

Effective Leadership, School Culture and School Effectiveness: A Case Study of Two ‘Sister’ Schools in Umlazi Township

Thamsanqa Thulani Bhengu¹ and Themba Thulani Mthembu²

School of Education, University of KwaZulu-Natal, South Africa
E-mail: ¹<bhengutt@ukzn.ac.za>, ²<Themba Thulani Mthembu>

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ABSTRACT This paper explores how two schools, located in a poverty-stricken community, have taken different directions in terms of learner achievement. There is a general agreement among scholars that principals' leadership plays a pivotal role in ensuring high learner achievements. To obtain insights about how the two schools differed so distinctly, a small scale research located within a qualitative case study paradigm was conducted. Semi-structured interviews were conducted with the principals, heads of departments, teachers and parents. Instructional and invitational leadership theories were used as theoretical framework. The findings suggest that the differences in learner achievement could be attributed to the conditions within the schools. The findings confirm the current propositions that leadership plays a prominent role in shaping and sustaining school cultures that promote effective teaching and learning.