus:

"...teachers that are given development training are given internal development training, to be able to do their work" HOD1.

From the above expression of School A vice-principal and HOD, it is evident that the SLMT of the school identifies with the vision and goals of the school. It also indicates that they support the principal in his efforts to achieve his goal of building teaching capacity in the school

through team efforts. The vice-principal's comments coincide with Niemann and Kotze (2006:609-642) findings that, strong relationship between a principal's behaviour as regards an inspiration of a shared vision and his/her attempts to enable the staff to act in nurture sociable element in the school culture. As a way of collectively working towards the school vision, the teachers were always observed supervising and supporting the students academically, at the compulsory extra-mural preparatory reading periods between 2 and 4p.m., after normal academic school hours [see 5.3.2.4].

On the issue of morals, the principal, vice-principal and the HOD's explanations were similar. Utilizing the HOD's comment, he said that the principal usually announce to the teachers to always present good ethical and moral behaviour before the students. Teachers are encouraged to be civilized in their relationship with the students and view them as their biological sons and daughters, hence, displaying warmth and consideration in the discharge of their duties. The HOD said that:

"...teachers are being told by the principal that when they teach the students. They (students) should be treated morally correct like their own biological children and in a way that makes teaching and learning excellent. If the teachers have any problem with a particular student, they must treat that student in a morally correct and civilized way"
HOD1.

The HOD's emphasis on the value placed on school morals by the school principal highlights the findings of Easley II (2008:25-38) that principals recognize teachers as professionals and provide them with support through dialogue and focus on the right things. Moreover, the SLMT of School A seems to believe that students should be handled through the exhibition of moral behaviour and professional ethics by teachers, particularly in relation to their teaching duty. That seems to show clearly that the best interest of students is of paramount importance in School A based on the comment of the thus:

"I motivate them (teachers) morally so that they can always do the right thing by going to the class regularly to teach the students as a sign of leadership by example" **P1.**

Moreover, the following comments of the vice-principal points to how teachers' discharge of morality is ensured towards their teaching task. She said:

"I mean how to handle students discipline within the ambit of morality and even on the conducts expected of them as professional teachers..." **Vp 1.**

The SLMT's collective stance on the exhibition of ethical and moral leadership by teachers represents low cost means toward moral leadership and; through the promotion of an environment of fulfilment which supports teacher retention, hence, justifying the fact that moral leadership in excellent schools is based on values, beliefs and ethics and altruistic love (Fry, 2003:693-727; Bush, 2007: 391-406). It is thus clear that the leadership focus of School A principal and SLMT members is based on what is good and what is wrong, because the school principal, vice-principal and HOD's stance on the maintenance of professional teaching ethics and the upright interpersonal relationship between the teachers and students is a means of achieving an open school climate and culture in the school.

The HOD's comment on the issue of moral leadership in School A is further confirmed by a document observed in the school. The document states that every student has a right to engage his/her teacher at a tuition-free period during school hours, in order to discuss issues of teacher's conduct and misconception of the topic being taught in the classroom. The document also specifies that a teacher has no right to impose corporal punishment on a student. Also, undisciplined students are normally requested to bring their parents to the school so that their behaviour can be discussed with them (see 5.3.2.3).

School A principal, vice-principal and HOD's responses to the question of school vision correlate. Hence, the comment of the principal with respect to maintaining standard through the vision of the school is quoted thus:

"Teachers must be kept abreast with what is going on in their teaching subject areas. That is why the school personally updates them, so that they can be able to impact standardized and current knowledge to the students. Our yearly vision helps us to achieve our goals of teaching and learning" P1.

On School A's effort in maintaining a vision, the vice-principal said:

"To keep to the vision of the school, there are so many development trainings, like workshops organized for the teachers by the school so that whatever they don't know, that training will put them... aaa... it will put them on... so that they will be able to know so many things they did not know" Vp 1.

In addition, the following concerns how School B vision if worked towards when the HOD said:

“We encourage teachers to attend development training, because we know that eventually, it will still boils down to help in working towards our vision us as a school”

HOD1.

School A displays a vision for teaching and learning by foremost making sure that teachers are well developed on routine basis in the different subject they teach, because the development, communication and accomplishment of the school’s vision are among the education leader’s most important tasks, thus, leadership has to do much with what is going to happen in the future of the school (Love, 1994:123). Creating a vision for a school is like allowing the principal’s creative imagination to develop an image of what the school would be like, when its potential is fully realized. In addition, vision building is like imagining the end result and vision implementation is doing everything that is necessary to get there, therefore, it is the task of the education leader to accomplish this (Sterling and Davidoff, 2000:89; Love, 1994:124).

School A’s SLMT’s belief that a challenging school vision is a recipe for achieving academic excellence is in harmony with the research findings of Brown and Anafara Jr. (2003:16-34) who indicate that visionary leadership in action involves an initial exploration of possible change areas, discussions and education regarding the issues involved and support, commitment, and ownership. Moreover, the fact that School A principal pursue the school vision through proper development of teachers in new areas of knowledge, particularly in their various teaching subjects demonstrate vision for preparing teachers ahead in their teaching subjects.

The principal, vice-principal and the HOD express similar comments on how they ensure instructional leadership in the school. Making use of the comment of the principal, he emphasized his believes in leadership by example, that is, by setting good example through teaching Accounting in the school. He said:

“I go round to observe teaching in the classrooms and also try to reinforce good teaching attitude of the teachers and look at their interpersonal relationship with students. I also teach one of the subjects. So, when they see me doing that, they won’t have a choice than to be morally upright in discharging their teaching duties appropriately” P1.

The vice-principal also said that she also supervises instructions in the school thus:

“I make sure that they go to class regularly and at the exact period, exact time. I make sure that I go round to see that teaching is going on during teaching periods” VP1.

The HOD’s comment on instructional leadership in the school is indicated as follow:

“I ask teachers to teach with strictness to the scheme of work and occasionally too, I ask for the books of the students to see what is the content coverage of a subject”
HOD1.

It is clear from the above statement that School B principal and other members of the SLMT show concern for instructional effectiveness, by habitually supervising teaching tasks and that indicates that he is visible in the school. Brown and Anafara Jr. (2003:16-34) research findings support the principal and other members of the SLMT leadership behaviour as regards School A’s vision. Thus, the findings portrays that School A principal’s leadership practice embraces active visionary leadership based on the initial exploration of possible change areas, discussions and education regarding the issues involved, support, commitment and ownership. By implication, the enthusiasm of the principal in building on School A’s vision through commitment to the implementation of established school objectives and goals, demonstrates high-performance expectations and; the establishment of a productive school culture.

Above all, School A principal sets example through modeling the best practice, as his name is included in the teaching roster of the school. Although the researcher did not witness the school principal teach the students during his period of data collection in the school, but document indicate his name in the school teaching roster and that indicates the important value placed on instructional leadership by the principal. In addition, the researcher sighted the HOD and the vice-principal of the school teaching the final year students [see 5.3.2.2].

Since there is substantial evidence to indicate School A principal’s visionary ability, Bennis and Nanus (1985) submitted what motivates people are goals that they find compelling and challenging, but still, achievable. Possessing compelling goals allows workers to derive meaning in their tasks and permits them to have a sense of identity within their work environment. This also allows for the identification and articulation of vision, nurturing the acceptance of group goals and the creation of high performance expectations which are often directed towards direction setting.

From the foregoing, School A SLMT has demonstrated elements of instructional leadership and to buttress this, Khan, Ahmad, Ali and ur-Rehman (2011:2668-2678) report in their findings that “school principals are aware of the importance and value of providing professional support and treating staff professionally, thus they expect a high standard of professionalism in return”. Moreover, Bush and Glover (2002:10) stress that the direction of influence process is based on the explanation that instructional leadership focuses on teaching and learning and; on the behaviour of teachers in working with students. Therefore, School A principal’s influence is targeted at students’ learning via teachers. This is because, his emphasis is on the direction and the impact of influence, rather than the influence process itself.

In addition, Southworth (2004:102) states that “leaders are reliant on other people; hence, their ideas are mediated by teachers and other members of staff. In fact, effective leaders indirectly know this and work very carefully on their indirect effects, more so that school leaders have an influence through three related strategies of modeling, monitoring and dialogue (NCSL, 2004). Therefore, teachers observe to make sure that their leaders ‘walk the talks’, because teachers do not follow leaders who do not do what they say.

Furthermore, the regular supervision of teachers exemplifies School A principal as a good model of an instructional leader, because he illustrates what he wants his school to achieve in terms of academic excellence. These findings are also in-line with Ofsted (2003:20) that, there is a strong link between very good monitoring and or better teaching. That is, where monitoring is effective, the quality of teaching is noticeably higher than in schools where monitoring is poor and infrequent.

From the analysis of the interviews with the SLMT of School A, it is clear that that the principal make use of class visits to improve the quality of teaching and learning in the school, which is an illustration of effective instructional and visionary leadership. The instructional and visionary practice of the principal may also have been enhanced based on the transformational and moral leadership practices exhibited by School A SLMT.

In the below paragraphs, interviews with SLMT members of School B is analysed, interpreted and discussed, based on leadership dynamics contributing to school effectiveness.

5.5 An analysis and discussion of the interviews to determine the relationship between the dynamics of leadership contributing to school effectiveness in School B

With reference to professional transformation of teachers in School B, the principal of simply reiterates that it is the sole responsibility of the State government to develop teachers through internal workshops and training, but adds that development workshop or seminars that teachers receive through the Lagos State government is not regular. That is, invitation to staff development workshop or training is dependent on the amount of financial resources the Lagos State government budgets to expend annually on teacher development. In relation to teachers' development in the school, the principal and the vice-principal of school B similarly said:

“Development of teachers is the sole responsibility of the government, through the Ministry of Education and that is the only means of teacher development my school relies on” P2.

On the transformation of teachers through developments, the vice-principal said that:

“Concerning training and teacher developments, the state government undertakes that. They organize that. They organize training from time to time to update the knowledge of the teachers, to refresh their memories of what they have learnt in their former universities and colleges of education, but it is not regular” Vp 2.

In the same hint the HOD stated that:

“The development of teachers however depends on the amount and availability of funds allocated by the government. Because of that, teacher development may be once in a year and in some of the past years, teachers have not been called or invited for in-service training” HOD2.

The comment of School B principal and the SLMT above indicate that they do not demonstrates requisite elements of transformational leadership practice, because they do not make internal efforts to ensure that the school teachers are developed, even if there is no invitation for development workshops from the Lagos State government. Hence, the principal's comment on transformational leadership is contrary to the submissions of Davidoff and Lazarus (1997:153-154) that, the ability of schools to transform themselves is to a great

extent dependent on the quality of leadership in the school. Also, “the commitment to take responsibility frees one from making excuses as to why a negative situation cannot change and allows one to make a real difference to practically any situation Davidoff and Lazarus” (1997:153-154). It is thus evident that School B principal does not personally commit himself to the development of the teachers, as he expects the Lagos State government to exclusively update and develop his teachers in their subjects of teaching.

Moreover, the above reaction of School B principal on teacher development points to the behaviour of a typical leader who is not committed to the transformation of the school. He relies solely on the education department to improve the teaching skills of his staff, hence, his excuse that training and development of teachers ought to be the sole duty of the government towards training teachers in the schools. It also is clear that School B principal is not willing to take responsibility for building the capacity of the school’s staff; or to enhance teachers’ intellectual stimulation so that they can experience a greater sense of efficiency and be successful in their teaching tasks. The principal’s comments on training of teacher in School B may also lead to unmotivated teachers, because there are no opportunities for intellectual stimulation in order that teachers experience a greater sense of efficiency and be successful, as far as the school is concerned.

Moreover, the inability to internally develop teachers by School B’s SLMT may not seem to guarantee up-to-date instructional leadership, because constant training of teachers has a direct relationship on changing instructional practice in order to improve student performance and manage instructional programme (Quinn, 2002:447-467). More so, in the light of the fact that School B does not make internal arrangements to develop its teachers, the school might be faced with no significant challenge for change and greater accountability in terms of teaching and learning or instructional delivery by teachers.

The absence of transformational leadership in School B will thus, lead to the inability of the teachers to benefit from individualized support structures, inability of the teachers to establish and pursue higher school goals and building of school visions (Nahavandi, 2003; Juli and Atmanja, 2005:99-112; Abu-Tineh, et. al., 2008:648-660). Consequently teachers may lack enhanced intellectual stimulation to be successful in experiencing a greater sense of efficiency (Anderson, 2008:8-17), because they lack internal transformation in their specific areas of teaching subjects. The absence of a school vision document [see 5.3.3.3] in School

B, may also buttress the negative behaviour of the principal towards the development of the teachers.

Data collected also makes it obvious that the issue of teachers' moral attitude towards their task is a challenge in School B. Teachers do not seem to take the instructional and administrative aspect of their teaching job serious, as they sometimes refuse to fulfil their teaching obligation as at when due. They also do not promptly turn-in students' score sheets to the school administration. In reaction to the moral attitude of School B teachers towards their teaching tasks, the principal, vice-principal and HOD made identical comments. Quoting the principal, he said:

“Some of the teachers are missing classes without reasonable excuses and some teachers do not always submit the students' examination scores when due. Some of the teachers submit their scores two weeks after the due date of submission, tendering some unconvincing excuses.” If you don't mark, how do you get the scores?” P2.

With a bit of variation in her comment, the vice-principal added that some of those teachers are reported to the Local Education District and sometimes. In addition, the reported teacher's case may move up to the higher level of the Lagos State Ministry of Education, if such teacher's attitude of absenteeism and dereliction of teaching duties continues unabated. She mentions that:

“If a teacher is fond of absenteeism or going late to the class to teach the students, he or she is warned by the principal or the HOD. If he or she is still adamant afterwards, he will be reported to the Government (Ministry of Education), because the behaviour of such a teacher is inimical to the progress of the students, school and the name of the principal” Vp2.

The HOD comments on the moral leadership displayed by teachers in his school as follow:

“... I mean some of teachers for one reason or the other do not complete the teaching of the topic outlined in the syllabus because of one reason or the other” HOD2.

Concerning morals in School B, it is clear from the above interview caption that discipline in the school is weak. The principal does not utilize any disciplinary action against the teachers despite that he is aware that they miss classes without any substantial reason; hence, the teachers do not execute their tasks according to predetermined standards and a set time schedule. Therefore, it is apparent that the principal is not committed to use his authority to

change the situation in the school. Observed school record which shows that 12 teachers are used to absenteeism in School B [see also, 5.2.3.3] buttresses the extent of teachers' immorality in the school. It is thus clear that the leadership of School B does not comply with moral leadership characteristics. Apparently, the moral behaviours of teachers in School B runs contrary to the findings of Brown and Anafara Jr. (2003:16-34) that, based on morals, a school culture is characterized by trust and the belief that teachers are respected and have the power to make their own decisions. Teachers in School B have not utilized the trust and respect bequeathed on them by the school to make morally upright decisions towards the discharge of their teaching duties.

The findings in School B above indicate that there is lack of professional ethics and moral behaviour among teachers towards their teaching tasks and that, teachers are unmotivated and lack dedication probably, because they don't experience transformational leadership through the principal. It also seems that the teachers have a negative attitude towards their work, uncaring and disinterested in what is happening in the school. It is thus clear that there is no power of example present in the school. The consequence of poor discipline, poor coherence, cooperation among teachers and students may also be attributed to little or no attention given to school rules, procedures and policy.

The principal, vice-principal and HOD of school B express that the school does not have a vision of its own, but believes and works in-line with the educational objectives of the Lagos State government. The vision of the Lagos State government is, 'getting people educated to become useful citizens for themselves and the country' [see 5.3.3.3], according School B principal. Hence, the researcher was not presented a policy document relating to teaching and learning in the school. Also, no school vision statement of the school was cited in any document or elsewhere. Utilizing the comments of the principal on school vision, he said:

"Eeee...anyway... We are here to present government policy and if government policy says, this is the direction; you have no choice other than to obey. Therefore, we operate in the school based on government policy objectives and vision of getting the citizens educated in the state" P2.

The vice-principal also comments on the issue of school vision thus:

"The school does not have a policy on teaching, for instance, concerning training and teacher developments, the state government undertakes that" Vp 2.

In addition, when asked about the internal school vision of School B, the HOD said:

“The government only sometimes seeks our inputs in form of suggestions when drafting some curriculum documents, therefore, there is no need for us to have a vision of our own, but our suggestions in the government’s school vision is sometimes incorporated in the State’s school curriculum vision statement” HOD2.

Vision has more impact on the leader’s task of influencing the organisation than any other aspect of this job (Love, 1994:122; Bush and West-Burnham, 1994:64). The development, communication and accomplishment of the school’s vision are among the education leader’s most important tasks. What emerges in School B shows that the absence of visionary indicators of school effectiveness may have been one of the reasons why there is no challenging direction in School B, because teachers and students are not motivated to work for and strive towards the realisation of a common vision or set goals and objectives. In addition, vision provides direction, a challenge, something worthwhile to work for and to strive after, because leadership has much to do with what is going to happen in the future (Love, 1994:123).

The principal, vice-principal and HOD’s comments indicate that their school principal is too busy in his office, hence, could not supervise instructions in the school. Following the comment of the principal, he said that he sometimes instructs the vice-principal to go to the classrooms to see whether the teachers are teaching as at when due. This demonstrates his lack of involvement in the management of the instructional programme in the school. The principal said:

“However, I make sure that I sometimes send the vice-principal to go round and see that teachers are teaching in the classrooms” P2.

The vice-principal reiterates that she supervises the teachers sometimes thus:

“...like I said, the principal sometimes tells me to go round the school to see that the teachers, they attend to their subjects when they have them on the time-table” Vp2.

On his part, the HOD said:

I don't really care to bother myself and supervise the teachers, because there is no guarantee that the teachers will complete all the topics to be taught effectively under my supervision as the HOD. That is, one hundred per cent completion of all the topics
HOD2.

The comment of School A principal and other SLMT members presupposes that instructional leadership aspect of the school is not of primary importance. This is evident by the observation of a few numbers of teachers supervising students, during the compulsory extra-mural preparatory reading periods in School B [see 5.3.3.4]. To this extent, the behaviour of School B teachers and principal is contrary to Southworth (2002:79), who states that instructional leadership is strongly concerned with teaching and learning. Concurrently, Bush and Glover (2002:10)'s definition stresses that "instructional leadership focuses on teaching and learning"; however, the performance of teachers in relation to teaching and learning is disappointing. Therefore, School B principal's influence is not targeted at student learning via the teachers.

School B teachers may feel that the principal is not really interested in what they do and how they do it, because he seems to be uninvolved. It appears that, because the school principal is not teaching any of the school subjects and does not care to supervise teachers during teaching, it may have contributed to teacher's dereliction of their duties. According to NCSL (2004), research indicates that teachers observe their leaders carefully over time in order to test whether their actions are consistent with what they say. If an educational leader does not display leadership by modeling best practices, he might not be respected by teachers, students and parents; hence, he or she may not be able to have a positive influence over their behaviour. Therefore, the fact that School B principal is not involved in the teaching of any of the school subjects may have disabled the teachers in taking instructional aspects of their jobs serious. That may also be based on the evidence that the teachers do not promptly turn in students' examination score sheet as captured in the interview with by School B principal.

A conclusion that could be drawn from the above analysis based on the interviews and observation is that, there is little indication that School B principal complies with the criteria for instructional leadership. This is because little or no effort is made to change instructional practice by means of well-planned teacher development strategies in the school through workshops and seminars. School B is characterized by poor discipline, high percentage of teacher and student absenteeism, poor school climate of teaching and learning, which leads

to poor students' achievement. It also seems that the principal does not have the ability to act firmly against teachers and students who take chances by breaking break school rules. Moreover, School B has no challenging vision or focus related to instructional performance of the teachers. This is because the principal instructs the vice-principal to do class visits in order to ensure teacher performance, rather than being actively involved in instructional supervision.

The following paragraph is a summary of the analysis of findings in School A and B, concerning how leadership contributes to school effectiveness. The summary stems from the interpretation and discussion of comments of individual SLMT participants in each school.

5.6 Summary

It clear from the captured data from the interviews with the members of the of SLMT of School A, as well as the data from the researcher's school observations that an orderly and disciplined school environment which is conducive to the quality of education, is created through School A principal's leadership.

Therefore, the researcher arrives at a conclusion that School A principal and his school leadership and management team members demonstrate strong elements of transformational leadership, because School A is concerned about staff development and the building of teachers' capacity as means of ensuring school effectiveness. To confirm this important element of transformational leadership, the principal creates roles in schools for parents and acknowledges members of the school community as partners and co-producers of student learning. The parents of School A are active partners in student learning. Part of PTA financial dues that are promptly paid by the parents are used to invite subject and curriculum specialists from outside the school to develop teachers. Education ministry officials are also invited to train and develop teachers through workshops and seminars organized within the school.

The school principal and the HODs stance on the maintenance of professional teaching ethics and morally upright interpersonal relationship between the teachers and students, seems to have been emphasised by School A. The emphasis of professional teaching ethics is a means of achieving an open school climate and culture. The principal of School A is a

good model of what he wants to achieve in the school, and he does that by setting positive example, hence, he teaches Accounting at the final year SSS 3 class.

The vision of School A is to be “the leader among schools”. Therefore, in order to achieve the school vision, School A invests in the professional development of their teaching staff. Also School A principal is visible in the school and enthusiastic in building the school’s vision so as to establish the school goals, demonstrate high-performance expectations and create a productive school culture. Above all, he sets an example through modeling of best practice.

Hence, School A SLMT complies with the following criteria for instructional leadership namely: directing relationship on changing instructional practice to improve student performance and management of instructional programme, promotion of a positive school climate and holding an image or a vision of what should be accomplished and; focusing on matters related to instruction and the classroom performance of teachers. On the other hand, the reaction of School B principal and other SLMT members towards instructional leadership typically indicates lack of commitment to the transformation of the school. The school principal relies solely on the Ministry of education to improve the teaching skills of his staff. By implication, he is not willing to take the responsibility of building the capacity of teachers in order to enhance their intellectual stimulation, so that they may be successful and experience a greater sense of efficiency. The lack of intellectual stimulation may also lead to unmotivated teachers in School B, because there may not be opportunities to be successful and experience a greater sense of efficiency by the teachers.

School B principal’s leadership role seems to be a matter of passive status, because discipline in the school is weak. Even though the principal is aware of the fact that teachers are missing classes without reason and that, they do not execute their work according to predetermined standards and a set time schedule; he does not seem to take action against them. Therefore, it seems that he is not committed to use his authority to change situations in the school.

There is a lack of professional ethics and moral behaviour among teachers towards their teaching tasks presumably, because teachers are unmotivated and thus, lack dedication. It also seems that the teachers have a negative attitude towards their work and that, most of them are uncaring and disinterested in what is happening in the school. There is no positive

moral climate in the school. In the overall, the above- problems may be related to the leadership style of School B principal, because teachers watch their leaders to see whether they do as they say. In essence, it is clear that power of example is not present in School B. The teachers in School B may feel that the principal is not really interested in what they do and how they do it, because he seems to be uninvolved. Therefore, little or no attempt is made to establish school rules, procedures and policy; despite the outcome of poor discipline, poor coherence and cooperation among teachers and students.

The principal of School B expressed that school doesn't have a vision of its own, but believes and work in-line with the educational objectives of the Lagos State government, which is, 'getting people educated to become useful citizens for themselves and the country'. Therefore, the researcher did not sight a policy document relating to teaching and learning in the school and a school vision statement was not sighted in any document.

It is however evident in the analysis and discussion above that School B principal does not comply with the criteria of instructional leadership, because little or no effort is made to change instructional practice by means of a well-planned teacher development strategy in the school and he instructs the vice-principal to do class visits to ensure teachers' performance rather than being involved in instructional supervision.

In the next sections, school management sub-themes or indicators contributing to school effectiveness in School A and B are analysed and discussed.

5.7 Analysis of the relationship between the dynamics of school management and school effectiveness (School A and B)

5.7.1 Introduction

The following paragraphs present the analysis, interpretation and discussion of data in School A and B. This is based on the field data from interviews, observations and document retrieved from School A and B. The interviews with the principals, vice-principals and the HODs will be analysed and triangulated with observations and or document analysis/review generated from

the field of data collection. More so, the analysis and discussion of data will be based on the management sub-themes or indicators generated from literature review in Chapter 2.

The management sub-themes or indicators utilized in the following analysis sections are: planning and visualizing, policy making, decision making and problem solving, organizing, delegating, coordinating, control, motivation, communication, establishment of interpersonal relationship, school climate, school culture, school change, school conflict and school-community relationship. However, the researcher experienced that most of the comments on generated from the interviews were similar and almost provided same meaning. Hence, comments of the principals are given paramount consideration in this analysis, because the responsibility of making the school effective rests on the principals. The school principal is also the overall leader, manager and chief accounting officer in the school. However, the opinion of the vice-principal or HOD of each school is reported to corroborate or contradict those expressed by the school principal.

5.7.2 Relationship between the dynamics of school management and school effectiveness (School A)

In relation to planning of the internal school curriculum and subject responsibilities the principal, vice-principal and the HOD said that the SLMT usually meets with all teaching staff of the school, where subjects to be taught by each teacher in the different classes are designated. The subjects are distributed to teachers at the beginning of the school year based on their areas of specialization. That is, teachers who are specialists in specific teaching subjects are assigned classes and the subjects to teach. The principal of School A expressed as follows regarding the curriculum and subject responsibilities of teachers, just as the vice-principal and the HOD's comments were similar. The principal said:

“At the beginning of the academic session... eee... we always have a subject distribution meeting with the teachers. The teachers will be given a copy of the curriculum to be taught after subjects have been allocated and distributed to each of them and that will serve as a plan of ...I mean what they are going to teach throughout the term and the strategies to teach them will be drawn-up by the teachers. They will make sure that they teach all the topics written out from the curriculum throughout the term” P1.

Likewise the school principal, the vice-principal comments on planning of teaching in the school thus:

“We make planning a compulsion so that teachers know the subjects they will teach, normally at the beginning of every academic session” Vp1.

Moreover, the HOD in his statement said:

“We plan at the beginning of the year and distribute to teachers the curriculum subjects and topics they must teach” HOD1.

The following elements of planning could be identified from the above captured data: Planning is done to meet the curriculum needs of the school during an academic year and the curriculum needs that revolve around teaching of the different subjects from SSS 1 to 3 are directed by departmental policy (interpretation of the prescribed curriculum). Hence, in School A one of the most important principles of organisation is that of specialization and division of work. Specialization is the way in which a task is divided into smaller units.

In addition, School A divides large teaching tasks into smaller units or subjects and those subjects are allocated or delegated to individual teachers according to their teaching experiences and skills. In the school, work allocation is communicated during a subject distribution meeting, where teaching staffs’ responsibilities are clarified and spelt out clearly (Van Deventer, 2003:78). The findings of Kung (2008:31-46) also confirms that “when the extra-time and energy demanded by planning and decision-making are balanced by real authority, teachers often report satisfaction and enthusiasm”. Another important aspect concerning how School A deals with planning of academic activities in the school is that, the SLMT ensures that teachers adhere to departmental policy, which stipulates that all the prescribed topics in the syllabus must be taught within a school year. However, the SLMT reiterates that teachers have the authority and the freedom to decide on the most suitable teaching strategies and methods that they prefer to apply in teaching various topics in their subjects.

Therefore, School A principal appears to give planning of academic activities a priority by making sure that subjects are distributed at the beginning of the academic year. This also shows that the focus of School A principal is on effective curriculum delivery and that, the

focus is in-line with the school's vision. The strategies to teach the subjects also indicate that the plans are geared towards the vision of the school which is a wrap-up of the aims and objectives of the school (Love, 1994:123; DeChurch and Hass, 2008:542-568).

Although it seems that teachers are compelled to teach according to the prescribed syllabus, they are allowed to choose the most suitable strategies and methods of teaching in their subjects, the conclusion that may be drawn is that, the responsibility to execute teaching task successfully and the authority to take independent decisions in teaching a subject is allowed in School A. It is also important to note that through the strategic instructional planning employed by School A principal, he sets an example by teaching the final year SSS 3 students the subject of Accounting.

School A principal said that he operates an open door policy on issues regarding teaching and learning. Thus, students and teachers are always welcome to visit him in his office to discuss about any academic issue or problem. He also said that teachers and the students have been made to ascertain and absorb the school policy on teaching. That is, the teachers must always make sure that they teach every topic in a particular syllabus or in every subject. He also said that the teachers must sometimes contact him or the HOD for possible solutions in case any problem arises in relation to teaching those topics they find difficult to understand.

The vice-principal and the HOD's comments are similar to the principal's response on the question of school policy. The principal is quoted below:

"On academic issues, the teachers are aware of the policy on their teaching duties. They must make sure that they teach all the topics in the syllabus before the end of the academic year. That is it a mandatory policy of the school. The policy also indicates that if a teacher has problems as per handling particular topics in his or her subject areas, they should go to the principal, vice-principal or their HODs with such problem. If such cases are brought to me, I probably talk to their HOD maybe he can recommend a better teacher to handle that particular topic" P1.

The vice-principal explains the school policy question in relation to the compulsion of the SLMT to handle the teaching of at least a subject. She said:

"There is a policy in the principal in the school relating to teaching; the principal makes sure that everybody including himself teaches a subject. We go to classes! We go to classes, whether principal or HOD! Even, I make sure that I teach eight periods in a week" Vp1.

The HOD also said that the availability of teaching and learning policy ensures proper teaching and learning in the school. His comment is:

“What you don’t swallow, you cannot vomit, so the school has a policy that everyone including members of the SLMT must teach a subject that they are good in” HOD1.

Provisions of School A policy are clear with respect to how teaching and learning objectives are achieved. The striking provision of the school policy may seem to serve as a stimulus for teachers to comprehensively teach every topic in their subject outline (syllabus) in each academic session. Moreover, every teacher is accountable to the school principal as regards their teaching and handling of lessons. Therefore, each teacher needs to give a report of what he/she must have experienced in the discharge of his/her teaching in a statutory Curriculum Teaching Meeting (CTM), once every two weeks as contained in the school teaching and learning policy [see details, 5.3.2.3].

The statement of the principal as regards school policy reflects the school value system in teaching and learning. The presence of school policy on teaching and learning also signifies guideline to direct the actions and behaviour of teaching and non-teaching staff, students and parents (Prinsloo, 1993:42; Kruger and Van Schalkwyk, 1997:34). By implication, in School A policy is utilized for studying, monitoring and developing the quality of self-evaluation through effective communication, supportive relationships and shared leadership (Vanhoof, et. al., 2009:667-686). Moreover, because principals are usually held accountable for failing to formulate and effect school policy that promotes student achievement (Spillane, White and Stephan, 2009:128-151), School A principal usually requests teachers to approach and seek the his assistance or that of the HOD in solving difficult topics in their subjects.

Every SLMT members in School A said that they believe in collaborative decision making. The principal said that he encourages teachers to get together and take decisions in solving difficult problems in the subject areas, that some teachers are not capable of teaching in the classroom. He further said that he encourages teachers to get closer to one-another, so as to be able to seek clarifications from more experienced teachers who are better in some subjects. In the words of the principal:

“emmm... Just like I have said earlier on, we look at the total package, the departmental level, any area that is difficult, we tell the teachers... the subject teachers that are teaching a particular topic to meet all the specialist teachers in that department, so that they can put heads together to see how they can solve difficult topical problems in any of their subject's areas” P1.

As regards decision-making, the vice-principal also said as follow:

“Decision-making situation in our school is very formal and based on mutual respect and it usually lead to collaboration and cooperation between teachers and SLMT members” Vp1.

Also the HOD's comment corroborates the principal and the vice-principal when she said that:

“When there is a teaching and learning problem, teachers are usually requested to come together, sometimes with the SLMT and take decisions on issues that bothers teaching and learning. In this place, we call it cooperative teaching, where teachers help one another to solve teaching problems” HOD1.

The above comment of School A principal and members of the SLMT implies that the principle of participation in the decision-making process through cooperation and consultation is applied in School A. Therefore, in School A, consultation and participation in the decision-making process by every teacher boosts the quality of decision, variety of decision options, increase in decision acceptance and better understanding of the decision reached (Van Deventer, 2003:98-99). In School A, participation and consultations utilization in decision making may further results in staff motivation, integration and interaction between teachers to promote teamwork (Au, Wright and Botton, 2003:481-498 and Wong, 2009:157-179).

In School A, participative decision-making further promotes teacher leadership, mentoring and collegiality, whereby the more experienced teachers may mentor the less experienced teachers to improve their teaching capacity. It may also bring about collegiality that provides for the participation of teachers in decisions which affect their work lives and other benefits. Hence, the participative practice of School A SLMT results in higher quality of decision-making, greater decision acceptance by participants, greater satisfaction with the decision-making process and a higher level of expansion of decision-making skills (Yukl, 2002:83).

As regards organisation of teaching and learning, the principal explained that the school has a formal time-table used for organizing teaching and learning. He also said that teachers strictly adhere to the time-table, because of a procedure, whereby students' leaders (class

captain) are allowed to alert the teachers whenever they have their subject period (see 5.3.2.3]. Moreover, at the beginning of the academic year, every teacher is assigned to teach each of the classes of students, depending on the teaching subject they specialize in. The view of the principal is similar to that of the vice-principal and HOD. The principal said further:

“At the beginning of the session... eee... we always have a subject distribution meeting, where we decide who and who will teach a particular aspect. That is when we discuss the issue of curriculum handling by teachers” P1.

In his comment to the question to how teaching and learning is organised in the school, the HOD said:

“A teacher must specialize in a particular subject he or she is handling in order to ensure better organization of teaching and learning...That is why I said, area of specialization” HOD1.

Furthermore, on the issue of arrangement of teaching, School A vice-principal also said that the SLMT always ensure that a subject is taught by an alternative qualified teacher in the school. That is, if the actual teacher of the subject is not available due to sickness or because of unforeseen circumstances, a suitable substitute teacher is always available to take the classes. Thus, the teacher who is to teach that subject when such situation arises, would have known about it from the commencement of the academic term. This is to make sure that there is no excuse for not teaching the students that subject on any particular day. Her view is shared by the HOD and similar to the view of the school principal. In the words of the vice-principal:

“There are other teachers who readily know are that they have to take charge of any unavailable teacher’s teaching subject in case of unforeseen circumstance, maybe sickness, leading to the unavailability of that teacher. That is an arranged put in place at the on-set of the academic term” Vp1.

To buttress teaching and learning, School A seems to be well organized as policy is put in place to ensure the presence of a teacher during every teaching period. The policy on teaching stipulates that the student leader (class captain) of each class must present a teachers’ attendance log to a teacher for signature before and after he or she starts teaching them [see 5.3.2.3]. In this case, School A policy also serves as a guideline for the actions and behaviour of the teaching staff. In summary, it may be concluded that the school policy serves as a guide for the management of curriculum and extra-curriculum activities,

administrative decisions and it thus, reflects the school's value system. This means that policy documents and control measures are well planned and available. More so, in School A everyone knows exactly what is expected of him or her, which demonstrates that teachers are obliged to accept responsibility for their teaching duties and prepared to give account to the principal of the school.

School A principal, vice-principal and HOD's expressions regarding the organisation of teaching show the importance placed on teaching in the school. It further indicates that the best interests of the students are paramount in the school. Hence, according to Van Deventer, (2003:150), Van der Merwe (2003:111), Smit and Cronjé (1999:209), in formal organisational structure, responsibility and accountability, clear channels of communication, meaningful distribution of resources, division of labour and the establishment of specialized departments are predetermined, so that experts in various fields can deal with certain tasks, evaluated and the teaching staff are clearly communicated to.

Responses School A vice-principal and the HOD are in-tune with that of the principal as regards delegation of teaching tasks. The principal said that in his absence, all academic duties are delegated to the vice-principal who works with the HODs to ensure that every individual teacher takes responsibility for emergency issues, in case the actual subject teachers teaching those subjects are absent. He further explained that the teachers and the HODs collaborate well with the vice-principal in running the affairs of teaching and learning smoothly. According to the principal:

"Like I said, some teachers stand in place of other teachers who are not available. Also, the vice-principal stands in place of my office to run academic and administrative activities when I am not in the school. Therefore, the vice-principal constantly checks whether the subjects delegated to the teachers are well taught by supervising those teachers, while I am not in the school. Also, the HODs and the teachers work well with her (the vice-principal) on the issue of administering teaching and learning, because the teachers know that vice-principal is capable" P1.

As regards delegation of teaching tasks, the vice-principal concurrently said:

"When some teachers are not ...aaa... some are not...I mean, are not deeply knowledgeable in a particular topic, we now delegate those that know it very well. That specializes...that know that area very well and he will handle that are on behalf of that teacher that has a problem in that particular topic" Vp1.

A conclusion that may be made out of School A principal's statement is that, he is in a relationship of trust with the vice-principal of the school. Thus, he is prepared to delegate challenging tasks to the vice-principal. This appears to be an important motivational technique, because it offers greater potential for achievement and recognition. It may also make the vice-principal feel useful and important; hence, she will be motivated to do more in the school. It further seems that there is good cooperation and coherence between School A SLMT and the rest of the teaching staff. The reason for the cooperation and staff coherence may be due to the fact that everyone is well informed about the vision of the school. Also, the teaching aims, objectives and the policy on teaching in School A are clear and well communicated.

School A SLMT members' views are compatible on the issue of coordination of the curriculum. The principal of School A explained that, because all the final year students write two types of terminal examinations, the syllabus of the two examination body - WAEC and NECO - are synchronized and taught by teachers for proper coordination, so that students may achieve exceptionally well in both examination subjects. The principal's comment on how curriculum is coordinated in the school is presented thus:

"There shouldn't be any topic not taught. We allow teachers to look at the curriculum which concerns what they are teaching, so that they can do proper harmonization of the topics. They must look at the State curriculum and compare it with the Federal curriculum too, and try to synchronize the two" P1.

Also, the vice-principal's comment on coordination of teaching activities is in-line with the principal's view thus:

"Both similar and dissimilar topics in WAEC and NECO syllabuses must be taught by a teacher. Then will be able to pass both and go further to tertiary institutions" Vp1.

With reference to coordination of teaching and learning activities in the school, the HOD similarly said:

"...at times when we discover anything wrong, that is if the teacher is not coordinating his teaching well, we call the teacher's attention, although it's very rare in this school, but occasionally when it occurs, we encourage such teachers (ourselves), especially on area of coverage" HOD1.

Prinsloo (2003:163) states that effective coordination allows for the development of team spirit and promotes team work, ensure cooperation between teachers, ensure that the school policy is uniformly applied; tasks are synchronized performance well and discharged cohesively through warm relationships and the formulation of team spirit to achieve curriculum effectiveness in the school. The comment of the principal concerning coordination of teaching and learning suggests that he is careful, so that the teachers do not leave any of the examination bodies (WAEC and NECO) syllabus topics untaught. Therefore, his aim of synchronizing the teaching objectives of both syllabuses is a demonstration of his serious concern for good student achievement.

The principal, vice-principal and the HOD perform similar duties as gathered from the interviews concerning control of teaching and learning activities in School A. Accordingly, the principal controls teaching in the school by checking the notes of the students against the topics taught by teachers, in order to verify that there is a relationship between what was taught by the teachers and the notes they give to the students in their subjects. In addition, School A principal compares individual students' notes with those of their class-mates within a classroom, in order to confirm the exact topic(s) the teacher has taught the students and also, in comparison with the teacher's lesson notes. Another reason School A principal inspects the notes of the students, is to know whether students are actually copying their subject notes regularly. In the words of the principal, he said:

"I check the notes given to the students by their teachers on topics taught in a subject, in comparison to the lesson notes teachers present as evidence of having taught the students. I have done that today in Class 2A. I also check those of the students' copied notes, that are not...you know, up to the level of others (up-date)... I try to find out why from them. I also look at the quality and quantity of the notes given by the teachers. Also, I check to know whether the teachers regularly turn in their students' results after computation - whether test results or examination results" P1.

The vice-principal also said that she participates in the control of teaching and learning as follows:

"Mmmm... I always always check to make sure that any teacher that handles a particular subject in the classroom; I make sure that that teacher knows and teaches that particular subject very well, because if there is any area that the teacher did not teach well, the students may not understand" Vp1.

School B SLMT may have been utilizing control in the teaching and learning process to ensure for the assessment and regulation of teaching and learning as it progresses, in order to avoid digression from planned school activities (Stoner and Wankel, 1986:574; Allen, 1997:5; Rue and Byers, 2007:327). In addition, control may have been used by School B to measure teachers' progress towards realizing the objectives of the school and in order to allow the school principal to detect deviations from planned activities in time, so as to take corrective action (Van Deventer, 2003:128, Smit and Cronjé, 1999:399; University of Pretoria, 2010:62).

From the above interview caption, it is clear that effective control does not only focus on task completion, but also on the person carrying out the task. Recognition and appreciation can extend the merit system and shortcomings addressed by taking corrective action, which stimulates staff development and; successful task execution accompanied by acknowledgement and appreciation results in a happy school community, where sound relationships can flourish (University of Pretoria, 2010:62). Therefore, the principal of School A believes that controlling the teachers' job performance routinely and inspecting students' volume of work in the class, may help to achieve the set objectives of teaching and learning. Provision is also made in the school policy regarding teaching and learning. The provision entitles a student to engage his/her teachers during a tuition free period and discuss any misconceptions about any part of the topic that has been taught [see 5.3.2.3].

As a means of controlling teaching and learning, punctuality of teachers in the class (on time teaching) was also mentioned in the HOD's comments on controlling of teaching and learning. According to him:

"Teachers will always be in the classroom at the exact time they are supposed to. We also request students to remember to always tell them to sign the attendance notes whenever the teacher comes to an end of his lesson in the class" **HOD1**.

In one of the researcher's routine observations in the school, he coincidentally observed teachers in the principals' office and he gathered that, teachers were in the principal's office ostensibly to ensure that their lesson notes are approved by the principal. Teachers were also observed in different classes, teaching according to the school tuition time-table [see 5.3.2.2]. Thus, it can thus be concluded that the criteria of control in terms of teachers' progress towards realizing the objectives of the school (Van Deventer, 2003:128; Smit and Cronjé,

1999:399; University of Pretoria, 2010:62), is applied and met by School A principal and other members of the SLMT. Regular control in School A also allows the principal to detect deviations from planned activities in time in order to take corrective action (Van Deventer, 2003:128).

On motivation, School A members of SLMT views are similar on how they motivate teachers. According to the principal, the vice-principal or the HOD regularly acknowledges some of the teachers who are outstanding in the performance of their teaching tasks. The principal adds that he also verbally thanks teachers as a way of motivating them and that, he gives deserving teacher awards for excellent teaching annually. This is to make the teachers continue to put more effort in discharging their teaching duties, he adds. In his words:

“I motivate the teachers verbally, through praises to job well done. In the school, I thank and give annual awards for teachers who have done exceptionally well in the performance of their duties. Therefore, I acknowledge their efforts with awards... we all celebrate the end of the year party and teachers eat and drink” P1.

Similarly the vice-principal said that she motivates teachers towards doing their job better. She continues:

“The internal seminars the teachers attend allow them to perform well and better in their classroom teaching and when they do that, I can give them some refreshment, so that they will be able to continue doing well in their teaching” Vp1.

Moreover the HOD adds that his way of motivation of teachers is by vouching for their development when the time arises. He said:

“Moreover, if a teacher shows interest in development and workshop training, I am always ready to vouch for them, hence that motivates more do put in their best at work” HOD1.

The principal of School A uses verbal praises to motivate teachers for a “job well done”, the vice-principal host teachers with refreshment when they attend seminars, while the HOD guarantees and vouch for their participation in development workshops. These may serve as a psychological means of enhancing effective job performance through arousing, energizing, directing, sustaining behaviour and performance of teachers (Shadare and Hammed, 2009:

7-17; Rue and Byers, 2007:58; Harms and Knobloch, 2005:101-124; Fry, 2003:693-727). The annual award for deserving teachers is another means of indicating to teachers that they have achieved, according to the high performance expectations of the School A principal (Van de Grift, et. al., 2006:255-273; Bush, 2007: 391-406). Therefore, in an attempt to motivate teachers towards attaining high academic expectations set by the school, teachers are given the best possible support to ensure quality teaching and learning in the school.

On interpersonal relationship in School A, the comments made by the school principal and other members of the SLMT indicate that they relate positively and well with the teachers. For instance, the principal reiterates that his belief in an open democratic relationship and communication with teachers and students enables the creation of favourable environment for learning. In his words:

“... I believe in good and democratic rapport with my staff. Therefore, there is free flow of communication. Thus, it makes the environment very conducive for learning. There is no autocratic way of doing things here! I believe in democratic ways of doing things. I believe in participatory method; everybody is always put on board through appropriate means of communication feedbacks” P1.

The vice-principal also said this on her inter-personal relationships with the teachers:

“...we let the students know, always that the teachers are theirs and they will always be theirs, as far as they are cooperating and relating well with them and the school SLMT” Vp1.

The HOD's also expression on his relationship with teachers is thus:

“...also, when the teachers have problem in their teaching of a subject, I sympathize with them, mutually work with them and they will know that you are leader who fear God in their relationship with them, they will respect you, because of the interest and respect you have for them” HOD1.

Democratic means of relationship seems to have been embraced in School A, as a means of enabling a free flow of information and communication between the SLMT, teachers and students. In support of the principal's comment; the researcher observed that there was good and proper communication network between the SLMT and; teachers and from one teacher to another teacher. They make also use of official/personal cell phones and the school messenger (office assistant) to disseminate messages in the school [see 5.3.2.2]. The

democratic rapport of the principal encourages participation of teachers and students on issues that affect them (teaching and learning). These findings correspond with Igzar (2008:535-548) that, there is also a significant relationship between leadership and upward communication behaviour and the reflective approach, monitoring approach, problem-solving confidence approach and the planned approach.

Moreover, the positive interpersonal relationship practice of the School B principal with his members of staff coincides with Moye, Henkin and Egley (2005:260-277), who claim that interpersonal relationship has been found to make teachers personally meaningful, thus teachers who have significant autonomy in their work and who feel they have a great deal of influence on what happens in their department indicated higher levels of interpersonal trust. The conclusion therefore is that, in School A's sound interpersonal relationships are established between the principal, members of the SLMT, teachers and students, which concurrently indicates that effective interpersonal relationships between the school principal and teachers positively increase team building trust and openness (Bipath, 2008:84, Abu-Tineh, et. al., 2008:648-660).

Moreover, the SLMT members of School A gave compatible comments on the utilization of communication in resolving academic issues in the school, through establishment of good rapport with the teachers and Students. The principal in particular said that he discusses matters affecting teaching and learning and; any other issue relating to teaching and learning with the teachers and students democratically, when the occasion arises. Using the principal's comments:

"...there is what we call Students' Representative Council (SRC) which is composed of the prefects and senior prefects and also the teachers' forum. So, we rub minds together and we democratically discuss issues giving them problems in their academics and where they need attention. I allow students and teachers to come to me in my office for discussions on issues affecting their teaching and learning. Then, I will know the challenges facing them" P1.

The vice-principal also describes her communication with teachers as being mutual. She said that:

"...I communicate with the teachers in a mutual way, such that they understand better the importance of using teaching aids to make their teaching excellent, because there are some teaching aids in the school" Vp1.

The HOD also describes his format of communication with teacher as a mutual one. He said:

“At times when there is problem relating to teaching of the curriculum, ask teachers of their opinion. Explain this problem to them; fine, you may know a method of solving the problem, but still ask for their opinion” HOD1.

It clear from the above comment that School A principal and other members of the SLMT use communication to inform, command, instruct, assess, influence, persuade, give direction and motivate subordinates, through understanding, appraisal and reactions to a message (Prinsloo, 2003:166; Rue and Byars, 2007:39). Moreover, the emphasis of School A principal the use of two-way communication may have been propelling him to strive to abide by the principle of good management and healthy inter-personal relationship (Igzar, 2008:535-548 and Prinsloo, 2003:172).

In the following paragraphs the role of school climate and culture, the management of change and conflict is discussed, according to the interview captured data in School A.

School A SLMT gave common responses to interview questions relating to their school climate. The principal of school A explained that the students were always learning when they are supposed to, because teachers would always be in their various classes to teach students at the exact tuition time schedule. Moreover, he said that is because students don't have any opportunity to be idle, thereby prompting to make a noise in their classrooms. According to the School A principal, students' orderly behaviour automatically makes the school environment to be quiet and serene. The principal is quoted thus:

“The environment is very quiet, because teachers will always be in the classroom at the exact time they are supposed to. Therefore, there is no room for the students to make noise, because they are occupied all the time and when they are not, they are busy reading their books. Also, the teachers respect themselves and that is why I respect them too, because they are very serious in the discharge of their teaching duties” P1.

The vice-principal also said that School B environment is conducive for learning. She made a remark as follows:

“...because the classrooms are conducive as you can see for yourself, immediately after the assembly in the morning, the SLMT makes sure that students settle in their classes” Vp1.

The HOD said that the established facilities and material availability in the school enable teaching and learning to go on smoothly. He further said:

“This is however possible, because the climate of the school in terms of its enabling environment has been making it possible for a teacher like me and likewise other teacher to be able to discharge our teaching tasks as everything in terms of facilities are established” **HOD1**.

In confirmation of the principal’s and other members of the SLMT’s comment above, the quietness and serenity of the school environment were observed by the researcher on every occasion of his visit to the school for data collection. Also, no student was noticed loitering during school hours. In addition, there was no noise in classes which teachers had not occupied for teaching [see 5.3.2.1].

According to Gruenert (2008:57); Owens (2001:145), school climate, ethos or spirit; represent the attitude of the school and the collective mood or morale of teachers. A happy teacher is considered a better teacher in terms of his or her attitude, thus School A’s milieu appears to have created a positive school climate which influences the quality of instruction, because of whole school positive environment. School A SLMT empathy may have also made teachers feel supported and cared for; influence and render their unbearable feelings more bearable, makes them feel understood, valued, their needs satisfied and creates a moral climate in the school (Toremen, Ekinci, and Karakus, 2006:490-499). The empathy displayed by School A SLMT may have significantly assisted in establishing a relationship between the school principal, teachers and students (Tharp, 2006:1-20; Rhodes, Camic, Milburn and Lowe, 2009:25-35).

In furtherance of discussion on School A climate, it is clear from the above captured data that the principal of School A, makes great efforts to establish sound interpersonal relationship with staff and students. According to the school observations by the researcher, the school terrain and buildings are well maintained [see 5.3.2.1]. Although the latest educational technology such as overhead projectors, data projectors etc., are not available in the school, yet, teachers make success of what they have. Provision is also made in the school policy for tutorial interventions in the form of student academic support [see 5.3.2.4]. Data observation caption on School A climate above, corresponds with Khan, Ahmad, Ali and ur-Rehman’s (2011:2668-2678) submissions that, school principals are not solely responsible for the outstanding educational outcomes, but their leadership have been found an inevitable factor in producing the environment where these outcomes occur.

More so, according to the captured data, it is clear that the organisational structure of School A is used by the principal to delegate tasks, responsibilities and the authority to take independent decisions within the broad guidelines of departmental and school policy. It is also clear that two-way communication is encouraged and; there is a simultaneous downwards and upwards flows of information and ideas in the school. More so, participation in decision-making process is encouraged between the principal, teachers and the Student Representative Council (SRC) as a result of the positive climate in School A.

Even though School A is situated in a poor socio-economic environment, students are motivated to learn and teachers are motivated to teach. The school milieu is characterized by harmonious interpersonal relationships based on respect for one-another. In addition, the principal is a democratic leader who encourages participation in the decision-making process and two-way communication towards discussion of teaching and learning. It is therefore clear and School A SLMT does not compromise on the quality of teaching in the classrooms. The characteristic of the entire school physical features [see 5.3.2.1], the school principal and other members of the SLMT practices mean well for School A climate.

School A principal, vice-principal and HOD's comments reveal elements of leadership by example. Hence, in portraying teaching culture of School A, the principal said that he teaches a subject (Accounting) in the final year class. He further said that the reason he does that is to prove to the teachers and the HODs that he is someone who displays leadership by example and not just say it. School A HOD also said that the principal encourages the vice-principal, HODs and teachers to do their best at work through hard work. He particularly made reference to the newly posted teachers in the school. The comment of the principal as regards his effort to create a culture of teaching and learning in School A is stated as follow:

“As a leader, I also teach one of the subjects. The subject I teach is Accounting. So when other members of the SLMT and the teachers see me going to the class, it is an encouragement to them. That, after all, the principal is going to the class to teach. So, it is that eee... my exhibition of leadership by example that makes them to imbibe more, the culture of hard work” P1.

The vice-principal said the following as regards the culture of teaching in the school:

“...I go round and see that the students are settled down in the classes, and however, they don't sitting down idle because you will always find a teacher in their class” Vp1.

On the issue of school culture of teaching and learning, the HOD also said that:

“...historically, this school is known for hard work. All the teachers that are coming to join us in this school also imbibe that same culture, because the principal is going to continue to emphasise it to the newcomer teachers that our school is known for academic excellence and therefore, no lazy attitude towards job performance is tolerated. That is why from the top (principal) to the level of the HODs, we don't see ourselves as superior, we lead by example as always said by the school principal. The principal also teaches the students” HOD1.

Although the researcher did not witness the school principal teach the students during his period of data collection in the school, but the HOD and the vice-principal of the school were sighted teaching the final year students specific and different school subjects – English Language and Biology respectively [See 5.3.2.4]. However, the conclusions that could be drawn from the data analysed above are: the culture of School A is based on values such as accountability and respect for one-another, high academic expectations are set, but teachers and students are well supported to achieve the set academic aims and objectives. It is also obvious from the researcher's observations and from the captured data that teachers adhere to a strict professional code of conduct; hence, students are happy to adhere to the school code of conduct in ensuring a disciplined school environment, which is conducive to quality teaching and learning.

The mutual respect between the students and the teachers could have resulted from a feeling of being supported and cared for by the principal, which might have also influenced and rendered teachers and students' unbearable feelings more bearable and makes them feel understood, valued, satisfied their needs and created a moral climate in the school (Toremen, Ekinci and Karakus, 2006:490-499), hence, Price (2011:1-47) found that principals' relationships with their teachers affect both the principal's and teachers' fulfilment, cohesion, and commitment levels, which sequentially affects school climate.

There also seem to be zero tolerance on the exhibition of laziness towards teaching and learning in School A and that attests to the culture of teaching maintained in the school. The teaching of one of the school subjects by the principal creates a culture of teaching, in which teachers are prepared to go “the extra mile” to achieve effectiveness in their practices (Barker, 2003:21-43). This also implies School A principal works on long-term cultural goals in order to strengthen the learning environment, thus, student achievement in order to promote a healthy and sound school culture which relates strongly to increased student achievement (Tondeur, Devos, Houtte, van Braak and Valcke, 2009:223-235; Macneil, et. al., (2009:73-84).

The management of change is analysed with respect to management of “curriculum change” in the school. School A vice-principal and HOD’s comments were similar to the principal’s explanations, and it shows that the entire staffs of the school mandatorily work with the directives of the government towards teaching and learning. The principal said:

“We are here to present government policy and if government policy says, this is the direction; you have to no choice other than to obey. I always persuade the teachers to do as the government as directed even though they have no choice. Therefore, we operate in the school based on government policy objectives of getting the citizens educated in the state” P1.

The vice-principals’ comment on the management of change as regards the school curriculum is thus:

“As the vice-principal, the teachers do not have power to uphold what they always want against any curriculum change made by the government, because they don’t have any power or influence to make any curriculum change but, to make sure that the teachers follow government’s curriculum change to the letter” Vp1.

Nevertheless, the HOD’s response was also similar to that of the principal and the vice-principal, but in a yielding voice. He stresses that he persuades his teaching colleagues to accept curriculum changes that emanate from the government and assures them that they will gradually get used to such changes. The HOD said:

“Well! You know, it is difficult for people to quickly adapt to change and of course, teachers are sometimes slow to accept such changes based on the excuses. What I do is to encourage my colleagues who are teachers to gradually adapt to such changes. They don’t like changes, especially if it does not benefit them in any way or not simple for them to learn or implement” HOD1.

School A principal and the HOD seemingly reiterated that, because the teachers teach on behalf of the government to educate the students, hence, they have no choice than to automatically adhere and comply with any change that the government introduces in the school. Therefore, the HOD also tries to persuade other teachers to accept changes, which are meant to enhance teaching and learning. Moreover, the persuasions of the principal that teachers to adhere to introduced change in the school teaching task, may be based on the premise that school principals serve as change agents to transform and develop the teaching/learning culture (Fullan, 2009:9-20), therefore, there must be cooperation between the principal and teachers. The more teachers are made to participate in initiating roles in

school change, the more positive they felt about the change and the more willing they were to seriously engage in future change (Swanepoel, 2008:461-474).

Although School A principal's response to the question on the management of change in the school seems to be negative, but if the leadership and management actions and conduct of the principal and other SLMT members of the School A, concerning cushioning the effect of change are to be judged, the following conclusion may be drawn: An outstanding characteristic of the principal of School A is his efforts to ensure continuous staff development and to build the teaching capacity in the school. He is a transformational and instructional leader with a challenging vision for the school; he places emphasis on new knowledge, teaching skills and competencies. Also, the vice-principal, HOD, and other teaching staff members are willing to share their experiences, knowledge with one-another and are motivated to work together as a team, towards improving teaching and learning in School A.

Although the staff members of School A seems to be negative towards change introduced by the government, nevertheless, the previous discussion paragraphs on school climate and culture, which concern the creation of a productive, open school climate and culture may further explain the reasons for the high-quality cooperation between the teaching staff and the SLMT in achieving high academic standards.

Another important characteristic of School A towards indicating a positive teaching and learning culture is that, it possesses a clear policy on teaching and learning. The principal ensures control of the work of teachers and students, according to predetermined set standards. By implication, the work of teachers and students are evaluated against set standards. Therefore, a conclusion maybe made that a culture of evaluation is created in School A. Furthermore, School A principal is willing to delegate challenging tasks to the vice-principal and the HODs. That is one of the ways in which he develops leaders in the school and to spread leadership throughout the school organisation.

School A SLMT resolution of teacher-students' conflict in relation to teaching and learning is by seeking the teacher or students' narrative at different time and space. The principal said that he investigates the cause of conflict between the students and a teacher; or a teacher and another teacher. He continued by saying that the conflicting parties are afterwards called

together for an amicable solution to the problem, that is, after hearing their side of the stories that led to the conflict. The principal explained thus:

“When there is a problem relating to the students’ dissatisfaction with the teacher’s lesson delivery in the class, I will invite the teacher and the students at separate occasions and sit the conflicting party down in my office. I ask what the problem is and how the conflict about his teaching can be resolved with the students. I resolve conflict same the way between teachers, in relation to teacher disagreement on issues of curriculum handling” P1.

The vice-principal’s comment on teaching and learning conflict resolution between teachers and students is thus:

“You know...the students, they can challenge a teacher in the class if he or she does not know what he or she wants teach them very well and when they do so, we resolve such conflict by asking the teachers what the problem was. Afterwards, the teachers that fits some areas of the topics very well are allowed to teach such topics so that there won’t be any conflict in that class” Vp1.

In addition the HOD comments that he resolves student teacher conflict by

“Students at times, they want to show the teacher they have arrived, because they want to show that they know. So you see teachers-students clashes most of the time and it is being resolved internally, especially when it has to do with the curriculum. Hence, the principal and the HOD find a solution either to put another person in that class or to re-orientate the teachers and also talk to the student” HOD1.

It appears that School A principal and other SLMT members believe in resolving instructional conflict between students and teachers through democratic resolution and fairness. The teaching and learning policy document also stipulates that every student leader (class captain) can take complaints to the school principal with respect to the teachers’ performance and/or non-performance of his or her teaching duties [see 5.3.2.3]. Therefore, it is clear that School A principal’s approach to the resolution of conflict is through compromise and confrontation for prompt solution of grievances, in order to resolve issues of conflict arising from of teaching and learning (Rue and Byars, 2007:262-264).

The reactions of School A SLMT to the question of parental involvement in the school are of identical patterns. Utilizing the comment of the principal, he said that parents regularly attend PTA meetings, where issues concerning the students’ academic progress are regularly

discussed. He further stated that parents are always willing to come to the school to receive information about their children's general performance in school, anytime they are requested to. He responds to the issue of parental participation in the school thus:

"We are happy that our parents are always available when we invite them so that they can be briefed about their children's academic performance. We always make sure that they are briefed about their children's' academic performance in the school; so that they can know how to monitor them at the home. This is because making policies and taking decisions in relation to students' academics have to be done cooperatively with the parents" P1.

The vice-principal also made a similar comment on her school's relationship with the parent-community. She said:

"...apart from the Parents Teachers' Association (PTA) meeting where we brief parents about their children's' academic performance. They are good parents in partnership" Vp1.

In a similar vein, the HOD made the following comment on the school's effort in partnering with the school-community to enhance teaching and learning. He said:

"We enjoy the cooperation of the parents of our students in this school, because they always attend the Parents Teachers' Association (PTA) meeting when we invite them. We update them about the performance of their children and advise them on how they can assist us to join hands in teaching these children, because we see them as our children too" HOD1.

Parental involvement in students' learning seems to have been given a high priority in School A, based on the establishment of cooperation between the school SLMT and the parents. This is not surprising to the researcher as the school teaching and learning policy states that it will focus its management and leadership on acknowledging parents, who are working in partnership with the school towards the students' academic achievement [see 5.3.2.3]. It is also clear that the parents of School A are active partners in student learning. This is because PTA money regularly paid by them is used to invite subject and curriculum specialists from educational organisations outside the school to train and develop the teachers within the school.

The principal refused to allow the researcher access to the school financial records, because he said that the financial statements of the school are private, hence, it was not revealed to

the researcher. He continued by saying that, the manifestation of the school's financial standing and prudence in the use of PTA dues (money), is indicated by what the researcher could see on the school grounds when going all-over the school. The principal further said that "every parent has been living up to their responsibility by paying their children/wards PTA annual due regularly and promptly". True to his words of the principal, records of PTA attendance and some minutes of the meetings held in the past indicated that PTA meetings were adjudged to be well attended and up-to-date [see 5.3.2.3].

The prompt involvement of parents by School A principal is a means of engaging the parent-community to support the learning climate, winning the trust and respect of the parent-community, valuing the contribution of parents, trusting them and accepting them as equal partners of the school in order to sustain the dependence of the school on the goodwill of their parent-community (Nieuwenhuis and Potvin, 2005).

In the next paragraphs the captured data of the interviews with the principal, vice-principal and HODs in School B are measured against the identified management sub-themes contributing to school effectiveness. They are further analysed and discussed.

5.8 Relationship between the dynamics of school management and school effectiveness (School B)

On planning of teaching, the principal of School B and other SLMT members are unanimous as they emphasized that curriculum forms the essence of teaching and learning in the school. The principal adds that the school SLMT distributes subjects amongst teachers at the beginning of the academic year. In that meeting, the SLMT members normally discuss with the teachers on how to teach the topics prescribed by the official curriculum, for the benefit of all students. Every School B SLMT members provided similar responses to the question of planning of the curriculum. Taking the principal's view on curriculum planning, he said:

"At the beginning of every year, there is always a meeting to discuss the distribution of classes and subjects to be taught by each teacher. We also discuss about how best to deliver the curriculum to the students. You see... that one does not need much explanation, because when you talk of secondary schools generally, one basic thing that you have to perform as a function is to make sure that you plan to teach and teach and when you teach, you don't teach in isolation of the curriculum or syllabus"

P2.

The vice-principals' explains the mandatory nature of planning of teaching and learning thus:

“...We make planning a compulsion so that teachers know the subjects they will teach, normally at the beginning of every academic session” **Vp 2.**

In addition, the HOD also explains the practice of planning of teaching in the school as follow:

“The school plans...each teacher will have the opportunity to know which class and subjects to teach so that individual teachers do not have conflict of job responsibilities during the academic session” **HOD2.**

From the comments of the principal and members of the SLMT, it appears that planning of academic issues is given priority, thereby making sure that teaching subjects are distributed at the beginning of the academic session. Teachers are also encouraged to strategically plan on how to teach the topics in the syllabus, so that the content of the topics are taught within the context of the subject syllabus.

The realisation of the school's vision and the achievement of predetermined aims and objectives is through the means of effective planning, policy making or implementation, decision-making, problem-solving, organising, delegating, coordinating and control. Planning which is a foremost responsibility of an organisation should thus, focuses on effective and successful task execution. In other words, planning is concerned with the extent to which a leader fulfils his or her task of achieving a particular set aim and objectives. Hence, School B principal as an education manager ensures that subordinates (teachers) “define tasks in accordance with predetermined standards and also ensures that the predetermined aims and objectives are achieved according to a set time schedule” (University of Pretoria, 2010:42).

The principal, vice-principal and HOD of School B express that their school policy on teaching and learning is unwritten. Also, comment of the vice-principal points to the fact that although students' assessment is unwritten, but assessment of students' learning is carried out on bi-weekly basis. She also said that teachers and the students are always verbally told about how issues are to be dealt with as regards effective learning. The students and the teachers are also tasked to know off-hand, the school policy on teaching and; teachers must know that

every topic in a particular subject syllabus has to be taught. She however stated that some of the teachers do not turn-in their score promptly. She further explained that:

“The teachers and the students should imbibe the school policies which are always pronounced verbally by some SLMT members and they must know them by naturally. For example, an unwritten policy for teachers is that, must be continuous assessments for students on each subject every fortnight. However, some teachers do not turn in their scores regularly, because of the excuse of the strain of marking and recording students’ scripts” Vp2.

The principal also reiterates that the school has no written policy of its own. He said:

“The school does not have any teaching and learning policy. For instance, concerning training and teacher developments, the state government undertakes that...” P2.

The HOD’s view on internal school policy is:

“All policy emanates from the government, for instance, the eradication of corporal punishment policy. That is, the total eradication of corporal punishment of student in order to ensure discipline. Apart from that, an unwritten policy is that there must be continuous assessments for students on each subject every forth-night” HOD2.

The researcher presupposes that, because School B assessment policy is not officially documented, teachers may not attach much regard to it. When the researcher requested for the school policy on teaching and learning for the purpose of review, the principal said: “here, there is no written policy on teaching and learning” [see 5.3.3.3].

On school policy question, the vice-principal appears to suggest that the teachers’ complaint on the stress of marking and submitting the bi-weekly assessment scores is one of the reasons some of the teachers are not complying with the assessment policy. This is because officially documented and well-thought-out and soundly formulated school rules, procedures and policy serve as a detailed plan for school management. School rules and procedures ensure that everybody knows what to do, when to do it and how to do it, especially where it concerns programmed or routine decisions (Prinsloo, 1993:42; Kruger and Van Schalkwyk, 1997:34).

Policy consists of guidelines which should be used to guide education leaders in the decision-making process. In the absence of a written policy in School B, teachers may not have the authority to make decisions within the broad guidelines of school and departmental policy

(University of Pretoria, 2010: 49). It is thus clear that there is no vision to provide direction to teachers, students and parents, since there is no written policy regarding teaching and learning which portrays School B school vision towards teaching and learning. More so, it implies that School B does not have something worthwhile to work for and strive after (Sterling and Davidoff, 2000:89). Therefore, in School B teachers and parents may not be able to take ownership and common responsibility for the successful realization of the set aims and objectives of the school, because school rules and procedures enables everybody to know what to do, when to do it and how to do it, especially where it concerns programmes or routine decisions (University of Pretoria, 2010:49).

School B SLMT seems to follow an autocratic approach of leadership and management. It further seems that the principal of School B makes all the decisions and the staff members have to follow his instructions. The findings regarding lack of policy in School B corresponds with the findings of Legotlo, Maaga, Sebego, van der Westhuizen, Mosoge, Nieuwoudt and Steyn (2003:113-118) who indicate that “some schools did not have clear policies relating to the instructional programme; such as classroom visits, homework policy, comprehensive subject policies that included policy on assessment and computation of final examination marks”.

If the management actions and conduct of the principal of School B are measured against the criteria of school policy, it is evidently clear that the school does not meet the requirements of policy-making. This means that other management functions, like planning, decision-making or problem-solving, which are undertaken in School B may not have a sound foundation, because Planning should always take place within the limits of the school's policy (Buchel, 1993:3). In a school without written policy, teachers and students are likely to easily develop feelings of insecurity and frustration. It might also lead to a situation where the principal may change the school rules, as it pleases him or her without consultation with the school stakeholders. Without school policy, it may also be impossible for members of the SLMT or teachers to take any independent decision. This is because there are no written guidelines in the school, according to which they may base their decisions upon.

The principal, vice-principal and HOD's comments on how decisions are made in their school corroborate. They said that in an attempt to solve problem(s) in the school, decisions are made between the school SLMT and the teachers on issues that bothered on teaching by

teachers. There and then at the meetings, the principal said that he advises teachers on how to carry-on with the students, despite the problems they face with them in the classroom during teaching and learning. Thus, the comment of School B principal as regards decision-making is similar to the comments of the other members of the SLMT. The principal comments thus:

“We meet possibly twice or with the teachers every term, including the vice-principal and the teachers and; much of subjects’ issues are discussed. There, teachers who discuss activities or issues relating to their teachings like some of the problems they have with the students. There and then, directives are given by me in relation to how to achieve progress in their individual subjects, because while I was a teacher like them, was an all-rounder” P2.

In a similar opinion concerning decision-making in the school, the vice-principal said:

“The practice of taking decision as regards teaching and learning in the school is that, the principal of the HOD or all the teachers that are... that are in that subject area can meet together, discuss and take decision on their behalf on what can be done to teach topics that teachers find difficult to teach” Vp2.

The HOD’s expression as regards decision-making when he said:

“The teachers’ obligation in the school is to teach the students and make them understand whatever subject is being taught, and where there is several corrections that has been made and the teacher refuses to adhere I recommend to the school authorities to replace such teacher, otherwise he becomes a burden to students” HOD2.

Instead of School B principal to collectively decide with teachers on what may possibly be done about the problems concerning teaching and learning, he seems to be a “know all” that dictates solutions to teachers, regarding how to go about their teaching problems in the classrooms. The principal does not believe that consultation with and participation of teachers and other members of staff, students and parents in decision-making process, boosts the quality of decisions, variety of decision options, increases in decision acceptance and better understanding of the decision reached (Van Deventer, 2003:98-99).

As regards organizing of teaching and learning, School A principal and HOD made similar responses concerning the organizing of teachers according to their specializations, whereas the vice-principal comment revolves around the issue of organising extra-mural classes. The

principal explained that the school has a formal time-table for teaching and learning and teachers strictly adhere to it. He said further that at the beginning of the academic year, every teacher is assigned to teach each of the classes of students, depending on the subject he or she specializes in. That is, the principal makes sure that every specialized teacher is designated to teach a subject that he or she obtained a degree in. According to the principal:

“Somebody who read English Language in the University, when he gets to secondary level, one would expect that he would have acquired enough knowledge that will guide him to know how to handle that subject. So, such a teacher is designated to teach English Language in the school or other related subjects like Literature in English. You understand me!” P2.

The vice-principal's comment bothers on the organisation of after-school classes. The vice-principal said that School B ensures that students stay behind to study during the preparatory studying periods, that is, the period between 2:30 and 3:30 p.m. where every student is supposed to be reading. She further said that the preparatory studying period spans from Mondays to Fridays, after the normal school teaching hours. In the words of the vice-principal:

“From 2:30 to 3:00, they are expected to stay in their class again to observe the afternoon reading preparation where they will have to read what the teachers taught them before they are finally released to go home and close for the day” Vp2.

The HOD'S comment to organization of teaching and learning is:

“The school organizes curriculum issues purposely to orientate both long serving teachers and new teachers in the teaching field about teaching responsibilities” HOD2.

Organising is obviously openly and directly concerned with the coordination of the school tasks and it indicates structure of work coordination (Smit and Cronjé, 1999:209). That is, what and how work should be done and divided? Which tasks must be grouped together and synchronized and how should the work be done? School B principal's comment indicates the organizing of teachers based on the subjects they specialize in, while the vice-principal's comment indicates the importance of organizing students study after the normal school hours.

The above caption indicates that School B places value on teaching and learning in the school. That is, School B stipulates that teachers' task must be grouped together and synchronized and how they should be done. Hence, the building of a structure of

responsibility, accountability, clear channels of communication, meaningful distribution of resources, division of labour and the establishment of specialized departments, so that experts in various fields can deal with certain tasks and be evaluated (Van Deventer, 2003:150, Van der Merwe, 2003:111; Smit and Cronjé, 1999:209).

Though, it seems that due the autocratic leadership approach of the principal of School B, the responsibility to execute task successfully is delegated to the teaching staff without the authority to make their own decisions, within the broad guidelines of the education policy of the Lagos State government. Another perturbing factor is that, School B principal believes that if a teacher is a graduate in a particular subject of study, he or she automatically ought to have had sufficient knowledge to teach the subject in which he or she had specialized. This finding corroborates Van Deventer, 2003:118; Viljoen and Möller, 1992:151; Smit and Cronjé, 1999:249), that teacher delegates are also entitled to be accountable for all implementation activities because they are capable of the delegated teaching duties.

In response to the issue of delegation in the school, School B SLMT members' comments are similar. Because the vice-principal is sometimes delegated by the principal to delegate subjects on occasions, hence, the vice-principal said that she delegates a subject to a teacher (available qualified teacher), when the real teacher in charge of the subject is not available. She however said that the substitute teacher sometimes may not teach the subject to the level of students' adequate understanding, because of a change in the teacher's method of teaching, compared with the original teacher of the subject. In her words:

"Yes! I assign the subject to the available qualified teacher when the actual teacher teaching the subject is not available, but sometimes the newly assigned teacher does not do the teaching appropriately probably, because of change in the methods or for whatever reason and the students never report this. I, the vice-principal or the HOD will never know this until after the students have failed in that subject" Vp2.

The HOD's comment on how he delegates teaching among teachers is put this way:

"All curriculum topics that must be taught are attended to as regards all subjects in the school. That is, all subject's topic must be taught. So, the teacher delegatee or acting teacher takes over the subject of the actual teacher and continues teaching the rest of the topic where the actual teacher stops and I am sure that he or she will teach the subject well without monitoring" HOD2.

The vice-principal of School B gave the impression that teachers do not sometimes handle delegated subjects well. She further said that it is usually discovered that delegated subject was not well taught to the students, only after they have already failed in that subject. In essence, the vice-principal does not follow-up the accomplishments of a teacher delegatee. Therefore, if the management actions of School B principal and the other SLMT members are measured against the criteria of effective delegating, it may be deduced that only the responsibility to execute tasks successfully are delegated to teachers, without adequate monitoring of the teacher's satisfactory execution of the task. It further seems that the principles of willingness, ability and competence are not always taken into consideration when a task is delegated in School B.

On the coordination of teaching task, members of School B SLMT made similar comments relating to the fact that, teachers are always made to coordinate the two syllabuses of WAEC and NECO. That is, to make sure that every topic that appears in the WAEC and NECO syllabi are synchronized and taught by the teachers handling every subject, so that the students may achieve excellently well in both examination subjects. In the words of the principal:

"I make sure that the HOD coordinates the subject teacher's activities so that they do not leave any of the topics in the WAEC or NECO syllabus untaught during the academic year. Therefore, the students will not complain of not being taught about some of the topics that appear in the examination" P2.

The vice-principal also made a similar comment on how teaching subjects are coordinated in the school. She expresses that:

"You know...through coordination, we make sure that we complete the topics in the curriculum because they take care of questions that may come out in both of the national examinations – WAEC and NECO" Vp2.

The HOD also said the following, concerning how coordination of teaching and learning is handled by him:

"I advise teachers to rotate their teaching according to their areas of specialization, because every topic in the NECO and WAEC must be taught in preparation for the final year WAEC and NECO examinations" HOD2.

The principal and other members of the SLMT assume that, because he mandates teachers to coordinate both syllabi - WAEC and NECO - the teachers will be better prepared the students for the final year terminal examination, since both syllabi are important to prepare the students for the final year examinations, hence, Van Deventer and Kruger (2003:123) describes the concept of coordinating of teaching and learning functions as the division of tasks into specialized roles and departments for productivity, efficiency, team spirit and high morale, sound viewpoints, attitudes and planning.

The SLMT members of School B seem to believe that they are in position of authority concerning how they control teaching and learning activities. Their responses were similar as regards control of teaching and learning. The principal of School B said that he controls teachers tasks through the use of authority bestowed on him; hence, teachers are mandated to discharge their task. Commenting on how he controls the teachers in the discharge of their teaching tasks, the principal said:

“You cannot force an adult to do something, if he or she does not want to. Adults are the... they are the ...they are the most difficult to control. So, your assertion of authority on them though, will put them to the class, but won't get the job done. Therefore, you need to use force to deal with the teachers so that they can teach” P2.

The vice-principal's response to how she controls teaching and learning also bothers on the enforcement of strict supervision of teachers so that teaching and learning may go on as programmed. She said:

“...I get angry and complain, and apply strictly powers of my office to make sure that teachers supervise students' teaching and learning” Vp2.

The HOD responds differently on the issue of control. He said that he believes that diplomacy is the best means of dealing with teachers' control, but sometimes has to resort to the use of force. He believes that the failure of teachers to discharge their teaching duties will be blamed on him by higher authorities if he does not use force on them. The HOD said:

“My diplomacy has been working for me as an HOD. Yes! Like I said, I am diplomatic, but will have to be autocratic if they refuse to yield my order or instructions as the HOD, because, any wrong relating to instructional delivery will be blamed on me by the education authorities” HOD2.

From the above captured data, it seems that the principal, vice-principal and HOD are only interested in bringing about the most effective task execution in the school, through use of force against the teachers. Thus, their autocratic natures have made them to believe that the use of force is the only means to make the teacher discharge their teaching tasks. However, School B principal is clearly not interested in the development and better utilization of his teaching staff, through the extension of the merit system and the steps for corrective action, as a means of staff development. It further seems that the principal does not believe in the use of recognition and appreciation to motivate his teaching staff, rather, he believes in the use of coercive power to force the teachers in discharging their duties.

It is clear from the above that, the use of coercive power is the basic tool that the principal utilizes to put the teachers to work as at when necessary. The HOD also believes that if his utilization of diplomacy fails, he will resort to the use of force to put the teachers to work. The resolve of the principal and the HOD to use coercive power on the teachers may imply two things. Firstly, it could be interpreted to mean that teachers in the school do not take the attendance of classes to teach the students serious and secondly, it could mean that the principal do not adopt the best means of motivating the teachers to work, as the vice principal too believes in the use of the powers conferred on her office to strictly enforce teachers to teach the students. Hence, a function of control as a means measuring progress aims and objectives to enable the educational manager to detect deviations from the plan in time, in order to take corrective action (Van Deventer, 2003:128), may be a difficult to achieve in School B.

In conclusion, it seems that School B principal is not really in control of the school because; there is lack of rules, procedures and policy in the school. Therefore, School A discipline is weak, work is delegated to the teaching staff with little or no supervision and monitoring, little or no support is given to teachers towards improving their teaching skills, the principal is not really interested in the best interests of the staff, because there is little team-work and coherence amongst staff members. All authority for planning, organizing and control is vested in School B principal. In addition, if the teacher do not discharge their teaching tasks, the school leaders and managers (SLMT) use their coercive power on the teachers; otherwise the teachers are reported to higher authority to face disciplinary panels for actions against them.

The human relations skills of management analysed and discussed in the following paragraphs are: motivation, communication and the establishment of human relationship.

On motivation of teachers, School B SLMT similarly commented that they motivate the teachers verbally. Utilizing the principal's comments, he said that he acknowledges deserving teachers and commends them verbally by saying, "thank you" particularly at the staff meeting and by issuing letters of commendation to deserving teachers for job well done. In his words:

"I encourage them... Those that are doing well, I commend them. I give a letter of commendation or commend them verbally- Just the word, "Thank you", "well done" is a great motivation for the teacher. Even at the general staff meeting, I commend their work that they are really doing the work that they are supposed to be doing." P2.

The vice-principal too mentions that she recommends teacher to the school principal for commendations. In her words:

"I always praise teachers who attend to their lesson at the appropriate time and they are always praised about that....I also recommend deserving teachers to the school principal, for the award of a letter of recommendation for a job well done in every academic session" Vp2.

In addition, the HOD expresses that he also praise teacher whenever they teach according to procedure of teaching and learning. He comments thus:

"...on the other hand, when a teacher is teaching according to procedure, you can also praise such teacher, so that he or she can make lesson more interesting at any other time the students are taught by him of her" HOD2.

The School B SLMT assumes that verbal appreciation and issuance of written commendations to teachers for a job well done is adequate and everything that is required to motivate teachers at work. Although motivation is usually articulated through verbal commendations and sometimes issuance of letters of commendations to teachers in School B, the assumption of the principal that these motivation efforts ultimately encourage teachers to do their best at work appears weak, because motivation is more of a psychological process that enhance effective job performance through arousing, energizing, directing, sustaining behaviour and performance of teachers (Shadare and Hammed, 2009:7-17; Rue and Byers, 2007:58; Harms and Knobloch, 2005:101-124; Fry, 2003: 693-727). Therefore, School B

principal may still need to explore other psychological means of motivation, like the creation of an environment in terms of his relationship with teachers, because motivation allows a worker to exert a high degree of effort on the job if there is an encouraging environment (Rue and Byars, 2007:58).

In addition, although School B principal indicates that he motivates teachers by acknowledging their achievement whenever it is deserved, it seems that the principal fulfils insignificant criteria of motivation, because he does not set challenging tasks for the teachers to deal with, hence, the teaching capacity and ability of staff may not be stimulated. Furthermore, he is not prepared to delegate tasks along with the authority to get the task discharged. Although, he delegates teaching tasks to teachers, he also does not allow them to take part in every school decision-making process and; does not promote team spirit and group-work which may contribute to the empowerment of individual staff in the school. In sum, it seems that his attempts to motivate teachers do not results in sound interpersonal relationships, because he does not utilize two-way communication and participative decision-making in the school.

School B vice-principal and HOD's comments corroborate the principal's response to the utilization of communication. The principal said that he sends out agenda to the teachers and other members of the SLMT. Furthermore, he said that SLMT members and teachers are always reminded not to delve into issues not related to the agenda in a meeting. The principal's comment is presented thus:

"As the principal, I must have made sure that I have dished out enough guiding information as to what to say or do and not what to... do or say in a meeting. This is because some of the academic members are always either talking from the agenda or looking for a way to counter my decisions. For instance, when we are talking about the curriculum, then, we should be talking about the subjects' schemes of work; particularly the ones that have to do with curriculum issues" P2.

In her comment, the vice-principal said that she tries as much as possible not to respond to the order of the principal whenever it is made. She further said that what the staff members usually do is to obey the order. In her expression:

"There are some topics that will be difficult and some of these issues are discussed at the called by the principal. As a matter of fact, the principal usually recommend solutions to the problems of teaching these subjects and when he gives order as to what must be done, nobody, no teacher, not even myself as the vice-principal can respond to his order" Vp2.

Confirmation that in School B, the communication style of the SLMT is patterned along one-way communication is made clear through the expression of the HOD thus:

“My role is just to give information to teachers as to what must be done towards discharging their teaching task as at when necessary by such a teacher that he or she must just do whatever I say without questioning or complaining” HOD2.

Communication can greatly affect the efficient running of a school; hence, every stake-holder in the school should strive towards effective communication. For instance, effective communication, supportive relationships and shared leadership have been found to be prerequisites for the other factors promoting policy-making capacity (Vanhoof, et. al., 2009:667-686). From the above captured data it is clear that the School B principal A and other members of the SLMT do not possess the habit of listening to the teacher’s views or insights. Although it is a good management practice to keep to the agenda of a meeting intact, but the principal should sometimes allow teachers to add item(s) to the meeting agenda if they have something important to discuss.

Furthermore, it is clear that the principal of School B may not also tolerate any attempt from members of his SLMT to question his decisions. He seems to encourage one-way communication and wants to dominate all discussions, thereby not encouraging any form of two-way communication. It seems that the principal takes all the decisions alone and after all, informs the SLMT by way of instructions. School B principal’s belief in sole authority to override decisions and dominate discussions relating to academic issues, portrays him as an autocratic and non-participative leader, who does not strive to abide by the principle of good management and healthy inter-personal relationship (Igzar, 2008:535-548 and Prinsloo, 2003:172).

To ensure effective interpersonal relationship towards enhancing effective teaching and learning, the principal, vice-principal and HOD similarly comment that they encourage collaboration among teachers. Utilizing the principal’s comment, he explains that he advises the teachers to collaborate and collectively help themselves in difficult areas of their subjects. For instance the well experienced teachers can mentor the not very experienced ones. The principal asserts that:

“Sometimes I advise the teachers in similar subject areas to come together and consider what it requires to solve grey areas in certain areas of their subjects ,see what they can do to solve the problem emanating from the teaching of that particular subject area and the teachers end-up getting along with that topic of teaching” P2.

The response to the question of how the vice-principal relates with the teachers concerning the execution of their teaching task is:

“I always tell the teachers to take areas of the syllabus they find difficult to teach, to other teachers in their subject association level and ask about how they can solve the difficult topics in the curriculum. So, by the time they bring their ideas together, such curriculum problems are solved” Vp 2.

The HOD likewise made the following expression in relation to the interpersonal relationship between teachers and students during teaching and learning. He comments that:

“What I mean by ‘all-encompassing’ teaching is, at least, a teacher must involve the students in taking part in the explanation procedures and that makes it a teacher-students teaching and learning oriented” HOD2.

If the submission of School B principal and vice-principal is measured according to the above captured data that bothers on interpersonal relationship, an impression may be created that he appreciates the subject knowledge and experience of his senior teachers. More so, the principal wants to use well experienced teachers to improve the teaching skills of less experienced teachers and may not permit the teachers to apply the advice of the HOD as regards the utilization of “all encompassing” teaching and learning in the classroom. Thus, judging School B principal and vice-principal’s actions against the criteria of interpersonal relationship as specified in the literature, School B principal and vice-principal do not seem to satisfactorily meet the criteria for establishment of sound interpersonal relationship.

The researcher believes that the interpersonal relationships between the school principal and teachers would not permit the submission of Bipath (2008:84); Herman, Dasborough and Ashkanasy (2008:115-11) and Prinsloo (2003:199), who state that interpersonal relationship positively increase team building, trust and openness and it is related to job satisfaction, job performance, job participation, team cohesion and organisational commitment. Contrary to the submission of the scholars above, School B principal’s interpersonal relationship practice does not take teachers’ opinions, insights and feelings into account and; does not create

opportunities for teachers to fulfil their own needs, that is, for the teachers to realize their own potential - for instance, opportunities to be creative, to develop, challenging aims and objectives.

Moreover, when the principal is present at the staff meeting, he does not encourage the exchange of ideas; hence, there is only one-way communication flow in the school. In addition, he does not make efforts to realistically improve the morale and solidarity of his staff. It also seems that he only gives opportunity to more experienced teachers to guide the less experienced ones, in case he does not possess the subject knowledge for the dominance of discussions.

In the following paragraphs, the management of school climate and culture, the management of change and conflict employed in creating an internal school environment conducive to the quality of education will be analysed and discussed.

The comments of School B principal and vice-principal on the how they ensure school climate conducive to learning is similar, but the HODs comment at variance. School B principal explains that the students are always learning when they are supposed to, because teachers will always be in their various classes to teach when required. In addition, he said because the students do not have any room to be idle and make noise in their classrooms, it makes the school environment quiet and serene. The principal is quoted thus:

“Eeee... Much effort has always been made by the state government in providing physical structures like buildings, furniture for the children for conducive environment as you can see;but as a school authority, I continue to make sure that we deal with the problem of students’ discipline of late coming and non-attendance of classes, to ensure that excellent teaching and learning take place” P2.

The HOD’s comment on School B climate bothers on the control of the students in his expression as follow:

“Yes, the climate of the school is okay because everything that is required for teaching and learning is provided by the government, but for the problem of students’ indiscipline and that affects control of the students” HOD2.

The researcher observed that the buildings and facilities of School B are well maintained and adequate for teachers to teach and students to learn. Although there is no modern technology

like overhead projectors, a data projector etc., in the school, but the classroom blackboard is used for teaching by the teachers. School climate, ethos, or spirit, represent the attitude of the school and the collective mood or morale of teachers, because a happy teacher is considered a better teacher in terms of his or her attitude, thus, creating a positive school climate and this influences the quality of instruction, because of positive school environment (Owens, 2001:145, Gruenert, 2008:57), however, School B does not fit into the aforementioned submissions.

Also, student negative behaviour such as late-coming and hanging around the classrooms and outside the school premises in the morning and; their undisciplined behaviour in classes may be a symptom of a negative school climate. During the researcher's observation exercises in School B, students in neighbouring classes were making so much noise probably, because they did not have a teacher teaching them. Hence, that caused a disturbance of teaching and learning in nearby classes (see 5.3.3.1).

An x-ray of School B's principal management behaviour may bring about the following conclusions on the creation of a favourable school climate: Although the principal delegates tasks and responsibilities to teachers, such delegated tasks and responsibilities are not supported with authority, whereby teachers can take independent decision within the broad guidelines of policy. The lack of written policy in the school may also have a negative effect on the decision-making process in the school. Moreover, it is clear that the principal does not tolerate any teacher, even members of the SLMT to question any of his decisions. By implication, he utilizes one-way communication in interacting with the school teaching and non-teaching staff members in his management practice.

Even though School B principal indicated that he acknowledges staff achievements, he is not prepared to delegate tasks and authority to competent teaching staff to take independent management decisions, because of his seemingly lack of confidence in their capability. Hence, he does not make teachers feel useful and important by delegating tasks meaningfully and by allowing them to take part in the decision-making process. The findings in School B with reference to school climate is contrary to Price (2011:1-47) who found that principals' relationships with their teachers affect both principals and teachers' fulfilment, cohesion and commitment levels which sequentially affects school climate.

It is clear from the captured data in School B that the principal exhibits autocratic approach to leadership. All authority for planning, organizing and control is vested in the principal, hence, he exhibits strong disciplinary character and that may have been the reason School B principal's management style is rigid, yet, there is lack of discipline in School B. The researcher is of the impression that the principal of School B is not always fully in control of the school, hence, he becomes very autocratic when it suits him. According to the researcher's observation, School B principal is not visible in the school and it sometimes seems that he is not really interested in what is going on in the school, because it was obvious in the researcher's observation that students were coming late to school in the morning and some of them were hanging outside the school premises (see 5.3.3.1).

More so, on sighting the official car of the school principal, students who were late and approaching the school entrance gate (about 30 minutes after the school settled down for normal classes at 8 a.m.), ran helter-skelter and spread out in different directions in the street. They however went into the school after the principal had driven his car to his office, which is about 100 metres from the classrooms. It was also observed that during the school day, the principal normally stays in his office and it seems he isn't even aware of the undisciplined behaviour of students, including those of some of the teachers in the school (see 5.3.3.1).

School B principal, HOD and vice-principal hinge their manners of creating positive culture of teaching by telling the students to love their teachers, so that they can automatically love the subjects they teach. In the words of the principal, the enlightenment that students should love their teachers and the subjects they teach is what the SLMT always preaches in order to facilitate a culture of teaching and learning in the school. The principal said, that is what the SLMT members always tell the students so that their teachers in return will teach them well and treat them like their biological children. The principal is quoted thus:

"First and foremost, I make it clear to those students that anybody that fails to love his teacher, loves to fail. They are advised to, you know, aaa... move close to, and seek knowledge from their teacher every time and not only within the school period alone, but even, outside the school period. By doing that, they are kind of inculcating that culture of working hard in teaching the students and that makes the students to love their teachers and; the subjects they teach too. The teacher too, knowing fully that these children love him, will be willing to teach them at any point in time, even, when the school is over" P2.

The vice-principal's comment is similar concerning the culture of teaching and learning. She expresses that:

"...our school has got a culture of teaching and learning. For instance, I also check what is being taught. We have the diary where we have the scheme of work and the teachers, they prepare their notes of lesson and always advise the students to love their teachers, hence, it will make them to like the subject that the teacher is teaching them" Vp2.

A substantial comment concerning the fact that students must love their teachers and other members of the SLMT, as a means of encouraging the promotion of teaching and learning culture is expressed by the HOD,. The HOD said:

"...the culture of teaching and learning here in my school is that' prompt high standard of teachers attendance to classes is always maintained, because we always tell the students to love their teachers as much as they want to pass their understand and pass their subjects" HOD2.

From the quoted response above regarding the promotion of teaching and learning culture, it is clear that School B principal and other members of the SMLT link their comments of 'student love' for their teachers and subjects, as a recipe for students' academic achievement. They add that when that mind-set of mutual love is present, teachers can always teach the students better and easily, because of the love the teacher has for the students. Therefore, the researcher is of the opinion that the entire SLMT's comments may not facilitate and encourage the students to love their teachers, except that the culture of relationship between the teachers and the students is based on the value of mutual respect, acceptance of responsibility to teach and to learn and; to willingly give an account of their actions.

"Learning process must occur in an environment that contains interpersonal relationships in which students feel appreciated, acknowledged, respected and validated by their teachers. When students are involved, when they believe that teachers have a personal interest in them, when learning is connected to the real world and their personal interests, they may not only become effective students, but their skills may be socially enhanced" (Shechtman and Leichtentritt, 2004:323-333). It also seems that the teaching and learning culture in School B is not based on the values of mutual respect and accountability. That is, if the teachers are not discharging their teaching tasks as expected, the students would not show love towards them and their subjects.

Moreover, School B principal's persuasions of the students to love their teachers and the subjects they teach may not be adequate to create a conducive teaching and learning culture in the school, as the findings of Khan, Ahmad, Ali and ur-Rehman (2011:2668-2678) indicates that school principals are not solely responsible for the outstanding educational outcomes in the school, because their leadership has been found as an inevitable factor in producing the environment (climate) where these outcomes occur.

Based on the above, the researcher presupposes that one of the most important reasons for the unpleasant climate School B may be due to the leadership approach of the principal, that is, the undesirable example he sets for the rest of the school. The attitude of the principal, teachers and students may also influence the behaviour patterns of other stakeholders attached to the school, for example, parents' refusal to attend meetings and low patronage towards the payment of PTA dues, may have further aggravated the negative organisational culture of the school.

The management of change is analysed with respect to management of curriculum change in the school. School B SLMT discloses similar comments to the researcher on how change is managed in the school. The principal expresses that the entire staff members work with the directives of the government and because of that, the teachers have no choice, but to work welcome any change in government policies or programmes that are announced towards the discharge of teachers' tasks. He however said that he encourages teachers until they get used to changes introduced into schools by the government. Furthermore, he also tells the teachers that change is inevitable and that they must familiarised themselves with such changes in gradual manner. The principal said:

"Change is inevitable. Government introduces change in curriculum practices of teachers any time they deem fit, even, if teachers are going to have some problems as per this change at the beginning, they will get used to it gradually. When they start adapting to the introduced innovations as teachers, it becomes part of them over time. We cannot expect that... Rome was not built in a day. We cannot expect that a new thing introduced to enhance the teaching job becomes part of us in a day, but as time goes on it becomes a culture, because teachers are to work in-line with government directives and policy developments" P2.

The vice-principal's comment also corroborates the principal's expression. She said:

"...we have been made to understand since the inception of our teaching career that we must implement every change that comes from the government. Therefore, I

always tell teachers that we have to follow such changes as they are given to us and they come from the government” Vp2.

The HOD’s comment is about the adaption to change by the teachers. Similarly, he said:

“...I usually tell my teachers that for them to be abreast of all the needed information and the changes, they just need constant review of most of these curriculums changes passed on to them by the government and adapt to such changes” HOD2.

According to School B principal and other members of the SLMT, change is inevitable and teachers have to accept and adapt their teaching according to government’s departmental directives. Although School B is positive about change, but the principal’s autocratic leadership behaviour and actions may not encouraged teachers to be creative and innovative in their teaching. If the management practice of School B principal is measured against the school observation and all the captured data from the interviews in School B, it appears that little opportunities are created for staff to fulfil their needs to be innovative, as they are not allowed to exchange ideas with the principal and little or no ‘two-way communication’ is encouraged in the school.

Swanepoel (2008:461-474) asserts that the more teachers are made to participate in initiating roles in school change, the more positive they felt about the change and the more willing they become, so that they can seriously engage with future change. The assertion of Swanepoel (2008:461-474) does not appear to be in operation in School B, because the teachers’ leadership approach, skills and abilities of the teaching staff are not developed, thus, effective leadership is not spread through the school, which might have had a negative effect on effective change in the school.

It is also apparent from the captured interview data that due to School B principal’s leadership approach, very little is displayed in terms of management practices towards knowledge dimension of learning or effective dimension of learning. The teaching staff members in School B are forced to assess their students twice a week without a formally written policy decision. This is culminated by the fact that teachers are not allowed to question the ideas of the principal and to come up with a better assessment strategy for the school.

Therefore, a conclusion that could be made is that school climate conducive to change has not been developed over the years in School B, because the starting point should be the

capacity building of the teaching staff, which involves developing new knowledge, skills and competencies. Another very important element in the creation of a school climate conducive to effective change is the development of a culture of learning. The development of a culture of learning involves a set of strategies designed to allow people to learn from one-another and the researcher presumes that School B does not possess that. According to Bridges (2003:3), change is a way of doing things to make a difference. School change results as a reflection of the staff's attitude towards educational innovations and the extent to which they adapt themselves to changes and demonstrate an open attitude towards educational innovations (Devos, Houtte, Braak and Valcke 2009:223-235).

The vice-principal and the principal made similar explanations concerning how they resolve teacher-student conflict. The principal explained that when students complain that a teacher did not teach them some topics, yet, some questions of the untaught topics appeared in the examination; he explained that he normally tell the students to read far beyond what the teacher had taught them in the class, so that the students can always be far ahead of the topics taught in that subject by such teacher. Utilising the principal's comments on the resolution of change, he said:

"When students complain that the teacher did not teach them some topics, but they appeared in their examination paper. After investigating such a conflict, it is usually found that the teacher actually taught them such topic(s) in the scheme of work, but the questions came in a slightly different language which the students are not familiar with. Therefore, what I personally advise students to do is that, they must read far beyond what the teacher has actually taught them in the classroom" P2.

The vice-principal's expression on the resolution of inter-personal conflicts bothers on the conflict between teachers. She said:

"...It's about discipline about keeping to time. When such teacher report comes to me, I will educate the teacher who is trying to use part of the other teacher's period about keeping to time when teaching" Vp2

Moreover, the HOD in a different opinion explains how conflicts are resolved between teachers, concerning conflict of job responsibilities and time management in the teaching of their subjects thus:

"When a teacher feels he is lagging behind in one or two of the topics he/she is supposed to have taught long before and according to the teaching regulation- I mean teaching the time-table. Therefore, he or she over-spends his or her period and an aggrieved teacher who was supposed to have taught in the next period reports such a

teacher to me. I will give advice on the importance of time management and possibly warnings to the offending teacher as appropriate” HOD2.

School B vice-principal and principal assume that they resolve instructional conflict between students and teachers through democratic resolution and fairness, that is, through persuasion of the students narratives without listening to the teachers involved in the conflict. The HOD also resolves conflict between teachers by capitalizing on the story of only one of the teachers involved. While the researcher was in the HODs office, a female teacher knocked at the HOD’s office to report another male teacher, for preventing her from teaching at the start of her subject period. By implication, she said that the teaching time of that teacher was over-spent. The HOD left then left the researcher in his office for the classroom, ostensibly to solve the problem.

Conflict as an inevitable part of change, may occur in the form of interpersonal conflicts among staff, authorities as well as the students and should be handled in a constructive and not destructive manner (Okotoni and Okotoni, 2003:23-38; Van der Merwe, 2003:26; Ramani and Zhimin, 2010:242-256; Somech, 2008:359-390), but it seems if that School B SLMT does not listen to the other party’s narrative, while attempting to resolve conflict. The researcher is of the assumption that conflict between students and teachers and; between teachers, may have been the reason for a negative school climate and culture, contributing to lack of discipline in the school. Although teachers are told what and how to teach, they are not allowed to be creative or to voice their ideas or feelings on issues concerning teaching. Therefore, it is possible that most of them are frustrated, feel unappreciated and it seems that the teaching staff members are unmotivated to walk extra-mile with their students. It is also clear that the values of respect and accountability do not exist in School B. Under these circumstances of dysfunctional conflict, stagnation of teaching staff may develop.

The vice-principal and principal of School B comments indicate similar concern parents’ inability to collaboration and cooperation with the school SLMT concerning the enhancement teaching and learning. Likewise the vice-principal, the principal said that parents do not attend PTA meetings, where issues concerning the students’ academic progress are regularly discussed. He expressed that he does not know what next to do, in order to persuade the parents to come and be familiar with their children’s academic progress, because he cannot force them. He responds to the issue of parental participation in the school thus:

“They do very little, because they don’t show a sign of utmost interest in their children’s academic success and I cannot force them to do that. What they constantly do is, write to the school through their children, giving excuses for their inability to attend the Parents Association meeting. Also, you will find out that some parents have transferred their responsibilities to the government. They even don’t appreciate teachers’ efforts of teaching their children in school” P2.

The vice-principal also points her blame towards students’ parents for not attending to the education of their children, through the prompt and regular attendance of Parents-teachers’ Association meeting. She expresses that:

“...because their (referring to students) parents do not come to the PTA meeting where we can brief them and discuss one on one with their parents on how we can both work together and work on the academic performance of the students” Vp2.

Parental involvement in students’ learning seems to have been given a low priority in School B. Therefore, it presupposes that the school principal and other members of the SLMT do not devise means of making parents attend meetings, in order to discuss students’ learning with their parents. In addition the HOD expresses his disappointment over the inability of parents to attend PTA meetings. The HOD said that parents do not care to come to school meetings and have interactions with school teachers, in order to know how their children are performing in the school. She said in addition that parents’ collaboration with the school will bring about a possible way of correcting the students’ poor academic performance. The HOD said:

“We try as much as possible to write to some of the parents inviting them for interactions about their children’s academic performance to discuss and correct issues concerning their children’s academic performance. Even if they don’t come to Parents Teachers’ Association meeting... but they always have send messages of excuses through their children giving reasons why they could not attend school meetings” HOD2.

School B PTA attendance record indicates poor input of parents in the education of their children. This is because parents always have excuses towards having a meeting with the school authorities, that is, they exhibit nonchalant attitude to the attendance of PTA meetings. Observed records in School B, showed low turn-up rates of parents at the Parents Teachers’ Association (PTA) successive meetings [see 5.3.3.3].

The finding on parents’ behaviour is contrary to the submission of Nieuwenhuis and Potvin (2005) who stress that the school principal should play a leading role in engaging the community to support the learning climate of the school, win the trust and respect of the

parent-community, value the contribution of parents, trust them and accept them as equal partners of the school in order to sustain the dependence of the school on the goodwill of their parent-community. In addition, findings in this study is contrary to the conclusion of Cranston (2001:1-24) that, community involvement in decision-making has moved into different operational contexts, where teachers and parents have significantly enhanced roles in decision-making compared with earlier times, because of the application of 'School-Based Management' (SBM).

It is clear from the above captured data that the parents of School B are not involved in the school and that they show no or little interest in the academic achievement of their children, nor the progress of the school. They do not accept mutual responsibility for the education of their children and they don't appreciate the efforts of teachers towards the teaching of their children. It also seems that there is no strategy in the school to encourage good communication with the parent-community and to encourage participative management of parents in the decisions that affect them.

Therefore, the researcher is of the conclusion that the negative attitude of the parent-community may not be a surprise and expected in School B for the following reasons: Teachers and parents may have had the feelings of being excluded from the decision-making process; there is lack of a challenging vision for the school, a possible lack of communication between the school and the parent-community, the principal utilizes one-way communication in the form of autocratic instructions from the principal, there is poor interpersonal relationships between the principal, teachers and students are not motivated, hence, poor examination results of students in their final school year. Moreover, the negative climate of the school may have been due to the leadership approach and behaviour of the principal. It also seems that School B has developed a poor school culture over the years, therefore, the history of the school is not laden with proud traditions and rituals; the school may not have been producing heroes and heroines that students and teachers would want to identify with and proud of.

The following paragraphs summarize the analysis and discussions emanating from the captured data on management practices and behaviour of School A and B SLMT.

5.9 Summary

Planning is done in School A to meet its curriculum needs at beginning of every academic year. Subjects are allocated or delegated to individual teachers according to their teaching experience, skills and according to departmental policy in order to emphasize the principle of specialization and division of work. It is also important to mention that School A principal sets example by handling the teaching of Accounting at the SSS 3 classes.

Teachers are also mandated to adhere to departmental policy on curriculum in order to teach all the prescribed topics in the syllabus, however, they have the authority and the freedom to decide on the most suitable teaching strategies and methods. Policy documents and control measures are well planned and available in School A and everyone knows exactly what is expected of him or her. The presence of policy in School A also demonstrates that teachers are obliged to accept responsibilities towards their teaching duties and by implication; teachers would be willing to give their teaching account to the principal of the school. In essence, the principle of delegation, accountability and participation in the decision-making process through cooperation and consultation is applied and encouraged.

The principal of School A stands in a relationship of trust with the vice-principal of the school, hence, he is prepared to delegate challenging tasks to the vice-principal. This is an important motivational technique, because it offers greater potential for achievement and recognition. The principal also seems to be extra careful, so that the teachers do not leave any of the examination bodies (WAEC and NECO) syllabus topics untaught. Therefore, his aim of synchronizing the teaching objectives of both syllabuses is a demonstration of his serious concern for good student achievement. The principal of School A also believes that controlling the teachers' job performance routinely and also inspects students' volume of work in the class, in order to help in achieving the set objectives of teaching and learning.

Also, in an attempt to motivate teachers, high academic expectations are set, but the teaching staff members are given the best possible support to ensure quality teaching and learning in the school. On the issue of communication, School A principal believes in corresponding with teachers through democratic means. That results in two-way communication and mutual dialogue on issues of teaching and learning. As regards the

creation of interpersonal relationship in School A, the teachers are advised by the SLMT to relate and engage with other more experienced colleagues in the school, in order to collectively solve or teach difficult areas or topics in their subject areas. By implication, sound interpersonal relationships are established between the principal and other members of the SLMT, teachers and the students.

The organisational structure of the school is used by the principal to delegate tasks, responsibilities and the authority and; to take independent decisions within the broad guidelines of departmental and school policy. Furthermore, it is clear that two-way communication is encouraged in the school and that, there is a simultaneous downwards and upwards flows of information and ideas in the school. It is also clear from the captured data that participation in decision-making is encouraged between the principal, teachers and the Students' Representative Council (SRC).

The culture of School A is based on values such as, accountability and respect for one-another. High academic expectations are set, but teachers and students are well supported to achieve the set academic aims and objectives. Although the response of School A principal to the question on the management of change in the school is negative, but the outstanding characteristic of the principal is indicated by his effort to ensure continuous staff development. By implication, his effort to build the teaching capacity of the teachers in the school is enough to allay the fears of the teachers over the introduction of change in the school. It is clear that the approach of School A principal towards conflict resolution is through compromise and confrontation towards prompt solution of grievances between teachers and students. It is also clear that the parents of School A are active partners in student learning. This is because, promptly paid PTA fee (money) is used to invite subject and curriculum specialists from outside the school and the Ministry of Education to train and; develop the teachers in the school.

School B on the other hand, also engages teachers in the planning of teaching in the school. He also emphasized that subject curriculum forms the essence of teaching and learning in the school. Therefore, the school principal and other members of the SLMT distribute subjects amongst teachers in a meeting, at the beginning of the academic year. The researcher couldn't find any evidence of a written school policy or a challenging vision in School B. However, it presupposes that without school policy it may be impossible for

members of the SLMT or teachers to take any important and independent decision, because there are no written guidelines in the school, according to which the school may make decisions; or even, solve school or teaching problems in the classrooms. Hence, because of the absence of school policy, the principal autocratically makes all decisions and the staffs have to follow his instructions.

Due the autocratic leadership approach of School B principal, tasks are delegated to the teaching staff, without accompanied authority to make decisions as to how to the delegated tasks are to be executed. Moreover, the principal does not follow-up task accomplishment of the teachers. In addition, School B principal assumes that, because he mandates teachers to coordinate both syllabi - WAEC and NECO - they would be able to prepare the students better for the final year terminal examination (both syllabi are important to prepare the students for the final year examinations).

Also, it seems that the principal of School B is not really in control of the school, because there is lack of rules, procedures and policy in the school, hence, discipline in the school is weak. Work is delegated to the teaching staff with little or no support to help them to improve their teaching skills. The principal does not have the best interests of the staff, in terms of collaboration, because there is little teamwork and coherence amongst staff. Therefore, every authority for planning, organizing and control are vested in the leader without staff involvement.

Although the principal of School B indicates that he motivates and acknowledges staff achievement when they deserve it, he only satisfies a marginal of the criteria of motivation in this study. That is, no challenging tasks are set, teaching capacity and ability of staff are not built, he is not prepared to delegate tasks and give authority to staff members to take independent decisions, does not make teachers feel useful and important by delegating tasks meaningfully and allowing them to take part in the decision-making process and; does not promote team spirit and group-work leading to empowerment of individual staff. However, his bid to motivate teachers does not result in sound interpersonal relationship, because of his one-way communication approach and decision-making pattern.

The principal of School B does not possess a habit of listening to staff members' views or insights. He doesn't tolerate any attempt by members of his SLMT to question his decisions,

because he encourages one-way communication through dominance in the decision making process, which concerns every teaching and learning discussions. The principal does not also encourage any form of two-way communication, hence, it seems that he exclusively takes every decision and informs the SLMT in the form of instructions. He however appreciates the subject knowledge and experience of his senior teachers and; wants to use them to improve the teaching skills of less experienced teachers in creating interpersonal relations among teachers.

School B principal It does not seem to fulfil the fundamental criteria for establishing sound interpersonal relationship in the school, because he doesn't like to take the teachers opinions, insights and feelings into account; does not create opportunities for staff members to fulfil their own needs, i.e. to realize their own potential (opportunities to be creative, to develop, challenging aims and objectives), does not encourage the exchange of ideas, hence, his one-way communication pattern in the school tends to hinder his attempts to improve the morale and solidarity of his staff members in his school. It seems that he only gives opportunity to more experienced teachers to guide the less experienced ones, in case he does not possess the subject knowledge and that 'speaks volume' about his autocratic leadership behaviour.

The school culture in School B is not based on the values of mutual respect and accountability. This is because of the autocratic leadership approach of the principal and the examples he sets to the rest of the school hinder a culture of positive and warm interpersonal relationship between him, the teachers and students alike. There is lack of discipline among teachers towards their job and; among students, towards their studies. More so, the attitude of the principal, teachers and students may have had influence on the behaviour patterns of all the stakeholders in the school; which might have also negatively influenced the organisational culture of the school. In addition, little opportunities are created for staff to fulfil their needs be innovative, because they are not allowed to exchange ideas with the principal. Due to School B principal's lack of transformational leadership, teaching staff members are not developed. Therefore, effective leadership is not spread through the school, which may have also been having a negative effect on effective change in the school.

The principal and the HOD in School B do not listen to the other side of a story in an attempt to resolve conflict between parties. Conflict between students and teachers and; between teachers may have been unarguably caused by a negative school climate and culture in the

school. Also School B climate may have been contributing negatively to the stagnation of teaching staff development, hence, the values of respect and accountability do not exist in the school. Therefore, based on the dysfunctional character of the school, parents may have developed indifferent attitude of involving themselves in School B, hence, indicating little or no interest in the school activities. Also, parents do not accept mutual responsibility for the education of their children and they do not appreciate the teachers' teaching efforts on their children. Also, the negative school-community relationship practice of the principal may have resulted from lack of strategy or strategies by School B principal towards encouraging good communication, collaboration and participation of parents in the management of issues that affect their children in the school.

The analysis and discussion of classroom leadership and management dynamics contributing to school effectiveness is presented in Chapter 6. It reveals how classroom leadership and management dynamics contribute to effective schools. This was done by developing classroom leadership and management indicators (sub-themes) from the Chapter 3 of the literature review, in order to analyse data collected in the field on *a priori* base.