

**Leadership practices of principals in multiple
deprived contexts: a case of successful schools**

by

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degree of

PHILOSOPHIAE DOCTOR

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Studies

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October 2019

DECLARATION

I declare that the thesis titled “**Leadership practices of principals in multiple deprived contexts: a case of successful schools**”, which I hereby submit for the degree Philosophiae Doctor in Education Management and Policy Studies at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

.....

Nontuthuzelo Mhlanga

October 2019

DEDICATION

I dedicate this research to the Lord, my God. I could not have done it without You.
“If God is for us who can be against us” Romans 8: verse 31

I also wish to dedicate this work to the following people...

- To my mother, my pillar of strength, Mrs B. N. MaNdzimande Sishi, Thank you for teaching me that education is the key to success. Thank you for teaching me that education is the key to success and for your sacrifices and your prayers, your wishes will come true. I thank God for keeping you to see all this and thank you for loving us. My late father, Mr T.D. Sishi, it is sad that you are gone Baba, but I know you are proud of me.
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- To my brother, Thembinkosi, this achievement shows that nothing is impossible with God, just follow your dream.
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ETHICAL CLEARANCE CERTIFICATE



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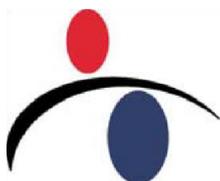
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The researcher declares that she obtained the applicable research ethics approval for this thesis. She observed the ethical conditions stipulated by the Research Ethics committee in terms of the University of Pretoria's Code of Ethics for Researchers and the Policy Guidelines for Responsible Research.

DECLARATION FROM LANGUAGE EDITOR



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TO WHOM IT MAY CONCERN

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ABSTRACT

School principals lead and manage schools to achieve success. However, some schools are located in multiple deprived contexts, which affect the school internally and externally. Little is known about how principals in well-performing schools manage teaching and learning despite the contextual challenges. This study explored the role of successful school principals managing teaching and learning in schools in multiple deprived contexts in Gauteng Province.

A qualitative case study within a constructive / interpretivist paradigm was adopted for the research. The theoretical framework of this study is grounded in the Context-Responsive Leadership theory by Bredeson, Klar and Johansson. Eleven secondary schools performing well in the Senior Certificate Examination in Tshwane North District were purposefully selected for the study. The school principals were the participants in this study. The data was obtained from different sources which include semi-structured interviews, observations and documents review. The data was thematically analysed and the results were categorised according to themes and sub-themes.

The findings of the study highlight the economic and social factors used by the principals to describe the context of their schools as well as other external and internal factors that affected teaching and learning. Collaborative leadership, as well as instructional leadership of the school principal, seem to be a common strategy used by the principals of successful schools to overcome the contextual challenges. The principals also applied other relevant context-responsive leadership practices in their multiple deprived schools. The study concluded that leadership practices of school principals seemed to be based on an understanding and interaction of self and the context in which the school operates.

Key Terms: Multiple deprived context, school leadership, management, teaching and learning, challenging circumstances.

LIST OF ABBREVIATIONS

ATP	Annual Teaching Plan
DBE	Department of Basic Education
FCUBE	Free Compulsory Universal Basic Education
FET	Further Education and Training
GDE	Gauteng Department of Education
HODs	Heads of Departments
ISSPP	International Successful School Principalship Project
LTSMs	Learning Teaching Support Materials
MDG	Millennium Development Goals
NCS	National Curriculum Statement
NCLB	No Child Left Behind
NGO	Non-Governmental Organization
NSC	National Senior Certificate
PAM	Personnel Administrative Measures
PDP	Professional Development Portfolio
RCL	Representative Council of Learners
RDP	Reconstruction and Development Programme
SANCA	South African National Council on Alcoholism
SASP	South African Standard for Principalship
SDP	School Development Plan
SGB	School Governing Body
SMT	School Management Team
SRC	School Representative Council
WHO	World Health Organisation

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CHAPTER ONE - OVERVIEW OF THE STUDY

1.1 INTRODUCTION

“Without effective leadership at the school level, effective teaching and learning may remain a pipe dream” (Sadker & Zittleman, 2011)

“There’s no such thing as a high performing school without a great principal..... you simply can’t overstate their importance in driving student achievement in attracting and retaining great talent to the school “ (Connelly, 2010).

The above quotations confirm the important role school leaders are expected to play which includes developing, monitoring, enhancing and sustaining good educational performance. Implementing these roles is not an easy task and it requires dedication. What makes it even more difficult to perform these roles is the different contexts where schools are situated. In Africa, there are still schools, which are in multiple deprived contexts where there are poor infrastructure, lack of resources, and where basic needs such as water, electricity and toilets are not part of the school facilities. The perception is that half of the South African schools are not operating properly, lack resources, infrastructure and are situated in poor communities (Spaull, 2013; Weeks, 2012).

In a research study conducted by Grant, Jasson and Lawrence (2010) in KwaZulu-Natal schools, the authors found that the social context has a fundamental role to play in enabling the performance of learners. Weeks (2012) asserts that the social interaction within the context, as well as cultural attributes that emerge from the interaction, are all instrumental in either engendering a culture that facilitates or inhibits learning within the classroom. Although the socio-economic context of schools is not likely to change, strong school leadership may make a difference in the way challenges that are associated with such contexts can be managed (Day et al., 2011; Drysdale & Gurr, 2011). This suggests that the success of a school depends on the school leadership, among other factors. School leadership could be one of the reasons why some schools in multiple deprived contexts are performing well despite the contextual challenges they experience.

1.2 BACKGROUND AND CONTEXT OF THE STUDY

Over the last twenty years, several large-scale education reforms have brought major changes to the school curriculum, teacher professionalism and educational leadership (Bates, 2013). Some of the changes were made to curriculum and assessment, professional identities of teachers and the nature of school governance (Lawn, 2011; Troman, 2008).

Despite these changes, there is still inequality in education globally, such as schools in multiple deprived areas characterised by poor outcomes, lack of access to resources, inadequate teacher support materials and under-qualified teachers (Sedibe, 2011). In developed countries such as the United Kingdom (UK), different policies have been established to overcome inequality in education (Robison, Kearns, Gray, Bond & Henderson, 2016). The policies aim to raise the quality of schools in deprived areas, improve educational resources, develop the training, aid recruitment, retain very good quality teachers and improve school leadership (Donaldson, 2010; McCormac, 2011). In the United States of America (USA), policies such as these: feed money and resources to extremely poor schools and supplementary educational offerings for disadvantaged children were implemented to overcome inequality in education. It seems as if developed countries have policy-driven strategies in place to address the challenges of inequality in education and have prepared approaches for dealing with inequality while developing countries are still lagging behind when it comes to inequality in education.

In Africa, a continent that has a diverse geographic and socio-political context, education reform, leadership preparation and development is still in need of catching up with global trends in developed countries (Eacott & Asuga, 2014). In Nigeria, the problems that have been hindering the educational systems from achieving its goals are inadequate funding, inadequate facilities, low staff morale, poor supervision of schools and frequent changes in policies (Ekundayo, 2010). In Kenya, free primary and secondary education systems have challenges such as high enrolment, inadequate resources, a shortage of teachers, inadequate physical facilities, children of mixed ages in the school, corruption and mismanagement of funds and delayed government funding of basic education (Muricho & Chang'ach, 2013). In Cameroon, like other African countries, the education system is affected by lack of funding, lack

of physical structures, scarcity of qualified and motivated staff, insufficient teaching materials, curriculum inadequacy and lack of effectual supervision and monitoring (Besong, 2013). In Ghana, free education has challenges such as a lack of qualified teachers and a lack of school infrastructure and textbooks (UNICEF, 2009). These examples show how African countries are still struggling to catch up with global and developed countries when it comes to education reforms.

In South Africa, after twenty-four years of democracy, the democratic government is still trying to offer equal and quality education to previously disadvantaged schools. The National Curriculum Statement (NCS) was introduced to balance the inequalities of the apartheid era and the different education systems that existed during the apartheid period (Weeks, 2012). The South African government has democratised education, which included a widening entry for marginalised communities, redistribution of resources to previously disadvantaged schools, increasing subsidies to learners through no-fee policies and providing feeding scheme to pupils (Maringe & Moletsane, 2015). In spite of the educational reform in South Africa post-1994, many schools are still dysfunctional, and there is little improvement in learner performance (Weeks, 2012). It seems that there is a lack of evidence of the extent to which the interventions by the government has strengthened educational results and gains among schools that live in multiple deprivation environments (Maringe & Moletsane, 2015).

Multiple deprivations refer to the convergence of features that consort to threaten the educational benefits meant and prepared for certain groups of learners (Maringe & Moletsane, 2015). The concept “deprivation” was developed particularly to differentiate between the set of divergent communities and bring in the sense of measurability. It refers to specific states such as a lack of clothing, housing, household facilities, education and social activities rather than resources and it is a discerning form of destitution, which is more directly measured by income (Yuan, Wu, & Xu, 2011). A criterion of impoverishment in education is the elucidation of township schools, schools in rural areas and farm schools (Maringe, Masinire & Nkambule, 2015). The circumstances of school environments differ remarkably and present different challenges, which cannot be compared across different communities.

The census data internationally and in South Africa uses the multiple deprivation list developed around several key domains including education deprivation, employment deprivation, income and material deprivation, health deprivation and living environment deprivation (Noble, Barnes, Wright & Roberts, 2009). The percentages and number of people living in a specified area such as a ward, municipality, township or province that show particular characteristics measure the domains. There are many communities and schools in South Africa who have a combination of these domains who face the affliction of multiple deprivations (Moletsane, Juan, Prinsloo & Reddy, 2015). Empirical research shows that such schools are often in rural and remote communities and are characterised by underperformance in terms of learner achievement (Chikoko, Naicker & Mthiyane, 2015; Maringe & Moletsane, 2015).

There are commonly two-dimensional contexts, which can affect educational outcomes for young pupils; these are their neighbourhood and their school, which may have both independent and connected variables (Robison et al., 2016). Research in Sweden, Finland and the Netherlands has shown that the effects of the community socio-economic status on the educational results for the youth are mediated through the school (Brannstrom, 2008; Sykes & Musterd, 2011). This shows that schools situated in multiple deprived contexts are most likely to be affected by internal and external contextual challenges. The multiple deprived circumstances of some of the schools are often associated with poor performance, although some schools continue to perform well academically (Menahem, 2011). Research has shown that what makes the schools perform well is good school leadership.

Educational reforms have entrusted leadership and management responsibilities to schools concurrently increasing accountability for improved organisational and learning outcomes (Heck & Hallinger, 2009; Lee, Louis & Anderson, 2012; Muijs, 2010). Research has shown that leadership has been considered as an extremely important variable in building the schools' capacity for improvement of learner performance (Harris, 2012; Leithwood & Louis, 2011; Thoonen, Steegers, Oort & Peertsma, 2012). Some researchers believe that leadership of very good quality makes a remarkable contribution to school improvement and learning outcomes (Bush, Kiggundu & Moorosi, 2011). This suggests that leadership is important in managing effective teaching and learning in schools to enhance learner performance. School principals are expected to take the lead in putting into practice the reforms that

speak to teaching and learning (Walker, Lee & Bryant, 2014). Bush, Joubert, Kiggundu and van Rooyen (2010) have reported that one of the most important tasks of school principals and other school leaders is to manage learning and teaching. This proves that the school's academic success depends on the management of teaching and learning activities (Nkabinde, 2012).

The success of a school is described to a great extent by students' academic achievements, and school leaders are assessed by the part they played to achieve this goal (Tubin, 2011). There are international studies (Klar & Brewer, 2013; Marfan & Pascual, 2018; Moral et al., 2019) that show how leaders manage teaching and learning in some successful schools with high learner performance in multiple deprived contexts. However, there is a gap in the literature on South African studies that shows what principals do to achieve good academic results in a multiple deprived school context. The gap in the literature is on how leaders engage with the context and use their knowledge and skills to turn around schools that are expected to underperform into schools with good academic performance. This study bridges the gap by investigating how school leaders in multiple deprived contexts manage teaching and learning in schools that produce high academic performance.

The schools that the researcher used as a basis for this study are located in the Gauteng province and are in Tshwane South Africa. The schools were no-fee public schools, and are situated in a multiple deprived context. In South Africa, no-fee schools are schools where parents do not pay school fees but qualify for an increased allocation by the state to equalise revenues previously generated through school fees (Sayed & Motala, 2012). No-fee schools are situated in townships and rural areas. In this study, the participants were drawn from such schools.

1.3 PROBLEM STATEMENT

The South African government's national agenda for development aims at providing equal and free education for all. According to section 29 of the Constitution of the Republic of South Africa under the Bill of Rights (Republic of South Africa, 1996), everyone has the right to education. Apart from the right to education, a lot of effort has been put into democratising education such as providing free education in all public schools, feeding schemes in schools, transport to school, and redistribution of

resources to previously disadvantaged schools. Despite all these provisions, there is still a widening gap in resources between schools in multiple deprived areas and those in more affluent areas and no significant improvement has been noted in both internal and external assessments (Fleisch, 2008; Maringe & Moletsane, 2015).

Previous studies carried out in the United Kingdom and other countries concluded that there is a positive correlation between deprivation and educational underachievement (INTO, 2011; Welsh Assembly, 2009). While the literature associates poor learner achievement with poverty, some researchers have argued that schools in multiple deprived contexts can defy the odds and perform well despite the challenges they experience (Menahem, 2011; OECD, 2011). In South Africa, the "Schools that Work" Ministerial Committee conducted a pilot survey of a sample of middle schools, specific quintile schools that were successful in obtaining excellent Senior Certificate outcomes while others were poorly conducted in comparable conditions. (Christie, Butler & Potterton, 2007). The findings of these studies identified the reasons for the good schools' performance as highly motivated and dedicated staff members as well as learners who are committed to their studies, using extra time in the morning and afternoon to do school work.

Since 2001 international literature (Day, 2007) has been actively studied research on the work of successful principals in the International Successful School Principalship Project (ISSPP) by researchers from Australia, Canada, China, Denmark, England, Norway and Sweden participated in the project. The results showed that high expectations, pragmatic approaches, leadership distribution, characteristics and practices of principals are the reason why schools are successful. The research shows that for the school to achieve good academic results, principals need to pay extra attention to teaching and learning (Bush et al., 2010). In spite of the acknowledgement of the role of leadership in school achievement, little is known about what school leaders do in managing teaching and learning to achieve academic success in multiple deprived school contexts. Therefore, there is a need to give guidance to school leadership on how they can manage teaching and learning in multiple deprived school contexts. This study intended to bridge this gap by investigating how school leadership in multiple deprived contexts manage teaching and learning to attain successful learner achievement. The study aimed to examine what principals in successful schools situated in multiple deprived contexts do to succeed against all the odds.

1.4 THE RATIONALE OF THE STUDY

My passion for investigating this study arose from my personal and professional encounter as a former educator teaching in a secondary school where there was a high rate of poverty, unemployment, lack of infrastructure and resources. Such schools experience multiple deprivations, making the improvement of learner achievement a daunting task.

I have observed over the years that the South African government has intervened using many strategies to redress schools that are located in a disadvantaged context. The strategies include implementing a no-fee school policy, increased government funding and resources as well as the introduction of feeding schemes to alleviate poverty and improve educational performance. I have noticed that some schools that are in the same multiple deprived communities and that experience similar contextual challenges perform better than other schools. The differences in learner performance puzzled me, and I started investigating the role of leadership of the school principal in such schools. This line of thought concurs with Kilinc (2014) who stated that good academic learner performance is attributed to effective leadership. This implies that leadership is important in managing effective learning and teaching in a school to increase learner performance. This observation motivated me to investigate leadership in the management of teaching and learning in schools that perform well in multiple deprived contexts. This study is further influenced by the successful school leadership literature (Bush, 2010; Huber & Muijs, 2010; ISSP, 2018) which shows that leadership has a direct influence on the effectiveness and success of an organisation.

1.5 SIGNIFICANCE OF THE STUDY

This study aimed to contribute to the body of knowledge on school leadership and management of teaching and learning in a multiple deprived contexts. The study focus was to generate new knowledge on the use of Context-Responsive Leadership Theory in multiple deprived contexts. The findings propose a new model of the Context-Responsive Leadership theory in a multiple deprived contexts. The study can also be used to inform other underperforming schools in similar multiple deprived contexts on possible strategies of leadership and governance of teaching and learning that could be used to improve learner performance. The findings of this study are likely to be

applicable beyond underperforming schools in multiple deprived contexts. It can also be applicable in underperforming schools in less deprived contexts. Furthermore, this study could be used further in determining issues that can direct the Basic Education Department to consider issuing policies that can accommodate schools, which are in multiple deprived contexts as there is no policy at the moment for schools in multiple deprived contexts that focuses on ways of improving the learner performance.

The findings of this study may also provide stakeholders with knowledge of managing teaching and learning not only in schools in multiple deprived contexts but even in those that are in less deprived contexts but are underperforming.

More importantly, the researcher envisaged that the findings from this study might suggest the need for further research on schools in multiple deprived contexts. The findings of this study are not generalisable to other schools in South Africa and the world at large but may be contextualised by providing information on knowledge and practices of school leadership in managing teaching and learning in a multiple deprived context. This study may also be a reference and a starting point for further research in schools located in deprived contexts.

1.6 THE PURPOSE OF THE STUDY

This study intended to inspect how principals of successful public secondary schools in the Tshwane North District of Gauteng, working in a multiple deprived contexts, manage teaching and learning to improve learner academic performance. The objective of the study was to develop a model that school principals can use to manage teaching and learning in multiple deprived contexts. The focus was on schools situated in multiple deprived contexts, which were performing at an above seventy percent (70%) pass rate in the National Senior Certificate (NSC) examination in the midst of inadequate teaching and learning resources and socio-economic issues.

This study aimed at:

- Establishing how school principals perceive their school contexts;
- Examining what principals do in managing teaching and learning in multiple deprived school contexts;
- Identifying contextual factors affecting teaching and learning in multiple deprived school contexts;

- Investigating how principals respond to contextual factors that affect teaching and learning in multiple deprived contexts;

1.7 THE MAIN RESEARCH QUESTION AND SUB-QUESTIONS

The study addressed the following main question:

- How do school principals manage to produce effective teaching and learning in multiple deprived school contexts?

1.7.1 Sub-questions

- What are the perceptions of the principals regarding their school context?
- What principals do in managing teaching and learning in multiple deprived school contexts?
- What are the contextual factors affecting teaching and learning in multiple deprived school contexts?
- How do principals respond to contextual factors that affect teaching and learning in multiple deprived school contexts?

1.8 RESEARCH METHODOLOGY

This section provides a short summary of the research activities. Chapter three presents a detailed discussion of the research methodology. In this study, the research strategy used was qualitative.

The qualitative approach is a suitable research approach in this study because it seeks to understand the subjective nature of social reality while providing an insight into the participants' perspectives (Creswell & Creswell, 2018). The qualitative method has been used in this research to explore and provide an understanding of how successful principals of schools situated in a multiple deprived contexts manage learning and teaching. The context of the study was limited to public schools that are classified as no-fee schools and which have a record of good performance in the National Senior Certificate examination in the last three years in Gauteng Province. The research design was a case study, which has been embedded in the interpretivist paradigm.

The researcher used a case study design to be able to work in a natural setting within the framework of multiple deprived school contexts (Creswell, 2012).

The study involved eleven secondary schools, which are located in the Gauteng Province, Tshwane North District. Purposive sampling was used to select eleven schools that were performing above a seventy percent pass rate in their (NSC) examination, and the principals were participants in this study.

This study used three data collection instruments, namely semi-structured interviews, observation and document analysis. Data was analysed using thematic analysis procedures. The researcher followed a code of ethics that guided this study, which she explained to the participants. In this study, permission was requested from the Gauteng Department of Education (GDE) and Ethics committee of the University of Pretoria. Anonymity and confidentiality were guaranteed to the participants and pseudonyms were used instead of real names. The researcher ensured free and informed approval of the participants by explaining the purpose of the research and ensuring that the participant signed a consent form. In this study, trustworthiness was guaranteed by credibility using triangulation, member checking, interviews and probes for more information (Creswell, 2009).

1.9 CLARIFICATION OF CONCEPTS

It is essential that the following key concepts, which are frequently utilised throughout this thesis, be clarified:

1.9.1 Success

Successful schools are defined as schools having collaborative school governance structures, engaged leaders that share accountability and that are committed to their students' learning (Coryn, Schroter & McCowen, 2014). Success in a school is determined by students' academic achievements (Meyer & Benavot, 2013). In this study, successful schools are schools producing a pass rate of more than 70% in the National Senior Certificate examination.

1.9.2 Leadership

Leadership is a process with social influence, and it maximises other people's efforts towards achieving their goals (Kruse, 2013). Bruggencate, Luyten, Scheerens and Slegers (2013) define leadership as having a significant role to play in school efficiency and improving schools. In this study, the concept of leadership is related to the work done by the principals, deputy principals and HoDs of schools involved in the study.

1.9.3 Management

Management is an organisational concept that is mainly about the structures and processes that enable the schools to achieve their goals (Naicker, Grant & Pillay, 2016). Jwan and Ongondo (2011) assert that management is concerned with the preservation of performance through planning, organising, and coordinating and controlling. Management in the present research refers to the school steering team, which includes the principal.

1.9.4 Multiple deprivations

Multiple deprivations refer to the joint effects of a set of poverty indicators on the quality of how people live (Maringe et al., 2015). Multiple deprivations in this study are the lack of school resources, the absence of or poor school infrastructure, a poor school community, unemployment as well as a lack of basic infrastructure in the school community.

1.9.5 School context

Kutz (2008) defines context as the background in which an event takes place. Context includes organisational characteristics, work functions and external factors (Antonakis, Avolio & Sivasubramaniam, 2003). In this study, the context of the school includes the school facilities, teaching and learning resources, community environment where the school is situated and the ability of the parental environment.

1.10 DELIMITATIONS OF THE STUDY

There were three delimitations of this study: research problem, approach and geographic location of the schools.

School leadership is a joint effort of many stakeholders. This study only focused on the views of the school principals. These views could have been triangulated by the views of other SMT members as well as Representative Council of Learners (RCL). However, the interest of the researcher was on how principals, being the heads of the school, managed teaching and learning in their multiple deprived school contexts. Investigating the involvement of other stakeholders is recommended for follow-up studies.

This study was also bound to one case, namely secondary school leadership in multiple deprived school contexts. The researcher's interest was in principals based on her experience as the teacher who was working in a multiple deprived school contexts and the limited available literature on how principals managed teaching and learning in deprived schools. This study was conducted in secondary schools in Tshwane North District, which was selected based on the highest number of successful schools situated in multiple deprived contexts. The study focused on high schools, while the findings of this study could be similar or different from the experiences of principals in primary schools. This exclusion is a gap that can be the focus of future studies.

In this study, the researcher chose to select schools that were located in semi-urban area which were affected by socio-economic issues. These schools were selected based on their performance and the context where they are situated. While the researcher had the option to select rural schools that were classified as disadvantaged schools, she opted for schools in semi-urban areas, which seemed like they were better than the rural schools. This strategy was useful for the researcher to show that socio-economic issues even affected schools in semi-urban areas, unlike the notion that such school may typically be found in rural areas.

1.11 OUTLINE OF CHAPTERS

The chapters of this thesis are presented as follows:

Chapter 1: Introduction and overview

This section presents the introduction and background of the problem. The rationale, significance of this research, the purpose and research questions are outlined and a brief definition of concepts for the study is given.

Chapter 2: Literature review

Chapter two presents related literature on school leadership, managing teaching and learning, successful schools and school context. Leadership for learning and contextual leadership theories are also discussed.

Chapter 3: Research design and methodology

This section talks to the research approach, design and methodology. It also addresses issues of the context of the study, data generation and analysis procedures, the trustworthiness of the study, the ethical issues and constraints of the study.

Chapter 4: Presentation of research findings and interpretations

This chapter focuses on presenting the research findings and interpretation. The biographical data of the participants is presented, as well as the themes and sub-themes that address the research questions.

Chapter 5: Discussion of the research finding as it relates to literature

Chapter five discusses the discussion of the findings reported in chapter four. The findings of this study are contrasted with the literature on the focus area of this study and the theoretical frameworks. It also suggests new insight that emerged from this study.

Chapter 6: Summary of findings, conclusion and recommendations

The summary of the findings is presented in this chapter and concludes the study. Practices, policy and further research are recommended. The limitations of this study are also discussed.

1.12 CONCLUSION

This introductory chapter has highlighted the importance of research in successful schools in multiple deprived contexts in Gauteng Province and leadership practices of

school principals. It has laid the foundation of the study by giving an overview, background and context of the study as well as the problem statement. In addition, the rationale and significance of the study are also presented. The researcher has also outlined the purpose of the research, the main research question and sub-questions, research methodology, clarification of concepts and outline of chapters. In chapter two, the researcher discusses the literature that is pertinent to this inquiry.

CHAPTER TWO - LITERATURE REVIEW AND THEORETICAL FRAMEWORK OF THE STUDY

2.1 INTRODUCTION

In chapter one the researcher introduced the study and provided the background of the study. The orientation on the preliminary review of literature as well as the significance of the study is also presented. In this chapter, the focal point is on the studies that explored successful school leadership in multiple deprived contexts. The purpose of this literature review was to explore what is already known about successful leadership of the school in a multiple deprived background and identify the gaps that relate to the managing of teaching and learning in a multiple deprived context. In this study, the researcher reviewed the related literature to understand the local and global trend of how principals administer teaching and learning in a multiple deprived context, the researcher also clarified concepts that form the basis of the study.

The study is grounded in Bredeson, Klar and Johansson (2011) Context-Responsive Leadership Theory. The Context-Responsive Leadership Theory postulates that school leadership has to adapt to the five context variations for the school to be successful in a multiple deprived context, which includes school size, school culture, community characteristics, geographic location, financial situation and political context.

2.2 EDUCATIONAL CONTEXT

2.2.1 International context

Education is one of the important topics of discussion and is debated all over the world. This is evident in international forums that recognise educational needs as two of the eight Millennium Development Goals (MDG), which were embraced in the summit of the United Nations Millennium Summit 2000. The agreement in the summit was achieving universal fundamental education and achieving education gender equality by 2015. Developing nations are trying hard to reach universal basic education targets by seeking to attain policies to enhance their systems of education. In developed

countries like the USA, they started changing policy decades ago and the government introduced acts such as an initiative Title 1 of the Elementary and Secondary Education Act (1965). The government provided and resources for poor high schools to make an effort to bring about greater equality across districts and to contribute more to children in disadvantaged schools (Wax, 2017). This Act was introduced to reform and improve public schools serving children from a poor background concentrated in minority areas. A more recent legislative effort was the No Child Left Behind (NCLB) Act (2001) which was introduced to improve the quality of teachers, the curriculum and performance of students (NRC, 2011; Wax, 2017). The USA was able to reach the United Nations Millennium Development Goals in education when most pupils were registered, finished primary school and fundamental literacy reached nearly 100 per cent of the young population but education still remained critical (Schwartzman, 2015). These initiatives have not further improved the quality of low-income students learning or reduced the race and class achievement gap (Wax, 2017).

Researchers have found that a large number of schools were working under difficult conditions, which related to students' socio-economic backgrounds and their culture. The schools were not fully capable of applying effective learning and teaching because of impoverished school resources and the weakness of teaching capacity. In California, there are more than six times less qualified teachers than their counterparts, high poverty, a highly mobile student body and schools situated in high crime areas affected by gang violence (Klar & Brewer, 2013). In Cyprus, there are still schools that have a deteriorating physical environment and a poor physical school environment (Pashiardis, Savvides, Lytra & Angelidou, 2011). These findings show that as much as developed countries like the USA achieved Millennium Development Goals, there are still problems in education.

Bruns and Luque (2015) argue that the obstacles in the quality and equity of education are triggered not only by the social context in which most families live and have lived but also by the lack of abilities discovered in the school systems, starting with learning abilities employed by many educators in the classroom. This shows that the school context is faced by educational factors, social factors and economic factors, which affect education.

2.2.2 African context

In Africa, all countries are attempting to achieve the Millennium Development Goal (MDG) of universal basic education, but it is prevented through a number of particular limitations (Bush & Glover, 2016). For example, in West Africa, the educational context is strongly influenced and conditioned by a policy context, which also has an impact on socio-economic factors. This was proven for an example when Ghana launched its Free Compulsory Universal Basic Education (FCUBE) in 1996. The objective was to extend the excess of quality basic education to all school age-children, promote effective teaching and learning, provide schools with adequate teaching and learning materials and improve morale and motivation for teachers (Ministry of Education, 1996). They also explored other measures and they focused on economic challenges associated with school attendance, provision of infrastructure and promoting gender equity. These programs made school attendance more feasible for many families by providing free textbooks, providing school uniforms for pupils from bad homes. This initiative was further expanded with the School Capitation Grant Programme, and the School Feeding Program implemented in 2004 and 2005 (Aheto-Tsegah, 2011; Sottie, Dubus & Sossou, 2013).

Despite all these initiatives, education in Ghana has not yet reached the Millennium Goal. Nudzor (2012) argues after conducting a district case study in Ghana that basic education was not free, not compulsory and not universal due to local funding problems, and there was insufficient support to overcome the lack of participation and parental exclusion of girls in many areas. Aheto-Tsegah (2011) asserts that the education faced challenges such as low enrolment of young women, bad quality in terms of bad learning performance of pupils, insufficient provision of trained and skilled educators, extreme size and absence of teaching and learning resources. This shows that there are still challenges that face the education system in Ghana even though they are trying to achieve universal basic education.

Studies conducted in Sierra Leone note the impact of civil war, insufficient funding of physical and educational resources, and teacher discontent with service circumstances and extremely mobile populations which have a negative impact on achieving the MDG (Banya & Elu, 1998; Zulu & Wilson, 2012). Other studies that were conducted in the Kono District of Sierra Leone concluded that industrial development

provides economic advantages and increases school resources however; this assistance does not expand to rural schools (Zulu & Wilson, 2012).

Studies that were carried out in East Africa. for example in Nigeria, have concluded that schools are faced by challenging contexts with inadequate staff and are poorly resourced in materials, are affected by social problems like pregnancy, bad hygiene for people, HIV/AIDS, child labour and poor water sanitation (Dreibelbis et al., 2012; Ekundayo, 2010; Onguko, Abdalla & Weber, 2012). Abari, Mohammed, Babatunde and Idowu (2012) found that private schools in Nigeria produced generally better examination results than public schools and there were few other major differences between the two industries, between classroom culture and efficiency. It seems as if African countries are still struggling to reach universal basic education and education system improvement.

2.2.3 South African context

In South Africa, in spite of the reality that the nation has achieved MDG2 and spend 18.5 per cent of its annual budget on schooling, the education system still stagnates in a mainly bad state (Modisaotsile, 2012). Despite the acquiring of democracy in 1994, different funding systems continue to proliferate and there is a great variety of school contexts as a result of the policies of the apartheid era (Bush & Glover, 2014; Fleisch, 2008). The South African government has initiated a wide range of activities to transform education from the imbalances of the past, such as introducing free education in all public schools, feeding schemes in schools, transport to school, resource redistribution to earlier disadvantaged schools, introducing the same curriculum and writing the same examination paper in all public schools (Ngcobo & Tickly, 2008; Maringe & Moletsane, 2015). In spite of all these initiatives, education is still in crisis.

Studies conducted have concluded that there are continuous issues of class and ethnic attitudes stemming from the era of apartheid which include a lack of physical and human resources, socio-economic issues such as HIV/AIDS, poverty, local vandalism, small-scale crime, disrespect and violence in schools (Jacobs, 2014; Jansen, 2005; Kamper, 2008; Mncube & Harber, 2012; Ngcobo & Tickly, 2010; Soudien, 2007). Another study that was conducted has found that schools in

townships, rural areas, agriculture, mining and informal settlements continue to experience several different problems which include insufficient infrastructure, fewer well-trained staff and teachers who are unmotivated and low expectations of post-school work opportunities (Bush & Glover, 2014). The difference between schools in urban areas, schools in Black Townships and rural areas still exist after twenty-four years of democracy. Schools in many western countries are compared favourably with those in big cities (Bush & Glover, 2014; Maringe & Moletsane, 2015).

Studies that were conducted have concluded that learners in schools faced with different forms of deprivation perform poorly than their peers in privileged schools. Inadequate education continues to be provided by a large number of schools for the learners judging by the school-leaving National Senior Certificate, they have a low number of pupils going to higher institutions, and they experience a greater dropout rate, including not completing their studies (Maringe & Moletsane, 2015; Wolhuter, 2014). It seems as if as much as South Africa has reached the MDG, it is still struggling to balance the imbalances of the past. The education system still faces many challenges, and there is inequality in education.

The international context has reached the education Millennium Development Goal, but there are school contextual factors that affect the education context. Africa is still struggling with reaching the MDG as they have so many socio-economic issues that hinder them from achieving their universal basic education. Some countries like South Africa has reached the MDG but still struggles to balance the imbalances of the past that affect the education context. It seems that Africa, as a continent, has many social factors that affect education, which needs to be addressed to reach the Millennium Development Goals.

2.3 SCHOOL CONTEXT

Schools are complex, characterised by constant changing systems affecting a wide variety of student learning aspects including emotional, academic, social, and behavioural learning (Deakin-Crick, Green, Barr, Shafr & Peng, 2013; Gu & Johansson, 2013). Gu and Johansson (2013) define school context as a dynamic and multidimensional influence on school performance. It entails two dimensions which are: internal context (school) and the external context (community) where the school

is situated. Internal context is comprised of students, teachers, leaders, classroom and the school (Deakin-Crick et al., 2013). The external context comprises of parents, community and economic conditions present in that community (Baskia, 2014). Different aspects of school performance can be influenced negatively or positively by the internal and external dimensions of school contexts (Gu & Johansson, 2013). For instance, changes and fluctuations in school performance at different times can be a result of interactions between the effects of external school contexts and internal contexts (Sammons et al., 2011).

The school internal context can be more susceptible to change, and influence leadership and it is less rigid (Gu & Johansson, 2013). Schools serving multiple deprived communities have more chances to experience leadership turnover than schools, which are in advantaged areas, which is why continuity of leadership is important in sustaining school performance (McKinse, 2010; Gu, Sammons & Mehta, 2008). Internal context is depending on school leadership that can transform the school and make it successful by working together with staff. It seems school leadership also needs to understand the external context, which the environment and the conditions of the community is where the school is situated.

People in multiple deprived areas may infuse and convey their adverse feelings to the school, perceive themselves as failures and be stigmatised and accused, lose faith in their skills and their self-worth and are victims of poverty and inequality (Brennan & Ruairc, 2019). Schools that are situated in multiple deprived environments are faced by factors that undermine the educational benefits of learners (Maringe & Moletsane, 2015). Communities in multiple deprived contexts are faced by different factors such as economic, social and family factors.

Studies that were carried out in UK and globally have found that there are economic factors, which are specific to the multiple deprived contexts (Archambault & Garon, 2013; Naidoo & Perumal, 2014; Lee, Hallinger & Walker, 2012; Perumal, 2009; Moletsane, Juan, Prinsloo, Reddy, 2015; Walker & Hallinger, 2015). The above researchers explained that a high level of unemployment is one of the various economic factors that affect the communities in deprived contexts. These communities tend to bear the heaviest burden of poverty because they do not have a source of income. Those who are employed are earning low incomes. Some families live on

government grants, which are their only source of income. Deprived communities have numerous informal housing settlements and low-cost housing and some areas do not have tarred roads. They have limited resources and poor service delivery; that is the reason some houses do not have electricity. These economic factors affect the livelihood and schools of communities in deprived contexts.

Walker and Hallinger (2015), Faulkner (2015) identify social factors in communities living in deprived contexts. They stated that a high rate of crime was one of the social factors that are found in these communities. People and children living in disadvantaged communities are experiencing alcohol, drugs and sexual abuse. Girls living in deprived communities are helpless and are exposed to oppression to underage and unprotected sex, which leads to teenage pregnancy. There is no parental support and very few possibilities of being employed.

Researchers identified family factors that affect communities in multiple deprived contexts (Bosu, Dare, Dachi, & Fertig, 2011; Chikoko et al., 2015; Lupton & Thrupp, 2013; Moral, et al., 2017; Pashiardis et al., 2018; Price-Robertson, 2011). Parents in multiple deprived contexts have low education levels; some are even illiterate. There are child-headed families in these communities, and some learners are staying with grandparents. There are numerous single-parent families in communities living in deprived context. Parental involvement in school is generally low as some parents are not literate.

School context where the school is situated also has an impact on school leadership, learners and the running of the school. School leadership working in multiple deprived schools are faced with challenges of dealing with the community factors, which affect learners and the school. Research shows that learners who experience multiple deprivations drop out of the school and show a lack of motivation for learning and an absence of personal improvement however some students who are highly motivated for learning can also be found in these schools (Moral, Garcia-Garnica & Martinez-Valdivia, 2017). This implies that school leadership not only deals with the challenges they faced in their school, but they also have to deal with community factors that affect the learners and the community.

In summary, it seems like multiple deprived contexts affect, demotivate learners, and can lead to school dropouts, but some learners can survive and finish school.

Education is supposed to take people out of poverty and give them a brighter future however, because of deprived circumstances that some people face; they end up being demotivated and drop out of school. School leadership in deprived contexts plays a big role in ensuring that teaching and learning take place and even if they don't have enough resources, deal with the external contextual factors affecting the school and ensure that learners are motivated and maintain good performance. This implies that school leadership must apply good leadership practices, which will link to the school context and lead the school to success.

2.4 SCHOOL LEADERSHIP

In the educational sector, leadership started to gain attention during the beginning of the twentieth century, but for centuries, it has been a matter of concern for many years. Leadership discussion and the need for effective leaders is a popular topic nowadays where the achievements of individual organisations and sectors depend significantly on the success of leaders (Bolden, 2004). It is difficult to define leadership, although it is important (Leithwood & Riehl, 2005). Yukl (2002) maintains that the definition of leadership is 'arbitrary and very subjective'. Connolly, James and Fertig (2019) define leadership as the act of affecting others in order to attain objectives and necessitate actions in settings for education. Wolinski (2010) asserts that leadership is a process that involves influence with a group of people towards the recognition of goals. Kruse (2013) explains leadership as "a process of social influence, which maximizes the efforts of others towards the achievements of a goal". Referring to this study the definitions of leadership means a principal can influence the staff and students/learners to achieve good academic performance. In education, some researchers use the term school leadership, and others use educational leadership and management when they refer to principals.

The term has changed from 'educational administration' to 'educational management' more recently to educational leadership or school leadership (Gunter, 2004). A school leader is a high school official who has an essential responsibility for part of an instructional program (Van Veelen, Slegers & Endedijk, 2017). It encompasses individuals with different positions and functions such as principals, deputy and assistant principals, leadership teams, school governing bodies and school-level personnel engaged in management duties (Pont, Nusche & Moorman, 2008).

Connolly, James and Fertig (2019) assert that school leadership is a concept that describes those with senior roles in an educational institution like the principal or head teacher. Internationally, for example in England the position of a school head teacher or principal is now a 'school leadership' position and the person holding the position is referred to as a 'school leader' (Connolly et al., 2019). In Africa and other parts of the world, they use the term educational leadership and management, which means school leadership.

In this study, the researcher refers to school principals or head teachers as school leadership. School leadership is a type of leadership that makes others do things that are expected to improve student results (Robinson, Hohepa & Lloyd, 2009). Comprehensive review of large quantities of quantitative data has proven that leadership is the second most important factor after classroom teaching, which influences the school and learner performance (Hallinger & Heck, 2010; Leithwood, Day, Sammons, Harris & Hopkins, 2006, 2008; Robinson et al., 2007; Robinson, Hohepa & Lloyd, 2009). Researchers in studies that were conducted internationally argued that the impact that leadership has is indirect and mediated through teachers (Heck & Hallinger, 2009; Heck & Hallinger, 2014; Leithwood et al., 2008; Louis et al., 2010).

In a study that was conducted by Supovitz, Sirinides and May (2010) on principal leadership effects and instructional practices of peer teacher influence and student learning. The results of the study assert that the leadership of the principal has an indirect influence on student learning through the instructional practices of teachers. Additionally, principal leadership was a favourable and meaningful predictor of teacher change of instruction for Mathematics. Supovitz and others (2010) found that principal leadership had an effect on peer influence. They noted that principals had indirect associations with teachers change in teaching that was mediated by peer impacts of teachers. Moreover, principal leadership also had an increased overall impact on student learning as a result of indirect impact by peer teacher influence. This shows that principals do have an effect in student performance indirectly through teachers.

A similar result of the indirect effect of principal in student performance was reported by Sebastian and Allensworth (2012) in the US on the principal's influence on training in classroom and pupils achievement in high schools. They reported that the

relationship of leadership is indirect and small. The principal's leadership was linked to the quality of education and accomplishment of students through one learning climate system. They also found that there are several other mediating factors, which have a significant association with instruction, which include quality of professional development, professional community and partnership with parents.

Some researchers argue that leadership has a direct effect on learner performance (Louis, Dretzke & Wahlstrom, 2010; Nettles & Herrington, 2007; Silva, White & Yoshida, 2011). Grissom and Loeb (2011) conducted a study in the US on specific skills that principals needed to promote success.

A few years later, Zheng, Li, Chen and Loeb (2017) conducted a study in China on aspects through which principals can apply influence, which can lead to school performance adopting the Grissom and Loeb measurement framework. They found that there are cultural differences, roles and functions of school leadership between the US and China, which led them to abandon some factors. The findings in China concluded that there were five leadership skills, which were common to school leadership. The factors are similar to the five variables identified by Grissom and Loeb (2011) in the USA.

The first dimension is visibility and direct involvement, which represent the principal's task to participate personally in school activities. The second dimension is instruction organisation, which comprise the principal's role in learning and teaching growth through guidance, evaluation and teaching monitoring. The third dimension was internal environment organisation; it was the principal's task to create a positive climate or environment within the school. The fourth dimension was planning and personnel, where the principal established long-term objectives and applied personnel selection and management for the growth of the school. The fifth dimension was external relations the principal work with communities and organisations outside the school.

However, there were differences between the USA and China. Some tasks were abandoned and others were added, for instance, compliance with the specifications and documentation used in the USA did not seem to correlate with principal leadership in China. Maintaining campus facilities seemed strange to Chinese principals. This shows that there are cultural differences between the two countries and cultural

contexts, which lead to diverse roles and functions (Zheng, Li, Chen, & Loeb, 2017). This implies that school leadership skills cannot be applied in different contexts, and school leadership does not apply the same leadership skills due to their school context.

Heck and Hallinger (2010) came up with a different idea that school leadership affect student outcomes both indirectly and directly. Bruggencate, Luyten, Scheerens and Slegers (2012) in the Netherlands examined the principal's impact on the accomplishment of the student. They discovered that school leadership has a strong influence on development orientation in school.

The findings also showed that student engagement was strongly related to teachers' work. They developed a research model, which assumed that the impact of the behaviour of the school leader was mediated by factors such as school organisation, school culture, and teacher work and student engagement. The finding shows that the behaviour of the school leader affected students' outcomes both directly and indirectly. Furthermore, it was indicated that a leadership contingency model might be useful in understanding the route through which leadership affected students' results.

In summary, studies that have been conducted indicate that school leadership is the most important factor in a school and can influence student performance directly through leadership. Results of the studies also show that principals can indirectly affect student performance through teachers, partnership with parents, and learning climate. Additionally, principals indirectly and directly affect student results by having a powerful impact on development in a school, teachers' work, organisation of schools, and school culture and involvements of students. This implies that school leadership does have an effect in student performance, whether it is direct, indirect or both.

2.5 MANAGING TEACHING AND LEARNING

2.5.1 The role of the principal in managing teaching and learning in a multiple deprived contexts

Learning and teaching is regarded as one of the key operations in a school. Nkabinde (2012) pointed out that any school's success depends on teaching and learning activities. International and national scholars (Bush, 2013; Chikoko et al., 2015; Lumby, 2015) assert that when schools focus on their core business which is the

provision of efficient learning and teaching this improves their overall performance. International studies in United States and California also agree that monitoring the instructional program improve learner performance (Klar & Brewer, 2013). This raises the question of who is responsible for managing teaching and learning.

Findings from studies confirm that the principal's task is focusing more on improving the school education and learning and moving beyond every day administrative duties (Bush & Glover, 2014; Christie, 2010; Maringe et al., 2015; Moletsane et al., 2015). This answers the above question that managing learning and teaching is one of the responsibilities of the principal. Learning and teaching management is one of the most critical activities for principals and other school leaders (Bush et al., 2010). It is considered to be a key role for principals in South African schools which is supported by policy as set out in the South African Standard for Principalship (SASP) (Department of Basic Education, 2015).

In South Africa, the SASP policy indicates eight interdependent key areas that define the role of the principal. The key areas of principalship are defined as (a) leading teaching and learning in the school, (b) managing the school as an organisation, (c) managing quality teaching and learning and (d) ensuring accountability, (e) shaping the direction and development of the school, (f) working with and for the community, (g) managing the school's human resources (staff) and (h) managing and promoting extra mural operations developing and empowering themselves and others. The aim of the SASP is that the school can be successful if the principal can implement these practices successfully, and make sure that teaching and learning is the main focus in the multiplicity of contexts (DBE, 2015).

Researchers globally have different views about who is responsible for managing teaching and learning. Hallinger (2009) states that the principal and school management team (SMT) should always be engaged in monitoring teaching and learning. Chikoko et al (2015) argued that monitoring teaching and learning is effective if principals distribute the supervision to the Head of Departments (HODs) which give them authority and make them accountable.

Sebopetsa, Litshani and Mudzielwana (2015) believe that principals are accountable and responsible for all activities in a school, including teaching and learning. Lin (2009) states a different view that it is important for principals to cultivate an environment that

contributes to learning and teaching in schools. Marishane and Motona (2016) assert that principals are bound to create a suitable workplace to effective curriculum delivery and direct teaching and learning involvement. However, this could be more effective if there is effective leadership, which make learning and teaching environment a priority (Mthembu & Bhengu, 2015). Bush and others (2010) argue that most of the school principals lack the motivation or capability to effectively grow monitor and sustain teaching and learning even though they are expected to be effective school managers. Researchers conducted studies to find out how schools manage teaching and learning. Bush et al (2010) conducted a study in South Africa on teaching and learning management in South African schools. Their findings were that management of responsibility for learning and teaching is shared among principals, the school management team, heads of department and classroom educators. Principals have a limited role in managing teaching and learning. They also found that heads of department play an important part in managing teaching and learning like evaluating learner performance and monitoring learner performance. Bush and others believed that SMT should share the overall duty for managing teaching and learning with the principal.

Sebopetsa, Litshani and Mudzielwana (2015) agree that the SMT assists in driving teaching and learning daily but the ultimate obligation of the principal should remain the planning, implementation and monitoring of programmes. This view is further elaborated by Bush and Glover (2009) having regard to the South African context. They proclaim that the principal who focuses strongly on managing teaching and learning would assume the following duties: (a) supervise the curriculum throughout the school, (b) ensure that lesson are conducted, (c) evaluate learner performance by inspecting examination results and inner evaluations, (d) monitor the job of the HODs by scrutinizing of their work plans and portfolios, (e) ensure that HODs oversee the work of educators within their fields, (f) organise a programme of class visits accompanied by feedback to teachers and (g) guarantee adequate learning and teaching support materials (LTSMs) are available.

In Greece, Lazaridou and Lordanidis (2011) studied the principal's role in achieving school effectiveness. They found that principals encouraged and supported harmony and collaborative work among school members and nurtured an open climate in a school. Principals ensured that teachers are valued as partners in decision-making. It

was found that the principals assured good conditions and provided a variety of teaching resources for teaching. They also assigned teachers to duties that were appropriate for their abilities. There was a promotion of positive attitudes and high expectations for learning among teachers and students. The principal evaluated students' progress frequently with a variety of criteria and promoted regular meetings with teachers and parents with a view of improving the school programme. It was found that the principals engaged in regular formative supervision of teaching. The principals provided opportunities for continuous development, demonstrated reliability, purposefulness, initiative, flexibility and respect for teachers. In addition, they respected students, setting clear expectations for them, holding them accountable and being helpful to them.

Similarly, Khan and Shaheen (2016) in Pakistan investigated the leadership role of school principals. Their findings show that the principals shared power rather than hoarding it. The principals also increased the schools brainpower by getting everyone involved and committed in the organisation. It was found that power and authority helped teachers to adopt useful teaching and learning techniques and strategies for academic achievements. A democratic leadership style by the principal influenced student academic achievement, and it also increased the performance level of teachers. The principal empowered teachers to take part in the decision making process such as designing the curriculum, syllabus and organising other academic activities.

Meanwhile, Yikici, Altinay, Altinay and Dagli (2016) in Turkey examined strategies to improve teaching and learning. They found that principals created a positive, organised learning and teaching environment. Principals explained school goals and promoted the relationship and cooperation between teachers. They supervised teachers' duties and responsibilities. They had a positive attitude in teacher professional development. It was found that the principals made decisions themselves or with their staff. Interactions between departments were encouraged, and collaboration between schools supported. They worked hand in hand with the parent-teacher association.

In a study conducted by Lin (2012) in Taiwan on principals cultivating an environment that contributed to teaching and learning. Lin (2012) found that principals had to

develop their abilities in four areas. Firstly, they had to create a respectful and caring learning environment. Secondly, led by personal example by acting as a role model in perspectives like morality, behaviour, effort and performance. They improved organisational functions like setting vision and uniqueness, getting consensus and furthering implementation. Thirdly, they enhanced the staff's professional development. Lastly, they built effective organisational structures.

Bellibas (2015) conducted a study on principals' enhancing teaching and learning attempts in Turkish middle schools. The principal provided financial and motivational support to staff. The findings showed that principals created a school environment that was disciplined. The principals dealt with staff and student absenteeism as a way to protect instructional time. It is clear that school discipline was a way of creating a school environment that was safe where teachers and students could engage in teaching and learning activities.

Mkhize and Bhengu (2015) undertook another study on creating and maintaining conditions for improving learning and teaching. They found that principals formed situations that were conducive to teaching and learning. They shared their vision with members of the school. Principals were committed to restoring the culture of learning and teaching through professional development, support and fostering. It was found that principals created conditions where the resources could be used to improve teaching and learning efficiently. The principals monitored, discussed and evaluated problems with employees and parents and evaluated teaching and learning procedures.

Kagama (2019), when evaluating the principal's role in curriculum supervision, found that school improvement occurred when the principals played a central role. They ensured that resources, money, time and professional development aligned with instructional goals. They supported teachers' professional development in a variety of interconnected ways, included teachers in decision-making and provided them with sufficient relevant information. They cultivated relations between the school and the community and managed the day-to-day task of running a school.

To put it in perspective, some principals did not understand what their role in managing teaching and learning was. They lacked the motivation to develop and monitor learning and teaching. In addition, SMTs also played an important role in managing teaching

and learning. However, some principals did participate in managing teaching and learning, by monitoring learning and teaching, creating school environments conducive to teaching and learning and working together with educators and parents to make sure that teaching and learning took place. It seemed that principals did indeed have a role in managing learning and teaching in their schools.

2.5.2 The principal's role as an instructional leader

Principals are leaders and managers of the school, and their duties have increased over time. Neumerski, Grissom, Goldring, Drake, Rubin, Canata, Schuermann (2018) stated that the management of daily activities of the schools is insufficient for current principals as they are expected to be strongly involved in teaching and learning. The Wallace Foundation (2013) describe an effective principal as one who is: (a) forming a vision for all students of academic achievement (b) creating an education-friendly environment (c) fostering leadership in others (d) improving instruction (e) managing data and processes for individuals.

Instructional leadership is an approach to leadership in schools that are connected with positive learning outcomes (Hallinger & Heck, 2010; Leithwood & Louis, 2011). It is a leadership style where the principal act as a leader in terms of instruction and pedagogy and is also concerned with practical participation in teaching and learning procedures (Muijs, 2010).

Leithwood et al (2006) presented seven claims related to the principal's role as instructional leader which are: (a) school leadership is an influence on teaching and learning which is second to classroom teaching (b) there are basic repertoires of leadership practices upon which almost all leaders draw (c) the ways in which these leaders apply leadership practices rather than the practices themselves, demonstrate responsiveness to, rather than dictate the contexts in which they have worked (d) school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions (e) when school leadership is widely distributed it has a greater influence on pupils and schools (f) some distribution patterns are more efficient than others (g) a tiny number of personal characteristics explain a large percentage of leadership efficiency variations. They continued to state that instructional leadership practices could be categorised by

the ways in which leadership set directions, develop people, redesign the organisation and manage the instructional programme.

In a study conducted by Hoadley, Christie and Ward (2009) on instructional leadership in South African schools, they found that administrative functions and disciplining learners is where the principals are spending most of their time. The principals were not spending most of their time doing instructional leadership like overseeing learning and teaching and supervising teachers. The management of curriculum, teaching and learning was distributed across the school.

Grobler (2013) investigated a study on the school principal as an instructional leader. He found that instructional leadership consisted of four dimensions, namely, ensuring that teaching and learning were coherent, modelling effective teaching, protecting instructional time and facilitating learner achievement. In all four aspects, instructional leadership has a direct causal impact by ensuring consistency between learning and teaching. Modelling effective teaching indirectly influences the success of learners and the protection of learning time. The model that Grobler created suggested that principals occupy a central position as instructional leaders, and they ensure that there is consistency between academic content and curriculum in teaching and learning.

Hallinger and Lee (2014) in Thailand studied the changing role of the principal as an instructional leader. Their findings revealed that principals' emphasis is on their role in identifying the school mission and encouraging a favourable classroom-teaching environment as opposed to the management of the educational programme. The principals were involved at a moderate to an elevated level in all three components of instructional leadership. There has not been an increase in instructional leadership after the education reform.

In a study conducted by Ng, Nguyen, Wong and Choy (2015) in Singapore on instructional leadership practices, they found that primary school principals appeared to have more instructional leadership roles than the principals of secondary schools. They realised that instructional leadership could not be performed successfully alone. That is the reason the knowledge of non-teaching staff, teaching staff and experts from external institutions were used in a good way. The principals appeared to practise several fields of instructional leadership, but the degree of instructional leadership in each field differed. Their practice of instructional leadership is highly aligned with

contextual factors. While there are constant changes, many principals have chosen to endorse or adapt their predecessors' vision as an element of continuity.

Harris, Jones, Cheah, Devadason and Adams (2017) investigated principals' leadership practices in Malaysia. They found that principals undertook evaluation, monitoring as well as teacher professional development. The teachers were involved by the principal in suitable and meaningful professional teaching that would benefit them and their students. They set the wider school objectives and shared it with the stakeholders. The principals felt the pressure of meeting a particular target and an enormous burden of personal responsibility and accountability for school performance

Neumerski et al (2018) conducted a study where they found that the role of the principal as instructional leader shifted. They are observing teachers in more frequent, intensive and specific ways. Teachers are evaluated by principals and they compile detailed evidence which is based on drive ratings and feedback. They provide teacher feedback, which is specific, evidence-based and formative. Principals make talent management decisions based on teacher observation results.

In summary, these studies showed that an instructional leader has a direct and indirect effect on student performance. It seems like some principal's instructional leadership practices are aligned with their school's contextual factors.

2.6 MULTIPLE DEPRIVED SCHOOL

School contextual conditions differ according to location and geographic space. In multiple deprived contexts, there is an influence of multiple and interrelated factors concerning social class, material deprivation and poverty (De Lisle, Annisette & Bowrin-Williams, 2019). These factors are very common in communities facing socio-economic difficulties, which include poverty, lack of a stimulating educational environment, cultural and social problems. In the multiple deprived contexts, there are schools, which are known, in academic literature as disadvantaged schools. In government policy they were formerly labelled as "challenging schools" now they are "school facing challenging circumstances" or "high needs" and "multiple deprivations" (Beckett, 2014; Klar & Brewer; 2013; Maringe et al., 2015; Reynolds, Hopkins, Potter, & Chapman, 2001). Gu and Johansson (2013) describe challenging circumstances as undefined and suffering from conceptual blurring as it combines the internal

circumstances of a school that include past performance that may be relatively dynamic and affected by the actions of the educator, with external socio-economic circumstances that are more stable and cannot be influenced by the actions of the educator. Berkovich (2018) argues that challenging conditions are multi-social financial features such as education and earnings of parents, ethnic affiliation, migration status, unemployment and welfare status and urban versus rural space which are likely to reduce school achievements.

2.6.1 International

All over the world, schools are affected by multiple deprivations. The schools that are situated in multiple deprived areas are identified by certain characteristics, which show that they are deprived.

For example, studies that were conducted in America concluded that deprived schools were characterised by lower overall budgets, lower salaries, had difficulties in recruiting and retaining highly qualified teachers, had inadequate school buildings, unqualified teachers who provided unchallenging learning experiences and a lack of necessary instructional materials. They received lower district spending, poorly equipped classrooms had greater student-teacher-ratios and more out of field education (Boyd, Lankford, Loeb, Ronfeldt & Wykoff, 2011; Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2012; Goldhaber, Lavery & Theobald, 2015)

Levin (2006) in Canada found that deprived schools faced resource pressures, elevated turnover of employees, and reduced levels of open parents' assistance and had a history of failure. Parsons (2013) claims that in the United Kingdom, deprived schools are very poor and register among the lowest in the country in terms of income, employment, health and students receive a Free School Meal (FSM).

In Chile, researchers concluded that deprived schools are affected by remote parenting, poverty and insufficient facilities (Conrad & Brown, 2011; Ylimaki, Jacobson & Drysdale, 2007). Internationally deprived schools are faced with challenges of recruiting and retaining qualified teachers, inadequate school buildings, lack of instructional material, lack of parental involvement and lack of success. It seems that some countries share the same characteristics of the deprived schools. These schools

are faced by different challenges, which are social and educational, and they affect the school performance.

2.6.2 Africa

In Africa, there are undeniable similarities in terms of poverty, religious tensions and educational priorities however there are contextual differences within and across countries (Bush & Glover, 2016). Education reform was implemented in African countries; however, they have not met the global standards of education.

Studies that were conducted in West Africa, for example in Sierra Leone, found that a number of public schools which are situated in deprived context have under-qualified teachers, inadequate facilities such as classrooms, laboratories, toilets and large classes and they do not have ICT facilities, they are affected by poverty, by malaria and HIV/AIDS (Bush & Oduro, 2006; Mbachu & Ebiere, 2013; Ofoegbu & Obiweluzor, 2015; Olujuwon & Perumal, 2017). In Nigeria studies that were examined concluded that it is not only public schools which suffer from deprivation, but a large number of private schools also suffer from deprivation the private schools operate with a terrible infrastructure, teachers are often unqualified with no teacher training, teachers are poorly paid, and are poor themselves (Harma & Adefisayo, 2013; Harme, 2011). Studies conducted in Ghana found that deprived schools have lack of resources, lack of facilities such as buildings and chairs and have underqualified teachers (Etsey, Smith, Gyamera et al., 2009; Malakolunthu, MacBeath & Swaffield, 2014).

Most of these schools are situated in a deprived rural context. In Sub-Saharan Africa, the studies, which were conducted, showed that schools, which are deprived, have overcrowded classes, school crowding, lack of essential materials and poorly trained teachers (Lee & Zuze, 2011). In a Zimbabwe, Zikhali and Perumal (2016) examined deprived schools and they found that these schools lacked material resources and infrastructure. Lessons were conducted under a tree. Some used chicken incubators as classrooms. There was a lack of furniture in classrooms, some children wrote while standing, others knelt on the floor. Sports facilities were in dilapidated conditions. The characteristics of deprived schools in Africa are not the same as the international deprived schools, but some characteristics are similar like unqualified teachers and inadequate school buildings. It seems like Africa is affected by many social factors and

African countries are still struggling to achieve the universal basic education because of socio-economic issues which affect education.

2.6.3 South Africa

In South Africa, there are still many schools that are situated in multiple deprived contexts. The education system continues to cater to two different classes of high status and low status (Fleisch, 2008). Black township schools and rural schools continue to have poor performance in their National Senior Certificate results and are affected by socio-economic issues. Due to the same deprivation characteristics as disadvantaged communities, rural areas are often classified as underprivileged (Herselman, 2003; Maringe, Masinire & Nkambule, 2015). These areas lack the means to satisfy their fundamental requirements such as adequate food to maintain good health, a healthy place to reside and accessible services (Naidoo & Perumal, 2014).

There have been notable interventions like government subsidies, feeding schemes and school transport as some learners were walking long distances to school (Books & Ndlalane, 2011). Even after all the interventions, some schools suffer educationally and socially. Studies that have been conducted found that deprived schools are schools that have high teacher-learner ratio, inadequate resources for learning, low parental commitment to schools, a context of community poverty, water and sanitation shortages, they are prone to robbery, vandalism, learner malnutrition and a culture of underperformance (Books & Ndlalane, 2011; Maringe et al., 2015). Smith and Bell (2011) argue that community impoverishment will be expressed in the local school with fewer qualified and experienced educators, little material resources or facilities and high teacher-pupil ratio. Researchers stated that multiple deprived school lack infrastructure, are poorly resourced; do not have access to information through books, newspapers and the internet; have inexperienced and underqualified teachers and suffer from overcrowding (Kamper, 2008; Van der Berg, 2011).

South Africa, even after democracy, still have two types of schools there are poor schools situated in rural and township areas and rich schools situated in urban areas. This shows that there is still a gap, which needs to be filled to correct the imbalances

of the past. It seems that as much as the Millennium Development Goals have been achieved, there are still challenges that face the education system in South Africa.

2.7 CONTEXTUAL FACTORS THAT AFFECT TEACHING AND LEARNING IN A MULTIPLE DEPRIVED SCHOOL CONTEXTS

Context is traditionally seen as a situation that influences what kind of leadership will be effective (Endrissat & von Arx, 2013). The important aspect in relation to the practices of school leadership is connected with the context in which school principals operate and lead their schools (Pashiardis, Brauckmann & Kafa, 2018). The school leadership of schools situated in multiple deprived contexts have to deal with contextual factors that affect teaching and learning in school. Wolhuter, van der Walt and Steyn (2016) stated that educational leaders in developing countries should accept that to take their schools towards change and greater capabilities, they should consider three external contextual forces; namely, the educational system, societal and international factors.

2.7.1 Education system

Wolhuter, van der Wat and Steyn (2016) state that principals are working in the education system that was constructed and functions in a particular manner. They are finding themselves part of a world trend where they received additional duties with the decentralisation of power, duties and responsibilities to the level of individual schools (Rajbandari, 2011). School leadership has to deal with public spending on education, which is substantially less than in the developed countries (Wolhuter, 2011). They are given the challenge of delivering quality education while their schools are equipped with poor physical infrastructure and have high learner-teacher ratios.

The principals operate amidst a lack of efficient civil services in their countries, and they have to compensate for the shortcomings in their schools (Nay, 2013). They have to contend with a curricular, which is heavily influenced by models inherited from developed countries (Wolhuter & van Niekerk, 2010). Principals in developing countries are faced by the challenges of dealing with education systems, which do not cater to their school context, and they have to apply the education system and models to their educational context.

2.7.2 Societal context

The school leadership is faced with the geography, history social composition, economy and ecology of the surrounding community and the country's contextual forces that affect the school (Wolhuter et al., 2016). The country, community and school may be affected by the environmental crisis, global warming, scientific and technological developments and poverty a salient force impacting on a school is the economy of the country. The WHO (2015) asserts that most of the world's poverty-stricken people live in developing countries. The school leadership lead schools in societies where the family is diminishing, and they must put a plan in place for this. They are leading schools where religion persists as a factor in individual life and the social dynamics of the school communities. The schools are in societies where children's attainment as adults in the socio-economic hierarchy will be determined by the socio-economic position of their parents. They are leading schools in an increasing multicultural society.

2.7.3 International context

Wolhuter et al (2016) state that the principal had become part of the international environment. The principals and their schools feel the impact of recent global drives. They are facing an environment of fierce competition for financial assistance by developing countries. National authorities monitor the performance of the school, based on principal of performatibility. They are also held accountable for the school performance. These are the external contextual forces faced by principals in developing countries and some even in developed countries (Wolhuter et al., 2016).

2.7.4 Internal factors

Teaching and learning are one of the important factors of a school; however, it is affected by contextual factors, which are internal and external. Khupe, Balkwill, Osman and Cameron (2013) describe the internal factors as infrastructure and resources, teacher knowledge and quality of leadership. Walker and Dimmock (2005) argue that internal variables include curriculum, pedagogy and other aspects of organisation and the cultural identity of those who populate the school. Gu and Johansson (2013) describe internal circumstances as challenges, events and situations faced and

addressed by schools within the school sites, ranging from the availability of human and material resources to staff morality, collegiality and capacity, learning and teaching conditions and cultures, the distribution of leadership, pupil's behaviour and academic achievement.

Gu and Johansson (2013) further state that these dimensions encompass various internal conditions for improving schools and distinct aspects of school performance. This include difficult indicators of educational results for students, a broad variety of soft factors in school life, such as efficacy of schools leadership practices, distribution of school leadership, succession planning procedures, quality of professional development, collegiality of staff, morality and engagement, recruitment and retention of staff, relationship between teachers and pupils, the disciplinary climate and the school learning environment. There are various internal factors: like people, resources, the curriculum and everything that has to do with teaching and learning in a school. Some of these factors affect the school positively and some negatively. For instance, the quality of leadership and teacher knowledge can have a good impact on a school while a lack of human and physical resources and pupil's behaviour can have an adverse impact on learning and teaching.

The internal factors are inside the school, and they can have a positive or a negative impact on teaching and learning. The principal can control the internal factors and can deal with them because they are inside the school, unlike external factors, which are independent, and outside the school. Khupe et al (2013) state that factors that influence the key business of the school, which is not just teaching and learning are part of the framework. It seems as if the school is affected by external factors, which also have an impact on teaching and learning.

2.7.5 External factors

School leadership also has to deal with the external factors which affect learning and teaching in the school. Yang (2014) state that school principals in developing countries have to reflect on their developing country's contexts in addition to the standard knowledge that all principals possess. Supporting this view Wolhuter, van der Wat and Steyn (2016) assert that principals in developing countries are compelled to deal with additional contextual matters unique to developing countries that might either

contribute to or detract from the quality of the work of their school. Khupe et al (2013), in their study conducted in South Africa, found that a large number of South African schools operate in a framework in which external factors significantly influences instructional results. They continue to state that the external factors include health, nutrition and security, which have a significant impact on instructional results.

Gu and Johansson (2013) argue that a difficult external school intake context relates to the external circumstances that occur independently of school operations but that are linked to and moderate the nature of school operations. In studies conducted internationally it was found that the external situations include, the physical location of the school, societal and local culture, the socio-economic status of the catchment area, features of the pupil intake, the parental involvement in the academic, social and emotional learning of students, the interactions between the school and their local communities and administrative and political systems (Dimmock & Walker, 2005; Gu & Johansson, 2013). They continue to state that contexts of external intake may differ considerably depending on domestic or regional boundaries.

The external factors are outside the school, which means they are in the context where the school is situated. These factors are independent, and the school does not have control over them, but they can adversely have an effect influence in teaching and learning. It seems that the principal should understand the totality of the context where the school is situated, for instance, the community, the environment and stakeholders. The school leadership can develop strategies to deal with the external factors, and they can apply leadership practices, which will fit in with their school context. This shows that it is important for the principals to understand their school context, community and the stakeholders and apply contextual practices, which will work in their school context. It also shows that school leadership and school context cannot be separated if the principal wants to achieve good performance.

2.8 SCHOOL LEADERSHIP IN MULTIPLE DEPRIVED CONTEXTS

School leadership, which is a principal in this study, plays a big role in managing the school. Some schools are situated in a deprived context, which makes it difficult to attract and keep good principals and teachers. Duncan and Magnuson (2011) state that school staff in deprived schools are working under challenging circumstances

where lack of discipline and disorder can interfere with their capacity to deliver teaching and learning effectively. Day, Gu and Sammons (2016) assert that schools situated in highly deprived communities with socio-economic disadvantages confronted a wider variety of staffing and retention difficulties, issues with student behaviour, motivation and poor accomplishment compared to those in more advantaged communities.

For instance, in studies conducted internationally and nationally (Brennan & Mac Ruairc, 2019; Zikhali & Perumal, 2016) on the emotional terrain of leadership practices in challenging contexts, they found that principals experience many negative emotions. This originates from the contexts and their stressful work circumstances. The principals experienced more negative than positive emotions, the school social context directly related to this and created different emotional reactions among leaders. The principals' emotional distress arises from their interaction with the children. They attend to the emotional aspects at school, such as managing the emotional triggers of a range of educational partners in the marginalised group and managing the emotional response of self and others. Sometimes the pupils can be a source of positive emotion for the principal. Principals have a specific and diverse private and emotional relationship with the schoolchildren. The emotional capital that learners bring to school can have a direct impact on the specific behavioural patterns that occur. The school moulded their cultures to meet their student profile needs and demands. The principal is usually directly involved with the children and hands-on.

Other studies conducted on women principals leading deprived schools (Faulkner, 2015; Naidoo & Perumal, 2014; Zikhali & Perumal, 2016) found that there are negative and hostile attitudes towards them and their power as women leaders from staff and learners. They often face serious competition from the union's male site official. There is a lack of parental and community involvement. They have to cope with unrealistic professional and social expectations. They experience many adverse feelings from their stressful working conditions and environments, leading to more negative than beneficial feelings. The women principals depended on their religious, ethical-moral and maternal values to assist them in their positions. The women principals subscribed to inclusive and compassionate leadership styles but also adopted the autocratic style to manage their schools effectively and efficiently. They encourage and involve staff and stakeholders in decision-making, and they learn to balance their family and work.

Llorent-Bedmar, Corbano-Delgado and Navarro-Granados (2019) explored a study on school leadership in a deprived context in Spain. They found that principals generally followed good leadership practices; however, there were obstacles and challenges in the practising of effective leadership. The finding shows that there is a need for sufficiently qualified teachers in disadvantaged schools. Teachers do not have initial training to handle real situations and aspects of those schools like relating to the interaction with families. The principals lack an understanding of the educational administration. They are unhappy with compensatory education policies that they regard as a barrier to effective leadership. The principals do not perform the more democratic methods of leadership in the learning communities.

School governing in challenging circumstance is difficult, and the challenges are expressed in the recruitment of governing bodies, the induction and early processes of growth, how the job is handled in practice and the procedures of the governing body (James, Brammer, Connolly, Fertig, James & Jones, 2011). In summary, school leadership in multiple deprived contexts experience negative emotions because of their working conditions and the social factors affecting the school. They have to deal with the negative attitudes of staff, learners and a lack of parental involvement. It seems as if being a principal in a multiple deprived school is a challenge and there is no training that prepares school leadership to manage schools in multiple deprived contexts. However, there are principals who deal with the challenges and make successful schools in deprived context.

2.9 SUCCESSFUL SCHOOLS OR EFFECTIVE SCHOOLS IN A MULTIPLE DEPRIVED CONTEXTS

The main ingredients of a successful school are high-quality leadership, which has an important and positive effect on student outcomes (Day et al., 2011; Hallinger & Huber, 2012; OECD, 2013). A school's success is defined by the students' academic achievements and school leaders are assessed by their contribution to this goal (Meyer & Benavot, 2013; Reynolds, et al., 2014; Tubin, 2011). Day, Gu and Sammons (2016) define a successful school as one that aims at teaching pupils by encouraging positive values, encouraging citizenship and personal, economic and social capacity, and enhancing academic advancement and accomplishment among students. Successful schools have stronger cultures of learning with distinct structures and

practices (Tichnor-Wagner, Harrison & Cohen-Vogel, 2016). The best practices in effective schools are committed teaching staff, a stable leadership team in the school, family participation, coordination among teachers and good student-teacher relationships (Suarez-Ortega, Ballesteros Velazquez & Malik-Lievano, 2012).

Preston, Goldring, Guthrie, Ramsey and Huff (2017) reviewed the literature about eight key components of efficient schools. The review was on the effective school and high school reform. They found that effective schools had the following essential components: learning-centred leadership, a rigorous and aligned curriculum, quality instruction, systemic use of data, customised learning relations, a culture of learning and professional behaviour, systemic accountability for performance and relations with external communities. The high school leader is accountable for encouraging a culture that deals with vital elements and focuses on them.

Masumoto and Brown-Wetley (2009) in their study conducted in California on high performing, high poverty, and rural high schools found that there were three common contributors to the school achievement; namely, clear and direct concentration on instruction, standards and expectations; powerful educators and a variety of support systems for learners with various needs. Another investigation by Womack, Moore, Hill-Cunningham (2018) in the USA on identifying common characteristics of high performing, high poverty schools revealed that there were three common characteristics, namely, exceptional leadership, high expectations and a supportive climate. These are the most effective characteristics in the schools; however, any school can become high performing regardless of circumstances.

Henriquez, Lara, Mizala and Repeto (2012) in Chile studied disadvantaged schools serving low-income students but obtaining superior academic outcomes. The findings showed that there was a competitive process for selecting directors and teacher recruitment. The primary goal is the students' academic performance. The principals' mission is student achievement, the school plan, objectives, content and activities and they progress according to the fulfilment of these objectives. Teachers are evaluated through class observation and a self- evaluation process. Students are evaluated, and the results are shared with teachers and used to identify advanced students who can benefit from workshops. Tubin (2015) conducted a study in Israel of successful schools which were in disadvantaged circumstances. The researcher reported that the

principals built a vision-oriented senior leadership team and advised the students on subject choices. The principals also built a programme of student-oriented classes, organised the examination system and mapped each students' achievements. These processes led the schools to success.

In a study investigated by Coryn, Schroter and McCowen (2014) in Hawaii elementary, middle and high schools. They found that successful schools encouraged programs and interventions that created relationships between teachers and students, supported continuing teacher professional development, found new ways of engaging communities and families, developed stable and concentrated communities of learning, considered accountability as shared by everyone at the school and disseminated information about successes. Parker, Grenville and Flessa (2011) studied successful schools in challenging circumstances in Canada. They reported that teachers were committed to teacher collaboration to improve instruction. Peer modelling and teacher mentorship were done by teachers within the school. They improved their teaching strategies through site-based inquiry like professional learning communities. The schools collaborated with parents and the community. Strong leadership by administrators and teachers were key to finding a successful school climate. Shared leadership helped the school to build a culture of communal leadership.

In a study conducted by Grant, Jasson and Lawrence (2010) on successful schools that performed against the odds in KwaZulu Natal, South Africa, they found that the focus was on teaching and learning. The school had an educational vision, which guided the school. The principal ensured that the systems, structures and procedures were in place. The school encouraged the importance of good attendance and punctuality for both teachers and learners. It was ensured that there was an efficient use of time and available resources by the educators. Ethics of care, such as pedagogical care and welfare care, was applied. Thabane and Selesho (2012) investigated effective schools attended by learners from disadvantaged communities, which achieved remarkable results. The results showed that the effectiveness of the school was related to several factors – the school focused on life skills education and could provide a safe and supportive atmosphere and physical environment. There was maintenance of discipline and order in the school. Dedication to learning and teaching were the main goals, which led to the achievement and successes of the school.

Maringe, Masinire and Nkambule (2015) studied unique features of schools in multiple deprived contexts. They reported that these schools shared similar conditions of poverty, but their success was heavily linked to the key four factors: Leadership that went beyond a normal concentration on instruction; schools exhibited a readiness and reactivity to adapt to parental and community circumstances which positively influenced parental involvement. In addition, the staff exhibited stability and preparedness to work outside the normal school timetable, which provided more time for learners' tasks and improved learner performance. The schools also focused on projects that benefited the school. These were the main features of successful schools in multiple deprived contexts.

Another study was conducted by Naicker, Grant and Pillay (2016) in South Africa of a high performing disadvantaged school. They found that there were three factors, which led the school to success. The teachers possessed an abundance of professional capital, which was a product of their social, human and decisional capital. Many teachers from the SMT to the level one teachers, served as strong social actors. There was an urgency to enable teacher leadership networks and practices to turn the school around.

Schools that present high accomplishments also demonstrate other efficient measures such as coherent instructional guidance, a student-centred learning environment, professional skills, a beneficial school community, relations, and leadership that drives change. (Bruggencate et al., 2012; Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). In summary, successful schools have a clear focus and direction, learning-centred leadership, hardworking staff and focus on student achievement. These are the main factors that make these schools successful.

2.10 SUCCESSFUL SCHOOL LEADERSHIP IN MULTIPLE DEPRIVED CONTEXTS

According to research on school principals, findings have made it clear that leadership matters when it comes to improving student performance (Gurr et al., 2005; Leithwood et al., 2004). Various studies conducted by researchers have proven that apart from instruction, leadership was the second most important factor in improving student learning with a significant amount of indirect effects (Hallinger & Heck, 2010; Seashore Louis et al., 2010). Most researchers agree that the impact is indirect and that it is

through influencing the work of teachers and affecting school and classroom conditions (Drysdale, 2011; Heck & Hallinger, 2009; Leithwood et al., 2008). A multinational study of successful school leadership, called the International Successful School Principal Project (ISSPP), was started in 2001 to conduct research about the work of successful school leadership. The aim was to explore on a large scale the characteristics and practices of successful principals leading successful schools comprising a group of researchers from seven countries: Australia, Canada, China, Denmark, England, Norway and Sweden. Successful leadership researchers all over the world have written about principals' qualities, characteristics and practices (Day & Leithwood, 2007; Jacobson, Johnson, Ylimaki & Giles, 2005; Jacobson, 2008; Jacobson, 2011).

Studies conducted internationally have found that successful leadership comprises of four essential but insufficient core practices which are essential for students' success in any context namely, setting direction, developing individuals, organisation redesign and learning and teaching management (Day et al., 2010; Leithwood & Riehl, 2005; Leithwood et al., 2006; Leithwood et al., 2008). The researchers found that most principals adapted core leadership practices however, they had to ensure that it suited to their own unique, local contexts (Johnson, Murphy, Zewdie, & Reichard, 2008; Leithwood, 2007). In a study conducted by Klar and Brewer (2013) on successful leadership in high needs schools, they found that principals shared visions, communicated the direction of the school and created high-performance expectations, however, these elements were adjusted to suit each particular school. Principals provided professional learning opportunities, which addressed staff needs in each school as a way of developing people. They were involved in managing the instructional program, selecting staff, monitored students' progress by using data, provide the school with individual support and allocated resources to achieve the school objectives. The principals converted their practices to suit their immediate context.

Most of the researchers agree that the impact of successful leadership on ISSPP case studies demonstrated that successful leaders of the school positioned their leadership practices taking into account their distinctive contextual requisite that is part of a broader national context (Leithwood et al., 2010; Moos & Johansson, 2009; Moos, Johansson & Day, 2011; Ramalho, Garza & Merchant, 2010). In a study conducted by

Noman, Hashim and Abdullah (2018) in Malaysia on contextual leadership practices of successful school leadership, they reported that the principal provided specific goals and a vision for the school. The principal created an atmosphere in a school that gave equal significance to academic achievement and sport. He tried to be friendly and approachable. They found that the principal focused on developing teachers and making them feel good and appreciated. He developed a culture of mutual confidence and a positive working environment for the stakeholders. The principal nurtures collaboration between the school, parents and the community. He also improves discipline and sets clear expectations of students' behaviour. Ramalho, Garza and Merchant (2010) in a USA based study on successful school leadership in a socio-economically challenging context found similar results. They found that the principals focused on student achievements. They build efficacy among the school and staff, and they also build the trusting relationship between the school, parents and students.

Klar and Brewer (2014) investigated a study of successful leadership in a rural high poverty school in the USA. They reported that the principal addressed the challenges through direction setting, developing people, redesigning of the organisation and managing the instructional program. The principal set a positive direction by recognising visible progress toward this fresh direction and rewarding students for excellent character demonstrations and academic performance. He created a chance for educators to collaborate and share learning strategies for supporting learners. The principal increased the interactions with parents and others outside of school. He worked with the teachers and the students in ways that met the individual students' needs. The principal encouraged members of the family to become involved in school activities such as open houses, concerts and awards night. The principal's personal and professional support of individual teachers and strong visibility reinforced his commitment and echoed the values of the community. The principal engaged school and members of the society in a manner meaningful to the community to address the state and federal accountability measures.

The findings suggest that successful leadership can use their knowledge of their school communities and the manner they are related to build enthusiasm and capacity through appeals to local values. It was not the practices themselves, but how the principal implemented the practices in harmony with his/her unique environment, which determined the degree to which the principal could affect student learning. The

findings show that it was the principal's knowledge of how to lead in his local context that determined the achievement of his leadership attempt. Effective school leadership indeed proved to be a vibrant combination of leadership and situations integrated into specific contexts (Papa & English, 2011).

In a study conducted by Gillett, Clarke and O'Donoghue (2016) in Western Australia on leadership leading schools in challenging circumstances, they found that the principals attached strong moral purpose to their work. They built relationships and trust with their stakeholders. The principals were connected with their communities. These principals had a deep understanding of the context in which they worked. Leithwood et al (2008) assert that the manner in which these leaders implement the practices in respect to their unique environments is the one factor that determines the degree to which they influence student learning, not the practices themselves.

Part of the Leading Schools Successfully in Challenging Urban Context (USIS) three-year project 2005-2008 was conducted in Europe. The aim was to identify, analyse, evaluate and disseminate strategies to improve primary and secondary school leadership in disadvantaged urban communities in nine countries namely, Finland, Greece, Ireland, the United Kingdom, Poland, Portugal, Spain, Sweden and the Netherlands. In a study in Poland conducted by Michalak (2009) on successful leadership in a challenging urban context, the research findings showed that several interconnected strategies were essential for school leadership success. These strategies were: setting the direction, developing people, redesigning the organisation and changing the culture of the school. The researcher found that all principals demonstrated these core leadership practices. The principals instituted change in their schools, and their important achievement was to move the school community from the feeling of helplessness and make them realise that things could and must change. They started with the school environment by creating a physically safe, nurtured environment for staff and students. They increased the staff capacity, created confidence in staff and a sense of accountability. The principals were positive, innovative and willing to take risks.

Moral, Martin-Romera, Martinez, Valdivia and Olmo-Extremera (2017) in Spain investigated successful leadership in a disadvantaged context. They found that the principals have similar values, such as a very high moral sense of accountability and

a strong commitment to the community and social justice. They are also passionate about education, considering themselves tools for the service of society. To increase the students' success, the principal exhibited a dedicated attitude towards the school. The principals attempted to be open and considered proposals to improve teaching by educators and professional development as well as providing personal and emotional support. They drove the vision of having high expectations with regards to the learners, achieving academic success, promoting social values transmission and avoiding social problems like absenteeism. The principals encouraged an atmosphere that was conducive to learning and made an effort to improve teaching and learning by coordinating the curriculum and learning and teaching processes. They ensured that their door was always open and were available all the time, monitoring teaching times and paying attention to the development of lessons. They also promoted a culture of collaboration and shared responsibility and accountability. This shows that the principals enacted the same repertoire of practices and adapted them to the context of their school.

In Africa, there are few studies that have researched successful leadership in a multiple deprived contexts. This study will add to the body of knowledge on successful school leadership in a multiple deprived context in South Africa and Africa as a whole. In South Africa, studies focused on successful leadership (Lethoko, Heystek & Maree, 2001; Masitsa, 2005; Niemann & Kotze, 2006; Perumal, 2009; Steyn, 2014) however; there is a limited number of studies, which have investigated successful leadership in multiple deprived contexts.

In a study conducted by Kamper (2008) of six effective leaderships in high poverty schools, it was found that the school leadership had the specific leadership qualities of compassion, commitment and support. Naicker, Chikoko and Mthiyane (2013) studied instructional leadership practices in challenging school contexts and found that the principals emphasised teaching and learning and the teaching load they carried themselves. The principal, together with their senior staff members, encouraged the development of educators in the school. Successful past students were inspired to give back to the school and become role models to the learners. Teaching and learning were priorities and the principal made sure that there was no disruption. The principal ensured that there was monitoring of teaching and learning and that there was professional accountability among teachers.

Chikoko et al (2015) conducted another study on successful leadership practices that work in multiple deprived contexts. They found that the principals were hard-workers who were always present at schools. The principals ensured that time was used effectively. They led by doing, by also having a teaching load. They trusted those that they worked with and self-belief and firmness against distraction was ensured. The principals ensured that there was a maximum utilisation of available resources among teachers. Moloj and Kamper (2010), as part of the ISSPP project, explored how principals could create and sustain a supportive teaching and learning environment in a successful secondary school in a poor rural area. They reported that the principals and teachers believed that forming a strong relationship with parents and the local community developed the conditions for effective teaching and learning. The principals created a supportive teaching and learning environment hinged on a good understanding of education policies and its effective implementation. The principals embodied strong values and spirituality.

In a study by Mbokazi (2015) of successful school leadership in township secondary schools facing multiple factors of deprivation, he found that school success was not entirely due to the principal. The principals concentrated on managing teaching and learning as the school's key purpose and frequently monitored learner progress. They laboured towards creating a safe space for educators and learners. The goals of the school were set through articulating the principal's vision and values of the school. They also created a collaborative network with parents and the community.

Steyn (2018) conducted a study of a female principal leading a once underperforming school in a challenging community to a successful school. The researcher found that the principal employed various strategies to improve both teachers' and students' performance in a challenging context. She established clear goals and expectations to improve the school's performance and had a passion for changing things around. The principal succeeded in keeping teachers well informed and empowered them through appropriate horizontal and vertical collaborative practices to improve their classroom practices successfully. The principal was actively involved in teacher debate through collaboration and was committed to ensuring that teachers effectively assess student performance through teacher supervision and monitoring. She engaged teachers in school-based and out of school-based continuous professional development activities to encourage and motivate teachers. She created a well-

organised, supportive and nurturing school environment where teachers felt safe and respected.

Badenhorst and Kaolepe (2014) studied effective school leadership in high poverty schools. They reported that learners were holistically engaged at all times. The principals ensured that most learners were engaged in extramural activities in their spare times. They had a vision of the school and shared the vision with teachers, parents and learners. They were highly motivated and able to motivate others. Principals ensured that financial expertise was available and utilised. Principals built collaborative structures and a culture of trust.

The ISSPP findings from around the world demonstrated that the successful principals' effective practices suggested aspects of several established leadership models applied in reaction to individual contexts (Gurr, 2015). Noman, Hashim and Abdullah (2018) assert that different schools are situated in different settings and differ in location, culture of organisation, values, procedures, demographics and political climate. In studies conducted in the United States (US) in high poverty elementary schools, it was found that there were common characteristics of passion, persistence and dedication to enhance the lives of poor young people demonstrated by all successful principals (Jacobson, 2008; Ramalho et al., 2010; Ylimaki et al., 2007).

Jacobson (2011) stated that adherence to the core practices and improving the learning climate for successful schools were necessary prerequisite initiatives in challenging high levels of poverty schools. He continues to state that the practices can best be realised by taking cultural sensitivities into account. Pashiardis et al (2011) argued that successful principals combine their individual qualities with efficient strategies to deal with challenging circumstances. Successful principals in the traditional sense are not charismatic or heroic, but they have prevalent characteristics such as clarity of vision, determination, responsiveness and bravery of conviction and their work is informed and guided by strong, obviously articulated moral and ethical value (Day & Gurr, 2014; Day & Leithwood, 2007).

The ISSPP project and USIS project have similar findings of core leadership practices, which were enacted by successful principals in a multiple deprived context. The international projects have found that successful leadership in disadvantaged schools used the core leadership practices to improve learner performance in both primary

and secondary schools in countries around the US and Europe. It is believed that these core leadership practices were successful in improving learner performance internationally in schools, which were in disadvantaged urban and rural areas when enacted to suit the context of the schools. This shows that these core leadership practices can be applied successfully if they suit the context of the school.

South African literature shows that some principals used the core leadership practices that were identified by international researchers however, the school leadership should not only apply the leadership practices copied from international research; they also had to apply other leadership practices, which linked to the South African school context. It seems like the best way for successful school leadership is to apply leadership practices that fit the school context.

International and South African literature shows that successful principals indeed applied the core leadership practices in a way that suited their school context. They assessed their school context and the community situations and applied the practices that suited both the school and the community. This is in line with Klar and Brewer (2014) who stated that research-based leadership strategies should not only be introduced to principals, but the capacity must also be created to implement them in harmony in a distinctive school and community context.

2.11 STRATEGIES USED BY PRINCIPALS TO IMPROVE LEARNER PERFORMANCE

Successful school leadership use different strategies and different leadership practices to improve learner performance. The common strategies used by successful principals are sharing a common vision, extra classes and a good school and community relationship (Moral et al., 2017). Badenhorst and Kaolepe (2014) state that effective leaders articulate their vision to staff, parents and learners, which help them to achieve the shared vision. Sharing visions of high performance with the staff members help the school to set the direction for the school (Klar & Brewer, 2013). Ahumada, Galdames and Clarke (2016) state that it is crucial that social participation is related to the learning intent of the same community when setting and sharing a common vision. Studies internationally suggest that there is a damaging impact on students learning process when parents are remote from school policies (Pansiri &

Bulawa, 2013). This means that it is important for the school to share a common vision with the community.

The second strategy stated by Moral, Romera, Martinez-Valdivia and Olmo-Extremera (2017) is the motivation to offer extra classes. Maringe et al (2015) state that willingness for teachers to work extra time and offer extra classes in school improve learner outcomes. Badenhorst and Kaolepe (2014) also assert that extra effort and time invested in learners improve learner performance. Chikoko et al (2015) additionally support the opinion that extending school days and hard work is possible and beneficial, and it is the asset to the school. This shows that when SMTs and staff work together to offer extra hours that improve learner performance.

Another strategy used by the school principal is forming a relationship with the community where the school is situated, which means parents and the community monitor and participate in school to improve learner performance. International researchers Masumoto and Brentley-Welty (2009) stated that to help the school accomplish their mission and improve students' outcomes, it was better to establish multiple formal and informal linkages with sources outside of the school and community. Chikoko and others (2015) affirm that working together with the community not only helps the school win support, but it also helps the school to benefit from the community and improve learner performance. Having a strong connection with the community where the school is located is needed as an instrument for improvement (Moral et al., 2017). Parental involvement is enhanced when a school involves parents in the social task, which may have positive impacts on learner achievement in the long term (Maringe et al., 2015). The school must work together with the community to improve learner performance.

These strategies are not specific to multiple deprived schools. In this study, the research will specifically focus on strategies used by principals in multiple deprived schools to deal with contextual factors that affect teaching and learning. Some of the strategies used may be the same as the findings from previous studies while others may be unique and are based on schools in multiple deprived contexts.

2.12 THEORETICAL FRAMEWORK

This study used Context-Responsive Leadership theory to evaluate how principals manage learning and teaching in multiple deprived school contexts. The context is important in this study as all these schools are situated in a multiple deprived contexts; some do not have permanent building structures, no resources and lack basic needs like water and electricity. In addition, the communities where the schools are situated are affected by socio-economic issues like poverty, unemployment, child-headed families, alcohol and drug abuse and crime. To understand how principals, adapt their behaviour to the multiple deprived contexts, Context-Responsive Leadership was embraced.

The Context-Responsive Leadership theory is an emerging theory. Bredeson, Klar and Johansson (2011) formulated Context-Responsive leadership as “practical wisdom in action, which reveals a complex mix of knowledge, skills and dispositions appropriately deployed by effective leaders as they engage in fluid conversations with dynamic situational variables”. They continue by stating that Context-Responsive Leadership is conveyed through action, the way the leader behaves. Leaders who employ Context-Responsive Leadership strategies recognise that contexts vary, and can both enable and constrain their behaviour. Context-Responsive leaders also know when, where, why and how to push back or reshape elements of context to provide a more favourable environment for achieving priorities and goals. Bredeson et al (2011) developed five context variations for their study of superintendent leadership listed below; however, in this study, it has been altered to align with a school context:

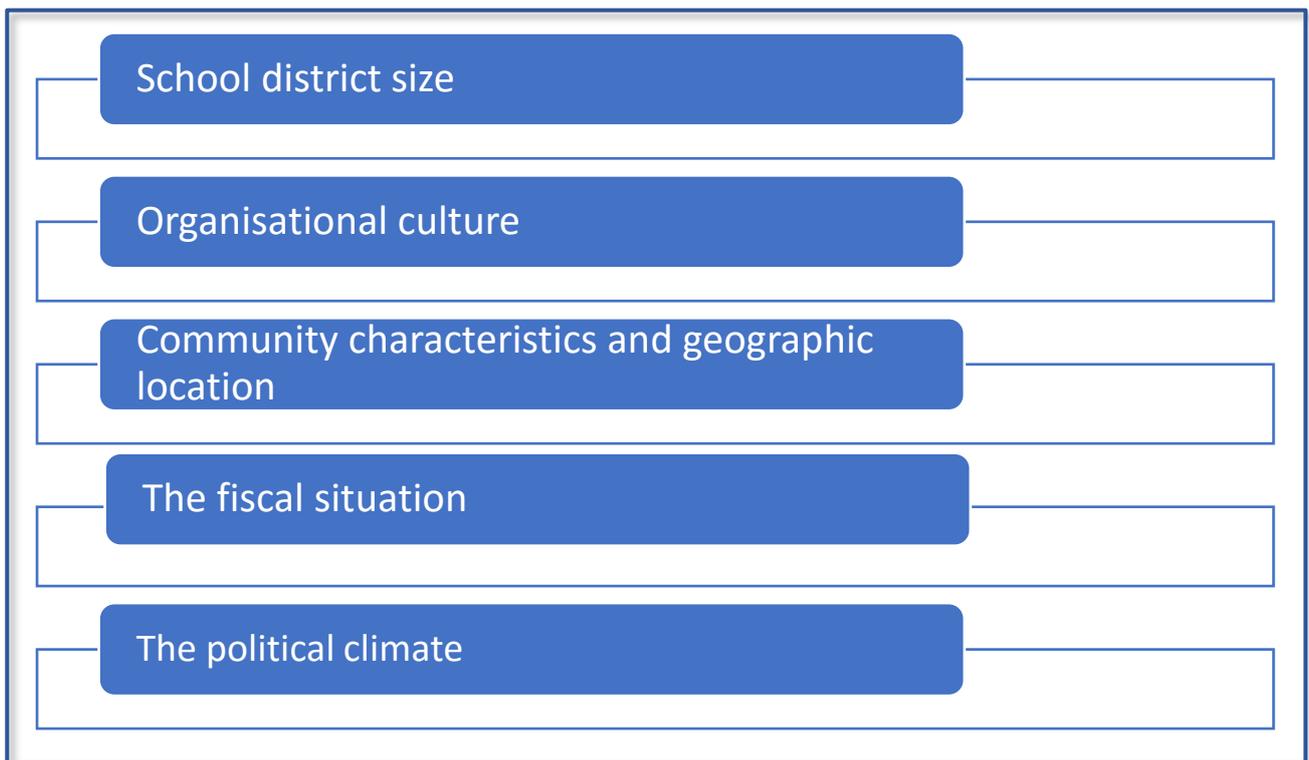


Figure 2.1: Context variations of the Context-Responsive Leadership theory
(Bredeson, Klar & Johansson, 2011)

The above variations show the district contextual influences. Bredeson et al (2011) had a challenge in identifying key behaviours and attributes of Context- Responsive Leaders, but they suggested four attributes of Context-Responsive Leaders, which was used to analyse school principals in this study:

Four attributes of Context-Responsive Leadership

- They are contextually literate; they are sensitive to and aware of critical elements of context, purpose and actions.
- They engage in fluid conversations with situations of practice, recognising variations in context.
- They understand that variations in context can both enable and constrain their behaviour and respond to such variations in an appropriate time and manner.
- They both react to and when appropriate act, to shape their context of practice.

This study changed the context variations of the Context-Responsive Leadership to suit principals of multiple deprived schools.

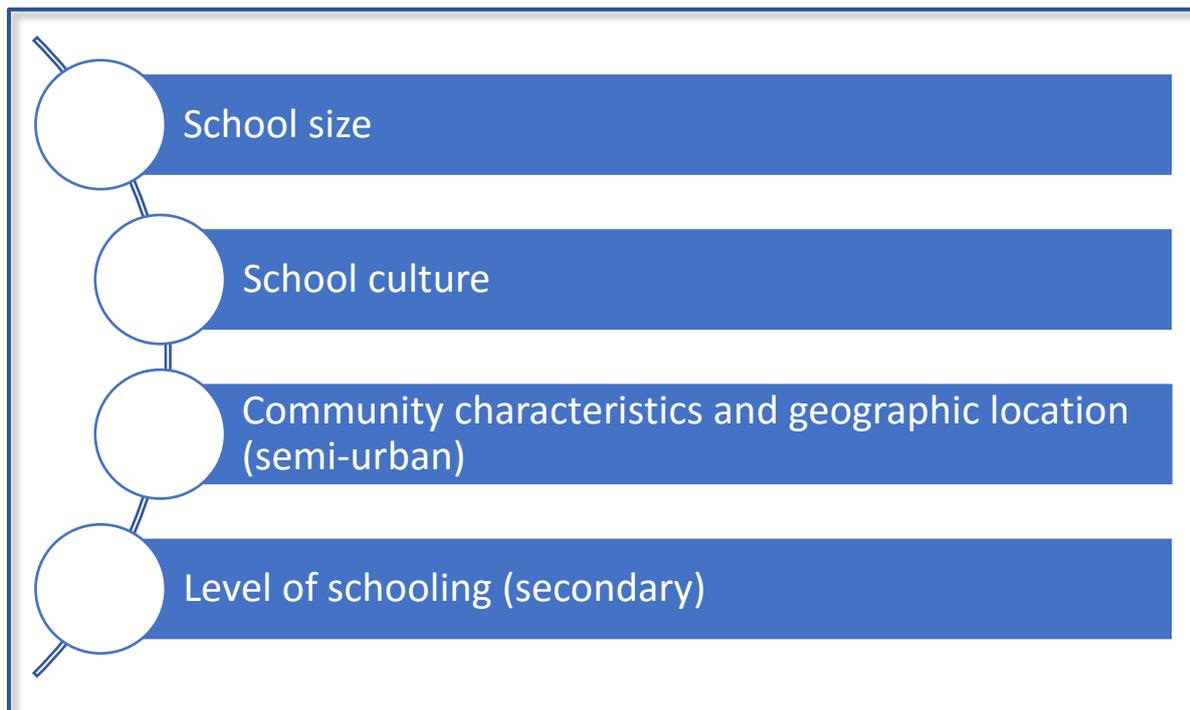


Figure 2.2: Context variations of Context-Responsive Leadership Theory referring to schools in multiple deprived contexts

The school size is determined by differences like the fact that some secondary schools start in Grade 10 which means they have small enrolments while others start in Grade 8, which means they have a large number of learners. For the school culture, we look at the culture of the school the way the principal create vision and relationship in the school. The community characteristics and geographic location where the schools are situated which is semi-urban community, which is affected by socio-economic issues. The level of schooling is secondary schools. The school context is, therefore, secondary schools, which are in multiple deprived contexts. The schools lack resources like building infrastructure and teaching material and are situated in a community, which is deprived, being affected by unemployment, poverty and lack of basic services. The principals applied leadership practices, which were relevant to their multiple deprived school contexts. This is in line with Leithwood, Harris and Hopkins (2008) who state that the ways in which leaders apply the leadership practices demonstrate responsiveness to, rather than dictation by the contexts in which they work. They responded to the variations of the context in good time and an appropriate manner by creating strategies to deal with contextual factors that affected teaching and learning. They reacted and acted in the right way to shape their context of practice. The principal's role in managing teaching and learning enabled them to shape their

schools to become successful schools. The ISSPP's findings from around the world demonstrated that the successful practices of school principals show parts of several established leadership models, which were created to explain what, took place in response to individual contexts (Gurr, 2015). This theory will help me to develop the model that school leadership can use to manage teaching and learning in a multiple deprived school context. It will also help us to understand how the school leadership apply the leadership practices, which they apply to manage teaching and learning, and respond to contextual factors that affect teaching and learning.

2.13 CONCLUSION

In this chapter, the researcher discussed the educational context internationally, in African and nationally. This chapter explain more about the topic and of what has already been researched on it and the key issues. It helped the researcher to understand the theories that are related to the study. The review also helped the researcher to be aware and interpret what is already known and be able to point where there are contradictions and gaps. The literature discussed the school context, leadership of the school and the role of the principal in managing learning and teaching in multiple deprived contexts. The literature also discussed the multiple deprived schools, contextual factors that affect teaching and learning and school leadership in multiple deprived contexts. Successful schools and successful school leadership in multiple deprived contexts was discussed. The researcher discussed the strategies used by principals to improve learner performance. The researcher discussed the context-responsive leadership theory and instructional leadership theory. It is evident from the literature that the school leadership has an impact on learner performance. Principals can have a direct or indirect impact by being sensitive and understanding the context where the school is situated. It became clear that principals are faced by contextual factors that affected teaching and learning however, they can overcome those factors by coming up with strategies to deal with contextual factors. The principals used collaborative, instructional practices and context responsive practices to manage teaching and learning in their schools. This has bridged the gap in how principals in multiple deprived contexts manage teaching and learning. The next section describes the information generation methodology that fills the gap recognised in the literature.

CHAPTER THREE - RESEARCH APPROACH, DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, a review of international and national literature was presented. In addition, the theoretical framework underpinning the study was also discussed. This chapter provides details of the research methodology in this study. To accomplish this, the chapter begins by presenting the objectives of the study, the philosophical assumptions underpinning the study and the theoretical perspectives of this study. The chapter also provides the research approach and the research design that was suitable for this study. This chapter also addresses the techniques and criteria used to sample participants, research sites, the methods employed to collect data as well as data analyses. The ethical considerations observed in this study are also discussed. The chapter concludes by addressing the steps taken to ensure the trustworthiness of the study. This is in line with Kivunja and Kuyini (2017) who state that the methodology chapter should explain the logic and flow of the systematic processes followed in conducting a research project and in gaining knowledge about a research problem.

The objectives of the study were to:

- Establish how school principals, perceive their school context
- Examine what principals do in managing teaching and learning in multiple deprived school contexts
- Identify contextual factors affecting teaching and learning in multiple deprived school contexts
- Investigate how principals respond to contextual factors that affect teaching and learning in multiple deprived contexts.

3.2 PHILOSOPHICAL ASSUMPTIONS UNDERPINNING THE STUDY

In research, people's worldviews are known as paradigms and researchers usually position themselves within a specific paradigm. This is in line with De Vos, Strydom,

Fouche and Delport (2011) who believe that every study should be conducted within a certain research paradigm. A paradigm is a set of beliefs that guide the action that is taken and the decisions that are made in the process of doing research (Denzin & Lincoln, 2011). The research paradigm consists of the components below: ontology, epistemology, methodology and methods (Scotland, 2012). Each paradigm is based on certain ontological and epistemological assumptions. The literature provides three major educational research paradigms: scientific, critical and interpretive paradigms (Denzin & Lincoln, 2018). A scientific paradigm is rooted in positivism, which assumes that the researcher and the person who is researched are independent entities (Scotland, 2012). Positivist researchers believe that reality is out there to be studied, captured and understood. A positivist paradigm has an objectivist epistemology. Post-positivism emerged from positivism and have similar beliefs but differs in several ways. Post positivists do not think of rigid cause and effects but acknowledge that all cause and effects may happen (Creswell & Poth, 2018). A critical paradigm views reality as entities that are socially constructed and are under a constant internal influence (Scotland, 2012). The paradigm is based on the belief that the researcher and the studied phenomenon are interactively linked, and the investigator's values influence the inquiry (Denzin & Lincoln, 2018). Tuli (2010) states that the research paradigm chosen by each researcher depends on their perceptions of what real-world truth is (ontology) and how they know it to be the real truth (epistemology). This study is based on an interpretivist/ constructivist paradigm because the researcher believes that it is the principal who can share their reality of managing teaching and learning in multiple deprived school contexts.

In a constructivism paradigm, individuals try to understand the world in which they reside and operate in (Creswell & Poth, 2018). The ontological position of constructivism is that different individuals create subjective interpretations of their experiences, while meanings are directed toward certain objects or phenomena (Creswell & Poth, 2018). This approach helps to get into the head of the subjects being studied and to understand and interpret what the subject is thinking or the meaning that the person is making of the context (Myers, 2009). Constructivists also believe that reality is socially and personally constructed and the people who are constructing it should be actively involved (De Vos et al., 2011). The emphasis is placed on understanding the individual and their interpretation of the world around them. In this

study, the paradigm assisted the researcher to understand the principals' interpretations of how they managed teaching and learning in schools, which are situated in a multiple deprived contexts.

This research was also located within an interpretivist paradigm, which assumes that reality is socially constructed. The ontological assumption in an interpretivist paradigm is that there are multiple realities of the phenomenon under study, and the researcher does not subscribe to the belief of one objective reality (Flick, 2014). Interpretivism is directed at understanding the phenomenon from an individual's perspective in their own context (Creswell & Creswell, 2018). This is the reason why the researcher in this study adopted an interpretivist paradigm to understand the principals' experiences of managing teaching and learning in schools, which are situated in a multiple deprived contexts. Furthermore, the interpretivist paradigm recognises the contexts in which people live and work, in order to understand the cultural, and the participants' historical settings (Creswell & Creswell, 2018). This positioning of the mind-set of an interpretivist enabled the researcher to understand the multiple deprived contexts that the school were situated in.

An interpretive research paradigm is also characterised by a need to understand the world as it is from a subjective point of view and seeks an explanation from the participant's point of view rather than the observer's point of view (Ponelis, 2015). Interpretivist researchers discover reality through participants' views, their background and experiences (Creswell, 2003; Yanow & Schwartz- Shea, 2011). In an interpretivist paradigm data that is often qualitative in nature providing a rich and in-depth overview of the study setting as a unique context (Brundrett & Rhodes, 2014). This positioning enabled the researcher to understand the lived experiences of each participant who manages teaching and learning in successful schools situated in a deprived context.

Epistemologically, the researcher believes that in order to understand how principals manage teaching and learning in a deprived context, she needed to interact with the participants. The researcher will then be able to understand the principals' experiences; it will also contribute to constructing knowledge on managing teaching and learning in a multiple deprived context. In this study, the researcher interpreted meanings constructed by participants regarding their experiences in managing teaching and learning in deprived contexts. By adopting an interpretivist framework for

this study, the researcher was able to ask open-ended questions that allowed participants to construct their individual meanings of their experiences of how they manage teaching and learning in a deprived context with the researcher.

Creswell (2013) stated that ontological and epistemological viewpoints determined the choice of a research approach. The discussion shows how the paradigm that researchers use to underpin their study guides them to adopt certain methodologies in their research (Creswell, 2009; De Vos et al., 2011).

3.3 RESEARCH APPROACH

Research approaches are the plans and the processes for research that explain the steps from a broad hypothesis to comprehensive information from data collection, analysis and interpretation (Creswell, 2014). There are three research approaches namely quantitative, qualitative and mixed methods. The difference between the three approaches is that a quantitative approach uses numbers while qualitative approach uses words while a mixed method is an incorporation of both qualitative and quantitative approaches (Creswell, 2013). This study was conducted within a qualitative research approach because of the aim of the study to represent the views and perspectives of the participants.

3.3.1 Qualitative Research Approach

A qualitative research approach is a naturalistic interpretative approach concerned with exploring phenomena from the interior (Flick, 2009). Creswell (2014) defines a qualitative research approach as a plan and the process for research that explains the steps from broad assumptions to detailed methods of data collections, analysis and interpretations. A qualitative approach enables the researcher to move from philosophical assumptions to data collections and interpretation. A qualitative approach is meant to understand the constraints and realities of everyday life focusing on rich descriptive data as experienced by individuals in their natural context, unlike quantitative research, which tests objective theories that examine a relationship. That is the reason why the researcher in this study chose a qualitative approach and ruled out a quantitative approach.

Tracy (2013) claims that a qualitative approach provides insight into cultural activities that might be missed in structured surveys. Creswell (2012) also asserts that a qualitative approach enables a researcher to get a deeper understanding of the phenomenon through interaction with the participants in a natural setting. This approach is the most appropriate to understand and gain insight into how the principals of successful schools manage teaching and learning in a deprived context. A qualitative approach allows the voice of the participants to be heard (Yin, 2011). By using a qualitative approach, the researcher in this study was able to present a descriptive explanation of the way that the principals managed teaching and learning in successful schools situated in a deprived context. This led the researcher to generate rich data, which was used to answer the research questions. Leedy and Ormrod (2010) assert that a qualitative approach enables a researcher to collect thick and rich descriptive data by asking broad and general questions, although it also has weaknesses.

One of the weaknesses of the qualitative approach is the credibility issue raised by Sallee and Flood (2012). To ensure the credibility of the findings of this study, the researcher triangulated the data from different data collection methods, namely interviews, observations as well as document analysis. The researcher also compared data from the different participants to identify the common themes as well as unique findings.

3.4 RESEARCH DESIGN

A research design is a type of inquiry within qualitative, quantitative and mixed method approaches that provide specific direction for procedures in the research (Creswell, 2014). Yin (2017) describe a research design as a plan of action to move from one point to another, where one point can be described as the set of original issues to be answered and there are some set of conclusions about these questions. Research design relies on philosophical and theoretical approaches and the purpose of the study, which is shown in its focus and research questions (Creswell, 2009; Briggs, Coleman, & Morrison. 2012; Yin, 2009). As such, this study is based on an interpretivist/ constructivist perspective, which predominantly uses a qualitative approach, and favours a qualitative research design such as a case study, which was adopted in this study (Thanh & Thanh, 2015; Wahyuni, 2012).

The case study design is an in-depth investigation of a systematic nature and in a particular instance, in order to generate knowledge in its context (Rule & John, 2011). This study is a single case study involving eleven secondary school principals. In line with the focus of the research, the case study looks at successful schools that are in deprived contexts. The case study can be a single person who is a case of some phenomenon, an institution, a group, a programme, a specific policy or a community (Merriam & Tisdell, 2016). This is a case of a group of secondary schools that are situated in multiple deprived contexts who are performing well above 70% pass rate in the (NSC) examination. The aim was to explore how these schools manage to perform well even though they are situated in a multiple deprived contexts. The case study design provided a unique instance of real people in real situations, thereby allowing readers to have a good understanding of the phenomenon being studied (Cohen, Manion & Morrison, 2011).

The researcher chose this design to have a deeper understanding of how the principals of the successful schools manage teaching and learning in multiple deprived contexts. Hamilton and Corbett-Whittier (2013) state that the use of a case study design in education research supplements teaching and learning in a real-world context, educational governance thus generates confidence in what might be discovered. One of the strengths of adopting the case study design for this study is that it was highly instrumental in understanding the principals' experiences of managing teaching and learning in a deprived context as suggested by Leedy and Ormrod (2014). Furthermore, Yin (2009) concurs that a qualitative case study is the focal point that links the empirical data to the original research questions of the study and enables the researcher to answer the research questions in a specified way. The researcher took this into consideration and the case study assisted the researcher to connect the findings to the study aims and the research questions.

The disadvantage of a case study is that it depends on exploring a single case inquiry and that makes it difficult to reach a conclusion, which is generalisable. In this study, the researcher's aim was not to generalise but to explore the principals' experiences in managing teaching and learning in a deprived context (Cohen et al., 2011). The researcher's decision to use the case study design was based on her belief that very little is known about the role of principals in managing teaching and learning in a deprived school context. The case study design made it possible for her to holistically

explore and understand the phenomenon that provided her with an in-depth understanding of how principals manage teaching and learning in deprived contexts.

3.5 RESEARCH METHODOLOGY

3.5.1 Sampling

Cohen et al (2011) refer to a sample as a sub-group of the target population that the researcher plans to study. Yin (2014) defines sampling as a methodical process that involves the selection of cases with rich-information with the purpose of an in-depth study. There are two basic types of sampling namely, probability and non-probability sampling. This study used purposive sampling, which is one of the non-probability sampling methods.

Purposive sampling enables the researcher to gain insight, to discover and have an understanding of the phenomenon and therefore, the researcher must select a sample from which the most can be learned (Merriam & Tisdell, 2016). Patton (2015) argues that the logic and power of qualitative purposeful sampling is derived from the emphasis on an in-depth understanding of specific information-rich cases. The researcher used purposeful sampling to access knowledgeable individuals who have in-depth knowledge about a particular issue in this study, namely the principals of the schools (Cohen et al., 2011). Purposive sampling is used to identify participants and sites that can inform the research problem and the central phenomenon in the study (Creswell, 2013).

The researcher retrieved the list of schools from the National Department of Basic Education, Gauteng Province and purposively chose Tshwane North District. The reason for choosing Tshwane North district was that Tshwane North District, was the only district that had a large number of secondary schools, which were situated in multiple deprived contexts, and the schools were performing well in Senior Certificate Examination. The researcher then selected secondary schools that are performing above a 70% pass rate in the Senior Certificate Examination for the past three years, which was the criteria to form the population.

Eleven secondary schools, which are no-fee schools, were selected two from one of the township locations and nine from the semi-rural area outside Tshwane were

chosen. The aim of this study was not to generalise the findings but to gain in-depth knowledge of how principals manage teaching and learning in schools situated in deprived contexts and still manage to perform above average despite the challenges. This is confirmed by Yin (2014) who states that selecting a small sample enables the researcher to collect in-depth detailed data from participants. Maree (2016) argues that there is no sample size in a qualitative study but recommend that sampling should be done until a point of saturation or redundancy is reached. That is the reason why this study has eleven participants because that is where the point was reached. The researcher drove for almost two hours to collect data and spent a lot of money on petrol costs because of the unique sample and having an interest in the case.

3.5.2 Selection of research participants

In this study, the researcher wanted to have an equal number of male and female principals however; there were few female principals in Secondary schools. The researcher ended up with five female principals and six male principals. The years of experience as a principal was not the criteria; however, three of the interview questions were based on the participants' experience as a principal, their qualifications and age. The collective combination of age, experience and qualification of the participants assisted this study to understand the management of teaching and learning in schools situated in multiple deprived contexts. Five participants had more than seven years' experience, and the other six had less than five years' experience as principals. Eight participants' highest qualification was an Honours Degree in Education, and three participants' highest qualification was a B Tech Degree in Education. Four participants were between the ages of 40-49 and seven between the ages of 50-59. According to the Personnel Administrative Measures (DBE, 2016), principals are required to possess three- or four-year qualification, which include professional teacher education and seven years of actual teaching experience.

3.5.3 The Research sites

The researcher wanted to select fifteen secondary schools, but some schools did not fit the criteria of being situated in a multiple deprived contexts and performing above a 70% pass rate in the National Senior Certificate, which is why the researcher ended up selecting eleven secondary schools in Gauteng Province, Tshwane North District.

Gauteng is a province with a high pass rate in the National Senior Certificate examination and is the leading province in the National Senior Certificate examinations results out of the nine provinces in South Africa. The Province has fifteen Districts, and there are three districts, which are situated in Tshwane. Tshwane North is a leading district with a high pass rate while it also has more schools, which are situated in deprived context. Tshwane, formally known as Pretoria, is one of the cities in Gauteng Province and is the capital city of South Africa. Tshwane North District covers schools which are in the suburbs, township and semi-rural area. The sampled schools were quintile one schools, which means that they are no fee-paying schools who rely in government subsidy. The sampled schools are located in a multiple deprived context affected by poverty, unemployment, HIV/AIDS, child-headed families, drug abuse, crime, lack of basic services like water and electricity and educational conditions with a lack of infrastructure, a lack of teaching and learning resources, overcrowded classes and a large number of enrolments. Refer to Table 3.1 below (pseudonyms were used). Some roads leading to the schools had potholes and others were gravel roads, which made it difficult if it was raining to reach the school. This shows that, even though a democratic government took over in 1994, there is still a wide gap between Black townships, rural schools and former Model C schools in South Africa. It also shows the different school contexts in South Africa.

Table 3.1: Sampled schools

SCHOOLS	NO OF TEACHERS (EMPLOYED)	ENROLMENT (LEARNERS)
1. Imbewu Secondary School	32	1003
2. Uzalo Secondary School	42	1129
3. Isibaya Secondary School	53	1072
4. Isethembiso Secondary School	53	1412
5. Isidingo Secondary School	34	1189
6. Indlovukazi Secondary School	39	1039
7. Ubukhosi Secondary School	33	1036
8. Umlilo Secondary School	52	1335
9. Bangani Secondary School	49	1043

SCHOOLS	NO OF TEACHERS (EMPLOYED)	ENROLMENT (LEARNERS)
10. Basizikazi Secondary School	18	410
11. Umkhohlisi Secondary School	40	1244

3.5.4 Data gathering process

Yin (2014) views the data gathering process as collecting information, which may be in the form of numbers, words or observations of a group of activities about a phenomenon under investigation. Hamilton and Corbett-Whittier (2013) assert that to collect data, you need meticulous and systematic methods that will be employed, which will answer the research questions. It was for these reasons that the researcher used various data generation methods to investigate how principals manage teaching and learning in a multiple deprived context. Yin (2011) supports the use of various methods, which is why the researcher used interviews, document review and observations to strengthen the study. Using different methods of data collection allowed the researcher to ensure triangulation.

The researcher visited the schools to request the principals to participate in the study. The researcher explained the purpose of the research to the potential participants and made appointments for interviews. Some principals did not want to participate in the study. The researcher had an experience that she will never forget when she visited the schools for the first time. These schools are one-and-a-half-hours drive from where the researcher lives. When the researcher arrived in one school the principal was not happy and asked her in front of the learners and teachers why the Department allowed the researcher to do this research because they are very busy, they do not have time. The researcher explained that the DoBE and the District manager gave the researcher approval to do the study. Another principal said he wanted to participate, but he did not have time for interviews. The principal asked the researcher to email him the questions so that he can answer them, and he expected to give responses to 'yes' and 'no' questions. The researcher explained that the questions were not 'yes' and 'no' questions and tried to explain to the principal that they can meet anytime and anywhere which convenience him, but he refused and indicated that he would not participate. In another school, the researcher waited for two hours for the principal to attend to her and ended up leaving because she had another appointment in another

school. When the researcher arrived at the school, the principal was in her office, and the researcher saw teachers going in and out of the office, but the principal could not attend to the researcher. The researcher went to another school, and the principal refused to participate.

During data collection, interviews were conducted at the sample schools. This provided the researcher an opportunity to do observations of the deprived context where these schools are situated. Although it was difficult to get consent from some principals, probably due to the nature of data collection, which was time consuming, the researcher still holds the opinion that interviews were the most suitable method to collect data in this study. The fact that the researcher collected data personally helped to get a sense of the deprived context. The researcher was also able to request documents and analysed them that were relevant to the study.

3.5.4.1 Semi-structured interviews

Interviews are a flexible tool and provide open platforms where participants are free to air their experiences, perceptions and provide explanations (Cohen, Manion & Morrison, 2008; Walliman, 2009; Yin, 2014). Maree (2016) view interviews as one of the most important data collection methods, which are used to collect case study evidence. There are highly structured, semi-structured and unstructured or informal interviews. Yin (2012) posits that semi-structured interviews can offer richer and more substantial material than other types of interviews. The researcher in this study used semi-structured interviews to have control over the interview, at the same time allowing the participant to give detailed information. In a semi-structured interview, the questions are formulated in advance, and the interviewer can decide on the sequence of the questions during the interview (Merriam & Tisdell, 2016). Since the data collection was qualitative, the flexibility of semi-structured interviews allows in-depth probing to be achieved by providing the interviewer to probe and expand the participants' responses (Cohen et al., 2011). Probing was critical to gain in-depth data that was needed to answer the research questions. Semi-structured interviews with regards to their flexibility improved the trustworthiness of the study.

Dawson (2009) also notes that semi-structured interviews were perhaps the most common type of interviews used in qualitative research. Interviews allow the

researcher control over the line of questioning but have a disadvantage of providing indirect information filtered through the views of the interviewee (Creswell, 2014). To overcome this challenge, a common interview schedule for all the participants was prepared to ensure consistency in the research questions. This helps to ensure consistency of the interview questions and assists the interviewer obtain specific information, which can be compared and constructed with information gained from other participants. Using semi-structured interviews enabled the researcher to understand how the principals managed teaching and learning in a multiple deprived context. The total number of participants interviewed was eleven; this is in line with Briggs et al (2012) who states that a point of saturation is where further responses yield little or no new knowledge. With the point of saturation having been reached at eleven participants, the number of participants was therefore fixed at eleven.

3.5.4.2 Mining data from documents

In qualitative research, documents and artefacts that are part of the research setting are also sources of data (Merriam & Tisdell, 2016). These sources of data can exist in both an online setting and a physical setting. Merriam and Tisdell (2016) define documents as an umbrella term often used to describe a wide range of written, visual, digital and physical material relevant to the study. Public records and personal document are two common types of documents used in qualitative research. Public records are the ongoing official records of a society's activities. Public records include programme documents, mass media, government documents, minutes of organisational meetings, and so on. In this study, public records were analysed to collect data. The public school records were also analysed.

Documents analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic material (Bowen, 2009; Briggs, et al., 2012; Brooks & Normore, 2015). Merriam and Tisdale (2016) saw documents as a product of the context in which they were produced and therefore grounded in the real world. Documents that could be used for systematic evaluation as part of the study were: attendance registers, minutes of meetings, manuals, organisational or institutional reports etc. (Bowen, 2009). This study analysed the following documents: The School Development Plan (SDP), the SMT meeting minutes and staff meeting minutes and the researcher-spent time analysing these documents (McMillan & Schumacher,

2010; Yin, 2014). Documents analysis is used in combination with other qualitative research methods as a means of triangulation, which is the combination of methodologies used in the study of the same phenomenon (Maruster & Gijzenberg, 2013; Willig & Stainton-Rogers, 2009). The researcher examined information collected through these different methods to seek convergence and corroboration (Bowen, 2009).

A summary of documents collected and analysed is presented in Table 3.2 below.

Table 3.2: Summary of documents analysed

DOCUMENT TITLE	WHAT TO BE ANALYSED
1. School development plans	Indicate areas where school need improvement
2. School Management Team minutes	Minutes of SMT reports of managing teaching and learning
3. Staff meeting minutes	Minutes of staff meeting discussing teaching and learning

3.5.4.3 Observation

A case study should take place in the natural setting of the case as this creates the opportunity for direct observation (Yin, 2009). Observation is one of the data collection methods used in case study research design. Observation is a way for the investigator to see and hear what happens naturally in the study site (McMillan & Schumacher, 2010). Yin (2012) describes observation as usually consisting of detailed specific human behaviours or actions, physical environments, real-world events and the contexts surrounding the events and behaviours. The case study approach utilises a real world setting which was essential for observation (Yin, 2014). In this study, the researcher will only observe the context of the schools as this study is focusing in multiple deprived contexts. The researcher in this study used observation to facilitate a deep understanding of the multiple deprived school contexts. The other reason for doing observation, as part of data generation, was to triangulate the data that was captured. Case study observation can be differentiated into two broad categories namely, participant and non-participant observation. Non-participant observation is

where the researcher enters the settings of the participants and observes the phenomenon under study without getting actively involved in their activities (Taplin & Rosic, 2012). The researcher decided to do non-participant observation, which was done throughout the field visits, including occasions like the conducting of interviews (Yin, 2009; Cohen et al., 2011).

The researcher was observing the conditions of the schools throughout the field visits as the schools were in a deprived context. In some schools, the climate of the school was not conducive to teaching and learning. Some schools did have infrastructure but did not have enough classrooms as they were additionally using mobile classes and other mobile classes did not have windows and doors. In another school, the whole school was using mobile classes they did not even have one building structure, and that was shocking to the researcher. Other schools had dilapidated buildings which were very old they needed to be demolished for new buildings to be erected. Some schools did have building structures, which were in good condition. The researcher also noticed that despite the lack of buildings and resources all these schools were very clean, the grass was cut, no papers were around the yard and teaching and learning was taking place despite the structural conditions. Learners were wearing full school uniform, and there was no loitering outside the classrooms.

Some schools displayed their vision and mission statements, pass rates for the previous years, trophies and certificates in the foyer and principal's office. The researcher noticed that even though some of these schools did not have building structures, all the sample schools had fences around the school and security at the gate to keep learners and their school safe. All the schools had electricity, some had running water others did not some schools did not have flush toilets; they were using pit toilets instead. In those schools with flush toilets, some toilets were not working, while in other schools they did not have enough toilets for learners. None of the eleven schools had playgrounds for sporting activities and facilities where learners could play during break time. The researcher was amused that despite all these challenges, these schools were the best performing schools in the District in the best performing province in the country. In this study, the researcher used observation as a means to make the reader understand the deprived context of these schools.

3.6 DATA ANALYSIS

Data analysis is a systematic presentation of the collected data to make sense of its meaning (Yin, 2014). Briggs et al (2012) consider data analysis as a true test of the researcher's skill to process the data that has been captured into meaningful information that can be used to understand the phenomenon. Cohen et al (2011) assert that data analysis is a process of making sense of the data from the participant's perspective through themes, groups and uniformities. The purpose of data analysis is to reduce data into smaller themes (Creswell, 2013). In this study, thematic analysis was utilised to analyse the interview transcripts, observation notes and relevant documents such as school development plan, SMT meeting minutes and staff meeting minutes. The data analysis was an ongoing process that built up as the data collection process progressed (Creswell, 2013). This study employed the inductive approach of doing data analysis. The inductive approach aims to extract meaning from the frequent themes emerging from the collected data (Thomas, 2006). The researcher in this study used a thematic analysis process.

3.6.1 Thematic analysis

Clarke and Braun (2013) define thematic analysis as a method, which is used to analyse qualitative data through the process of categorising, arranging and presenting insights into forms of meanings or themes. They continue to state that the advantage of thematic analysis is that it provides a highly flexible approach, which produces rich and detailed data. The researcher used four phases that needed to be followed as stated by Braun and Clarke (2006) namely: a. Familiarising oneself with data, b. Generating codes and searching for themes, c. Reviewing and naming themes and d. Producing the report.

3.6.1.1 Familiarising oneself with data

Braun and Clarke (2006) state that this is a key phase in qualitative methodology, which is a process of transcribing, reading and rereading data while noting initial ideas. Transcription is a process of converting audiotape recordings into text data (Creswell, 2013). The researcher started by transcribing all the voice recorded data into a written form. In the process of transcription, the researcher became immersed in the data, a

process that is described by Braun and Clark (2006) as searching for meaning and patterns. The researcher read and re-read the data to identify patterns and initial ideas. After the researcher reading and familiarising herself with transcribed data, the researcher started coding the data.

3.6.1.2 Generating codes and searching for themes

Smith and Davies (2010) define coding as a method where the researcher organises data in a way that obtains a clear picture of the messages being communicated by the data. The researcher divided the data according to research questions before starting the coding process. The researcher identified the codes and matched them with data extracts that identified the codes (Creswell, 2009). The researcher gave full and equal attention to each data item, and that assisted in identifying interesting aspects that could form themes. The researcher sorted different codes into potential themes and collated all relevant data within their identified themes. The researcher used a table to sort the different codes into themes (Braun & Clark, 2006). The researcher ended up collecting candidates' themes and sub-themes.

3.6.1.3 Reviewing and naming themes

The researcher read all the coded extracts for each theme and checked if they formed a coherent pattern (Braun & Clark, 2006). After that, the researcher re-read the data set to ascertain whether the theme worked in relation to the data set. At the end of this phase, the study had different themes, and it was also clear to the researcher how the themes related to each other. The researcher went back to the collated data extracted for each theme and organised them in a coherent and internally consistent way with accompanying narratives. The researcher then wrote a detailed analysis of the study to show how each theme fitted into the broader story and how it related to the research questions.

3.6.1.4 Producing of the report

The researcher wrote the final report with the set of themes after the final analysis. The final analysis produced a scholarly report of the analysis related to the research question and literature (Braun & Clark, 2006). The researcher wrote the final analysis

of the study and ensured that the themes related to the research questions and literature. The findings were presented using direct quotations from interview data collected from the participants. The interview data was also merged with documents and observations, which made sense of the emerging findings. The last and final step that the researcher followed was to produce a report, which is presented in the next chapter. The use of thematic analysis proves to be suitable and the right choice to analyse data in this qualitative study.

3.7 TRUSTWORTHINESS OF THE STUDY

Trustworthiness refers to the quality of the inquiry and is used as a way of evaluating qualitative research (Bryman, 2012). It ensures the reiteration of the research process, which improves the trustworthiness of the study. In qualitative research, the issue of trustworthiness is preferred to validity and reliability, which are used in quantitative research (Golafshani, 2003). The trustworthiness of this study is examined by four elements: credibility, transferability, dependability and confirmability (Polit & Beck, 2012; Schreier, 2012). In this study, the researcher made a considerable effort to ensure trustworthiness through triangulation, member checking and peer debriefing.

3.7.1 Credibility

Credibility in qualitative research implies that the findings are trustworthy and believable, and they reflect the participants' views (Corbin & Strauss, 2008; Mertler & Charles, 2010). The researcher in this study spent time with the participants, interviewing them and gaining insight into their lives, assessed documents and observed the school contexts (Briggs et al., 2012; Creswell, 2013). Credibility in this study was further achieved through triangulation. In this study, the researcher used semi-structured interviews, observation and document analysis as a means of triangulation. The researcher compared data from interviews, documents and field notes to obtain triangulation and ensure credibility. The data from the different participants was also triangulated. Triangulation invokes the idea of approaching data collection from more than a single point of view (Brundrett & Rhodes; 2014; Creswell, 2013).

Another method of ensuring credibility is through member checking. After finishing transcribing the data, the researcher gave participants an opportunity to check if the data was transcribed correctly. Rule and John (2011) state that credibility deal with whether respondents agreed that the researcher had adequately represented their construction of reality. Credibility was also assured in this study during data collection by using a voice-recording device to record interviews. Bertram and Christiansen (2014) assert enhancing credibility during data collection by using an audio recording device enables the researcher to accurately create interview transcripts instead of relying solely on taking notes during interviews.

The researcher used the expertise of a reputable and established academic from the University of Pretoria as her peer reviewer to evaluate her research methodology and interpretation regarding principals managing teaching and learning in a multiple deprived school contexts. Henry (2015) asserts that peer debriefing is essential to clarify some facts of research, which may not have been clear to the researcher.

3.7.2 Transferability

Transferability of qualitative studies can be made possible when the researcher provides thick descriptions to allow the findings and conclusion to be determined by the reader (Rule & John, 2011). Transferability is also judged by the reader based on the degree of similarities between the research site and the reader's site (Lodico, Spaulding & Voegtle, 2010). The researcher in this study had no intention to generalise the research findings since generalisation in qualitative studies is difficult as people's experiences occur in different contexts (Shenton, 2004). In this chapter, the researcher has provided sufficient contextual information about the fieldwork site to enable the readers to make their own decisions on the relevance of the findings of this research to their context (Tracy, 2013). This means the reader can compare the findings of this study to the findings of other studies to determine if there are any similarities and if the findings are transferable.

3.7.3 Dependability

Dependability is making the processes within the study distinct to enable future researchers to replicate the work, but not necessarily to produce the same results

(Shenton, 2004; Thomas & Magilvy, 2011). Dependability refers to the possibility of tracking the procedures and processes followed by a researcher for data collection field texts (Lodico, Spaulding & Voegtle, 2010). The researcher confirmed the dependability of the study by providing a detailed discussion of qualitative research design. This is in line with Shenton (2004) who views the research design and its implementation as a prototype to assess the dependability of the study.

In addition, through a detailed discussion of research methodology and research methods, a commitment to research design was made. To ensure that there was an audit trail, the researcher ensured that all project documentation such as transcripts and audiotaped data was safely stored in the supervisor's computer and the researcher's computer to make it available should there be a need to do so. The researcher's intention was not to generalise the findings but rather to understand the participants' experiences that would enrich our understanding of the phenomenon. In this study, dependability was strengthened by working with experts in the field and other academics who had an interest in the study. An independent critical reader peer reviewed the findings of this study to ensure that there was congruence in terms of data generation, finding and data analysis.

3.7.4 Confirmability

Confirmability is the degree to which the findings are the product of the focus of the inquiry and not the biases of the researcher (Barbie & Mouton, 2009; De Vos, 2010). The researcher ensured confirmability by adopting non-probability sampling methods and worked with a manageable sample size. As a result, during the process of analysis, all field text was fully examined. In addition, participants were met in their preferred venues to avoid discomfort. Lastly, the findings were shared with the participants to ascertain the accuracy of the enquiry through member checking. The findings of this study were compared with the findings of other studies that had been conducted before. This is how the researcher ensured confirmability in this enquiry.

3.8 ETHICAL CONSIDERATIONS

Strydom (2010) defines ethics as a set of moral values, which offers guidelines and behavioural expectations about the best behaviour conduct towards experimental

topics and participants. The researcher must plan to moderate the research and adhere to the prescribed ethical conduct (Creswell, 2013). The investigator in this study abided by the ethical principles in research in the following ways: Firstly, the researcher applied for ethical clearance from the Ethics committee of the University of Pretoria and approval was granted (see appendix D). Secondly, the researcher requested and obtained permission to conduct research in the selected schools from the Gauteng Department of Basic Education (DoBE) (see appendix E). After obtaining permission from the DoBE, the researcher then requested permission from the District Director of Tshwane North District to conduct research in the District and permission was granted (see appendix C). The researcher contacted the sampled schools in writing requesting permission from the Chairperson of the SGB to conduct research in the school, and the permission was approved (see appendix B). A request was sent to the school principals as gatekeepers asking permission to conduct research in the schools. The permission was granted (see appendix A).

All the selected participants (Principals) were requested to participate in writing. The researcher informed the participants about the purpose of the study and the part they were expected to play. She also assured the participants of their right to withdraw from the study at any time without any penalty. After that, the participants were requested to sign the consent form as their way of showing that they were not coerced to participate in this study. The researcher explained to the participants that there is neither compensation nor deception in this study. Forrester (2010) supports that the researcher should avoid using financial compensation or inducements to convince the participants to participate. The researcher explained to the participants that they can have access to the thesis at the University of Pretoria library or online.

Litchman (2012) states that the basic principle of conducting experiments on humans is that voluntary consent is essential. The participants were assured of the confidentiality of their names and details of the schools as well as the fact that they were free to withdraw from participation at any time. Pseudonyms were used to refer to participants' names and their schools in this study. This is in line with Cohen et al (2011) who stated that the essence of anonymity is that information provided by participants should in no way reveal their identity. The researcher assured participants that they would not be exposed to any form of harm. Maxwell (2013) asserts that the duty of the researcher is to protect the participants, build trust with them, promote the

integrity of the research and guard against any form of misconduct. The researcher ensured that the participants' confidentiality and privacy were not compromised by making sure that the researcher was the only person who could listen to the voice recordings and transcribe the voice recording. The researcher gave the supervisor the voice recordings and all other forms of data collected in this study to keep in safe storage as stipulated in the Ethics approval letter from the University of Pretoria.

3.9 MY ROLE AS A RESEARCHER

McMillan and Schumacher (2014) state that the researcher's primary goal is to be as unobtrusive as possible in order not to influence the outcome of the study. The personhood of the researcher in qualitative research is an important and ever-present aspect of the investigation (Dwyer & Buckle, 2009). Hence, I cannot claim not to be affected by the research process and my relationship with my participants. I accept my subjectivity, which may have influenced my observations and interpretation within the setting (Creswell, 2016). A researcher's personal, social and cultural circumstances can influence and shape the way the researcher experiences and interprets the findings of the study (Creswell, 2016). I used to work in a province which had a large number of schools situated in multiple deprived contexts. The school where I was an educator was one of the multiple deprived schools, which did not have infrastructure, resources and basic services. These experiences tend to shape my interpretation and experiences of the study in a particular manner. The work experience helped me to gain a better understanding of the topic.

To ensure that my work experience did not influence my perspectives on the study I applied Creswell (2016) recommendations to employ an independent external auditor to objectively assess the entire research project to enhance the overall validity of the study. I, therefore, shared my findings and interpretations with experts in the field for their assessment. For instance, I asked a colleague who has done research on multiple deprived contexts to critically review various aspects of my research study, which enhanced the validity of this study. The goal of interpretive qualitative research is to understand the lived experiences of people, which occur within a particular social context (Creswell, 2014). However, a certain level of generalisation can be attained if, for instance, there was consistency in the observations and participants in the research confirmed the accuracy of their participation. I carried out regular

observations while I was conducting interviews, which enabled me to gain an understanding of my topic (Creswell, 2016). I also confirmed the accuracy of the data with the participants. The meaning that emerged from the data was that of the participants and not my understanding of the phenomenon (Creswell, 2016). The other roles that I performed in this study included that of transcribing and analysing the interviews and other data (Maree, 2007).

3.10 CONCLUSION

In this chapter, the researcher presented the methodological route that was followed in this study. It detailed the philosophical perspectives, the qualitative and naturalistic research approach used in the study. The chapter discussed the case study design, purposive sampling and interviews used in this study as the data collection method as well as the procedures for data analysis. The use of face-to-face semi-structured interviews, document analysis and observation served the critical function of the triangulating of the collected data. The researcher also explained the strategies used in this study to enhance the trustworthiness of the findings as well as ethical issues affecting the study. The next chapter presents the research findings and the interpretation of data.

CHAPTER FOUR - PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

In Chapter Three, the researcher presented the research methodology used in this study. The chapter included the research paradigm, approach, design, sampling procedures, and data collection instruments as well as data analysis methods. The researcher collected data from eleven schools and eleven participants. The methods that were used for data collections were semi-structured interviews, documents analysis and observation of the school environment. This chapter presents the descriptive and analysis of findings from the generated data, and the narrative descriptions of the major themes and sub-themes that emerged from the data. The profiles of the sampled schools and the biographical information of the participants are also presented.

4.2 THE PROFILE OF SAMPLED SCHOOLS

Eleven schools which are “performing well” in their Senior Certificate Examinations, were selected to participate in this study. The first criteria for well-performing schools included Senior Certificate Examination results pass rate that has been above 70% in the last three years (2016 to 2018). Secondly, the selected schools were no-fee public schools. Thirdly, the schools were situated in an area presenting a deprived context, which is affected by low socio-economic issues such as a high rate of unemployment, poor housing and lack of sufficient amenities as well as inadequate teaching and learning resources among others. Permission to do the study was obtained from the Gauteng Department of Education (GDE). As part of the ethical considerations, participants’ identities and those of the schools had to remain confidential. Pseudonyms were used as school names and codes were assigned to represent the participants. In the following section, the researcher presents the detailed profiles of the schools that participated in this study as the study was focusing on schools in multiple deprived contexts.

4.2.1 Profile of Imbewu Secondary School

Imbewu Secondary School is situated in a semi-urban area. The total number of learners attending the school was 1 003, and the school had 32 teachers. The community living in the area comprises of families who are subjected to poverty and lack basic services like water, electricity and tarred roads. Most members of the community are unemployed living on social grants. Some families are child-headed because their parents passed on, and some learners are staying with their grandparents because the parents are working far away from home. Imbewu secondary school has permanent building structures, which have a science laboratory with no laboratory equipment, making the laboratory not functional. The school does not have enough toilet facilities, and there is no library. The school also does not have sports grounds, which leads to learners not participating in any sports or other physical activities.

4.2.2 Profile of Uzalo Secondary School

Uzalo Secondary School is in a semi-urban area. The school enrolment was 1 129, and the school had 42 educators. The school is near an informal settlement, which has Reconstruction and Development Programme (RDP) houses, and most learners came from that informal settlement. Most parents are not working, the area is affected by poverty, and they depend on social grants, which cannot cater for all their needs. Some learners who are attending Uzalo secondary school are still living in shacks with no electricity, running water or ablution facilities. Uzalo Secondary has enough classrooms but does not have laboratories either for science or for computers. The school does not have a library instead the building, which is supposed to be a library is used as a storeroom because there are no books. The school does not have a sports ground facility.

4.2.3 Profile of Isibaya Secondary School

Isibaya Secondary School is situated in a semi-urban area. The total number of learners attending the school was 1 080 and the school had 53 teachers. Most members of the community are not working. Some learners are under the care of their grandparents, they depend on a pension. Some are child-headed families as the

parents are working far away from home and some learners do not have parents as they have passed on. Isibaya was one of the few secondary schools with a laboratory that was well equipped. However, the school does not have a library or a sports field.

4.2.4 Profile of Isethembiso Secondary School

Isethembiso Secondary School is situated in a semi-urban area. The enrolment was 1 412 with 52 educators. It is an old school, which was built in the 1960s when the area was under Bophuthatswana's administration during apartheid era. The community is affected by socio-economic issues like criminal activities, unemployment and poor living conditions. Some families are child-headed families, while other families have parents who are working far away from home and are available for their children over weekends. Some learners in the absence of parents are under the care of their grandparents and depend on their pension for survival. Isethembiso secondary school has old building structures, which are well maintained. The school has a library, which was renovated by a NGO (Non- Government Organisation), and computers donated by a company. It has a laboratory building but there are no equipment or other resources needed for teaching and learning.

4.2.5 Profile of Isidingo Secondary School

Isidingo Secondary School is situated in a village near an informal settlement. The total number of learners attending the school was 1 189 with 34 educators. The learners that were attending the school came from the informal settlement. The community is affected by poverty and lacks basic services such as running water, electricity and ablution services. Most learners are staying with their grandparents. Some learners are staying on their own as their parents have passed on. Some learners are cohabiting in shacks as boyfriend and girlfriend, and the parents are staying in another area. Isidingo has permanent building structures as well as mobile classes, which do not have doors and windows. The school has a small laboratory, which does not have any equipment. There is no library at the school.

4.2.6 Profile of Indlovukazi Secondary School

Indlovukazi Secondary School is situated in a semi-urban area. The enrolment is 1 039 with 39 teachers. The community living in this area is characterised as poor, they do not have tarred roads, no running water and there is a high rate of unemployment. In the community, more than half of the community members are not working; they depend on social grants. Most households are led by orphaned children. Some learners are staying with their grandparents and depend on their pension. Indlovukazi secondary school has permanent building structures but does not have a laboratory or library.

4.2.7 Profile of Ubukhosi Secondary School

Ubukhosi Secondary School is situated in a village under the administration of a chief. The total number of learners is 1 056 and of teachers is 33. The community is challenged by socioeconomic factors like poverty and they do not have tarred roads. There is a high rate of unemployment in the community they depend on social grants. Ubukhosi secondary school has no permanent building structures but only temporary structures, which were mobile classrooms. The school does not have flush toilets, a laboratory, library or any Learning and Teaching Support Material (LTSM) except textbooks.

4.2.8 Profile of Umlilo Secondary School

Umlilo Secondary School is situated in a township outside Pretoria. It is one of the big schools which have 1 335 learners and 52 educators. The community is affected by poverty and unemployment. Some homes are child-headed families. The school has building structures, but it is not adequately resourced. The school has a laboratory, but it does not have equipment and the library does not have books.

4.2.9 Profile of Bangani Secondary School

Bangani Secondary School is also situated in a township outside Pretoria. The enrolment is 1 043 learners and 49 teachers. The community is affected by poverty and unemployment; some parents are selling on the street (street vendors) because they cannot make ends meet. Bangani has permanent classroom structures. There is

a lack of teaching and learning resources. There is a library that is not functional because of a lack of books.

4.2.10 Profile of Basizikazi Secondary School

Basizikazi Secondary School is situated in a semi-urban area. The total number of learners is 410, with 18 teachers. The community is poverty-stricken, it has a high rate of unemployment and the people in this community live from social grants. The buildings are old and in disrepair. Basizikazi secondary school does not have a laboratory, library, flush toilets or running water. The school rely on rainwater collected in water tanks.

4.2.11 Profile of Umkhohlisi Secondary School

Umkhohlisi Secondary School is situated in a semi-urban area. The enrolment is 1 244 and 40 educators. Learners attending Umkhohlisi secondary school came from an informal settlement. The community living in this area is characterised by poverty most people are unemployed. The school has building structures that are permanent. The school has a laboratory, but it is not functional as there is no equipment. The school also has a computer laboratory with computers that are not working. It does not have a library.

4.3 DESCRIPTION OF PARTICIPANTS IN THE STUDY

The researcher collected data from eleven participants who were principals or head teachers of the selected schools. The reason for targeting the school heads was that the majority of research studies have investigated how teachers managed teaching and learning while this study opted to concentrate only on school principals as managers and leaders of the school. To maintain anonymity, each of the participants was given a code name, which is used in the presentation of data. Table 4.1 is a summary of the codes, gender and experience of the participants.

Table 4.1: Biographical information of participants

PARTICIPANTS	GENDER	YEARS OF EXPERIENCE AS A PRINCIPAL	QUALIFICATIONS
Principal A	Male	10 years	B Ed Honours
Principal B	Male	1 year	B Ed Honours
Principal C	Male	1 year	B Ed Honours
Principal D	Female	1 year	B Ed Honours
Principal E	Female	1 year	B Ed Honours
Principal F	Female	7 years	B Ed Honours
Principal G	Female	1 year	B Ed Honours
Principal H	Male	9 years	B Tech in Education
Principal I	Male	9 years	B Tech in Education
Principal J	Male	10 years	B Tech in Education
Principal K	Female	1 year	B Ed Honours

4.3.1 Gender of the participants

In terms of gender, six participants were males while five were females. The researcher was very excited when she found out that some of the principals of successful sampled schools were females because studies have highlighted gender imbalances in school leadership, which is still prevalent in African schools (Naidoo & Perumal, 2014). The researcher created a balance of gender and was able to generate data from male and female principals.

4.3.2 Age of the participants

The participants were aged between 40 and 59. Among the participants, four were between the ages of 40 and 49, and seven were between the ages of 50 and 59. The ages of the participants were considered to be an important factor in understanding the principals' years of work experience and how they managed teaching and learning in multiple deprived school contexts.

4.3.3 Experience of the participants

The researcher found out that the participants' years of experience were different when it came to managing teaching and learning in a multiple deprived context. Five principals had up to ten years' experience while six had a minimum of one-year experience but had been in the school management team for more than five years. The researcher considered the experience of participants to be an important factor to have a deep understanding of managing teaching and learning in a multiple deprived school context. The experience of the participants was considered important to enhance the depth and credibility of the generated data.

4.3.4 The qualifications of the participants

The qualifications of the participants were important to understand if the principals were qualified to be principals and if the qualifications had an impact on the way they managed their school. In this study, eight principals had B Ed Honours, and three had B. Tech Degree. This is in line with the Department of Basic Education (PAM, 2016) which state the requirements for being a principal which is a recognised three- or four-years qualification which includes a professional teaching education B Ed. and 7 (seven) years teaching experience. Therefore, all participants were qualified to be principals.

4.4 RESEARCH QUESTIONS, THEMES AND SUB- THEMES

Table 4.2: Research questions, themes and sub-themes

RESEARCH QUESTIONS	THEMES AND SUB-THEMES
1. What are the perceptions of the principals regarding their school context?	Theme 1: Factors used by the principals to explain the context of their schools <ul style="list-style-type: none"> ❖ economic factors ❖ social factors ❖ family factors
2. What principals do in managing teaching and learning in multiple deprived school contexts?	Theme 2: The role of the principal in managing teaching and learning <ul style="list-style-type: none"> ❖ Advocating for expertise driven assigning of duties ❖ Cross cutting monitoring of teaching and learning ❖ principal involvement in teaching and learning ❖ contributors to improvement of learner performance ❖ detecting problems beforehand ❖ encourage and developing teachers ❖ improving school performance
3. What are the contextual factors affecting teaching and learning in multiple deprived school contexts?	Theme 3: Contextual factors that affect teaching and learning in a deprived school context <ul style="list-style-type: none"> ❖ internal factors ❖ external factors
4. How do principals respond to contextual factors that affect teaching and learning in multiple deprived school contexts?	Theme 4: Strategies used by principals to deal with contextual factors <ul style="list-style-type: none"> ❖ collaboration with neighbouring schools and teachers ❖ leading by example ❖ teacher attributes and teachers' hard work ❖ methods that principals used in their school ❖ strategies for dealing with internal factors ❖ strategies for dealing with external factors ❖ sustaining good school performance

4.5 DISCUSSION OF THEMES

The themes and sub-themes that are presented below are based on the participants' responses to the interview questions, which were related to the research sub-questions that guided this study. Four themes were identified and linked to the research questions. Each theme has several sub-themes and direct quotes to support the findings.

The first theme presented below was generated from participants' responses to the first research question: What are the perception of the principals regarding their school's context?

4.5.1 Theme 1: Factors used by the principals to explain the context of their school

In conducting interviews, the researcher sought to understand the principals' perspectives about the context where their schools were situated. The aim was to enable the researcher to understand the school context as perceived by the participants involved in this study. The responses of the participants were analysed, and it became evident that the contextual factors emerged prominently from the data. In the following paragraphs, three subthemes are identified and discussed. Participants describe the context of their school, based on economic, social and family factors.

4.5.1.1 Sub-theme 1: Economic factors

The participants perceived the economic factors of their schools as an environment that have many financial challenges. The participants viewed their school contexts as poor, affected by a high population of people who are unemployed, impoverished and cannot afford proper housing as well as providing for the economic needs of their children who are at school. This is what the participants said:

This is a very serious challenge, the majority of the members of this community are not working they are unemployed even if they are working; they are selling on the streets tomatoes they cannot make ends meet.
(Principal I)

It is a poor community, we are a quintile 3 school and most parents are not working most learners that we take are from RDP houses informal settlement. (Principal B)

We rely mostly on the donations of parents we request parents to donate then, that when we realised that most parents, they can't afford they will come through to say that please I cannot pay and contribute and so on from that you can see that quite a number of parents around here they are not working. (Principal C)

The views shared by the participants show that there were serious challenges in the community where the schools were situated. This finding shows that the majority of people who stay in the community are not working, which includes the parents or guardians of learners who attended the schools. Some people were selling vegetables on the streets, and that does not give them enough money to satisfy their needs. The ranking of the school as indicated by one-participant shows that these schools are no-fee paying schools, which means they get a subsidy from the Department of Basic Education, which assists them in the running of the school. It seems as if the subsidy cannot cover all the needs of the school, which is possibly, why some schools asked parents to donate some money. It also seems although the principals were aware of the impoverished state of the community, they still expected the parents to make a financial contribution to the school. When the researcher analysed minutes of a staff meeting, she found that the principal instructed teachers to push learners to buy calculators. It appears as if the principal was not sensitive to the parent's financial conditions. A possible reason could be that the principal expects parents to take responsibility for their children's education despite financial limitations. Another reason could be that the principals expect the community to have a sense of ownership of the school and the teaching and learning that takes place despite their economic status. The challenge is whether the parents in such communities recognise the need to take ownership of the school or not. This finding also highlights a financial or economic gap experienced by the principals, which affects teaching and learning in schools situated in multiple deprived contexts.

4.5.1.2 Sub-theme 2: Social factors

Another aspect of the context of the school identified by the participants was a range of social factors. The participants indicated that some parents are working far away from home, in “big cities” and children were left without adult care. Drug abuse was another social factor narrated by the participants in this study. The participants reported that they have learners who are over age and such learners are often involved in taking drugs like “dagga”, “nyaope”, and drinking alcohol. There were also other criminal activities like gambling that the participants had observed in their school environment, as indicated by the comment below:

We have a problem of drugs that are given to learners we have learners who are over age here and those learners that are over age most of them are using drugs so we have a problem of drugs and we have a problem of gambling learners that are over age are gambling whenever we don't have a teacher that period of changing periods you'll find them gambling.
(Principal E)

This environment has many people who are not working it is a poor environment and those who are working are not staying with their children we have many children headed families we have many social problems.
(Principal A)

Most of our learners are staying in the shacks in that green field on their own without parents so it difficult for them to have support or discipline because you find that they are boyfriends and girlfriends in those shacks.
(Principal K)

Another description of social factors affecting the context of the school:

There are those elements within the community that are not easily law-abiding they are not controlled as such these members who are not law-abiding, they are the trouble makers you know once in a while a group of boys will come in bashing in to the school looking for another boy with guns.
(Principal H)

If you have high unemployment rate obviously which means the crime rate will also be high, use of drugs those are the problems that we are facing they are smoking dagga some of them are taking alcohol. (Principal J)

The views shared by these participants were an indication of the environmental social factors that affect the teaching and learning that take place in the schools. It shows that the principals had insight on the social challenges in the community and were concerned about how the situation in the community affected the learners. Some of the identified challenges like drug abuse, child-headed families and crime seem to call for interventions that are beyond the capabilities of the principal and the school as a whole. The principals tried to assist by involving organisations to assist learners with drug problems. It seems as if these social factors affect the day-to-day running of the school, for example, once in a while, a group of boys will budge in during school hours with guns, looking for learners that are part of gangs involved in criminal activities. From document analysis, the researcher noticed that no elements of the School Development Plan (SDP) addressed the issue of security in schools. The lack of safety policy in the SDP supported what the researcher observed when she visited the school that none of the schools had trained security guards with professional safety and security skills. Instead, the guards were community members who seemed as if they were just assisting the school because they needed a job to earn a living. It seems as if there is a problem when it comes to security in schools and teachers are only trained to teach learners. The teachers lack the expertise to deal with some anti-social problems that threaten school safety. The management of some of the identified social problems in this study needs specialists who are trained and have the required skills to deal with the problems. It appears as if principals are not only dealing with managing teaching and learning in schools, but they also have to deal with social factors that affect the daily activities of the school.

4.5.1.3 Sub-theme 3: Family factors

The participants identified family factors as another aspect of the deprived school context. They mentioned that there is a lack of monitoring of learners and support at home since most learners are staying alone without adult supervision. Some learners are orphans, and in the absence of an adult caregiver, they are in child-headed families. Some parents are working far away from home and are not able to adequately

care for their children. Some parents are illiterate, and they could not assist learners with schoolwork. Grandparents staying with grandchildren and are old and illiterate, making them unable to be involved in schoolwork activities. This is what the participants said:

Parents are working far from home that cause a problem of monitoring at home, monitoring their kids and taking part on their children's education assisting them with their homework and some are not that well educated.
(Principal D)

Our learners let me say, some they are under the care of their grandparents and then some the parents are working very far, and some learners are orphans. (Principal C)

Many members of the community are not literate their level of numeracy is low they don't have a lot of interest if they do it minimal with regards to the operation of the school and the learning of their children. (Principal H)

The above quotes indicate that learners were facing many family problems. It seems that there is a lack of parenting and parental involvement in school activities. The findings show the absence of parents, which could mean that there is no adequate monitoring of their children's schoolwork and other forms of behaviour. The school were expecting parents or guardians to assist and support learners with their schoolwork. It seems there is a lack of parental involvement. One of the reasons may be that parents are not educated, and they cannot assist their children with schoolwork. Another reason may be that the economic circumstances of the community make parents work in faraway cities where they can get jobs, and they leave their children alone. In the absence of parents, some learners ended up cohabiting with their boyfriends. It can be that some parents are not interested in their children's education or are pre-occupied by working for basic survival needs.

The above statement supports the minutes of parents' meetings that the researcher analysed which showed that only half of the parents attended the parents meeting, and the other half did not attend the parents meeting. The reason may be that the parents do not understand the importance of education or do not have time to attend the meeting or just ignorance. The school belongs to the community, but it seems that some community members do not have interest or time to support their children. The

family is supposed to instil values and discipline in their children, but some parents working far away from home are not able to provide guidance and teach learners right from wrong and instil discipline. Some learners stay alone with no adult person to monitor them and help with their schoolwork. It seems there was a lack of parental involvement in schoolwork and a lack of parenting children living in multiple deprived school contexts.

4.5.1.4 Summary of theme 1

This theme explored principals' perceptions of their school context. The principals' described the context of their schools based on economic, social and family factors. They highlighted the economic gap experienced in the community as a factor that affected teaching and learning. The community also faces social challenges, which require professional skills. The children are faced by family factors such as a lack of adequate parenting and parental involvement in school activities.

4.5.2 Theme 2: The role of the principal in managing teaching and learning

In this theme, the participants cited the different roles that they played in managing teaching and learning in a multiple deprived school contexts. The sampled schools are performing well in their National Senior Certificate examination. The participants mentioned that they were responsible for monitoring classes, monitoring and controlling teachers' work, checking learners' performance, identifying and dealing with problems, encouraging and developing teachers, encouraging learners and improving school performance in general.

4.5.2.1 Sub-theme 1: Advocating for expertise driven assigning of duties

The participants cannot do the work of managing teaching and learning alone; they assign duties to the other staff members and learners. The principals delegated work to the school management team (SMT) members including supervising blocks, making sure that learners are not roaming outside, assigning Representative Council of Learners (RCL) to mark period registers and making sure that teachers go to class as well as providing teaching and learning resources. This is what the participants said:

You use your SMT assign duties to people you know the geography head of department must know that it is his/ her responsibility to see to it that the teacher goes to class and teach and mark he must moderate; he must check teachers and he must report to you as the principal. (Principal H)

We have systems in our school that we have HODs who are tasked to supervise certain blocks their duty is to make sure that there is teaching and learning taking place, when they are in class the deputies and the principal will normally make rounds so learners know that they are not allowed to be seen outside without access card we give them access cards. (Principal B)

We have block managers out of the SMT their work is to make sure that our learners are not roaming outside if there is noise in grade 8 the block manager must check what is happening in my block if there's no teacher in a class for an hour that is very serious because that hour will never be regained and we also have the period register it is controlled by the Representatives Council of Learners (RCL) and the block manager check on that. (Principal G)

Describing a way of managing teaching and learning, one participant said:

You know you need to make sure that in fact you must make sure that every teacher has necessary resources they must have their work schedule every teacher must have his/her own work schedule learners they must have programme of assessment for the year actually we are doing it quarterly, so they know what are they supposed to be doing and when. (Principal I)

Teaching and learning are basic core functions of the school. One of the main tasks of the principal is to manage teaching and learning in a school. The principals cannot do this task alone; that is why they delegate the supervision of teaching and learning to the SMT members. Delegation of work makes people accountable and responsible because they know that they were given responsibility, so they must show that they can do the job. This is in line with the minutes of the SMT meeting in which the principal allocated duties to the SMT members. It seems as if teamwork could lead to good performance because even if the principal is not around, teaching and learning will take place. The distribution of work that leads to shared leadership creates a sense of ownership and buy-in in terms of the efforts to improve learner performance. Involving

Representative Council of Learners (RCL) to mark period registers, was another way of assigning duties that the principals used to make sure that teaching and learning were taking place and also to involve and empower learners to be part of the process of accounting for the teaching and learning taking place in the classroom. RCLs are a part of the leadership in schools as they represent learners and are the ones who are a link between the School Governing Body (SGB), staff and the learners. This seems like a good strategy to control teachers and it limits teachers who fail to attend to their lessons. It also teaches the RCL responsibility and makes the learners see that they are part and parcel of the school. It improves unity in a school as staff and learners work together to achieve one goal, which is effective teaching and learning. Supervising was not the only way to assist in managing teaching and learning. The principals also strived to provide the resources that were needed to help in managing teaching and learning. It seems that providing teachers with a work schedule assisted the teachers in engaging and internalising what was expected from them and when it was expected, for example, the submission due dates and assessment dates. It also helps learners to prepare themselves in time if they were issued with the programme of assessment for the year. These findings imply that managing teaching and learning can lead the school to success if all the stakeholders work together for a common goal.

4.5.2.2 Sub theme 2: Cross cutting monitoring teaching and learning

The participants in this study used monitoring as one of the tools for managing teaching and learning. The SMTs monitor classes, period registers for teachers and learners, class visits for staff development and checking the pace of progress. The interviewee said:

We have to have monitoring tools the Hod monitors teachers, then the Deputy monitors the Hods, I monitor the deputies, but I don't rely on the information I get from the deputies I also do physical class visits even if I don't stay in the class and listen, I take rounds. (Principal D)

We have in different classes what we call the attendance registers for both teachers and learners where we check every period this teacher went there

this time and there were this number of learners who were absent, and he was there for how long. (Principal F)

With the assistance of the curriculum manager the Deputy principal we monitor our classes we check for attendance and then we also check the pace setters to make sure that teachers are in par than they are expected to do then I also regularly check the learners book just to make sure how many homework they were given, classwork to get a guide of what is exactly happening in class. (Principal J)

The other participant added that:

Through monitoring I use HODs to monitor classes that they must check that ATP is covered teaching and learning is taking place I do random visits do random class visits and we have the period registers that learners give to teachers to sign when they come to class what is important they can go to class and do nothing. (Principal K)

The participants used different monitoring tools to check if teaching and learning were taking place in the classrooms. The participants not only depended on the SMTs to do monitoring; they also personally visited classes to make sure that what was reported was exactly what was happening in the classrooms. This finding is supported by the observations where the researcher observed when she visited the school that despite a lack of buildings and resources, teaching and learning was taking place and there were no learners roaming outside the classrooms. This shows how thorough and hands on the principals are when it comes to monitoring classes and school work. It also shows that principals are accountable and responsible when it comes to teaching and learning. This is supported by the SMT meeting minutes where it was recorded that the principal encouraged that the Annual Teaching Plan (ATP) must be checked and dates set for submission of the report to the principal. The participants also made sure that they were up to date with the teaching in the classroom; that is why they checked learners' books to have a clear understanding of what was happening in class.

The participants were not only monitoring classes; they also used the period register to check teacher attendance and how long the teacher stayed in class and the number of absent learners. This seems like a way of ensuring class attendance and making

sure that contact time is used in the best interest of the learners because that can assist in improving learner performance.

The principals also checked if the teachers were following the Annual Teaching Plan (ATP) and Pacesetter, which documents are provided by the Department. These documents act as a guideline to teachers showing them which topic they should cover, for how long and when to assess. The findings show that the principals not only monitored teaching and learning in class, they also monitored the administrative part of teaching and learning. It seems as if the principals were involved in monitoring classes and checking schoolwork that put pressure on teachers to perform to the best of their ability. It also motivates learners to work hard and perform well because they know they have support from the principal and teachers. It appears as if principals acted as key role players in teaching and learning, and they took their job seriously. It seems that the principals were dedicated to their work of managing teaching and learning, it also shows how responsible they were, and it also confirms the acceptance of accountability by principals. These findings show that the principals in this study were deeply involved in teaching and learning, and that led to good academic performance.

4.5.2.3 Sub-theme 3: Monitoring and controlling teachers work

The participants played the role of controlling staff in the school as a way of managing teaching and learning. Control is one of the functions of management. The principals managed teaching and learning by controlling the work coverage, going around questioning learners, getting feedback from subject advisors, assessing analysis of results, disciplining teachers, and reporting. They said:

You know on that one I rely mostly on educators because they are the specialist in their department but on monthly basis I'm checking I'm controlling the work let me say the work coverage I'm checking the coverage with the Hods as to how far are teachers in class as far as syllabus is concerned and learners work. (Principal C)

I usually go around questioning, collecting learners' books from learners checking their books if it aligned with ATP they are on par and also getting feedback from the subject advisors when they visit us for support and that

help to track and check otherwise my teachers know we are here to work learners they come to school to learn. (Principal K)

You must make sure the deputy principal for curriculum hold accountable all the HODs by checking their lesson preps , management files, subject files so all the subjects files of the HODs must be submitted to the curriculum deputy principal and must contain lesson preps for these educators weekly, to make sure that they follow their work schedule as prescribed and then we must also assess these kids, kids must be assessed that when you do analyses of results to check whether you are moving or not. (Principal I)

The participants added this:

When the subject advisors from the district come, they will leave a report the report will indicate where there are gaps and then I check what is the Hod doing to close those gaps so all the time I will know that in this subject we are still having a challenge because of ab & c. (Principal A)

As the principal I go to classes I check I make use of my time table to check that attendance is happening when the teacher is not in class I ask the class rep to go and call the teacher and then I made some letters to the educators to say if the educator did not attend a class being available at school being not absent I write a warning letter to the teacher. (Principal E)

My role actually is I've got two deputy principals who report directly to me and those deputy principals assigned Hods it is their role to monitor what Hods have done and if the Hods have been monitoring their teachers so reports are written every month to say where we are and they are given to the deputies and the deputies present these reports to me and in that I am able to know exactly what is happening. (Principal F)

The quotes above show that managing teaching and learning requires the principal to use different strategies. The participants walked around the school questioning learners and collecting learners' work to make sure that it correlated with the teachers' work. It seems questioning learners assisted the participants to ensure that teaching and learning were indeed taking place by getting confirmation from the learners. This was based on the assumption that learners always told the truth whether the teacher

had been to the class or not. It appears as if principals are taking teaching and learning as one of the important priorities in the school. The participants analysed results after formal assessment as a way of monitoring learner performance. The findings show that the principals did not only check teachers' work but also compared it with learners' work and performance to ensure correlation.

The findings show the extent to which the principal was involved in monitoring the teachers regarding the coverage of the syllabus by checking ATP. Teachers can go to class, but you may find that they are still behind with the syllabus, so checking work is helping to manage that teachers stay up to date with the syllabus. It seems like that checking teachers' files and learners' exercise books make teachers keep them on their toes all the time, as they know that if they do not do the work the principal will find out. This finding is supported by the SMT meeting minutes, where the principal gave submission dates for teachers' files for each department.

The participants also checked class attendance and disciplined educators who did not attend classes. This was another way the principal used to control and manage teaching and learning. It seems principals were taking teaching and learning seriously by disciplining teachers who are not attending classes. The visit from subject advisors assisted the principal to check the work done by the teachers because when they visit, they leave a report, which states what is happening in each and every subject. This shows that even the Department of Basic Education do their own checking by sending subject advisors to check if teachers are doing what is expected and if their work is up to date with the ATP. The findings show different levels of quality assurance and accountability of the teaching and learning that takes place at school. However, some principals did not get involved in managing teaching and learning; instead, they assign Deputies to monitor the HoDs and teachers and then report to them. This is supported by the School Development Plan (SDP), which states that the SMT must monitor the start and finish of all lessons. It seems as if some principals do not play a direct role in managing teaching and learning; instead, they delegate the monitoring of teaching and learning to their deputies who report to them.

The findings show that some principals play their roles and manage teaching and learning by being directly involved while other principals monitor teaching and learning indirectly by delegating the responsibility to their deputies. It seems like managing

teaching and learning as much as it is the responsibility of the principals, some principals are not directly involved, but they still manage to have good academic performance.

4.5.2.4 Sub-theme 4: Principals involvement in teaching and learning

The principals' involvement in teaching and learning assist in making sure that the school produce good results. The participants were involved in teaching Grade 12 classes, providing resources, monitoring and supporting teachers. Some interviewees stated that:

I am responsible for Grade 12 that is why I teach there I need to feel the pulse of the Grade 12s I'm involved in Grade 12 last year my average percentage was higher than all the educators in percentages I actually received an award for being the best English educator it not easy, but we just have to do it. (Principal F)

I must see that we have the resources all the resources are in place the classrooms are okay, the teaching and learning material is available, the work schedules, the policies the time table is in place and learners have also their material that very important the principal must see to it that everything it in order they are in place. (Principal D)

You know a principal in a high school of this calibre he does not really go to class to teach you know you do not even sometimes have time to do class visits in classes but how you make your management team to work will assist you a lot. (Principal H)

The participant must account for the results that are one of the reasons for involvement in teaching and learning. As one interviewee said:

I am an accountable officer so if they don't perform I have to account for the results for the school I engage with parents especially the SGB to provide us with resources in terms of Learner Teacher Support Material (LTSM) they are the one who have to purchase resources so my role all in all is to monitor and see that everything is on board resources that are required in classes

are they available and how can we support educators pay for their workshops just for them to improve. (Principal K)

The findings show that some participants were involved in teaching Grade 12 learners, which is one of the duties of a principal. Another participant stated that he did not have time to teach and do class visits, instead, he made his management team do that work. It seems that not all principals were involved in teaching; some leave teaching to the management team and teachers.

The principal, who teaches a subject, understands the problems that teachers face in the classrooms and is also aware of what is happening in class. It seems if teachers see a principal involved in teaching classes, it encourages and motivates them to work harder and produce good results. The principal also becomes a role model for the teachers.

The participants tried to make sure that classrooms were ready for teaching and learning, despite the fact that they did not have all the required resources, they tried to provide for what they could. The participants were accountable for the results and everything that was happening in the school. That is why they made sure that teaching and learning took place.

The principals communicated with the School Governing Body (SGB) and asked for support in buying resources that they needed and support for teachers' development. This is in line with the staff meeting minutes where the principal reported that they discussed the resources issue with the SGB, and they are willing to assist with the buying of resources needed. It seems like principals wanted the school to perform well and went an extra mile to ensure that the basic resources were available.

The principals also strived to develop their staff. The SGB was involved in providing the resources as well as developing human resource by making sure that there was money allocated for resources and staff development from the school finance. The findings show that working together as a team helped the school to perform well. It seems if the principal is working together with teachers, it strengthens teamwork in a school. It also encourages learners to work hard if they see their principal taking part in teaching, and that improves the matric results in a school.

4.5.2.5 Sub-theme 5: Contributors to improvement of learner performance

The participants believed that there was a link between their role and learner performance. They made sure that learners are always attended to, and depending on the group of learners, motivated learners and ensured that educators did their work. This is what the participants said:

Because learners are always attended too and then when they are always attended to there is teaching and learning there is a lot of writing in classes normally when we walk around it would be quite it means the teacher is working is not like they are sitting and not doing anything. (Principal B)

You know depending on the crop (group) of learners that we have sometimes we are high sometimes we are above depending on the crop especially let me say because the spot light is on the Grade 12s not to say other learners are not important but relating to the Grade 12, we make some pep talks. (Principal C)

Learners you know issues like motivation from time to time you need to have a peer motivational speaker you invite former learners or a learner who just passed Matric you invite them to come you invite people from universities to come and lecture them on the varies careers opportunities that are there. (Principal A)

Another participant stated:

Yes, it helps with learner's performance because it makes educators to be on top of their toes, so they always do their work because they know that anytime they will be checked and also, I motivate learners I also go to classes and motivate learners. (Principal E)

The verbatim quotations above indicate that the participants made sure that learners were always attended, which means there was always a teacher in-class teaching. It seems that in this study, the principals ensured that teaching time was respected, and learners were always attended to, which improved learner performance. The participants mentioned that learner performance also depends on the group of learners that you have. If they are good; they will perform well; if they are not the performance will be lower. This shows that good performance not only depends on

teachers; it also depends on the academic background of the learners, which is different from one year to the next. Motivation and talking to learners also assisted the participants in improving learner performance. They invited former learners and motivational speakers to come and motivate the learners. It helped to motivate learners who did not have role models when former learners come to their school to motivate learners. It seems as if learners also need motivation and encouragement if you want them to perform to the best of their ability. This is in line with the SMT meeting minutes where relations with motivational speakers were encouraged and the date was announced for the motivational speaker to visit the school. This finding shows the effect of having role models in the community and the ability of the principal to network and reach out to the community to share in the success of the school. Such motivational strategies give learners hope for the future and the need to get good academic results for future opportunities. Instead of being pessimistic about the future given the deprived context of the school, the learners, through the encouragement of the motivational speaker, may be more optimistic about education and future life beyond schooling.

These findings imply that the teachers were always on top of their game because they knew that they were monitored. It seems as if a good performance by learners depends on all the stakeholders of the school, and the principal must monitor teachers and make sure that teachers teach, and learners must be willing to learn. This is supported by the SDP, which states that the SMT should always report to parents on learner performance and interventions. Parents also need to play their role at home by checking learners' work and making sure that they support and help learners with their schoolwork. It appears as if the principal's role does link to learner performance; however, other stakeholders must also be involved in teaching and learning to ensure good learner performance.

4.5.2.6 Sub-theme 6: Detecting problems beforehand

The role that the principal played was to identify problems that could hinder teaching and learning. The principal identified problems, identified gaps and confronted situations when they occurred. The interviewees felt that:

This role with managing teaching and learning at times you find that since I'm doing this monitoring and control in my control I discovered that what was planned it not what is actually happening and that when we sit down with the HOD and the teacher or the HOD and the deputy because as a principal in order to capacitate even those HODs they are the ones who must see it if I see even a gap they are the ones who will deal directly with the teachers. (Principal A)

It definitely because can you imagine if there are problems how are you going to see that you will only depends on the results at the end of the year to discover that you have a problem I'll give a practical example last year we had a problem in maths it because of the constant monitoring that we picked up that the stability there was a problem we managed to intervene in time swap teachers take someone who has a bit of experience because a person who was teaching maths did not have experience so we swap them if we did not do that the situation could have been worse if it was not because of constant monitoring that we do. (Principal J)

Describing a way of managing teaching and learning, a participant said:

Other way of doing it is to confront situations when they occur if the teacher is late to go to class the best way of doing it after the lesson is to remind the teacher I saw you were late to attend to your period is there any challenge they will always have explanations but who want to explain ten times the same thing nobody one person will end up being corrected and say let me go to class on time. (Principal H)

The participants indicated that when they are involved in monitoring teaching and learning, it is easy to identify problems in advance and come up with solutions to deal with them before they escalate. It seems that when the participants were monitoring the teachers' work; they noticed that what was planned was not what was happening in class. This shows that if the principal is involved, it helps to identify gaps and come up with solutions for dealing with those gaps. The principal involved in managing teaching and learning also gets to know what is happening in class and confront situations as they occur. This shows that the principal should closely monitor the quality of teaching and learning. It seems as if principals should not leave managing

teaching and learning to deputies; instead they should be part of it as they are the one who is held accountable for the school academic results.

4.5.2.7 Sub-theme 7: Encouraging and developing teachers

The participating principals in this study stated that developing teachers was a good way of sustaining teaching and learning and maintaining good academic records. They were doing it by encouraging teachers, supporting teachers and providing resources. They expressed it like this:

We normally encourage teachers when we have briefings and staff meetings where we contagious educators about their role the important role that they play that these kids need us, and we need to empower them also encourage educators to study that they need to study so that you keep yourself abreast of what is happening and don't leg behind. (Principal B)

Sustaining of those two aspects of encouraging and developing teachers, it predominantly reliant on creating assertiveness creating a positive mind-set from the teachers for teachers to continue performing they need to be supported you know a simple gesture of coming to school on Saturday to just come and support the teachers it a gesture that make them really come to school they see that you value them that they are giving extra time a small gesture if you have funds you reimburse them for their travelling expenses. (Principal H)

Is too see that we have all the relevant resources that are required we are able now to motivate our educators through bosberaad after results come out we take them out for an outing where we just socialise and enjoy our results and regroup to come back and work harder. (Principal K)

Encouraging teachers to study further was another way of developing teachers used by the principals. They believed that it was important as a school to have teachers who are up to date with the content, which is why developing teachers was important. This was confirmed by the SDP where it was stated that the school had a Professional Development Portfolio (PDP) where all the professional development activities were captured. It seemed the principals saw teacher development as another plan, which could assist them, and it was going to benefit not only the school but also the teachers

themselves. It seemed that teacher development was going to improve teachers' morality and motivate them to continue doing a good job. The above quotations show that schools were reimbursing teachers as a way of motivating and encouraging teachers to teach during weekends, but it only happened when funds were available. It seems like the principal recognised that if teachers were not reimbursed for their transport fee, they would end up not wanting to do extra work. Providing resources that were needed was another way used by the principals to encourage and motivate teachers. The principals also used "bosberaad" (a strategy meeting that is organised by the principal at a secluded venue) as a way of motivating teachers and showing appreciation for their good work. The findings show that principals are willing to maintain teaching and learning and good academic records even if it means going an extra mile to do it seems positive interpersonal relationships in schools are important in building a culture that encourages teachers and learners to go an extra mile to achieve good academic results. This finding also shows that a school's success is a team effort and teaching and learning can be maintained if all stakeholders are a party to it.

4.5.2.8 Sub-theme 8: Improving school performance

The participants came up with different strategies to improve school performance. They instilled new methods, introduced extra classes in lower grades, increased pass marks, organised study camps and maintained discipline. A variety of perspectives was expressed:

We think every day what can be done for an example this year we produce a new system it called push we have the first push in January where these learners actually the first push where maths and science educators have pushed for the first time and at the end of the second term we had a second push we rearrange the timetable all together and allocate periods longer time. (Principal F)

What we discussed is that whatever we are doing with grade 12 we must also extend it to grade 10 & 11 those extra classes because they really assist because if we managed to fill in the gap in there, we will able not only

to produce quantity results we will be able to produce quality results.
(Principal J)

To sustain good results you need to maintain standards things like our pass mark as expected by the Dept is 30% at our school we are setting it at 50% we say you have passed the subject when you've got 50% for any task that is given to you that is one way of sustaining good results learners come here and they know if I've passed then I would have obtain 50%. (Principal E)

Other strategies that were used by the principals were:

During the holidays during long weekends we know that learners will be occupied by things that will be of good to them or have contribution to their results what we did in April we organised a camp for grade 12s we took them to a camp site for 5 days then we teach them the whole day up to 5 o'clock then they will play up to 6 o'clock then they will have lunch 6-7 then they will study 7-11 so we occupy them and that thing has worked for us because those learners who were able to go to camp because they do pay parents pay R1500 for that camp which include transport accommodation and food they have improved their results. (Principal D)

I think from the previous year's I've learnt a lot as to if the teachers they are in class if the teachers are always coming to school if teachers are disciplined and learners will also follow and then I think if that discipline d to can be maintained then I don't think one can fail if you can maintain discipline, discipline is the main thing. (Principal C)

The principals decided to improve academic performance by introducing new methods that contributed to producing good results; for example, changing the timetable and allocating longer period times. This strategy gave teaching and learning longer hours and helped to maintain good performance. They also started from lower Grades to introduce extra classes, which was a good way of assisting in filling the gap and producing quality results. This was in line with staff meeting minutes where it was announced that as from the second term the whole school would have study time after school. It seems increasing the pass mark to 50% also contributes to improving and maintaining good results because learners will work for higher marks while the pass mark is low. This strategy even assisted learners who were getting lower marks to

work for higher marks and improve the pass percentage. It seems principals' strategies of improving academic performance were successful as the matric results of their school was a pass rate of more than 70%. Another participant organised a study camp during holidays and long weekends. The idea sounds good, but it will have a negative effect in that it will disadvantage some of the learners. It can be a disadvantage to those learners who have unemployed parents because they cannot afford to pay for the camp. Learners from child-headed families and those who stay with their grandparents and depend on their grandparents' pension money will also be disadvantaged, as they cannot afford to pay for the camp. This will lead to excluding those learners who cannot afford to lose the opportunity of extra classes. Some participants believed that maintaining discipline in a school was another way of improving academic performance. The findings indicate that adding more teaching and learning hours assist struggling learners to improve their performance. It also increases the pass percentage and helps to produce quality results and maintain good performance. It seems that starting to prepare learners from lower Grades assists the school to maintain a good academic performance and produce quality results in Grade 12. It is likely that it does not matter if the school have resources or it has a multiple deprived context as long as they prioritise teaching and learning that school can produce good results. However, the school should be careful not to compromise the future of learners who come from disadvantaged backgrounds. It seems as if some of the principals' strategies, although well intended, may only benefit a small group of learners while others in the group are disadvantaged. This may lead to a partial achievement of the objectives of sustaining teaching and learning and a good academic record. It is important for principals to look at the environment where the school is situated and the community around the school before they decide on a plan of action and make sure that it will benefit all the learners in the school and not only a certain group of individuals.

4.5.2.9 Summary of theme 2

The findings show that the principals manage teaching and learning by assigning duties, monitoring classes and schoolwork, monitoring and controlling teachers' work, the principal's involvement in teaching and learning, improving learner performance,

identifying problems, encouraging and developing teachers and improving academic performance.

4.5.3 Theme 3: Contextual factors that affect teaching and learning in a deprived school contexts

The schools that are in multiple deprived contexts are affected by many contextual factors. The principals mentioned that the contextual factors have a negative impact on teaching and learning. The participants identified that there were factors that were inside (internal) the school, and there were also factors which were outside (external) the school which affected teaching and learning.

4.5.3.1 Sub-theme 1: Internal factors

The participants described internal contextual factors that affected teaching and learning as the following: overcrowding in class, dilapidated infrastructure, lack of a water supply, resources and shortage of teachers. In their accounts in the event surrounding internal contextual factors, the participants reported as follows:

Number one overcrowded in class if classes are overcrowded it difficult to identify learners with problems our classes are overpopulated in fact according to the policy 1 is to 35 our classes learners' number is 50 and also that thing it becomes difficult for educators to give learners feedback as quick as possible. (Principal D)

We've been using mobile classes they are all dilapidated there are no doors the doors are out there are no longer having anything they are open you can go through, no chalkboard so teaching and learning is not good because of the dilapidated mobile classes there are no windows to all the mobile classes so it bad and it make us not to get good results in Grade 8 & 9. (Principal E)

The other problem we are having around here it water we having a problem with water sometimes you found out that in a week or twice per week we are unable to end the day so if there is no water the problem is the loo bathrooms so now isn't they get their lunch from 11:05- 11:50 so after that

then we release them so that they can go otherwise it will be a mess in the toilets. (Principal C)

The participant mentioned resources and teacher shortage as other internal factors that affected teaching and learner. This is shown by the comments below:

Resources basically you can imagine we are expected to perform miracles with limited resources that we got if the school was well resourced and I think definitely we will perform miracles, but you can see that things are not bad as they are thou we are not well resourced, but we try our best (Principal J)

Also, the issue of shortage of educators where we have educators who are on leave for a long time if the educator is on long leave and the psychologist has suggested that the educator be placed somewhere else so from the beginning of the year up until now we did not have a teacher somehow the Dept is failing us. (Principal G)

The participants were facing contextual factors, which were internal factors happening inside the school and were affecting teaching and learning. It seems overcrowding of classes made it difficult for teachers to identify learners who had problems and giving feedback to learners who were struggling. This is against the Department of Education's policy which state the class ratio of (1:35) 1 teacher and 35 learners which is not the case in most schools that were involved in this study. This made teaching and learning difficult for teachers and also for learners because they couldn't get individual attention from teachers. The teacher-learner class ratio seems to be a factor that hinders effective communication between the teacher, the learner and the expected support. Dilapidated mobile classes was another internal factor, which affected teaching and learning. Teaching in these deprived classes was difficult because the classes did not have windows, doors and chalkboard and this affected learner performance. The finding confirms the researcher's observation that some schools did not have enough classes; they were using mobile classes. Some mobile classes did not have windows and doors. This finding is also supported by the SDP where it is stated that the school does not have infrastructure and resources. Restriction of water supply which happens once or twice a week led to the principal closing the school earlier than the official working time and that affected teaching and

learning. The school cannot function without basic services like water, electricity and sewerage. Lack of resources like Learner Teacher Support Material (LTSM) was another factor that affected teaching and learning. Some teachers were on leave for a long period of time without the substitute teacher, which was also a problem. The findings show that these schools were affected by internal contextual factors, which made it difficult for them to manage teaching and learning, but their performance was still good; they even performed better than schools, which had all the resources. It seems as if dedication, hard work, compromise and teamwork can make the school perform well even if it is in a multiple deprived context. The findings also show that contextual factors, even if they are internal, can be dealt with if the stakeholders work together and are committed. It appears even if the school has a lack of resources or is in a multiple deprived context, it can still perform well as long as it has committed staff who are willing to work hard.

4.5.3.2 Sub-theme 2: External factors

Principals perceived that there were external factors, which affected teaching and learning. They identified a lack of basic services, crime and substance abuse as external contextual factors that affect teaching and learning. The interviewees said:

In this area there is water crisis sometimes the community will decide that today no one goes to work we will stop everybody to go or to come in most cases they do this during exams they target the exams preparatory the Grade 12 exams, June exams they target those and it makes life to be difficult in school like last week Tuesday the community decided to block the roads here most learners did not come to school because they were unable to go through the roads so many learners do not come to school so that thing affect teaching and learning in class. (Principal D)

Our problem is burglary every year not once it really affects us for an example, we don't have electricity at the back because the thieves came and cut the cables so that is one of the major problems we presently don't have the gadgets because they came and took everything, we were left with absolutely nothing. (Principal F)

The issue of drugs most of these kids they are child-headed families they are on their own they are exposed to these drugs some of them on Monday they come to school intoxicated some of them you see they are still drunk.

(Principal I)

The verbatim quotes above indicate that participants were dealing with external factors, which affected teaching and learning. Service delivery protest in the area affected teaching and learning when the community was blocking the roads and learners, and teachers could not go to school. This led to the school postponing formal assessments and losing teaching time when learners were not at school. It seems as if the community does not care about the future and education of their children by blocking the roads and not allowing learners to go to school, affects learners who are their children. It can be that parents are poor, and they are not educated, so they do not think about the consequences of blocking the road during assessment time. This finding shows the extent to which the community devalues education and focuses only on their immediate needs. There seems to be little regard for the teaching and learning time lost during the service delivery protest. This may also suggest that the community is not optimistic about educational gains and the future of their children.

The participants stated that criminal activities in the community were affecting the school, such as thieves who cut electricity cables and the school ended up without having electricity. This is supported by the SDP document that there are some exposed electrical wires in some of the classes because of vandalism. This also creates an unsafe teaching and learning environment. The thieves also stole teaching and learning resources, which had a negative impact on teaching and learning. Such criminal activities suggest that the community does not perceive the school as their own but something that is not part of the community. It seems as if the community itself is dysfunctional with low ethical principles and values. Stealing school resources and break-ins are also a sign of desperation given that the community was living in poverty, so they can do anything to survive regardless of the consequences.

Participants observed that learners who were staying in child-headed families ended up using drugs and coming to school intoxicated, and this affected teaching and learning. It seems that parental care was lacking and no one guided the learners at home. It appears as if the moral standards and the value system of the learners are

weak, possibly due to the absence of good role models in the family and the community. The findings show that contextual factors affect teaching and learning, and they also affect learners. The results suggest that the contextual factors do have a negative impact on teaching and learning, but these schools were overcoming all that and were performing well despite the challenges.

4.5.3.3 Summary of theme 3

The principals identified contextual factors, which are internal like overcrowding in class, dilapidated mobile classes and limited resources. They also identified external factors, which were a lack of basic services, vandalism, theft and substance abuse that affected teaching and learning.

4.5.4 Theme 4: Strategies used by principals to deal with the contextual factors

The participants were facing many challenges; they came up with strategies to deal with the contextual factors that they were facing in their schools. The strategies were collaboration with neighbouring schools and teachers, the way they lead, teacher attributes, improving methods that the schools used and strategies for dealing with internal and external factors and sustaining good school performance.

4.5.4.1 Sub-theme 1: Collaboration with neighbouring schools and teachers

One of the strategies used by the principals that enabled their schools to get good examination results despite a lack of resources was collaboration. Deprived schools which did not have resources collaborated with other schools in the area which had resources. Teachers from a school would collaborate with teachers from well-performing schools as well as pursuing internal collaboration that involved pairing novice teachers with experienced teachers in the same school. In this regard the interviewees said:

We also have collaboration with local schools those that are performing far much better than us we have what is called team teaching where you find the teacher from that particular school will come and assist in topics that we think are a bit problematic to the teachers that are here. (Principal J)

In mathematics we have two teachers the one is an expert in mathematics the other one started to teach grade 12 last year they work together to help each other to improve the results the one who's an expert she's teaching extra lessons from 2:30- 4:30 and then from 4:30 to 6 o'clock. (Principal E)

You must have teachers linking and networking with teachers from elsewhere so that a teacher who knows a particular section in your subject can assist you, you can easily call that teacher to come and handle that section for your kids and you can do the same there should be what people call team teaching and twinning of schools those are some of the things that make good results. (Principal H)

Encouraging teachers to start peer groups is another way of collaboration. As one interviewee put it:

We encourage teachers to start what we call peer groups or teacher peer groups where they communicate with teachers who are performing well and on Saturdays, we invite educators who are performing well from other schools to come and help. (Principal B)

The verbatim quotes above indicate that participants valued the need to make teachers collaborate with teachers from other schools. It shows that the principals focused on uplifting their teachers in terms of subject content knowledge and other pedagogical skills. The participants used team teaching to assist teachers who needed help in some topics that they were not good at. Apart from inviting teachers from other schools, pairing novice teachers with experienced teachers not only has the potential of strengthening the subject knowledge and teaching skills but also helps the teachers to socialise, encourage team building and gain collaborative school culture. The inter-school collaboration promotes mentoring, which assists the staff in achieving the short- and long-term goals and also lead to good performance in a school. It also strengthens the working relationship between colleagues in a school.

It seems like teaching is very important even if you do not have resources, but if you have knowledgeable and experienced teachers, the school can perform well. It was indicated in the (SDP) which the researcher analysed, that the school did not have relevant supporting resources, but this did not stop the principal from finding other ways to empower the teachers with knowledge and skills. Team teaching was also

emphasised in the staff meeting minutes that the researcher analysed. The views shared by the participants indicated that a lack of resources did not hinder the school from performing well, what matters are the interest, commitment and creative strategies employed by the principal.

4.5.4.2 Sub-theme 2: Leading by example

The participants mentioned that another strategy that they used was the way they led in their school. Leading is one of the management skills. The participants believed that if you were a good leader then that could help the school to produce good results. Leadership skills such as showing people direction, leading, discipline and control were used by principals. The following quotations illustrate the participants' views:

I would site one very important aspects of a functional school the leadership of the school is very important if you do not make teachers teach mark and give feedback to learners the school will not perform; the leader must have a vision and he must have a plan if you are a leader you must show your people direction. (Principal H)

Most of the educators here they have their own children here in this school including mine I have a son in Grade 12 A his doing extremely well his first term results was 92% average and that in itself motivate even the parents in the community to bring their children and the competition is now very high. (Principal F)

First thing is discipline once you lose discipline you lose everything, we encourage learners to be at school every day and then if a learner is absent once or twice let me say twice at most three times that when I will call in the parent. When it comes to teachers, I am very strict on issuing leave forms it help me to maintain discipline. (Principal C)

Another management skill that principals used was to have control. The participants said:

The school is engaged by it exit point which is Grade 12 so all the SMT members are teaching Grade 12 so it easy to make them account because

I meet them three times a week every Monday, Wednesday and Friday.

(Principal A)

The participants believed that being a good leader contributed to a good performance of the school. Principals are managers and leaders of the school; they have a duty to lead and manage the school to success. The participants led by example, which is a sign of good leadership when they enrolled their children in their school and also encouraged their staff members to do the same. This assures the parents and the community that their children will get the best education. It also shows that the principals are confident about the quality of teaching and learning that takes place in their school. Staff members usually do not enrol their children where they teach, they take their children to former Model C schools where they feel they will get a better education. If the principal and the teachers enrol their children at the same school where they work, that proves that they are sure that they are doing a great job when it comes to teaching and learning.

Maintaining discipline and encouraging attendance for both teachers and learners seems to be another strategy that contributed to the school performing well. This is supported by the staff meeting minutes, which indicated that teachers and learners should be in class during contact time. The participants allocated SMT members Grade 12 classes and they were held accountable in the monitoring that teaching and learning take place. Apart from creating a culture of accountability, the SMTs were also encouraging and motivating other teachers. It seems as if allocating senior classes to SMTs, was a way of showing staff members' that school management should lead by example. It appears as if the principal was encouraging elements of distributive leadership and collaborative responsibility.

4.5.4.3 Sub-theme 3: Teacher attributes and teachers' hard work

The school cannot function without teachers they are the role players when it comes to teaching and learning. The participants believed that the reason for good school performance was because of teachers that were dedicated, committed, target driven, self-motivated, good support and accountability. These attributes seem to contribute to the good performance of the schools. This is what the participants said:

One of the reasons why we are performing well educators are committed if you want best results you must recruit the best teachers that what I did I'm recruiting the best they are self-motivated. (Principal I)

It the commitment from the teachers and then we have 90% of teachers in this school are markers that where we win it, they will know what is expected so is to have good teachers so then you keep on motivating them. (Principal A)

In this school teachers are well oiled machine they are target driven that one aspect for a good school a teacher must be target driven the target must be to complete the syllabus, a target must be learners should pass. (Principal H)

It because of the dedication of the teachers who are here they are trying really hard mostly it dedication and their experience in teaching in Secondary school. (Principal J)

Some participants felt that:

I am here at 6:30 in the afternoon I remain because I cannot go away and live learners as the school principal although we've got our time table where there are people who monitor but my being there the support that I give to educators makes a difference. (Principal F)

There's no one who want to be at fault I make people to be accountable if it your subject that is not doing well I will address you and say Meneer I see you have a lot of level 2 what are you going to do because this is our target and we must reach our target. (Principal G)

The views shared by the participants were an indication that they believed that teachers contributed a lot to their school performance. The participants stated that their teachers were committed to their work. It seems that if the school have committed teachers, the school has the potential to be successful. Motivating teachers was another strategy used by the participants they also encouraged teamwork. This is supported by the staff meeting minutes, where it was noted that the principal thanked teachers and encouraged them to continue with the good work and admonished them to work together as a team. Such appreciation and the recognition of the good work

done by the teachers are motivating. The principals recruited the best teachers who were motivated. It seems as if the principals are part of the recruitment of teachers, which assists them in selecting the best teachers. It appears as if the teachers in these schools were target driven and dedicated to their work. Some participants felt that supporting teachers by being the first person in the school and staying until late made a difference. It appears as if the principal should show support for teachers which motivates the teachers.

The participants believed that reminding teachers of their responsibilities and making them accountable improved teacher performance. The findings suggest that teachers' contribution to a school is very important and hiring the best teachers who are dedicated and hardworking can produce good academic performance.

4.5.4.4 Sub-theme 4: Methods that principals used in their school

Different methods were used by the principals to assist the teachers and learners in the school to perform well despite lacking resources. Planning in advance, morning briefings, analysing of results, work allocation and incentives were the strategies that the principals used to make the school perform well. The interviewees said:

The other thing is the system that we have in place we plan ahead by November all systems are in place the time table for the following year, the duty rosters for the following year and when we close, we already have the schedule for matric. (Principal F)

We have morning briefings where educators are taken on daily activities. We keep on reminding them of our expectations, about our targets comparing it with last year and comparing it with other schools and we also have staff meetings where we analyse results each term and then we compare with other schools we can go as far as requesting other schools to give us their analysis. (Principal B)

Planning it also crucial planning like allocation of teachers allocate educators subjects that they have specialised in and they are qualified in and you allocate teachers grades like in Grade 12 particularly you allocate teachers who are very much dedicated and who are knowledgeable. (Principal D)

Another strategy that the school used to perform well:

I think it incentives we have awards for best performing teachers, best performing department, best performing subject we have a trophy a rotating trophy for best performing in the subjects in terms of percentage and number of distinctions, so they know that you have to perform. (Principal K)

The verbatim quotes above indicate that participants planned in advance to make sure that everything that they were going to need for the following year was in place. It seems as if the principal was aware and practised the management principles of planning, organising, leading and controlling. The participants conducted morning briefings where teachers were reminded of their expectations, analysed results and compared it with other schools and they were also encouraged and motivated to do their best. This is in line with the staff meeting minutes, which shows that the principal keeps on reminding teachers of the school targets and comparing it with the previous year to help teachers to perform to the best of their abilities.

It appears as if the principals were trying, by all means, to use different methods to encourage and support teachers. Allocating teachers a subject that they specialised in assisted in a good performance. The reason may be that if a teacher is allocated a subject that he or she is not competent in or specialised in can lead to such frustration that the teacher may not be able to perform his/ her duties. It can also disadvantage the learner because the teacher is not knowledgeable about the subject.

The principals decided to reward the teachers who were the best performing in the school. It seems as if giving teachers incentives motivated other teachers to work harder. One participant even showed the researcher photos of the awards day that they hosted in a school for teachers and learners. This shows that awards are taken seriously, and they encourage both teachers and learners to do their best. In this study, it seems like the principals concentrated more on methods that would encourage, motivate and support teachers rather than learners. It may be that the principals believed that teachers were the ones who had to work harder than learners' or maybe that teachers were the ones who could make learners get good academic results.

4.5.4.5 Sub-theme 5: Strategies for dealing with internal factors

The principals developed strategies to deal with internal factors that were affecting their school. They raised funds, borrowed from neighbouring schools, asked for help from the Department of Education, and were lenient in enforcing the wearing of school uniforms. The interviewees said:

Resources we fund raise because you need to have money to resource the schools and sometimes, we loan from neighbouring schools if they have extra resources. We also have a Telkom tower which is erected in our school premises they are contributing they are sort of paying us for erecting that tower, so we could use such funds from time to time to buy or to improve on resources which are not here. (Principal H)

Overcrowding the Department of Education said they will give us four mobile classrooms by the end of the term we are still waiting for those mobile classes. (Principal F)

With the dilapidated classes we allow learners to come with the jerseys that are not school uniform to keep them warm in those classes it not nice they don't look like school kids but what can we do we allow them to come with jerseys that are not school uniform and we've written letters to head of the district office infrastructure unit we've been calling them they promised that they will come and make sure that they deal with those mobile classes. (Principal E)

The participants chose fundraising as one of the strategies, which they used to address the shortage of resources. They also rent out school space to companies like Telkom to raise funds. It seems as if the principals decided to find other means of getting more money to buy resources because the Departmental subsidy could not cover all their needs. It can be that the principal and other stakeholders were aware that most parents were unemployed and poor and had fundraising strategies in place to assist the school. Borrowing resources from neighbouring schools was another strategy that they used. It appears as if borrowing from neighbouring schools was an option, which did not cost anything, as the school did not have money as the neighbouring school loaned them resources free of charge.

The participants stated that the Department of Basic Education promised to deal with overcrowding in classes and dilapidated mobile classes and said they would bring another mobile class. It seems that the Department of Education is slow in ensuring that the school has a proper infrastructure to facilitate teaching and learning. The principal allowed learners in dilapidated classes to wear warm clothes in addition to the school uniform so that they could be warm. Since the classes did not have windows and doors. This gesture shows that the principal was empathic and cared for the holistic well-being of the learners.

The views of the participants also suggested that these schools were affected by the poor infrastructure, which is the responsibility of the Department of Basic Education. In such schools, some classes were not safe for teaching and learning and the welfare of the learners, yet the schools were expected to perform like other well-resourced public schools.

Despite these challenges, the principals of the schools involved in the study developed resilience that is evident from the strategies they used to support teaching and learning such as fundraising, renting out space and borrowing from those schools who had resources. This implies that even if the school is in a multiple deprived context the principal and other stakeholders should be proactive in ensuring that there were quality teaching and learning.

4.5.4.6 Sub-theme 6: Strategies for dealing with external factors

The participants came up with strategies to assist them in regard to external factors that affected teaching and learning. They formed a relationship with organisations, offered extra classes and arranged more security. This is what the participants said:

We have a relationship with a group called SANCA we call them to address learners and motivate those who have a drug problem they go for counselling, they do random testing and teaching learners about drugs.

(Principal K)

We are trying to create so many situations where they can study while they are here at times it an afternoon study you found out nobody is teaching, we are just monitoring we are forcing them to study. We are trying to help solve this situation and social problem. (Principal A)

We do catch up we go an extra hour afternoon or Saturdays, we have boreholes for water, we reschedule assessments. (Principal D)

The participant communicated with the District office about getting more patrollers. She said:

I have communicated with the district the security department they said it something that is happening in all the school, so they said they are only escalating the matter they are trying to get more patrollers. (Principal F)

The participants in this study decided to find strategies for dealing with external factors. They formed relationships with organisations who dealt with victims of drug abuse and invited the organisation to conduct counselling to those learners who were affected. The organisation also taught learners about drugs and did drug testing. It seems that forming a relationship with outside organisation assisted the schools to deal with social factors affecting learners.

The schools offered extra classes in the afternoon and on Saturdays to catch up on the work and rescheduled, the assessments that were supposed to be written on the day of the service delivery protest. This was supported by the SMT meeting minutes where extra classes and rescheduling of assessments were discussed.

The school built boreholes for water so that the school would not close early if there were water crisis. It appears as if the principal and other school stakeholders are putting learners' needs first. The principals contacted the Department of Education asking for more security guards who would guard the school to deal with burglary.

The findings show that the principals were proactive in finding solutions to the external factors, which were affecting teaching and learning as opposed to being reactive in terms of what the department of education have failed to do. This shows that contextual factors, even if they are external, can be dealt with if the principal is passionate and want to manage teaching and learning effectively.

The principal can form relationships with organisations who can assist in matters that affect the school instead of waiting for the department of education. Extending contact hours can help learners to catch up on time that was lost if any of the unpredictable circumstances like service delivery protest and water supply problems happened. This

shows that even if the school was facing contextual factors it could come up with strategies to deal with the challenges and still perform well. This requires using personal time and commitment from the teachers and the learners. It is assumed that external factors can be managed if the principal devised strategies to overcome them.

4.5.4.7 Sub-theme 7: Sustaining good school performance

The participants came up with strategies of sustaining good school performance. They provided study time, rescheduled assessments and improved learner performance. The interviewees said:

Once they stay after school they will have a chance to do their home works because most of them you find that if we don't do that they will not do home works when they come the following day they are going to miss the first period because they will be trying to do home works this means they will miss all the period. (Principal A)

It does assist again in a sense that as the school we do care about our learners the welfare of our learners in some stages we will even if there was a paper that was supposed to be written and the assessment that was supposed to be written we always reschedule the task but by doing this I think it assist a lot in the school that we manage to have teaching and learning taking place in our school and have good results. (Principal D)

It does assist because you can see there is a lot of improvement and some of these learners you find that parents were suspecting that learners were using drugs but they didn't know how to go about addressing it so when we involve SANCA they start now to see it not just a school it an extended home for our kids they are able now to see results because the majority of these learners are changing so there is an improvement. (Principal K)

The principals in this study believed that their ways of dealing with contextual factors assisted in maintaining teaching and learning and improved class attendance and learner performance. They created study time to assist learners to get the time to do their homework so that they do not bunk classes because of homework, which was not written at home. Study time also assisted in assessment programmes that were postponed due to unforeseen circumstances they gave learners, another chance to

write those assessments and that improved learner performance. Such initiative shows the commitment of the principals and the teachers in building a school culture that strives to produce good results. Forming a relationship with organisations that assisted learners with drug abuse problems was another change that assisted in improving learner performance and strengthening the parent-school relationship. This was in line with the staff meeting minutes where the date when South African National Council on Alcoholism (SANCA) would visit the school was announced. It seems as if the principals were mindful of the holistic well-being of the learners as it affected their performance. This implies that if the school shows support for the learners who are addicted to drugs it builds good relationships between parents and the school, so that the community can see the school as the extended home of their children. It seems that it is important to find strategies for dealing with contextual factors if the school wants to achieve good results. This implies that the school cares about the future of the learners.

4.5.4.8 Summary of theme 4

The findings in this theme indicate that the principals formulated strategies to deal with the contextual factors that they were facing in their schools. They collaborated with neighbouring schools and teachers, applied leadership skills, they supported teacher attributes and teachers' hard work, applied systems that the school used to perform well, formulated strategies for dealing with internal and external factors and implemented changes in teaching and learning.

4.6 CONCLUSION

In this chapter, the data that was collected from participants was presented, analysed and interpreted. In the course of analysing the data four themes emerged namely: factors used by the principals to explain the context of their school, the role of the principal in managing teaching and learning, contextual factors that affect teaching and learning in a deprived school context and strategies used by the principals to deal with the contextual factors. The themes were further characterised by sub-themes, which serve to describe them. Through the data, it became evident that schools were facing contextual factors, which were economic, social and family factors, which affected teaching and learning; these factors were internal and external. The principals

developed ways of making the school perform well despite the contextual factors through good leadership, teacher attributes, and making collaboration with neighbouring schools. They also developed strategies, which assisted in managing and sustaining teaching and learning and good academic performance. In the next chapter, the findings of this study are presented, discussed, and compared with literature.

CHAPTER FIVE - DISCUSSION OF FINDINGS

5.1 INTRODUCTION

Chapter Four presented the descriptive discussion of analysis of the findings from interviews and observations which were triangulated with document analysis. The findings were presented in themes and sub-themes, which were supported with direct quotations from the participants. This chapter discusses the evaluative and theoretical analysis of findings aligning them with Bredeson, Klar & Johansson (2011) Context-Responsive Leadership theory as well as the literature on the topic. It also highlights the contribution that the study makes to the literature and proposes a Context-Responsive School Leadership model, which has been adapted from Bredeson et al (2011) Context-Responsive Leadership theory. The themes under which the findings are discussed are presented in relation to the research objectives and questions.

5.2 RESEARCH OBJECTIVES AND QUESTIONS

The main objectives of conducting this study were:

- Establishing how school principals perceive their school contexts
- Examining what principals do in managing teaching and learning in multiple deprived school contexts
- Identifying contextual factors that affect teaching and learning in multiple deprived school contexts
- Investigating how principals respond to contextual factors that affect teaching and learning in multiple deprived school contexts

The main research question for this study was:

- How do school principals manage to produce effective teaching and learning in multiple deprived contexts?

The sub-questions were as follows:

- What are the perceptions of the principals regarding their school context?

- What principals do in managing teaching and learning in multiple deprived school contexts?
- What are the contextual factors affecting teaching and learning in multiple deprived school contexts?
- How do principals respond to the contextual factors that affect teaching and learning in multiple deprived school contexts?

5.3 DISCUSSION OF RESEARCH FINDINGS

This section discusses the findings in comparison with other studies done in the same research area. In addition, the discussions are explained through the Context-Responsive Leadership Theory developed by Bredeson, Klar and Johansson (2011). The findings of this study speak to factors used by the principals to explain the context of their schools, the role of the principal in managing teaching and learning, contextual factors that affect teaching and learning in a multiple deprived school contexts and strategies used by principals to deal with contextual factors.

5.3.1 Factors used by the principals to describe the context of their schools

This study found that principals identified three types of factors of the school context. The three factors of the school context that were described in this study are economic, social and family factors.

5.3.1.1 Economic factors

The principals in this study explained the school context as an environment that has a financial or economic gap, which affected teaching and learning. They described the community around the school as poverty-stricken with a high population of people who are unemployed and cannot afford proper housing. Lee and Hallinger (2012) and Moletsane, Juan, Prinsloo and Reddy (2015) also reported that communities in deprived context are affected by a high level of unemployment and poverty. In a study conducted by Naidoo and Perumal (2014), many informal housing settlements and low-cost housing was a common characteristic of deprived communities. It seems that poverty and impoverished conditions are a common factor that is used to describe a deprived context. The economic factors that the community was facing were a

challenge to the principals as it meant that the parents could not assist the school financially. It appears as if principals were not only dealing with the challenges that were facing the schools, they also had to understand the communities' situation of being deprived. In this study, the economic inability of the community negatively affected the ability of the community to participate actively in the school and support teaching and learning.

5.3.1.2 Social factors

The second aspect of the school context that was perceived by the participants was social factors. The environmental social factors had an impact on teaching and learning in a school. Faulkner (2015) found that people and children in multiple deprived contexts experienced alcohol, drugs, and sexual abuse. Walker and Hallinger (2015) also found that there was a high rate of criminal activities in communities, which are in a deprived context. The findings of this study confirmed previous studies that reported on social problems experienced in deprived communities.

The current study reported over age children in school taking drugs, violence at school and a high rate of criminal activities. Such attributes show that such schools are not safe as the social problems from the community filters in the school. These social factors require interventions that were beyond the capacity of the principals and teachers who did not have professional skills in dealing with the anti-social factors. It appears that in such a school context the role of the principal is complicated with an expectation of being able to manage social problems that manifested in the school as a result of the social ills in the community.

5.3.1.3 Family factors

The third aspect of the school context that the participants mentioned was family factors. The school expect parental involvement in the education of their children. Parents in this study were mostly working far away from home, leaving children alone and uncared for. Some parents had difficulty in helping their children with their schoolwork because of being illiterate. Some children were staying with their grandparents while others were staying in child-headed families due to their orphan status. These findings corroborate with the findings of the study conducted by Moral

et al (2017) who found that communities in deprived contexts generally have low parental involvement as some parents are not literate. A study by Pashiardis et al (2018) also assert that parents in deprived context are people who have low education levels while some are even illiterate. A study by Chikoko et al (2015) reported on child-headed families and learners staying with grandchildren in deprived communities. The education of the child starts at home and this implies that a lack of parental involvement in schoolwork of children living in multiple deprived school contexts may have a negative effect on their schooling. Other researchers also found that a lack of parental involvement is a problem in schools in deprived contexts, which adds extra responsibilities to the school leadership and the teachers (Gu & Johansson, 2013; Maringe & Moletsane, 2015).

Bredeson, Klar and Johansson's (2011) theory postulates that context responsive leaders are contextually literate they are sensitive to and aware of critical elements of the context, purpose and actions. It seems as if economic, social and family factors that the principals described as their school context show that they were aware of the situations in the community. Part of the findings of this study challenge the Context Responsive Leadership Theory because some of the principals were aware of the economic situation in the community but still expected parents to donate money to the school and buy school stationery. It seems that the principals, despite being aware of the economic challenges still expected the parents to take part and play an active role in the education of their children in spite of their economic circumstances. The finding could also mean that the principals were not sensitive to the financial situation of the community and did not know how to address the financial needs of learners at school.

5.3.2 The role of the principal in managing teaching and learning

Principals in this study were participating in managing teaching and learning in their school and played various role in the process. The roles were assigning duties, monitoring classes and schoolwork, monitoring and controlling teachers' work, the principal's involvement in teaching and learning, improving learner performance, managing teaching and learning, encouraging and developing teachers and improving school performance.

5.3.2.1 Advocating for expertise driven of assigning of duties/distribution of work

The principals in this study decided that to manage teaching and learning successfully, they should delegate duties to the whole leadership of a school, including the SMT and RCL members. Deputies were tasked to do rounds, the HODs were delegated to supervise certain blocks and the members of the RCL were marking registers. This finding supports the finding in a study conducted by Bush, Joubert, Kiggundu and van Rooyen (2010) who found that management of teaching and learning responsibility is shared among principals, school management team, head of department and classroom educators. Lazaridou and Lordanidis (2011) reported that the principals assigned teachers duties that were appropriate for their abilities. It seems that the principals in the current study wanted the leadership of other stakeholders of the school to be responsible, accountable and have a sense of ownership. One unanticipated finding was that the RCL was involved in managing teaching and learning. There are several possible explanations for this result. It may be that the principal wanted the RCL to be recognised as part of the leadership as most schools do not recognise the student body as a part of the leadership. Another possible explanation is that the principal wanted to improve their leadership skills and wanted them to contribute to the success in learner performance. The results imply that assigning duties to the SMT and student body is not only about delegating work it is also about developing their leadership skills, promoting teamwork and ownership.

5.3.2.2 Cross cutting monitoring of teaching and learning

Another role played by the principal in managing teaching and learning was to monitor classes and schoolwork. This study found that participants used different monitoring tools to manage teaching and learning like the SMTs who were monitoring teachers and learners and then reporting to the principal. This finding is in agreement with Chikoko et al (2013) finding which showed that monitoring teaching and learning is effective if the principal distributes supervision to the HODs which give them authority to be accountable. Hallinger (2009) also asserts that the principal and school management team should always be engaged in the monitoring of teaching and learning. The distribution of duties among the school management team promotes teamwork and sharing of responsibility. The principal visited classes, monitored class attendance and checked teachers' work. This finding corroborates with the finding of

the study conducted by Bush and Glover (2009) who found that principals who focus on managing teaching and learning oversee the curriculum across the school and arrange programmes of class visits followed up by feedback. The principals show dedication by not only monitoring the practical parts but also monitoring the administrative part of teaching and learning. The results show that the principals were involved in managing teaching and learning because they knew that it was one of their duties of their role (SASP, 2015). This subtheme asserts the Context-responsive Leadership theory whereby a leader understands that variations in context can both enable or constrain their behaviour. In this study, the principals did not allow the school context to constrain them from playing a role in managing teaching and learning.

The role that the principal also played in managing teaching and learning was monitoring and controlling the teachers' work. This study found that the administrative role of the principal involved checking teachers' work, checking learners' exercise books and talking with learners to ensure coherence of oral and verbal information. Some principals delegated the task of monitoring and controlling the work done by the teachers to the SMTs. They also checked class attendance and disciplined teachers who did not attend classes. Monitoring of teachers work was not only the school's responsibility, the Department of Education also monitored by sending the subject advisors to check teachers' work. Monitoring teachers' work seems to be important but not only by the school but also by the Department of Education (employer).

The finding in this study supports the finding in a study conducted by Yikici, Altinay, Altinay and Dagli (2016) who found that principals should supervise teachers on their duties and responsibilities. Another finding in this study confirms the finding of Bellibas (2015), which showed that principals dealt with teacher and student absenteeism as a way to protect instructional time. The results show that the principal have the power to discipline teachers who are not performing their duties. The finding supports Bredeson et al (2011) theory that maintains that Context-responsive leaders reacts to and when appropriate, acts to shape the context of their practice. In this study, the principals disciplined teachers who were not doing their job because the principals believed that the schools should perform well despite the contextual limitations.

5.3.2.3 Principals' involvement in teaching and learning

The study found that principals were involved in teaching and learning in different ways. Some participants played their role by being involved in teaching and learning, some made sure that resources were available, and others did not teach or monitor classes but ensured that their management team did the job. The finding of the study showed that some participants were involved in teaching and learning as they taught Grade twelve classes. This finding corroborates the finding in a study conducted by Chikoko et al (2015) who suggested that principals lead by doing, by having a teaching load. A study by Lin (2012) also supports that the principal lead by personal example by acting as role model in perspectives like morality, behaviour, effort and performance. The finding also confirms the SASP policy (DBE, 2015) which states that principal must lead teaching and learning in the school. According to the Personnel Administrative Measures, PAM (DBE, 2016) principal can engage in class teaching as per workload of the relevant post and needs of the school. This document shows that teaching is one of the duties of the principal, but some principals do not teach and delegate the task to the teachers. It seems as if some principals do not follow the PAM document, which could be due to several reasons.

However, the principals ensured that resources needed in the school were available. The finding is in agreement with the finding in the study conducted by Bush and Glover (2009) who stated that the principal ensures availability of appropriate learning and teaching support materials (LTSMs). Principals took the initiative of ensuring that the SGB assists the school to buy resources. The results in this study show that principals used different management skills, while some directly teach lessons, thereby leading by example; others only manage and control the work done by the teachers. It seems that some principals prefer to be hands on and others choose to delegate and ensure that everything that the staff need is available and then they let the staff do the teaching.

5.3.2.4 Contributors to improvement of learner performance

Another role that was played by the participants was to improve learner performance. The principals in this study decided to use different ways of improving learner performance like ensuring that instructional time was used purposefully, creating

opportunities to motivate learners and monitoring. The finding supports the finding in the study conducted by Yikici, Altinay, Altinay and Dagli (2016) who stated that principals should create a positive, organised learning and teaching environment. Badenhorst and Kaolepe (2014) stated that management and monitoring of teaching and learning improves learner performance.

Instructional time was taken seriously in these schools and this led to finishing the syllabus on time and having enough time for revision, which improved learner performance. It seems as if motivation plays a big role in learners from multiple deprived contexts because they do not have role models in their communities, which they look up to. Motivation encourages learners, improves their self-esteem and gives them hope for the future. Some principals believed that learner performance could improve depending on the learners' willingness to learn. This finding implies that it is the principals and teachers duty to improve learner performance. It seems it does not only depend to the principal or teachers but it also depends on the learner's attitude towards learning. The results of this study imply that all stakeholders should play a part when it comes to improving learner performance. Principals must monitor teachers and provide them with resources, teachers must teach, learners must be willing to learn, and parents must assist learners with their schoolwork at home.

5.3.2.5 Detecting problems beforehand

The other role of the principal was to identify problems and find strategies to deal with the problems. The study found that the principals' involvement in teaching and learning enabled them to identify problems early on, deal with the situation before it got out of hand and come up with solutions. It may happen that learners are not performing well in one subject; if the principal monitors it, it will be easier to find out whether it is because of a shortage of books so that the school can buy books. It may happen that the teacher lacks knowledge in a particular section of the subject while another teacher can come and assist the teacher in that particular section.

5.3.2.6 Encouraging and developing teachers

According to the finding of this study, developing teachers was another role that the participants played to manage teaching and learning. This study found that principals

were recording all the professional development activities happening in the school in the professional development portfolio. This finding agrees with the finding in a study conducted by Steyn (2018) who found that the principal engaged teachers in school-based and out of school-based continuous professional development activities with the aim of encouraging and motivating teachers. Teacher development seems to encourage teachers to improve their subject knowledge and teaching skills. Principals also reimburse teachers who were working overtime on weekends and organised getaways where teachers received certificates as a way of appreciating and motivating teachers. This finding corroborates the ideas of Bellibas (2015) who stated that principals provided staff with fiscal and motivational support as a way of motivating them. It seems like the principals were promoting positive internal relationships and trying to encourage teachers to perform to the best of their abilities even though they were working in a multiple deprived contexts.

5.3.2.7 Improving school performance

This study found that the principals came up with different strategies, which assisted in improving their school performance. They increased instructional time, introduced extra classes in lower grades and increased pass marks. It seems like the principals had a vision for their schools, they knew what they wanted to achieve even though they did not have resources, and they were in a multiple deprived contexts. They did not want the school context to be an excuse for failure. This is supported by Bredeson et al (2011) theory of Context-Responsive Leadership attributes which states that these leaders know when, where, why and how to push back or reshape elements of context to provide a more favourable environment for achieving priorities and goals. The findings show that the principals in the multiple deprived schools took the initiative to make sure that teaching and learning take place to achieve good academic results.

5.3.3 Contextual factors that affect teaching and learning in a multiple deprived school contexts

The findings in this study show that the schools were faced with contextual factors, which affected teaching and learning. These factors were internal and external contextual factors or characteristics and made it difficult for the principals to manage teaching and learning.

5.3.3.1 Internal factors

Schools are supposed to be a safe environment where teaching and learning take place. However, some schools like the sampled schools in this study are in multiple deprived contexts, which are affected by many factors. The findings in this study reveal that some of these schools did not have proper infrastructure, they had dilapidated and old buildings, no windows, doors and no chalkboard. They lacked resources like books, a library, science laboratory and computer laboratory.

Gu and Johansson (2013) define internal circumstances as challenges, events and situations that schools face and deal with within the school sites. Khupe, Balkwill, Osman and Cameroon (2013) described the internal factors as consisting of infrastructure and resources, teacher knowledge and quality leadership. These internal factors led to unsafe schools and made it difficult for teaching and learning to take place. Overcrowding in classes made it difficult to provide individual learner attention. This is against the Department of Basic Education's guidelines, which state that the teacher to learner class ratio should be 1:35, which was not the case in most of the schools that were involved in this study (DBE, 2015). Teacher shortages were another internal factor found in this study where learners stayed without a teacher for months, which affected teaching and learning. This finding supports the finding in the study conducted by Moletsane, Juan, Prinsloo and Reddy (2015) which suggests that teachers in a school context facing multiple deprivation tend to experience a high level of stress and dissatisfaction which results in them taking leave and leaving their classes unattended which compromises teaching and learning. This led to learners' right to education being infringed upon and sometimes they ended up with an uncompleted syllabus. It seems as if the Department of Basic Education is failing schools in multiple deprived contexts financially, through inadequate infrastructure, insufficient human resource, poor safety and security. It appears as if principals and staff are dealing with unsafe, unsatisfactory working environment in schools in multiple deprived contexts.

5.3.3.2 External factors

This study found that the schools were facing external factors that affected teaching and learning. Service delivery protests affected some of these schools when the

community would block the roads and teachers and learners could not go to school. This led to losing teaching time and caused postponement of formal assessment. This finding supports Gu and Johansson (2013) who state that the external school intake context is a situation which exists independently of the school activities but which is connected and lessens the nature of the school activities occurring within the school sites. It seems as if the external factors had a negative impact on teaching and learning and they affected other school activities. Criminal activities in the community like vandalism, stealing of teaching resources and learners coming to school intoxicated affected the school. It seems as if, these external factors were the results of the multiple deprived contexts that the school was situated in. They were also related to the economic, social and family factors that affected the school context. It appears as if the community lacks morals and values and they do not care about their own community infrastructure. The results imply that contextual factors that affect the community also affect the school and have an impact on teaching and learning and learner performance. May, Huff and Goldring (2012) assert that contextual factors not only have a strong influence on student achievements but also exert strong influences on what actions principals need to take to improve teaching and learning successfully in their school. The results show that principals must devise strategies which will deal with the contextual factors and improve teaching and learning, and that is what the principals in this study did.

5.3.4 Strategies used by principals to deal with contextual factors

In this study, it was found that in an attempt to cope with contextual factors that affected teaching and learning the principals' devised strategies that link to their school context. It implies that even though the participants cannot control the contextual factors, they do not want the factors to hinder teaching and learning. The participants appear to have implemented different strategies that assisted them in managing teaching and learning and producing good results.

5.3.4.1 Internal and external school collaboration

This study found that due to the lack of resources in these schools, some principals decided to collaborate with neighbouring schools that had resources as a way of dealing with a shortage of resources. Teachers also collaborated with teachers from

other schools who were performing better. Team teaching were utilised, was formed where teachers mentored novice teachers. The finding shows that the inter-school collaboration that was formed promoted mentoring and collaborative school culture. This finding supports the finding of the study conducted by Klar and Brewer (2014) who found that the principal created opportunities for teachers to collaborate and share instructional strategies for supporting students. Huguet (2017) asserts that teacher collaboration can accomplish better instruction and curriculum outcomes and share workloads as each teammate focus on particular aspects of the lessons and content to be presented rather than working individually.

It appears as if teacher collaboration developed staff members in term of content knowledge, pedagogical skills, and promoting teamwork in a school. It seems as if collaborating with schools, which have resources, assisted the deprived schools to cover the gap of a shortage of resources and also assisted teachers and learners in teaching and learning. The results in this study indicate that a lack of resources cannot be the reason for a school not to perform well what matters is commitment, interest and creative strategies that principals implement. Hallinger and Heck (2010) state that the principal takes a central role because he/she can strengthen the collaborative activities of teachers directly as a role model or indirectly through the implementation of planned times and locations for collaboration. The results show that internal and external collaboration does not only benefit the school it also assists in managing teaching and learning in a school.

5.3.4.2 Leading by example

The second strategy that the participants used was one of the management skills, which is leading. The finding in this study was that the principals led by example that showed a good sign of leadership, which made them, become role models to their staff and the community. The findings in this study support the finding in the study conducted by Hargreaves and Harris (2015) who found that leadership in organisations that perform above expectations raised and improved the organisation performance by leading from the front by example when they had to lift up everybody morally. It seems as if the principal leading by example encourages and motivates the staff to perform to their best abilities. This study found that the principals also promoted good leadership by allocating senior classes to SMT members, which was a way of

creating a culture of accountability and motivating teachers. The study found that they also maintained discipline, which was also a sign of good leadership. It seems like the way the principal led their school assisted in promoting hard work and dedication. The principals applied leadership practices that enabled them to deal with contextual factors.

5.3.4.3 Teacher attributes and hard work

The third strategy that assisted the participants was teacher attributes and hard work. This study found that the teachers played an important role in these schools. Notman and Henry (2011) state that a leadership strategy of employing quality teachers is a prerequisite for improving student academic performance.

The finding in this study found that principals recruited the best teachers who are dedicated and committed and that assisted them in producing good results. It seems as if teachers in these schools were committed, self-motivated and hardworking despite the lack of resources and working in a multiple deprived context, which did not discourage them. The results of this study imply that teacher contribution in the school is important, and principals should motivate and work together with teachers. Employing good teachers who are hard workers can help the principal to achieve success in a multiple deprived school context.

5.3.4.4 Methods that principals used in their schools

This study found that principals used different methods to increase academic performance in their schools. This study found that planning in advance, encouraging and motivating teachers, allocating teachers their speciality subjects and giving teachers rewards assisted the principal to improve academic performance. It appears as if principals focused more on improving teachers because teachers are in charge of teaching and learning. It seems as if principals used methods that they thought would work in their school context.

5.3.4.5 Strategies for dealing with internal factors

The participants came up with different strategies to deal with internal factors. This study found that the principals raised funds and rented out space, asked for help from

the DBE, was lenient to school code of conduct and borrowed from neighbouring schools. It appears as if schools in a multiple deprived context has to devise plans to deal with their lack of resources by finding ways of getting money to boost their finances. It appears that the DBE is failing to meet the needs of no-fee schools. The internal contextual factors lead these schools to break their own code of conduct due to the circumstances that they face. The strategies that the principals used to deal with internal factors confirms Bredeson et al theory (2011) which maintains that context responsive leaders engage in fluid conversations with situations of practice recognising variations in context. The results of this study show that principals developed resilience and came up with strategies which met the needs of their school and assisted them in managing teaching and learning.

5.3.4.6 Strategies for dealing with external factors

The participants created a strategy to deal with external factors that were affecting teaching and learning. The finding of this study shows that the school formed a relationship with outside organisations, offered extra classes for catch-up, built boreholes and asked for assistance from the DBE. It seems like schools in multiple deprived context appear to be faced by external contextual factors that need professional skills that teachers do not have, and they have to form relationships with outside organisations. Teachers who work in these schools end up sacrificing their time due to a lack of basic needs and community problems. It seems there is a lack of safety and security due to the lack of infrastructure and the school context. It appears as if principals managing these schools are faced by so many contextual factors, which affect teaching, and learning, they have to devise strategies to deal with them in order to succeed.

5.3.4.7 Sustaining good school performance

The finding in this study show that the participants decided to sustain good school performance by creating study time and improving the school-parent relationship. It seems like principals used strategies that worked in their school context. It appears as if sustaining a good academic record is important to principals because they are accountable for their school performance. The results of this study show that the principals identified the contextual factors that were affecting teaching and learning

and formed different strategies to deal with contextual factors. This is supported by one of the attributes of the Context Responsive Leadership theory (Bredeson et al., 2011) which indicate that Context- Responsive leaders react and when appropriate they act to shape their context of practice. The finding of this study contradicts the theory that principals did not act when it was appropriate, as they acted immediately by devising strategies to avoid failure.

5.4 CONTRIBUTION OF THE STUDY

The aim of this study was to find out how principal manage teaching and learning in a multiple deprived school contexts. Grant (2005) acknowledges the role of context in the success of a school and claims that 'successful leaders are those who respond most appropriately to the demands of a specific situation'. In this study, the leadership practices that the principals applied to their schools enabled them to deal with the contextual factors that affected teaching and learning. In Chapter two of this study, Bredeson, Klar and Johansson (2011) Context-Responsive Leadership theory was discussed, which was used as a framework to underpin this study. The Context-Responsive Leadership theory affirms that context-responsive leader understands that the context can enable and constrain their behaviour, which shows that context-awareness is imperative in this leadership approach. The contribution of this study is based on the findings from the research participants showing how they manage teaching and learning as context-responsive leaders. The findings led to the extension of the context responsive leadership model that relate to schools in multiple deprived contexts. The findings also led to the development of the model in Figure 5.1 below:

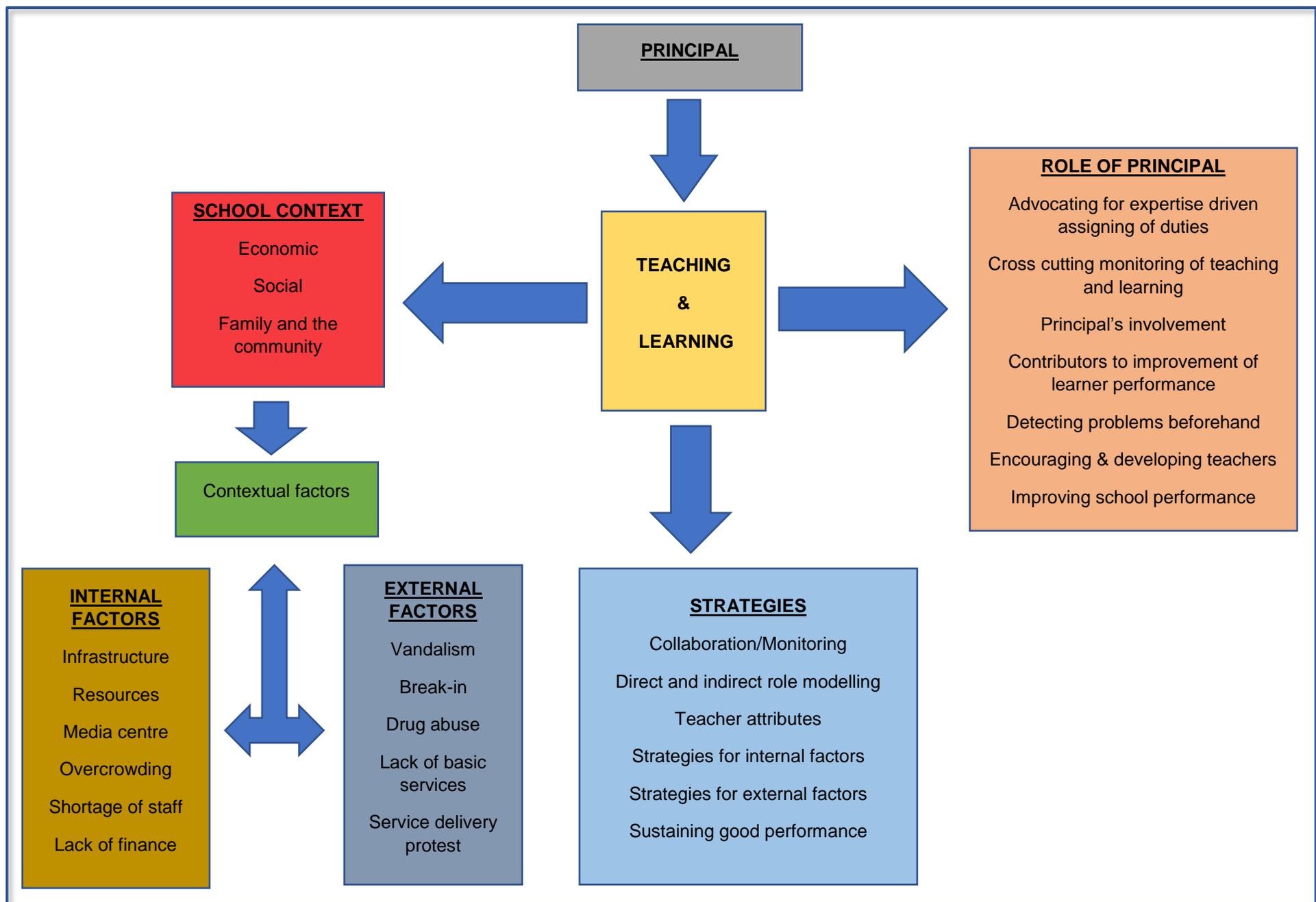


Figure 5.1: Mhlanga (2019) Context-Responsive Leadership Model in Managing Teaching and Learning in Multiple Deprived School Contexts

The model that has been developed in this study demonstrates that managing teaching and learning was the main role played by the school principal for the learners to perform well. These schools were in a multiple deprived contexts, which made it difficult for the principal to manage teaching and learning, but still they were successful. In order for the principals to manage teaching and learning, they had to understand the school context where the schools were. The principals were aware of the critical elements of the school context where their school were situated. They described the school context as an environment, which was affected by economic, social, family and community factors.

The economic factors of the school context was perceived as the environment that had a financial or economic gap, affected by poverty, a high rate of unemployment and a lack of proper housing.

Social factors identified were overage children in school taking drugs, violence and a high rate of crime. Family and community factors were a lack of parental involvement, child-headed families, and learners staying with grandparents, parents working far away from home and illiterate parents. These factors required interventions for which the principal and teachers did not have the professional skills required for dealing with them. The principals and teachers needed to be trained in the skills to deal with the social factors or and the intervention of social workers and child psychologist were needed in each school to assist learners with their social challenges. The principals' description of context shows one of the attributes of the context-responsive leadership theory by Bredeson et al (2011) which states that a context responsive leader is contextually literate, sensitive and aware of the critical elements of the context.

The principals were aware of the school context, which is the reason they ensured that they were involved in managing teaching and learning in their school. They also used collaborative leadership in assigning duties to the school management team and the learner representatives. Deputies were responsible for making rounds, HoDs supervised blocks and the RCL members marked registers. Delegating duties to the RCL and involving them in managing teaching and learning show that the principals now recognise the RCL as the part of the management structure, which is usually not the case in most schools. On the other hand, delegating duties to all stakeholders, promoted teamwork and accountability in a school. In this study, monitoring was found

as a tool for managing teaching and learning. Monitoring classes, teachers and learners work assisted the principals to manage teaching and learning. It also assisted the principals not only to monitor the practical side of the work but also the administrative part of teaching and learning. The principal checked teachers' work and compared it with learners' work to ensure correlation. Discipline was applied to teachers who did not attend classes. Discipline should also be applied to staff when it comes to teaching and learning.

Teaching and learning is usually done by teachers but in this study, principals were also involved in teaching some classes. It assisted them to identify resources that were lacking and made sure that they provided the resources. Principals' involvement in teaching is a good way of showing leading by example and motivating the staff. Some principals did not participate in teaching but they allocated the teaching load to the staff members. Principals should be involved in teaching as it is stated in the Standards for Principalship and it can also relieve the staff teaching load.

Another role of the principal was improving learner performance, which was improved by ensuring instructional time was used purposefully. Opportunities were created to motivate learners by inviting motivational speakers and former learners. Learner performance can also be improved if learners themselves are willing to learn. Learners who live in a multiple deprived context need motivation because they don't have role models in their communities and they also have so many social problems that they have to deal with which can lead to them not being interested in learning. The Department of Education should organise motivation sessions for learners. Teachers were encouraged to develop themselves professionally. They were reimbursed when they worked on weekends as a way of encouraging them. Rewards were also given to teachers as a way of showing appreciation and motivation. Problems were identified early, and solutions were implemented. Identifying problems early assisted in preventing situations before they occurred. Principals should learn to develop prevention strategies to decrease challenges.

The principals improved school performance by increasing instructional time; introduced extra classes from lower grades and increased the pass mark. Principals should create strategies which can improve learner performance which relate to their school context. The principals used instructional leadership to manage teaching and

learning in their schools. The context- responsive leader theory affirms that context – responsive leaders recognise that the context can enable and constrain their behaviour. The principals in this study played different roles, which were linked to their school context to manage teaching and learning.

These schools were in multiple deprived school contexts. They were deprived as schools, and the environment where the schools were situated was a deprived environment. The principals identified that there were contextual factors affecting teaching and learning namely, internal factors (which are inside the school) and external factors (outside the school). Internal factors that affected the school were: that some schools lacked proper infrastructure and were using mobile classes as classrooms or, dilapidated buildings which were old and not in a good state, other classes did not have windows, doors and chalkboards, some classes had no electricity and a lack of water services. They lacked resources like books, a library, a science laboratory and computer laboratories. Overcrowding in class and the teacher shortage were also a problem.

External factors that were affecting teaching and learning in these schools were: service delivery protest performed by the community which led to losing teaching time and postponement of assessments, violence, criminal activities like break-ins, vandalism of school property and overage learners who come to school intoxicated.

The DBE should build schools, buy resources and hire teachers because these schools are public schools, which are no-fee schools and depends on the Departmental subsidy. The Department must increase the subsidy so that it can cover all their needs. The Department should also ensure that all public schools have basic services like water, electricity and flush toilets. The DBE should provide trained security guards to guard the schools and protect teachers and learners. The Department of Basic Education should change their policy of admitting learners who are over 18 years of age. They should leave school and go and study in Further Education and Training (FET) Colleges.

The principals formed strategies to deal with the contextual factors that affected teaching and learning. These schools collaborated with neighbouring schools who had resources. Teachers collaborated with teachers from other schools who were performing well. Team teaching was formed where experienced teachers mentored

novice teachers. Principals from schools who are not performing well can use this strategy. The principals applied good leadership skills by being role models in their schools. They allocated senior classes to SMT members as a way of showing good leadership. They maintain discipline in the school for both staff and learners. Leading by example is a very good leadership skill, which motivates teachers in a school.

Teacher attributes and hard work assisted in teaching and learning. Principals recruited teachers who were dedicated and committed. They recruited teachers who were the best in their field. The principals are part of the interview committee when teachers are recruited representing the Department. This assists them to make recommendations for hiring good teachers. Different methods were used which linked to the school context. Planning in advance was one of the methods which was used. Encourage and motivate teachers by giving them awards and recognising good work. Allocating teachers their speciality subjects which they have pedagogical knowledge in it assisted in dealing with contextual factors.

Principal used methods that work in their schools. Fundraising was a strategy that was used to deal with a lack of funding and a shortage of resources. Renting out space to companies to raise funds also assisted in getting more money. Borrowing resources from neighbouring schools assisted in teaching and learning.

Schools were lenient when it came to school uniforms, which assisted with dilapidated and mobile classes. They built boreholes for water because of a shortage of water. They asked the DBE to assist with infrastructure, resources and substitute teachers. The school sustained a good performance by creating study time starting from lower grades. The schools formed relationships with outside organisations who assisted learners with drug abuse problems. The schools offered extra classes for catch-up when there was a service delivery protest. They asked the DBE to assist with the hiring of trained security guards. They also tried to improve parent-school relationships by inviting organisations to assist learners with social problems.

The DBE needs to take into consideration the needs of public schools. The schools should also ask for donations from community businesses and companies. The principals' reactions to the contextual factors assert the Context-Responsive Leadership Theory which states that Context-responsive leaders react to and when appropriate take action to shape their context.

This study has contributed a model that explains how successful principals manage teaching and learning in multiple deprived contexts. Most importantly, it has also contributed in the role of the principal in managing teaching and learning and in identifying contextual factors that affect teaching and learning in multiple deprived schools that have not been identified before, as well as providing strategies to deal with the contextual factors.

5.5 CONCLUSION

This chapter has discussed the main findings and aligned them with the findings of other studies. The findings presented according to the themes, which relate to the research questions. The chapter also correlated the main findings with the theory that underpinned this study namely Bredeson, Klar and Johansson (2011) Context-Responsive Leadership theory and it also highlighted the contribution the study made to help bridge gaps in the existing body of research. It discussed a proposed model from Mhlanga's (2019) Context-Responsive Leadership Model in Managing Teaching and Learning in Multiple Deprived Contexts. The main findings were that school principals played a role in managing teaching and learning. The participants identified contextual factors that affected teaching and learning and developed strategies to deal with the contextual factors. The next chapter presents a summary of the research findings, draws conclusions and makes recommendations from the findings of the study.

CHAPTER SIX - SUMMARY OF RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter presented the main findings of the study and correlates it with the theory that underpin the study. Chapter Six, final chapter commences with the reflection of the previous five chapters and my retrospective summary of my PhD journey and summary of the research findings related to the research questions. The chapter continues with the summary of the context responsive leadership model in multiple deprived contexts, limitations and delimitations of the study. The chapter concluded with conclusions, and number of recommendations, which are based on the findings of the study and suggestions for future research.

6.2 REFLECTING ON THE CHAPTERS

Chapter 1 presented the background, problem statement and rationale for the study as well as its significance, purpose, objectives and research questions. The chapter also presented the summary of the research methodology that was used to conduct the study.

Chapter 2 discussed the relevant literature related to the successful school principals managing teaching and learning in a multiple deprived contexts. The literature review explored school leadership in terms of themes such as: school leadership, school context, the role of the principal in managing teaching and learning, contextual factors affecting teaching and learning, and strategies used by principals. Chapter 2 also presented the theoretical frameworks that guided the study based on Bredeson, Klar, Brewer and Johansson (2011) Context-Responsive Leadership Theory and Instructional Leadership. The chapter discussed the theories in relation to the experiences of principals in managing teaching and learning in a multiple deprived contexts in secondary schools.

Chapter 3 included a detailed discussion of the methodology used for the study as well as the philosophical assumptions underpinning the study. The research approach and

methods, the research design, sampling, data collection method and analysis chosen by the researcher were justified in terms of the context of the study. Measures of ensuring the trustworthiness of the findings and ethical issues were also discussed.

Chapter 4 dealt with presentation, analysis and interpretation of data, while chapter 5 discussed the main findings and aligned them to research studies in the existing literature. This chapter presents the summary of the study findings, and it considers the limitations and delimitations of the study as well as the contributions that it makes to an existing body of knowledge. It also draws conclusions and makes recommendations for both practice and future research.

The main research questions for this study were: How do school principals manage to produce effective teaching and learning in multiple deprived school contexts?

The sub-questions were:

- What are the perceptions of the principals regarding their school context?
- What principals do in managing teaching and learning in multiple deprived school contexts?
- What are the contextual factors affecting teaching and learning in multiple deprived school contexts?
- How do principals respond to contextual factors that affect teaching and learning in multiple deprived school contexts?

6.3 RETROSPECTIVE SUMMARY

My research journey was a learning experience, as well as challenging. The challenges that impacted on my progress were both academic and work-related. The academic challenges resulted from relational issues between the supervisor and myself. I registered for a PhD in 2017, and it was not easy because I had just started working in the institution mid-2016. In 2017, I was still going through the induction process and had to start working on my research proposal at the same time. My supervisor had a project and wanted me to do research which was related to the said project, which was not what I wanted to study or my research interest. I started writing the proposal that was not progressing as I had never done a History curriculum before and my interest has always been on leadership and management. I was frustrated and

stressed because of researching a topic that I was not interested in. A former colleague called me one day and advised me to change the supervisor, which changed my life in a positive way in June 2017. I started a new topic with my current supervisor in July and the support, encouragement and guidance that I received gave me the will to carry on since I had started having doubts if I was going to finish this degree on time. I managed to defend my research proposal in December 2017.

The second academic challenge was getting sabbatical leave in 2019 to complete my study. It was difficult for me to balance the work environment of the academia and pursuing my studies fortunately my employer supported me by allowing me to take staff sabbatical leave as a way of assisting me to complete my study.

The good part of the journey was the knowledge and experience that I gained throughout my study. My source of strength was the wonderful people who kept on encouraging and supporting me through this journey especially when I felt like was losing my mind. I was also motivated by my current supervisor who has been such a source of inspiration and saw my potential where others did not. I would always be grateful and thankful to my supervisor as she took me at a crucial time when I needed a supervisor to make progress in my studies. This journey has taught me patience, perseverance, hard work to gain and create knowledge. My current supervisor's knowledge, guidance, dedication and support have assisted me in this journey.

6.4 SUMMARY OF THE RESEARCH FINDINGS

In the following discussion, a summary of the findings is presented under the themes that answer the above research questions, which have been discussed in the previous chapter.

6.4.1 Perceptions of school context

The principals described the school context according to three aspects namely, economic, social and family factors.

The school context where the schools were situated was described as the environment that had a financial and economic gap. The community around the school was living in poverty, with a high population, unemployment and lack of housing. Learners attending these schools were coming from a poor background that affected teaching

and learning in these schools. This led to the community not participating in the school and supporting teaching and learning. The principals were aware of the situation, but some seemed not sensitive to it.

The second factor that was used to describe the school context was the social factor. Environmental social factors affected teaching and learning. Overage children were attending the school and were abusing drugs. There were cases of violence and crime that affected the school and teaching, and learning was affected. The situations in these schools required professional skills, which the principal and the staff did not have. This complicated the role of the principal as they were expected to deal with the situations.

The school context was identified as an environment that was affected by family factors. There was a lack of parental involvement in the schools because most parents were working far away from home. The economic factor of the community was related to the family factor that affected the school. Some learners who were attending the school came from child-headed families others were staying with their grandparents. Most parents were illiterate, which made it difficult for them to assist their children with schoolwork. All these factors affected teaching and learning in the schools that participated in this study.

6.4.2 The principals' role in managing teaching and learning in multiple deprived contexts

Principals played different roles in managing teaching and learning namely: assigning duties, monitoring classes, monitoring and controlling teachers' work, involvement in teaching and learning, improving learner performance, identifying and dealing with problems, encouraging and developing teachers and improving school performance. The principals decided to assign duties to the leadership of the school like SMTs and RCL members as a way of managing teaching and learning in their school. SMTs were monitoring classes and the school while the RCL members were marking registers and checking if teachers are attending classes. The principals wanted the management to have a sense of ownership and responsibility. The unanticipated finding was that the RCL was involved in managing teaching and learning, which was unusual in most secondary schools. The involvement of all stakeholders had a positive impact not only on teachers but also on learners because the learners developed a

sense of belonging, accountability and responsibility, which made these schools successful.

Monitoring classes and schoolwork were another role that was played by the principals. They used different monitoring tools like SMTs, who monitored teachers and learners and reported to the principal. The principal also visited classes, monitored classes and checked teachers work. The principals monitored not only the practical aspects but also the administrative part, which provided an assurance that teaching, and learning were taking place. The principals also checked teachers and learners' work and questioned learners to ensure that there is relation. They checked class attendance and disciplined teachers who did not attend classes. This was a way that the principals used to monitor, and control teachers' work. Managing teaching and learning cannot be successful if there is no control of activities, which is the reason why discipline was applied to ensure that instructional time was used profitably and learners were getting the best service.

This study found that some principals were involved in teaching, which assisted them in knowing what was happening in classrooms and what are challenges that were faced by teachers. Some principals made sure that resources were available but did not participate in teaching instead; they allocated the SMTs teaching and monitoring duties. Principals were involved in managing teaching and learning by applying different management skills some were leading by example others believed in managing and controlling the teaching and learning at their school.

The principals used different ways of improving learner performance because they knew that they were accountable for the performance of their schools. They ensured that instructional time was used profitably, which assisted in finishing the syllabus on time and doing revision, which improved learner performance. They created opportunities to monitor learner performance and motivate learners. Motivation encourages learners and increases their self-esteem because learners from deprived communities do not have role models in their communities.

The principals used their role as a way of identifying and dealing with problems, which affected teaching and learning. This enabled them to identify problems in advance and find solutions before it got out of hand. The principals' involvement in teaching and learning can be a way of preventing failure in a school. They encouraged teachers to

develop themselves and developed teachers' pedagogical knowledge, which was another role-played by the principals. It also improves their teaching skills and it promotes positive interpersonal relationships where teachers can develop each other. Encouraging teachers also motivates teachers to perform in their best abilities.

Principals came up with different strategies to improve their school performance. They increased instructional time so that learners would get more time, and it also assisted with learners doing their homework while they were at school. They introduced extra classes in lower grade and that improved learner performance from lower grades. They increased the pass mark and did not follow the DBE policy, which assisted their learners to become used to performing more than what was expected.

6.4.3 Contextual factors affecting teaching and learning in multiple deprived contexts.

The schools were faced by two contextual factors, which affected teaching and learning and made it difficult for principals to manage teaching and learning, namely: internal and external factors. Internal factors were affecting the school inside the premises, and included a lack of infrastructure, dilapidated buildings, a lack of windows, doors and chalkboard in some classes, overcrowding and teacher shortages. Permanent infrastructure was a challenge as in some of the schools they were using mobile classrooms. Some schools had dilapidated buildings, which needed to be revamped with no windows, doors or chalkboards. Classes were overcrowded, which made it difficult for teachers to apply individual learner attention. Some subject did not have subject teachers because teachers were on sick leave for a long time. The learners' rights were infringed through staying without a teacher for a long time. Managing teaching and learning was hard for principals due to these contextual factors and the Department of Education was failing to assist the schools.

External factors are factors that are outside the school environment in the community, but they affect the school namely, through service delivery protests, a lack of basic services, vandalism, break-ins and, learners coming to school intoxicated. Service delivery protests and lack of water affected teaching and learning in these schools. Teachers and children were stopped from attending schools and principals had to close schools earlier than the normal time if there was no water. Vandalism was affecting teaching and learning and caused an unsafe environment in the school.

Break-ins also added to the lack of resources when thieves stole teaching resources. Learners came to school intoxicated, and that affected teaching and learning because of their misbehaviour. Principals had to deal with the external factors, which they did not have control over as they were happening outside the school, but still, they affected teaching and learning.

6.4.4 How principals respond to contextual factors affecting teaching and learning in multiple deprived contexts.

Principals formed strategies to deal with the contextual factors namely: internal and external school collaboration, effective leading, teacher attributes and hard work; these were methods that principals used as strategies for dealing with internal factors strategies for dealing with external factors and sustaining good school performance.

Collaboration was a strategy used by the principals to deal with contextual factors. External collaboration with neighbouring schools that had resources to deal with a shortage of resources. Collaborating with teachers from other schools, which were performing well, was another strategy used by the principals. Team teaching, which assisted in promoting mentoring and a collaborative school culture where some teachers were mentoring novice teachers. Collaboration does not only benefit the learners but it also assists in managing teaching and learning.

Principals used leadership skills, which were linked to their school context. They lead by good example where they become role models to their staff members. They promoted good leadership skills by allocating senior classes to SMT members, which promoted accountability and motivated teachers. It also encourages teachers to perform to the best of their abilities. In addition to empowering teachers, the principals also recruited teachers who were dedicated and hardworking that improved learner performance.

Employing good teachers also enabled the learners to benefit from the expertise of the subject teachers, which led to achieving good examination results. Findings from this study show that principals used different methods to increase their school performance. Planning in advance was a strategy that assisted them not to waste time when the school opens and get straight into teaching and learning. Encouraging and motivating teachers by giving them rewards assisted the principal to improve school

performance. Principals focused more on developing their human resource because they are the ones who make teaching and learning possible.

Principals also decided to deal with internal factors by renting out space to companies so that the school could get more money to assist them to buy resources. They raised funds for the school and asked the DBE for assistance with infrastructure. They decided to ignore other issues like school uniform to deal with classes that did not have doors and windows. They used strategies, which linked to their school context. They deal with external factors by forming relationships with outside organisations. They offered classes for catch-up when unseen circumstances prevailed. They also asked assistance from the DBE for security and the building of boreholes. The principals were faced by external factors, which needed professional skills, which they were never trained for. They become resilient and develop strategies to deal with factors in order for them to manage teaching and learning.

The principals decided to sustain their school performance by creating study time for all learners in a school. They also tried to improve parent relationships so that parents could support their children when it came to schoolwork. Sustaining good school performance was important to principals because they were accountable for their school performance. Managing teaching and learning are important and school principals should be involved if they want their school to perform well.

6.5 SUMMARY OF THE PROPOSED CONTEXT RESPONSIVE LEADERSHIP MODEL IN MULTIPLE DEPRIVED SCHOOL CONTEXTS

The model that was proposed and developed explains how to manage teaching and learning in multiple deprived contexts. The functions of the models are addressing the school context, teaching and learning and the principal. The model shows that teaching and learning are the main pillars of the school. If there is no effective teaching and learning taking place in a school then that school may fail to achieve good examination results. The principal is the manager and leader of the school and one of the important activities of the principal is to manage teaching and learning. The principal must play different roles, which include advocating for expertise driven assigning for duties, cross cutting monitoring of teaching and learning, getting involved in teaching, contribute to improving learner and school performance, encourage and

develop teachers and identifying problems beforehand so that they can manage teaching and learning. The principals perform these roles in schools that are in context which are affected by economic, social and family factors.

The school context is multiple deprived where you find that it is affected by contextual factors, which are internal such as a lack of infrastructure, resources, media centres, overcrowding, shortage of staff and poor finances. There are contextual factors, which are also external, and these include vandalism, break-ins, drug abuse, service delivery protests and lack of basic services, which affects teaching and learning. The principal has to form strategies to deal with contextual factors to ensure that teaching and learning are not compromised. The identified strategies are collaboration between teachers and schools, good leadership skills and recruiting dedicated teachers. The principals ensured that the strategies that were formed shaped their school context so that teaching and learning could take place. Their strategies focused more on internal factors, which the principals could control; however; they also dealt with external factors, although the principals did not have control of the external factors. The findings showed that the principals focused more on managing and developing their staff as well as monitoring their behaviour in relation to teaching and learning.

The model shows that school context and the focus and ability of the principal cannot be separated. The principal must be contextually intelligent, meaning that he/she should be able to understand the school context and manage teaching and learning in the best way possible given the surrounding circumstances of the school environment. The model affirms that teaching and learning can be managed in a multiple deprived contexts if principals can identify contextual factors that affect teaching and learning and formulate strategies to deal with the contextual factors. The model proposes that the principal should be committed to applying Context-Responsive leadership practices in order to be able to succeed in leading high performing school despite the multiple deprivations.

This study focused on just one group of leaders (principals) in multiple deprived schools and the CRL in managing teaching and learning in multiple deprived contexts developed from the findings of this study. I propose this model to successful principals who are not only in multiple deprived contexts even those who are in affluent schools since it is about managing teaching and learning. This model will be useful to principals

who are in schools in multiple deprived contexts that are performing below average. I believe leaders who adopt this model would be in a better position to improve the results of their schools.

This model has the potential to build on Bredeson and Klar (2006) Context-Responsive Leadership Framework. Their model depart from the premise that there are five intersecting and interactive dimensions of CRL-personalized role, professional knowledge, purpose, people and place. This model makes two extension on CRL model. First, CRL in managing teaching and learning in multiple deprived contexts show that leaders should have an understanding of their role. Second, the leader must identify and know the contextual factors that affect the place and develop strategies.

6.6 LIMITATIONS OF THE STUDY

This study had the following limitations: sample size, time frame, and sampling procedure.

The researcher's plan was to interview 15 participants but only 11 participants were willing to participate. Other participants refused to participate in this study, stating that they were busy they did not have time. The researcher purposely selected the participants with the intention of representing a particular group of participants. The refusal of some of the participants to be involved in this study could have reduced the possibility of collecting a variety of data. The researcher did not have control over this situation, as participation in this study was voluntary. However, this limitation has not affected the outcome of this study because, in qualitative research, any number of participants can be used to conduct the study. In future, the researcher would prefer a larger sample of participants to add to those who did not want to participate.

Another limitation was that the researcher planned to collect data for a period of three months. However, when the researcher visited the school to arrange for the possible time for the interviews, the principals were not available. The mid-year exams made it not possible for the researcher to conduct the interviews as anticipated. The researcher was only able to interview two participants and had to wait for a whole month while the schools were on holidays. The allocated time for data collection restricted the researcher from doing personal follow-up interviews for clarity and depth. The researcher had to use telephone and emails to do follow up calls, which is not the

same as personal follow-up face-to-face interviews. The observation and document analysis methods could not be used to capture communication gestures and body language. Even though the researcher could not do personal face-to-face follow-up interviews, the sound of the voice of a person gave the researcher an indication of the emotions of the participants. The researcher would have preferred to make use of video recordings to collect additional information in future.

In conducting this study, eleven successful secondary schools in the Gauteng Province, Tshwane North District who were in a multiple deprived contexts, were purposively selected. The views of participants in this study do not necessarily reflect the views of all the principals in successful schools situated in multiple deprived school contexts. The views cannot be generally applied to a larger population as this was a small-scale qualitative study.

6.7 SUMMARY

The purpose of this study was to explore how teaching and learning were managed in successful schools in multiple deprived contexts. The findings of this study were discussed in line with Contextual-Responsive Leadership Theory with a sense of how teaching and learning are managed in a multiple deprived contexts. The new model that was created from the findings of this study showed those principals played a direct and indirect role in the management of teaching and learning. The principals used collaborative leadership in working together with staff to manage teaching and learning.

This study found that there were contextual factors that were internal in a school and external factors outside in the community, which affected teaching and learning. Some of the factors were beyond the capacity of the principals' skills and needed professional skills. The principals were contextually intelligent as they were aware of the situation of the community and understood their school context. They seemed to have Context-Responsive Leadership attributes as reflected in the way they managed the contextual factors that affected teaching and learning. They also formed strategies to deal with internal and external factors that threatened effective and successful pedagogy.

A model was developed which is underpinned by the Context-Responsive Leadership theory (Bredeson, Klar & Johansson, 2011). The proposed model highlights how context responsive leaders manage teaching and learning in a multiple deprived contexts by applying leadership practices that link to their school context. This study found that principals used leadership practices, which were directly linked to their school context and were directed to the contextual factors that affected the school. My concluding statement is that the DBE should hire school psychologist to address the needs of learners in schools situated in multiple deprived contexts. The different service delivery specialists (social services, DBE & police services) should work together since some of the contextual factors are multi-layered and beyond the capabilities of the school principal as well as teachers. The Context-Responsive Leadership model for managing teaching and learning can be suggested for underperforming schools' principals.

6.8 RECOMMENDATIONS

This study has the following recommendations:

- Principals should learn to be contextually intelligent and become Context-Responsive Leaders if they want to deal with contextual factors in schools in multiple deprived contexts.
- The DBE together with higher institutions should train principals on how to manage schools in multiple deprived contexts, as it is not included in SASP.
- SASP should include principals' roles in schools in multiple deprived contexts.
- The DBE should form a policy for schools in multiple deprived contexts at the moment there is no policy which focus on schools in multiple deprived contexts.
- Principals should try to encourage parents to be involved and participate in school matters despite the economic and social challenges experienced in deprived circumstances.
- Underperforming school principals in multiple deprived contexts can use the Context-Responsive Leadership model of managing, teaching and learning in multiple deprived contexts Mhlanga (2019) to improve their school performance.
- The SGB and the Department of Basic Education should approach companies and ask for assistance through corporate social responsibility programmes so

that the different stakeholders can part-take in building school structures like classrooms, libraries, laboratories and computer labs.

- The Department of Basic Education should provide principals and teachers with training based on how to manage social problems especially in the absence of social workers and psychologists.
- The Department of Education should employ child psychologist for each public school or for a circuit who will help children who are affected by social factors and family factors.
- The community as well as the Department of Education should improve school safety by ensuring a safe school environment and by employing trained security guards who will protect staff, learners and the school.
- The Department of Education should increase the subsidy that they allocate to no-fee schools so that it can cover their needs.

6.9 SUGGESTIONS FOR FUTURE RESEARCH

It is also recommended that further research should be conducted on schools in multiple deprived contexts. The following are proposed for future studies:

- Since this was a small-scale qualitative study, it is recommended that further research should be conducted on a larger scale using mixed methods to ensure that findings may be generalised. It is also recommended that the study should be conducted in primary schools because most studies on successful schools situated in multiple deprived contexts are focusing on secondary schools.
- Research should be conducted that examines underperforming schools in multiple deprived contexts and how they manage their teaching and learning.
- Research should be conducted that examines how other SMT members manage teaching and learning in successful schools and underperforming schools in multiple deprived contexts.
- Lastly, it is recommended that research should be undertaken to find out the perceptions of school governing bodies, teachers, learners and parents regarding learner academic performance in schools in multiple deprived contexts.

6.10 CONCLUSION

This chapter reflected on the chapters, presented a reflective summary of the study, findings related to the research questions drew a conclusions from the findings, summary of the proposed context responsive leadership model in multiple deprived contexts, made some recommendations and suggestions for both further research and future research and for practical application and limitations and delimitations of the study. To conclude, the researcher trust that the findings, discussion and recommendations presented in this thesis may attract other researchers attention to explore areas suggested and research them further.

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ANNEXURE A: PERMISSION LETTERS



GAUTENG PROVINCE
 Department: Education
 REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	09 March 2018
Validity of Research Approval:	05 February 2018 – 28 September 2018 2017/382
Name of Researcher:	Mhlanga N
Address of Researcher:	20 Mont Fleur 237 Glover Avenue Centurion 0157
Telephone Number:	012 420 2766 072 259 4865
Email address:	nontuthuzelomhlanga@gmail.com
Research Topic:	Leadership for managing teaching and learning: a case of successful schools in multiple deprived contexts
Type of Degree:	PhD
Number and type of schools:	Twenty Secondary Schools
District/s/HO	Tshwane North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

F. Tshabalala 13/03/2018

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za



Letter to the Principal requesting permission to collect data

Dear Principal

Title of the Research Project

Leadership for managing teaching and learning: a case of successful schools in multiple deprived contexts.

My name is Nontuthuzelo Mhlanga and I am a PhD student at the University of Pretoria. The title of my study is **Leadership for managing teaching and learning successful schools in multiple deprived contexts**. My supervisor is Dr T. A. Ogina, Faculty of Education Department of Education Management and Policy Studies. The purpose of this letter is to request your permission to do research in your school and to invite you to participate in this research. The aim of conducting this research is to explore how school leaders working in multiple deprived contexts use contextual intelligence to manage teaching and learning to improve learners' academic performance.

Multiple deprived contexts in this study refers to schools that are situated in a community that is affected by socio-economic factors like: poverty, unemployment, lack of resources and no basic infrastructure. The data will be collected through semi-structured interviews. If you agree to participate in this study, I will interview you for about 45-60 minutes after school hours at a place that is convenient to you. I will also need consent to voice record during the interview. I will also request your permission to obtain and analyse the following documents: staff meeting minutes, SMT meeting minutes it is in line with the interview. Data collected from this study will be kept strictly confidential, and neither the school nor the participant will be recognizable in any report. You may withdraw at any time during the research process without any penalty.

The findings of the study may provide insight in Education Leadership and Management of schools. The research will be conducted with the aim of exploring how

school leaders working in multiple deprived contexts use contextual intelligence to manage teaching and learning to improve learner's academic performance.

If you agree to participate in this study, I will interview you for about 45-60 minutes after school hours at a place that is convenient to you. I will also need your consent to use voice recorder during the interview. I hope that the findings of this study may close a gap in leadership and develop a contextual intelligence model which can be used by principals to improve learner performance in schools situated in multiple deprived contexts. **All data collected with public funding may be made available in an open repository for public and scientific use.** If you agree to give me permission to do research in your school and also take part in this research, please fill in the consent form attached.

If you have any questions, do not hesitate to contact my supervisor or me at the numbers given below or via Email.

Name of student: Nontuthuzelo Mhlanga

Name of Supervisor: Dr. Teresa Ogina

Signature of student: _____

Signature of Supervisor: _____

Contact student: 072 259 4865

Contact supervisor: 072 128 9958

Email: nontuthuzelo.mhlanga@gmail.com

Email: taogina@up.ac.za

ANNEXURE B: CONSENT LETTER



Principal Consent form

I, _____ (your name), hereby agree / do not agree (*delete what is not applicable*) to participate in the research project titled: **Leadership for managing teaching and learning: a case of successful schools in multiple deprived contexts**. I understand that the participation is voluntary, my name and the school will remain anonymous. I understand that I may withdraw from the research at any time. I also understand the purpose of this research and the procedure of the study.

Name: _____

Signature: _____

Date: _____

ANNEXURE C: INTERVIEW SCHEDULE

Interview schedule

For principals

1. How long have you been a principal in this school?
2. What is your highest qualifications?
3. What is your age brackets 30-39, 40-49, 50-59, 60-65?
4. Tell me about your school in terms of enrolment, number of staff, resources and community?
5. What is your perception regarding the context that your school is situated in?
6. Your school is one of the best performing schools in this area. What would you say makes your school perform well despite lack of resources? Please explain
7. How do you make sure that teaching and learning take place?
8. As a principal, what role do you play to make sure that teaching and learning take place?
9. How do you link the role you play with learner performance?
10. What contextual factors would you say affect teaching and learning? Please explain how?
11. How do you deal with the contextual factors you have just mentioned? Please explain?
12. How would you say your way of dealing with the contextual factors you have mentioned assist in managing teaching and learning?
13. How do you intend to sustain teaching and learning and good academic performance in your school?
14. Is there anything else that you would like to say about teaching and learning in this community?

ANNEXURE D: SAMPLE OF DATA ANALYSIS

QUESTION	RESPONSES & THEME
<p>QUESTION 5 What is your perception regarding the context that your school is situated in?</p>	<p>Unemployment, poverty, child-headed families</p> <p>Use of drugs/abuse</p> <p>Social problems – social-psychologist, (food parcels)</p> <p>Poor community – RDP Housing, informal settlement, parents not working</p> <p>Care being given by grandparents because the parents work far away from home others are orphans</p> <p>Parents are working far from home there is a problem of monitoring their kids, taking part in children education, parents not well educated</p> <p>Learners move to well developed areas after getting qualification</p> <p>Stay in shacks, learners don't have support because they are cohabiting as boyfriend and girlfriend</p> <p>Lack of parental care</p> <p>Child headed homes because of disease that affecting our country</p> <p>Unemployment, alcohol abuse.</p> <p>Some community members are not law abiding, they come bashing in school with guns looking for another boy (gang fights)</p> <p>Community not involved in school</p> <p>Step kids, step parents, pregnancy</p> <p>Poor area, parents cannot assist the school , earning less money</p>

	Community illiterate, level of numeracy is low, parents have no interest in the running of the school
	Parents are selling on the streets (street vendors), they can't make ends meet
	Parents cannot afford R150 contribution fee.
	Poverty level is too high, crime rate is high because of unemployment, use of drugs dagga and alcohol
	Parents not involved in school
	Parents send learners to school to get rid of them, they are at school so they do not bother parents, and learners go to school to get food.
	Learners stay in informal settlement
	Poor community – RDP Housing, informal settlement, parents not working

ANNEXURE E: DOCUMENT ANALYSED

SMT minutes meeting & staff minutes meeting documents checklist

Resources, LTSM	
Winter classes time table	
Previous matric results	
Enrolment	
Parents involvement	
Monitoring of teaching and learning	