Chapter 5: Analysis of Data

Introduction

This chapter analyses the data which was collected during the field study to the New Ireland Provincial high schools and was then recorded and processed into manageable form. It is intended first to analyse the responses based on the questionnaires, the interviews and the non-participant observations under the five main functions which constitute instructional leadership and second to support the findings using quotations from the semi-structured interviews conducted with the respondents.

This analysis was undertaken bearing in mind the research questions designed for this study. The specific aim was to identify whether New Ireland Provincial high school principals take actions consistent with instructional leadership. The research questions addressed were:

i)   Do principals in the New Ireland Provincial high schools in PNG engage in actions consistent with instructional leadership?

ii)   If actions consistent with instructional leadership are engaged in, what are they and why are they undertaken?

iii) If actions consistent with instructional leadership are not engaged in, why are they not?

The analysis of the questionnaires, interviews and non-participant observation is presented in three parts. The researcher's definition of satisfactory performance and unsatisfactory performance based on the Likert scale used in this study is outlined and thereafter used as the basis for determining whether the major functions which constitute instructional leadership were performed satisfactorily or unsatisfactorily by the principals in the five high schools.

Part 1. The first part of the analysis examines findings of the overall responses from the questionnaires, interviews and non-participant observations based

on the five functions which constitute instructional leadership. Those functions under which this analysis was carried out were: defining and communicating school goals managing curriculum and instruction, promoting a positive learning climate, observing and giving feedback to teachers and assessing the instructional program. This analysis is to show the global picture of the instructional leadership role performed by all NIP high school principals surveyed. The findings will then indicate whether these Principals have unsatisfactorily or satisfactorily performed the tasks which constitute instructional leadership.

Part 2. In the second part of the analysis a comparison is made of the responses of the teachers and the responses of the principals based on the five functions which constitute instructional leadership. This analysis is to highlight the differences and similarities in the perceptions of the principals and teachers in relation to whether principals are satisfactorily or unsatisfactorily performing the instructional leadership tasks.

Part 3. Finally, a comparative analysis of the responses between the five schools based on the five functions which constitute instructional leadership is completed. This analysis is to show the differences and similarities of principals in performing instructional leadership tasks between the five schools.

During the process of analysis, the common and divergent views of principals and teachers in the interviews and the questionnaires were chosen from the transcripts and appropriate quotations were selected to support the findings in this study.

Definition of Satisfactory/Unsatisfactory Performance

The analysis was completed based on a definition by the researcher of what was considered satisfactory performance and unsatisfactory performance of tasks which constitute instructional leadership. Using the Likert scale, ratings by respondents indicating *never*, *seldom* and *sometimes* were considered as **unsatisfactory performance**, whereas ratings by respondents indicating *frequently* and *always* were considered as **satisfactory performance**.

The researcher believes that, if it is to be considered that a satisfactory performance is reached, it would be rational to argue that these tasks are

carried out *frequently* or *always.* It is not sufficient for these tasks to be completed *never, seldom* or *sometimes* to indicate that the tasks are performed satisfactorily.
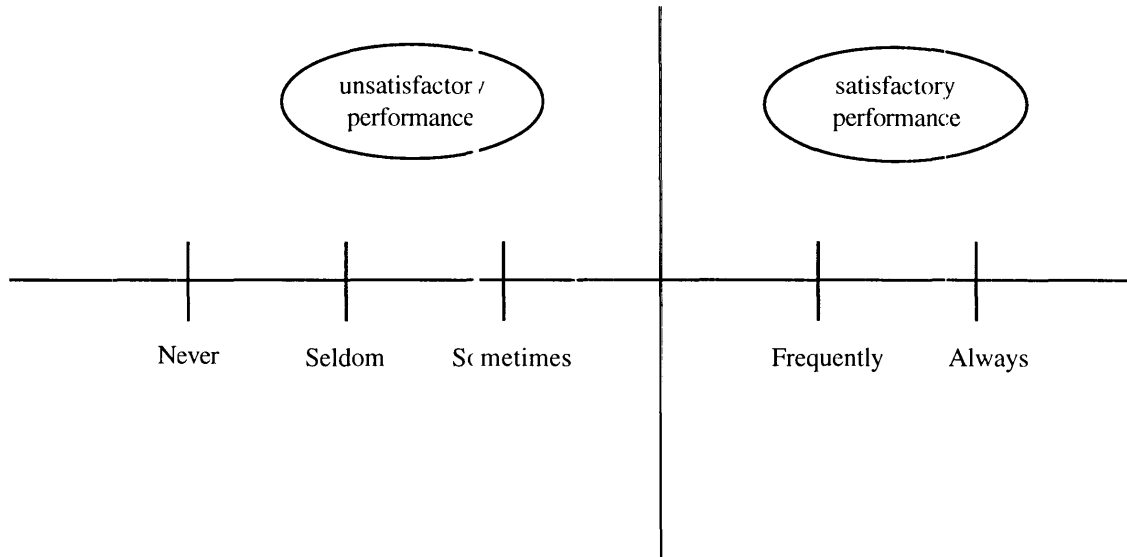
Figure 5.1 illustrates the definition:

Figure 5.1: Definition of Satisfactory/Unsatisfactory Performance

Part 1
Analysis and Findings of the Overall/Global Responses from the Questionnaires, Interviews and Non-participant Observations

The aim of this analysis was tc identify the functions which the principals were performing satisfactorily o· unsatisfactorily and to explore and describe the reasons why the principals are performing satisfactorily or not. In this analysis the overall ratings by all the 36 respondents who participated in this study were totalled and percentages of the total ratings were calculated.

The overall global results based on the questionnaires are shown on the graphs and tables below, followed by an explanation and description of the findings based on the interviews and the non-participant observations conducted by the researcher. Quotations derived from the semi-structured interviews are used to justify the findings.

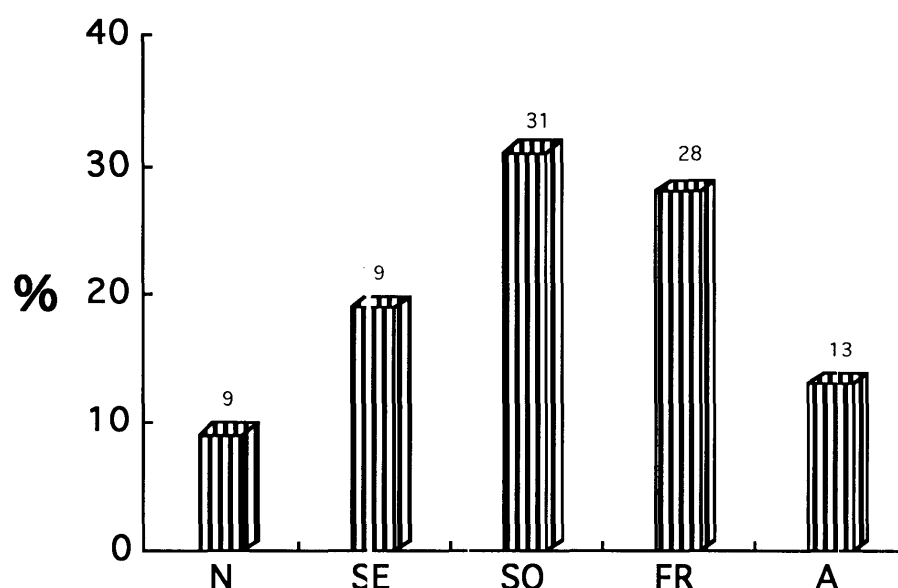## FUNCTION 1 – DEFINING AND COMMUNICATING SCHOOL GOALS

Figure 5.2: Percentages of Respondents indicating Principals' Performance in terms of Defining and Communicating School Goals

In terms of the definition of unsatisfactory performance and satisfactory performance, Figure 5.2 illustrates that 59 percent of the total respondents indicated that the principals performance in terms of defining and communicating school goals was unsatisfactory. By contrast, 41 percent of the total respondents indicated satisfactory.

Seven tasks were identified under this function. Table 5.1 shows the overall results of the total responses for each task from the questionnaires.

Task No.	No. of respondents who indicated Unsatisfactory Performance	No. of respondents who indicated Satisfactory Performance
1 – Develop school academic goals tha seek improvement over current levels of academic performance	20	16
2 – Develop the school's academic goal; in terms of staff responsibilities and meeting with target dates	20	16
3 – Use needs assessment to secure staff and community input on school academic goal development	20	16
4 – Use data on student academic performance when developing the school's academic goals	20	16
5 – Develop academic goals that are easily translated into classroom objectives by teachers	23	13
6 – Communicate the school's academic goals to teachers, students and parents at school	19	17
7 – Ensure that the school's academic goals are reflected in highly visible displays in the school	27	9

Table 5.1: Total Responses for each task under Defining and Communicating School Goals (N. = 36)

The results indicate that the seven tasks under this function – defining and communicating school goals, (.e. tasks 1-7), were rated by a majority of respondents as being unsatisfactorily performed by the principals. The results of tasks 1, 2, 3, 4 and 6 indicate that there was a slight negative difference in ratings, however, there was a marked negative response to tasks 5 and 7.

A point of concern was discovered in relation to task one where the principal was seen to be developing school academic goals that seek improvement over current levels of academic performance. One factor that the researcher discovered was that these academic goals were mainly aimed at improving academic performances of students only in Grades 8 and 10. The goals were not aimed at all students in all grades. The views of two principals expressed during the interviews highlighted the concentration on Grades 8 and 10.

Our academic goal is to at least score some good marks at the end of the year, and in order to get there, we have been having remedial classes after normal classes for Grades 8 and 10 students, because (students in these) two grades will be sitting for their exams at the end of the year.

Principal, School C

In the past we've been working on a goal that strives for improvement from previous results. Unfortunately, some of our programs haven't met those targets. For this year, we should be looking at improving results from last year in Grade 10.

Principal, School D

These two respondents' comments suggested that the academic goal was mainly aimed at a student passing an examination rather than to provide an overall high quality education. The emphasis placed on passing an examination seemed to override the significance of gaining a well balanced, good quality education for the future. Moreover, the emphasis is placed on only two grades which receive special coaching at the expense of students in the other grades who are not expected to sit for a national examination.

In relation to task three which attempted to discover whether the principals used needs assessment to secure staff and community input on school academic goal development, the responses the researcher gathered from the interviews were conflicting. Some principals developed these academic goals alone based on their own experiences and from their experiences with other administrators. This meant that they were the ones who made the decision on what should be the academic goals and then communicated these goals to the staff. This is what one principal had to say:

It has developed through experience. I have been headmaster for more than ten years now and a lot of things that I am doing now here are based on my experience, what I have done, what I have seen and so on. Having meetings with senior officers in the department, other headmasters including also officers at Waigani. Sitting with them, discussing objectives and goals on education including the curriculum, and the administration. All that has helped me to put together what I think is best for this place.

Principal, School E

Other principals indicated that they discussed the goals with their school executive. This meant that although they involved the executive members,

inputs by other teaching staff, students and parents were not sought. This is what one of them had to say:

> *The idea of improving our Grade 10 results and to improve the overall tone and discipline in the school was not an idea from my own office, it was the executive that sat and looked at what we can do to improve.*
>
> Principal, School D

The data suggested that a vigorous needs analysis is typically not completed in the development of academic goals.

The following views reflect the overall impression the researcher gained after interviewing the teachers. Most of the teachers interviewed expressed uncertainty in identifying the school's academic goals when asked to do so. This is what some of them had to say in their interviews:

> *... I'm not too sure but sometimes from the things he does, it shows that there is academic goals somewhere along those lines.*
>
> Senior Subject Head, School E

> *Well at the moment I have no idea what these academic goals are.*
>
> Deputy Head, School D

> *Well since the beginning of the year, I think there is no set goals, so we are just working, just for the sake of working, that's all. We don't have a goal to work towards.*
>
> Subject Head, School C

In regard to task six – communicating the school's academic goals to teachers, students and parents, 19 out of 36 respondents indicated that this task was performed unsatisfactorily. However, 17 respondents indicated satisfactory performance so that the division of opinion was marginal.

One task that showed a significant number of respondents who considered the principal was performing unsatisfactorily was task seven – ensuring that the school's academic goals are reflected in highly visible displays in the school. Twenty-seven out of a total of 36 respondents indicated that this task was unsatisfactorily performed. In the five schools that the researcher visited there was no evidence of academic goals being placed on posters or bulletin boards

or in other prominent places or publications to show their importance. From the 'other comments' section of the questionnaire, this is what two of the teachers had to say:

> *Although academic goals are defined, the goals are, however, not clearly displayed so that the students are fully aware of these goals.*
>
> Senior Subject Head, School D

> *Academic goals should be seen on displays on posters or bulletin boards. I have not seen visible displays of academic goals.*
>
> Base Level Teacher, School D

In summary, an overall assessment of this function – defining and communicating school academic goals – indicates that although this function is being performed by the principals to some extent, it was seen by a majority of respondents to be unsatisfactorily performed.

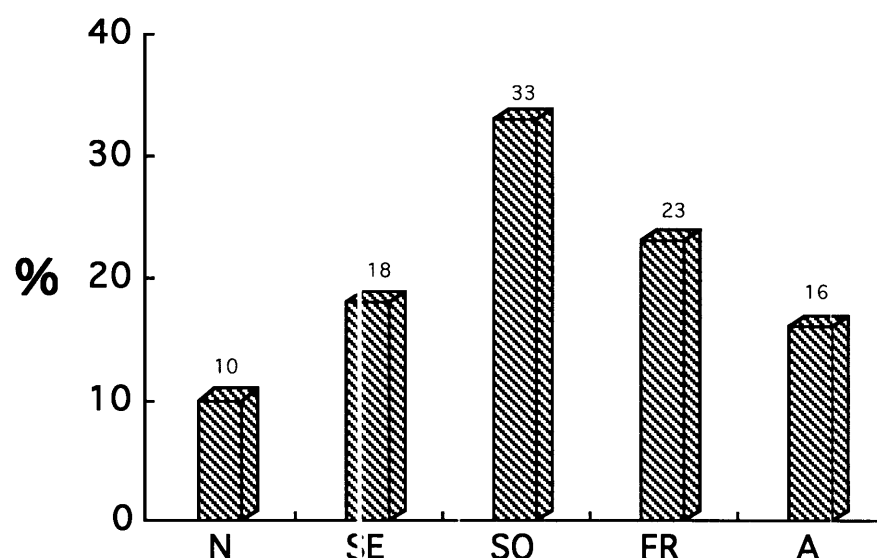## FUNCTION 2 – MANAGING THE CURRICULUM AND INSTRUCTION

Figure 5.3: Percentages of Respondents indicating Principals' Performance in terms of Managing the Curriculum and Instruction

In managing the curriculum and instruction given in the schools, Figure 5.3 illustrates that 61 percent of the total respondents indicated that the principals' performance was unsatisfactory, while 39 percent indicated satisfactory.

Six tasks were identified under this function. Table 5.2 shows the overall results of the total responses for each task from the questionnaires.

Task No.	No. of respondents who indicated Unsatisfactory Performance	No. of respondents who indicated Satisfactory Performance
1 – Ensure that the classroom objectives of teachers are consistent with the stated goals of the school	22	14
2 – Meet with teachers to identify curriculum or learning goals at subject department levels	21	15
3 – Review student work products when evaluating classroom instruction	28	8
4 – Evaluate teachers on academic objectives directly related to the approved national curriculum	25	11
5 – Make clear who is responsible for coordinating the curriculum across grade levels	11	25
6 – Participate actively in the review and/or selection of curriculum materials	24	12

Table 5.2: Total Responses for each task under Managing the Curriculum and Instruction (N. = 36)

The results indicate that five out of six tasks under this function – managing the curriculum and instruction – (i.e. tasks 1, 2, 3, 4, and 6) were rated as being unsatisfactorily performed by the principals. In regard to the principals making clear who is responsible for coordinating the curriculum across grade levels (i.e. task 5), 25 out of 36 respondents indicated that the principals have satisfactorily performed this task with only 11 respondents indicating that it was performed unsatisfactorily.

From the interviews the researcher found that this particular task has always been delegated to the senior subject heads, the subject department heads and teachers- in-charge of each subject area to perform. The delegation of this task to senior staff members has now become a tradition that has been handed down over the years with the principal mainly acting as an overseer. This is what some principals had to say when asked to explain why this task was delegated to the senior subject heads, the subject department heads and teachers-in-charge of each subject area to perform:

> *Most curriculum monitor.ng is conducted by the office of the Senior Subject Head I only come in when there is need for me and I only will know when I come into that area if reports come in from the Senior Subject Head's office.*

<div align="right">Principal, School D</div>

> *Yes, Senior Subject Heads and Subject Heads of each department. I can only help if they come up with something that needs my attention. For example, like buying of new materials.*

<div align="right">Principal, School C</div>

When some of the senior teachers were asked as to how well they were performing this task, there was evidence of a mixed reaction towards the delegation of this task. This is what some of them had to say:

> *At the moment the principal has delegated this responsibility to me ... so I'm the one actually formulating the programs, monitoring the assessment and testing, mock exams, remedial classes in consultation with the principal.*

<div align="right">Deputy Head, School E</div>

> *I don't know, maybe he thinks that he has given the responsibility to us (the Senior Subject Heads and the Subject Heads) and we should go ahead and do what we like.*

<div align="right">Subject Head, School C</div>

Furthermore, there were a few deputy heads who expressed their dissatisfaction with the delegation of this particular task. One such deputy head stated:

> *I see him (the headmaster) as the leader in this area but actually he delegates this tasks to Teachers-in-Charge of subject areas and they are the ones that make sure that the curriculum is taught.*

<div align="right">Deputy Head, School C</div>

In summary, results of the interviews indicated that the principals were in the habit of delegating the responsibility for managing the curriculum and instruction. From the point of view of the teachers the rating of the principals in this function was unsatisfactory, as was expected.

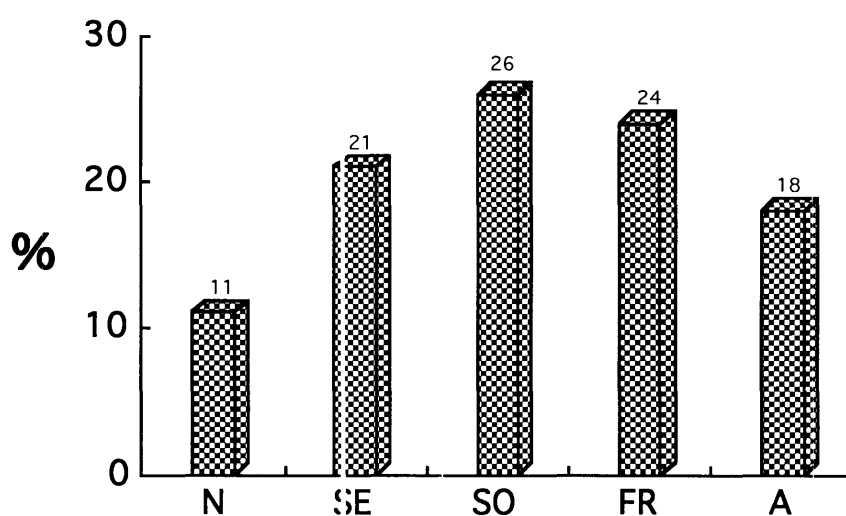## FUNCTION 3 – PROMOTING A POSITIVE LEARNING CLIMATE

Figure 5.4: Percentages of Respondents indicating Principals' Performance in terms of Promoting a Positive Learning Climate

In relation to promoting a positive learning climate, Figure 5.4 illustrates that 58 percent of the total respondents indicated that the principals' performance was unsatisfactory, while 42 percent indicated satisfactory.

Fourteen tasks were identified under this function. Table 5.3 shows the overall results of the total responses for each task from the questionnaires.

Task No.	No. of respondents who indicated Unsatisfactory Performance	No. of respondents who indicated Satisfactory Performance
1 – Use term test results to assess progress towards school academic goals	23	13
2 – Inform teachers and students of the school's Grade 10 performance results	21	15
3 – Encourage the development of appropriate instruction program(s) for students whose test results indicate a need e.g. remediation or enrichment	18	18
4 – Ensure that instructional time is not interrupted	15	21
5 – Ensure that students who stay consistently away from school make up lost instructional time	31	5
6 – Visit classrooms to see that instructional time is used for learning and practicing new skills and concepts	33	3
7 – Reinforce or reward excellent performance by teachers with opportunities for professional development	33	3
8 – Support teacher requests for inservice activities which are directly related to the school's academic goals	12	24
9 – Actively support the use of skills acquired during inservice training in the classroom	20	16
10 – Encourage teachers to share ideas on instruction or information from inservice activities	14	22
11 – Set high academic standards for students at all grade levels	18	18
12 – Support teachers when they enforce academic policies (e.g. on grading, and/or homework)	11	25
13 – Recognize students who do superior academic work or exhibit excellent behaviour with formal or informal recognition	22	14
14 – Contact parents to communicate improved student performance in school	21	15

Table 5.3: Total Responses for each task under Promoting a Positive Learning Climate (N. = 36)

The results indicate that in promoting a positive learning climate four out of the 14 tasks (i.e. tasks 4, 8, 10 and 12) were rated as being satisfactorily performed by principals, whereas eight tasks (i.e. tasks 1, 2, 5, 6, 7, 9, 13, and 14)

were rated as being unsatisfactorily performed. Two tasks (tasks 3 and 11) had equal ratings of 18.

For the tasks the principals were rated as satisfactorily performing (i.e. tasks 4, 8, 10 and 12), there were mixed reactions expressed during the interviews. Although the principals were perceived as ensuring that instructional time was not interrupted (task 4) by 21 out of 36 respondents, one deputy head stated in relationship to interruptions of instruction time by the principal:

> *So many times. One prime example is that we had a cultural day towards the end of term 2 and there was about 2 or 3 weeks [of instructional time] that was interrupted.* [During those weeks] *we will only find a few students sitting there* [in the classroom for lessons], *the rest were out preparing for the cultural day.*
>
> Deputy Head, School D

In regard to in-service activities in the school, the principals were seen to be satisfactorily performing these two tasks, i.e., supporting teachers' requests for in-service activities which are directly related to the school's academic goals (task 8) by 24 out of 36, and encouraging teachers to share ideas on instruction or information from in-service activities (task 10) by 22 out of 36. However, the other task related to in-service activities, (task 9), actively supporting the use of skills acquired during in-service training in the classroom was rated as unsatisfactorily performed i.e. by 20 out of 36.

In relation to the in-service provided in the schools in general, some respondents (especially the principals and the in-service co-ordinators in each of the schools) stated that appropriate in-service activities have taken place which catered for teachers, however, a few teacher respondents expressed their dissatisfaction with the amount of appropriate in-service activities that have actually occurred in their schools.

This is what some of the respondents had to say:

> *Teacher in-service − more needs to be done especially when nothing is done in the scheduled in-services in the departments.*
>
> Basel Level Teacher − School E

In-services for Heads of Departments could be arranged to share ideas on the administration of subject departments. Teachers need in-services on teaching methods. This is lacking in schools.

Subject Head, School B

Regular in-services should be organised and conducted by subject specialists from National High Schools and/or the Universities on subject content matter.

Senior Subject Head, School E

For the quality to improve or to reach the expected standards, more in-service activities in academic (subject areas) is needed here (in this school).

Teacher-in-Charge, School A

These calls for more appropriate and relevant in-service activities illustrate that the task of co-ordinating n-service activities in the school is a very important and sensitive issue. Although, most respondents have indicated satisfactory performance, some respondents have indicated that there was still room for improvement. A positive learning climate could be created if and when teachers are appropriately prepared to address the challenges in the classroom with creative and innovative teaching approaches and subject content knowledge.

The principals were also rated satisfactory in regard to supporting teachers when they enforce academic policies, e.g. on grading and/or homework (task 12). The researcher found that a l schools have set assessment policies which were in line with the NDOE's Measurement Services Unit's national policies. These policies were strictly achered to and enforced by all Assessment Co-ordinators in each of the schools.

As indicated in Table 5.3, most tasks under this function – promoting a positive learning climate – were rated unsatisfactorily performed by the principals. One such task is task one – using term test results to assess progress towards school academic goals. Since the task of assessment coordination was delegated to the senior subject head or the deputy head-academic in the five schools, the principals were found to be doing very little in using term test results to assess progress towards school academic goals. This is typical of some of the comments stated during the interviews:

> *We have an assessment co-ordinator that collects all the grade/subject results and puts them into the school assessment file, but I have not seen any of these results coming through to the Headmaster to look through.*
>
> Deputy Head, School C

> *No one really cares to use the assessment records as a means of counselling students to improve. Once assessment is over, the marks are neatly filed away never to be touched until the next assessment is added to it.*
>
> Base Level Teacher, School C

With regard to task two – informing teachers and students of the previous Grade 10 and Grade 8 examination performances, most respondents (21 out of 36) indicated unsatisfactory performance. When asked during the interviews as to why, most respondents indicated that this was only done once at the beginning of the school year and not repeated or re-emphasised to teachers and students thereafter.

These results indicate that the principals seems to be isolated from the assessment aspect of the running of the school (i.e tasks 1 and 2). This is an important responsibility of principals who need to monitor student performance as a measure of the school achieving its academic goals.

The ratings of the tasks (tasks 5, 6, and 7) showed significant differences as each task was rated by over 30 out of 36 respondents as unsatisfactorily performed.

In regard to task five – ensuring that students who stay consistently away from school make up lost instructional time, 31 out of 36 respondents indicated unsatisfactory performance. During the researcher's visits to all the schools, it was evident that student absenteeism from lessons was a major problem in most of the schools. The problem of absenteeism in PNG schools is very complex. There are numerous reasons why many students attend school irregularly often because of illness, family or work obligations or simply because of the great distances many of them have to walk/travel to get to school as day students. It was observed that some students (especially in School C and School E) have made it a habit to stay away from lessons whenever they felt like it. When respondents were asked why students were showing this lack of interest towards their school studies, typical replies were:

I am a bit concern with the behaviour of students towards their studies. Right now it is at its minimal, even their academic performance in tests are not encouraging. They do not seem to take their studies seriously. There has been a lot of absenteeism from classes over the past weeks. Students just report sick and do not attend classes.

Senior Subject Head, School E

Since none of the five schools had a fixed policy to ensure that students who consistently stay away from school make up lost instructional time, it was not a surprise that most respondents rated the principals unsatisfactory as stated by these respondents:

We don't have any program or [have] allocated any time for these cases yet.

Principal, School E

It all depends. At this time we encourage them [the students who miss classes] to come to classes. And whatever they miss out they have to catch up in their own time. The only advice they get is to get the exercise book or whatever notes that their friends have and they try to copy [the notes given in the classes that they have missed].

Principal, School C

When some of the respondents were asked why principals have not ensured that such programs were in place, replies included:

I don't know. These students are just expected to catch up as much as they can by themselves. They probably do it or not. They will have to try their best to catch up.

Base Level Teacher, School C

Not that I know of in this school. I don't think so. It (would be) good that students make up for those times they've actually missed.

Base Level Teacher, School B

In regard to task six – visiting classrooms to see that instructional time is used for learning and practising new skills and concepts, 21 out of 36 respondents rated it as unsatisfactory. Most respondents when interviewed, expressed their disappointment in the principals for not performing this important task. There was a call for principals to make frequent classroom visits to check if

teachers were doing what they were suppose to do and provide guidance when required. This is typical of some of the remarks:

The positive learning climate could be improved if and when the headmaster visits the teachers more regularly and provides guidance on appropriate teaching methods.

Subject Head, School B

Classroom visits must be done frequently in order to ensure that the correct curriculum is being taught to students. To encourage teachers to better themselves in teaching if they know that the headmaster frequently visits classes. This will also encourage students not to stay away from lessons.

Senior Subject Head, School D

When some of the respondents were asked as to why the principals were not performing this task satisfactorily, the following were typical of the replies:

Probably he thinks that it should be done by his deputy or somebody else. I'm not really sure.

Subject Head, School E

That I do not know but that's probably up to whether he is tied up doing administrative work or not.

Deputy Head, School D

Sometimes the Headmaster is not in his office so immediate problems are not attended to by him. Sometimes we do not know where he goes or where he is.

Senior Subject Head, School E

These remarks by some of the respondents reflected the sentiments of most teachers and the frustrations felt by many in relation to the delegation of such an important task by the principal to a senior subject head, subject head, or a teacher-in-charge to perform.

With regard to reinforcing and rewarding excellent performance by teachers with opportunities for professional development (task 7), the principals were also rated unsatisfactory (33 out of 36 respondents). In this respect it is important to understand the reality of PNG high schools. For one teacher to be recommended for further training and even to be promoted to the next level

in the school system depends largely on the recommendation of the Secondary School Inspector and the Advisor-Education in the Division of Education in each Province. Few staff development opportunities are available to teachers in the schools. The typical practice in a PNG high school is described by two of the respondents:

> *Since I have been here, I had not seen any refresher courses that is organised for the teachers, you know to go out of the classroom and go and ref esh themselves. I think this is one of the weak areas in our Division of Education. There are many teachers who have been teaching for so many years, have not been given the opportuni y for refresher courses.*

> Principal, School C

> *The school has not real y sat down to prepare development plans for improving or developing staff because that comes through the Education Division. The Education Department (NDOE) puts out an (Edi cation) gazette towards the end of first term and then teachers (at their own will) apply for courses that are advertised. The application (once completed by the teacher) goes direct to he Advisor-Education and he either recommends or not for (the teacher to go) for further training.*

> Deputy Head, School C

In relation to recognising students who do superior academic work or who exhibit excellent behaviour (task 13), the principals were rated unsatisfactory (22 out of 36 respondents). This task, according to interviews, was mainly performed at the end of the school year when students in each grade or class were formally recognised for their academic achievements over the year's work on the Schools' prize-giving day. principals were asked during the interviews to explain why this was done only once a year. One principal said in justification of what he does when he discovers that a particular student's academic results are outstanding

> *I do not go to the individual student. I talk to the staff during the staff meeting or call the class as a whole and tell them.*

> Principal, School C

From the researcher's observations during his visits to the schools, it was evident that little emphasis was placed on recognising students who do superior academic work or exhibit excellent behaviour either through formal

or informal recognition, on a weekly or term basis. This would be one way of motivating students to show more interest and more positive behaviour towards their learning.

The lack of regularly performing task 13 – that is, recognizing students who do superior academic work or exhibit excellent behaviour with formal or informal recognition, may have an effect on the rating of the following task (task 14), i.e. contacting parents to communicate improved student performance in school. The principals were rated unsatisfactory in performing this task (21 out of 36 respondents). Again this was one task that was not performed regularly on a weekly or monthly basis. The researcher was informed that academic student report cards were only sent out to parents at the end of terms two and four of the school academic year when the students return to their homes for vacation. As one respondent indicated:

> *Report cards are given to students to take home to their parents so that parents also know how their children are doing. If the child is doing badly then the parents should also encourage the child to improve his/her marks in the next assessment.*
>
> Deputy Head, School C

However, this seems to be an unsatisfactory way to adequately inform parents. Since these five high schools take in both day students and boarders, it would be desirable if the principals ensured that parents were informed of their childrens' progress more regularly. However, in PNG there are reasons of cost and poor infrastructure (e.g. lack of reliable postal services) and language differences which present difficulties for schools in reporting to parents more frequently.

With regard to task three – encouraging the development of appropriate instructional program(s) for students whose test results indicate a need, e.g. remediation or enrichment and task 11 – setting high academic standards for students at all grade levels, an equal number of respondents (18 out of 36) indicated satisfactory and (18 out of 36) indicated unsatisfactory performances respectively.

It was evident in all the five schools the researcher visited that remedial classes were developed for students in grades 8 and 10 classes only and there was a total disregard for remedials for students in Grades 7 and 9 classes in

four high schools and Grades 9 and 11 classes in one school. When respondents were asked why the schools have taken that direction, the following is typical of respondents' replies:

> *Well we are thinking about the Grades 8 and 10 final (national) examinations at the end of the year. What's why only (students in) these two grades have remedials. There is no remedials for Grades 7 and 9.*
>
> Subject Head, School C

> *We have no manpower to spare to start (remedials) for Grades 9 and 11. If we involve these classes in the remedial program, then the work parade system will collapse.*
>
> Deputy Head, School E

Based on these observations, it was evident that the teaching was mainly concentrated on students in those Grades expected to sit for a national examination. This observation reflected the same emphasis that was placed on the development of academic goals for the schools. Although this may sound unfortunate, the emphasis placed on teaching to pass an examination is the reality that is being practised in most or all types of schools in PNG. The emphasis placed on teachers to teach students to pass an examination overrides the significance of students gaining a well-balanced, good quality education for the future.

With regard to task 11 – setting high academic standards for students at all grade levels, it was evident that most principals have delegated this task to the senior subject head or the deputy head (academic) to perform. Based on the researcher's observations, some of these senior teachers have taken on the challenge and have worked towards improving the academic standards in their respective schools. This is what one senior teacher had to say:

> *To ensure high academic standards are maintained, we reprimand students who miss lessons or absent themselves during lessons by checking their number of days absent and recommending them to the disciplinary committee. Offenders like those who have exceed 30 days, then face the Board of Management. The Board then reprimands, gives warning and/or in some cases even terminate students from this school.*
>
> Deputy Head, School E

However, other senior teachers have resisted the delegation:

> *Academic standards have not been a priority to some headmasters. This is the very reason why standards have been very low in this school and the Province as a whole.*

Senior Subject Head, School B

In summary, the overall results under this function indicate that the principals have engaged in some of the tasks to some extent but the majority of respondents considered the principals to be inadequate in terms of promoting a positive learning climate in the high schools. In order for the principals to promote a more positive learning climate in their schools that should be aimed at enhancing student learning and professional growth in teachers, the principals need to engage regularly in most of the tasks.

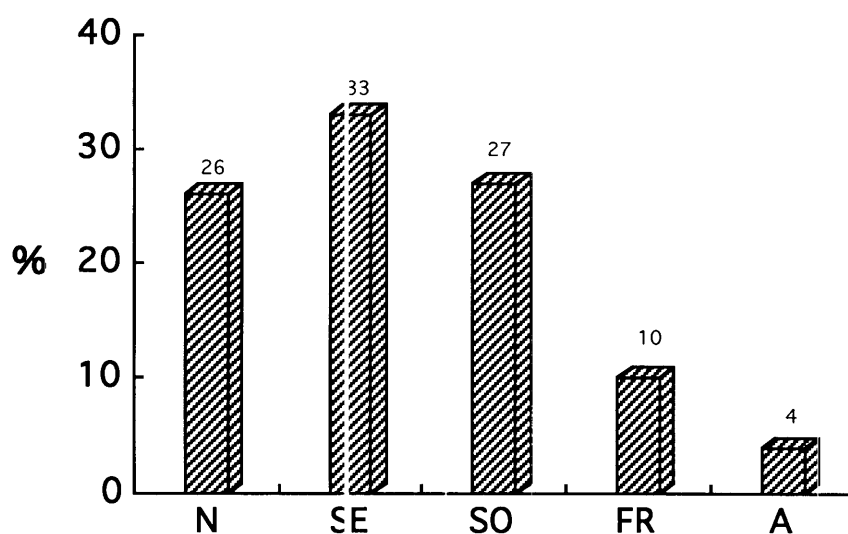## FUNCTION 4 – OBSERVING AND GIVING FEEDBACK TO TEACHERS

Figure 5.5: Percentages of Respondents indicating Principals' Performance in terms of Observing and Giving Feedback to Teachers

When assessing the principals in relation to their observing and giving feedback to teachers, Figure 5.5 illustrates that 86 percent of the total respondents indicated unsatisfactory performance and 14 percent indicated satisfactory performance.

Four tasks were identified under this function. Table 5.4 shows the overall results of the total responses for each task from the questionnaires.

Task No.	No. of respondents who indicated Unsatisfactory Performance	No. of respondents who indicated Satisfactory Performance
1 – Conduct formal and/or informal classroom observations on a regulai basis	33	3
2 – Point out specific strengths and weaknesses in teacher instructional practices in post observation conferinces	30	6
3 – Note student time on-task in feedb.ick to teachers after classroom observatic ns	31	5
4 – Provide guidance on appropriate teaching methods for specific subje :t areas	29	7

Table 5.4: Total Responses for eac h task under Observing and Giving Feedback to Teachers (N. = 36)

This is one of the major functior s which needs to be closely addressed by all the principals. The differences in ratings in Table 5.4, indicate that the performance of principals was soen to be unsatisfactory in performing all the tasks by the majority of respondents. When principals were asked why they perform these tasks so infrequently, most indicated that these tasks were delegated to senior subject heads subject heads or teachers-in-charge of subject areas to perform, therefore they have left the responsibility of classroom observations to these senior teachers. Others indicated that there was not enough time for the principals to conduct classroom observations as they have other administrative task; to perform so had only concentrated on conducting classroom observations on those teachers who were on compulsory or promotional inspections by the Secondary School Inspector. Some principals even indicatec that their teaching commitments in their specialised teaching areas were taking up most of their time. The following are some of their replies in the inter/iews:

> *My timetable and my other commitments do not give me enough time to do things that I think about doing in the school. Lesson observations as I know I've taken on a sometimes kind of approach. When I feel say within the week I find myself a bit light cn other commitments then I do that.*

Principal, School D

I put sometimes because it's not been done quite regularly on my part because I have got other things. Maybe I suppose there are things I did prioritise and not this area.

Principal, School C

I have only concentrated on those who are going on compulsory (forced) inspection and who are new to the school, especially, people I have not worked with.

Principal, School E

Some of the teachers have supported the principals in terms of other priorities, as exemplified below:

He (the principal) doesn't have the time to observe all the teachers. And I see that there are outside factors that influences time for such, e.g. discipline. Often he is interviewing students, or he is attending board meetings, or going to the Education Office to answer appeals by students. So I see that there is too much of outside factors taking up his time.

Subject Head, School D

Nevertheless, some teachers were unsure of the responsibilities of the principals. For example:

Probably he (the Principal) has other things to do. I am not sure what he does. Like I said before sometimes he is not in his office so we do not know where he goes or what he does.

Senior Subject Head, School E

Lesson observation is not done. Most of those inspection reports that they write, most of them are false. They don't get into the classroom to observe the teacher. They just write down what they think. If the headmaster has so many free periods I always question what does he do with those free periods?

Base Level Teacher, School C

Teachers who had not received feedback from principals commented:

No. We never had a post-lesson conference after his observation.

Base Level Teacher, School D

No. He (the Principal) just observed me and gave me my copy.
No verbal comments followed.

Subject Head, School C

These results indicate that the principals generally did not observe and give feedback to teachers to the satisfaction of the teachers. When principals were asked why, one principal remarked:

It is a general policy in this school that the senior teachers should carry out lesson observations.

Principal, School D

In summary, such remarks indicate that most principals have delegated these tasks to the senior subject heads, subject heads and teachers-in-charge of subject areas to perform so they feel that they do not have to participate or only conduct lesson observation and feedback when they are required. From the researcher's observation, it was evident that this was one of the major weaknesses of the principals who participated in this study since 86% of the total respondents have reported unsatisfactory performance.
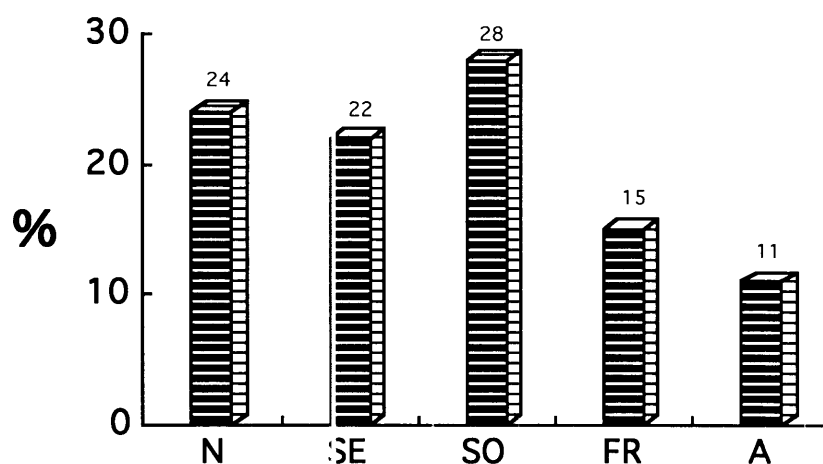
FUNCTION 5 – ASSESSING THE INSTRUCTIONAL PROGRAM

Figure 5.6: Percentages of Respondents indicating Principals' Performance in terms of Assessing the Instructional Program(s)

Figure 5.6 illustrates that 74 percent of the total respondents indicated that the principals' performance in relation to assessing the instructional programs that were taught in their schools was unsatisfactory, whereas 26 percent indicated satisfactory.

There were two tasks identified under this function. Table 5.5 shows the overall results of the total responses for each task from the questionnaires.

Task No.	No. of respondents who indicated Unsatisfactory Performance	No. of respondents who indicated Satisfactory Performance
1 – Encourage the use of program evaluation for future curriculum planning	24	12
2 – In consultation with teachers asses ; and revise each grade's instructional program	29	7

Table 5.5: Total Responses for each task under Assessing the Instructional Program(s) (N. = 36)

In encouraging the use of program evaluation for future curriculum planning(task 1) (i.e. 24 out of 36), and in consultation with teachers to assess and revise each grade's instructional programs (task 2) (i.e. 29 out of 36), the ratings indicated that the principals have unsatisfactorily performed these tasks. It was evident that the principals have delegated these tasks to the deputy head-academic, senior subject heads, subject heads and teachers-in-charge of subject areas to perform, therefore, they felt that it was not their responsibility to engage in these tasks. This is what one principal had to say to explain his actions (a remark which typifies the remarks expressed by the other principals as well):

> *I see my job as in two parts, not only am I responsible for the academic excellence but also responsible for the overall running of the school, maybe running a boarding school. I really have to be fair. It would be good if there were two headmasters or deputies, where one concentrates on academic and the other concentrates on administration.*

> *Evaluation and checking up of the academic programs in the school in line with the breakdown of the responsibility is really a matter of the Senior Subject Head, Subject Heads and the Teachers-in-Charge. They are immediately responsible to that area in their departments. They should be reporting to the Senior Subject Head, who then feeds me or the deputy about the information.*

> *I do not have the time to be going in each department and sit down and check how they are doing. That is not my duty. It is the duty of the Senior Subject Head. I only go into that area with the request of the Senior Subject Head's office.*

Principal, School D

Despite the remark by the p incipal above, many teacher respondents expressed the viewpoint that i was the principal's duty to assist or give guidance to other senior teachers in performing these tasks. They considered that the principals should play a major role in performing this function. The following typifies the remarks of most teacher respondents:

> *I believe that this is an idea where it would be nice for the headmaster to come in, actually sit down and review the programs with the teachers. Of course, this is a problem that I have found in this school but the other schools are no exception. Believe me or not but there are many units every year in a particular school that are not taught. For example, I was at (School E) and I covered six units that were not taught in Grade 10. School A and C are the same.*

Base Level Teacher, School C

In summary, the tradition of principals delegating tasks to senior teachers to perform due to heavy admin strative commitments has overridden the necessity to engage in this essential instructional activity. Principals in this study, as the data indicated, have been isolated or have isolated themselves from assessing the instructional programs to evaluate their appropriateness and relevancy to the students.

Overall Findings of the Overall/Global Responses from the Questionnaires, Interviews and the Non-participant Observations

In defining and communicating academic goals, the principals were generally rated as having an unsatisfactory performance. In the development of academic goals for the schools, data supported the view that some principals have developed academic goals in isolation. Academic goals were mainly aimed at improving academic performances of students in Grades 8 and 10 and were not aimed at all students in all grades in the schools. It was evident that coaching students to pass a national examination was emphasised more than provision for the entire student body to gain a well balanced, quality education for the future. The evidence gathered through interviews indicated that only a few senior teachers were asked their opinions, but most teaching and non-teaching staffs', students' and parents' inputs into what the academic goals of the school should be were not sought. This data suggest that a vigorous needs analysis was typically not completed in the development of

academic goals. There was also no evidence of academic goals being visibly displayed in the five schools to emphasise their importance.

In managing the curriculum and instruction, the principals were also rated as having an unsatisfactory performance. This function by tradition in PNG high schools has always been delegated to the senior subject heads, subject heads and the teachers-in-charge of each subject area to perform with the principals mainly acting as an overseer. The data supported the view that since this function has always been seen by the principals as the responsibility of the senior teachers, they have refrained from actively engaging in some aspects of this function. As a consequence the rating of the principals in the questionnaire was, as expected, unsatisfactory in the views of a majority of teachers.

In promoting a positive learning climate, the principals were rated as having an unsatisfactory performance. Key issues that rose out of the analysis were:

(i)   In-service Activities

Although in-service activities were planned and scheduled in an in-service program in all the schools, data supported the view that there was some dissatisfaction with the amount of appropriate and relevant activities that have actually occurred within and outside of the schools. There were calls for more effective leadership in the coordination of the in-service programs in the schools.

(ii)   Assessment Coordination

Data supported the view that principals have had limited engagements in the coordination of assessment in the schools. Since by tradition these tasks have always been delegated to a senior teacher to coordinate, principals have been seen to have left the entire responsibility to this particular senior teacher to handle without providing much guidance and direction. It was no surprise that the rating of the principals in the questionnaire was unsatisfactory in the views of a majority of teachers.

(iii) Protecting Time for Learning

It was evident that there was some inconsistency in the attitudes of principals towards maximizing time-on-task in some schools, which has led to an increase in student absenteeism from lessons. Some students especially in School C and School E have made it a habit to skip lessons whenever the need arises. However, data showed that students who stayed away from school were not encouraged to make up lost instructional time as none of the five schools had a fixed internal school policy to address this issue. Data also supported the view that the principals' lack of visits to classrooms to check if instructional time was used for learning also had a detrimental impact on the attitude of teachers and students towards their teaching and learning.

(iv) Rewarding Success

Data supported the view that the principals have placed limited emphasis on recognizing students who have done superior academic work or have exhibited excellent behaviours either through a formal or informal way on a weekly or term basis. It was found that rewarding of success has always been left to the end of the year prize-giving day. It was evident that this approach was inadequate in terms of providing motivation and positive reinforcement to students when it was due.

In regards to teacher recognition for excellent teaching performances with opportunities for staff development, it was found that the only activity encouraged by the principals was in-service activities within and outside of the schools for staff development purposes. It was evident through interviews that the principals were restricted in providing their teachers with opportunities for further training as this depended largely on the recommendation of the Secondary School Inspector and the Advisor-Education in the Division of Education in the Province. These data also support the view that there were very few staff development opportunities available for most teachers in the Province.

(v) Remediation and/or Enrichment Instructional Programs

It was evident that in all the schools there was no evidence of any enrichment program in use; however there was evidence of remedial programs being planned and programmed for students in Grades 8 and 10. There were no remedial programs for students in Grades 7, 9 and 11. It was found that in all

the schools, the emphasis placed on these remedial programs was coaching to pass a national examination rather than to provide these students with a well-balanced, good quality education for the future.

(vi) Standards/High Expectations

Data indicated that most principals have delegated this task to a senior teacher to perform which has created a mixed reaction among the teachers. Data supported the view that it was the responsibility of the principals to set standards and encourage or enforce high expectations on all students and teachers.

In observing and giving feedback to teachers, the principals were rated as having an unsatisfactory performance. This was attributed to the tradition of delegating tasks and the lack of providing adequate guidance and direction to those delegated this function. Data indicated that principals have not actively engaged in this function for three main reasons. Firstly, an increase in their administrative routine tasks that they have to be involved in. Secondly, their teaching commitments besides their administrative commitments, left them very limited time for such activities as classroom observations so that they restricted their observations to teachers who were on compulsory or promotional inspections. Finally, it was not seen as their sole responsibility to observe teachers but was also the responsibility of the senior teachers in each subject area, therefore, most of this activity was left to the senior teachers to perform in their departments. Nevertheless, data has demonstrated that these explanations were insufficient and inconsistent with the roles principals were expected to perform.

Finally, in assessing the instructional programs, principals were again rated as unsatisfactory in performing this function. The issue of delegating this function to senior teachers to perform without providing guidance and direction in how this function should be performed was highlighted. Data supported the view that it was the principals' responsibility to provide guidance and direction to senior teachers in assessing instructional programs taught in the schools.

In summary, the overall findings of the global responses from the questionnaires, interviews and non-participant observations indicate that the performance of principals in engaging in instructional leadership functions in the NIP high schools was seen to be unsatisfactory.

Part 2
Comparative Analysis Between Principals and Teachers

In the second part of the analysis, a comparison is made of the responses between the principals and the teachers based on the five functions which constitute instructional leadership. There was a total of five principals and 31 teachers. This analysis aimed to identify and analyse the differences and similiarities in the perceptions of principals and teachers in relation to whether principals are satisfactorily or unsatisfactorily performing the instructional leadership tasks.

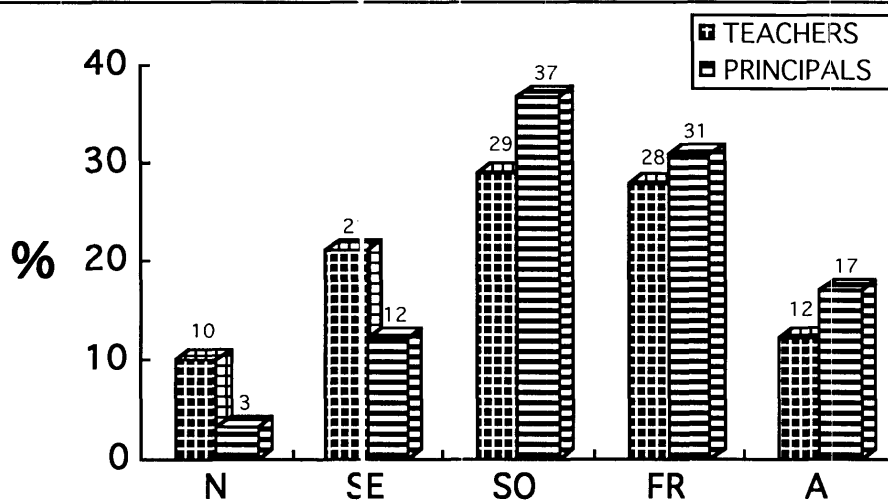### FUNCTION 1 – DEFINING AND COMMUNICATING SCHOOL GOALS

Figure 5.7: Percentages comparing Principals' and Teachers' Perceptions of Instructional Leadership when rating Principals in terms of Defining and Communicating School Goals

In terms of the definition of unsatisfactory and satisfactory performance, Figure 5.7 illustrates that 52 percent of the principals indicated that they unsatisfactorily performed the tasks related to defining and communicating school goals, whereas 48 percent indicated satisfactory performance. In contrast, 60 percent of the teachers indicated that the principals unsatisfactorily performed these tasks and 40 percent indicated satisfactory performance.

Table 5.6 shows how each task was rated by both principals and teachers.

Task No.	Principals = 5		Teachers = 31	
	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory
1 – Develop school academic goals that seek improvement over current levels of academic performance	2	3	18	13
2 – Develop the school's academic goals in terms of staff responsibilities and meeting with target dates	2	3	18	13
3 – Use needs assessment to secure staff and community input on school academic goal development	2	3	18	13
4 – Use data on student academic performance when developing the school's academic goals	2	3	18	13
5 – Develop academic goals that are easily translated into classroom objectives by teachers	4	1	19	12
6 – Communicate the school's academic goals to teachers, students and parents at school	1	4	18	13
7 – Ensure that the school's academic goals are reflected in highly visible displays in the school	5	0	22	9

Table 5.6: Total Responses for each task by both Principals and Teachers under Defining and Communicating School Goals

When assessing how each task under this function – defining and communicating school goals – was rated by both the principals and the teachers, the results show that a majority of teachers rated the principals as unsatisfactory in performing all seven tasks. However, the difference in the number of respondents who indicated unsatisfactory or satisfactory was not that significant. For tasks 1 to 6, 18 or 19 out of 31 teachers, indicated unsatisfactory, whereas 12 or 13 out of 31, indicated satisfactory. It was only for task 7 that a strong majority of teachers (22 out of 31) indicated unsatisfactory. Principals rated themselves satisfactory in performing tasks 1 to 4, however, the number of principals who indicated satisfactory was also not that significant. For tasks 1 to 4, only 3 out of 5 principals indicated satisfactory and 2 out of 5 indicated unsatisfactory. For task 6, 4 out of 5 principals indicated satisfactory whereas only one indicated unsatisfactory. For task 5 (4 out of 5) and task 7 (5 out of 5), the majority or all principals indicated unsatisfactory.This meant that although some principals have indicated that they were at least performing some of the tasks satisfactorily, the teachers, on

the other hand, have indicated that the principals were not performing any of the tasks satisfactorily.

In summary, the data indicates a difference in perception between the principals and teachers in regard to the extent of principals' active and satisfactory involvement in defining and communicating school goals. However, the overall percentages of responses between the principals and teachers indicated an overall unsatisfactory rating.
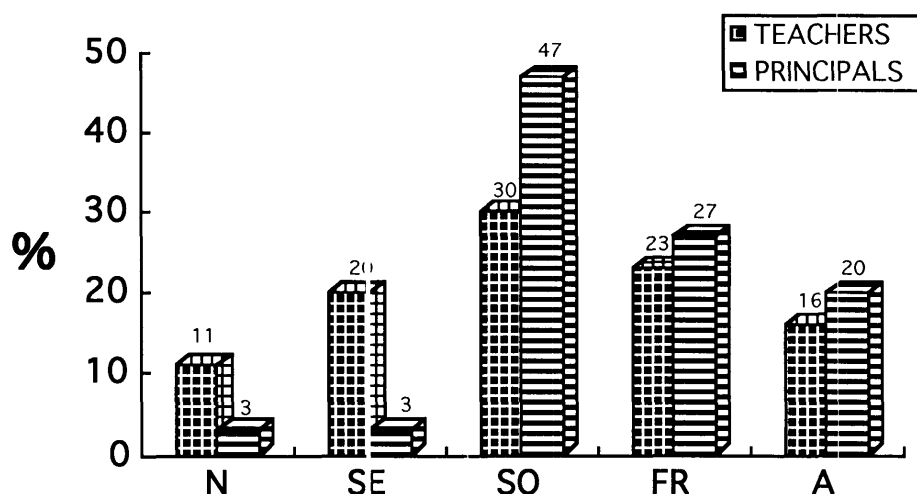
FUNCTION 2 – MANAGING CURRICULUM AND INSTRUCTION

Figure 5.8: Percentages comparing Principals' and Teachers' Perceptions of Instructional Leadership when rating Principals in terms of Managing the Curriculum and Instruction

Figure 5.8 illustrates that 61 percent of the teachers indicated that principals unsatisfactorily performed the tasks related to managing the curriculum and instruction, whereas 39 percent indicated satisfactory performance. On the other hand, 53 percent of the principals indicated that they unsatisfactorily performed these tasks, whereas, 47 percent indicated satisfactory performance.

Table 5.7 shows how each task was rated under this function by both the principals and the teachers.

Task No.	Principals = 5		Teachers = 31	
	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory
1 – Ensure that the classroom objectives of teachers are consistent with the stated goals of the school	3	2	19	12
2 – Meet with teachers to identify curriculum or learning goals at subject department levels	3	2	18	13
3 – Review student work products when evaluating classroom instruction	4	1	24	7
4 – Evaluate teachers on academic objectives directly related to the approved national curriculum	4	1	21	10
5 – Make clear who is responsible for coordinating the curriculum across grade levels	0	5	11	20
6 – Participate actively in the review and/or selection of curriculum materials	2	3	22	9

Table 5.7: Total Responses for each task by both Principals and Teachers under Managing the Curriculum and Instruction

Table 5.7 shows that most principals and most teachers agreed that tasks 1 to 4 were not performed by principals satisfactorily. For tasks 1 and 2, the difference between the number of respondents who indicated unsatisfactory and satisfactory was less significant For both tasks, only 3 out of 5 principals indicated unsatisfactory and for teachers, 19 and 18 out of 31, indicated unsatisfactory. For tasks 3 and 4, the difference was more significant. For both tasks, 4 out of 5 principals indicated unsatisfactory and 24 and 21 out of 31 teachers, indicated the same. For task 5, all the principals and 20 out of 31 teachers perceived that this task was satisfactorily performed by the principals. Based on the researcher's observation, it was evident that duty statements drawn up for all teachers in the schools by the principals made it clear to all teachers who were responsible for coordinating the curriculum across grade levels. Primarily, this task was delegated to the senior subject heads, subject heads and the teachers-in-charge of subject areas to perform. The only difference was in the assessment of task 6. The majority of teachers (22 out of 31) indicated that task 6 was unsatisfactorily performed by principals however, most principals (3 out of 5) indicated that this task was satisfactorily performed. Two principals indicated unsatisfactory performance. This result indicated that there was a difference in perception among the principals and teachers in regard to the extent of principals' active engagement in the reviewing and/or selection of curriculum materials.

In summary, although the data showed a minor difference in perception between the principals and teachers, the overall percentages of responses indicated an unsatisfactory performance in managing the curriculum and instruction in their schools.

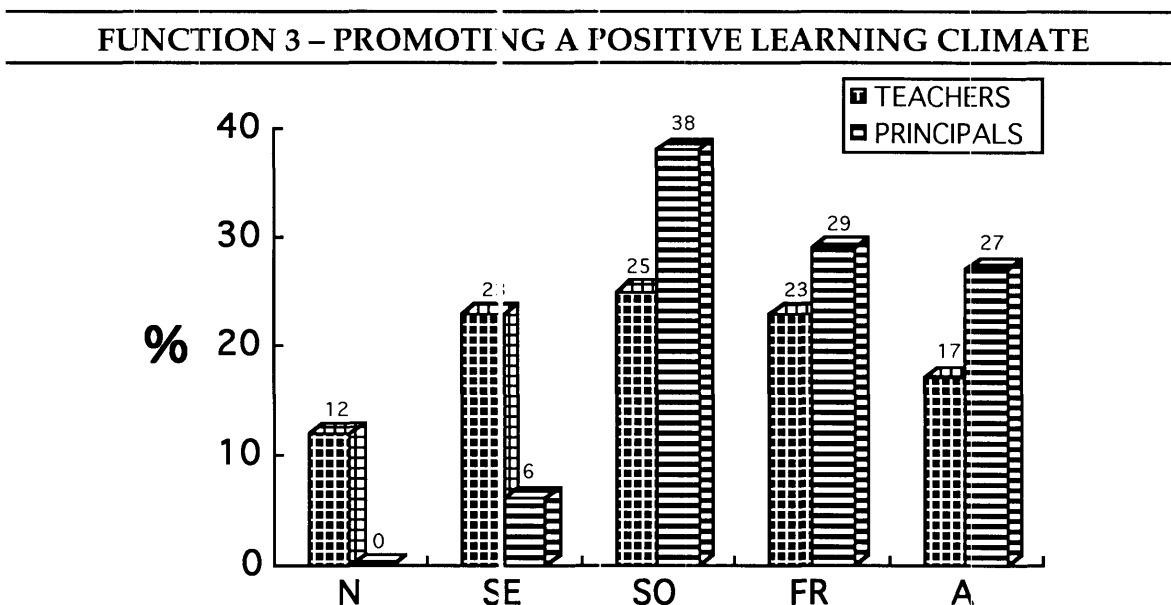## FUNCTION 3 – PROMOTING A POSITIVE LEARNING CLIMATE

Figure 5.9: Percentages comparing Principals' and Teachers' Perceptions of Instructional Leadership when rating Principals in terms of Promoting a Positive Learning Climate

Figure 5.9 illustrates that 60 percent of the teachers indicated that the principals were unsatisfactorily performing these tasks, whereas 44 percent of the principals indicated a similar result. On the other hand, 56 percent of principals indicated that the principals were satisfactorily performing these tasks, whilst only 40 percent of the teachers indicated satisfactory performance.

Table 5.8 shows how each task was rated by both principals and teachers.

Task No.	Principals = 5		Teachers = 31	
	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory
1 – Use term test results to assess progress towards school academic goals	1	4	22	9
2 – Inform teachers and students of the school's Grade 10 performance results	1	4	20	11
3 – Encourage the development of appropriate instruction program(s) for students whose test results indicate a need e.g. remediation or enrichment	1	4	17	14
4 – Ensure that instructional time is not interrupted	1	4	14	17
5 – Ensure that students who stay consistently away from school make up lost instructional time	5	0	26	5
6 – Visit classrooms to see that instructional time is used for learning and practicing new skills and concepts	3	2	30	1
7 – Reinforce or reward excellent performance by teachers with opportunities for professional development	4	1	29	2
8 – Support teacher requests for inservice activities which are directly related to the school's academic goals	3	2	9	22
9 – Actively support the use of skills acquired during inservice training in the classroom	3	2	17	14
10 – Encourage teachers to share ideas on instruction or information from inservice activities	2	3	12	19
11 – Set high academic standards for students at all grade levels	2	3	16	15
12 – Support teachers when they enforce academic policies (e.g. on grading, and/or homework)	2	3	9	22
13 – Recognize students who do superior academic work or exhibit excellent behaviour with formal or informal recognition	2	3	20	11
14 – Contact parents to communicate improved student performance in school	1	4	20	11

Table 5.8: Total Responses for each task by both Principals and Teachers under Promoting a Positive Learning Climate

Table 5.8 shows that both principals and teachers agreed that tasks 4, 10 and 12 were performed satisfactorily by the principals. For task 4, the majority of principals (4 out of 5) indicated that they satisfactorily ensured that

instructional time was not interrupted, whereas the difference between the number of teachers (17 out of 31) who indicated satisfactory was less significant compared to the principals' ratings as 14 out of 31 indicated unsatisfactory performance. For task 10, the differences in ratings for both principals (3 out of 5) and teachers (19 out of 31) was less significant, as two out of five principals indicated unsatisfactory and 12 out of 31 teachers indicated the same. For task 12, it was evident that the majority of teachers (22 out of 31) indicated satisfactory, whereas the difference in perception between principals alone was less significant. Only three out of five principals indicated that they supported their teachers when they enforce academic policies, whereas, two out of five, indicated unsatisfactory performance. For task 8, the majority of teachers (22 out of 31) indicated that the principals satisfactorily supported their teachers' requests for in-service activities which were directly related to the school's academic goals, whereas, three out of five principals rated themselves unsatisfactory and only two indicated satisfactory in performing this task.

The data in Table 5.8 also shows that the principals and teachers generally agreed that tasks 5, 6, 7, and 9 were unsatisfactorily performed. For task 5, all principals agreed with 26 out of 31 teachers that their encouragement of students who stayed consistently away from school to make up lost instructional time was unsatisfactory. For task 6, nearly all teachers (30 out of 31) indicated that principals' efforts to visit classrooms to see that instructional time was used for learning and practicing new skills and concepts was unsatisfactory, whereas, only three out of five principals indicated unsatisfactory, and two principals indicated satisfactory. For task 7, the majority of both principals (4 out of 5) and teachers (29 out of 31) agreed that the principals' efforts in reinforcing or rewarding excellent performance by teachers with opportunities for professional development was unsatisfactory. For task 9, the differences in the unsatisfactory performance ratings of principals by both principals (3 out of 5) and teachers (17 out of 31) were less significant, as two out of five principals and 14 out of 31 teachers indicated satisfactory. These results indicated that although the majority of both principals and teachers ratings for tasks 5, 6, and 7 were unsatisfactory, for task 9, the differences between the unsatisfactory ratings and the satisfactory ratings were less significant.

In regard to tasks 1, 2, 3, 11, 13, and 14, both principals' and teachers' perceptions were different as the principals indicated that they satisfactorily performing these tasks, whereas, the teachers indicated unsatisfactory

performance. For tasks 1, 2, 3, ard 14, the majority of principals (4 out of 5 for each task) indicated that they sat sfactorily perform these tasks, whereas for the same tasks except task 3, the ma ority of teachers (for task 1 – 22 out of 31, for task 2 – 20 out of 31, for task 14 – 20 out of 31) indicated unsatisfactory performance. The teachers' ratings of 17 out of 31 for task 3 was not so significantly different, compared with 14 out of 31, indicating satisfactory performance. For tasks 11 and 13, the number of principals (3 out of 5) who indicated satisfactory performa ice in performing these tasks was not that significant as two out of five principals also indicate unsatisfactory performance. In regard to the teachers, for task 11, there was negligible difference between those who indicated unsatisfactory (16 out of 31) and satisfactory (15 out of 31). However, for task 13, it was obvious that the majority of teachers (20 out of 31) indicated unsatisfactory performance.

Overall, these results indicate that there were some differences and similarities in the manner both principals and teachers perceived the principals in actively engaging in the 14 tasks related to promoting a positive learning climate. With regards to the differences, there were opposing ratings in relation to tasks 1, 2, 3, 11, 13, and 14. The principals indicated that they have performed these tasks satis actorily however, the teachers have indicated unsatisfactory. For task 8, principals indicated unsatisfactory performance, whereas teachers have indicated satisfactory performance. With regards to the similarities, for tasks 5, 6, 7, and 9, both principals and teachers generally agreed that the tasks were unsatisfactorily performed and for tasks 4, 10 and 12, again both principals and teachers agreed that these tasks were performed satisfactorily by the principals.

In summary, the data do not alow the researcher to determine whether the overall performance of principals was satisfactory or unsatisfactory as there was a difference in perception between the principals and the teachers in regard to the extent of the principals' active and satisfactory involvement in promoting a positive learning climate.

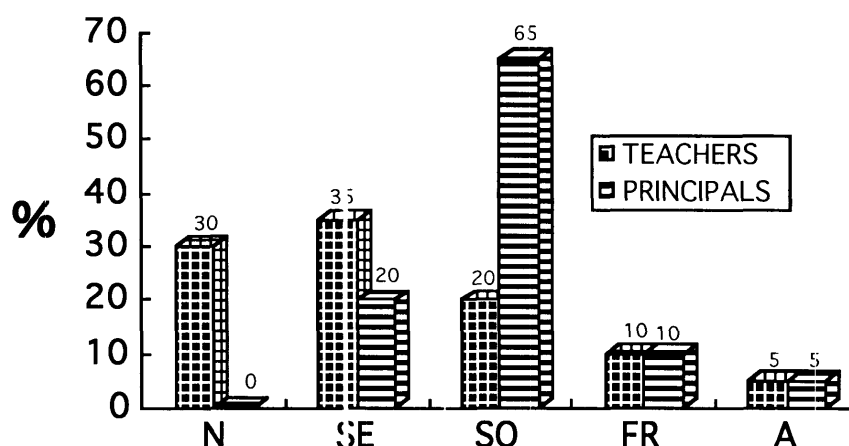## FUNCTION 4 – OBSERVING AND GIVING FEEDBACK TO TEACHERS

Figure 5.10: Percentages comparing Principals' and Teachers' Perceptions of Instructional Leadership when rating Principals in terms of Observing and Giving Feedback to Teachers

Figure 5.10 illustrates that 85 percent of both the teachers and the principals indicated that the principals unsatisfactorily performed the function of observing and giving feedback to teachers while only 15 percent of both principals and teachers also indicated satisfactory performance.

Table 5.9 shows how each task was rated by the principals and teachers.

Task No.	Principals = 5		Teachers = 31	
	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory
1 – Conduct formal and/or informal classroom observations on a regular basis	5	0	28	3
2 – Point out specific strengths and weaknesses in teacher instructional practices in post observation conferences	4	1	26	5
3 – Note student time on-task in feedback to teachers after classroom observations	4	1	27	4
4 – Provide guidance on appropriate teaching methods for specific subject areas	4	1	25	6

Table 5.9: Total Responses for each task by both Principals and Teachers under Observing and Giving Feedback to Teachers

Table 5.9 shows that a majority of principals and teachers generally agreed that the four tasks under this function – observing and giving feedback to teachers – were unsatisfactorily performed by the principals. For task 1, all principals indicated an unsatisfactory performance, and 28 out of 31 teachers agreed. For task 2, four out of five principals indicated unsatisfactory, and 26 out of 31 teachers indicated the same. For task 3, four out of five principals indicated

unsatisfactory, and 27 out of 31 teachers concurred. Finally, for task 4, four out of five principals indicated unsatisfactory and 25 out of 31 teachers gave the same response.

According to principals, as outlined in Part 1 analysis under the same function, these tasks were delegated to senior subject heads, subject heads and teachers-in-charge of subject areas to perform, therefore, principals have restricted their involvement in classroom observations and giving feedback only to those teachers who were on compulsory inspections, either for registration as a teacher or for promotional purposes. Principals also stressed that due to their heavy administrative and teaching commitments they lacked the time to conduct classroom observations and give feedback to teachers. The majority of teachers however, indicated that this attitude of the principals to commit themselves to only a few teachers was unsatisfactory as they too required the guidance and direction of the principals towards improving their teaching performances in the classrooms and at the same time enhancing student learning.

In summary, the results showed that this function – observing and giving feedback to teachers was unsatisfactorily performed by the principals.

FUNCTION 5 – ASSESSING THE INSTRUCTIONAL PROGRAM

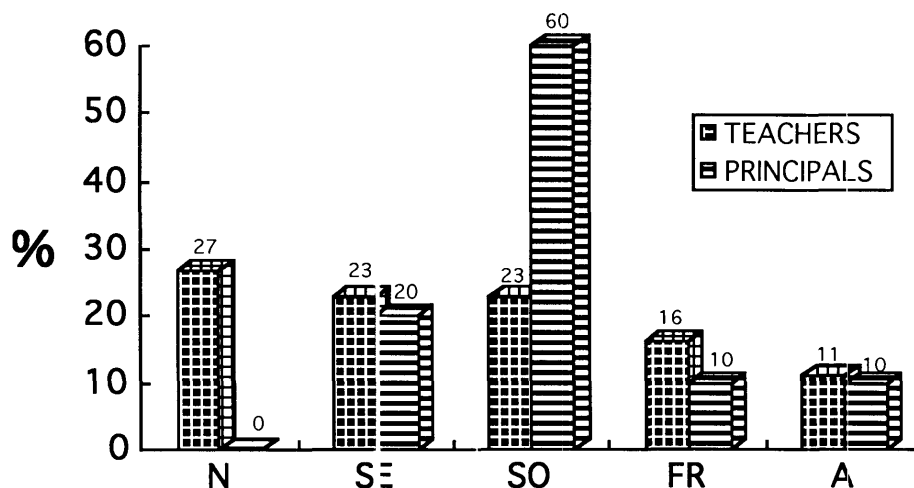Figure 5.11: Percentages comparing Principals' and Teachers' Perceptions of Instructional Leadership when rating Principals in terms of Assessing the Instructional Program(s)

Figure 5.11 illustrates that 80 percent of the principals and 73 percent of the teachers indicated that the principals were unsatisfactorily performing the tasks under this function – assessing instructional programs contrasting with

only 20 percent of the principals and 27 percent of the teachers indicating satisfactory performance.

Table 5.10 shows the ratings for each of the two tasks by both principals and teachers.

Task No.	Principals = 5		Teachers = 31	
	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory
1 - Encourage the use of program evaluation for future curriculum planning	3	2	21	10
2 - In consultation with teachers assess and revise each grade's instructional program	5	0	24	7

Table 5.10: Total Responses for each task by both Principals and Teachers under Assessing the Instructional Program(s)

Table 5.10 indicates that principals and teachers generally agreed that the principals performed tasks 1 and 2 unsatisfactorily. Task 1 however, shows that three out of the five principals rated their performance as unsatisfactory and only 2 rated themselves satisfactory. For task 2, five out of five principals indicated unsatisfactory because, as outlined in Part 1 analysis, this function was also delegated to the senior subject heads, subject heads and the teachers-in-charge of subject areas to perform thereby restricting the principals from actively participating in these tasks. It was expressed that those senior teachers responsible for subject areas and the teachers who taught in those areas were more knowledgable than the principal in the subject content and therefore they were in a better position to participate in the evaluation of the subject programs. However, a majority of teachers indicated that the principal should take these tasks seriously in order to know what and how the curriculum is taught in each subject area and support changes to enhance the learning climate of the school.

In summary, these results indicate that this function, assessing the instructional programs, was unsatisfactorily performed by the principals.

Overall Findings Under Part 2 Analyses – A Comparison Between the Principals' and the Teachers' Perceptions

The data indicates a difference in perception between the principals and teachers in regard to the extent of principals' active and satisfactory involvement in defining and communicating school goals. However, the overall percentages of responses between the principals and teachers indicated an overall unsatisfactory performance.

In managing the curriculum and instruction, although the results showed a minor difference in perception between the principals and teachers, the overall percentages of responses indicated an unsatisfactory performance.

In promoting a positive learning climate, the data does not allow the researcher to determine whether the overall performance of principals was satisfactory or unsatisfactory as there was a difference in perception between the principals and the teachers.

For observing and giving feedback to teachers and in assessing the instructional programs, a substantial majority of both principals and teachers agreed that the principals unsatisfactorily performed these functions.

Based on the definition used in this analysis to indicate satisfactory and unsatisfactory performance, the results indicate that when comparing the perceptions of the principals and the teachers as to whether the principals engaged in the functions which constitute instructional leadership, a majority of principals perceived that they engaged satisfactorily in some of the instructional leadership functions especially in relation to defining and communicating school academic goals and when attempting to promote a positive learning climate in their schools. Three functions of the instructional leadership role in which a majority of principals agreed with the majority of teachers that they performed unsatisfactorily were the managing of the curriculum and instruction, observing and giving feedback to teachers and assessing the instructional programs. On the other hand, a majority of teachers indicated that the principals' performances in relation to defining and communicating school academic goals were perceived as unsatisfactory. This was in contrast to the principals' assessment of their own performance in that particular function. However, the overall percentages of responses

indicated an unsatisfactory performance from both groups. The function that indicated major differences in perceptions was in promoting a positive learning climate. The results showed that a majority of teachers rated the principals as having an unsatisfactory performance, whereas a majority of principals rated themselves as having had a satisfactory performance. It was evident that there was a difference in perception between what the principals and teachers perceived as a satisfactory performance.

In summary, these results indicate that four out of the five major functions of instructional leadership (defining and communicating school academic goals; managing the curriculum and instruction; observing and giving feedback to teachers; and assessing the instructional programs) were perceived by both principals and teachers as being performed unsatisfactorily by the principals. Whereas, for promoting a positive learning climate, the data did not allow the researcher to draw a conclusion whether the principals were satisfactory or unsatisfactory in performing these functions.

Part 3
Comparative Analysis Between the Schools

In the third part, a comparative analysis of the responses between the five schools based on the five functions which constitute instructional leadership was completed. This analysis was to show the differences and similarities of principals in performing instructional leadership tasks between the five schools.

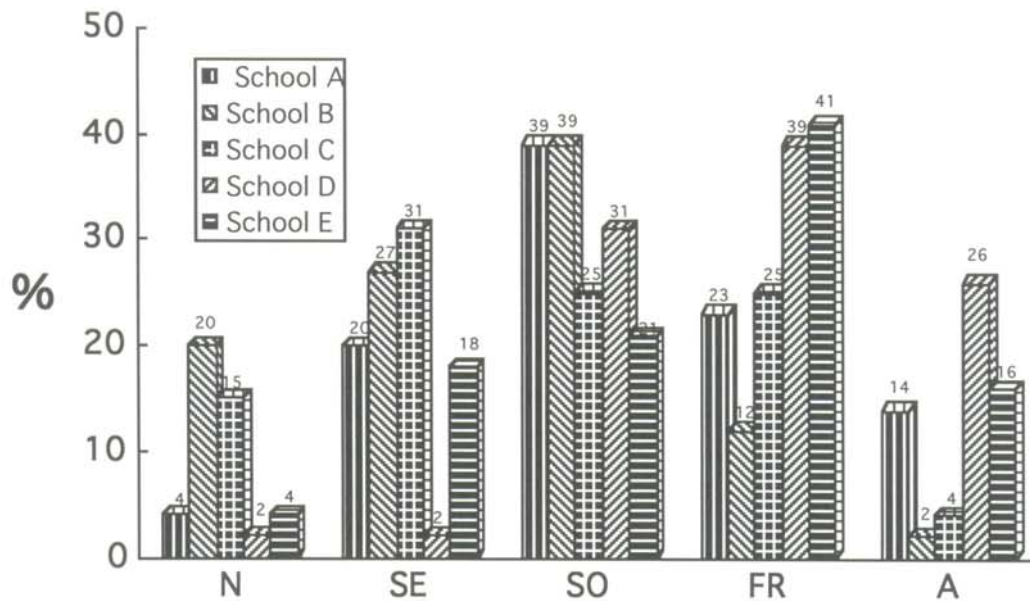## FUNCTION 1 – DEFINING AND COMMUNICATING SCHOOL GOALS

Figure 5.12: Percentages comparing Responses from Schools in terms of Defining and Communicating the School Goals

To be consistent with the definition of satisfactory performance and unsatisfactory performance, the content of Figure 5.12 is summarised in Table 5.11a which highlights the percentage of responses in each school.

Ratings	School A	School B	School C	School D	School E
NSeSo Unsatisfactory	63%	86%	71%	35%	43%
FrA Satisfactory	37%	14%	29%	65%	57%

Table 5.11a: Percentage of Responses in Schools showing Satisfactory and Unsatisfactory Ratings under Defining and Communicating School Goals

Table 5.11a shows that a majority of respondents in School A (63%), School B (86%), and School C (71%) indicated that their principals have unsatisfactorily performed these tasks, whereas a majority of respondents in School D (65%) and School E (57%) indicated that their principals have satisfactorily performed these tasks.

Table 5.11b shows how each task was rated by the respondents under the major functions in each of the schools respectively.

Task No.	School A = 7		School B = 7		School C = 7		School D = 7		School E = 8	
	Unsat	Sat	Unsat	Sat	Unsat	Sat	Unsat	Sat	Unsat	Sat
1 – Develop school academic goals that seek improvement over current levels of academic performance	3	4	5	1	5	2	3	4	3	5
2 – Develop the school's academic goals in terms of staff responsibilities and meeting with target dates	5	2	5	1	5	2	2	5	2	6
3 – Use needs assessment to secure staff and community input on school academic goal development	5	2	5	1	4	3	2	5	3	5
4 – Use data on student academic performance when developing the school's academic goals	4	3	5	1	5	2	2	5	3	5
5 – Develop academic goals that are easily translated into classroom objectives by teachers	3	4	7	0	5	2	3	4	5	3
6 – Communicate the school's academic goals to teachers, students and parents at school	5	2	5	2	5	2	1	6	3	5
7 – Ensure that the school's academic goals are reflected in highly visible displays in the school	6	1	6	1	6	1	4	3	5	3

Table 5.11b: Total Responses for each task showing Satisfactory and Unsatisfactory Ratings in Schools under Defining and Communicating School Goals

Table 5.11b shows that in School A, the principal was rated as satisfactorily performing task 1 (4 out of 7) and task 5 (4 out of 7) under this function – defining and communicating school goals, however the differences in ratings was not particularly significant. In regard to tasks 2, 3, 4, 6 and 7, the principal was rated unsatisfactory. These results show that for task 4, there was a slight negative difference in ratings (4 out of 7), whereas for tasks 2, 3, 6 and 7, there

was a marked negative response that is 5 or 6 out of the 7 respondents indicated unsatisfactory performance.

For the principals in School B and School C, the ratings indicated unsatisfactory performances in all seven tasks. There was a marked negative response to tasks 1, 2, 3, 4, 5, 6 and 7 (i.e. 5, 6, or 7 out of the 7 respondents) for the principal in School B. For the principal in School C, a majority of respondents rated the principal unsatisfactory in performing tasks 1, 2, 4, 5, 6 and 7 (i.e. 5 or 6 out of 7 respondents). For task 3, although it was rated unsatisfactory by a majority (4 out of 7), the negative difference was not so significant.

However, in School D and School E, the principals were rated by a majority of respondents as satisfactory in performing six and five tasks respectively out of the seven tasks. For the principal in School D, tasks 1, 2, 3, 4, 5 and 6 were rated satisfactory, whereas task 7 was rated unsatisfactorily performed. For the principal in School E, tasks 1, 2, 3 4 and 6 were rated satisfactory, whereas tasks 5 and 7 were rated unsatisfactory

These results indicate that two out of the five principals (i.e. principals in School B and School C) were rated unsatisfactory in performing all seven tasks under defining and communicating school goals. For the principal in School A, only two out of the seven tasks (tasks 1 and 5) were rated satisfactory, whereas five tasks (tasks 2, 3, 4, 6 and 7) were rated unsatisfactory. These results indicate that although the principal was seen to have developed academic goals for the school, data supported the view that these goals were developed by the principal himself without a needs assessment and the involvement of teachers, students and parents in the development of the goals.

In summary, the results show that the ratings of two out of the five principals, (i.e. principals in School D and School E) indicated satisfactory performance, whereas the principals in School A, School B and School C were rated unsatisfactory performance.

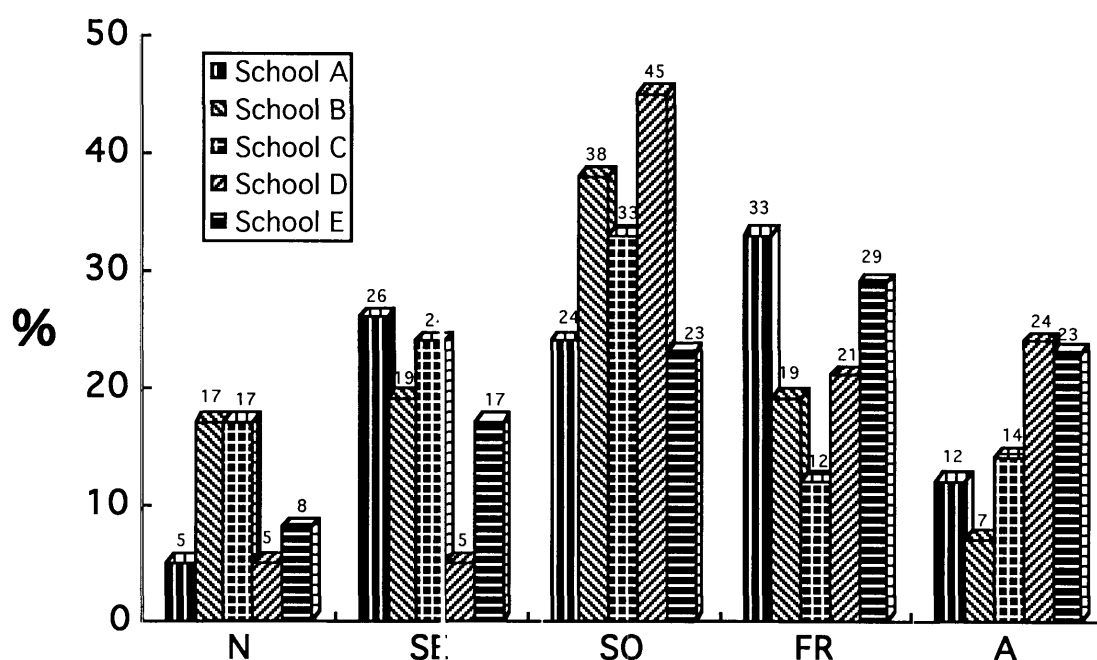## FUNCTION 2 – MANAGING CURRICULUM AND INSTRUCTION

Figure 5.13: Percentages comparing Responses from Schools in terms of Managing the Curriculum and Instruction

To be consistent with the definition of satisfactory performance and unsatisfactory performance, the content of Figure 5.13 is summarised in Table 5.12a which highlights the percentage of responses in each school.

Ratings	School A	School B	School C	School D	School E
NSeSo Unsatisfactory	55%	74%	74%	55%	48%
FrA Satisfactory	45%	26%	26%	45%	52%

Table 5.12a: Percentages of Responses in Schools showing Satisfactory and Unsatisfactory Ratings under Managing the Curriculum and Instruction

Table 5.12a shows that a majority of respondents from School A (55%), School B (74%), School C (74%) and School D (55%) indicated that their principals have unsatisfactorily performed these tasks. However, the principal in School E was rated as satisfactorily performing these tasks (52%).

For the ratings of the principals in School B and School C, the results showed a marked negative response (74% indicating unsatisfactory, whereas only 26%

of the respondents indicated satisfactory performance). In contrast, the principals in School A and School D were rated unsatisfactory (55%), however, the negative difference in ratings compared to satisfactory ratings (45%) was not particularly significant. The principal in School E was rated a satisfactory performance (52%), however, as with the ratings for the principals in School A and School D, it was only by a slight negative difference (48%).

Table 5.12b shows how each task under this function – managing the curriculum and instruction – was rated in each of the schools.

Task No.	School A = 7		School B = 7		School C = 7		School D = 7		School E = 8	
	Unsat	Sat	Unsat	Sat	Unsat	Sat	Unsat	Sat	Unsat	Sat
1 – Ensure that the classroom objectives of teachers are consistent with the stated goals of the school	4	3	5	2	5	2	4	3	4	4
2 – Meet with teachers to identify curriculum or learning goals at subject department levels	4	3	4	3	5	2	4	3	4	4
3 – Review student work products when evaluating classroom instruction	6	1	7	0	6	1	5	2	4	4
4 – Evaluate teachers on academic objectives directly related to the approved national curriculum	4	3	5	1	5	2	5	2	5	3
5 – Make clear who is responsible for coordinating the curriculum across grade levels	2	5	2	5	4	3	1	6	2	6
6 – Participate actively in the review and/or selection of curriculum materials	3	4	7	0	6	1	4	3	4	4

Table 5.12b: Total Responses for each task showing Satisfactory and Unsatisfactory Ratings in Schools under Managing the Curriculum and Instruction

The results on Table 5.12b indicate that out of the five principals, the principal in School C was rated by a majority of the respondents in that school as unsatisfactory in performing all the six tasks under managing the curriculum and instruction. The results of tasks 1, 2, 3, 4 and 6 indicate that there was a

marked negative response, whereas for task 5, there was a slight negative difference (4 out of 7). These results support the view that the principal in School C had engaged infrequenly in all tasks related to this function.

The data also indicated that the principals in School A, School B and School D were rated unsatisfactory in four out of six tasks under this function. The principal in School A was rated unsatisfactory in performing tasks 1, 2, 3 and 4, however, for tasks 1, 2 and 4, there was a slight negative response in ratings (4 out of 7). For task 5 (5 out of 7) and task 6 (4 out of 7), the results indicated satisfactory performance. There was a marked positive response for task 5, but for task 6 there was a slight positive response.

For the principal in School B and School D, the ratings indicated an unsatisfactory performance in five out of the six tasks (tasks 1, 2, 3, 4, and 6). The ratings of tasks 1, 3, 4 and 6 for the principal in School B indicated a marked negative response, whereas for task 2 there was a slight negative difference in ratings. For task 5, the principal was rated satisfactory with a marked positive response (5 out of 7). For the principal in School D, the ratings indicated unsatisfactory performance in tasks 1, 2, 3, 4 and 6. For tasks 1, 2 and 6, there was a slight negative difference in ratings (4 out of 7), whereas for tasks 3 and 4 there was a marked negative response (5 out of 7).

The ratings for the principal in School E indicated an interesting trend as out of the six tasks, four tasks (tasks 1, 2, 3 and 6) had equal ratings (4 out of 8), whereas for the other two tasks (tasks 4 and 5), task 4 was rated unsatisfactory (5 out of 8) but task 5 satisfactory (6 out of 8).

When comparing the principals' performance of tasks between the five schools, for tasks 1, 2 and 3, four out of the five principals were rated unsatisfactory (i.e. principals in School A, School B, School C and School D). However the principal in School E had equal ratings of four out of eight respondents. For task 4, evaluating teachers on academic objectives that are directly related to the approved national curriculum, all the principals were rated unsatisfactory. For task 5, making clear who was responsible for coordinating the curriculum across grade levels, four out of the five principals (i.e. principals in School A, School B, School D and School E) were rated satisfactory, whereas the principal in School C was rated as having an unsatisfactory performance. For task 6, participating in the review and/or selecting of curriculum materals, three out of the five principals (i.e.

principals in School B, School C and School D) were rated unsatisfactory. The principal in School A was rated satisfactory whereas the ratings were equal for the principal in School E (4 out o: 8).

In summary, the data supported the view that out of the five principals, the principals in School A, School B, School C and School D were indicated unsatisfactory in performing this function. Whereas, for the principal in School E, the data did not allow the researcher to determine whether his performance was satisfactory or unsatisfactory.

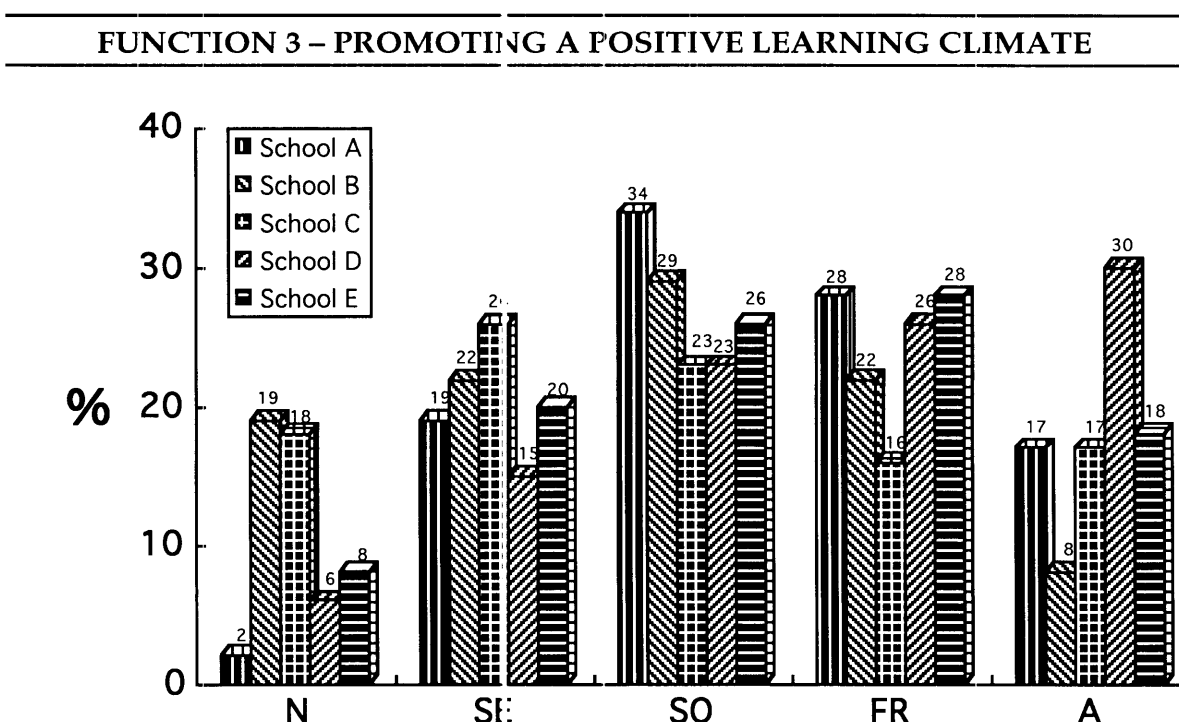**FUNCTION 3 – PROMOTING A POSITIVE LEARNING CLIMATE**

Figure 5.14: Percentages comparing Responses from Schools in terms of Promoting a Positive Learning Climate

To be consistent with the definition of satisfactory performance and unsatisfactory performance, the content of Figure 5.14 is summarised in Table 5.13a which highlights the percentage of responses in each school.

Ratings	School A	School B	School C	School D	School E
NSeSo Unsatisfactory	55%	70%	67%	44%	54%
FrA Satisfactory	45%	30%	33%	56%	46%

Table 5.13a: Percentages of Responses in Schools showing Satisfactory and Unsatisfactory Ratings under Promoting a Positive Learning Climate

Table 5.13a illustrates that a majcrity of respondents in School A (55%), School B (70%), School C (67%) and School E (54%) indicated that their principals unsatisfactorily performed the asks associated with promoting a positive learning climate. It was in School D that a majority of respondents (56%) rated their principal as satisfactory in performing the tasks. However, when comparing the differences ir percentages for both satisfactory and unsatisfactory ratings in School A and School E, the negative difference was the same. School D had a small positive rating. It was the ratings in School B and C that showed a marked negative response.

Table 5.13b shows how each of the tasks under this function – promoting a positive learning climate – was rated in each of the schools.

Task No.	School A = 7		School B = 7		School C = 7		School D = 7		School E = 8	
	Unsat	Sat	Ur sat	Sat	Unsat	Sat	Unsat	Sat	Unsat	Sat
1 – Use term test results to assess progress towards school academic goals	4	3	7	0	4	3	4	3	4	4
2 – Inform teachers and students of the school's Grade 10 performance results	2	5	(	1	5	2	3	4	5	3
3 – Encourage the development of appropriate instruction program(s) for students whose test results indicate a need e.g. remediation or enrichment	2	5	(	1	4	3	2	5	4	4
4 – Ensure that instructional time is not interrupted	1	6	(	4	5	2	2	5	4	4
5 – Ensure that students who stay away from school make up lost instructional time	5	2	5	2	6	1	7	0	8	0
6 – Visit classrooms to see that instructional time is used for learning and practising new skills and concepts	6	1	''	0	6	1	7	0	7	1

Table 5.13b (cont.):

Task No.	School A = 7		School B = 7		School C = 7		School D = 7		School E = 8	
	Unsat	Sat	Unsat	Sat	Unsat	Sat	Unsat	Sat	Unsat	Sat
7 – Reinforce or reward excellent performance by teachers with opportunities for professional development	6	1	7	0	7	0	7	0	6	2
8 – Support teacher requests for inservice activities which are directly related to the school's academic goals	5	2		6	3	4	1	6	2	6
9 – Actively support the use of skills acquired during inservice training in the classroom	4	3		3	5	2	3	4	4	4
10 – Encourage teachers to share ideas on instruction or information from inservice activities	4	3		5	4	3	1	6	3	5
11 – Set high academic standards for students at all grade levels	3	4	6	1	5	2	0	7	4	4
12 – Support teachers when they enforce academic policies (e.g. on grading and/or homework	3	4		5	5	2	0	7	1	7
13 – Recognize students who do superior academic work or exhibit excellent behaviour with formal or informal recognition	4	3	6	1	4	3	3	4	5	3
14 – Contact parents to communicate improved student performance in school	5	2	6	1	2	5	4	3	4	4

Table 5.13b: Total Responses for each task showing Satisfactory and Unsatisfactory Ratings in Schools under Promoting a Positive Learning Climate

Table 5.13b indicates that out of the 14 tasks under this function – promoting a positive learning climate, the principals in School A (9 out of 14 tasks), in School B (10 out of the 14 tasks) and in School C (12 out of the 14 tasks) were deemed unsatisfactory, whereas the principal in School D was deemed as

satisfactory in performing most of the 14 tasks (9 out of the 14 tasks). The ratings for the principal in Schoo E were equal in six tasks, with unsatisfactory ratings in five tasks and satisfactory ratings in three tasks thereby making it difficult for the researcher to de ermine whether his overall performance was satisfactory or unsatisfactory.

When comparing the performance of the principals from the five schools task by task, the results show that for tasks 5, 6 and 7, all five principals were rated unsatisfactory with marked nega ive responses. For the other tasks, the ratings varied from principal to principal.

In summary, out of the five principals, data support the view that three principals (i.e principals from School A, School B and School C) stood out as unsatisfactory in performing this function whereas the principal in School D was deemed as generally satisfactory. For the principal in School E, the data did not allow the researcher to determine a satisfactory or unsatisfactory overall performance.

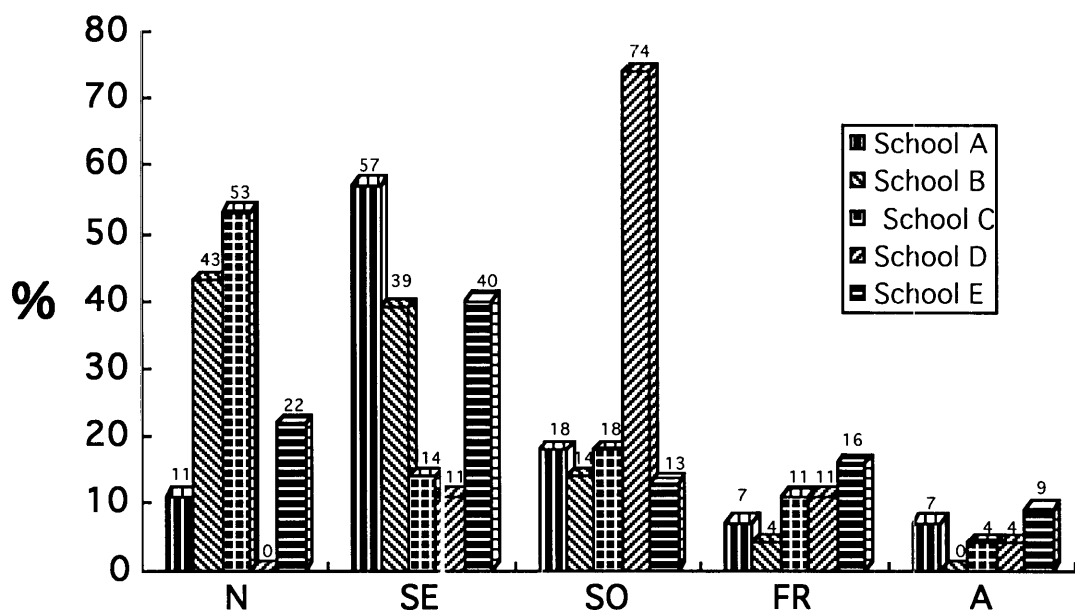## FUNCTION 4 – OBSERVING AND GIVING FEEDBACK TO TEACHERS

Figure 5.15: Percentages comparing Responses from Schools in terms of Observing and Giving Feedback to Teachers

To be consistent with the definition of satisfactory performance and unsatisfactory performance, the content of Figure 5.15 is summarised in Table 5.14a which highlights the percentage of responses in each school.

Ratings	School A	School B	School C	School D	School E
NSeSo Unsatisfactory	86%	)6%	85%	85%	75%
FrA Satisfactory	14%	4%	15%	15%	25%

Table 5.14a: Percentages of Responses in Schools showing Satisfactory and Unsatisfactory Ratings under Observing and Giving Feedback to Teachers

Table 5.14a illustrates that a substantial majority of respondents in the five schools indicated unsatisfactory performance of the five principals with marked negative responses under observing and giving feedback to teachers.

Table 5.14b illustrates the above statement task by task.

Task No.	School A = 7		School B = 7		School C = 7		School D = 7		School E = 8	
	Unsat	Sat	Unsat	Sat	Unsat	Sat	Unsat	Sat	Unsat	Sat
1 – Conduct formal and/or informal classroom observations on a regular basis	6	1	."	0	6	1	7	0	7	1
2 – Point out specific strengths and weaknesses in teacher instructional practices in post observation conferences	6	1	()	1	6	1	6	1	6	2
3 – Note student time on-task in feedback to teachers after classroom observations	6	1	."	0	6	1	6	1	6	2
4 – Provide guidance on appropriate teaching methods for specific subject areas	6	1	."	0	6	1	5	2	5	3

Table 5.14b: Total Responses for each task showing Satisfactory and Unsatisfactory Ratings in Schools under Observing and Giving Feedback to Teachers

The ratings shown on Table 5.14b support the view that all the principals unsatisfactorily performed the four tasks under observing and giving feedback

to teachers with marked nega ive responses. This finding supported the findings in Part 1 and 2 analyse3, that this was one of the major areas of the instructional leadership role anc that all principals in this study overlooked its importance to teaching effectiveness and teacher professional growth. When principals were asked why these tasks were infrequently performed, most indicated that these tasks were delegated to the senior subject heads, subject heads and teachers-in-charge of subject areas to perform, therefore they had left the responsibility to these teachers. Others indicated that due to their heavy administrative and teaching commitments, they lacked the time to perform these tasks. They indicated that the classroom observations they had done were mainly centred on teachers who were going on compulsory or promotional inspections only. However, the results on Table 5.14b illustrated the frustration and dissatisfactior felt by most teachers.

In summary, it was evident that this function was performed unsatisfactorily by all principals in the five schools.

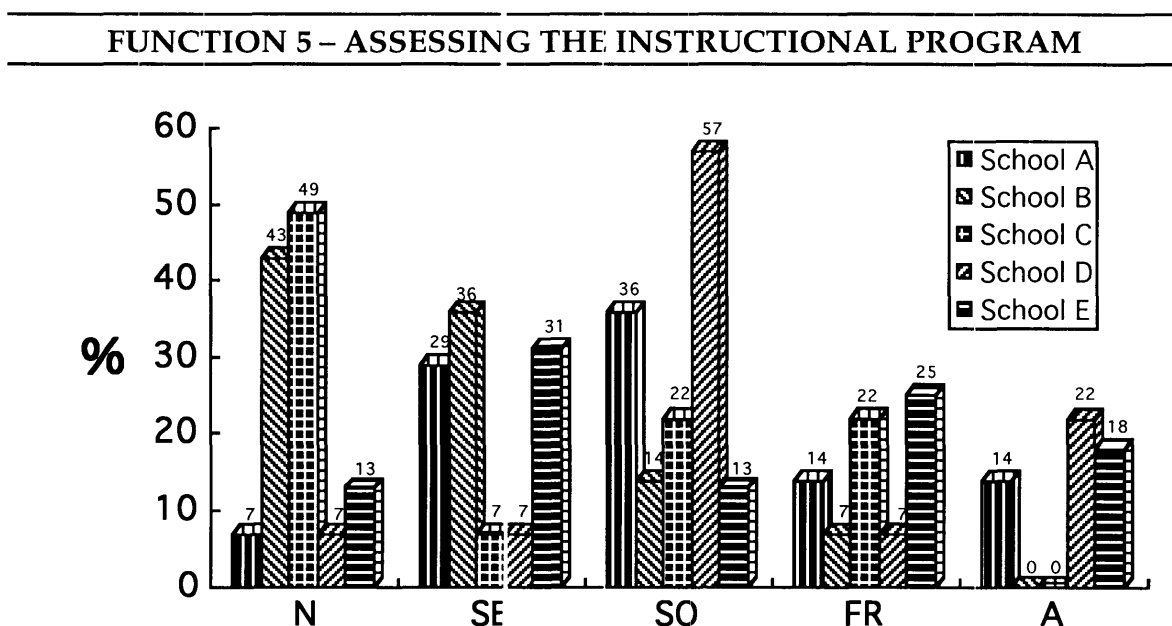## FUNCTION 5 – ASSESSING THE INSTRUCTIONAL PROGRAM

Figure 5.16: Percentages comparing Responses from Schools in terms of Assessing the Instructional Program(s)

To be consistent with the definition of satisfactory performance and unsatisfactory performance, the content of Figure 5.16 is summarised in Table 5.15a which highlights the percentage of responses in each school.

Ratings	School A	School B	School C	School D	School E
NSeSo Unsatisfcatory	72%	)3%	78%	71%	57%
FrA Satisfcatory	28%	7%	22%	29%	43%

Table 5.15a: Percentages of Responses in Schools showing Satisfactory and Unsatisfactory Ratings under Assessing the Instructional Program(s)

Table 5.15a shows that substantial majority of respondents in all the schools, School A (72%), School B(93%), School C (78%) and School D (71%) indicated that the principals unsatisfactorly performed the two tasks under assessing the instructional program.

However, it was noted that in School B only seven percent of the responses indicated satisfactory performance, whereas in School E, 43 percent of the responses indicated a similar result. There was a marked negative responses in School A, School B, School C and School D but a slight negative difference was demonstrated in School E.

Table 5.15b illustrates the results task by task.

Task No.	School A = 7		School B = 7		School C = 7		School D = 7		School E = 8	
	Unsat	Sat	Unsat	Sat	Unsat	Sat	Unsat	Sat	Unsat	Sat
1 – Encourage the use of program evaluation for future curriculum planning	5	2	6	1	5	2	5	2	3	5
2 – In consultation with teachers assess and revise each grades instructional program	5	2	7	0	6	1	5	2	6	2

Table 5.15b: Total Responses for each task showing Satisfactory and Unsatisfactory Ratings in Schools under Assessing the Instructional Program(s)

Table 5.15b shows that four out of the five principals in School A, School B, School C and School D were rated unsatisfactory in performing tasks 1 and 2 with marked negative responses under assessing the instructional program. Whereas the principal in School E was rated satisfactory in performing task 1 (5 out of 8) and unsatisfactory in task 2 (6 out of 8).

When principals were asked why they infrequently engaged in these tasks, most indicated that these tasks were delegated to the senior subject heads, subject heads and teachers-in-charge of subject areas to perform, therefore it was not their responsibility to perform these tasks. However, the results indicated that there was a perception among teachers that assessing instructional programs was not the responsibility of the senior teachers in the subject departments alone but was ultimately the responsibility of the principals. Some senior teachers indicated that although they were delegated these tasks to perform, they still expected the principals to provide guidance and direction for effectiveness in the process of reviewing or assessing instructional programs for future curriculum planning.

In summary, data supported the view that four out of the five principals unsatisfactorily performed this function whereas for the principal in School E, data did not allow the researcher to determine whether his overall performance was satisfactory or unsatisfactory.

Overall Findings Under Part 3 – Comparative Analysis Between Schools

In regard to defining and communicating school goals, the results showed that the ratings of two out of the five principals, (i.e. principals in School D and School E) indicated satisfactory performance, whereas the principals in School A, School B and School C were rated unsatisfactory performance.

In regard to managing the curriculum and instruction, data supported the view that out of the five principals, the principals in School A, School B, School C and School D were indicated unsatisfactory in performing this function. For the principal in School E, the data did not allow the researcher to determine whether his performance was satisfactory or unsatisfactory.

In regard to promoting a positive learning climate, out of the five principals, data support the view that three principals (i.e principals from School A, School B and School C) stood out as unsatisfactory in performing this function whereas the principal in School D was deemed satisfactory. For the principal in School E, the data did not allow the researcher to determine a satisfactory or unsatisfactory overall performance.

In regard to observing and giving feedback to teachers, this function was performed unsatisfactorily by all principals in the five schools.

In regard to assessing the instructional programs, data supported the view that four out of the five principals (i e. principals in School A, School B, School C and School D) unsatisfactorily performed this function whereas for the principal in School E, data did rot allow the researcher to determine whether his overall performance was satisfactory or unsatisfactory.

In summary, the comparative analysis between schools has shown that the principals in School A, School B, and School C have performed unsatisfactorily in all the five major functions in their respective schools. The principal in School D has performed satisfactorily in function 1 and function 3, and unsatisfactorily in functions 2, 4 and 5. For the principal in School E, the data for functions 2 and 3 did not allow the researcher to determine whether the principal's overall performance was satisfactory or unsatisfactory, however, the results indicated satisfactory performance for function 1 and unsatisfactory performance in functions 4 and 5.

Major Findings of the Project in Relation to Research Questions

This analysis was completed with the purpose of answering the research questions designed for this study. The specific aim was to identify whether New Ireland Provincial high school principals take actions consistent with instructional leadership. The research questions addressed were:

i) Do principals in the New Ireland Provincial high schools in PNG engage in actions consistent with instructional leadership?

ii) If actions consistent with instructional leadership are engaged in, what are they and why are they undertaken?

iii) If actions consistent with instructional leadership are not engaged in, why are they not?

Research Question 1
Do principals in the New Ireland Provincial high schools in PNG engage in actions consistent with instructional leadership?

Yes, the principals in the New Ireland Provincial high schools in Papua New Guinea did engage in actions consistent with instructional leadership but

assumed a lesser degree of responsibility than was desirable and expected by themselves and the teachers. This study found that principals in the five schools did not assume instructional leadership responsibilities alone; instructional leadership appeared to be a shared responsibility involving staff at all levels of the school organisation. This study supports the notion found in other instructional leadership studies (e.g. Gersten et al., 1982; Weber, 1989; Wildy and Dimmock, 1993; Weber, 1997) that not all instructional leadership functions need to be carried out by the principal. The important issue is not who performs instructional leadership tasks but rather that they are performed. It also raises a question of how responsibility is delegated and how it is monitored.

Research Question 2
If actions consistent with instructional leadership are engaged in, what are they and why are they undertaken?

Consistent with the response to research question 1, all Principals in this study attempted to engage in all the five major functions, i.e. defining and communicating school academic goals, managing the curriculum and instruction, promoting a positive learning climate, observing and giving feedback to teachers and assessing the instructional programs, however the results from this study indicate that these functions were performed less satisfactorily than was desirable and expected by the Principals and the teachers.

Principals surveyed in this study attempted to engage in all these functions which constitute instructional leadership for a number of reasons:

Firstly, they have a commitment to academic excellence as part of their responsibilities as principals in their schools. Principals indicated that their main academic goals for the schools were aimed at academic excellence, however, this study found that academic goals developed by these principals were mainly aimed at improving academic performances of students in Grades 8 and 10 and were not aimed at all students in all grades in the schools. It was found that coaching students to pass a national examination was emphasised more than the significance of the entire student body gaining a well-balanced, good quality education for the future. This study also found that principals lacked the skill in needs analysis when developing academic goals.

Secondly, performing the functions related to instructional leadership was expected of principals by the National Department of Education, through the Provincial Secondary School Inspector. These responsibilities were laid out in the Department of Education Handbook for Headmasters in Provincial High Schools (see Appendix B – Professional Leadership). However, this study found that there were inconsistencies arising from the demands placed on principals by the Secondary School Inspector such that certain administrative procedures tended to override the proper performance of the instructional leadership role. It was also found that two out of the five principals were in the first year of their principal positions with no official training in the tasks they were expected to perform in two big schools, one in an urban school and the other in a rural school.

Research Question 3
If actions consistent with instructional leadership are not engaged in, why are they not?

This study found that the principals surveyed performed unsatisfactorily in all functions but in three out of the five major functions (managing the curriculum and instruction; observing and giving feedback to teachers; and assessing the instructional programs) the negative results were most significant. In these three functions, principals were perceived to be least involved as these functions, which, according to the principals, were delegated to senior teachers (i.e. deputy heads, senior subject heads, subject heads and teachers-in-charge) of subject areas to perform. This conclusion is not surprising given the increasingly broad administrative role principals are expected to play in the schools nowadays. Principals are extremely busy performing many pressing tasks such as meeting with parents, fielding queries or problems from the provincial education office, dealing with students' discipline troubles, coordinating care of the physical plant, and handling subject department relationships, just to name a few. The principals' involvement in numerous tasks often leave him or her with limited time to attend to matters related to instructional leadership. However, this raises the question of responsibility. In schools it is generally considered that the question of responsibility is always with the principal. If he or she delegates responsibility for something, he or she is still responsible for seeing that it is done properly.

This study also found that the principals themselves placed more emphasis on their administrative tasks as laid out in official NDOE documents on procedures for headmasters at the expense of their instructional leadership role. In addition, the principals involvement in subject teaching teams and actual classroom teaching as well as their heavy administrative responsibilities restricted the time available for them to perform instructional leadership functions.

Furthermore, this study found that the principals were dissatisfied with the lack of training or guidance in the functions related to instructional leadership provided by the National Department of Education, the Provincial Education Division and the University of Papua New Guinea's Faculty of Education. The lack of appropriate training for principals to carry out their role as instructional leaders resulted in their lack of commitment to these tasks. Under pressure principals delegated these tasks to senior teachers although support was not given nor was there evidence of monitoring this responsibility. In most cases, it was found that senior teachers were left in isolation to handle the functions which were beyond their own professional training, experience and capabilities. In some schools, teachers in their first year of teaching were even acting as teachers-in-charge of core subject areas.

Chapter Summary

This chapter analysed the questionnaires, interviews and non-participant observations conducted in the five high schools in three parts. The researcher's definition of satisfactory performance and unsatisfactory performance based on the Likert scale was also outlined and used as the basis for determining whether the major functions which constitute instructional leadership were performed satisfactorily or unsatisfactorily by the principals in the five high schools.

The first part of the analysis examined findings of the overall responses from the questionnaire, interviews and non-participant observations based on the five functions. This analysis was completed to show the global picture of the instructional leadership role performed by all NIP high school principals surveyed. The findings indicate that the performance of the five principals in undertaking instructional leadership functions in the NIP high schools was deemed unsatisfactory.

The second part of the analysis consisted of a comparison of the responses of the teachers and those of the principals. This analysis was completed to highlight the differences and similarities in the perceptions of the principals and teachers in relation to whether principals satisfactorily or unsatisfactorily performed the instructional leadership functions. The findings indicate that three out of the five major functions of instructional leadership (managing the curriculum and instruction, observing and giving feedback to teachers, and assessing the instructional programs) were perceived by both principals and teachers as being performed unsatisfactorily by the principals. For the other two major functions (defining and communicating school academic goals and promoting a positive learning climate) the data did not allow the researcher to indicate whether the principals were satisfactory or unsatisfactory in performing these functions.

The third part of the analysis consisted of a comparative analysis of the responses between the five schools. This analysis aimed to show the differences and similarities of principals in performing instructional leadership functions between the five schools. The findings indicated that the principals in School A, School E, and School C performed unsatisfactorily in all the five major functions in their respective schools. The principal in School D performed satisfactorily in functions 1 and 3, and unsatisfactorily in functions 2, 4 and 5. For the principal in School E, the results indicated satisfactory performance in function 1 and unsatisfactory performance in functions 4 and 5, however the data for functions 2 and 3 did not allow the researcher to draw a conclusion as to whether the principal's overall performance was satisfactory or unsatisfactory.

In summary, the five principals were seen to have engaged in actions consistent with instructional leadership, however, the results from this study indicate that these functions were performed to a lesser degree than was deemed desirable and expected by the principals and the teachers surveyed.

The final chapter will present the implications, recommendations and conclusions of the research project.