RHODES UNIVERSITY

EDUCATION DEPARTMENT

An investigation of instructional leadership in a Namibian teacher training college

A thesis submitted in partial fulfilment of the requirements for the degree of

MASTER OF EDUCATION
(Educational Leadership and Management)

by

Christa Henriette Alexander

February 2004

ABSTRACT

This thesis investigates how instructional leaders at the Windhoek College of Education (in Namibia) make sense of their roles. The Windhoek College of Education (WCE) was selected for this study because that is where I work, therefore it would be easy to observe some of the responses provided by the interviewees. It was also observed that instructional leadership is little researched in Namibia and hence study would contribute towards understanding the various perceptions that instructional leaders have of their roles. There is a need for information about the skills and tasks required to support practices of instructional leadership so that the best possible instruction can be provided. The thesis examines and presents such skills.

A qualitative research framework, in particular an interpretative approach was used for the study. As my research is concerned with people's perceptions, it is located in the interpretative paradigm.

Semi-structured, open-ended interview questions were asked in order to gather information on how the participants make meaning of their roles as instructional leaders. The sample for the study consisted of eleven instructional leaders over different levels, i.e., executive leaders, leaders on middle-management level and leaders on classroom-instructional level.

The findings indicated a narrow view of instructional leadership at the college. Factors contributing to this narrowness are addressed, e.g., the way concepts such as delegation, guidance and monitoring/supervision are perceived. The findings also addressed certain expectations that are needed from instructional leaders in order to ensure efficiency in their practice. The study concludes by recommending alternative, expansive ways of thinking about instructional leadership.

ACKNOWLEDGEMENTS

My sincere gratitude to my Heavenly Father who granted me wisdom and endurance to complete this thesis.

I wish to extend sincere appreciation to the following people:

My husband, Robert and my children, Beverley, Clinton and Eleanor for their inspiration and patience.

My supervisor, Dr. Clive Smith, for his patience, contribution and guidance.

My friends, Goodman Gwasira, Agatha Lewin and Chrissy Olivier for their insight and assistance. Special word of thanks to Mr. Henry Bailey who did the final editing at such short notice as well as Jay – Dee Dunaiski for the final formatting of this thesis.

My extended family and my friends for their prayers and motivation.

The Rector of the Windhoek College of Education, Mr. Mike Mbudje, for his support.

My colleagues who willingly participated in the research.

The former Director of the National Institution of Educational Development (NIED), Dr. Patti Swarts for her valuable input.

Without your support this research would not have been possible.

May the Lord bless you all.

CHAPTER ONE

INTRODUCTION

The manner in which educational institutions are managed, particularly at teacher training colleges, has bearing on the eminence of teachers moulded, that in turn affects (either positively or negatively) the quality of learners a nation generates. In a country such as Namibia where the legacy of Apartheid was felt in the education sector and where efforts to redress the situation are being made, it is essential that democratic approaches to instructional leadership be adopted. The Windhoek College of Education was identified for this endeavour and provides fertile research opportunities in respect of instructional leadership. This research aims at contributing to the discussion on educational reform in Namibia with particular focus on educational leadership at teacher training colleges. In this chapter I provide background information to and also explain the purpose of the research. The research approach as well as the outline of the research is also discussed in this chapter.

1.1 Historical Background

Before the independence of Namibia a shortage of black teachers was experienced in the country. The limited number of teacher trainees compounded the problem. One reason for this low number was that there were only four teacher training establishments for blacks: the government-run Augustineum, the Catholic training school at Döbra, and the two Finnish training institutions at Ongwediva and Okahao. The last three institutions specialised in technical and vocational teacher training only, and as a result, very few black teachers obtained degrees (Cohen 1994:111).

Another reason for the low number of candidates, according to Kennedy McGill (cited in Cohen 1994) was that "teaching did not attract candidates". The working environment was considered unattractive, especially in the remote rural areas. Moreover, poor conditions of service and a lack of incentives in the teaching

profession contributed to the situation. An official report in the late 1960s justified black teachers' lower salaries, compared with those of coloureds and whites on the basis that their salaries were determined so as to bear a reasonable relationship to the income level of their group. McGill (cited in Cohen 1994) argued that lower teacher qualifications are but one of the reasons for the limited number of black teachers in Namibia before 1990.

Meanwhile from the late 1960s, with the formation of the "homeland" administrations, more differentiated professional opportunities and employment options started becoming available to educated blacks and coloureds. These new opportunities strengthened their demand for a higher standard of education (Cohen 1994:110).

White teacher education, however, was far superior to that of blacks and coloureds in the then South West Africa (SWA). This was due to the large number of facilities made available to whites, the greater role played by the government in their educational affairs, and its more generous financial contribution to their education. White teacher education also enjoyed better organisation and control (Cohen 1994:73).

The Minister of Higher Education, Training and Employment Creation (MHETEC), Nahas Angula, stated in his address at the conference of the World Assembly of the International Council on Education for Teaching (ICET) in July 2000 that white teachers were trained at the Windhoek College of Education through the services of the Rand Afrikaans University of South Africa, while blacks were prepared through unsystematic pre-service courses, which were at a much lower standard than white training programmes. He said that the ethos of the teacher training programmes for both these groups was authoritarian, ethnic and in many ways, irrelevant. (Angula 2000:3).

The former Ministry of Education, Culture, Youth and Sport (MECYS) of Namibia described the state of teacher education at independence in the following way:

> The state of teacher education in the country is similar to education in general: uncoordinated, fragmented, ill organized and non-uniform. Thus, an in - depth investigation of the pre-service teacher-training programme was called for (MECYS 1990:28).

Clearly, this situation could not continue. The diversity of programmes offered also did not seem to meet the demands of the new Namibian nation. A completely new programme had to be devised to incorporate the positive elements of some of the previous ones, to eliminate outdated and ineffective practices; and to accommodate the philosophy and goals of the new education system, as well as some of the international trends in teacher education, which were found to be appropriate to the Namibian context. However, the damage caused by the Apartheid policies, including the suspicion and mistrust created by them, made the process of transformation, restructuring and change even more complex and difficult than expected.

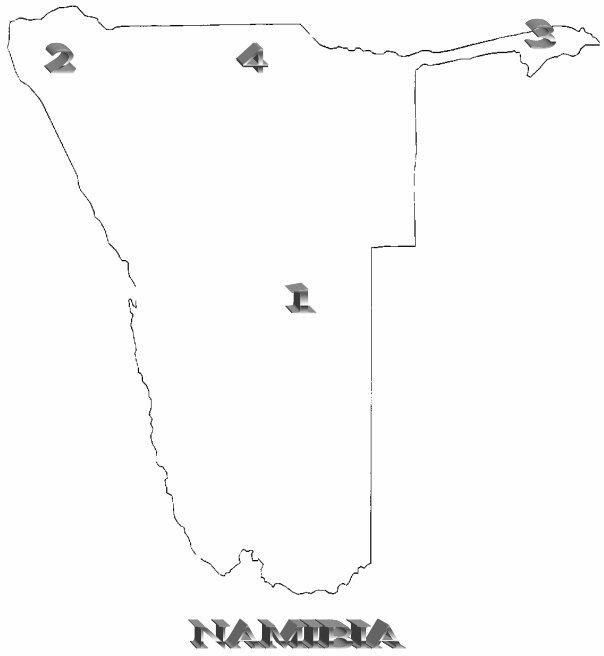
At independence, questions concerning a new education system emerged amongst others, e.g. what kind of teacher preparation courses should be developed for such a new education system? What should be the ethos, contents, methods and assessment of such courses? Given Namibia's diverse experiences, cultures and philosophies, how should quality be defined? Who should define the quality of teacher education? (Angula 2000:3).

After independence, the Ministry of Education and the Institutions of Higher Learning were given the task of establishing a unified education system and to train teachers who would meet the challenges and demands of the new society (Angula 2000:3). According to Auala, this drive to have properly trained teachers is commendable, since haphazardly recruited teachers would have destroyed the profession. Auala also stated that teacher education claims to be concerned with the holistic and all-round

education and development of teachers, while teacher training refers to a more mechanistic approach to teacher preparation.

It was evident that the curriculum at that stage was irrelevant to the changing needs of the Namibian society. The National Institute for Educational Development (NIED), housed in the Ministry of Education, was therefore established as a centre for curriculum and professional development. The faculty of Education at the University of Namibia also participated and continues to participate in the curriculum reform process for primary and secondary education, together with other stakeholders in education. The major purpose of these developments was to improve instruction. Some of these improvements implied change, while others focused on the co-ordination and facilitation of instructional and curricular aspects (Auala 1997:16).

Four teacher-training colleges were then established in post - independent Namibia i.e. Windhoek College of Education, Ongwediva College of Education, Caprivi College of Education and Rundu College of Education.



KEY:

1. WINDHOEK COLLEGE

2. ONGWEDIVA COLLEGE

3. CAPRIVI COLLEGE

4. RUNDU COLLEGE

These colleges of education undertook to facilitate the development of teachers and equip them with a sense of responsibility, maturity, accountability, knowledge and skills that would raise the quality of education in Namibia. The Basic Education Teacher Diploma (BETD) programme was designed in 1992 and implemented in the above four colleges in Namibia in January 1993. The main goal of the BETD was to produce teachers who could meet the demands and rise to the challenges of the reformed basic education system. The political intention behind the new programme was to introduce a unified, modern, high - quality programme at all teacher-training colleges, adapted to the new conditions and aims of an independent Namibia.

The complete programme was introduced at a two-week induction seminar for all teacher educators in Namibia. Similar national seminars were held, introducing the second and third years of study. The BETD Broad Curriculum and Subject Syllabi are the steering documents for teacher educators and student teachers. These documents have been developed to guide teacher educators and student teachers in the implementation of the BETD programme at the colleges. Teacher trainees are expected to learn the methods, techniques, strategies, and underlying pedagogical principles and subject knowledge that should equip them professionally for these demands and challenges, and it is the responsibility of the teacher educators to create learning environments for all students (Swarts 1999). All colleges were involved in developing the programme through reference groups and subject - area panels.

The programme was based on the guiding aims of education in Namibia: access, equity, quality and democracy (MEC 1993:32-41). The aim of access refers to accessible learning to all Namibians, while according to the goal of equity, all Namibians should have equal opportunities in education. The third aim, quality, entails a shared responsibility among the community to improve the quality of education. The last aim, democracy, refers to broad participation in making the major decisions about our education. To achieve these goals, the legacy of discrimination and segregation had to be discarded to avoid repetition of past mistakes.

One of the fundamental ideals of the BETD programme was to replace the philosophy and practices of education of the colonial teacher-centred Bantu education, which promoted control, rigid discipline, rote learning, and negative assessment principles with a learner-centred, participatory, and democratic approach to teaching and learning (Craig, Kraft & Du Plessis 1988: 33).

1.2 Research Topic and Goal

My research goal is to investigate instructional leadership in a Namibian teacher training college. My research is conducted at the Windhoek College of Education (WCE). I joined the WCE in 1995 and have the responsibilities of an instructional leader. My interest in this topic therefore originates from my personal experience of the current practice at the college.

The purpose of this study is to investigate how instructional leaders at the WCE make sense of their roles. It aims at contributing to an improved instructional leadership environment at the Windhoek College of Education in particular and the education fraternity in Namibia in general. To this end the research gathered information from colleagues on their perceptions and experience of instructional leadership.

1.3 Research Approach

For the purpose of this study I made use of a qualitative method through the interpretative paradigm to collect information. As my research is concerned with participants' perceptions, it is located within the interpretive paradigm. I conducted an interpretive case study and used semi-structured interview questions to collect data on how the interviewees perceive their roles as instructional leaders. The interviews were conducted over a period of two months.

1.4 Abbreviations

BETD - Basic Education Teacher Diploma. This is the teacher diploma obtained after three years of full-time training at one of the four colleges of education in Namibia. The BETD is also offered as an in-service teacher-training course at the University of Namibia and other centres (e.g., the colleges) during school holidays.

CCC - Curriculum Coordination Committee. A Committee established at the college that deals with curriculum issues internally.

CCG - Curriculum Coordinating Group. A committee that deals with curriculum issues at national level.

HOD - Head of department

ICET - International Council on Education for Teaching.

MBEC - Ministry of Basic Education and Culture. The name of this Ministry was changed to Ministry of Basic Education, Sport and Culture in 2001. However, at the time when the report referred to in my study was published, it was still called MBEC.

MHETEC- Ministry of Higher Education, Training and Employment Creation.

NIED - National Institution of Educational Development. This institution was established after independence of Namibia in order to spearhead educational innovation and development throughout the country.

WCE - Windhoek College of Education. One of the four teacher training colleges in Namibia where I am a teacher educator and where I conducted my research.

1.5 Outline of the Thesis

This research is presented in six chapters. Chapter 1 presents background information as well as the purpose of the study. An overview of the literature relevant to my research topic is offered in chapter 2 while chapter 3 deals with the research paradigm adopted for this study. Chapter 4 contains the presentation of the data. In Chapter 5 an interpretation of the data and discussion of the main findings is offered. The concluding chapter 6 provides a summary of the main findings. The potential value of the study as well as limitations and recommendations are also addressed therein.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter I present an overview of literature relevant to my research area. My intention is to explore what I have read in the field of instructional leadership. I also found it appropriate, despite the fact that my study focuses on instructional leadership at a teacher training college, to include literature on instructional leadership at schools. The reason for this inclusion is that little research on instructional leadership at colleges of education exists. Therefore I could not obtain much literature in this area, but I find the literature on instructional leadership at schools equally relevant to my topic.

2.2 Instructional Leadership

Educational leadership entails an awareness about developments in the educational field, together with the wider social, economic, and political environment within which it is located. Leadership involves the capability to guarantee quality education in unstable circumstances, to evoke and sustain staff motivation, creativity and accountability, to promote staff and organisational development, and to act as a role model in terms of the values, which the institution regards as important (Davidoff et al, 1994:16).

Yukl (cited in Hoy & Miskel 1996:373) stated that definitions of the concept “leadership” are almost as numerous as the scholars engaged in its study. He argued that the only assumption shared by most definitions is that "leadership involves a process of social influence in which one individual exerts intentional influence over others to structure activities and relationships in a group or organisation. It is

important however, to note that two continuing definitional controversies exist regarding leadership."

The first issue is whether leadership should be viewed as a property of particular individuals or a property of a social system. One view is that all groups have specialised leadership roles that include some responsibilities and functions that cannot be shared without jeopardising the effectiveness of the group. The individual who has the most influence and who is expected to carry out the leadership role is the leader, and other members are the followers. An alternative view is that leadership is a social process that occurs naturally within a social system and is shared among its members.

Many writers have speculated about the sources of social power or influence. French and Raven (cited in Schmuck and Runkel 1994:270) postulated five potential sources of power that people can use to influence others in social settings:

Reward power: The control and distribution of rewards valued by others, e.g., students watching the teacher for supportive comments.

Coercive power: The control and withholding of rewards valued by others, e.g., students fearing that their teacher will evaluate them negatively

Legitimate power: Authority legally vested in or assigned to a position, e.g., students believing that their teacher should have the right to impose his will on them

Expert power: The expertise of special knowledge, skill or experience, e.g., teachers knowing a great deal about their specialty

Referent power: Personal attractiveness or membership in someone's primary reference group, e.g., students thinking their teacher a great person

Subsequent to the classical publication by French and Raven, Raven and Kruglanski (1975) added a sixth base of influence, i.e. informational power and Hersey and

Goldsmith (cited in Hersey 1984) introduced a seventh, i.e. connection power. They were described as follows:

Informational power: The amount of insider information a person has about the history, culture and customs of the group, e.g., teachers having taught in the same classroom for many years, and students knowing a great deal of personal information about other students.

Connection power: The number of close relationships that a person has with other key members of the group, e.g., teachers' communication with key staff members within the school or with influential citizens outside the school.

Carlson (1996:126) argued that leadership is based on power relations that require bargaining, trading and compromising among leaders and followers. Leadership is also very dynamic, highly interactive, shared by different people at different times, and should work to move people and ideas.

The definition of leadership remains elusive, because it depends not only on the position, behaviour, and personal characteristics of the leader, but also on the character of the situation. Bennis (1989) confirmed this when he said: leadership is like beauty: it is hard to define, but you know it when you see it (cited in Hoy & Miskel: 1996:373). Some theories of leadership have been postulated in the 20th century and among them are the ones discussed in this study, namely, classical leadership, human relations approach, behavioural approach and socio-cultural approach.

2.3.1 Classical Leadership Theory

During the first decades of the 20th century, organisational leadership in the United States was based on the principles of "scientific management" evolving from the work of Fayol and Taylor (as cited in Hoy and Miskel 1996). These principles emphasised

that organisations had a hierarchical structure and operated in a highly, rational, systematic and logical fashion. Employees were passive instruments, capable of performing work and accepting directions, but not initiating or exerting influence in any significant way (Lewis, Goodman & Fandt 1995). The secret of scientific management was a compliant worker who did not think too much, but followed directions exactly. Control, accountability and efficiency were emphasised within an atmosphere of clear - cut manager - subordinate relationships (Sergiovanni & Starrat 1993:12). Besides the classical leadership theory described above, a competing approach, the human relations approach, which emphasises that the manager's behaviour influences the workers' action, was developed at about the same time.

2.3.2 Human Relations Approach to Leadership

During the first few decades of the 20th century managers were being presented with more and more evidence that human behaviour has a significant impact upon the actions of workers. Observations and evidence like this gave rise to the behavioural perspective of management, which recognises the importance of human behaviour patterns in shaping managerial styles (Lewis et al. 1995: 49). Barnard (1938) addressed the issue of balancing concerns for organisational tasks and human relations. He challenged executives to be sensitive to the needs of workers in order to build a spirit of co-operation directed towards the achievement of organisational goals.

In order to meet the rapidly changing needs of our students, teacher educators must be given the authority to make appropriate instructional decisions. They are the instructional experts. Thus, the basis for educational leadership must include all staff members involved in problem finding and problem identification, a process currently referred to as transformational leadership. Bennis et al (cited in Hoy & Miskel 1996:393) argued that it is expected of transformational leaders to inspire followers to transcend their own interest for high - order goals.

A combination of the human relations and the classical approaches gave rise to the behavioural approach.

2.3.3 Behavioural Approach to Leadership

A third leadership theory seeks to combine the emphasis of both task and human concerns into a new theory. In this approach to the study of leadership, the focus shifts to the leader's behaviour in context. Lewin, Lippit & White (1939) investigated the different leadership styles or behaviours such as autocratic, democratic and laissez-fair and their effects on group performance. Their findings revealed that democratic, participatory behaviour resulted in higher group performance. Their research showed two dimensions of leadership, i.e. initiating structure and consideration as having a positive influence on followers' behaviour. Initiating structure would include establishing patterns of organisation, channels of communication, and methods of procedure, while consideration involves dimensions of friendship, trust, respect and warmth.

2.3.4 Socio - cultural Approach to Leadership

The socio-cultural approach argues that research on leadership theories up to 1970 lacked an ethical and moral dimension. Carlson (1996:126) suggested that there is a need to examine the socio-cultural aspects that influence leader-follower relationships. He argued that leaders are therefore challenged to build the past with the future and build new meanings and possibilities, while preserving what seems good. Sergiovanni (cited in Sheppard 1996:328) argued that:

As no one best way can be prescribed for leaders to support and facilitate improving instruction, all efforts should be guided by a shared moral commitment to do what is good and right for the students. As both leaders and followers are responsible for student learning, the leader should mobilise followers and others to face problems and act on solving them.

2.4 Current Thinking on Instructional leadership

In the previous section I attempted to demonstrate the diversity of leadership theories. In the present section I now focus on the nature of instructional leadership, which forms the basis of this study.

My understanding of instructional leadership is in line with Debevoise's definition. He argued that instructional leadership encompasses "those actions that an institutional leader takes or delegates to others in order to promote growth and stability in student learning" (cited in Chell 2001:14).

Burlingame (in Sheppard 1996:326) further posited that instructional leadership in schools requires docile followers who accept the rationality of the principal and succumb to the goals laid down by the principal. However, Glickman (in Sheppard 1996:326) disputed the statement by arguing that the principal of a successful school is not the instructional leader but the coordinator of instructional leaders. This refers to all those in leadership positions in the school to demonstrate creativity and responsibility qualities (Davidoff 1994:15), as the principal is an educational leader who acts as a facilitator of empowered teachers.

Flath (1989:20), however, stated that: "understanding the meaning of the term instructional leadership, presents a problem". He argued that many writers acknowledge that there is no succinct definition of instructional leadership, nor are there any specific guidelines or directions as to what an instructional leader should do. Flath further stated that writers use their own definitions and as a result, meanings vary considerably from one writer to another.

Other researchers such as Duke (cited in Flath 1989:32) concluded from their research on instructional leadership qualities that "there is no single leadership skill or set of skills presumed to be appropriate for all institutions or all instructional situations".

Hoerr (1996:380) and Krug (1993:241) argued that followers are most directly involved with instruction, although the leader bears the ultimate responsibility for the quality of the education in his or her institution.

Instructional leadership is therefore more than the exercise of discrete functions such as setting goals or monitoring progress. Leaders who have the most positive influence on student learning tend to be those who take a strategic approach to instructional leadership. This involves skilful planning, forethought, an understanding of the interdependence of actions within a social system, and a purposeful co-ordination of resources (Kroeze, cited in Flath 1989).

Krug (1993) identified the following five essential activities that describe the responsibilities of an instructional leader:

(a) defining the vision and mission

(b) managing curriculum and instruction

(c) supervising teaching

(d) monitoring student progress

(e) promoting an effective instructional climate

(a) Defining and Communicating the Vision and Mission

Krug (1993: 241) contended that effective leaders should enunciate and share a clear vision of purposes, goals and intended outcomes, which may include both short and long-term outcomes that are considered important for students to achieve. The leaders also include the conditions in the institution that would be necessary to accomplish

such outcomes. Hoy and Miskel (1996:135) argued that effective leaders shape behaviour by emphasising the mission and vision of the organisation.

Researchers such as Checkley (2000:43) suggested that leaders begin by envisioning how they might engage staff members in sustained discourse whereby, as colleagues, staff members define what student learning should look like and identify instructional approaches that will support that vision. By getting staff members to be attentive to teaching and learning and to work together to improve both, leaders foster the conditions through which staff members can identify instructional goals. A principal's vision should provide a detailed conception of the qualities that teachers will need in order to produce the required student growth. If some of the teachers have had a limited opportunity to develop some of these qualities, it therefore becomes the onus of the principal to assist in such development. This component of the principal's vision emanates from two sources, that is, increased understanding of how improvement of teaching and learning is accomplished, and an evolving appreciation of power of institution-based leadership (Leithwood & Duke 1994:310).

(b) Managing Curriculum and Instruction

Leaders need knowledge of curriculum processes in order to respond to alterations in curriculum content (Behar-Horenstein 1995:31). The content of the curriculum must be sequenced to coincide with the activities at the institution. The content must also be in line with the programme conceptions and assumptions, and structures must be in place to link the curriculum to the delivery of units of content with students' field experiences.

Therefore, leaders should be skilled in empowering staff members to modify the curriculum in order to address students' learning needs. Curriculum and training must model best practice; they must encourage the integration of theory, research and practice through rigorous and solid internship experience, reading, writing, critical reflection and discussion (Sirotnik & Kimball, 1996:194).

Such a comprehensive curriculum inquiry process is essential if the curriculum is to be dynamic, integrated, responsive, and current. The management of such a deliberative and integrated curriculum is time-intensive, and should include all stakeholders. Curriculum leadership and management involve goal setting and - planning, monitoring, culture building and developing the staff of the institution.

Lee and Dimmock (1992:2) argued that curriculum management concerns the management of interpersonal relations, as it is about restructuring and delivering knowledge. Such issues require effective curriculum leadership and management by colleagues in an institution. They also distinguished between leadership as a higher-level activity exercised in goal-setting and motivating others to achieve them, and management which should be equally important, but is concerned with maintaining performance and allocating resources as prescribed by a higher authority.

Behar-Horenstein (1995:31) argued that principals need knowledge of curriculum processes in order to respond to alterations in curriculum content, but need not be omniscient paragons of pedagogy. Rather, they should be skilled coaches and facilitators striving to empower teachers and students and help them understand that textbooks alone may not address students' learning needs.

(c) Instructional Supervision

The major purpose of supervision is to improve instruction. Glickman (1990:22,) designed the following inventory for instructional leaders as supervisors:

> The supervisor of an institution holds the knowledge about absolutes or truths in teaching, which he/she imparts to followers to systematically improve their teaching
>
> Supervisors work democratically with followers to achieve collective ends helpful to everyone

Supervisors only provide help when needed/asked

The supervisor's role is to guide the problem-solving and decision-making processes

The supervisor's role is to listen, be non-judgemental, create self-awareness and provide clarification for followers

Behar-Horenstein (1995:33) stated that a crucial function of leadership is to supervise teaching, bearing in mind the huge challenge of building effective institutions that leaders are facing. Thus, leaders have to work creatively and sensitively, and focus on task and people and/or process needs (Davidoff et al, 1994:16). Teachers are mostly directly involved with instruction. However, the principal bears the ultimate responsibility for the quality of the education in his or her organisation. This means that the principal will share power in the leadership team (Hoerr 1996:380, Krug 1993:241). This ideal situation is realised when leaders ensure that the institution completes its task as defined by its mission and specific goals set, and guarantee that human and other resource maintenance and development is taking place (Davidoff et al 1994:16).

Professor Auala argued in his presentation on The Importance of leadership with a Vision in Hard Times at the Sub - Regional Curriculum Conference: Shaping Africa's Future through Innovative Curricular: January 1997, that democratic supervision is represented by a supervisor whose primary role is assisting a group to establish and to reach goals. He further argued that the democratic supervisor helps the group to establish and achieve its objectives by giving information, suggesting alternative courses of action, and trying to stimulate self-direction on the part of the members. In his or her relationship with the group, the democratic supervisor also offers both praise and criticism. He or she tries to influence the group but does not attempt to dominate its thinking or behaviour.

The successful supervisor has been described by Auala as a high-level type of educational leader who makes use of co-operative techniques in a democratic way. Democratic supervision, according to Auala, is expressed well by a teacher who said, "You can talk all you want about supervision, but without the co-operation of all of

us, it's a dead duck". Sometimes however, the existing status quo may not be beneficial to an institution, and the supervisor may then propose some form of change, e.g. a different approach to existing procedures, etc.

The need for change and improvement in education is of great significance. The co-ordination and facilitation of instructional and curricular changes are fundamental dimensions of instructional supervision. However, proposed change challenges the status quo and tends to be threatening to a number of people. Therefore, the supervisor cannot and should not introduce and implement a proposed change unilaterally. The supervisor should recognise that the leadership for introducing change can come from many sources and he or she should try to encourage ideas for change, throughout the institution's system. Sometimes people are asked to make decisions only to find a leader has already decided and they experience the frustration of being steamrolled.

After a series of frustrating or disillusioning experiences, people are less likely to look forward to a group experience in facilitating change in decision-making. They are more likely to withhold their energies and hopes. Some people do not plan to get involved and if they do, they will be involved as minimally as possible. Therefore genuine participation of people when introducing change is of great importance.

(d) Monitoring Student Progress

Harris, Jamieson and Russ (1996:71) asserted that effective monitoring is a crucial part of effective training. These said researchers argued that monitoring is defined as one of the ways in which trainers assess routinely the progress of lessons to evaluate success. Krug (1996:241) added that instructional leaders need to evaluate learning outcomes regularly and use results to improve instructional programmes. The duty of monitoring student progress means understanding, implementing and supporting a continuing cycle of improvement and development. The improvement depends on

setting articulated goals, assessing learning results, and using assessment outcomes to inform instruction and planning.

(e) Promoting an Effective Instructional Climate

Buffie argued that the leader is the key figure in promoting an environment within the institution that is conducive to student learning. A good educator morale and high student achievement go hand-in-hand. The creation of such a setting does not just happen automatically. On the contrary, it takes the combined effort of both the leader and the staff to identify factors that create, and also those that inhibit, the development of a positive climate (cited in Chell 2001:13).

Instructional leaders, according to Checkley (2000:43), build a culture that emphasises collegiality and professional discourse. Such instructional leaders model for their staff members the importance of trust, of being willing to listen, and of being willing to offer and to receive back. They (instructional leaders) also celebrate accomplishments and achievements of staff members.

Professional discourse that is attentive to the issue of improving the curriculum is a result of a culture that is propagated by the instructional leader. According to Sergiovanni and Starrat (1988), such leaders provide support and opportunities for professional growth and development of staff members.

Leithwood and Duke (1993:310) asserted that such leaders possess or develop, as part of their vision, a detailed conception of the qualities that followers will need to develop in order to promote efficient student growth. Many of the followers have a limited opportunity to develop some of these qualities. It therefore becomes the incumbent upon the leader to assist in such development. Valuable learning often occurs through formal development programmes. In order to offer staff development programmes, the leader, however, needs the co-operation and support of a variety of people.

When an effective climate for instructional leadership is promoted it results in professional growth and the empowerment of educational managers. The Namibian Minister of Higher Education, Nahas Angula, succinctly captured the characteristics of instructional leadership in his welcoming speech at the National Induction Seminar for Teacher educators in January 1993 when he said that:

Teacher educators at the colleges are increasingly expected to constantly review their knowledge, skills and attitudes. Life-long educational renewal of professional experiences is a prerequisite for professional growth and empowerment. The goals, efficiency, effectiveness and participation are direct functions of the nature, content and methodology of teacher education. Efficiency entails optimal use of educational resources: time, facilities, equipment, etc. Effectiveness is a result of appropriate application of professional competence and proficiency. Participation is a function of a democratic pedagogy. The opportunity provided in teacher education in contemporary Namibia is the development of professional autonomy in the teaching profession. In other words, Teacher Training Colleges are demanded to strive to initiate their student teachers into the profession culture of teaching that is in accordance with our national aspirations, dreams and hopes. Another important dimension in teacher education is the question of the development of personal character. Teacher Training programmes should enhance individual self-respect.

Teachers as professionals must practise what they preach, must display a strong service motivation and a life-long commitment to competence, should acquire the disposition to act truly and virtuously, and above all should avoid giving excuses for their own errors. All in all pre-service teacher training programmes should prepare teachers for a career-long education: Teacher Education is not a one-off affair. It should be seen to be a life-long effort in a systematic career-long pattern of continuing education.

He concluded his contribution by referring to Lee Shulman who believed that without moral commitment to the belief that all human beings are born with a capacity to

learn, teachers will begin to invest their pedagogical energies only in those whom they see likely to succeed. Shulman holds that in the above prediction lie the seeds of a self-fulfilling prophecy. According to Shulman, educators in the schools and the institutions of teacher education have as large an obligation to inculcate vivid images of the possible in the minds of future teachers as the task is to instruct them in methods of classroom management approaches to student assessment.

There are some competencies that educational managers have to have. Such skills (described below) aid in professional growth and empowerment.

2.4 Skills needed for Instructional Leaders

To transform knowledge into active behaviour, requires the development of interpersonal and leadership skills from instructional leaders. Interpersonal and leadership skills include those of communication, working effectively with people, interpersonal relationships and effective supervisory skills and of group decision-making (Chell 2001:14).

Chells' discussion of each of these aspects follows.

2.4.1 Communication Skills

Meaningful relationships require clear, reciprocal communication, the product of which is understanding. This occurs through the sharing of thoughts so that both parties agree to a common reality. Usually 70% to 80% of our waking hours are spent communicating with others. Of the time spent in listening, we will recall about one-fourth and, of this, there may not be complete understanding. It is imperative to give attention to listening skills by focusing on what is said, by listening objectively, by paraphrasing, and by using memory aids for recall.

2.4.2 People skills

The instructional leader's skills with people are crucial to the success of her/his position. To develop positive relationships, there are essentially four areas of interpersonal skills that need to be mentioned, i.e. trust, motivation, empowerment and collegiality. The first and most important is that of trust. Without trust, relationships cannot be built. Secondly, a leadership position involves motivating others and one way to accomplish this is through a process of sharing the decision - making. In relationships where power is viewed as mutual (as a unit of exchange), people can become committed, significant and competent through promoting empowerment. Empowerment enables leaders to identify obstacles and design strategies for dealing with change, as followers are the players most affected by change. The unification that occurs with a common purpose often leads to greater satisfaction and motivation. The fourth skill is that of collegiality. Collegiality promotes idea sharing, project cooperation and assistance in professional growth.

Buffie (cited in Chell 2001), in speaking of an environment that promotes collegiality, stated that it is important for a leader to:

- provide opportunities for members of an institution to talk about learning
- encourage members to observe each other's performance
- involve members cooperatively in planning, designing and evaluating curriculum and, if others are to follow your lead
- model these behaviours

2.4.3 Interpersonal/Supervisory Skills

Glickman (cited in Chell 2001:14) outlined four interpersonal approaches that are based on the theory of situational leadership. When working with individuals or groups, it will require decisive thinking to determine which approach is most suitable for each situation. These approaches range in nature from non-directive to collaborative, to directive informational, to the strongest-directive control

In the Interpersonal/Supervisory approach (Non-Directive Underlying Premise) members are able to determine their own plans with some assistance, using behaviours such as listening, reflecting, clarifying, encouraging and problem - solving. This approach is successful when individuals or groups possess greater expertise, commitment and responsibility for a decision than the supervisor does. The purpose is to provide an active sounding board for respective members.

The Interpersonal/Supervisory Approach (Collaborative Underlying Premise) results in decisions being arrived at jointly. It uses behaviours such as clarifying, listening, reflecting, presenting, problem - solving, negotiating and standardising and is most suitable when members and leaders have similar levels of expertise, involvement and concern with the problem. This approach provides for cooperative, equal decision - making.

The Directive Informational Underlying Premise of the Interpersonal/Supervisory Approach is based on the understanding that the leader is a source of wisdom and relies on the giving of information, goal articulation, suggested practices, soliciting member input. It is applicable to circumstances where expertise of confidence and credibility of the leader clearly outweigh members. This approach is useful because it directs members to choose from given alternatives.

There are some hierarchical control behaviours used in Interpersonal/Supervisory to present, clarify, listen, solve problems, directing, standardising and reinforcing (with line authority) and the flow is from leader to member. This approach is used when members possess little expertise, involvement or interest with respect as instructional problem and when time is short or in case of emergency. This approach can be helpful in gaining compliance but is useful only in limited circumstances.

A collaborative approach is prescribed when individuals or groups have a balanced range of background (i.e. moderate expertise, low commitment and high accountability). Three broad generalisations, i.e.

- that experienced members prefer the collaborative approach
- that new members initially prefer a directive informal or collaborative approach and
- that member incompetence or situations that involve potential harm to students require use of directive control are, however, worth noting.

2.4.4 Group decision-making skills/guidelines

There are skills and guidelines that can be helpful when dealing with group decision-making. Basically, there are three categories that describe how decisions are made. Decisions can be concluded unilaterally, consultatively, or collectively as a group decision. A unilateral decision is one that is made without consultation while on the other hand, a consultative decision is one made in consultation with others but ultimately is made by the leader. In contrast to the above, a group decision involves participation by all members of the group in the decision-making process and in the decisions reached. Time and commitment usually dictate the decision-making approach to be adopted as is suggested by Sorensen, McLaren & Skitt (cited in Chell 2001:36).

Reaching a group consensus can be an onerous task; however, consensus can be facilitated by initially establishing some working guidelines.

Firstly, blocking a decision is only allowed if there is a reasonable alternative offered and defended. Secondly, habitual blockers must be reminded of the finality of the decision; and thirdly, if they continue to block the process, they will be asked to abstain from participation. Also, when a decision is reached, seventy-five percent of the group should agree and, once made, all participants should support that decision.

2.5 Conclusion

This chapter is a review of literature related to my research study. It presents a discussion of what has been researched and published in the area of instructional leadership and forms the foundation on which I built this research. In the next chapter, I will describe the methodology that includes the research paradigm, the research method, data gathering and analysis of the data.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this study, which was conducted at the Windhoek College of Education (WCE), I investigated the perceptions and experience of instructional leaders. In order to achieve my research goal, i.e. to investigate how instructional leaders make sense of their roles at the WCE, I designed my research questions in such a way as to allow the participants to reflect freely on their values, norms, beliefs, etc., and on their actions and experience as instructional leaders. The following paragraphs give a clear outline of the research design, which follows an interpretative approach.

3.2 Research Paradigm

In an effort to understand how instructional leaders at a teacher training college perceive and practise their roles, I made use of a qualitative research framework, in particular an interpretative approach. Since I agree with Patton (1990:202) who argued that: "qualitative methods such as interviews take the researcher to the real world", I decided to interview colleagues who are practising instructional leadership at the WCE. The reason why I am interested in qualitative research is that the interpretative model is accepted to be an integral part of the qualitative method, characterised by the description and interpretation of the phenomena in the world of the participant in an attempt to get shared meanings with others (Bassey 1995:14). In addition, the interpretative paradigm is characterised by a concern for the individual and to understand the subjective world of human experience, in my case experiences of different instructional leaders. These properties of the interpretative paradigm are therefore in logical agreement with the purpose of my research.

The interpretative researcher cannot accept the idea of there being a reality "out there" which exists independent of people, for reality is seen as a construct of the human mind. People perceive and so construe the world in ways that are often similar but not necessarily the same. The interpretative researcher should therefore consider that what one person sees as rational, might not be seen as such by another. My study caters for understanding the different perceptions of people involved in the same instructional programme.

I agree with Bassey (1995:13) who argued that the interpretative researcher sees language as a more-or-less agreed symbolic system, in which different people may have some differences in their interpretation thereof. Interpretivists seek to explore individuals' subjective perceptions. Carr & Kemmis (1983:88) suggested that in order for the researcher to identify the participant's motives and intentions correctly, he or she needs to grasp the "subjective meaning" the action has for the participants. According to this paradigm, objectivity is clearly not possible and the results of an inquiry are always shaped by the interaction between researchers and the researched. Therefore, my findings will be subjective and will reflect interaction (collected data) between the participants and myself.

There is no foundational process by which the ultimate truth or falsity of these constructions is determined. Thus, one needs to take a relativist position. In line with the above statement, my understanding is that, during the research process, the researcher constructs knowledge or the results of the inquiry.

Interpretation is a search for deep perspectives on particular events and for theoretical insight. It may offer possibilities, but no certainties, as to the outcome of future events. As an interpretative researcher interested in how instructional leaders perceive their roles at WCE, I searched for deeper perspectives on instructional leadership through interviews.

In the following paragraphs I give a brief overview of my research method that relates to my research, namely a case study.

3.3 Research Method

3.3.1 Case Study

I find the ideas of Stake (1994:237) applicable to my case when he contended that a case is both the process of learning about the case, and the product of our own learning, i.e. the results. Stake also defined a case study as one of a bounded “system” emphasising the unity and wholeness of that system, e.g., an institution, but drawing attention to those aspects that are relevant to the research problem at the time. One of my specific objectives in this study is to consider the participants’ perceptions and experience of their instructional leadership roles.

In addition, Stake argued that case studies could be based on an individual, a group, an institution, a community, a process, an event or circumstances. It can be typical or unique. He further argued that we could spend a long time studying it or a short time. Some observe and/or interview a single case, while others are interested in multiple cases (1988:258-259). Some study more than one case simultaneously, while others study it in sequence. Some study a single case not for its own sake, but to compare it with others, in order to understand a phenomenon. “It can be reported in the form of a biography, it might be an evaluation or it might be a descriptive account" (Stake 1994:237-238). My study employs the strategy of a single case, which is based on interviews of a sample of WCE staff members with the intention of understanding their roles as instructional leaders, and the report will be in the form of a descriptive account.

3.3.2 Data gathering - The Researcher as key data gathering instrument

Despite the importance of interview schedules, which serve as research instruments in this study, my role as the researcher cannot be underestimated in the research process. In the interpretative research paradigm, the researcher is seen as the primary instrument of data collecting. Lincoln and Guba summarised why the human instrument is such a crucial component in interpretative research. In comparison with paper and pencil instruments, the naturalistic inquirer chooses to gather data through humans:

> …because it would be virtually impossible to devise a prior non-human instrument with sufficient adaptability to encompass and adjust to the variety of realities that will be encountered; because of the understanding that all instruments are capable of grasping and evaluating the meaning of that differential interaction; because the intrusion of instruments intervenes in the mutual shaping of other elements and that shaping can be appreciated and evaluated only by a human, and because all instruments are value-based and interact with local values, but only the human is in a position to identify and take into account (to some extent) those resulting biases (Lincoln & Guba 1985:39-40).

Other positive elements ascribed to the human instrument are those of being responsive, flexible, seeing social organisations as holistic entities, relying on prepositional and tacit knowledge, and seeing the unusual.

"Being a complete-member-researcher", I agree with Adler & Adler (1987:21) who suggested "as an insider the researcher has a deep and direct personal experience in the world of the participants, and draws on his experiences and feelings as a primary source of data".

3.4 Interviews

In my endeavour to investigate how instructional leaders at the WCE experience and reflect on their roles, I made use of face - to - face semi-structured interviews.

The purpose of my interviews was to gather descriptive data in the participants' own words and is therefore also in line with Bogdan & Biklen (1982:55) who argued that, "to allow the researcher (myself) to gather descriptive data in the subjects' (participants) own words and to access the unobservable - to walk in the head (of the participant), so to speak". Bogdan & Biklen stated that "this enables the inquirer to develop insights into how the participants interpret and make meaning of the world", in my case to gather data on how instructional leaders make sense of their roles.

In line with the qualitative approach, semi-structured, open-ended interview questions were used to collect the data. The interviews were designed to enable me to develop insights into how the participants interpret and make meaning of their roles as instructional leaders. It permitted free responses from the participants in their own terms and inside their own frames of reference. Bogdan & Biklen (1982:55) held that with semi-structured interviews the researcher can get comparable data across subjects. As the researcher, my aim was to gather descriptive data in the participants' own words and to research the perceptions of instructional leaders in different fields.

The interview schedule was the same for all participants, although I had to modify it for discussion purposes with the Director of the National Institute for Educational Development (NIED)

3.4.1 Interview schedule

My interviews focused on the following main questions:

- Who are considered to be instructional leaders at the College?

- What do they consider to be their primary purpose as instructional leaders?

- How is this purpose communicated to the College community?

- What do they consider to be a climate conducive to effective instructional leadership?

- What constraints do they have as instructional leaders?

- To what extent do they develop themselves as instructional leaders?

- What opportunities are there for developing instructional leaders?

Since it is very important that anyone involved in research should be a willing participant, I approached the selected participants well in advance. All of them expressed their willingness to participate and appointments for the interviews were made.

3.4.2 Participants

The qualitative approach uses small, information-rich samples selected purposefully to allow the researcher to focus in-depth on issues important to the study. Sample size in qualitative methods is related to the purpose of the study. The researcher looks at what she or he wants to know, what will be useful, what will be credible, and what can be done within the constraints of time and resources (Patton, 1990:184). Axelrode stated that the choice of participants enables the researcher "to concentrate on those population segments that are going to provide the most meaningful information" (cited in Smith, 1995:45).

My initial sample size was 9 (nine) but during the research process it increased to 11 (eleven). There is, however, a simple explanation for this increase in the number of participants.

Since my study is one of leadership, I wanted to cover different levels of instructional leaders at the WCE. For this reason I focused on the executive leaders, leaders on middle-management level and leaders on the classroom-instructional level. Another reason for this selection is that I was convinced that these participants were going to provide me with rich and valuable information on my research topic, because as a colleague, I experienced them as sagacious people.

My research participants were:

The Rector (executive level)

The Vice-Rector (executive level)

Three Management members (middle management level)

Three lecturing staff members (classroom instructional level)

I also interviewed a volunteer lecturer of the International Foundation for Educational Self-help (IFESH). She was in her second year as lecturer at the College.

She had to leave for America suddenly and I interviewed her before her departure. My decision to involve her as one of my interviewees was based on the fact that I believe that a volunteer lecturer would be more observant in order to acquaint herself with the new situation. She would also be more objective than people already in the programme.

- My other participant was the Director of The National Institute for Educational Development (NIED) with whom I had a discussion on instructional leadership. My decision to have a discussion with the Director of NIED who serves on the executive level, was influenced by the fact that she was a key founder of the BETD programme and I was interested in her professional opinion about the involvement (or lack

thereof) of the instructional leaders in the evaluation process of the BETD programme.

With participants' permission, data collected through the interviews were tape-recorded. The reason for using a tape - recorder was to secure direct responses from the participants, which made transcribing of data easier. It is however necessary to admit that the tape-recorder has both advantages and disadvantages.

Walker (1985:108) admitted the inhibiting effect of the tape-recorder, but argues for the indispensable value of it as a device of data-collection during interviews, in that it offers opportunity for the reconstruction of verbal exchange.

The other advantages of the device are that it makes it possible to obtain the fullest and most accurate record and maintains a personalised relationship between the interviewer and the interviewee. Not only does it do that, but multi-sensory communication is also sustained in the process. Some individuals find it so intrusive and 'cumbersome', that it induces 'machine-phobia'. This device is said to also favour the articulate, while putting pressure on the interviewees to be "interesting" (Walker 1985:108).

During the interview process I discovered that one of my interview questions appeared to be a sensitive issue and I had the impression that some of the first participants I interviewed did not feel comfortable discussing it. I altered my technique by switching off the tape - recorder and changed the question into a statement and then asked their opinion on it. It seemed to work and in the end participants did not mind having the tape - recorder switched on.

3.4.3 Document Study

Since official records are vital sources of data, I found it necessary to include documents such as:

- Papers regarding teacher training presented at National and International Conferences and Workshops
- The BETD Broad Curriculum

These documents provided me with information about:

- what is expected of instructional leaders at a teacher training college
- how people thought about instructional leadership and teacher - training
- instructional processes, e.g., how decisions are made

These documents were valuable supplement to the interviews in that I had access to opinions of people I could not interview. I found these documents at NIED and at conferences and workshops that I have attended. Some of them are available at the WCE library.

3.5 Data Analysis

Bogdan & Biklen (1982:154) argued that "analysis of data involves working with data, organizing it, breaking it down, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others".

My data analysis included the following steps:

I transcribed the tape-recorded interviews immediately after each interview. Seidman (1991:86) believed that in order to work most reliably with the "words of the participants", the researcher has to transform the words from the tape-recorded sessions, which he refers to as "naturally-occurring data", into a written text or transcript, to study. In this way, he believes, the researcher gains access to the participants' consciousness, as each word they utter reflects this. I labelled each participant's responses to avoid confusion, as all participants' questions were similar. To label each participant, I made use of pseudonyms in order to uphold standards of confidentiality and anonymity.

I identified common themes and variations in the responses to each question. I followed a similar process with the documents.

Finally, I synthesised the data from the interviews and documents, informed by the literature, into the common themes in order to address my research goal. (Pacanowsky & Putnam 1983).

3.6 Research Ethics

Whenever research deals with human subjects, care should be taken that their rights and interests are safeguarded. During the interviews, I tried to adhere to three major ethical values that are found in the Ethical Guidelines of the British Educational Research Association (1992):

The research ethic of respect for persons states that researchers, in taking and using data from persons, should do so in ways which recognise those persons' initial ownership of the data and which respects them as fellow human beings who are entitled to dignity and privacy. I asked permission from the participants to make use of a tape recorder during the interviews.

The research ethic of respect for truth states that researchers are expected to be truthful in data collection, analysis and the reporting of findings. I recorded the data to ensure that true findings are reflected.

The research ethic of respect for democratic values states that the researcher can expect freedom to investigate, ask questions, give and receive information, express ideas and criticise the ideas of others and the freedom to publish research findings.

I obtained permission from the Rector to conduct my research at the college. Before the actual interviews I contacted the interviewees to get their acceptance. I also gave each of them a brief outlining of my research topic, the purpose of my research and the questions that would be dealt with during the interview.

As mutual trust is an ethical (moral) issue, I tried by all means to uphold standards of confidentiality and anonymity as promised to participants. In order to achieve this, I made use of pseudonyms and considered criteria such as gender, ethnicity and race.

3.7 Conclusion

In this chapter I give an outline of the research approach, the research method and the process of data gathering as well as the data analysis and research ethics. The next step attended to in chapter four, is the presentation of the data that I collected through interviews with instructional leaders.

CHAPTER FOUR

PRESENTATION OF DATA

4.1 Introduction

The preceding chapters serve as a background for the presentation of data that is dealt with in this chapter. I therefore present a description and explanation of the method employed in conducting the research. The research participants and instruments are also presented in this chapter. I present the data collected through interviews with instructional leaders at the Windhoek College of Education (WCE) in Namibia, including data about instructional leadership gathered during a discussion with the Director of the National Institute of Educational Development (NIED) in Namibia.

An in-depth analysis of instructional leadership at WCE reveals that the primary functions of leaders are leadership roles, lecturing, supervision and monitoring, knowledge of the BETD Broad Curriculum and mission statement, staff development, instructional climate and communication.

As this research is qualitative in nature, I am using quotations from the interviews in order for the reader to note the interviewees' responses in each section. The quotations are set in italics. Pseudonyms are used to indicate different participants. These pseudonyms are put in brackets just after the quotation. It is worthwhile to note that contradictory responses are present in the data that I have received and are presented as such. Throughout the data, participants make use of words like "is", thus referring to current roles or situations, and "should", suggesting the idea of proposed roles or more desired situations.

4.2 Instructional leaders at the Windhoek College of Education

On the question about who are considered to be the instructional leaders of the WCE, the participants responded as follows:

- The Rector
- The Vice-Rector
- The Heads of Departments (HODs)
- Senior Teacher – Educators
- Teacher - Educators

According to one of the participants the term instructional leadership is not very often used at the college, although in fact, instructional leadership is practised at the college. Another participant argued that all the above people are instructional leaders, although on different levels. This person also stated that the highest level of instructional leadership within the college lies with the Rector. In my opinion the term instructional leader clearly describes the primary role of a leader, but I found it necessary to ask the participants about their own perceptions as to this concept. I will treat each of the aforementioned sub - themes of instructional leadership individually.

4.3 Primary Functions of Instructional leaders

4.3.1 Leadership Roles

An examination of the participants' responses shows a general pattern in the understanding that the key words in defining the primary roles of instructional leaders are guidance, supervision/ monitoring, assistance, shared responsibility, delegation and advising. These key issues were found in nearly all responses.

According to one of the respondents:

> The instructional leaders are leaders of leaders. An excellent leader is the one who takes his/her follower by the hand and leads him or her to success. (John)

When asked to explain his statement, the participant replied that the instructional leaders at the college guide their followers in a specific task, but also supervise and assist such a person(s) in order to ensure that the task is carried out effectively.

Another participant argued that:

> Everybody at the college has a task; it just differs, depending on the degree of importance attached to the level of the hierarchical structure of the college. Instructional leadership is about delegating and sharing responsibility with somebody else. The Rector's leadership however, goes much further than this. He instructs beyond academic dimensions. The Rector also delegates and shares authority with the Vice-Rector. On the other hand, the Rector and the Vice - Rector together delegate and supervise implementation of the curriculum, while instructional leaders on lower levels have the responsibility of lecturing content of the different syllabi. (Penelope)

This view is supported by participants who felt that the scope of the roles of instructional leaders differs according to their corresponding level of responsibility. The following quotation reflects responses on leadership roles on different levels at the college:

> The Rector and the Vice-Rector are leaders in the sense that they lead the HODs, who provide guidance in their particular departments, e.g., the Rector and Vice - Rector delegate tasks to the HODs during management meetings, which the HOD's in turn delegate to staff members in the different departments. While the Rector has more administrative roles, e.g., receiving circulars and reacting on them, the Vice-Rector has more academic roles, e.g., to assist in formulating and updating of college policies. The Heads of Departments as instructional leaders provide academic leadership to staff members in the relevant departments at the college. This means that they

> support and advise teacher - educators in order to provide quality education to student teachers, while they also monitor whether tasks delegated to them are carried out. (Benita)

During the interviews some of the participants further stated that the HODs, as part of the college management committee, hold departmental meetings after which they inform staff members about issues discussed in management or assessment meetings, e.g., the assessment policy. As a result of these meetings, departmental planning is done, e.g., distribution of workload in the department, drawing up of term plans and task sheets, discussion of excursions, etc. Due dates related to assessment tasks are also set and members are urged to adhere to these dates.

From the above it is clear that the leaders of the college are the ones who are responsible for long and short - term planning, as well as facilitating programme implementation. This view is further supported by one of the participants who felt that the instructional leaders at the college should have a strong personality with good experiences and good leadership qualities.

The data studied here demonstrate that although there could be some problems in the way in which the instructional leadership climate of WCE presents itself, there is a general agreement of what it is supposed to be. There is obviously some crisis when it comes to how the leadership is affected. Some participants felt that programmes such as the induction programme that are arranged for newly appointed staff members, for instance, are inadequate and hence not effective. What renders such efforts ineffective is the fact that the instructional leadership is inapproachable and where women are in leadership positions, male subordinates are not willing to accept them as instructional leaders. This is succinctly captured in the following response:

> I experience that because of the past where women were not seen as leaders, a feeling of " I do not accept a women to be my leader" still exists, and at the college with more women in leadership positions than men, e.g., HODs it might happen that leadership does not receive the respect it deserves. (Nero)

It appears, therefore, that in as much as the participants in this study demonstrated that they have a common understanding of what leadership roles entail, there were also some strong sentiments about the shortcomings of such roles at the college. It was felt that no proper democratic programme is in existence that allows staff members to be monitored and for them to appraise themselves. The system in place is rather rigid.

4.3.2 Lecturing Roles

It emerged from the interviews that the role of the HOD does not only include the provision of leadership in her/his department, but together with the other teacher - educators in the department, also lecturing specific subjects to students in order to improve teaching and learning, and preparing student - teachers to teach effectively. Their primary purpose as lecturers in the classroom is to implement the teacher-training programme. The HOD is the one who should provide quality education to students as a model for other teacher - educators.

Instructional leaders lecture with the intent to prepare student - teachers for their task in the teaching profession. They strive to meet the following goals:

- Appropriate planning of lessons
- Effective implementation of lessons
- Continuous assessment of learners' performance and
- Evaluation of the effectiveness of their teaching

At the college these aspects of teacher training are specifically covered in The Educational Theory and Practice (ETP) course. The different subject lecturers address these aspects in their classrooms in order to prepare students to apply these aspects in the teaching profession. Such aspects are evaluated during micro -teaching sessions at the college, and also during School Based Studies (SBS) sessions at different schools where students do their teaching practice.

Although the interviews did not specifically cater for the topic of

supervision/monitoring, it came out during the interviews that participants see the role of the instructional leader as comprising supervising and monitoring.

I reflect on this in the next sub - heading.

4.3.3 Supervision/Monitoring

Most participants expressed the importance of supervision as an indispensable task of instructional leaders. They (the participants) felt that the instructional leaders of the college should monitor the teacher-training programme continually in order to ensure its smooth running. At the college, supervision takes place through moderation of term plans, task sheets and end-of-term grades in order to ensure that staff members understand what to do, and carry out their duties in the most effective manner possible.

Instructional leaders at the college monitor the progress of student - teachers in the classrooms. After meetings of the Assessment and Promotion Committee (A&P), tutors (lecturers responsible for a specific group of student - teachers) are informed about the progress of student - teachers in their tutorial groups. During tutor meetings the progress is discussed and students are advised, motivated and encouraged as needed. According to the WCE Assessment Policy, assessment tasks are given to student teachers during the term. These assignments are evaluated to determine the end-of-term grades. In cases of incompletes (failure to complete tasks) due to a valid reason, students get opportunities to resubmit the assessment task. HODs are tasked with moderating these end-of-term grades before they are submitted to the Assessment and Promotion Committee.

The Rector at the college has the responsibility of supervising maintenance of facilities, e.g., security and to see that the Ministry provides all the facilities needed for the college in addition to providing academic leadership. The Vice-Rector as an instructional leader has to ensure that the academic programme is implemented correctly. She is also responsible for student affairs, dealing with any problems that

students experience, e.g., why students are not successful in a specific subject. She monitors these areas in consultation with the Assessment and Promotion Committee of the college.

One participant expressed her experience about supervision as follows:

> It is very seldom that the instructional leaders give feedback after supervision. I feel that feedback should be given in the form of reflection so that those who were supervised can evaluate whether they have adhered to what is expected of them. This is an opportunity to ensure correct implementation. (Erica)

There is an apparent misconception of what monitoring is all about, both at the level of the actor and the subject. The leadership misconstrue their role as inspection and hence the subjects feel threatened by monitoring. One participant said that monitoring should not be seen as inspection but as giving assistance and advice where the leader sees the need. When I asked the participant to elaborate on his statement, he said that:

> The perception/attitude of "supervisors spying on me" still prevails at the college. (Matthew)

It also emerged that both the Rector and Vice-Rector provide assistance if a lecturer struggles with a particular style of teaching and learning. They assist, guide and offer support as to how the lecturer can deal with problems.

While there were some respondents who felt that supervision/ monitoring existed at the college, there were some who felt it was non-existent. However, a thorough assessment of the following statement demonstrates that the issues are more about the manner in which the monitoring is excursed.

I have not seen any development in supervision from the Rectorate with the intention of improving learning and teaching at the college. If it happens, it is not transparent. Although we have departmental meetings, I experience that our HOD only informs us about what has been discussed during management meetings, but no proper guidance

is given on how tasks should be carried out. We as lecturers work out our own strategies as to the implementation of tasks requested from us. However, no leader is monitoring these strategies to ascertain whether they are appropriate for the teacher-training programme. (Nero)

Participants felt that in order to function effectively, instructional leaders need to be knowledgeable. Below follows the responses of participants regarding knowledge required of instructional leaders:

4.3.4 Knowledge

4.2.4.1 Knowledge concerning the Broad Curriculum

Participants argued that in order to function effectively instructional leaders should have knowledge of the content of the BETD Broad Curriculum, as it is the basis on which teacher training takes place at the college. The instructional leaders therefore need expertise concerning the methods, techniques and subject knowledge to meet the requirements of the Broad Curriculum, and of the teacher-training programme as a whole.

Before the implementation of the BETD programme, a national seminar for all teacher - educators of the different colleges in Namibia was held in 1994 in order to acquaint them with the content and requirements of the BETD Broad Curriculum. The instructional leaders at the college therefore play a facilitating role in the implementation of this prescribed teacher-training programme. They organise staff development activities or departmental planning meetings in order to ensure correct implementation of the BETD programme.

One of the participants stated the following:

> Our lecturers very often attend meetings and workshops at NIED where issues concerning the BETD Broad Curriculum are discussed. The syllabi of

> the different subject areas are also developed and modified during these workshops. (Matthew)

Another participant affirmed:

> At the college we have the Curriculum Coordinating Committee (CCC). This committee deals with curriculum issues internally. Representatives of the different subject areas at the college serve on this committee. At this meeting, teacher - educators get the opportunity to report back on curriculum issues, which were discussed during meetings of the CCG, Teacher - Educators Panels and the Basic Education Panels. Problems concerning different subject areas, e.g., staffing, syllabus implementation, subjects relevant to school curriculum, etc., are also raised and discussed during meetings of the CCC. Recommendations are then made, if needed, and are forwarded to the Curriculum Coordinating Group (CCG). (Gisela)

In order to achieve the goals of the teacher-training programme, staff members need to be aware of the vision and the mission statement of the college as the foundation on which these goals should be built.

4.2.4.2 Knowledge concerning the Vision and Mission Statement of the Windhoek College of Education

There were not many comments from the interviewees about the vision and mission statement of the college. One participant stated that:

> During a Management workshop in 1998, members were urged to share the vision and mission statement of WCE with the rest of the college community. Staff members must work together in order to achieve the goals and objectives of the vision and mission statement. Such cooperation among staff members will result in achieving the intended outcomes of the teacher-training programme. (John)

Another participant complained that the vision and mission statement of the college is never communicated to the staff members of WCE.

Another comment indicated that:

> Apart from the implementation of the teacher-training programme, the function of instructional leaders should be wider, e.g., the Presidential Commission emphasised the need for better results in Mathematics and Science for the development of the country. Instructional leaders should therefore update themselves with the needs and vision of the nation and translate this vision into the classroom situation with the intention that the product, which comes out of this, will have a permanent effect in schools. In addition to academic performance, instructional leaders should attend to emotional and social needs e.g., students who need counselling, as well as the professional growth of students. (Matthew)

4.4 Staff Development

At the college a Staff Development Committee was established with the intention to create opportunities to staff members to develop themselves in different areas. Under the following heading responses about some of the staff development activities that take place at the Windhoek College of Education will be presented.

Some participants noted the fact that some staff members of the WCE had opportunities to go abroad for further studies. They gained more knowledge in different fields and as a result became more competent. This enabled them to be more efficient in the performance of their duties. One participant, however, expressed her concern about staff development activities, which are not always successful. She suggested that:

> We might offer staff development courses at the college, but we have lecturers at the college who are already in the programme for 12-15 years, and some are very frustrated. We should offer them something different. Such factors should therefore be taken into consideration when staff development courses are offered. They affect us in such away that we do not deliver to our fullest potential. (Benita)

While the respondent quoted above placed emphasis on a lack of assessment or evaluation of the effectiveness of the staff development programme, other participants cited the fact that the programmes are infrequent, and the fact that there are no

incentives results in a lack on interest on the part of staff members for which such programmes are designed, as illustrated in the following response:

> Staff development activities are not very often requested from the staff members of the college, that is why the Rectorate does not plan activities; so nothing is happening. Opportunities are offered, but some staff members do not make use of them. Sometimes our staff members seem very tired and do not always experience workshops as positive. They are afraid of change and reluctant to take up more responsibilities, as there is no increment in salaries, or no opportunities for promotion. Some staff members do not even attend these workshops. (Benita)

It is therefore a safe observation that a difference in the perception of the value of staff development activities exists. Some felt that they have learned a great deal from staff development activities and that more of these workshops should be offered, while others aver that they did not learn anything from them. The crux of the matter is that staff development programmes at WCE need to be done regularly and some form of evaluation or follow - up needs to be instituted.

Participants expressed their concern about financial support, which is not available from the Ministry for further studies. They cite the inadequacy of the funds allocated to the college for development, e.g., academic reading material as the major stumbling block to staff development.

In order to ensure the smooth running of the teacher-training programme at the college, a healthy climate for instruction is needed. Addressing the issues raised in the staff development section of this study could be a step towards creating such an instructional climate. In the next section I explore on the instructional climate at the college in response to the reaction of the interviewees.

4.5 Instructional Climate

The question of whether or not an auspicious instructional climate exists at WCE was addressed and the participants enumerated qualities that best describe the instructional

leadership at the college. Some were of the opinion that there is some lack of teamwork and this makes the instructional climate not favourable.

The importance of teamwork is emphasised in the following statement that for instructional leadership to succeed, the process has to be participatory in nature:

> Leadership is not an individual attribute. You are a leader within a group. An individual cannot work in isolation to create a leadership climate conducive for cooperation. Effective instructional leadership only takes place in a situation where the group works together as a team and acknowledges the leader who gives direction and takes decisions on behalf of her/his followers. A climate conducive to effective leadership exists when people share ideas while at the same time acknowledge the importance of individuals' ideas and contributions. (Celia)

Most people felt committed to developing a team spirit during workshops or planning sessions. At the college a climate of co-operation, participation, transparency and good inter - personal relationship should be created. If people see their profession as a calling, they would be committed and the requirements mentioned would come automatically.

There should be a spirit of mutual understanding. People involved in teacher training should share the same national vision so that schisms are avoided.

One other cause for a less favourable instructional climate is the lack of support services and academic support structures. Factors such as availability of educational material, transport, etc., which staff members need to carry out their instructional responsibilities, contribute towards an auspicious climate at the college as discussed above.

Racial discrimination still appears to be problematic at the college and this hampers the efforts of creating an encouraging instructional climate. Some respondents

identify racial discrimination that they have experienced at WCE as one of the causes for the lack of an auspicious instructional climate.

This situation is epitomised in the following response:

> All staff members are not committed and transparent. I experience a negative stereotype that is assigned to other racial groups within our establishment. Some staff members are still living in the past and want the past to prevail at all cost. They are stagnant and don't want to accept that things have changed. (Matthew)

Perhaps a major restriction of a positive instructional leadership at the college can be attributed to its status. The college resides in the Ministry of Higher Education, Training and Employment Creation and hence programmes are often delayed due to administrative bureaucracy (discussed elsewhere in this study). An ideal situation would be one in which the college is an autonomous institution as suggested by one respondent who argued that:

> When the college becomes autonomous and starts to do its own business, has its own vision and gives the leaders the power/prerogative to lead the college, a climate in which everyone delivers quality work and experiences satisfaction and fulfilment, will be created. (Gisela)

4.6 Communication

Various ways of communication are used at the college and this leaves the institution without a uniform system of information dissemination. The standard method of informing the college population is a top - down approach where the Rector and Vice-Rector inform the HODs about their responsibilities. The HODs in turn enlighten the members in their departments about their roles/duties, and the lecturers then use class time and tutor sessions to familiarise the students with the rules and various policies of the college. In reality it is the duty of the Rectorate and the HOD concerned to give information regarding the above issues to the support staff (referred to as institutional

workers).

Communication at the college also takes place through the “What’s Happening”, a medium, including information on all the activities at the college. This is sent out to the college community every Friday. Other ways of communication are circulars, e.g. from the Ministry, the year planner of the college and reporting back on issues which were discussed during Council or Management meetings. In order to address curriculum issues, work allocation and assigned duties, HODs communicate with staff members through departmental planning workshops. One problem encountered in this approach is that it creates room for selectivity in information dissemination in terms of both the content of the messages and the addressees.

One participant is of the opinion that:

> It is not clear whether the purpose of instructional leadership is communicated to the college community, because I don’t see in our department that the HOD provides assistance. The purpose of instructional leadership should be communicated to administrative staff and other institutional workers through the HODs administration and hostel and student affairs. The Rector should remind instructional leaders regularly of their duties during meetings. (Nero)

There appears to be a general lack of communication skills and mechanisms at the college. There are no standard procedures for ensuring that what needs to be communicated to the college community is communicated and is done on time. One other issue is that there is no recognisable and precise channel of communication. One of the qualities of an instructional leader is his/her ability to articulate policies, vision and programmes. This quality is adversely affected by the shortcomings of the communication structure. I would recommend that the logical point of departure towards solving this problem would be the instituting of a communication and/or information centre at the college as a matter of urgency. The following response captures the ineffectiveness of the current manner of communication at WCE:

> It is very important that programme implementation be communicated to the rest of the college community. Recently the five - year development plan was discussed during management meetings. The HODs were requested to communicate it to staff members in their relevant departments. However, I do no not know how effectively it was done. All HODs are part of the management committee and should convey issues that were discussed during management meetings to their staff members. (Elsa)

4.7 Conclusion

This chapter has outlined the data gathered and illustrated the shortcomings of instructional leadership at the Windhoek College of Education. As demonstrated, effective instructional leadership is close to non-existent, and an improvement of the current structures and their functions is needed for instructional leadership to be successful. The relevance of these findings to my research goal will be discussed in the following chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents the analysis and interpretation of the data discussed in chapter 4. I will attempt to answer my research questions and compare my results with the general postulations found in the literature exploring instructional leadership. It appears from the data that the following themes form the core findings of this study, i.e.

(a) the narrow view of instructional leadership at the Windhoek College of Education
(b) staff development

(c) limitations and

(d) expectations.

I shall elaborate on each of them in this chapter and discuss them in light of available literature.

5.2 Instructional Leadership at the Windhoek College of Education

The data indicate that although the term instructional leadership is not often used at the college, most of the staff in leadership positions that address the BETD - Broad Curriculum are considered to be instructional leaders. These leaders emphasise the process of instruction and facilitate implementation of the teacher - training programme, i.e. the interaction between the Rectorate, the HODs, and teacher – educators, students and the BETD - Broad Curriculum

The data reflect that an extremely narrow view of instructional leadership exists at the WCE. This is reflected in the way concepts such as delegation, guidance, monitoring/supervision, communication and climate are perceived at the college.

5.2.1 Delegation

The data revealed that this is a top-down process, which devolves from Rectorate to heads of departments and then to lecturers. The Rectorate delegates tasks to the HODs during management meetings, who in turn delegate these tasks to staff members in the various departments. The most significant finding under this theme is that respondents felt that even if delegation exists, it is not democratic. In spite of the fact that one participant felt that in most cases no consultation or agreement (especially between lecturers and management) is taking place, before tasks are delegated to them. Consultation rarely takes place before a task is assigned. One is expected to execute unquestioningly a delegated duty while instructional leadership emphasises a democratic approach.

5.2.2 Guidance

When the current situation at WCE is taken into account it becomes apparent that instructional leaders at the college do not satisfy the description of effective guidance as defined by Bush (1993:39) and Hoy and Miskel (1996). Lecturers work out their own strategies on the implementation of tasks that are required of them.

Tony Bush (1993:39) suggested that since HODs are highly paid, it is expected of them to lead their departments effectively, lead and develop their staff members, be responsive to change and be proactive rather than reactive to things that happen. They should cooperate in running a department within an institution, understand and implement the mission, and use the mission statement as a starting point.

Hoy and Miskel (1996: 409) argued that instructional leaders who lead by example influence and determine the effectiveness of their followers. A leader who, for example, maintains a higher standard of work and who behaves professionally at all times, will inspire his followers to do the same.

The results of this study illustrate that no effective guidance regarding the carrying out of tasks is taking place at the college. One of the participants argued that HODs might not feel competent enough, or do not have the skills and expertise which are needed to assist and guide according to Bush's (1993) criteria.

5.2.3 Monitoring/Supervision

It is generally argued by scholars such as Sergiovanni and Starrat (1993) that monitoring or supervision (as it is also referred to) provides direct assistance to educators as it focuses on improvement of classroom instruction, whereas formal evaluation periodically measures performance. It is further accepted that supervision fosters the development of skills, abilities and attitudes, which in turn directly influence learning. The importance of supervision is supported by Popham, Bird, and Little (as cited in Glickman 1990) who suggest that different individuals perform supervision and evaluation differently. However, Glickman (1990:80) believed that the same person can perform both tasks if that individual can maintain a relationship of trust and credibility with members in his/her department. Be that as it may, these scholars all emphasise the importance of instructional leadership.

According to Checkley (2000:43), feedback is a necessary element in institutionalising a redefinition of teaching and learning. He argued that feedback provides data that followers need to understand whether and to what degree they are effectively engaging in changes that facilitate achieving their goals. In addition, Checkley stated that feedback should be just that, namely, data "fed back" to followers, data indicating areas where followers might modify instruction. In this sense, data provided through post-observation feedback point out specific areas where

followers can make adjustments. In such a culture, Checkley argued that mistakes are not failures that must be rectified but opportunities to learn about and to refine teaching and learning.

The study demonstrated that monitoring of performance helps educators to improve instruction and should therefore be seen as a key instructional leadership function that should be carried out frequently. The data further give examples of monitoring at the college, i.e. heads of departments that make sure for instance that term plans are designed correctly and in place, School Based Studies (SBS) grades are signed before submission to SBS chairpersons, examination papers are moderated before they are written. While monitoring exists at WCE it is done in an unidirectional manner to the extent that instructional leaders rarely give feedback after supervision.

5.2.4 Communication/Passing down of information

It is expected from instructional leaders to create an atmosphere of good communication through informing staff members properly of what is expected, how the programmes should be implemented and to keep them informed about the latest developments to ensure that the staff develops in particular areas. Of all activities at the college, communication is of the essence. Regular use of systematic types of communication is essential to build productive working relationships between the rectorate and staff. Communication must be connected with each of the other leadership functions and should clearly reflect the importance of instruction.

According to Smith (2000), effective communication enhances understanding. Understanding as a precursor to change requires interpersonal skills that facilitate clear, open and candid communication. Participants need shared agreements that support directness, fact and authenticity, and open communication procedures need to be established. Bamburg and Andrews (cited in Chell 2001:8-9) argued that instructional leaders should be effective communicators in the sense that they model commitment to goals of the organisation, articulate a vision of instructional goals and

the means for integrating instructional planning and goal attainment, and set and adhere to clear performance standards for instruction and behaviour

The data indicate that communication at the college takes place through information that is passed down from Rectorate to HODs and further down to the lecturers. Communication to the college community also takes place through a weekly document, "What's happening", as described in chapter four.

5.2.5 Climate

Hoy and Miskel (1996:409) defined organisational climate as an enduring quality of the environment of an institution. They further argue that such an organisational climate affects staff members' behaviour, which emanates from their collective cultural perceptions. A climate is therefore the product of the interaction of members and exchange of sentiments among themselves and can therefore be described as the institutions' personality.

Lunenberg and Ornstein (1991:74) on the other hand, suggest that organisational climate might be expressed by such terms as open, bustling, warm, easy - going, informal, cold, impersonal, hostile, rigid and closed. Hoy and Miskel (1996:142) and Lunenberg and Ornstein (1991:75) further distinguished between an open and a closed climate. They agree that the most important feature of an open climate is its high degree of trust and esprit, and its low level of disengagement. In such circumstances, both the leader and staff are genuine in their behaviour. The leader leads by example, and provides the proper combination of structure and direction, as well as support, consideration and appreciation of others' values and principles.

The data indicate concern about the instructional climate at the college that is deteriorating rather than improving. It indicates that some staff members want the past to prevail at all costs and do not want to accept that things have changed. Attitudes of staff members did not change and personal grudges and hidden agendas still exist at

the college. This gives rise to a lack of transparency. Another concern is that staff members are suspicious of intentions of others, and because of this suspicion, good intentions are quelled.

5.2.6 Staff development

Issues raised in the study are that nobody is perfect and that learning is a life - long process. In line with this perception, Glickman (1990:92) argued that, if learning is a life-long pursuit and if our goal is to improve the quality of education, then educators, too, need to be continuously educated. He further suggested that ways in which educators can receive an on-going education are through in-service training, workshops, university classes, staff meetings, conferences, seminars, travel or professional reading. Glickman (1990:312-313) also summarised the elements of effective in-service training that result in instructional improvement as:

Concrete, continual, relevant, and “hands-on” activities

Peer observation

Leader participation at in-service

Post - observation analysis and conferencing focused on skills introduced in workshops

Modification of implemented skills

Individualised activities

Follow-up assistance

On the same issue Cooper (cited in Chell 2001:7) suggested, “Learning to become an instructional leader is a complex task”. It means that to become a leader of leaders, you should work with others to improve instructional quality. This is in line with the data that suggested that at the college cooperation is of great importance.

Different perceptions of staff development activities and their purpose at the college were raised, e.g., some felt that although staff development activities are offered, they are not of much value since staff members do not learn much from them.

Others felt that more staff development workshops should be held, because they gain valuable information that leads to upgrading, and that this results in better performance. The data also indicated that some staff members are afraid of change and reluctant to take up more responsibilities, as there is no increment in salaries, and no opportunities for promotion.

The data also suggest that it would be effective if a follow-up system were in place at the college and that staff members should be given an opportunity to evaluate workshops.

5.3 Limitations

Two aspects of interpersonal relationships and support were prominently reflected in the data. This section discusses these aspects and why they are considered limitation to instructional leadership at WCE. In the conclusion some expectations are suggested.

5.3.1 Interpersonal relationships

According to the data, interpersonal relationship problems at the college create an atmosphere that hampers openness. This causes a culture where most lecturers work in isolation. This is not beneficial since integration and teamwork are negatively affected. The data revealed that at the beginning 2001, a workshop on leadership and teams was held for management members, but that it was not very successful because attitudes of animosity, a reluctance to adapt to change and unhealthy interpersonal relationships were clearly evident among management members of the college. One participant stated that management members are still divided and a lack of cooperation is still experienced.

In this regard, Buffie (cited in Chell 2001:13-14)) suggested that because the leader interrelates with people at all levels, his/her skills with people are crucial to the success of the position. He further suggested that to develop positive relationships, there are essentially four areas of interpersonal skills that need to be concentrated on, i.e. trust, motivation, empowerment and collegiality. Buffie argued that without trust, relationships cannot be built. Regarding motivation, he stated that a leadership position involves motivating others and one way to accomplish this is through a process of sharing the decision-making. He further stated that in relationships where power is viewed as a unit of exchange, people could become committed, significant and competent through promoting empowerment. Empowerment, he further notes, enables leaders to identify obstacles and design strategies for dealing with change. Buffie viewed collegiality as a skill that promotes idea sharing, project cooperation, and assistance in professional growth, all of which benefit the leaders. The same understanding of collegiality is shared by Sergiovanni (1990: 24) who argued that collegiality has to do with the extent to which staff members share common work values, engage in specific conversation about work, and help each other engage in the work of the organisation.

During the meetings of the Curriculum Coordinating Committee a rare occasion presents itself where interpersonal relationships appear to be collegial. During meetings of this committee, staff members get the opportunity to share issues regarding teaching and learning in their different subject areas. The chairperson also advises members to integrate, by observing each other's work and share opinions regarding curriculum issues. It is noted in the data that staff members attend subject panel meetings where they are involved in planning, and development and evaluation of subjects in the Broad Curriculum.

Research independently reported by Professor Little of the University of California and Rosenholtz of the University of Illinois, provided compelling support for the importance of collegiality in building a professional culture of teaching on the one hand, and enhancing commitment and performance on the other. Both researchers found that the kind of leadership that leaders provide, influence the collegial norm

structure of the organisation. Little found that norms of collegiality were developed when leaders clearly communicated expectations for cooperation among staff members (cited in Sergiovanni 1990:119). The atmosphere during the Curriculum Coordinating Committee meetings at WCE confirms the findings of Little and Rosenholtz.

5.3.2 Support

According to Checkley (2000:43) instructional leaders should, rather than immerse themselves in an effort of instructional approaches, direct the effort by offering support and encouragement as they collaborate toward achieving more substantive goals. Morris, Crowson, Porter-Gehru and Heurwitz (cited in Checkley) concluded, "the leaders' influence, though, may be more indirect, creating a favourable climate for learning: the most effective role may be supportive rather than supervisory or evaluative".

Support of the parent Ministry was pointed out in the data as the main feature inhibiting good instructional leadership at the college. It is argued in this study that that the Ministry does not provide in the basic needs at the college. The data also indicate a lack of support from the management of the college. Institutional bureaucracy that characterises the Ministry hampers progress in the management of the college. Some respondents suggested that a possible way out is by having the college operate as an autonomous body.

5.4 Expectations

There is an apparent gap between what is and what needs to be. Flath (1989:20) outlined what most researchers have to say concerning this dilemma. Mention is made of the lack of education, training and time for instructional leadership roles; of leadership activities being set aside for more immediate problems; and of the increasing volume of paperwork. In order to carry out instructional leadership, the

data expect from instructional leaders to have the necessary knowledge and skills. Knowledge concerning the BETD Broad Curriculum and the implementation of the vision and mission of the college are also expected. The suggestion is that to carry out their various functions effectively, instructional leaders need expertise in methods, techniques and subject knowledge, in order to ensure that goals set for the teacher-training programme are achieved. It came to light that "… we have competent and hard - working leaders who strive for excellence in their teaching".

5.4.1 Knowledge and skills

According to Glickman (1990), to transform knowledge into active behaviour requires the development of interpersonal-leadership skills for instructional leaders. Interpersonal-leadership skills include communication, working effectively with people, interpersonal relationships, effective supervisory skills and group decision - making skills. These aspects are discussed in detail in chapter two.

Sheppard (1996:326) further argued that: "The attitude of the leader of an educational institution is considered to contribute directly to improved teaching and learning". It is also stated in the report of the Presidential Commission on Education, Culture and Training in Namibia that in the area of pre-service teacher education, it is particularly important that we prepare teachers who can play an immediate part in the provision of modern education for all the children in Namibia, and who are able to take advantage of continuing development opportunities to ensure that their skills remain adequate and appropriate for the developing needs of the people. (Report on the Presidential Commission on Education, Culture and Training: 1999). The document supports the ideal that in learning, individuals need to develop a sense of empowerment and ownership of the learning process. It is further emphasised in the document that experiencing a personal sense of belonging largely influences acceptance of change. "Unless they connect the proposed new ideas or practice with their basic assumptions, beliefs and experiences, they are likely to reject the change outright".

Effective communication is the basis of good management and such communication has to be participatory in nature. One of the challenges for the educative leader is to make proposed changes understandable and meaningful for those who are expected to implement the changes. They must be actively involved in these change processes if they are to be committed to them and to the change itself.

Leadership is more a matter of making sound decisions, creating sensible policies, and allocating rewards or penalties based on formal assessment of individual contributions to organisational goals. Additionally, instructional leadership is more than the exercise of allocation and maintenance of resources. One of the interviewees made the pointed statement by saying: “An instructional leader is one who takes everyone by the hand and leads him/her to success”. (John)

Bamburg and Andrews (cited in Chell 2001:8) developed an operational definition of instructional leadership behaviour. The behaviours were found to be a set of strategies and interactions grouped as:

- A resource provider that marshals personnel and resources to achieve an organisation's mission and goals, and is knowledgeable about curriculum and instruction
- An instructional resource that sets expectations for continual improvement of instructional programmes, and actively engages in staff development, encouraging the use of different instructional strategies
- An effective communicator that models commitment to goals of the organisation, articulates a vision of instructional goals and the means for integrating instructional planning and goal attainment, and sets and adheres to clear performance standards for instruction and teacher behaviour
- A visible presence that visits classrooms, attends departmental meetings, is accessible to discuss matters dealing with instruction and is an active participant in staff development

Fullan (1991:104) on the other hand argues that: “instructional leaders have the responsibility of helping to produce citizens who can manage their lives and relate to those around them in a continually changing world”. In line with the argument of Fullan, the President of Namibia stated on the occasion of the Official Opening of the World Assembly of the International Council on Education for Teaching (ICET) in July 2000 that: “In Namibia we develop teacher - training programmes aimed at producing top professionals for our teaching fraternity”. It is therefore the responsibility of the instructional leaders to fulfil this wish of the nation.

Consequently, being an instructional leader is an intense and demanding experience that involves knowing how to function in organisations and accepting responsibilities.

5.4.2 Knowledge concerning the BETD Broad Curriculum

To have realistic knowledge concerning the curriculum implementation, in our case, the BETD Broad Curriculum, the instructional leaders at the college should be knowledgeable about the content of the curriculum. They are the ones who inform the followers about the content of the Broad Curriculum and lead/guide them to implement the curriculum correctly.

However, many criticisms of the BETD programme are received. To mention but one, it is stated in the Presidential Commission Report that many newly - qualified teachers with a BETD find themselves in schools which neither practice, nor fully understand the new style of curriculum and teaching, and are critical of the new members of staff for wishing to put into practice what they have learned. These complaints are so numerous and overwhelming that they have to be taken seriously.

According to Glickman (1990:340), “ones’ educational philosophy lays at the root of decisions surrounding curriculum.” Hence, even curriculum experts cannot agree as to what is the “right” way for students to be taught or how learning takes place. Glickman further argued that: “To have realistic expectations concerning curriculum

implementation, one should be knowledgeable about three areas of curriculum development:

- Format: types include behavioural-objective, webbing and conceptual mapping, and results only
- Sources of development: range from educator developed, to institution developed, to provincial developed
- Levels of involvement: educators can be involved at a maintenance level, a development of refinement level, or at an improvement –and - change level".

The elements of curricula are sequence, continuity, scope and balance. Considering that curriculum decisions are based on a philosophy of education, Glickman identified similarities between curriculum formats and specific philosophical bases:

> Essentialist philosophy reflects a behavioural-objective format that emphasises rote learning, memorisation of facts and academic achievement
>
> Experimentalist philosophy reflects a webbing or conceptual-mapping format that emphasises social activism, trial-and-error learning and cooperation Developers integrate many fields of knowledge and modes of learning around a central theme such as art, music, social science and language
>
> Existentialist philosophy reflects a result-only format that emphasises individual awareness, creativity and self-exploration, the educator determines when and how to teach the skills that will produce specified results

Glickman further stated that: "Just as the formats graduate in their appropriateness from lower levels of learning, through the intermediate, to higher levels of learning, so, too, they can respond to the educators' stage of development. A new educator with limited experience and practical knowledge may benefit most from a behavioural-objective format. However, the amount of choice given to an educator must be factored in. The behavioural-objective curriculum may be used as a resource or it may be developed by a particular member or staff". According to Glickman, it is important to note though, that the more specific and detailed a curriculum is, the less choice is given to educators to vary instruction according to the situation, and vice versa.

Glickman concluded by saying that educators, depending on their abstraction, expertise, and/or commitment, would be involved in implementing the curriculum on different levels.

When working with individual educators, Glickman's following guidelines deserve consideration:

> Educators with a low level of abstraction, expertise and/or commitment could benefit initially from a highly prescriptive curriculum
>
> Educators with moderate levels of abstraction, expertise and commitment could benefit from an eclectic curriculum offering choice of texts, guides and resources
>
> Highly abstract, committed and expert educators can have freedom to pick, choose and create their own plans, based on a carefully thought - out philosophy in terms of teaching processes and understanding

Behar – Horenstein (1995: 31) argued that instructional leaders need knowledge of the curriculum processes in order to respond to alterations in the curriculum content but need not be "omniscient paragons of pedagogy" (cited in Bredeson, 2001: 187). Rather, they should be skilled coaches and facilitators striving to empower their followers, students and teacher-educators and help them understand that textbooks alone may not address students' learning needs (Behar – Horenstein 1995: 31; Bredeson, 2000: 21).

King (cited in Macpherson 1992:82) contended that the area of curriculum - related knowledge guides processes such as learning, teaching and instruction. It therefore becomes necessary for instructional leaders to acquire knowledge related to the important content areas in the field of curriculum and related curriculum practices that represent the task and behaviour that teacher-educators perform when teaching.

Macpherson (1992:83) argued that educative leaders would be central to the negotiations of what is to be regarded as valuable in the curriculum and what is

believed to be excellence in specific terms. It also means planning in sophisticated ways to achieve desired outcomes. Educative leaders should therefore take responsible leadership actions to create an organisational culture that enhance the growth and development of all involved in teaching and learning. Macpherson further argued that what is crucial about managing curriculum is the link between theory and practice. For reasons of both efficiency and democracy, educative leaders might well be expected to be familiar with the current scope and content of the curriculum theory, or at least confident that they can take relevant views into account.

The analysis of the data shows that it is also expected of the instructional leaders to have the necessary expertise, (as outlined in the discussion above) which is required to implement the content of the BETD Broad Curriculum in order to function effectively at the college.

5.4.3 The Vision and Mission of WCE

The study suggests that the instructional leaders of the college share a clear vision as to the intended outcomes of the teacher-training programme. It is also suggested that instructional leaders support and encourage each other as they collaborate toward achieving goals. Bamburg and Andrews (cited in Chell 2001:8) believed that to be an effective instructional leader, one must:

> Have a vision for the organisation that is clearly focused on desired outcome (i.e., “ensuring academic excellence”)
>
> Communicate that vision to everyone connected with the organisation to obtain support for it
>
> Provide and/or obtain the resources needed to accomplish the vision (i.e., materials, information or opportunities)
>
> Manage oneself so the above can occur.

This vision often focuses on improving student achievement. Since the vision of any organisation is very important and should be seen as valuable, the top priority of the

college should be to refer to it more often, e.g., during management meetings, during orientation of students and also during student assemblies at the college, and to bring this vision to realisation.

The data reflected concern about the vision and mission statement that is never or very rarely communicated to staff members. What is important, is that instructional leaders at the college know the vision and mission statement of the college in order to work towards a shared understanding of goals. The vision of the college should reflect our hopes and dreams, our needs and interests, and our values and beliefs at the WCE.

5.5 Conclusion

It is clear from the discussions of the main findings of the research that in some cases structures for favourable instructional leadership are in place at the Windhoek College of Education. At the college itself, it is apparent that the leadership lacks the necessary skills needed to create a conducive instructional leadership climate. There are great expectations at the college and with a proper understanding and implementation of the vision and mission statement, instructional leadership can be improved. In this chapter I have discussed the data on instructional leadership and the main findings of this study. The next chapter concludes the thesis.

CHAPTER SIX

CONCLUSION

6.1 Introduction

This study has led to a number of conclusions. It has confirmed the existence of some of the problems associated with instructional leadership at WCE. These problems will be presented in this chapter. The chapter also summarises the main findings that are drawn from the research and some recommendations based on the findings are made. The potential value and the limitations of my research are also discussed.

6.2 Summary of the Main Findings

The data collected and analysed in this study have illustrated that a narrow view of the concept of instructional leadership exists at the Windhoek College of Education. The narrowness of instructional leadership is exemplified by the way in which delegation, guidance, monitoring and communication at the college are practised. I shall present the summary of each main finding and finally offer a list of recommendations.

There is some misconception of what monitoring entails. This misunderstanding stems from the fact that the only policy for assessment that exists is that of assessing the progress of students. The manner in which this is executed is discussed in detail in chapter 4. Supervision or monitoring of staff members is infrequent and when it happens the staff members view it suspiciously. The main cause of such suspicions is that it is not done transparently. There are no mechanisms in place for monitoring whether or not the strategies designed and employed by individual lecturers are appropriate for the teacher-training programme. Monitoring by the rectorate is not viewed as a way of improving learning and teaching, but rather of spying on and frustrating staff members. When it comes to delegation this study has demonstrated

that delegation does take place at the college but the manner in which it is carried out defeats the aims of institutional leadership. Delegation at WCE is undemocratic as most of the respondents during interviews pointed out that one is expected to carry out a delegated task without questioning or suggesting ways of executing it. It is the submission of this thesis that if instructional leadership is to succeed then the process has to be consultative and participatory. Proper guidance of lecturers is non-existent as they work out their own strategies. The question of guidance can be understood better if it is emphasised that there is no policy for assessing lecturers and therefore guiding them would be impossible. The study further shows that communication at the college is hampered by the fact that the communication strategies that exist are inadequate. They are often viewed as ineffective because they do not allow for information in the form of responses and comments to be communicated to the top management. Communication is an essential ingredient of successful instructional leadership. There should be productive working relationships, and having a clear communication strategy in place encourages these. Communication indeed "enhances understanding" (Smith 2000).

Participants expect instructional leaders to have the required knowledge and skills in order to ensure effectiveness. The Vision and Mission of the college should be understood and implemented for the achievement of goals set. In order to achieve all goals of the BETD programme, it can be argued that professionals have to be properly initiated in their trade; therefore, the instructional leaders at the college should be skilled in empowering their followers. These leadership skills include efficient communication, working effectively with people, good interpersonal relationships and effective supervisory.

Another related factor is the climate that hampers instructional leadership. At the college a lack of trust, motivation, empowerment and collegiality affect instructional leadership in a negative manner. These areas of interpersonal skills are crucial to the success of instructional leadership.

Staff development programmes are in place at the college. Although there were varying opinions of whether or not they are successful, it is the conclusion of this thesis that staff development programmes are to a large extent progressive and successful. The various activities are discussed in chapters 4 and 5. The study has, however, shown that the staff development activities can begin to sound successful to those who feel they are. This study has, therefore led to the conclusion that some policies, structures and strategies have to be established at the WCE for the instructional climate to be enhanced in order to make instructional leadership successful. Such measures are presented below.

6.3 Potential Value of Research

Right from the outset this research demonstrated that there is potential for further research in instructional leadership at teacher training colleges in Namibia in particular, and in Southern Africa in general. The fact that very little literature on the topic could be obtained and that I had to rely on literature on instructional leadership at schools, is in itself evidence of the need for more research in the areas. I believe this research is of importance since it has demonstrated that there are areas that are perceived to be in existence. An example of this is communication lines and yet in actual fact they do not, since there is not policy in place. To this end I view the results and recommendations of this research as having the potential value of

creating awareness of the fact that such policies and strategies are lacking and

providing suggestions for the remedy in the form of recommendations.

On a personal level the study has made me aware of my shortcomings in administering my department.

6.4 Recommendations

The study may have painted a gloomy picture of instructional leadership at the WCE, but an in-depth examination of the causes indicates that what mainly lacks are policies and operational guidelines. The instructional leaders have a notion of what should be done but they do not know how to implement it. In view of the fact that it is how to improve the instructional leadership, I therefore recommend that:

- A communication and information policy is formulated. The process of developing this policy needs to be consultative and participatory right from the outset
- A needs assessment for staff development programmes is carried out. This will assist potential staff development personnel to elect wisely whether or not to be involved
- Some incentives are offered to those who have successfully completed staff development programmes. This does not necessarily have to be remuneration. Increased responsibility and the likelihood of promotion would suffice
- A strategy for monitoring the work and progress of lecturers and support staff is developed
- Workshops facilitated by non-WCE staff are organised to sensitise the instructional leaders about general approaches to issues such as delegation communication and general management issues
- The college is accorded a semi-autonomous status

6.5 Limitations

The study was limited to a group of eleven instructional leaders from only one of the four teacher training colleges in Namibia. It was not possible to administer the interviews at more than one college of education since they are sparsely located in the country. Therefore the findings cannot be generalised to include all instructional leaders in the country.

Potential research limitations are related to me being a staff member of the WCE. In such cases there are possibilities that some assumptions might be premeditated and respondents could feel influenced to answer in a particular way. My being a staff member and an HOD could have inhibited some staff members from being open to discuss sensitive issues. On the other hand, it had its advantages as well. I could identify with the responses since I am part of the WCE community.

Considering the workload of the participants, limited time was used for interviews. I interviewed the participants during their office hours and therefore had to take into consideration their other duties. As a full-time teacher-educator, my own workload limited thorough research on instructional leadership, but as this topic falls within my line of work, I could use my office hours to observe, reflect and analyse the responses. The study, therefore, achieved its goals to my satisfaction.

REFERENCES

Adler, P., & Adler, P. (1987). Membership roles in field research. Newbury Park, CA: Sage.

Angula, N.A. (1993). Teaching profession and the professional autonomy of the teaching profession: The role of Teachers' Training Colleges. Address to the National Seminar for Teacher Educators, Ongwediva, Namibia.

Angula, N.A. (2000). Teacher training or teacher education: Reflections on the Basic Education Diploma (BETD) in Namibia. Address to the forty-fifth World Assembly of the International Council on Education for Teaching (ICET), Windhoek, Namibia.

Auala, R.K. (1997). The importance of leadership with a vision in hard times. A paper presented to the Sub Regional Curriculum Conference, National Institute for Educational Development (NIED), Okahandja, Namibia.

Barnard, C.I. (1938). The functions of the executive. Cambridge, Mass: Harvard University Press.

Bassey, M. (1995). Creating education through research: A global perspective of educational research for the 21st century. Kirklington: Moor Press.

Behar – Horenstein, L. (1995). Contemporary issues in curriculum. Boston: Allyn and Bacon.

Bogdan, R.C., & Biklen, S.K. (1982). Qualitative research for education: An introduction to theory and methods (2nd ed.). Boston: Allyn and Bacon.

Bush, T. (1993). Theories of educational management (2nd ed.). London: Harper & Row.

Carlson, R.U. (1996). Refreshing and reform: Perspectives on organization, leadership and school change. White plains, NY: Longman Publishers.

Carr, W., & Kemmis, S. (1983). Becoming critical: Knowing through action research. Victoria Deakin University.

Checkley, K. (2000). The contemporary principle: New skills for a new age. Education Update, May.

Chell, J. (2001). Introducing principals to the role of instructional leadership: A summary of a Master's Project. Retrieved May 6, 2001, from the World Wide Web http://www.ssta.sk.ca/research/leadership/95-14.htm

Cohen, C. (1994). Administering education in Namibia: The colonial period to the present. Cape Town: Creda Press.

Craig, H.J., Kraft, R.J., & Du Plessis, J. (1998). Teacher development: Making an impact. Washington: The U.S. Agency for International Development and the World Bank.

Craig, H.J., Kraft, R.J., & Du Plessis, J. (1998). Teacher development: Making an impact. Washington: The U.S. Agency for International Development and the World Bank.

Davidoff, S., Kaplan, A., & Lazarus, S. (1994). Organisational development: An argument for South African schools. Unpublished paper presented at the Kenton Conference, Grahamstown.

Flath, B. (1989). The principal as instructional leader. ATA Magazines, 69(3), 19-22, 47-49.

Fullan, M. (1991). The new meaning of educational change. New York: Teachers College Press.

Glickman, C. (1990). Supervisors of instruction: A development approach (2nd ed.). Toronto: Allyn and Bacon.

Harris, A., Jamieson, I., & Russ, J. (1996). School effectiveness and improvement. London: Pitman Publishing.

Hoerr, T. R. (1996). Collegiality: A new way to define educational leadership. Phi Delta Kappan, 77(5).

Hoy, W.K., & Miskel, C.G. (1996). Educational administration: Theory, research and practice. New York: McGraw-Hill.

Krug, S.E. (1993). Leadership craft and crafting of school leaders. Phi Delta Kappan, 75(3).

Lee, J.C., & Dimmock, C. (1992). Curriculum leadership in secondary schools: A Hong Kong case study. School Leadership and Management, 19 (4).

Leithwood, K.A., & Duke, D.L. (1993). Defining educational leadership for Connecticuts' future schools. Journal of Personnel Evaluation in Education, 6.

Lewin, K., Lippitt, R., & White, R.K. (1939). Patterns of aggressive behavior in experimentally created social climates. Journal of Social Psychology, 10, 271 – 299.

Lewis, P.S., Goodman, S.H., & Fandt, P.M. (1995). Management: challenges in the 21st century. New York: West-publishing Company.

Lincoln, Y.S., & Guba, E.G. (1985). Naturalistic inquiry. Newbury Park, CA: Sage Publications.

Lunenberg, F.C., & Ornstein, A.C. (1991). Educational administration: Concepts and practices. Belmont: Wadsworth Publishers.

Macpherson, R.J.S. (1992). Educative leadership: The practical theory for new administrators and managers. London: Falmer Press.

Namibia. Ministry of Education and Culture. (1993). Toward Education for all: A development brief for education, culture and training. Windhoek: Gamsberg Macmillan.

Namibia (1999). Presidential Commission on Education, Culture and Training.:Report. Windhoek: Polytechnic of Namibia Printing Services.

Pacanowsky, M.E., & Putman, L.L. (Eds.). (1983). Communication and organization: An interpretive approach. Beverley Hills: Sage Publications.

Patton, M.Q. (1990). Qualitative evaluation and research methods (2nd ed.). Newbury Park: Sage Publications.

Schmuck, R., & Runkel, P. (1994). The handbook of organizational development in schools and colleges (4th ed.). Prospect Heights: Waveland.

Seidman, I.E. (1991). Interviewing as qualitative research: A guide for researchers in education and the social sciences. New York: Teachers College Press.

Sergiovanni, T.J., & Starrat, R.J. (1988). Supervision: Human perspectives (4th ed.). New York: McGraw – Hill.

Sergiovanni, T.J. (1990). Value-added leadership. Orlando, Florida: Hartcourt Brace Jovanovich.

Sergiovanni, T.J., & Starratt, R.J. (1993). Supervision: A redefinition (5th ed.). New York: McGraw – Hill.

Sheppard, B. (1996). Exploring the transformational nature of instructional leadership. The Alberta Journal of Educational Research, 42(4).

Sirotnik, K.A., & Kimball, K. (1996). The urban school principalship. Educational Urban Society.

Smith, C. (2000). “Lecturer handout, unreferenced”, Education Department, Rhodes University, Grahamstown.

Stake, R. (1988). Case study methods in educational research: Seeking sweet water. In R. Jaeger (Ed.), Complementary methods for research in education (pp. 252-287). Washington: AERA.

Stake, R. (1994). Case studies. In N. Denzin and Y. Lincoln (Eds.), Handbook of qualitative research (pp. 236-247). Thousand Oaks, CA: Sage Publications.

Swarts, P. (1999). The Basic Education Teacher Diploma (BETD) programme: Philosophy, principles and intended practice. Presentation to the Presidential Commission on Education, Culture and Training. NIED, Namibia.

Walker, R. (1985). Doing research: A handbook for teachers. London: Routledge.