THE ROLE OF THE PRINCIPAL IN LEADING AND SUPPORTING CULTURAL ACTIVITIES IN THE SCHOOL

by

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ABSTRACT

This research determines how the principal leads and supports cultural activities in the school. The principal as a leader needs to give the subordinates some direction with regard to school activities. This is no easy task, as they have to attain objectives the school has set for itself. In this regard, the principal not only influences the subordinates in a particular direction, but also supports them. The principal must be able to delegate activities to various members of staff. Some of the activities that can be delegated are extracurricular activities. Cultural activities form part of the extracurricular activities in the school. In this way, tasks are satisfactorily distributed and shared by staff members. Without the principal's support, staff members become de-motivated, and do not work towards the school's objectives.

Most teachers have the potential to lead in a school, but they need opportunities to nurture their interests and talents. With a distributed leadership style, principals will have a role to play in leading and supporting cultural activities in their schools. It is evident that principals cannot do everything in the school alone; they need help of aspirant leaders who are willing to lead in other school activities like cultural activities. The significance of the study lies in outlining the need for principals to transform their leadership roles by offering support to teacher leaders. Principals must be transformative in the way they run their schools. Ordinary teachers in the school can become teacher leaders if supported by the principal in planning and organising cultural activities. Through distributed leadership, teacher leaders will be encouraged to guide learners into engaging in various cultural activities at school level.

DECLARATION OF ORIGINALITY

I, *Buti Christopher Moekwa* (Learner No: 25274750), hereby declare that this dissertation for a Master's of Education for 'determining **the role of the principal in leading and supporting cultural activities in the school'**. All sources and materials used or quoted have been indicated and acknowledged.

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Moekwa B. C.

DEDICATION

This academic study is truly dedicated to my family, relatives and best friends, for their love, understanding, support and encouragement throughout my studies. If it were not because of you, I would not be where I am today in life. I am, because you are.

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CHAPTER 1

1.1 INTRODUCTION AND BACKGROUND

Before the dawn of 1994 South African elections, our system of education was graded and administered through leadership and management styles. Schools' control and the making of decisions were the responsibilities of government alone, for one to lead; one had to be appointed in that position (Grant, 2006). Changes in education have prompted a paradigm shift of encouraging leadership to be assumed by more than one person in a school. Dimmock (2012) defines leadership as an influence process over a group of individuals, workers or employees aimed at gaining their commitment to shared values and goals and subsequent goal achievement. The school principal has to be influential to the subordinates, for them to be fully committed for the achievement of the set goals. Both principals and teachers are responsible for leading. The decentralized approach to school leadership has prompted leadership to be assumed as distributed or shared. Teachers, therefore, are main players in that regard.

As leaders, principals need to give the subordinates some direction with regard to school activities. This is no easy task as the principal has to attain objectives the school has set for itself. In this regard, the principal does not only influence the subordinates towards a particular direction, but also supports them. This is a complex function; the principal must be able to delegate activities to various members of staff. One of the activities the principal can delegate is cultural activities. Cultural activities are so important that a stage is created by teacher leaders for learners to participate in cultural activities, by participating in cultural activities they start to learn and understand others' culture. The following are examples of cultural activities; traditional dance, gumboots dance, choral music, drama and praising traditional leaders by poets. In this way, tasks are distributed or shared by staff members satisfactorily. Without the principal's support, staff members become de-motivated, and do not work towards the school's objectives. The research

investigates the way in which principals lead and support teachers in fulfilling their responsibilities in leading cultural activities.

The role of the principal becomes difficult and challenging day by day, principals and teachers must collaboratively lead schools (Bellamy, 2005). The rate in which teachers are being developed must be accelerated to close the gap left by experienced principals, so it will be good if they transfer their leadership skills to young aspiring teachers as most of them may become school principals. Greenlee (n.d) is more concerned about the huge responsibilities on the principals, as it is so difficult for them to be responsible for all schools' activities. Spillane (2005) concurs with the two latter authors by saying a shared leadership must be inclusive of both leaders and followers in a particular context. According to Spillane (2005), leadership involves different leaders; some skilled and some unskilled but tasked to lead.

The principal's supervision of cultural activities can help in maintaining a relationship with teachers and learners. Beyond just being visible, the principal must help to organise activity programs effectively with other teachers. If school exposes learners to different cultural activities, learners will show high achievements and positive attitudes towards school. Cultural activities boost learners' self-esteem and make them to be able to cope in life.

The role of the principal is to lead teachers to achieve a specific goal. In this study the role of the principal is to lead and support cultural activities in the school. Leadership practice works well where there are followers and leaders in a particular context (Spillane, 2005). Spillane (2005) argues that leaders' attributes must be accepted by their followers for the smooth running of the schools. This calls for the principal to delegate some of the responsibilities for example cultural activities. According to Spillane (2005) shared leadership must be inclusive to all stakeholders in the school. The other role of the principal is to match skilled teachers with the activities they are to lead. Performance is negatively impacted

when people feel alienated and powerless; the ability to empower others leverages the commitments and capacities of organisational members through bottom-up participation of others towards the attainment of organisational goal (Wright, 2008). By integrating distributed leadership in the principal's leadership styles, the principal will be capacitating teachers. The key to the successful deployment of distributed leadership is the harmony of the various interactions, which in itself drives a need to view leadership within organisations from a different perspective to the traditional approaches (Serrell-Cooke, 2011).

According to Glover and Miller (1999) the involvement of staff members in the schools in agreeing in some of the issues that pertain to the school will help schools to become fully effective. Distributed leadership is key to teacher empowerment that will also make them good teachers (Glover and Miller, 1999). This research seeks to determine the way in which the principal leads and supports teachers in fulfilling their responsibilities of planning, organising and leading cultural activities.

According to Rossow and Warner (2000) researchers agree that the principal can be the key element in establishing a successful educational environment. They however diverge when attempting to isolate which areas of leadership are most responsible for a school's effectiveness. To the researcher, all areas of leadership are most responsible for a school's effectiveness. Some studies have singled the principals' characteristics as important in view of the principals' leadership. As a way of showing support, the principal must become the supervisor of cultural activities. The benefit for being the supervisor of cultural activities is that they can help to maintain a relationship with the learner body. Visibility at cultural events and participation will help to convey to learners that the principal cares. The principal must help organise the activity programs to run efficiently. The principal's role in leading and supporting cultural activities in the school is important. If activities are poorly organised, learners and teachers will experience difficulties. The principal is the most important and influential individual in the school. The decisive role the principal play encompasses a wide spectrum of complex functions pertaining to

management and leadership. As managers, principals make sure that schools are operational; as a leader the principal evokes newness and change, encourages, and inspires (Lemmer and Badenhorst, 1997). The principal's role is to encourage teachers to participate in school leadership by infusing distributed leadership into the principal's leadership styles.

1.2 PROBLEM STATEMENT AND SIGNIFICANCE OF THE STUDY

As a former teacher who taught at a semi-rural secondary school I realised that learners and teachers do not value cultural activities. Traditionally, only heads of departments, deputy principals and principals were regarded as school leaders, because they were officially appointed in those positions. This caused ordinary teachers to feel side lined and not being actively involved in the school's activities.

Cultural activities are generally distinct in the schools. Learners are rarely given an opportunity to display talents. Facilities are not up to scratch. If available, they are not maintained. My experience as a teacher is that learners also claim not to have enough time for such activities. Teachers are occupied with instructional matters. Rossow and Warner (2000) attest to the above by admitting that learners may not be well informed about activities in the school. Parents are also not supporting their children. Through distributive leadership, teachers are responsible to lead different cultural activities in schools. Through their involvement teachers are developed to become leaders in their own right. Holistic organisational approaches require flatter graded positions, rotational system of leadership, and collaborative leaders (Dimmock, 2012).

Importantly, participating in cultural activities from a global and national perspective is that learners attend with others from diverse cultures, and therefore learn to live with others. In Singapore cultural activities occupy an important position as more money is reserved for such (Yu, 2009). The National Arts Council in

South Africa created opportunities where citizens participate in cultural activities. According to Yu (2009) through various arts and cultural activities, the North West Community Development Councils in Singapore aim to bridge residents of different ethnic groups together, promoting community bonding and healthy interaction among them. Therefore schools play an important role in creating a platform for learners to participate in different cultural activities.

By virtue of being nominated or volunteered teachers are responsible to organise cultural activities at school level, to allow learners to participate, learn and understand others' culture and language. The present government makes sure that all citizens reconcile through participating in cultural events e.g. annually there is Mangaung Arts Cultural Festival that encourages and allows all diversified cultural activities to be showcased annually. Last year on the 17th August 2013 the National Department of Sports in consultation with the National Department of Arts and Culture, staged Nelson Mandela Sports and Culture Day where different racial groups attended in multitudes to celebrate and consolidate the spirit of Ubuntu at First National Bank Stadium. That event strengthened children's and adults' knowledge and understanding of other cultures, as soccer and rugby were played in one stadium in one day and music festival was also staged as different artists sang music genre from different cultures.

According to the Mission of the National Department of Arts and Culture citizens must live in peace with the understanding of others' cultural differences. All South African schools are also encouraged to create platforms for learners to practice and demonstrate their cultures during schools' cultural festivals held at all levels of school life. Learners will get international exposure. Through these participation learners and teachers tend to know and understand other's culture and language as the two are inseparable, so that learners may develop into total responsible adults who are culturally aware.

This study focused on the support of cultural activities in the school as one of the principal's responsibilities. There were many teachers who had the potential to lead in a school, but they needed opportunities and support. Principals had to share leadership skills with other teachers, in a way that they would be empowered. The latter is not necessarily formal structures within a school situation. According to Dimmock (2012: 12) hands-on leadership provided a novel illustration of "shared leadership" involving participative non-hierarchical leadership. The essence is that leadership can be distributed, shared, taught and learned. As from the 20th century leadership changed from being a one man show and became distributed or shared among all stakeholders in the school context.

The significance of this study is embedded in the need for principals to transform their leadership roles by offering support to those in need of it. While Little (1999) emphasises the importance of mentoring, observation, peer coaching and mutual reflection, authors like Harris (2003) regard teachers as important even without position or designation. It is here where the principal's support will be greatly needed. The significance of this research was also to encourage diversity amongst South African communities by making information available on how different cultures may work together harmoniously, post-apartheid era as a way of reconciling divided South African nations.

1.3 RESEARCH AIMS

The aim of this research is to investigate the way in which the principal leads and supports teachers in fulfilling their responsibilities in leading cultural activities. This study, which took place in Nkangala District in the semi-rural Mpumalanga area, found out more about the different cultural activities taking place around and the way in which the principals support and lead cultural activities in their schools. Leadership is a team effort. For the school to function effectively, joint planning and decision-making must work (Early and Weindling 2004). Once decision-making is

distributed and shared, it becomes more ideal, thus, the need for teacher support shall have been fulfilled. Teacher leaders are sources of change. Their commitment and focus on their work as leaders in cultural activities models similar behaviour to the learners. Essentially, they motivate the learners to begin to participate actively in various school activities.

1.4 MAIN RESEARCH QUESTION

How do principals lead and support cultural activities in their schools?

1.4.1. Sub-Questions

What support mechanisms do principals use to support teacher leaders in cultural activities?
What are the challenges encountered by cultural activities teacher leaders?
What are teacher leaders' experiences regarding cultural activities in schools?

1.5 CONCEPTUAL FRAMEWORK

As per distributed leadership no single principal must be put in a central position as the sole leader in the school, leadership will then be understood as shared or distributed (Gronn, 2000). This indicates that any person given a chance can lead. A shared or distributed leadership caters for everybody who contributes to the smooth running and achievements of schools (Spillane & Harris, 2008). In this study on cultural activities, teachers need support and guidance to lead the learners and other teachers in developing skills and talent. The principal is the most appropriate person to provide this guidance and support. It is no longer the responsibility of the principal to do everything in the school. The concept of shared leadership includes everybody's contributions in making sure that schools operate as expected. Working together to create an engaging school climate that accelerates learner learning is a good idea. By sharing leadership, leaders shift from the formal leadership to those

delegated with the responsibilities' to perform in the school (Hughes and Pickeral 2013). In a school where both learners and teachers participate fully in cultural activities, where the principal is willing to share leadership roles, the atmosphere will be encouraging and supportive. In my own view the way in which the principal can show leadership and support to teachers is through capacity building, motivation and creating conducive environment for them to execute their duties as clearly spelt in the cultural activities policy. Through distributed leadership the principal can allow teachers to take a leading role, by so doing the principal will be capacitating them to become leaders.

Conceptual framework of distributed leadership clarifies the following: staff members who work collaboratively to achieve a common goal (Spillane, Halverson & Diamond 2001). Secondly, leadership must be distributed to all involved, so that they can contribute positively to the running of schools' activities (Spillane 2001). Thirdly, it implies interdependency rather than dependency embracing how leaders of various kinds and in various roles share responsibility. My thinking in this regard is that, in a school context where there are different activities taking place, with different leaders in their different spheres of leadership, playing their roles interdependently their leadership is distributed by equipping teachers with new leadership skills for the school to realize its goals.

All stakeholders are responsible for leading and managing the school as most teachers aspire to become future leaders. In viewing leadership as distributed across and embedded within an organisation, and the positional leader's task is to ensure a collective construction of organisational reality, organisational purpose and how to maintain constant improvement in performance (Dimmock, 2012: 23). I support this idea because distributive or shared leadership is a way of developing and empowering other emerging leaders. A school leader shares the vision and mission of a particular school so that everybody must contribute towards their achievements.

There is a clear indication that people view leadership differently. Leadership skills can be learned as a human being is a learning being. Leadership is greatly influenced by the environment with its external forces, just like when other colleagues assist or resist a teacher leader in a particular school's committee. Leadership is mostly dependent to the environment in which it takes place, as there is link between a leader, followers and the environment. I am of the view that the competence of the teacher leader, who may be born or made, and the ability of the principal to transform by distributing his/her leadership, will be one of the determinants of a good school.

As a way of promoting gender equity, recent leadership literature offered a model with an invitation to both genders to participate in leadership; a model that is more collaborative and based on inclusion. Heifetz and Linsky (2002: 2) differentiated the word "leader" from the word leadership. Heifetz and Linsky (2002) thus separated leadership from the accomplishments of one great man. By means of the Heifetz model any one at any time can exercise leadership; this means that even if one was not born and bred to be a leader, one can still exercise leadership.

For both male and female principals who wish to nurture the development of teachers, their roles should be to establish and maintain environments which are safe places, in which teachers can experience learning and leading. With different leadership styles like distributive leadership, it is evident that leadership is dependent on followers; there should be a follower for leadership to be in place (Muijs & Harris, 2003). As of now the principals' role has undergone a major overall in this era. Before the emergence of democracy the school principal was regarded as the only leader. Contrary to this, collaborative type of leadership must be displayed in our schools (Swanepoel and Booysen, 2006). In the principal's role in supporting and leading teachers, the principal must always emphasis to teachers that the principal knows that they can succeed together as a team for a common goal. As a leader the principal expects teachers to keep knowledge fresh for them to can perform as expected, being future leaders.

Cultural activities are the activities that take place in a school e.g. drama, traditional dance, singing, debating and playing traditional games that help learners gain an appreciation of the different people who created their school. Learning about other cultures broadens a learner's life experience. This promotes understanding for learners who will compete in a global economy. The activities, more importantly, will make it possible for stronger communities where prejudice does not exist and people act for societal good. Learners will learn to understand cultural diversity where other people's cultures are tolerated and respect human dignity. The entire process of education, learning and teaching, is influenced and shaped by culture, but in turn culture is transmitted and preserved by education (Lemmer and Badenhorst, 1997).

1.6 RESEARCH METHODOLOGY

The research undertaken is qualitative, because I wanted to comprehend the role of principals in leading and supporting cultural activities in the school. I conducted face-to-face interviews with two principals and two teachers at two secondary schools and also did documents analysis by going through the school year program, cultural committee's minutes of the previous meetings and participants' biographical information. By conducting individual interviews and doing documents analysis, I grasped more insight and have depth into issues relating to challenges experienced by teachers in cultural activities. A noise free venue being the principal's office was used for interviews and no unnecessary in and out movements were allowed to avoid interruptions, but all these were discussed and agreed with research participants. I used interviews because with face-to-face interviews I got an opportunity to experience even the participants' body language in responding to research questions and there was an opportunity to ask follow-up questions. This study clearly indicated that a qualitative research design was the most appropriate methodology to use to collect data on how supportive is the principal to cultural activities in school.

I fully understood the principals' role through the use of qualitative research method, and the challenges encountered by teachers. This method valued the research participants as the prime source of data. In this research, I wanted to determine principals' role in leading and supporting cultural activities in school, I used qualitative research method because I regarded it as the method that will create a platform for me to have good rapport with research participants.

1.6.1 Research approach

The research approach followed is qualitative because I did not deal with numbers or statistics but with text data collected through face-to-face interviews and documents analysis. According to McMillan and Schumacher (2001), the benefit of this approach is that the study is undertaken in the real life of participants. The design followed is a case study that helped me to spend more time in the research milieu and learned to know and understand participants. According to Merriam (1988) case study focus more on particular case at hand. I investigated *how principals lead and support teachers with cultural activities in the schools*. This case study was conducted in two secondary schools in the semi-rural of Mpumalanga Province in Nkangala District. The case study afforded me to grasp more information on the problem; it really became an eye opener. According to Creswell (2007), the researcher asks general, broad questions so that he/she can learn from participants. Most of the time was spent working with individuals conducting interviews as required by qualitative case study.

Qualitative approach is appropriate for the study as data was collected through face-to-face interviews at research subjects or participants' different schools contexts. According to Nieuwenhuis (2007) qualitative research acknowledges an interactive relationship between the researcher and participants and participants' environment and their construction of experiences. In this qualitative case study, I used

purposeful sampling, so as to have an opportunity to gain an understanding of the case at hand.

According to Creswell (2007) a case study, studies an issue explored through one or more cases within a bounded system. The phenomenon investigated within real-life context is a study of a single instance in action. According to Creswell (2007), simple language needs to be utilised for everybody to understand research findings effortlessly. This type of study follows the same procedure as other studies in finding out the truth about an issue.

1.6.2 Research design

I used case study because it explored one particular phenomenon, *how principals lead and support teachers with cultural activities in their schools.* According to Cohen (2007) the following are the characteristics of case study that made it relevant method for my research: in using case study one will gather data relevant to the study. It focuses on individual performers or participants in the research environment. A case study provides systematical description about what is happening. Yin (2009) regards case study as a way of finding out about the recent issue that creates problems in the environment. I concur with Yin because I conducted this research within participants' real life context.

1.6.3 Data collection methods

In undergoing this study I wanted to advance more knowledge on how principals support and lead cultural activities in their schools. The data collection methods used encompassed face-to-face interviews and documents analysis by consulting cultural committee minutes book, going through the schools' central time table and looking at the cultural activities' year program. In order for the researcher to find out about a phenomenon questions must be asked to the participants. I conducted face-to-face interviews that allowed participants to freely voice their challenges

faced with. Both interviewer and interviewees got an opportunity to face each other in trying to find answers to the research question. Merriam (1988) says it is through face-to-face interviews that answers to research question can be given by participants, the interviewer must ask straight forward question that will be easily answered by research participants.

In qualitative research answers are given in a form of rich data by interviewing participants. According to Nieuwenhuis (2007) by being together with participants, the interviewer gets an opportunity to gather information that will help know participants better. Interviews create an opportunity to interact with participants informally where they will freely respond to research questions. Interviews disclose the causes of a problem in an environment and may even offer alternative solution to the very problem. I explored the principals' role in leading and supporting teachers in cultural activities in the school. Both principals and teachers shared their experiences about their roles to play and challenges encountered in cultural activities.

1.6.4 Limitations of the study

Lincoln and Guba (1985) agree that case studies can sometimes be giving more data that can be confusing, and make the researchers to have wrong conclusions. The researcher must then present an understandable research report. It is also limiting to work with case study because the researcher cannot include everybody as research participants as even in my study I could not include a large number of both teachers and principals. With limited time I could only work with a small number of participants. In this study I intended to provide valuable perception about the role played by the principals in leading and supporting cultural activities in the school.

1.6.5 Chapter outline

Chapter 1

The chapter revealed the procedures followed in undergoing this duty. More light was given on the principals' role in leading and supporting teachers in cultural activities in the school. The reason for learners to participate in cultural activities from a global and national perspective is that cultural activities unite people. Purpose statement, as well as the central main research question were included, thus *how do principals lead and support teachers in cultural activities in the schools?*

Chapter 2

This chapter will discuss relevant literature. Literature on distributed leadership, shared leadership, cultural activities, and the principals' role in leading and supporting cultural activities in the school will be investigated. It also deals with conceptual framework, where it clarifies how distributed leadership can be shared in schools. Leadership is seen as distributed across, and embedded within, an organisation, and the positional leader's task is to ensure a collective construction of organisational reality, organisational purpose and how to maintain constant improvement in performance (Dimmock, 2012).

Chapter 3

Methods used to gather information from the participants on the role played by the principal in leading and supporting teachers in cultural activities in their schools are put to light. The design followed in this study is qualitative. Data collection strategies, data analysis, ethical issues, interviews, documents analysis were fully put on the spot light.

Chapter 4

Presentation, analysis and interpretation of the research study as well as the details provided a discussion on teachers' challenges in organizing cultural activities, as well as the role played by principals in providing invaluable support to teachers.

Chapter 5

This chapter summarises the findings and provides the summary of the findings and provided recommendations on how cultural activities can be lead and supported by the principal in the school.

1.7 CONCLUSION

Chapter one introduced the topic by giving background information about the education system that was structured around hierarchy and bureaucracy styles of management. Changes in education have prompted a paradigm shift of encouraging leadership roles to be assumed by more than one person in a school.

Different literatures were reviewed that covered leadership, principals, cultural activities, distributed leadership and shared leadership. The role played by the principals in leading and supporting teacher in organizing cultural activities will be discussed. Mention is made of how learners benefit by participating in cultural activities at all levels.

CHAPTER 2 – THE PRINCIPAL'S ROLE IN THE SCHOOL

2.1 INTRODUCTION

The main purpose of the literature review is to relate previous research to the topic under investigation (McMillan & Schumacher, 2006) which in the case of this study is an investigation of principals' role in leading and supporting teachers in cultural activities in the school. For schools to be successful, they need principals with very strong beliefs and leadership skills (Cushman, 1992). The principal must be exemplary and lead from the front so that the school can realise its objectives, yet the principal must also 'upend the pyramid', by supporting the school structure from below, not directing from above (Cushman, 1992). The principal is viewed as a unifying factor and must see to it that there are no groups in school; all need to work as a unit for a common goal. The principal must see to it that teachers work collaboratively. The principal has to guide teachers to become future leaders who can lead in different committees, such as those for cultural activities.

When people work as a team, they need a leader who will steer them in the right direction. Visionary leaders are able to foresee a problem and come up with mechanisms for solving it (Reh, 2014). Leaders set the goals and new direction, challenging the status quo. They are visionaries and they spearhead the team, motivating and leading them in a new direction. Bush (2007) agrees, saying inspiring followers is one of the traits of a good leader. A manager maintains the status quo, specialising in conformance to the standard and managing teams and individuals around the boundaries that have been set, organising and directing to achieve the task. Likewise, the role of the principal will be to manage through planning, controlling and convening. Furthermore, principals must infuse the spirit of distributed leadership in their quest to lead followers who will benefit from such a leadership style.

In leadership both the leader and people being followers, are together in an environment committed to achieve the set objective with the leaders' influence. Bush (2007) says through successful and competent management, schools will be able to realise their set objectives. He further says managers must make sure that they maintain the standards set for leadership and management. Both leadership and management are vital for the school to be functional (Bush, 2007: 392). In this study, the role of the principal is to lead and support teachers in cultural activities in the school. In leading, the principal will also manage the school's funds so that there can be enough budget for cultural activities. In a school environment, leaders who are persuasive are also influenced by their followers. Teachers also benefit while interacting with influential leaders (Spillane, 2005).

Principals must delegate some responsibilities to teachers as aspiring future leaders, so that they may be developed and empowered to become leaders (Gehrke, 1991). Work by Little (1995) suggests that teachers who wish to become competent leaders ought to work collaboratively with experienced teachers. For teachers to acquire leadership skills, they must be involved in policy making processes of the schools. Katzenmeyer and Moller (2001) support the notion of teacher involvement and empowerment in school to help them to become future leaders.

Schools' principals must see to it that leadership roles are clearly defined in the schools so that teachers may feel empowered by being trusted with different responsibilities (Harris, 2003). According to Liberman (1988), new leaders must be aware that they will be viewed differently by their colleagues and that it will create animosity among them. Troen and Boles (1992: 22) maintain that teachers do not want to associate with leaders, as they view themselves as 'we and others'. This implies new school teachers that feel uncomfortable when given an opportunity to become teacher leaders, because they will no longer be treated as equals with their peers, but as people with higher authority than their peers. Potential teacher leaders may be reluctant to become leaders, encountering challenges like selecting teachers to assist, principal's support, selecting learners to participate in competitions as well

as budgeting for attires. However, teacher leaders need not be isolated from their colleagues because they occupy higher leadership positions, namely that of leading cultural activities. As a way of leading and supporting cultural activities in the school, the principal ought to create a favourable environment for teachers to plan, organise and make sure that learners participate.

Grant (2006) argued that in the old days, leaders were appointed and not selected. Hence, this made people view office bearers as the only school leadership. What emerges from the literature review in this chapter is that before the dawn of democracy, leaders were appointed, not selected, which meant that if one was not appointed to be a leader, one could not participate in the decision-making of the school. Educational changes have prompted a paradigm shift to encouraging leadership roles to be assumed, distributed and shared. This encourages aspiring leaders to act differently by participating in the decision-making of the school as stakeholders in education. The principal has to teach discussion and decision-making skills so that teachers can learn to deal with school matters collaboratively. In the process, they will also be helped to become cultural activities' leaders. Teachers might exclude learners from extracurricular participation if they are not committed to concentrating and implementing decisions taken about learner participation. The principal, being an experienced leader, should play a supportive and leadership role so that teachers may learn from the encounter.

Yu (2009) attests that a child is born in a community that practices a particular culture and that by practicing such a culture, the child may be able to choose a particular career in future. Culture makes the arts and our intellectual and cultural life more accessible to all (Yu, 2009). Through participation in cultural activities all stakeholders get an opportunity to interact and make friends. Every human being has a culture, regardless of the type of society in which he or she lives. All human beings need and use culture to adapt and survive in their natural environment and in their society (Miller, 1979 and Cottas, 1987, in Lemmer & Badenhorst, 1997). Culture is acquired through the process of enculturation within a social context, for

instance at school. If teacher leaders expose or introduce learners to cultural activities, they will over time come to revel in and nurture their cultural talents. Enculturation includes both formal and informal learning and it continues throughout an individual's life. Culture is important as socially constructed, learnt, shared, and it is also dynamic. For learners to sharpen their cultural talents, they need to be guided at school by teachers.

Those teachers who are leaders in their schools influence the upbringing of their learners, some becoming role models (Childs, Moller & Scrivner, 2000). In a school where learners are exposed to different types of extracurricular activities, they tend to perform well and there is a great likelihood that they will complete their grades and go to the tertiary level. One way in which school principals may contribute to the improvement of their teachers can be the introduction of staff development. When teachers are allowed to attend workshops in different co-curricular fields, they will return empowered. According to Childs, Moller and Scrivner (2000), teachers who submit their personal development needs to principals will be requesting training interventions so that they can improve their contribution for the school to perform well. As an indication that teachers are being developed in co-curricular activities, they must do things differently than they did before attending professional development interventions. Teachers who are tasked with leadership responsibilities gain the feeling that the principal values their contribution. They must therefore be fully involved in the processes of decision-making in their schools. When teachers work collaboratively, their leadership skills improve and they become better future leaders. Teachers have the potential to lead other colleagues together with the school as a whole toward greater achievements for the school, by doing things differently. Teachers must be given a chance to take responsibilities as a way of empowering them to become leaders. Those that are afforded chances to lead in school activities feel that their contributions are valued. As school teachers become leaders, they become energetic and better teachers, they become more committed in whatever they do. In this way, such teachers improve day by day to become good leaders.

There is a relationship between leading and learning. As teachers learn leadership skills from experienced principals, they also learn to be professionals in the school (York-Barr and Duke, 2004). The principal cannot function alone in the school but needs teachers to complement those roles. According to Barth (2001), the teachers' leadership contribution enables the principal function optimally. By using distributed or shared leadership in the school, the principal shows leadership and support to cultural activities in the school by allowing or creating a platform for aspiring new leaders to sharpen their leadership skills. The main responsibilities for teacher leaders are to plan, organise and create a platform for both learners and teachers to participate in different cultural activities. By so doing, they will have an opportunity to unearth learners' talents that need to be nurtured. With the help of the principal, teacher leaders must draw up a cultural activities budget so that they can realise their objectives. As a way of supporting cultural activities in the school, the principal should be present at all cultural activities, even while learners practice, then they will feel motivated and supported.

Teachers are regarded as professionals who can improve learner performance, help schools to better their achievements, encourage everybody to be brilliant, and encourage stakeholder participation. I concur with Fullan (in York-Barr, 2004) that collaborative leadership contributes positively to learner performance. In this framework, teacher leaders are described as those teachers who are tasked with leadership responsibilities in schools' cultural activities.

Shared or distributed leadership is distributed to key stakeholders throughout the organisation as part of empowerment. Shared or distributed leadership has been demonstrated to contribute to improved learner outcomes, increased recognition of the profession, and more effective change management (Duignan, 2006). Teacher leadership may be supported by structures such as professional development schools in which learning and teacher leadership are presumably or potentially embedded in all teachers (York-Barr & Duke, 2004).

The tradition of top-down leadership instead of shared or participatory leadership is a challenge to teacher leadership. That is why there should be change in traditional leadership where leaders are appointed to be on par with educational changes. To that effect, Katzenmeyer and Moller (2001) have developed one of the few comprehensive models for developing teacher leaders, starting with an assessment of leadership readiness. In selecting teacher leaders, principals have to follow the following criteria to help them to identify potential teacher leaders: competence, credibility and approachability. These are the criteria that can be used by principals to identify teachers who are viewed by their peers as having leadership potential.

2.2 EXTRACURRICULAR PROGRAMME

According to Clarke (2007) a full and stimulating extracurricular programme adds significant value to the quality of education that a school provides. There is a significant correlation between learner participation in extracurricular activities and learner engagement and success at school. Learners who participate in different extracurricular activities normally perform well and attend school regularly. The US education department issued the findings of research that analysed relationships between extracurricular participation and learners' success at school. It was found that extracurricular participation was positively associated with learners' progressing to tertiary institutions (Clarke, 2007). The report also notes that extracurricular activities offer learners opportunities to develop a sense of belonging, to be accountable in life, to be assertive and participate in community activities by living life to the fullest. The research findings indicated that learners who participate in extracurricular activities are likely to complete their secondary education and further their studies at institutions of higher learning. According to Clarke (2007), extracurricular participation provides previously marginalised learners with access to a more elite stratum of the learner population, and exposes the learners to peers who have better attitudes towards schools. Such learners will befriend those who attend school regularly, as they enjoy attending a school where

cultural activities are taken seriously. In our context learners have shown that they like to attend schools where extracurricular activities occupy centre stage.

According to Wasley (1991), leaders must be able to empower teachers to become agents of change who will do things differently. Katzenmeyer and Moller (2001) describe teacher leaders as those who have leadership responsibilities even outside school. These are teachers who function well in teams and lead schools activities (Aguilar, 2010). Teacher leaders are those teachers that can share knowledge freely with their peers and they like being leaders in school environments. Teacher leaders are normally teachers who are eager to assume leadership roles in different committees at school, and who volunteer willingly to become teacher leaders in extracurricular activities, e.g. as cultural conveners.

According to Singh (2007), teachers must be prepared to work in different environments, and therefore must be able to adapt and function well in new situations. In this study the emphasis was on the principal's leadership and support role in regard to cultural activities in the school. The lens was further zoomed in on cultural activities taking place in the school, because cultural activities are neglected by both learners and teachers in most schools, while they should form part and parcel of the school's year programme.

Cultural activities help learners gain an appreciation of the different people from different cultural backgrounds. Learning about other cultures broadens a learner's life experiences (Cagle, 2013). This promotes understanding for learners who will compete in a global economy. These activities, more importantly, create stronger communities where prejudice does not exist and people act for the social good. Schools that allow learners to participate in cultural activities are investing in the future of their learners as they will learn to leave harmoniously with others, even in the field of work (Yu, 2009). All these call for the principal's support through being an overseer in planning, organising and controlling different cultural activities that take place in the school. The principal's support may come in different ways, e.g. by

capacitating teacher leaders in drawing up a budget, or showing them how to spot learners who can become group leaders in specific cultural activities and how to motivate both learners and teachers to fully participate in cultural activities.

Other learners view those learners who participate in cultural activities as wasting their learning time, forgetting that one does not only learn in the classroom as for learners who take part in cultural activities are able to realise their talents and teachers will be able to nurture those talents until they are able to compete locally, nationally and internationally. The schools' principals are generally reluctant to support cultural activities financially and the department of education is not playing any role in schools' cultural activities as it is supposed to do. This prompted me to become eager to investigate the principals' role in leading and supporting cultural activities in their schools. The significance of the study will be to help both learners and teachers value participation in cultural activities at school. My thinking in this regard is that, in a school context if there are different activities taking place, different leaders in their different spheres of leadership play their roles interdependently. Distributive leadership will assist by equipping other teacher leaders with new skills for the school to realise its goals. All stakeholders must be involved in the activities of the school so that teachers can display their leadership skills. I support this idea because distributive and shared leaderships are a way of developing and empowering other emerging leaders (Bennett, 2003). A school leader shares the vision and mission of the school which they all work towards achieving.

There is a clear indication that people view teacher leadership differently. According to my own experience as a teacher, I view leaders as influential persons in the school that empower potential teacher leaders to improve learner achievement. Leadership skills can be learnt if one interacts with principals; teachers are people with open minds, willing to learn. For leaders to function well, the environment and followers must be supportive by listening and taking principals' guidance. I am of the view that the competence of the teacher leader, who may be born or made, and

the ability of the principals to transform by distributing their leadership, will be one of the determinants of a good school. According to Bennett (2003) distributed leadership entails the view that different expertise are distributed across the many not to few individuals. Teacher leadership practices are shared among new leaders who learn from experienced principals.

2.3 PRINCIPALS AS SUPPORTERS

There should be committed teachers in the schools who will be willing to take leadership responsibilities so that learners can be motivated to take part in cultural activities (Juarez, 1996). By being supported as they participate in cultural activities, learners will be prepared to interact with people from different cultural backgrounds in their future places of work. By making sure that both teachers and learners participate in cultural activities, it will be evident that the principal supports and with his/her knowledge leads cultural activities. Through participation in extracurricular activities, learners are guided to realise their talents, which will in turn help them in choosing their careers (Juarez, 1996). Distributed leadership highlights leadership as a developing characteristic of a group of collaborating individuals, just like in a school environment where both teachers and the principal execute their responsibilities of leading.

Distributed leadership suggests openness of the boundaries of leadership by widening the conventional net of leaders (Bennett, 2003). Through distributed leadership, as a way of supporting and leading cultural activities in the school the principal makes sure that distributed leadership is distributed to many, not the few in the school milieu (Bennett, 2003). This will make both teachers and the principal to operate best in an open climate, where relationships are based on trust, mutual protection and support. One of the most harmonious findings from studies of effective leadership in schools is that authority to lead need not be located in the person of the leader but can be dispersed within the school in between and among people (Mulford, 2003).

2.4 COMPETENCIES NEEDED FROM TEACHERS

As adults, teachers ought to deal with people from other cultural backgrounds. It is important for teachers to demonstrate this competency as they work with learners, parents and one another. The greatest benefit is that when participants have a better understanding of their own beliefs, they will be more able to employ methods by which to help learners gain greater respect and value one another's similarities and differences. Teachers must always remember to value learners' different cultures; their teachings must be in line with these cultural differences (Banks & Banks, 2005). Gollnick and Chinn (2002) concur, saying schools must create platforms where learners can participate in cultural activities so that they may know and understand that our country is multicultural.

2.4.1 Reflections of teaching and learning facilitated by culture

The responsibility of principals is to see to it that all teachings are responsive to learners' culture (Irish, 2012). According to Irish (2012), learning programmes that are in line with learners' culture will help to clear some of the labels about other cultures. It is through participation in cultural activities that learners are afforded an opportunity to interact with learners from a different cultural background. It is through diversified instructional groupings that learners understand different cultures.

2.4.2 Respect for others through culturally competent teaching

All learners go to school with different cultural beliefs that need to be known and understood as such. To understand the ways of learning, learners must first know their culture and build on it as they continue to learn. According to Irish (2012), a well-informed community of learners is beneficial to all involved. In such a community, learners will start to respect other's culture.

2.4.3 Learners accommodated by culturally competent teaching

A critical component of effective teaching is respect for the learner. Learners prefer teachers who are said to be well competent in cultural matters. This calls for teachers to make sure that their teaching is focused on learners (Irish, 2012).

2.5 HOW PRINCIPALS CAN SUPPORT LEARNERS AND TEACHERS

To be a devoted principal of a secondary school, principals need to be compassionate and have high expectations of their learners. Rather than regarding pupils as learners at risk, principals should view all their learners as persons with potential that need to be developed. The principals of secondary schools should therefore be committed to their learners' welfare and should ensure that their educational environments are supportive of all academic and non-academic programmes and that all programmes are conducive to desirable learning experiences for all learners (Forsyth & Tallerico, 1999).

Where principals wish to nurture the development of teachers, their roles should be to establish and maintain environments that are safe places in which prospective leaders can experience learning and leading. Principals must know that every learner is unique. Banks and Banks (2005) note that learners are sometimes subjected to group conformity that may affect their learning and participation in cultural activities. There is likelihood that learners may identify themselves with others even if they practice a different culture (Banks & Banks, 2005). With different leadership styles principals have to see to it that they support teachers (Muijs & Harris, 2003). Woods (2005) agrees, stating that the principals' role in guiding teachers has changed. Before democracy, principals were regarded as the only schools leaders who occupy senior positions. Contrary to this, principals must work collaboratively with other stakeholders lead schools (Swanepoel & Booysen, 2006). Katzenmeyer and Moller (2001) say that it is the responsibility of the principal to provide opportunities for the development of teacher leadership. When learners

grow, they start to identify themselves with other cultural groups (Gollnick & Chinn, 2002). Principals and other stakeholders must treat learners as people who belong to a certain cultural group. Schools must be accommodative to such learners, so that they will willingly participate in cultural activities.

Leadership is crucial to ensure successful outcomes in schools for all involved. A new conceptualisation of leadership is suggested by Senge (1990), where leadership is seen as the collective capacity to do useful things and where leadership responsibility is widely shared beyond the principal. It appears to be necessary to be sufficiently responsive to the complexity of contemporary school leadership demands. According to Duke (2004), there are conditions that can facilitate or challenge the nurturance of teacher leadership. These conditions are: teachers display the will to learn; collaboration with others is valued; teachers need experienced principals to guide them. As a researcher, I concur with these conditions as ways of supporting teacher leaders in their endeavours by both the principal and other teachers.

In relation to the structural conditions in school, Katzenmeyer and Moller (2001) identify organisational barriers which pertain to highly bureaucratic top-down models with their hierarchical culture of authority which still dominates in many schools, also in South Africa. This bears witness to the fact that most schools still regard top-down hierarchical structures as the legitimate form of authority. The results of a study completed by Grant et al. (2008) provide strong evidence that, school management teams act as an impediment to teacher leadership, as they demonstrate a lack of trust in teacher leadership potential and do not distribute leadership but instead autocratically control the leadership process. In this framework, teacher leaders are described as leaders in cultural activities, prepared to learn from principals; and having a winning mentality about their leadership (York-Barr, 2004).

2.6 BENEFITS OF TEACHER PARTICIPATION

The rationale for teacher leadership emphasises the benefits that can be realised when teacher leaders participate to a greater extent in their schools. Some arguments related to this assertion are largely pragmatic; one such argument asserts that more fresh minds are needed. The more teachers support each other during busy times, the less stressed they should be. When teachers take on an individual responsibility, it helps the person in charge significantly (Bircher, 2010). The main reason being that the school is viewed as being too complex for the principal to lead alone; the help of teachers is needed to fulfil the responsibilities of site leaders (York-Barr, 2004). The other argument for teacher participation is to ensure consideration of an employee perspective, which can inform management and result in more effective decisions. Teachers are well positioned because in schools they are direct service employees who hold vital knowledge regarding daily operations and interactions with various stakeholders.

Teachers are employees whose perspectives can well inform decisions. It is true that greater employee participation points toward greater possession and obligation near organisational objectives. In short, when teachers participate in policymaking, they develop and become dedicated to the resolutions surfacing. They buy into the decision; they feel a sense of ownership. Therefore, they are more likely to see to it that decisions are actually implemented (York-Barr, 2004). To my knowledge as a researcher, teachers who participate in making decisions about conditions that affect what happens inside classrooms have a greater sense of empowerment and are less likely to feel like passive victims. When learners participate fully in extracurricular activities, it becomes easy for teachers to identify learner talent and be able to nurture it to the fullest.

Distributed leadership is displayed when a good relationship is established between teacher leaders and their principals and they are consistently identified as a strong influence on teacher leadership. Teacher leadership starts to flourish in schools

where principals give full support, by affording teacher leaders an opportunity to lead. As a way of supporting teacher leaders, principals foster social trust by exhibiting consistency and competence in their work (York-Barr, 2004). Distributed leadership or shared leadership has its own challenges; the tradition of top-down leadership instead of shared or participatory leadership and a bureaucratic structure result in the isolation of teachers, instead of promoting interdependent work. Lack of teacher access to one another and insufficient time for leadership work has long been noted as challenges as well. As a way of supporting teacher leaders, principals must be easily accessible at all times so that they can offer support where it is needed. Hence, the principal must be an all-rounder in all cultural activities so that learners can see that he/she is willing to give guidance.

According to York-Barr (2004), both formal training such as university coursework or district-based professional development, and job-embedded support such as coaching by principals are important elements for development. Also evident is the need for principal support of teacher leaders as they courageously venture forth to lead among their peers. By actively backing up teachers' development, communicating well, and being involved in teacher support, principals will be playing a leadership and supporting role. Experienced teachers and principals must support aspiring, emergent leaders and provide the support and support structures needed to succeed in acquiring leadership skills.

Productive associations by new leaders will make them good future cooperative leaders (York-Barr, 2004). New leaders welcome the challenge of being leaders in different school activities, for example cultural activities. Principals are very influential in the development of teacher leaders for example by providing structures, policies, processes and resources to improve the leading of cultural activities in the schools. Teacher leaders must work towards the betterment of learners in the world of work. Distributed or shared leadership prepares future leaders to be versatile and become good leaders.

2.7 CONSTRUCTIVE BENEFITS OF LEARNERS' PARTICIPATION

Extracurricular events are those events in which learners are involved and are activities that take place outside schools' classroom but form part of the curriculum. Learners participate voluntarily under the supervision of all teachers. Extracurricular events form an extension of what they normally learn in class (Massoni, 2011). They have many positive effects on learners, like teaching appropriate behaviour and promoting excellent scholastic achievements that will help in starting a career. Generally, learners who are involved in cultural activities experience fewer behavioural difficulties as they also participate in sporting activities (Massoni, 2011). When performing the activities well, they take pride in themselves and they then display good interpersonal relationships.

2.8 DISTRIBUTED OR SHARED LEADERSHIP THAT PROMOTES TEACHER LEADERSHIP

According to Harris (2003), shared leadership forms the basis for teachers who want to become leaders in schools. I concur with this notion in the sense that when leadership is being distributed to teacher leadership, those teachers are being groomed, afforded an opportunity and being developed to become responsible future leaders. As a way of producing future leaders, teacher leadership has become popular in England. In countries like the USA and Canada, the notion of teachers becoming leaders in schools is firmly established. Just like in our schools where principals encourage passionate teachers to become cultural activities leaders. Nowadays, teachers are welcomed if they aspire to become leaders (Harris, 2003). Little and Lambert (in Harris, 2003) advocate the positive outcomes brought about by principals that guide teachers to lead in cultural activities. Teacher leaders favour truthful leaders, who are outgoing, sharing, friendly, familiar and helpful, and challenging and realistic mentors.

By empowering teachers, principals can increase their own power as their role is to lead and support cultural activities (Harris, 2003). By being part of a community of learners, teachers will learn to become leaders in school's activities. According to Harris (2003), teachers can participate in three spheres of leadership, namely: opposition, made-up or likelihood. Teachers can participate in distributed or shared leadership as a way of learning to become leaders in schools (Harris, 2003). Nowadays, leaders need to take a lead in different spheres of life. For example, cultural activities need teacher leaders to be at the front, because leadership is no longer in the hands of the school principals alone. This calls for principals to create an environment conducive for distributed leadership. Most successful leaders are those from different organisations and even schools' principals. Such leaders have different leadership styles and lead teacher leaders in getting the job done as expected.

With the dawning of democracy in South Africa, more leaders from different angles of life ought to be developed as leadership no longer resides in appointed leaders in schools. Harris (2003) argues that teachers who are willing to take leadership roles must be given the opportunity and the support that they may need. It simply means that leadership skills can be transferred to teacher leaders by the principal through delegation. Not all teachers are capable of becoming leaders, but those who show that ability must be supported and led by experienced leaders. Gronn (in Harris, 2003) says leadership is a collaborative effort that calls for willing leaders to be cooperative with mentors. The concept of teacher leadership can be defined in different ways, but the bottom line is that leaders must be prepared to work together to achieve the set objectives (Harris, 2003). Schools' principals must be willing to share or distribute their leadership as most teachers are willing to be guided into becoming future leaders.

This chapter defines distributed and shared leadership and explains my understandings of these concepts as a researcher. It also focuses on the way principals can be involved in cultural activities in the school. The lens will further be

focused on cultural activities taking place in the schools. Leadership has a positive impact on the organisation of schools and on how teachers are involved in running school activities for the benefit of the school. The school in which teachers work collaboratively, those teachers are willing to volunteer to become responsible for cultural activities. Countries like Canada and USA have seen a great improvement in the types of leadership programmes; teachers have been trained in different leadership scopes. Spillane (2008) emphasises that leadership rehearsal is more important than just leadership in distributed or shared leadership. I concur with this statement by saying that collaborative leadership is the best in any organisation. A distributed view of leadership also recognises that leading a school requires multiple leaders (Spillane, 2005).

Schools' principals must make sure that teachers are supported and led to become leaders in school's activities so that learners may be motivated to participate in those activities. Given the support and platform, teachers can display their leadership skills, for example as cultural activities leaders. Principals must be willing to delegate some responsibilities to teachers and become overseers (Gronn, 2000). By so doing they will be promoting the concept of teacher leadership in schools. According to Spillane (2005), there are many emerging leaders, and leadership must be distributed or shared to give others a chance to lead. Spillane and Harris (2008) argue that leaders must focus on collaborative leadership that will put their efforts together and achieve the set objectives. Leaders are unique; hence their leadership styles will differ. Principals nevertheless ought to value their contributions in the schools' smooth running. Hargreaves (in Spillane & Harris, 2008) suggests that as a way of producing and developing teacher leaders, principals must involve them in policy making as an indication that their inputs are valued.

There are different types of leadership, of which shared leadership is the most appropriate one in schools. It expands leadership tasks and entails more responsibilities. It made principals to prefer shared or distributed leadership in

their schools. With increasing responsibilities, principals have no option but to use distributed leadership so as to allow new talent to flourish (Spillane & Harris, 2008). In a school where many activities are taking place, the principal cannot play the leadership role alone but needs other teachers to take a lead, for example in cultural activities. Research and experiments conducted have shown that there is a good relationship between shared leadership and scholastic results (Spillane & Harris, 2008). There is a strong link between distributed and shared leadership, as the notions also overlap with participative leadership and democratic leadership. According to Hutchins (in Spillane & Harris, 2008), distributed leadership can only take place in a milieu where there are leaders and followers who are willing to learn leadership skills.

Katzenmeyer and Moller (2001) highlight the issue of developing and empowering teachers, pointing out that it must not be general, but specific to the environment in which they work. By delegating different responsibilities to teachers, they will be trained to operate in different situations (Katzenmeyer & Moller 2001). A more experienced principal is needed who can transfer leadership skills to new, ambitious leaders. Teachers need to work collaboratively with principals so that they can learn together, because a human being is a social being. By working together they will motivate other teachers as well and learners' scholastic achievement will also improve (Spillane, 2005). Just as in a school were the principal acknowledges the contributions of all staff members, such teachers will feel valued and put more pressure in leading those different activities in the school (Spillane & Harris, 2008).

Principals have to transfer leadership skills to those occupying positions to which they were selected or volunteered rather than appointed, as per the concept of shared leadership. Leaders who are not sure which responsibilities can be delegated must seek help from the other experienced leaders. If it remains the responsibility of the principal to share responsibilities, then principals must delegate to those who they know will perform as expected. By sharing leadership roles, the principal will

be making sure that all teachers are involved in leading the school (Harris, 2003). It is the responsibility of leaders to establish a suitable situation intended for both learners and teachers to become engaged in cultural activities. For the school to achieve and realise its objectives, all teachers must be given responsibilities and be motivated to function collaboratively.

According to Murphy (2005), principals must be aware that leadership is no longer about appointed leaders, but that teachers can also volunteer to lead in cultural activities. Murphy (2005) describes this emerging headship type as collaborative, cooperative and bestowed to many leaders. According to shared leadership, many teachers with new skills must be given an opportunity to contribute to schools' leadership as turnaround strategy. School principals ought to be aware that teachers with rare leadership skills can help learners to achieve in the activities concerned.

Harris (2003) argues that in distributive leadership, all stakeholders must be involved. I concur with this, because a school's leadership exceeds the capacity of any one person, or of those in formal leadership positions only, and should be distributed to engage the contours of expertise in the school community, creating a philosophy, providing unity, directional leadership for instruction, culture and guidance (Harris, 2003).

According to Duignan (2007), contours of expertise suggest that there are rich veins of expertise to be found throughout organisations for those who know the organisational terrain well. According to the literature, the performance of teachers alone cannot help improve learner performance, but all stakeholders must be involved. With stakeholders' involvement, learners will realise that education is everybody's business and start focusing on their studies, also participating fully in cultural activities. As has already been suggested, leadership for school improvement cannot be the responsibility of one or even a few people; it seems reasonable to conclude that a key task should be to help empower and develop teachers to contribute in a school's leadership (Duignan, 2007). While teacher

participation is a key ingredient of true distributed leadership, the school principal has an important role, namely to encourage and guide teacher leaders. The literature reviewed concurs that the principal remains key in the success of the school.

Capabilities are critical in any type of shared leadership. Teachers therefore must be given an opportunity to lead. Shared leadership calls for the principals to regularly renew their leadership skills by attending leadership and management workshops (Duignan, 2007). Most school leaders appear to understand that the concept of shared or distributed leadership involves all stakeholders; they must make sure that this type of leadership is implemented correctly. Principals have the challenge of creating conditions in which the key school community stakeholders are willing and able to collaborate, channelling all efforts towards achieving the shared vision and goals of the school community.

According Duignan (2007), school principals must encourage collegiality by making sure teachers participate in shared leadership so that learners may see the important of participating in cultural activities. As researcher, I agree with Duignan; such sharing should allow emerging leaders to lead in the school. This requires a letting go, more especially by principals who have been used to leading from the front. For this to take place, educational leaders must be protected so that they can operate without fear.

A current opinion is that leadership in a multifaceted school will need all involved to make positive contributions (Duignan, 2007). It is clear by just observing that distributed leadership encourages everybody to participate in constructing and reconstructing a reality of working productively. Therefore, teachers, principals and parents must all be involved in the leadership processes of the school. Whatever happens in the school depends on collaboration among all stakeholders. This bears witness to the saying that if the principal has got bad rapport with subordinates, it will have a negative impact on the school as a whole.

Shared leadership needs all the key stakeholders in a school community to rethink what constitutes leadership. Where people are engaged and work together, there should be a form of leadership that will help to steer them to the right direction. Importantly, no positional distributed leadership must take place in the school; teachers must be allowed to volunteer and embrace the idea that it is their responsibility to develop and nurture leadership in others through shared leadership. According to Duignan (2007), a commitment to sharing responsibility for leadership in schools often helps teachers. Principals with a sense of responsibility and ideally all staff members, including newly employed teachers, would have a clear picture of their special space in the leadership framework of their school.

For the depth of the school's leadership to be enhanced, teacher leaders must feel that they are valued as significant contributors to the leadership of their organisation, no matter on what level or in what area. There is a great need of distributed leadership in schools. Principals need to introduce it steadily but surely so that they do not encounter problems with implementation (Duignan, 2007). There are many different types of leadership, but distributed or shared leadership has proved to be more relevant in this era (Duignan, 2007). Shared leadership is viewed as empowering and developing in the school context, which calls for cooperative learning.

2.9 DIAGRAMATIC REPRESENTATION OF THE CHARACTERISTICS OF DISTRIBUTED LEADERSHIP
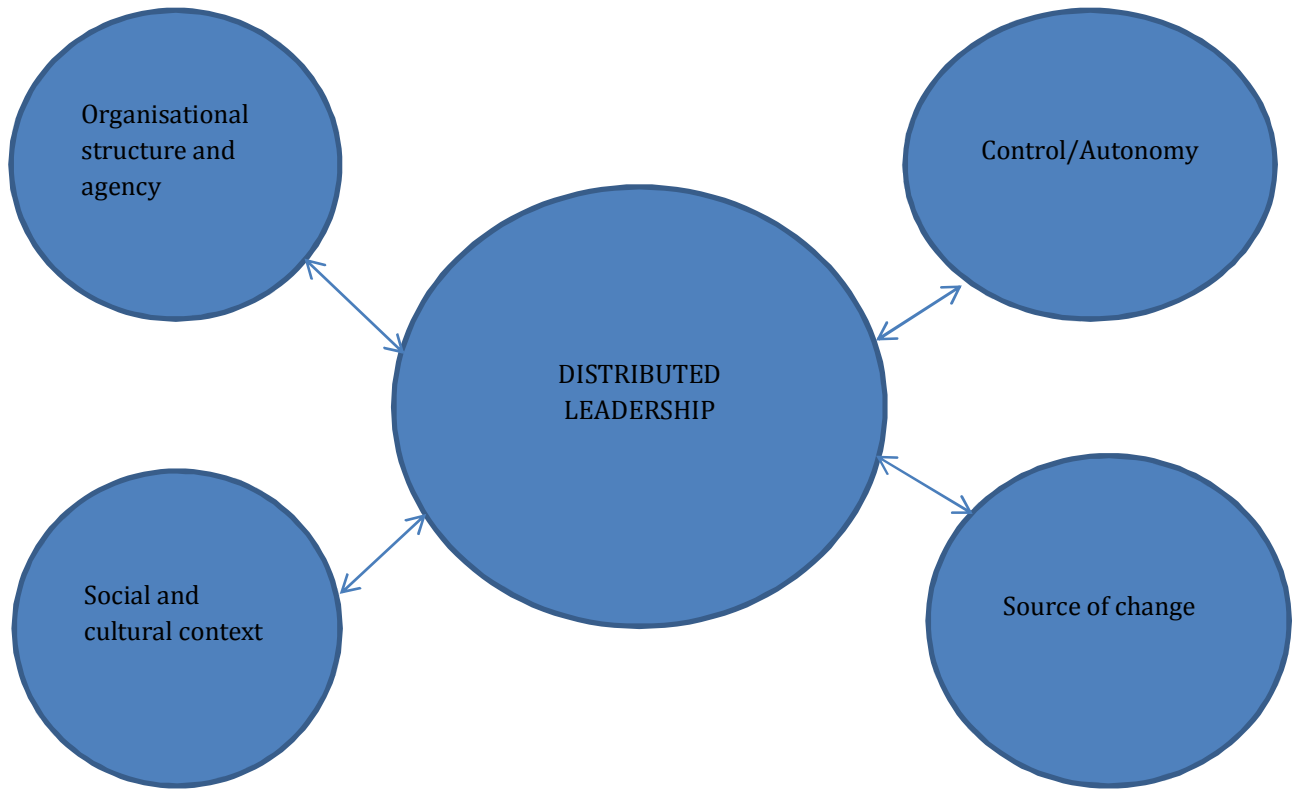
2.9.1 Organisational structure and agency (adapted from Bennett, 2003)

It is the responsibility of the school's leadership to enforce transformation in the ways cultural activities are being organised. The school's central time table must cater for cultural activities to allow teacher leaders to execute their responsibilities. The most traditional cultural activities taking place in schools are; drama, choral music, traditional dance, praise singing and gumboots dance.

2.9.2 Control/Autonomy

The greatest challenge encountered by teacher leaders is lack of support by the school's authority. They are not given opportunities to express themselves to the utmost, as Bennett et al (2003) contends. Teacher leaders try by all means to plan

and organise cultural activities but they do not easily enjoy success. Teachers need the freedom to practise what they know. They have interest in developing other people.

2.9.3 Social and cultural contexts

Teacher leaders organise stimulating excursions for the staff members to meet casually away from the school milieu. They get an opportunity by having open discussions about issues that affect their assistance with cultural activities. Social and cultural context plays an important role because it is where principals, teachers, teachers leaders create a podium for learners to participate in cultural activities with full support and guidance (Bennett, 2003).

2.9.4 Source of change

Teacher leaders play their part by guiding learners to understand issues about culture, learn to know and understand that they live in multiracial societies. The incentive for developing distributive leadership will be encouraged by the principal who creates space for teacher leaders to perform their duties as expected. This will give rise to structural re-organisation where teacher leaders are entrusted with the responsibility of leading cultural activities (Bennett, 2003). Teachers want to be involved in changing learners' behaviour. Cultural activities are one of the sources of change in schools.

2.10 TYPES OF CULTURAL ACTIVITIES IN SCHOOLS

The cultural programmes referred to in this section have been given different names over the years. They are sometimes called co-curricular, or student activities (Rossow & Warner, 2000). From a school and community relations standpoint, the extracurricular activity programme especially cultural activities can be the reason for the school's existence in some communities (Rossow & Warner, 2000). Worsely

(in Skelton & Allen, 2002) suggests that the rivalry arising from the interactions of different cultures can bring about creative change, and rich cross-cultural stimulation. Schools that value cultural activities will encourage learners from different cultural backgrounds to participate and share their cultures. The most common cultural activities that learners participate in are: traditional dance, drama, gumboots dance, pantsula dance, choral music, beauty contests and poetry. These are the activities that are known best but in my experience it is because parents are willing to provide materials or apparatus for their children to participate in, for example, traditional dance. For teacher leaders to perform as expected in cultural activities they will need the principal's support to lead and take responsibility in all these activities; the teacher leader will play the role of an overseer or trainer for cultural activities. These are the most important roles that must be played by other teachers in the school and the principal has to serve as guide to teacher leaders.

2.11 CONCLUSION

The literature reviewed indicated that principals who are zealous about distributed or shared leadership are viewed as those leaders who are willing to develop teachers. There are some principals who are not willing to transform, as they still do not see the relationship between distributed or shared leadership and learners' scholastic achievements. However, I argue that South African schools require leadership that will challenge the status quo and initiate the journey towards school improvement.

The review also showed that our schools need leaders who are courageous and unafraid to take risks and who can use their initiative and work collaboratively with people in achieving the shared school vision (Grant, 2006). In our South African schools, there are appointed and selected leaders. Appointed leaders are those leaders who went for interviews and were appointed to those positions of leadership, e.g. principal, deputy principal and heads of departments. Teacher leaders are either selected by the principal according to their abilities or voted in by

other staff members to assume the role of being teacher leaders in cultural activities. Through the use of distributed or shared leadership, principals are able to create a platform for new, aspiring leaders to lead in schools' activities like cultural activities.

Principals' relationship with learners should be one in which they are viewed as staunch supporters of academic and extracurricular activities. Learners must feel as though the principal in some way cares about them. The principal must be involved in both subject-related and extracurricular programmes. The principal can show involvement in cultural activities by being present when learners rehearse and stage their different activities. One of the major problems encountered in cultural activities is the lack of learner participation. The principal can combat learner indifference by ensuring that all activities are kept in perspective.

The good thing about extracurricular activities is that learners themselves acquire leadership skills, learn about teamwork and organisation, and are able to discover their talents. Learners like to participate in the activities that interest them, especially those that will also help them to choose their future career. When leaners decide they would like to partake in extracurricular actions, they choose the one that they will enjoy (Massoni, 2001). Participation in extracurricular activities has also shown positive effects as learners have greater chances of academic success if they are currently participating in any form of extracurricular activities (Anigwe, 2013). Generally, learners who participate in extracurricular activities will likely see a great improvement in their academic and life skills, discipline, goal-setting, teamwork, accountability and responsibility. Extracurricular activities are part of learners' everyday life; they help to shape learners' future career (Massoni, 2011). Parents ought to be aware that academic and extracurricular activities complement each other and develop a well-rounded, socially skilled and healthier learner. Extracurricular activities foster a sense of commitment to a cause or purpose and they also reduce selfish behaviour. Each learner becomes more marketable in the workplace.

CHAPTER 3 – RESEARCH METHODOLOGY

3.1 INTRODUCTION

Pertinent investigation evidences remained essential to answer any enquiry made. Using different methods, research information can be gathered. I used the qualitative research method to gather evidence. I briefly discussed the qualitative case study together with the methods used to collect evidence.

Data analysis was done concurrently with data collection from the first day. Rubin and Rubin (1995) argue that the researcher must start data analysis while conducting interviews. If one runs these two processes at the same time, one will have an opportunity to ask follow-up questions. Merriam (in Creswell, 2007) concurs with researchers who let the two processes run simultaneously, saying the researcher must start analysing data with the first interview. Cohen (2007) argues that data analysis involves the reduction and interpretation of data. Investigators must reduce data obtained through interviews and documents analysis by coding it into categories. Data generated by participants has been structured into manageable format before analysing it. In structuring the data, I considered what Creswell (2007) says on structuring of qualitative data for analysis purpose, each participant's response was critically analysed.

I collected data through voice-recording one-on-one interviews for 30 minutes per participant. I used the principals' offices as they were not frequently used by teachers and learners, particularly after school hours, to minimise disturbance during interviews. Data was also collected through analysing documents, by analysing the schools' roster with regard to cultural activities, examining copies of minutes of cultural meetings where cultural issues were discussed and the cultural activities year programme. Data was prearranged definitely, studied constantly, and then frequently coded. Voice-recorded interviews were transcribed verbatim. Data was interpreted to identify its meaning so that I could write a research report. Data

analysis consists of dividing text into groups of sentences, called text segments, and determining the meaning of each group of sentences (Creswell, 2007). I began with detailed data analysis with a coding process, thus establishing the resources and hooked data that would help answer the research question (Goldring & Rallis, 1993). Text data is used to make meaning of the collected evidence after conducting interviews (Creswell, 2007).

The analysis of evidence was done in this way. All voice recordings gathered during the interviews were transcribed. As I wanted to fully comprehend the data collected, I read the transcripts through three times. In the process of reading through the transcripts, I asked myself if the transcripts answered the research question. Evidences remained fragmented down, and emphasised relevant answers to my research question.

3.2 HOW THIS RESEARCH WAS ADVANCED

The methodology found to be suitable for this study was the qualitative approach. Creswell (2007: 20) describes this method as an examination procedure of accepting founded on different procedural societies of investigation that discover situational problems. This approach allows the researcher to interact with research participants in their real life situations. It was important to me to comprehend how principals lead and support cultural activities in the schools.

Research participants are viewed as primary sources of information for answering the research question posed. Qualitative research was considered relevant for the researcher, enabling participants to be involved in the interviews and to construct their reality in that environment from their own point of view. In this study information pertinent to the research question was collected.

3.3 ADVANTAGES OF QUALITATIVE RESEARCH

Qualitative research yields in-depth and inclusive data (Key, 1997). By practically observing collected data, one will be able to gain a full description of the environment under scrutiny (Key, 1997). As a way of showing concern with the context, researchers are normally forced to visit and view the context under scrutiny (Bogdan & Biklen, 1998). As the researcher, I did conduct interviews in the participants' real-life world or environment.

According to Key (1997), the legitimacy of qualitative research can be preserved differently. More research inputs must be provided and the responsibility of giving meaning to research answers lies with the researcher. When recording interviews, great care must be taken to allow participants to confirm records afterward. I made sure that I recorded accurately and the participants were also satisfied.

3.3.1 Research design in qualitative research

The subjects or participants to be studied were two principals and two teachers from two schools. I chose two secondary schools in the rural area of Mpumalanga, as I thought that I would obtain appropriate data that would help to answer my research question. Although they were neighbouring schools, they organised cultural activities differently. At school A, both learners and teachers valued participation in cultural activities because there is a teacher who is a traditional music artist. Conversely, at school B there was no unaccustomed source of inspiration like in school A. Most learners at school A regarded this traditional music artist, a teacher, as their role model.

My study employed a qualitative research approach because I did not deal with numbers or statistics, but with text data that helped advance detailed thoughtful of the situation being studied. The research design was a case study investigating a particular problem, where relevant data was gathered to solve the case at hand. I

investigated how the principals led and supported cultural activities in the schools. This case study was conducted in two secondary schools in the semi-rural Nkangala District of Mpumalanga. We used the principals' offices as research sites, because they did not often have visitors after working hours. The interviews therefore went well, without interruptions. I did a study of something that is not generally supported by principals, teachers and learners, with an aim to gather an in-depth understanding of human behaviour. According to Creswell (2007), the researcher asks general, broad questions so that he/she can learn from participants. Most of my research time was spent working with individuals and conducting interviews as required by the principles of a qualitative case study. Merriam (1988) argues that a case study is a rigorous explanation of a perception.

The qualitative approach was appropriate for the study as data was collected through face-to-face interviews at the research subjects or participants' different school contexts. According to Nieuwenhuis (2007), qualitative research acknowledges an interactive relationship between the researcher and participants, and the participants' environment and their construction of experiences. In this qualitative case study, I used purposeful sampling, to have an opportunity to collect more information relevant to the research question.

A case study is a study of an issue explored through one or more cases within a restricted system (Creswell, 2007). When a phenomenon is investigated in a real-life context, it is a study of a single instance in action. It is primarily concerned with the collection of data about a particular instance. According to Creswell (2007), findings are easily understood as they are written in simple language understood by the majority. When the researcher is the primary evidence gatherer, it is easier to produce evidence that is pertinent to the research question (Punch, 2009).

3.3.2 Data collection

Data was collected through face-to-face interviews with the principal and teacher leader at school A and also the principal and teacher leader at school B. Face-to-face interviews were voice-recorded. I was able to create good rapport with participants so that they could freely respond to research questions, and I observed their body language when responding to questions directed to them. I also analysed documents, for example the cultural committee minutes book and cultural activities year programme and also analysed participants' biographical information.

I collected data through voice-recording face-to-face interview in the principals' offices, without any disturbance. Data was prearranged firmly and orderly, studied recurrently and frequently and coded. To integrate and refine the categories, I used selective coding. The data was interpreted to identify its meaning. Data analysis consists of dividing it into groups of sentences, called text segments, and determining the meaning of each group of sentences (Creswell, 2007). I initiated detailed data analysis with a coding process, rearranging sentences and phrases with similarities.

Qualitative data provides answers in a form of words, which the researcher obtains by interviewing participants. According to Nieuwenhuis (2007: 55), the researcher poses questions to try and find relevant answers to the research question. By being a good listener, the researcher will capture most useful answers to the questions posed. Through face-to-face interviews, the researcher gets an opportunity to create a good, lasting rapport with participants (Leedy, 2005). If interviews are correctly used, they can help to reveal evidence that cannot be observed. I investigated the principals' role in leading and supporting cultural activities in the school as my topic. Both principals and teacher leaders shared their experiences of their roles and the challenges encountered in cultural activities.

This is a qualitative case study, because I studied a particular event in depth for a defined (30 minutes spent interviewing a participant) period of time and because it is principally concerned with the interaction of factors and events. The case study enables one to find out about an issue in its real context (Bass, 1998). Being practically in the environment helped me to have a full experience of the context and its external factors that caused poor cultural activities attendance by learners and teachers. According to McMillan and Schumacher (2001), for researchers to have a better understanding of their studies, qualitative research design will be idyllic if used correctly. Researchers can do such a study successfully no matter how many participants they have in any research environment. The case study is the researcher's plan or blueprint for considering the different perspectives and views of teachers and principals through interviews. According to McMillan and Schumacher (2001), the research design is viewed as a plan for selecting subjects and research sites, together with a data collection strategy and procedure for answering the research question(s).

3.3.3 Ethical Considerations

I followed all due processes in line with the university's research ethics and made sure that research answers remained confidential at all times (Cohen, 1994). The real names of participants and their schools were never mentioned in my study. I used alphabetical designations as their names, which they worked well. There was no confusion of the data collected. As required by the university, recorded materials will be kept in a safe and participants will be notified. Research data collected from individuals must be kept confidential throughout.

I never forced anyone to participate in this study; they all participated out of their own free will. They were told that if the process was not conducive, they were at liberty to withdraw. Not a single participant withdrew. I explained each step to be taken in conducting the interviews and they had a chance to ask questions about all procedures we were to follow. Participants were safe throughout the interviewing

processes. As the researcher I made sure that the rights to privacy and secrecy were respected at all times. I never betrayed or cheated participants into taking part in the study. This study has no intention of generalising its findings, due to the small size of the sample.

3.3.4 Data analysis and interpretation

Data was organised and analysed immediately after the first interview, which was very helpful because data was analysed on the spot with relevant interpretations. I made sure that research questions on the interview schedule were in line with the theoretical framework.

I began with data analysis immediately after starting to collect data from the first school. Rubin and Rubin (1995) say one is at liberty to start analysing data while evidence collection is in process. This will help the researcher to reformulate research questions so that relevant answers are given. In a qualitative research design, one has a number of analysing options to choose from. According to Maxwell (1996), one can choose analysing through categorising or contextualising methods. I concentrated on the work at hand and used categorising strategies.

3.4 CASE STUDY DESIGN

To understand the research context, I had to use a case study design. Merriam (1988) argues that if one wants to conduct a thorough study of something, the case study is the best tool. Through case studies, one will have an opportunity to become fully immersed in a particular issue at hand (Yin, 2003). In this study, I explored the principals' roles in leading and supporting cultural activities in their schools. My understanding of the topic is that the principal as an experienced leader has to lead and support cultural activities, so that teachers tasked to lead cultural activities may be empowered and developed in that field.

The case study approach makes it easy for one to understand answers in a particular setting. I paid close attention to my studies from start to finish and this helped me to collect relevant information that answered my research question. The issue of why cultural activities are generally overlooked in schools formed part of my research, and the reasons were revealed.

3.5 THE POWER OF A CASE STUDY

People understand a case study better than other approaches, because it uses simple language. A case study can investigate a single instance. I used a case study because it allowed me to tackle the problem at hand on how principals lead and support cultural activities in the school and found solutions that will help participants in dealing with such a problem.

The power of the case study is that it requires one's attention for a very long time. Readers are given an opportunity to internalise what they read within their life experience. Although case studies have a tendency of generalising, with this study I could not generalise because my sample was not large. The data gathered nevertheless helped me to formulate remedies for the situation, as my study will help principals to value their role in leading and supporting cultural activities in their schools.

3.6 PARTICIPANT SELECTION

According to McMillan and Schumacher (2001), the participants selected must match the characteristics of those who can provide relevant information pertaining to the research question. Participants must be from the same environment and be affected by the same problem under study. Hence, I chose principals who were experienced and teacher leaders who were leading cultural activities and could give first-hand information.

Purposive sampling is a technique that refers to the process by which a researcher selects a sample based on the experience or knowledge of the group that is to be sampled. According to McMillan and Schumacher (2001), when choosing participants, one should consider those that are knowledgeable and can respond positively with full knowledge of the problem. In this study, I chose participants from two secondary schools where cultural activities were not so highly valued.

3.7 METHODS OF COLLECTING INFORMATION

It is well known that the aim of collecting information about a problem is to obtain answers that will be able to respond to the research question. In the study, I wanted to fully understand the causes of the problems and come up with solutions. I therefore decided to interact with knowledgeable participants from the affected context.

3.7.1 Researcher's contributions

The main duty of the researcher is to make sure that relevant evidence is collected that will answer the research question. According to McMillan and Schumacher (2001), in conducting research, the researcher may become an observer and spend a long time at the research site to have ample chance to make an informed observation of activities and interactions. By becoming part of the solution to a problem, the researcher has to have a passion for conducting research with the aim of solving the problem in that environment. I accordingly went to two schools and conducted face-to-face interviews that created a good rapport with participants.

3.7.2 Data collection instrument

As the researcher, I felt that it will be appropriate to use face-to-face interviews. I had a chance of meeting participants, and they freely participated in those interviews. Bodgan and Biklen (1998) equate interviews with formal discussions

that take place between two people and more, with someone – the researcher – who steers the discussions in a particular direction. The interviewer initiates an interviewing session to collect evidence that will help answer research questions. As per the interview protocol, questions and follow-up questions were asked, giving the participants time to respond. Participants' thinking can only be accessed through interviews where they are able to express themselves freely.

Tuckman (1994) says by interviewing the affected people in a particular environment, one will obtain relevant information to the research question. Through the interviews, I was able to obtain answers about the role of principals in leading and supporting cultural activities in their schools. McMillan and Schumacher (2001) regard interviews as key to the collection of evidence. I was encouraged to have interviews with participants so that I could obtain answers to my research question. Merriam (1998) says if you want to find out what is in the minds of others, just conduct interviews. To get meaningful information, the researcher must ask relevant questions.

Interviews were voice-recorded with those participants who were willing to participate in my study. I requested permission to record the proceedings and they agreed. Consensus was reached with participants about the duration of our interviews with an aim of not interrupting their teaching time. We used the principals' quite offices in each school and things went well.

3.7.3 Ethical process

All procedures for accessing the research sites were followed. As a first step before accessing the research sites, permission letters were prepared and sent to the relevant authorities. A brief summary of my research was also attached as a supporting document and it gave me the advantage of being allowed to access the chosen research sites and participants. I sent consent letters to all participants and they signed them willingly, permitting me to interview them.

3.8 THE ANALYSIS

3.8.1 Transcriptions of the interviews

Interviews were transcribed verbatim from a voice recorder and I verified the transcriptions to determine if the correct, exact words had been captured. Bogdan and Biklen (1998) say it is difficult to transcribe long interviews; the voice recorder is important for long interviews.

3.8.2 Procedure for analysing facts

McMillan and Schumacher (2001) argue that when the first data has been collected, the researcher must start with data analysis. That will help in determining if data collected will answer the research question. As the researcher, I started analysing data on the first day of information collection. Similarly, Cohen and Morrison (2007) also support the notion of running data analyses together with data collection.

3.8.3 Data coding and categorising

The system used to classify information into manageable parts is called coding (McMillan & Schumacher, 2001). Denscombe (2000) suggests that in coding, data must be broken down into manageable units that will be easy to analyse. When coding analytically, the researcher must select those units that can be used for coding. I used words that appeared frequently in the data collected, for example principals, teachers, learners, support, leadership, distributed or shared leadership and cultural activities.

3.9 CREDIBILITY AND TRUSTWORTHINESS

Regarding the question of reliability and validity in this research, I had to make sure that the research assumptions were internally and externally consistent, supported by the data in the research and not contrary to the existing knowledge (Bisschoff & Koebe, 2005). After conducting an interview, I took the interview report back to the interviewees to check for accuracy. My experience after conducting the interviews was that I had created a relationship of trust with participants, because even after the interview they could relate some good and bad teaching experiences to me. More time was spent on the case at hand in order to become immersed in its issues and to build trust with participants. The focus was strongly on searching for the salient features of the case.

In conducting face-to-face interviews, I had to be a good listener so that I could hear everything said by participants in response to the research questions. That helped me to interpret the responses of the participants properly. The voice recorder that I used was still new and in good working condition and recorded accurately. I was able to transcribe verbatim and kept those transcriptions at a safe place.

3.10 CONCLUSION

Qualitative research and the notion of a case study were discussed. Face-to-face interviews and documents analysis became the main data collection tools. The selection of participants paired with the research design was put in the spotlight. The chapter discussed my preferences for the interviews and documents analysis and the credibility and trustworthiness of the research were addressed. They benefited my studies a great deal, because during the face-to-face interviews I was able to create a good rapport with participants and could ask follow-up questions and participants were at liberty to provide more answers relevant to my study. With documents analysis I was able to read through cultural committee's previous meetings, decisions taken and problems and solutions so as to have interesting and

smooth running of cultural activities. The themes that emerged from the data collected will be discussed in the next chapter.

CHAPTER 4 – PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Merriam (1988) in Creswell contends with the notion that both processes of collecting data and analysing data must run concurrently. In order to avoid drawing preliminary conclusions and influencing the type of data collected, I started analysing data with the first interview and backed it up by an extensive literature review on the role of the principal in leading and supporting cultural activities in the school. As an experienced leader, the principal needs to take the position of an overseer in the organisation of cultural activities in the school. According to Cohen (2007), data analysis involves the reduction and interpretation of data. Researchers must reduce data obtained from participants and documents by coding thus by grouping similar words together into categories. Data generated by participants has been structured into manageable or summarised format before being analysed. In structuring the data, I considered what Creswell (2009) says on structuring of qualitative data for analyses purpose. I then analysed each participants' response.

For the purposes of understanding the participants' codes and data analysis, the participants' codes are provided below:

4.1.1: Participants' coding table

Number	Participants	Coding
1	Principal	Principal A
2	Principal	Principal B
3	Teacher Leader	Teacher Leader A
4	Teacher Leader	Teacher Leader B

4.2 DATA PRESENTATION

In analysing information, I categorised the research evidence and performed coding as a process of rearranging evidence into manageable units (Strauss, 1987). Text evidence was correctly labelled in the language understood by participants. For the purposes of this study, I used a categorising strategy to analyse the data (Strauss, 1987).

4.2.1 Principals' responses

Question/Theme	Response	Critical Comment
Selection of teacher leader	✓ Teacher leaders volunteer to lead cultural activities	By volunteering to become teacher leaders, it becomes easy for the principal to distribute leadership roles to teachers.
Management of cultural activities	✓ Teacher leaders manage cultural activities ✓ Learners are given an opportunity to practice different activities	Teacher leaders become actively responsible for leading cultural activities. Learners are guided by other teachers in practicing with the help of teacher leader.
Financial support	✓ Financial support is offered by the principal	Through budgeting, the principal shows support and leadership of cultural activities taking place in the school.
Benefits of learner	✓ Learners get an	Different podiums are

	opportunity to compete at school, circuit, district, provincial and national levels	created for learners to interact with their peers from different cultural backgrounds.

Table 1: Principal A's responses

Question/Theme	Response	Critical Comment
Selection of teacher leader	✓ Teacher leaders with passion for leadership volunteer to lead cultural activities	For a teacher who is passionate to become cultural activities teacher leader, it serve as an encouragement for other teachers to be fully involved in guiding learners through their participation.
Management of cultural activities	✓ Cultural activities are included in the school's year program ✓ Other teachers help teacher leaders in supervising and guiding learners	Teacher leaders are requested to submit important dates for cultural activities for the whole year to be included in the year program. Other teachers become involved in cultural activities as well.
Financial support	✓ Financial support is offered by the principal	By having money budgeted for cultural activities, the principal supports and leads teachers involved in

		cultural activities. There is an element of commitment on their part.
Benefits of learner participation in cultural activities	✓ Learners get an opportunity to tolerate others' culture as South Africa is a multicultural country	Learners compete with their peers from other schools and get awards for their outstanding achievements.

Table 2: Principal B's responses

Discussion

About the selection of teacher leaders, both principals mentioned that they encourage teachers with passion for cultural activities to volunteer to become teacher leaders. This action serves as an encouragement to other teachers to be fully involved in cultural activities. The environment that encourages teacher leaders to take a lead in cultural activities makes them to become actively responsible for leading cultural activities. The benefits of learner participation in cultural activities is that different podiums are created for learners to freely interact with their peers from different cultural backgrounds and get awards for their outstanding achievements.

4.2.2 Teacher leaders' responses

Question/Theme	Response	Critical Comment
Role understanding	✓ Planning, organizing cultural activities. ✓ Motivate participants.	Organisational structure and agency.
Challenges encountered	✓ Lack of financial support. ✓ Lack of motivation to	Social and cultural context (sustain culture of non-participation).

Question/Theme	Response	Critical Comment
	participate.	
	✓ Lack of time.	
Financial support	✓ Money for food, transport and celebration.	Control/autonomy.
Peer motivation	✓ Organise interesting outings. ✓ Open talk	Social and cultural context (sustain culture of non-participation).
Benefits of learner participation in cultural activities	✓ Understanding of issues about culture.	Source of change.

Table 3: Teacher A's responses

Question/Theme	Response	Critical Comment
Role understanding	✓ Nurture learners to become responsible adults. ✓ Motivate participants.	Source of change Encourage full participation.
Challenges encountered	✓ Classrooms overcrowding. ✓ Learners with special needs. ✓ Both learners and teachers who commute to school.	Irrelevant response Organisational structure that is not fully supportive Social and cultural context that is positive to create and sustain favourable conditions for distributed leadership to flourish.
Financial support	✓ Transport, organizing matric dance	Control/autonomy, teachers do not

	✓ Paying for matric motivational speaker	participate in budgeting but the principal.
Peer motivation	✓ Teachers become demonstrators ✓ Teachers become physically involved	Social and cultural context (sustain culture of non-participation).
Benefits of learner participation in cultural activities	✓ Understanding of issues about culture.	Learners will be able to socialise with peers from different cultural backgrounds (Gronn in Bennett, 2003).

Table 4: Teacher B's responses

Discussion

An organizational structure defines how activities such as task allocation, direction and supervision are directed towards the accomplishment of organizational aims. In a school where the principal allocates leadership roles to teachers, for example, teacher leaders are being tasked to lead cultural activities. A functional organizational structure is a structure that consists of activities such as synchronization, control and task allocation. The organizational structure determines how the organization performs or operates (Jacobides, 2007). It can also be considered as the viewing glass or standpoint through which individuals see their organization and its environment.

Organisational structure and agency

Question asked: How do you understand your role as teacher leader?

There is a need for an organisation to bring changes to the school's structure e.g. time table in order to assist the teacher leader to find opportunities to motivate and allocate time for cultural activities at the school such as: drama, choral music,

traditional dance, praise singing and gumboots dance. Two hours are allocated to cultural activities per week normally on Thursdays from 14:00 to 16:00.

Organisational structure is either bureaucratic or professional. Bureaucracy is defined as a pattern of ordering and specifying relationships among personnel in a school (Kimbrough, n.d). Bureaucratic organisational structures inhibit innovations in schools (Kimbrough, n.d). A number of educational leaders argue that a bureaucratic structure is not designed to accommodate the rapid changes needed. According to its advocates, leadership in a bureaucracy is position oriented. With the dawn of democracy different leadership styles are used in schools for example distributed leadership where principals create environments that allow teachers to lead in cultural activities. The professional bureaucracy is a highly decentralized structure, in both the vertical and horizontal dimensions (Nangpuhan, 2010). Thus a great deal of the power over operating work rests at the bottom of the structure, with the professionals of the operating core. Professionals group together since some clients often need the services of more than one at the same time.

Control/Autonomy

Question asked: Do you encounter challenges as teacher leader? If yes, what are those challenges?

Teacher leaders often experience challenges of support by the high authority, i.e. the principal or School Management Team (SMT). They are not given opportunities to express themselves to the utmost, as Bennett et al (2003) contends. Teacher leaders try by all means to plan and organise cultural activities (Teacher A and B) but they do not easily enjoy success. Teacher leaders are not left independent from the control of the principals in leading cultural activities. This sometimes limits them in becoming innovative when interacting with learners and teachers when they are together for cultural activities.

Social and cultural context

Question asked: How do you motivate other teachers to be involved in cultural activities?

Teacher leaders organise interesting outings for the staff members to meet informally away from the school environment. They get an opportunity by having open talks to discuss issues that affect their contributions to cultural activities (Teacher Leader A). Social and cultural context plays an important role because it is where principals, teachers, teacher leaders create a platform for learners to participate in cultural activities with full support and guidance (Bennett, 2003). The social and cultural context may act in a positive way to create and sustain the conditions for distributed leadership (Gronn in Bennett, 2003).

Source of change

Question asked: What is the significance of learners participating in cultural activities at school?

Learners are guided to understand issues about culture, they learn to know and understand that they live in multicultural societies. The stimulus for developing distributive leadership will be bolstered by the principal who creates space for teacher leaders to perform their duties as expected. This will give rise to structural re-organisation where teacher leaders are entrusted with the responsibility of leading cultural activities (Bennett, 2003). Teacher leaders are sources of change. Their commitment and focus on their work as leaders in cultural activities models similar behaviour to the learners. Essentially, they motivate the learners to begin to participate actively in various school activities.

Analysis of Principal A and B's responses

This study's findings support the theory that distributive leadership plays a key role in ensuring that staff members are given an opportunity to develop themselves by

participating in different roles. Principals have an expectation from teachers to participate fully in day-to-day activities of the school. Some of those activities are extracurricular in nature. That is the reason why Principal A states: *"so we request that all staff members must take part".* The principal's leadership style has to be democratic. In this leadership style, teachers and all staff members will raise their opinions to ensure their voices are heard. This is why teachers feel free to "*volunteer*" to be teacher leaders instead of being coerced. The rest of the staff is expected to support teacher leaders. Teacher leaders cannot achieve a lot in isolation. Performance of learners in cultural activities is a team effort. Leadership has to be shared. Group effort is necessary to ensure excellence.

The schools must work collaboratively towards achieving their dreams. Those dreams are spelt out clearly in the school's vision. In this vision, which was agreed upon by means of team work, will be desirable to all members. Often, principals rely on teachers to organise their cultural activities by selecting the chairmanship and the other portfolios themselves. In this regard, the existence of a positive school culture enables teachers to assume their roles without any difficulties. Zengele (2013) as quoted in (Botha (ed), Marishane, van der Merwe & van Zyl: 2013, 41) relevantly refers to the role culture plays. In this environment, it is essential for role players to regard the tasks they have to perform to be "highly valued". The above matter relates to the importance of ensuring that whatever work that one has to perform, including cultural activities must be taken seriously.

Emphasis of Principal B lies in the existence of "*passion*" from the side of the teachers. In that regard, Zengele (2013) as in (Botha, et al: 41) elaborates on "person culture." This is the kind of direction taken by individuals to the allocated resources to add value to an organisation. In this regard, human resources are an essential component to be shared. It will be difficult to give such guidance if one is not passionate. The motivation will come from within the individual. This is very closely associated with intrinsic motivation. In this environment, teacher leadership is occupied by individuals who are self-driven. With this kind of personality, schools

will go far. In cases where leadership competence is lacking, principals will empower the teachers. Teacher empowerment forms the core of the principal's responsibilities; particularly if that is a *moving school*. In that way, schools will look to the future and prepare strategically towards total development of staff.

5. CONCLUSION

In participating in cultural activities, both teachers and learners get an opportunity to learn more about different cultures. It is the duty and responsibility of the principal to lead and support teacher leaders through capacity building, by creating a favourable environment for teacher leaders to develop leadership skills. Through participating in cultural activities, communities will live harmoniously together. For cultural activities to take place in a school there should be support by the principal and participation by all stakeholders.

CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The key findings of the study are that teachers with passion volunteered to become teacher leaders without being nominated. The principals provided support mechanisms by encouraging teachers with passion to volunteer to become teacher leaders as a way of capacity building. Teacher leaders also reported that the budget allocated to cultural activities was insufficient; hence it was a big challenge to them. Some teachers and learners who refused to participate in cultural activities made things difficult for the teacher leaders. In the interviews with the teacher leaders, it became evident that teacher leaders knew that their roles and responsibilities were to plan and organise cultural activities, so that learners and teachers might have an opportunity to participate actively. The rationale for participating in cultural activities from a global and national perspective is that cultural diversity is a necessity for nation building.

5.2 PARTICIPANTS' BIOGRAPHICAL INFORMATION

Participant	Gender	Race	No of years teaching experience	Qualifications
Principal A	Female	Black	30	PTC, SEC, SED, HED, BED. FDE, ACE & PDM
Teacher Leader A	Male	Black	15	DIP & ACE
Principal B	Male	Black	32	SSTC,BA, BA(HON) & MA
Teacher Leader B	Female	Black	21	STD, B.TECH & ACE

Both principals are highly experienced in teaching and/leadership. Usually, an expectation is created that a highly participative staff would be supported in

extracurricular activities. Such leaders are able to function in complex situations like in schools where the principal needs to make sure that all systems function in unison.

5.3 DESCRIPTION OF RESEARCH SITES

School A

School A is semi-rural that had learner enrolment of 1195 in the year 2013, with 34 educators, 16 males and 18 females. There is a female principal and male deputy principal with 4 heads of departments, 3 males and 1 female. The school has 28 classrooms with a great shortage of furnisher, a well-resourced library, both science and computer laboratories. There is a soccer field; netball court and volleyball court all are without the lawn. The school has tap water and flushing toilets with reserved water in Jojo Tanks. As some learners are from poor families, there is School Nutrition Program for all learners even if some do not eat those foods, the reason being they are from well to do families so they carry lunch boxes. Generally the school's surrounding is kept clean, free from littering of papers. The school has no security but the community members make sure that the school remain intact all the times by keeping an eye on unfamiliar movements around the school premises.

School B

School B is also semi-rural with learner enrolment of 956 in the year 2013, with 23 educators, 13 males and 10 females. There is a male principal and male deputy principal with 3 heads of departments, 1 male and 2 females. The school has 18 electrified classrooms but furnisher shortage remain a general problem; there is a science laboratory, no computer laboratory and a small library. There is no soccer field for the school, they use local soccer team's soccer field; netball court and volleyball court all are in the school's yard. The school has tap water and flushing toilets with reserved water in Jojo Tanks. The school has also School Nutrition

Program for educators, learners and general works they all benefit from this program. Classes take turns in picking up papers laying around the school's premises on different days. The school has contracted a security company that take care of all school's asserts and it seems as if it is doing well as break-ins are very low.

5.4 SUMMARY OF THE STUDY

The first chapter covered the background of my study. The argument covered the problem statement: before the dawn of the South African democracy, school principals were regarded as the only people responsible for leading schools. A school's leadership was the responsibility of one person, namely the principal, who used to develop the school's policies and made decisions alone (Grant, 2006). Changes in education have prompted a paradigm shift toward encouraging leadership roles to be assumed by more than one person in a school. Dimmock (2012) defines leadership as an influence process over a group of individuals, workers or employees, aimed at gaining their commitment to shared values and goals and subsequent goal achievement. The school principal has to be influential over subordinates, for them to be fully committed for the achievement of the set goals. Teachers were allowed to take leadership positions in different school activities such as cultural activities, in particular surrounded by ordinary colleagues. The decentralised approach to school leadership has prompted leadership to be assumed, distributed or shared.

The research process was based on the following main research question:

MAIN RESEARCH QUESTION

How do principals lead and support cultural activities in their schools?

I based my research on the following concepts; distributed and shared leadership, teachers, principals, cultural activities. Thus, the study found that principals employ distributed or shared leadership in supporting and leading cultural activities in their schools.

5.5 RECOMMENDATIONS

Teacher leaders' support: For teacher leaders to be able to organise cultural activities efficiently, principals ought to support them in all their endeavours by being available when learners practise and attend official events where learners compete. All teachers and learners must be fully involved in cultural activities to assist the school to realise its extracurricular activities objectives. It helps them to have information about holistic development of a child. By engaging teachers in school leaderships, learner achievement will improve. Teacher leaders must satisfy their self-actualisation needs – realising personal potential, self-fulfilment, seeking personal growth and gain peak experiences from the principals through distributed and shared leaderships.

Teachers and learners not willing to participate in cultural activities: It is the duty and responsibility of both teacher leaders and principals to utilise different motivational strategies in making sure that all stakeholders are involved and fully participate in cultural activities. In undertaking excursions, the schools can subsidise learners and a limited number of teachers' travel costs. The school should make a culture of organising social trips for all stakeholders where they will meet informally and discuss issues such as time management and conflict management, which keep them away from participating in cultural activities and come up with solutions. Learners who claim to not have enough time to participate in cultural activities must be shown the importance of participating in cultural activities, because their culture is their heritage. By participating in cultural activities, learners get an opportunity to showcase their talents that will also help to shape their future careers.

Planning and organising cultural activities: If teacher leaders do not plan to organise and control cultural activities, they will be planning to fail. Planning for organising and controlling cultural activities must be done in the preceding year, so that those activities that did not receive enough attention and support may have justice done with them the following year. Learners must be taught how to manage their time so that they will stop thinking that participating in cultural activities is a waste of time, as some of them claim that they have too much schoolwork and less time to participate in cultural activities. Leaders need to adapt their leadership skills to various situations (Harris, 2008). Sourcing community members, for example local people capable of showcasing talent to these learners, will strengthen teacher leaders' leadership skills, reduce the challenges they face and motivate both teachers and learners to fully participate in cultural activities.

5.6 THE CONTRIBUTION OF THE STUDY

This study shows the gap between theory and practice, as the principals said they make sure that cultural committees hold regular meetings to plan for cultural activities. What I discovered is that even if they did hold meetings minutes were not taken or captured for future reference as evidence from collected documents for example cultural committee minutes book, going through the schools' central time table and looking at the cultural activities' year program for documents analysis. In managing and supporting teacher leaders to organise cultural activities, principals must always be given feedback of the cultural activities meetings so that they may be able to advise where necessary. By not keeping records of minutes of the previous meeting, it becomes difficult when reference must be made to previous meetings and decisions taken. As planned, the study was a success, with rich theory of distributed or shared leadership. It became evident that principals were willing to share their leadership skills with teacher leaders, by allowing them to volunteer to become leaders in positions that they were not appointed to, but volunteered to fill.

5.7 FUTURE RESEARCH RECOMMENDATIONS

A small sample was used in my study. After conducting this study, I became aware that other schools may be faced with similar challenges as those encountered in the schools where I conducted my research. I believe that the same research should be conducted, but with a wider scope, in researching parents' involvement in school extracurricular activities where some hold positions of leadership.

6 CONCLUSION

The study found that although most teachers volunteer to become teacher leaders, there are those teachers who like shifting responsibilities; by being quick to nominate or elect other teachers during staff meetings to become teacher leaders. Learners do participate in cultural activities with passion, but a limited number do not know the importance of participating as they view it as a waste of time and prefer to dedicate their time to school work. Lack of funds became a major problem in organising cultural activities. Without money, it will be so difficult for the school to hold and participate in cultural activities at schools that are far away. Principal's support in cultural activities is crucial, during the gathering of data it appeared that some principals are so reluctant to offer support to teacher leaders who are tasked with leading cultural activities. During interviews it became apparent that teacher leaders depend solely on the support of the principals. From documents analysed especially minutes of the cultural committee meeting, it emerged that minutes are not correctly captured to serve as a reflection of decisions taken and principals seemed not helping in that regard.

The two schools sampled are no-fee schools; they receive their resource allocation from government, and money is always insufficient and is deposited late into the school coffers. I recommend that the government must try to allocate money proportionally to schools well on time, so that teacher leaders can actively plan and organise cultural activities knowing that all activities will take place as planned with

no disruptions. Both teachers and learners must willingly participate in cultural activities, because it is through learner participation in cultural activities where teachers and teacher leaders can unearth and nurture learners' talents. It is through participation in cultural activities where learners will learn to live in harmony with other learners from different cultural backgrounds. As community members they will also be able to participate in cultural events organised by community leaders with an understanding that one's culture is one's heritage.

Principals who want to create a sustainable legacy of continuous improvement develop their teachers through their distributive or shared leadership style. While there is, as yet, no clear empirical evidence linking distributed leadership with learner performance results, the possibilities of engaging the expertise and talent of all members of the school community toward the accomplishment of a common goal. Teacher leaders are either selected by the principals according to their abilities or voted by other staff members to assume leadership roles of being teacher leaders in extracurricular activities such as cultural activities.

Finally, to minimise teacher leaders' challenges, both teachers and learners must fully participate in cultural activities. Principals must create a favourable environment for teachers to voluntarily become teacher leaders so that they can help principals in organising cultural activities in the schools. The role of the principal is to support and lead cultural activities in the school, by always being there when extracurricular activities take place. Literature has indicated that learners who participate in extracurricular activities their scholastics achievements are of high standard. Overall, learners who participate in extracurricular activities will likely see an improvement in their academic and life skills, including discipline, goal-setting, teamwork, accountability and responsibility. By supporting and leading cultural activities, learners, teachers and teacher leaders will realise that principals are part of the schools' cultural activities. This will motivate all those who are involved in cultural activities to say that they are in this together with their principals.

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