

**CHALLENGES FACING SUBJECT HEADS OF DEPARTMENTS IN PROMOTING  
QUALITY TEACHING AND LEARNING OF DYSFUNCTIONAL SECONDARY  
SCHOOLS OF MOPANI DISTRICT**

by

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## DECLARATION

I, **MARUPING WILLIAM MALATJI**, declare that “**CHALLENGES FACING SUBJECT HEADS OF DEPARTMENTS IN PROMOTING QUALITY TEACHING AND LEARNING OF DYSFUNCTIONAL SECONDARY SCHOOLS OF MOPANI DISTRICT**” is my own work and has not been previously submitted in any form whatsoever, by myself or anyone else to this university or any other educational institution for any degree or examination purposes. All resources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

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**MARUPING WILLIAM MALATJI**

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**DATE**

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## DEDICATION

This dissertation is dedicated to: My late parents, Makhashu Wilhelmina Malatji and Lebedike Jonas Maenetja, Mokwape Julia Malatji and my late grandmother Morongwe Sara Malatji who raised and natured me as well as laid foundation for my education. My wife Kedibone Sharon Malatji, my daughters, Makhashu Lebogang Malatji , Sethakgale Kholofelo Malatji and my son Karabo Malegodi Malatji, for their encouragement and support throughout my study.

## ABSTRACT

Subject heads of departments (SHDs) play pivotal role in the leadership and curriculum delivery in secondary schools; yet they are still expected to lead departmental teams and to promote quality of teaching and learning. They find themselves in complex situations of leading departmental teams and of leading instructions in secondary schools. The purpose of this study is to investigate the challenges facing SHDs in promoting quality teaching and learning of dysfunctional Secondary schools. Qualitative research methodology was employed using case study research design to collect data through interviews and on-site observation checklists. Purposive sampling procedure was used to select four (4) out of seven (7) dysfunctional secondary schools. Sixteen (16) SHDs from the seven secondary schools were the population of this study. A total of ten (10) SHDs were sampled to be the participants in this study. Semi-structured individual interview schedules and on-site observation check list were used to collect data from participants.

A voice recorder was used to record interviews and data collected was interpreted verbatim. The purpose of using on-site observation was to serve check the practicability and verification of data collected during interviews. Data from the two instruments was triangulated, analysed and interpreted verbatim. Common themes were drawn followed by interpretations and conclusions. The researcher presented general views of participants and linked them with relevant literature. The researcher hoped that this study will benefit teachers, school management teams (SMT) and researchers in understanding the challenges facing SHDs in promoting quality teaching and learning in dysfunctional Secondary schools (DSS). Empirical findings revealed that SHDs are facing complex challenges of promoting quality teaching and learning in dysfunctional Secondary Schools. Furthermore, it is recommended that SHDs should be supported internally by Principals and deputy principals. Equally importance is that external support by curriculum advisors should be ongoing.

**Key Words:** Dysfunctional Schools, Subject Heads of Department, Teaching and Learning

## ABREVIATIONS AND ACRONYMS

AFL	Assessment for Learning
AOL	Assessment of Learning
CES	Chief Education Specialist
CM	Circuit Manager
CAPS	Curriculum and Assessment Policy Statement
CASS	Continuous Assessment System
CPTD	Continuous Professional Teachers Development
DBE	Department of Basic Education
DoE	Department of Education
DP	Deputy Principal
DSM	District Senior Manager
DSS	Dysfunctional Secondary Schools
EEA	Employment of Educators Act
ELRC	Education Labour Relation Council
ENCSL	English National College for School Leadership
FAP	Formal Assessment Programme
FET	Further Education and Training
FINCO	Finance Committee
GDE	Gauteng Department of Education
GET	General Education and Training
ICT	Information and Communication Technology
IQMS	Integrated Quality Management System
ISPF	Integrated Strategic Planning Framework
MDLP	Mopani District of Limpopo Province
MEC	Member of the Executive Council
NCOP	National Council of Provinces
OFSTED	Office for Standards in Education
OSD	Occupational Specific Dispensation

PAM	Personnel Administrative Measures
RSA	Republic of South Africa
SA	South Africa
SACE	South African Council of Educators
SA-SAMS	South African School and Management System
SASA	South African Schools Act
SIP	School Improvement Plan
SBM	School Based Management
SGB	School governing Body
SHD	Subject Head of Department
SHDs	Subject Heads of Departments
SMT	School Management Team
TED	Teachers Education and Development
TCC	Thabina Circuit Cluster
TLSM	Teaching and Learning Support Materials
TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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## CHAPTER 1

### INTRODUCTION AND BACKGROUND OF THE STUDY

#### 1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

The political dispensation in South Africa since 1994 has brought changes in the role of Subject Head of Departments (SHDs) in secondary schools. Bush (2007:391) states that schools need effective leaders and managers to deliver the best possible education for learners. Bush (2007:392) argues that “educational leadership and management must be centrally concerned with the purpose or aims of education” which is effective teaching and efficient management of learning in schools. Shriberg, Shriberg and Lloyd (2002:203) describe leadership as the assets of the individual considered mainly in the context of the formal group, and as a concept associated to management and leadership. Effective leadership and management by head teachers, governors and school staff are key factors in bringing about high standards of pupils’ achievement and school improvement (Estyn, 2001:10). This means that the purpose of school leaders is to lead and influence school stakeholders to bring effective changes and efficient management in schools. According to Personnel Administrative Measures (PAM), Republic of South Africa (RSA) (1996:24), SHDs are expected to play the following significant roles: Administrative, Technical, Leadership, Management as well as control measures to promote quality teaching and learning in schools.

The researcher therefore, assumes that the purpose of SHDs is that of playing pivotal roles, which require them to have different skills to enhance efficient management of tasks, functions and the effective leadership of departmental teams in schools. It is therefore, the researcher’s point of view that schools whose SHDs effectively monitor curriculum delivery and effectively lead departmental teams are likely to be functional than those whose SHDs do not monitor curriculum delivery or effectively lead their departmental teams. The consequences of an ineffective leadership and inefficient management of SHDs seem to be leading to dysfunctionality of some secondary schools. The researcher

therefore, postulates that the leadership and curriculum management roles of SHDs seem to be too complex in some schools to such an extent that SHDs experience unprecedented challenges in dysfunctional secondary schools of Mopani District. The researcher further assumes that role conflict impact significantly on the quality of teaching and learning in dysfunctional secondary schools.

The 1994 democratic changes in Republic of South Africa (RSA) have also influenced changes in school leadership and management roles. The roles of SHDs seems to have precipitated complex change in secondary schools. Graggs (2011:2) explains that changing roles in schools leads to the need for clear definition of the hierarchical organisational structures, especially in larger schools. Gaston (2009:218) attests that principals took on the role of chief executive officers with the new role changes while other senior managers, deputy and assistant principals became responsible for specific areas and portfolios, far more specialised than before. Brown, Boyle and Boyle, (2000) cited in Graggs (2011:2) claim that SHDs who were traditionally appointed to positions based on their expertise as teachers to subject specialists are now exposed to interviews for the position of leadership and management in schools. SHDs are now “increasingly perceived as line managers responsible for the monitoring of staff” and as “conduit” for information and managerial tasks handed down from the top managers. Clifton (2013:58) claims that the essential work of curriculum planning, monitoring and developing teaching belong to SHDs. Bennett, Woods, Wise and Newton (2007:458) concluded that changing roles inevitably creates tension for SHDs who are caught between their role as professionals and as curriculum leaders which leads them to experience role conflict.

Role changes of SHDs as curriculum leaders became more concrete to an extent that roles shift away from the traditional leading roles of professional or expert teacher to more than that of an administrator (Graggs, 2011:2). Hobby (2012:23) indicates that SHDs have more day-to-day impact on standards than head teachers “simply because they are closer to the leadership and management of teaching and learning actions”. This implies that SHDs are still facing challenges which are likely to affect their interpretation and

implementation of new policies in promoting quality teaching and learning in dysfunctional secondary schools.

SHDs perform instructional leadership, curriculum management roles in secondary schools. Clifton and Cook (2012:23) highlight that SHDs are key features within school structures that must always be consistent with excellent management of teaching and learning. Bambi (2013:41) argues that an array of problematic issues, critics and expectations have currently surfaced to make the instructional leadership and management roles of SHDs to be more complex and unpredictable. The Department of Basic Education (DBE) (2013:22) had introduced compact disks containing past examination question papers and memoranda for all subjects to all Grade 12 learners with the purpose of improving quality education in schools hence SHDs are perceived as implementers of policies to teachers (DBE, 2013:13).

This suggests that SHDs are bridges that link teachers and the senior management teams in their schools. The nature of their work nowadays demand SHDs to simultaneously be the referees and the players in the teaching profession. This is because their roles are linked to the two educational institutions which are their departmental teams which they must lead, manage and simultaneously become members of the school management teams. This double role suggests that they experience conflicting roles which seem to impact negatively on their lives and on promotion of quality teaching and learning of many schools. This notion further suggests that SHDs are increasingly at odds with their ideas and sometimes with the people they work with in schools or with themselves as they carry the administrative and leadership roles in schools. This means that DBE added extra workload on SHDs' role by handing the disc and other departmental documents to be implemented in schools.

The researcher is of the opinion that SHDs are facing a number of challenges which make it difficult for them to lead and manage teaching and learning effectively and efficiently in dysfunctional secondary schools. This further suggests that DBE have realized that schools are experiencing poor performance in Grade 12 external examination results and

hence produces diagnostic guide yearly so that schools can use them as turnaround strategies to move out of dysfunctionality. This is indeed a noble idea since DBE wants improvement but however, this seems to be an added work load to the SHDs as implementers of policies. The researcher perceives this action by the department as an additional source of roles that might be in conflict with the SHDs' interests.

By 2008, little had been researched on the roles of SHDs. Bush, Joubert, Kigunndu and Van Rooyen (2008:7) argue that studies by then concentrated on the leadership and management roles of principals in the South African school context. The researcher has searched for the latest studies on SHDs and drew blank. The researcher assumes that the failure of SHDs to lead and manage teaching and learning is likely to lead to dysfunctionality of schools particularly in the Further Education and Training (FET) band in South African secondary schools' context. This seems to be greatly impacting on Grade 12 final examination results in some secondary schools as shown in the table below.

**Table1:1 Shows Average % Achievement of Two Sampled Schools in Mopani District over Five Years**

District	School Names	Quintile	2010	2011	2012	2013	2014
Mopani	School A	1	Average % Achieved 18.9	Average % Achieved 41.4	Average % Achieved 26.1	Average % Achieved 27.8	Average % Achieved 30.4
Mopani	School B	1	Average % Achieved 65.1	Average % Achieved 56.6	Average % Achieved 43.5	Average % Achieved 42,9	Average % Achieved 33.3

**Adopted from The DBE NCS performance reports for Grade12; 2010- 2014.**

Table 1.1 shows poor performance of two schools over a period of five years. There are various important stakeholders such as School Governing Body (SGB), School Management Team (SMT), and curriculum advisors tasked with the responsibility of ensuring that effective teaching and learning take place in schools, however SHDs' role remains critical as they are the immediate overseers of leading and managing learning and teaching. The researcher is of the opinion that some of the challenges facing SHDs emanate from the changes in roles of the SHDs which the Department of Education introduced in South Africa and elsewhere in the global village particularly in schools where role conflict dominates.

## **1.2 STATEMENT OF THE PROBLEM**

Despite the introduction of a number of educational policies and measures to improve the quality of education during and over twenty years of democracy in South Africa, there are schools which are regarded as dysfunctional. But, there has been a steady increase in Grade 12 average pass-rate over the years; however, there are schools especially in the rural areas which continue to be dysfunctional. The problem of underachievement, underperformance and dysfunctionality of secondary schools in South Africa and world over might be an indication that school leadership especially SHDs is experiencing some challenges that affect their roles in promoting quality teaching and learning in dysfunctional secondary schools.

Currently role changes seem to create more challenges to SHDs as leaders of teaching and learning. Thus, challenges seem to significantly impact on the quality of leadership and management roles and the promotion of quality teaching and learning of dysfunctional secondary schools. Borole (2010:1) observed that SHDs are faced with challenges in executing their roles even if a job description exists. Ghamrawi (2010:307) studies of leadership roles in Lebanese schools distinguish fifteen roles that SHDs must perform as leaders and managers of departmental teams in schools. This suggests that SHDs perform two major roles of leading teaching and learning and leading curriculum delivery in secondary schools.

Ghamrawi's (2010:307) studies of leadership roles in Lebanese schools distinguishes fifteen roles which SHDs must play as leaders and managers of learning and as leaders of teams in schools namely: pedagogical experts, staff developers, action researchers, change agents, proficient conversationalists, managers, leaders, policymakers, cultural developers, resource managers, curriculum developers, strategic planners, quality controllers, liaison officers, problem solvers and data managers. The researcher assumes that these fifteen roles cannot be executed without some burdensome challenges for SHDs in secondary schools which have low and high number of learner enrollments. Based on this point, the researcher further predicts that SHDs are facing unknown challenges in schools. The fundamental idea that underpins this study was to investigate the challenges facing SHDs in executing their roles of promoting quality teaching and learning of dysfunctional secondary schools.

### **1.3 PURPOSE OF THE STUDY**

The purpose of this study is to investigate the challenges facing subject heads of departments in promoting quality teaching and learning of dysfunctional Secondary schools in Mopani District of Limpopo Province, South Africa.

The objectives of this study are to:

- Assess the perception and expectations of subject heads of departments in promoting quality teaching and learning of dysfunctional secondary schools;
- Examine skills that subject heads of departments should use in promoting quality teaching and learning of dysfunctional secondary schools;
- Explore challenges facing subjects heads of departments in promoting quality teaching and learning of dysfunctional secondary schools; and
- Explore intervention strategies that subject heads of departments can use in promoting quality teaching and learning of dysfunctional secondary schools.

## 1.4 RESEARCH QUESTIONS

The main research question of this study is: How should subject heads of departments in dysfunctional secondary schools be assisted in promoting quality teaching and learning?

This study will be guided by the following research questions:

- What are the perceptions and expectations of subject heads of departments in promoting quality teaching and learning of dysfunctional secondary schools?
- Which skills should subject head of departments possess to adequately promote quality teaching and learning in dysfunctional secondary schools?
- What are the challenges facing subject heads of departments in promoting quality teaching and learning of dysfunctional secondary schools?
- What intervention strategies can be used to resolve challenges facing subjects heads of departments in promoting quality teaching and learning in dysfunctional secondary schools?

## 1.5 PRELIMINARY LITERATURE REVIEW

SHDs are expected to lead and manage departmental teams in order to promote quality teaching and learning of dysfunctional secondary schools. According to Rajoo (2012:19); Starratt (2004:6); and the DBE (2000:24), the role of SHDs is leading and managing departmental teams in schools. This suggests that SHDs are the custodian of strategies that should be used to promote quality teaching and learning despite the role conflict they experience in dysfunctional secondary schools. There are three types of role conflicts that SHDs are likely to experience in schools namely, role ambiguity, role incompatibility and person role conflict.

Briggs (2003:55) argues that “the conflicting demands of management and teaching, the need for new skills such as financial management, a reduction in resources and an increase in the demands placed on the SHDs profession” outline the stress factors

affecting SHDs working in dysfunctional secondary schools. Handy (1993) cited in Chambers (2011:53) points out that there are various types of conflicts that may occur in schools and suggested that: “role ambiguity results when there are some uncertainty in the minds, either of the focal person or of the members of his role set, as to precisely what his/her role is at any given time or, if the role holders’ conception of the role differs from that of the others in the role set. Briggs (2003:55) further stated that if the leaders differ in thoughts there will be a degree of role ambiguity. Briggs (2003:57) in addition, assets that it is likely for SHDs to experience role ambiguity if their roles are removed without their knowledge or if were not fully aware of the new expectations. Handy (1993) cited in Chambers (2009:53) explains that role incompatibility results when the expectations of the members of the role set are well-known but are incompatible as features of the same role. Role conflict result from the necessity for a person to carry out one or more roles in the same situation Handy (1993) cited in Chambers, 2009:53).

The researcher views this to mean that the expectations of each role may be quite clear, but the roles are likely to be in conflict if SHDs do not comprehend key features of each role. This suggests that SHDs must be trained to execute their roles so that quality teaching and learning processes are to be promoted in dysfunctional secondary schools.

Howard (1988) cited in Briggs (2003:57) in considering role conflict noted that role conflict was more prevalent in middle management than at either top or lower levels of management. The conflicting paradigms of professionalism and management provide a good example of managers being in situations where they feel that their moral values are under threat, thus experiencing person-role conflict (Briggs, 2003:57). According to (Briggs 2003) SHDs are likely to experience role overload, if they find themselves in a situation of “reduced resource and increased levels of accountability or if they may understand that their roles are reasonably extended of which they may agree with what is to be performed, but they may simply not have the time or resources to carry it out”.

In light of the above, SHDs seem to be experiencing more challenges when performing their tasks and functions of promoting quality teaching and learning in dysfunctional

secondary schools. These seem to mean that role changes and demands of work from SHDs of late are likely to result in personal role conflict that has a potential to lead to stress due to too much expectations and overload of work. The researcher assumes that SHDs in dysfunctional secondary schools are likely to have burnout when promoting quality teaching and learning processes. This suggest that SHDs in dysfunctional secondary schools may not perform their responsibilities correctly not because they may not want to but because they may not have adequate knowledge and skills to supervise, monitor, evaluate, motivate and support teachers to perform their duties and accountabilities due to lack of training.

### **1.5.1 Perception and Expectation of SHDs in Schools**

Teacher Training Agency (1998) cited in Borole (2010:1) explains that SHDs are perceived as departmental leaders, as developers and implementers of school policies. Borole (2010:1) further argues that the position of SHDs requires them to work with senior managers, teachers and learners in promoting quality teaching and learning. Ghamrawi (2013:143) argues that SHDs play pivotal roles of “linking and brokering by translating the viewpoints and policies of senior managers into the practice of classroom managers”. Blusher (2005:139) is of the same view because “they arbitrate the values and demands of their settings to colleagues, students and their parents”. Fitzgerald and Gunter (2006:6) consider SHDs as important role players in effective leadership and management of teaching and learning in schools. Naylor, Gkolia and Brundrett (2006:11) maintain that SHDs are perceived as leaders and managers who should continue to make vital contributions to school development. This implies that SHDs have multiple pivotal roles of promoting quality teaching and learning in secondary schools. In light of these roles, SHDs are likely to experience a plethora of challenges while discharging their responsibilities in dysfunctional secondary schools.

Glover (1998:281) states that SHDs tend to “see their work as a large number of unconnected duties required by the administrative mechanism of the school rather than

having a highly developed sense of role”. Fleming and Amesbury (2001:3) on the other hand perceive SHDs as:

- People who have clear vision which enable them to be good leaders in the development of school,
- People who are good practitioners and have specialized knowledge and skills relating to their roles,
- People who are effective managers of people and resources.
- People who must be able to secure efficiency.

A study in Hong Kong by Lee and Dominic (1999) cited in Stephenson (2010:10) revealed that SHDs are perceived as people having “power to bring changes and to pursuit excellent” in their roles for the benefit of school stakeholders. Stephenson (2010:10) maintains that SHDs are perceived as people responsible for administration of departmental activities, including planning, goal setting and assessment. Sammons and Bakkum’s (2011:139) studies in England on workload revealed that both SHDs and teachers perceive their workload as “having detrimental effects, on the quality of their teaching and learning which also affect their support to and from their colleagues, as well as their health”. From these sentiments, SHDs seem to be perceived differently and expected to play different roles which they may not be compatible with other stakeholders in secondary schools. This suggests that SHDs are expected to perform tasks and functions in such a way that school stakeholders such as parents, learners, DBE, business and the country as a whole are satisfied with their roles.

Role changes may be an embarrassment to the newly appointed SHDs unless they are prepared or trained to work under pressure. Donnelly (1990) cited in Chambers (2009:43) maintains that some educational tasks like maintaining effective classroom, monitoring and supervision are key to effective teaching and learning but also indicated that SHDs are also expected to ensure and know what is going on in other classrooms. Lastly, Donnelly (1990) cited in Chambers (2010:43) states that SHDs generally try by all means to avoid monitoring and supervision of their colleagues. Chambers (2009:44) also argues that SHDs are often finding the following to be difficult in performing their new roles:

- Checking of progress through the syllabus;
- Standardization of methods of marking to do quality assurance of their teams.
- Giving direction of homework; and
- Dealing with the disciplinary problems of departmental staff.

This suggests that although SHDs are expected to carry out their roles seriously, they seem to be having challenges of monitoring and supervising their colleagues in dysfunctional secondary schools. It means that SHDs in dysfunctional secondary schools seem not to be having adequate knowledge and skills for monitoring teaching and learning. This appears to mean that SHDs who fail to monitor and supervise their colleagues are less influential to their departmental teams hence change takes place slowly in their schools. This implies that certain roles like class visits, quality assurance of teachers work and teacher development seem not to be practiced by SHDs in dysfunctional secondary schools. The researcher's view on this is that lack of knowledge and skills on supervision, monitoring and support of teachers of dysfunctional secondary schools will remain persistent unless if SHDs are well trained or capacitated. This suggest that inability of SHD to execute their work may cause ill health that is likely to lead to stress and self-conflicting ideas that will also lead to tensions amongst departmental team members. More pressure on SHDs also seem to cause role conflict and role interest meaning that SHDs are likely to be overwhelmed by workloads and stress which also have a potential to lead teachers bunking classes and high absenteeism of dysfunctional secondary schools.

### **1.5.2 Skills Needed to Resolve Challenges Facing SHDs**

SHDs need to be proficient in four general skill areas to be able to resolve some challenges of promoting quality teaching and learning of dysfunctional secondary schools. Robbins (2000:41) points out that there are four fundamental skills that SHDs must use when discharging their role of leading their departmental teams and managing curriculum delivery, which are:

- Conceptual skills, which help them to analyse complex situations,

- Interpersonal skills which assist them to motivate, communicate, and delegate responsibilities to others,
- Technical skills which enable them to apply specialised knowledge, and
- Political skills to establish the right connections so as to obtain resources.

Chatwin (2014:17) argues that there is a need for SHDs to use strategic influencing skills such as: technical, administrative, communication, contingency, dialogue, in promoting quality and efficient management of teaching and learning within their departments. Swart (2008:47) argues that the role of SHDs in team building consists of improving people and task-related skills. Phalane (2011:39) contends that the prerequisite skills for effective teamwork which must be displayed by SHDs in schools are effective leadership skills, and effective communication skills. As such, knowledge and skills are a basic necessity that all SHDs must have in order to be able to know, to understand and use in resolving the challenges they are likely to face when promoting quality teaching and learning in dysfunctional secondary schools.

Lack of skills of promoting quality teaching and learning in dysfunctional schools seem to be leading to dysfunction in some schools. It is significantly contributing to incompetence by SHDs in the discharge of their roles. Lack of skills further contributes negatively towards the ability of SHDs to develop their colleagues in dysfunctional secondary schools.

### **1.5.3 Challenges Facing SHDs**

SHDs seem to be facing more challenges in administrative roles than technical roles. According to Bambi (2013:34) most of the management tasks challenging SHDs are “those that deal with the personnel problems which head of departments have little or no training” in resolving. Bambi (2013:34) argues that the lack of planning; organising, control, monitoring and supervision of teams are challenges that “affect not only an individual but also all organisations”. According to Department of Education Mopani District Manual (2010:2) the general administrative role of the SHDs are to assist the principals in the planning and the management of school stock register, textbooks and equipment.

According to Education Labour Relation Act (2008) (ELRC) Collective Agreement No.1 (RSA, 2008:53) states that the administrative roles of the HoDs are:

- to administer their departments
- to budget and control their departmental resources
- to control subject work schemes.

Personnel and resource management seem to be key challenges facing SHDs in executing their roles in dysfunctional schools. The researcher further believes that if human and physical resources can be well managed and proper tools used for monitoring and evaluation, supervision and support by SHDs, dysfunctional secondary schools will be turned into functional schools.

Role ambiguity, work load and lack of time seem to be other challenges affecting SHDs as individuals in performing their roles in the work place. Sammons and Bakkum's study (2011:4) revealed that SHDs perceived their workload as unmanageable causing them not to have good balance between home and work place and that workload was affecting their roles in promoting quality of teaching and learning. The outcome of the research conducted by Mercer and RI (2006:105) reveals that there is a large gap between how SHDs perceive their actual roles and responsibilities and what they wish those responsibilities to be. Research conducted by Gaston (2006:4) reveals that the most enemy of the SHDs is time because it is a "key source of tensions and challenges for SHDs in practicing their roles". This seems to suggest that the roles of the SHDs are likely to be perceived and understood differently by learners, principals and teachers in dysfunctional secondary schools. The researcher believes that different perceptions of the roles and responsibilities of the SHDs are likely to lead to role ambiguity and role conflict in schools. It is suggested that roles and responsibilities of the SHDs must be clearly explained to themselves and to school stakeholders so that each one knows the roles to perform in order to turn the dysfunctional secondary schools into functional ones. This implies that the work of SHDs and their departmental team members should be clearly stated, described and related to school-based policies so to relationships and trust amongst teachers and the school as a whole is improved.

#### 1.5.4 The Leadership and Management Roles of Departmental Resources

Chambers (2009:46) identifies resources that SHDs must manage as being “the choice and care of textbooks, apparatus and materials, stock and audio-visual aids; with the deployment of teaching staff and ancillaries”. Among other matters include “testing, timetable, safety, records and reports” (Chambers, 2009:47). Educator Labour Relations Council (ELRC) established in terms of Labour Relations Act of 1995 as amended Issued Collective Agreement NO. 6 (2003:24), states that the SHDs’ roles are to administrate resources and records. Collective Agreement N0.6 (RSA, 2003:24) further indicate the role of SHDs as managers of resources, instruction, record keeping, maintenance of infrastructure and keeping departmental circulars. RSA (1996:66) states that the roles of SHDs is “to advise the principal regarding the division of work among the staff in that department and to participate in agreed school educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management. Personnel Administrative Measures (PAM) (1996:66) further states that SHDs must also act on behalf of the principal during her/his absence from school if the school does not qualify for a Deputy Principal (DP) or in the event both of them are absent.

PAM (2003: 68) further states that the administrative role of SHDs is to assist with the planning and management of: school stock, text books and equipment for the department; the budget for the department and subject work schemes. This suggests that SHDs must have ability or skills of drawing departmental budgets that must complement that of the School Governing Body (SGB). In addition to their conflicting roles, SHDs may still be surprised if this role cannot lead to financial tensions such as allegations of mismanagement of finances in their departments and schools. Nevertheless, SHDs must have knowledge and skills of managing their departmental resources like personnel, physical and financial resources.

The prescripts for management of school funds in public schools in terms of norms and standards, indicates that 60% of the allocated money referred to as Norms and Standards

must be allocated and spent on curriculum needs (Limpopo Province Prescripts of 2011:5). This implies that more money in the form of Norms and Standard is allocated to support the academic work of schools in South African school context particularly to quintile 1 and 2 the so called “No Fee Schools”. South African Schools Act (1996:34) (SASA) define “No Fee Schools” as schools whose parents and legal guardians of learners must not charge mandatory school fees.

Based on this idea, the researcher is of the idea that SHDs must have adequate knowledge and skills to lead and manage departmental resources. In addition, the literature above, suggests that quality of administration contributes to building an effective institution. This implies that a departmental team is an institution on its own right but is not autonomous to the school as an organisation since it operates under the ambit of the SMT in which SHDs serve as the departmental team leaders. The researcher’s view point is that the relationship among teachers, the SGB and SHDs is likely to lead to tensions, conflict of interest, role ambiguity and role intensification particularly if finance is not well distributed and used in dysfunctional secondary schools. The researcher further assumes that good management and control of resources harnesses the promotion of quality teaching and learning in schools. Nevertheless, SHDs are still expected to manage departmental resources including human resource, physical or infrastructure and finances as discussed below.

#### **1.5.4.1 Control of departmental finances**

Financial role of SHDs is to assist schools in the drawing of departmental budget which must contribute to good financial management in schools (PAM, 2003:67). According to Maritz (2005:17), the basic reason for financial monitoring is to help the management of organizations to plan and control finances. In this regard, Kennedy (2011:10) points out that the school budget is used to monitor how actual performance is compared with what was planned. According to Govender *et al.* (2004:46) finance monitoring, illustrates the financial responsibility of the finance committee. This suggests that a member of the SMT who should be appointed in writing by the principal to the position of SHD must have adequate knowledge and skills of managing finance in schools. It means that SHDs must

have knowledge and skills to budget and control departmental budget they must have received from the 60% budgeted by the SGB for academic work for each year as stated in the Limpopo Prescript (2011:15). This means that SHDs must be able to manage their departmental budget in such a way that it is not exhausted before the end of the financial year in buying relevant LTSM that will promote quality teaching and learning of dysfunctional secondary schools.

The researcher is therefore, confident that if resources are well allocated and managed, SHDs would be able to lead and manage their departmental teams in such a way that quality teaching and learning processes are promoted in dysfunctional schools. The researcher is also of the opinion that financial control or monitoring in schools has a potential to lead to role conflict and interest among the SHDs, Principals and SGBs in schools. This is likely to occur where there is lack of trust and transparency in the use of departmental resources like finance. Lack of resources is therefore likely to lead to dysfunctions of systems established to promote quality teaching and learning in schools.

#### **1.5.4.2 The role of SHDs in leading and managing departmental teams**

SHDs are expected to lead and manage people in their departmental teams. This role seems to be problematic to both the team and to the SHDs in dysfunctional schools. The processes of managing and leading people have a potential to be messy and complex (Fitzgerald *et al.*, 2006:24). Gardno (2007:33) maintains that where people are working together they experience different relationships from time to time which may result in tensions and some to crisis or serious challenges. According to the Occupational Service Dispensation (OSD) (2007:41) SHDs are expected to control the work of educators and learners in their departments, submit written reports in the form of mark sheets, tests, examinations and memoranda to the principal regularly for quality assurance. Fullan (2007:32) in support of Gardno (2007:34) argues that where people are in relationship there is likelihood of experiencing problems but, further states that avoidance of resolving challenges is one of the dangerous ways of dealing with challenges and it is a sure way of diminishing trust because there is “a false front of congeniality and no learning would take place as trust from colleagues would also fade away”. Gardno (2007:34) argues that if

people's goals contrast with organisational goals, it will manifest into tensions that may simultaneously lead to dilemma which will create conflicting roles for management in schools.

People management seems to be more problematic for SHDs who are expected to deal with people on daily bases in secondary schools. This suggests that SHDs experience more challenges as they are always in contact with learners, teachers, SMT and parents. This means that organisations or institutions that experience lack of trust and contrasting roles will not always work towards common goals. This implies that people management is a challenge for SHDs in promoting quality teaching and learning of dysfunctional secondary schools.

SHDs are expected to lead and manage departmental teams. Leading teams and managing teams suggests that SHDs are executing double roles at the same time. This expectation seems to be creating a lot of tensions that do not affect individual SHDs only but also the whole institutions of learning. Wise (1999) cited in Chambers (2011:45) argues that instrumental or task-centered roles are considered straightforward, expressive or person-centered roles which are complicated and cause SHDs the biggest problems. Chambers (2011:45) in Wise (1999) observed that "anything that seemed to indicate the supervision or control of staff seemed to cause SHDs some concern" and further indicated that "there is evidence of both role conflict, and role ambiguity experienced by SHDs to an extent that "any consensus on the SHDs' role within the expressive area is mistaken". The researcher is of the opinion that, administrative challenges seem to be directly affecting the functions of SHDs to an extent that they get stressed when they practice administrative and leadership roles. Stress obviously impacts negatively on effective leadership and efficient management of teaching and learning in dysfunctional secondary schools. The administrative challenges seem to be less impacting on schools as organisations than role challenges that significantly affect other components of organisations like teams, SMT, SGB, DBE, the government and the country as a whole. Poor time management suggests that things are not done according to plans and schedules in dysfunctional secondary schools. The researcher argues that if teaching and learning is not covered during

prescribed time, teachers and learners not adhering to stipulated time quality, teaching and learning would not be adequately promoted in dysfunctional secondary schools.

### **1.5.5 Intervention Strategies to Resolve Challenges**

There are many strategies that SHDs must use to resolve departmental and school challenges. This study has focused on how SHDs use the following strategies in promoting quality teaching and learning in dysfunctional secondary schools, namely: teamwork, monitoring, professional development of educators and supervision.

#### **1.5.5.1 Teamwork**

Challenges are learning curves but need teamwork to resolve them for the benefit of all in dysfunctional secondary schools. SHDs are therefore obliged to develop and implement strategies to settle challenges they experience so that quality teaching and learning processes are promoted in dysfunctional secondary schools. Niitembu (2006:84) values teamwork as more important for teams by stating that “members give one another support and joint energy to bring about success more quickly than that of an individual member” if teamwork strategy is used in work places. Mogotlane (2006:40) claims that teamwork is important to organisational development. Vivian (2010:69) agrees with Mogotlane (2006:40) that teamwork has become increasingly essential to education in South African schools and around the world. Phalane (2011:20) in support of Mogotlane (2006:40) and Vivian (2010:59) explains that teamwork is a strategy to be used in schools, but she further speculated that “teamwork coupled with team leadership” can be important components for effective leadership and efficient management strategies for promoting quality teaching and learning in dysfunctional schools. Ghamrawi (2011:334) argues that distributed or shared forms of school leadership often dominate in schools known to succeed with school improvement initiatives to promote quality teaching and learning.

The researcher therefore; views teamwork as a good strategy to improve the roles and responsibilities of the SHDs in resolving challenges they are likely to face in promoting

quality teaching and learning in dysfunctional secondary schools. The other strategies include: modeling, monitoring, supervision and dialogue.

### **1.5.5.2 Monitoring**

Monitoring must be used as a tool to promote teaching and learning in dysfunctional secondary schools. Arikawe (2009:8) define monitoring as the continuous or periodic review of programmes or projects to assess problem areas and recommend remedial actions in promoting quality teaching and learning in schools. Du Plessis (2012:109) describes monitoring as a “continuous process by which leaders ensure that the action plan is achieved” with the purpose of making sure that changes take place according to the vision and mission of organisations. According to Mestry (2006:128), monitoring refers to the exercising of power in a transparent way and thus involves who should be accountable for what was or what should be done. Mestry (2006:128) further defines monitoring as “a joint process of accountability in which all members of the organisation like departmental teams, SMT, SHDs and Top Management have an equal right to participate and give their own opinion”. Swartz (2009:17) posits that control system or monitoring instrument must be developed to check the work of educators on a monthly basis, where the actual work is compared with what was to be covered in each learning area.

This explanation implies that monitoring must be used by SHDs as a strategy to check if the planned work was done timeously as planned and directed by SHDs to an extent that teaching and learning is promoted. Monitoring is a key strategy that should be used by SHDs to move schools out of the quagmires of dysfunctions but if monitoring is applied by SHDs without discussions with teachers, it is likely to lead to tensions and role conflict which will result in role strain for SHDs in schools and prohibit the promotion of quality teaching and learning in dysfunctional secondary schools.

The purpose of monitoring teaching and learning is to make sure that quality processes are promoted in dysfunctional schools. The English National College for School Leadership (ENCSL, 2007) cited in Bush, Joubert, and Kiggundu (2009:7) indicates that

SHDs must lead teaching and learning through “monitoring” which is explained as “knowing what is going on in the classroom”. A study conducted by Fleisch (2008) in Bush et al (2009:6) reveals that the educators’ absence, ineffective teaching and learning methods and weak subject knowledge contribute to poor quality teaching and learning in secondary schools. Similarly, a study conducted by Mboyana and Sadiki (1999:47), revealed that in all schools that they studied, school managers had no reliable systematic arrangements for checking and monitoring school work, due to lack of teacher supervision, lack of monitoring classwork; and that lack of monitoring or weaknesses in preparation of lessons had contributed to poor school results in all dysfunctional schools they studied.

According to Southworth (2004:80) monitoring should include class visits, observation of teachers in facilitating teaching and learning in classrooms, providing the observed educators with meaningful feedback. Southworth (2004) cited in Bush *et al.* (2009:4) argues that monitoring should be perceived as a distributive strategy that should be used by principals, DP and SHDs in promoting quality teaching and learning in schools. Ali and Botha (2006:17) argue that if teaching and learning must improve significantly, SHDs must spend more time in supervising, managing and leading their departments. Van der Berg, Taylor, Gustafson, Spaul and Armstrong (2011:10) maintain that curriculum coverage is one key area of school functionality stemming from instructional leadership that should be more effectively monitored. Bennett and Woods (2007:456) in support of Bush et al (2008:4) describe monitoring and control as management process through which middle managers can ensure, by means of assessing and regulating that the teaching and learning work is in progress, and thus teaching and learning are well managed and that outcomes can be achieved. Bambi (2013:37) adds that monitoring and control are a means to verify that all activities are in line with the policy and that instructions are being carried out. ENCSL (2007) in Bush *et al.* (2008:63) allude that leaders are expected to influence the quality of teaching and learning indirectly through modeling, monitoring and dialogue as follows:

- modelling which is explained as the power vested upon the principal and the other leaders (SHDs) or educators to model and lead management of teaching and learning, and

- Monitoring can be used as a strategy to analyse the collected data from the scores learners obtained in tests or examinations.

The researcher views monitoring as the best strategy to be used in monitoring the effectiveness of promoting quality teaching and learning in dysfunctional secondary schools. Furthermore, the researcher suggests that if dialogue which is explained as the professional conversations, formal and informal meeting, and feedback, mentoring and coaching of colleagues can be implemented by SHDs, promotion of quality teaching and learning will tremendously improve in dysfunctional secondary schools.

### **1.5.5.3 Professional development of educators**

SHDs are expected to develop their teams so that members are abreast with the everchanging curriculum, in managing teaching and learning to improve the quality of teaching and learning in dysfunctional schools. Kutame, Ravhuhali, Mutshaeni and Maluleka (2015:149) argue that professional teacher development strategies for effective teaching in schools have not being successful in improving the quality of teaching in rural dysfunctional public secondary schools. The intention of launching the Integrated Strategic Planning Framework (ISPF) for Teachers Education and Development (TED) in South Africa in 2009 was an alternative to encourage teachers to develop but also for improving quality of teaching and learning in schools (Motshekga, 2009:7). During the launching, Minister Motshekga alluded to the fact that the aim of ISPF was also to uplift teachers' competency in the subject knowledge and in improving teaching skills which are the variables for improving schooling (GDE, 2009:8). Bambi (2013:70) supports the initiatives of the minister and further states that teachers are essential in schools and they should demand some form of accountability from SHDs for development. The significance of staff development is based on the conviction that the quality of teachers influences the quality of the learners' experience and achievement (Mercy *et al.*, 2009:475). Cowrie, et al. (2009); Duke (2004) cited in Graggs (2011:79) maintain that change management should develop teachers by indicating that leaders need to build professional learning communities within and outside the schools for good quality practice to be shared among groups. Blusher and Harris (2000:22) are of the same vain with Graggs (2011:79) but

further maintain that subject leaders should encourage and plan for teachers to work together towards the implementation of change and development.

These arguments suggest that SHDs must be developed from within and out of school in order to acquire knowledge and skills to be used in promoting quality teaching and learning of dysfunctional secondary schools. This means that SHDs must motivate and develop their members to practice professionalism in leading and managing the promotion of quality teaching and learning processes in dysfunctional secondary schools. Those further suggest that SHDs must also be developed on areas like: marking, giving feedback to learners, monitoring and supervision of their departmental teams. This means that SHDs and teacher development add value to the promotion of quality teaching and learning in dysfunctional secondary schools.

Bambi (2013:68) alludes that the national and local accountability standards have placed pressure on SHDs to achieve high academic standards for learners through development of teachers within their departments. Bambi (2013:68) further explains that the quality of teachers can be improved if teachers are self-directed in their learning so that they continually keep abreast with the new knowledge and skills which must promote quality teaching and learning. Smith (2009:10) concurs with Bambi (2013:68) that the growth and development of learners are directly related to the growth and the development of teachers. Everard, Morris and Wilson (2004: 87) argue that for the teachers to develop, they need new skills and positive attitude towards quality of the performance in their jobs and in the introduction of new methods and approaches. Staff development can be perceived as teacher appraisal, teacher evaluation, performance management and performance review which its intention is to examine the teachers' performance (Bambi, 2013:68). Chikoko (2007:77) indicates that the following elements if put together would prompt education systems to recognize the necessity for ongoing professional development for teachers, namely:

- the introduction of curriculum reforms that emphasis active learning and teaching for change;

- the growing realisation of the role teachers plays in improving quality educational quality; and
- that the declining quality of education is due to rapid growth and expansion of education in the absence of resources.

In light of the above, SHDs must play significant role of developing their subject teachers in the form of developing departmental workshops or outsource for people who have different knowledge and skills for promoting quality teaching and learning in dysfunctional secondary schools, for example on team building and teamwork.

#### **1.5.5.4 Supervision**

Supervision of teaching and learning ensures effective leadership and efficient management that promote quality teaching and learning in schools. Supervision is the process of helping, guiding, advising and stimulating growth of subordinates in order to improve on the quality of work (Nwaogu, 2006:23). Ogakwu (2010:27) defines supervision as *“an indispensable variable in the promotion of quality teaching and learning process as well as for improving educational programmes. It is concerned with overall school and educational objectives which stimulate professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction as well as methods of teaching and evaluation of instruction”*. According to Zepeda (2007:29) the intension of supervision is: summative, targeting the assessment of professional performance of teachers prior to final judgment or rating. O’Sullivan and Glanz, (2007:29) argue that supervision must be natured in a collaborative, collegial, and democratic manner so that quality teaching and learning processes are promoted. Gunter (2001:110) concurs with O’Sullivan and Glanz (2007:29) that the intension of supervision must be clearly stated but, added that this must include the element of teacher appraisal, assessment and the professional development of teachers aiming at the improvement of teacher’s ability. Van der Venter and Kruger (2003:133) suggest the following as key control measures that should be used by SHDs in supervising their departmental teams:

- Preparation of lessons: Encourage teachers to prepare lessons in writing so that they can be checked to gauge their knowledge and skills of the subject and ensure that teachers do not go to class unprepared.
- Presentation of the lesson: Class visits can be used to gauge the success of the teacher's presentation of a lesson, thus encouraging professional growth and providing support.
- Evaluation of the lesson: in order to check whether the teachers' evaluation is up to standard, the question papers, memoranda and answer papers of tests and examinations are presented for moderations.

On the whole, supervision seems to be a good strategy to be used in improving quality teaching and learning in dysfunctional secondary schools. The researcher is also convinced that SHDs should initiate meetings in which they discuss and agree with their team members on how supervision will be implemented to avoid tension and conflict which may precipitate into dysfunction of systems in secondary schools. Thus, this suggests that each member of the team will have to comply with the agreed outcome of the discussions before the implementation of supervision strategy. Supervision can therefore be developmental to SHDs but if not well implemented it may cause tensions and conflict in promoting quality teaching and learning in dysfunctional secondary schools.

The key role of SHDs is to supervise the delivery of quality teaching and learning processes in secondary schools. Supervision can be viewed as a school system which ensures that the process, policies, principles, rules, regulations and methods prescribed for the purposes of implementing and achieving the objectives for education are effectively carried out by SHDs. Kotirde (2014:55) is of the idea that, to avoid tensions and role ambiguity SHDs should use supervision as a strategy to bring harmony in organisations. According to Fisher (2011:23), the schools supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction. The improvement of teaching and learning in schools is the general purpose of supervision. Bambi (2013:37) is in support of Bush *et al.* (2009:62) by indicating that monitoring should be used as a strategy to improve teaching and learning

but added that monitoring should be “controlled” by SHDs to verify that all school activities are in line with policies. Van der Berg, Taylor, Gustafson, Spaul and Armstrong (2011:10) maintain that curriculum coverage is one key area of school functionality stemming from instructional leadership that should be more effectively monitored by the SHDs. Bush et al (2009:63) alluded that leaders are expected to influence the teaching and learning indirectly through modeling, monitoring and dialogue. Estyn’s (2001:10) study in Whale revealed that the subject leaders and managers must improve quality teaching and learning by supporting, guiding, motivating teachers and regularly visiting classes to sample and evaluate work done by teachers and learners. These suggest that SHDs must make sure that teaching and learning processes are continually and successfully monitored and supervised to promote quality teaching and learning in dysfunctional schools.

The above-mentioned literature suggests that SHDs must use monitoring as a new strategy to check the work of their departmental members with the aim of supporting their colleagues in dysfunctional secondary schools. This new role seems to have a potential to lead to tensions with their departmental teams if it is not well negotiated and implemented in most dysfunctional secondary schools. Added to this new role is budget control of the department to facilitate effective management and supervision of departmental resources. These new roles have potential of leading into administrative and technical tensions within the subject departments, between the accounting principal, SGB and finance committee members (FINCO). Nevertheless, SHDs must continue to make sure that teaching and learning processes are promoted through proper management of departmental resources like finance and human resources. In addition, SHDs are still expected to use strategies like, teamwork, team leadership and motivation to promote quality teaching and learning in dysfunctional secondary schools.

#### **1.5.6 Weaknesses of SHDs**

SHDs, like any other persons, have weaknesses that seem to affect the way in which they perform their tasks and functions in dysfunctional secondary schools. According to the

Office for Standards in Education (2008:25) (OFSTED) the quality of leadership and strategic management of SHDs tends to be weak where:

- Hierarchical structures constrain the amount of leadership managers and staff can show;
- Leaders and managers do not analyse data on learner outcomes systematically enough in order to judge how well learners are doing on different courses within the colleges or schools;
- Communication between senior managers and staff is weak with too many staff not understanding the strategic priorities of the schools or how they can contribute effectively to them;
- The lines of accountability and distribution of responsibilities are confused, SHDs have too wide a span of responsibilities and have to line-manage too many staff;
- Leaders and managers set targets which are not challenging enough or do not link closely to the school's overall strategic priorities;
- Leaders and managers place too much emphasis on supporting learners and teachers, and not enough on challenging them to aim higher and to achieve more;
- Leaders and managers get “bogged” down in bureaucratic processes, often associated with finance, contract compliance or estates, and do not focus enough on raising attainment and improving quality.

In light of the above, the researcher is convinced that SHDs seem to be experiencing more challenges that are in conflict with their contracts. The failure to collect data and to effectively use it appears to be a role challenge since SHDs are expected to compile schedules or collect different data to inform parents, SMT, learners and DBE. Statistics is needed quarterly to inform parents and any stakeholders interested in education to know how schools or learners performed in their subjects. This suggests that failure to compile such data leads to poor planning and none delivery of resources to schools by the DBE. SHDs seem to be concentrating on personal issues and ignoring the implementation of their main tasks which is promoting quality teaching and learning in dysfunctional secondary schools. In other words most SHDs seem to be concentrating too much on social matters than on their key roles of developing strategies that must be used in

promoting quality teaching and learning necessary to turn dysfunctional into functional schools. It is the researcher's contention that one of the weaknesses of SHDs is to be in conflict with their roles as accounting officers against their responsibilities. Accountability is more legally binding since the incumbent of the post of the SHDs have signed a contract with DBE. This means that SHDs who are not executing their duties as per their contracts must be sanctioned to account for breaching their contract if schools continue to be dysfunctional. This is crystal clear role conflict between DBE and the SHDs as they shall have failed to play the roles they are employed to do. The researcher views this as clear evidence that SHDs must be continually accountable to the performance of their departmental teams and learners' attainment in dysfunctional secondary schools. A detailed account of literature review appears in chapter two of this study.

## **1.6 THEORETICAL FRAMEWORK**

Hoy and Miskel (2008:4) argue that theories are used to guide researchers' actions but further stated that some theories are "implicit while others are explicit". This suggests that "implicit" theories are easy to be understood as they are based on personal view points as compared to "formal" theory which needs to be internalised by researchers. This means that theories can either be easy or difficult to be understood and applied by researchers when applied in different situations. On this note, theories can be seen as keys to be practiced and applied by researchers to unlock the topic of their research projects. For this reason, the researcher used theories as stepping stones to understand practical challenges facing SHDs in promoting quality teaching and learning of dysfunctional secondary schools. The theoretical frameworks that underpins this study are the Situational leadership model, the Bargaining and Negotiation theory as well as Bush and Glover's (2009) model which emphasizes modelling, monitoring, evaluation and observation. The following models: Situational Leadership, Bargaining and Negotiation theory, Bush and Glover 2009 models are selected because the researcher thought that they are related and suitable for the research topic as explained in the next paragraphs.

### **1.6.1 The Situational Leadership Model**

According to Mthethwa (2011:22), Situational Leadership Model (SLM) is unique since it plays pivotal roles in determining the leader's style for organisations. According to Mthethwa (2011:12) the characteristics of individuals play significant roles in the performance of organisations. The performance of allocated duties in organisations such as schools depends on the skills that individuals have and the relationships between the leaders and team members (Mthethwa, 2011:22). This implies that it is essential that the SHDs understand the strengths and weaknesses of their departmental teams so that they apply appropriate leadership styles in the situations that they could find themselves.

This model is suggesting that the nature of challenges determines the leadership roles of SHDs that must be applied in different situations. This further suggests that the unique character of SHDs as leaders should influence change in behavior of different Individuals in organizations so that organizations also changes in behaviour. Therefore, SHDs are for instance expected to use their knowledge and skills to change dysfunctional schools into functional schools. It means that SHDs who have negative attitudes will negatively affect the functionality of secondary schools. It also means that SHDs whose schools are continuously dysfunctional for a period of five years or more do not successively use their knowledge and skills as expected compared to those who are in performing schools. However, change cannot just happen without tensions that must be negotiated before implementation of any decision taken by the departmental teams. The researcher therefore, suggests that bargaining and negotiation must be used by SHDs in their roles to reach consensus before decisions are taken and implemented as alluded in the subsequent paragraph.

### **1.6.2 Bargaining and Negotiation Theory**

It seems role conflict is inevitable when SHDs are to effectively bring change in dysfunctional secondary schools. Jönsson (2002:212) define bargaining as a model comprising of the exchange of verbal and non-verbal communication, while negotiation is

explained as verbal communication between two or more parties. Morley (2006:403) in support of Jönsson (2002:212) defines negotiation as “an engagement between two or more people or parties with the aim of solving a dispute, reaching an understanding or resolve a point of difference”. According to Jönsson (2002:213) in negotiations the parties are left to themselves to combine their conflicting points of view into a single decision. According to Mthethwa (2011:23) negotiation is “a dispute resolution strategy that occurs for example, between or among the employer, organisations represented by the directors and the workers represented by the unions”. Morley (2006:404) highlights that negotiations handle cognitive problems through working individuals collectively. This suggests that negotiation can be perceived as a means of initiating dialogue during decision-making processes that must take place between the team leaders and their followers. In this study the leaders are the SHDs and the followers are teachers.

In the context of this study Bargaining and Negotiation Theory was used to understand choices that were made by the SHDs in their decision-making processes and when they were engaged into dialogues with their teams. Furthermore, the researcher was constantly engaged in negotiations with SHDs, since they were critical participants in research interviews and negotiators within their departments in schools. The researcher was also engaged in negotiation with participants during interviews with the assumption that teams that use negotiations and dialogue experience less role conflict than those which minimally use Bargaining and Negotiation Theory.

### **1.6.3 Bush and Glover’s 2009 Model**

The third model used in this study was Bush and Glover’s (2009) model of promoting quality teaching and learning aligned to South African schools’ context. This model consists of four components which are monitoring, evaluation, observation and modelling of teaching and learning in a more structured way. The researcher chose this model to understand the challenges facing SHDs in monitoring, modelling, observing and evaluating the promotion of quality teaching and learning of dysfunctional secondary

schools. A detailed account of these theories are highlighted in Literature review in Chapter Two.

## 1.7 DEFINITION OF CONCEPTS

The following concepts are defined to avoid misconceptions in this study: Dysfunctional schools, Subject Head of Department, Promotion of Quality, Teaching and Learning.

### 1.7.1 Dysfunctional Schools

Bipath (2005:40) defines dysfunctional schools in South African context as “schools associated with poverty, material deficiency and troublesome communities” Pretorius (2014:51) indicates that “schools become dysfunctional if they experience abnormal or impaired functions, and when schools fail to achieve the true purpose of teaching and learning which they are built for”. Pretorius (2014:51) further elaborated that “dysfunctional schools are characterized by unstable management conditions, inappropriate or lack of leadership, lack of vision, an unhealthy school climate and culture, and low staff and learner morale”. According to Sebopetsa (2013:7) dysfunctional schools are “schools that experience four challenges which are: poor physical and social facilities; organizational problems, poor school/community relationships, and poor relationships between the school and the education department”. Mohlala (2010:17) argues that lack or shortage of LTSM, lack of support by SGB and the parent communities lead to dysfunctionality of schools.

This implies that dysfunctional schools are schools that experience inadequate resources like physical, human resources. Lack of effective leadership and inefficient management lead to dysfunctionality of many secondary schools. Normally these kinds of schools seem to have poor results in matric final examination results (Grade 12). The researcher assumes that SHDs are likely to be facing role conflict since they play leadership and management roles in schools.

### **1.7.2 Subject Head of Department**

According to Blusher and Harris (1999:306), a head of department, in hierarchical terms, is a middle manager. Turner (1996:205) states that a head of department's position is considered to be derived partly from expertise in the subject area and partly from recognition that the post holder can "properly display leadership and management skills in the day-to-day operation of the department". Witziers, Slegers and Imants (1999:295) describe subject departments in the school as "teams to whom the responsibility to coordinate the subject curriculum is delegated". Lynne, Hannay and Ross (1999:346) state that subject departments define teachers' roles, interaction patterns, knowledge considered worthwhile and learning opportunities offered to learners. Subject departments are potentially highly influential sites, consisting of teachers who are committed to the learning of their learners (White & Rosenfeld, 2003:1). Literature seems to suggest that SHDs must always display good leadership qualities, have adequate knowledge and skills of the subject they are leading and play supervisory role in promotion of quality teaching and learning in schools. Besides these SHDs must also display administrative roles and technical skills of resolving crisis in their departments for the benefit of their departmental teams and the school by attaining the purpose of teaching and learning which is the development of the learner. It implies that SHDs must be accountable for the management of departmental resources, academic facilitation and to extra-curriculum delivery in all types of schools. The researcher believes that promotion of quality teaching and learning processes depends much more on the effective leadership and efficient management of curriculum roles of the SHDS. In light of this understanding, SHDs are responsible for the promotion of quality teaching in dysfunctional secondary schools.

### **1.7.3 Promotion of Quality Teaching and Learning**

Achieving quality education seems to be a challenging role for SHDs in dysfunctional secondary schools. Van Deventer and Kruger (2003:28) argue that the following are essential for promotion of quality teaching and learning in schools: supervisory roles of

school managers including SHDs, definition of school mission, managing the curriculum and instruction, supervising teaching, and monitoring of learner progress. Mercer and RI (2006:115) argue that quality of teaching and learning springs directly from staff development and the quality control. Zammit *et al.* (2007:1) argue that quality teaching is about the “ability of schooling to develop students’ skills, knowledge and understandings for an uncertain world ten to twelve years ahead, and to provide the ground work for life-long learning for an unknowable future”. Zammit *et al.* (2007:7) further argue that students who are exposed to high intellectual content develop stronger, critical and creative thinking capabilities and show high quality improvement on standardized assessment tasks irrespective of their earlier achievement. Masters (2003:10) explains that quality teaching is operationally defined as teaching that produces an improvement in student outcomes. This suggests that quality results cannot be achieved if teaching and learning processes are of low quality. Quality teaching can then be defined as a process that is related to teaching that has a positive impact on student outcomes like performance or a change in behavior. SHDs therefore have delegated responsibility to quality assure the work of their colleagues as mandated by PAM (2003:68). The researcher assumes that quality assurance of formal and informal written work of learners stimulate quality teaching and learning.

#### **1.7.4 Teaching and Learning**

The concept of Teaching and learning appears to be closely connected. Tazi and Zreik (2008:50) define teaching and is the passing on of information from one who knows more to one who knows less. Teaching is the most immediate process for supporting learning and for enabling learners to acquire expected competencies (UNESCO, 2015:25). Smith (2014) that teaching is “a process of verification while learning is explained as results or “end product of teaching”.

Learning is

Learning is a behavior that is initiated by teaching.

This implies that the two concepts are interwoven and cannot be separated in the processes of promoting quality teaching and learning in schools. This means that SHDs must act as agents of change by influencing their teachers to constantly promote quality teaching and learning in their subjects. This further suggests that SHDs are added with new roles of managing physical, human and financial resources as well as being accountable to the outcomes of their departments. This implies that SHDs are now expected to handle new workload which will increase more pressure on them which will also stimulate tensions and conflict in schools. Lastly, this also suggests that SHDs must also strongly use the new roles of team leadership, team management, monitoring and supervision in their quest to promote quality teaching and learning in dysfunctional secondary schools.

## **1.8. RESEARCH DESIGN PARADIGM**

### **1.8.1 Research Paradigm**

This study is underpinned by constructivists' paradigm since the researchers wanted to understand the challenges facing SHDs in secondary schools. The main purpose was to construct knowledge from schools where SHDs are providing leadership and management of their departments. Mertens (2005:7) defines paradigm as "a way of perceiving the world with the purpose of creating certain philosophical assumptions that guide and direct peoples' thinking and actions". A paradigm is a network of coherent ideas about the nature of the world and of the functions of researchers, which are adhered to by a group of researchers to condition the patterns of their thinking which underpins research actions (Niitembu, 2006:32). This suggests that research paradigm is a school of thought that researchers use in approaching their study projects. There are three research paradigms that researchers base their research projects on, namely; positivist, constructivism and critical paradigms.

## 1.8.2 Constructivism Paradigm

According to Ferreira (2012:35) constructivist paradigm seeks to understand human experience from their viewpoints and the meaning that people give to events. Cohen, Manion and Morrison (2007:27) stated that the purpose of interpretive or constructivists paradigm is to understand the subjective world of human world experience to retain the integrity of the phenomenon being investigated. Constructivists perceive reality as subjective and multiple events seen through the eyes of the participants within the context of their frame of reference (Niitembu, 2006:33). The researcher prefers to use this paradigm since this study aims to investigate the challenges facing subject heads of departments in promoting quality teaching and learning in their own school environments. This study has adopted interpretive paradigm. A detailed account on research paradigms is discussed in Chapter Three of this study.

This study emanates from constructivist research paradigm which emphasis that phenomena should be studied in their own setting. Phenomena can best understood how they perceive and construct reality in their own places. In light of this the researcher was convinced that it would be best to understand challenges facing teachers if teachers are studies in their own school premises. This study was therefore, conducted in dysfunctional secondary schools using qualitative research approach. Case studies study designs were used to collect data. The research design and methodology underpinning this study are further discussed in the next paragraphs.

## 1.10 RESEARCH DESIGN AND METHODOLOGY

Research design is the logical sequence that connects empirical data to the study's initial research questions and its discussions (Yin, 2003:20). Yin (2003:21) in addition, explains that the purpose of the research design is to help the researcher to avoid the situation in which the evidence does not address the initial research question. Flick, Von Kardorff and Steinke (2004:146) define research design as a plan for collecting and analyzing evidence that will make it possible for the investigator to answer the questions posed. It is a set of

guidelines and instructions to be followed in addressing the research problems which includes the aim of the research, the selection and the design of the particular method and participants (Mouton, 2002:107).

### **1.9.2 Research Methodology**

Research methodology is the general planning of how the research project is going to be conducted (Phalane, 2011:48). Sister (2004:29) defines method as relating to tools of data collection. This suggests that research methodology is a traditional thinking camp or a point of view from any schools of thought which differs on time of implementation namely, positivism, constructivism and transformational paradigm. Qualitative research method uses the following tools to collect data: interviews, participant observation, and documentary analysis among others (Crags, 2011:26). In light of the above, this study is based on interpretive paradigm as methodology while interviews and document analysis check lists were employed to collect data. Neuman (2000:99) contends that the major advantages of qualitative research design is that it enables the researcher to study human experiences in-depth; the method stays closer to the experiences of the participants, and it gives the reader of the findings a deeper understanding of what was discovered. However, Cohen, Manion and Morrison (2011:156) cite a few problems with the qualitative approach. These are:

- Participants may be falsely conscious, deliberately distorting or falsifying information.
- The presence of the researcher may cause reactivity from participants, leading them to avoid, impress, direct, deny, and influence the researcher.

This means that the researcher used tape recorder and probing follow-up questions to collect in-depth data from the participants to avoid even biasness in this study. Despite these few problems, the researcher believed that, to gather data directly from the participants in their natural environment, a qualitative approach was the best approach suited for this study. Data was collected qualitatively using interviews, and on-site observation checklist. A detail account is explained in Chapter Three of this study

### 1.9.1 Population

Creswell (2014:) defines population as “ ”. Phalane (2011:52) defines population as sampled items, people or events from the main group. Population is a larger community from which a sample is drawn to collect data (Niitembu, 2006:37). Thus, the population of this study was all SHDs of dysfunctional secondary schools of Thabina Circuit cluster of Mopani District of Limpopo Province.

### 1.9.4 Sampling procedures

Sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected (Phalane, 2011:52). According to Niitembu (2006:37), sampling refers to the selection of site and population of the study. Purposive random sampling procedure was used in this study. According to Johnson and Christensen (2008:239) purposive random sampling is a non-random sampling technique, in which the researcher solicits persons with specific characteristics to participate in a research study. Muijs (2011:36) argues that purposive random sampling, also known as convenience sampling, is done where the researcher has easy access to particular sites, such as schools. McMillan and Schumacher (2010:15) are of the view that purposive random sampling technique must be used by researcher in selecting a particular element from the population that must be representative or informative about the topic of interest. Cohen et al (2007:23) stated that researchers use purposive sampling technique to handpick the cases to be included in the sample based on what the study is all about and on what the researcher hopes to achieve with the data. Phalane (2011:52) further explains that the intension to do purposive convenience sampling is to gain information about the population.

This suggests that sampling is a procedure whereby a researcher selects or scientifically makes choice of the participant's using purposive random or convenience sampling. For this reason, purposive or convenience sampling procedure was used to select SHDs under the pretext that they are people considered as population rich in information relevant to

this study. In light of this statement, a list of performance statistics from all secondary schools in Mopani District was compiled and categorised into performing, under performing and dysfunctional schools in terms of Grade 12 final examination results for the past five years. Of the twenty-four circuits (24) within Mopani District, Thabina Circuit cluster was sampled because it consists of three circuits with dysfunctional and functional secondary schools. Besides this the cluster was convincingly nearer and convenience to the researcher. Based on the reasons SHDs were purposively sampled since they appeared to be likely to experience challenges facing of promoting quality teaching and learning of dysfunctional secondary schools.

Not all SHDs from all schools were participants in this research project since qualitative research approach requires a small sample of participants. Hurumraj (2013:25) defines a sample as a small group proportional of the total set of objects, individuals or events which together make up the subject of the study. Thus, a total of ten (10) SHDs constituted by four (4) females and six (6) males from dysfunctional secondary schools in Thabina Circuit Cluster, Mopani District of Limpopo Province were selected as participants for this study. Therefore, the researcher is in a position to conclude that a total of ten (10) participants is a relevant sample size to assist in meeting the objectives, answering the research questions so that the main problem of this study are addressed.

## **1.10 DATA COLLECTION PROCEDURES**

Interviews were used to collect data from the SHDs using individual interviews schedule with ten (10) participants. The participants' views and feelings expressed in gestures were noted and formed part of collected rich in-depth views which harnessed and synchronized the collected data. Interviews were recorded and transcribed verbatim using interview schedule attached as Annexure E. On-Site observation checklist and Document analysis Annexure F were also used.

## 1.12 DATA ANALYSIS

McMillan and Schumacher (2010:367) explain that qualitative data analysis is a relatively systematic process of coding, categorizing, and interpreting data to afford explanations of a single phenomenon of interest. Data analysis, as Cohen *et al.* (2002:147) state, involves organizing, accounting for, and explaining the data; in short, making sense of the data in terms of the participants' definitions of the situations, noting patterns, themes, categories and regularities. It involves organizing what you have seen, heard, and read so that you can make sense of the data collected (Regenysis, 2003:34). According to Muijs (2011:2), qualitative data are not necessarily or usually numeric, and therefore cannot be analysed using statistics. This suggests that the collected data should be systematically analysed so that interpretations should be clear and new knowledge constructed.

### **Data collected using interviews**

In this study, the researcher had firstly listened to conversations from the interviews over and over until themes and patterns were identified, understood and written down in a software. The researcher transcribed audiotaped interviews verbatim. Different colours were used to identify common themes, patterns and knowledge which were latter categorised. Common themes were identified.

### **Data collected from the on-site observation checklist**

On-site observation Checklist was drawn by the researcher. It consisted of items which the researcher had to tick every day of the visits to sampled secondary schools. The ticking was to indicate if the listed items were available or not available after the interview session with the participants. The ticked items were analysed using simple mathematics of adding the numbers and checked which of the two columns dominated the other one items of numbers. Conclusions were made, and the data was interpreted. The purpose was to add any information that might haven omitted during interviews.

## **Document analysis**

Documents that were requested were analysed intensively and general conclusions from each SHD were drawn. First, the purpose was to check if the documents were available or not available. In terms of the minutes the searcher checked if, for instance, agenda, adoption and signature of the chairpersons in the next dates of the meeting.

## **Data Triangulation**

Data collected from all participant's using the interviews, on- site observations and document analysis, were compared and common themes derived for interpretations. Denzin and Lincoln (2011:151) argue that "triangulation, enables the researcher to analyse data from more than one perspective". McMillan and Schumacher (2010:331) assert that triangulation support findings by using data collected from different sources in order to endorse findings. According to McMillan and Schumacher (2010:379), researchers use triangulation, as cross-validation among data sources, to find regularities in the data. In this study multiple data sources were corroborated to endorse data obtained from SHDs using interviews, on-site observation checklist and document analysis. In this study triangulation was employed to confirm the extent to which interview data confirm or contradict the findings from on-site observation. It is the researcher's contention that interviews are independent sources while on- site observation checklist and document analysis are viewed as dependent sources. However, the three sources cannot be separated since they are embedded in qualitative research approach. The researcher created links between themes and the relevant literature as it appears in Chapter Two for interpretation in Chapter Four.

### **1.13 DELIMITATION OF THE STUDY**

The research was conducted in public secondary schools of Thabina Circuit Cluster which is made up of Thabina, Shilubane and Khutswana Circuits of Mopani District; Limpopo Province. Thabina Circuit Cluster was selected because of the great disparities in overall performance of learners in the Further Education and Training (FET) Band that is from Grade 10-12. Thabina Circuit Cluster has two geographical areas namely, rural and peri-

urban. Common elements of schools in this cluster are that schools have big and small learner enrolments and continuously performed below fifty percent (50%) for the past five years. Learner performance in most secondary schools is unstable to such an extent that schools are labeled underperforming, performing and dysfunctional as declared by the National Minister of the DBE and the Member of the Executive Council (MEC) in Limpopo Province when annual grade twelve (Grade 12) external examination results are released in South Africa. An in-depth case study was conducted with ten SHDs in four sampled dysfunctional secondary schools reason being that data collection was to be more manageable to such an extent that the acquired information becomes reliable and authentic.

#### **1.14 SIGNIFICANCE OF THE STUDY**

This study has the potential of assisting SHDs in South African schools. SHDs in developed, developing and less developed countries will also benefit in understanding critical challenges facing secondary school SHDs in promoting quality teaching and learning in dysfunctional secondary schools. This study will provided SHDs with strategies that could be used in promoting quality teaching and learning in their schools. Researchers will find new knowledge and skills that they may further research on about SHDs. SMTs are likely to find information about effective leadership and efficient management of teaching and learning in their schools. Educationists and policy makers will also get information that will assist them in making educational policies. Finally, the researcher has benefited because the objectives and the research questions has assisted in addressing the main research question of this study.

#### **1.15 ETHICAL CONSIDERATION**

Ethical considerations basically dealt with confidentiality, anonymity and privacy of participants. Johnson and Christensen (2008:101-102) define ethics as principles and guidelines that help researchers to uphold the things people value. Research ethics are a set of principles that guide and assist researchers in conducting ethical studies (Johnson

& Christensen, 2008:101). McMillan and Schumacher (2010:12) argues that “It is the responsibility of the researcher to ensure that participants have full understanding regarding their participation in a study and to be told about their right to pull out at any stage of the research”. Welmen, Kruger and Mitchel (2010) as cited in (Hurumraj, 2013:31) maintain that “researchers must adhere to the universal ethics like honesty and respect for the rights of the participants”. Thus, the confidentiality, anonymity and the right to withdraw from participation were guaranteed as follows: participants were labeled as SHD1 up to SHD 10 while their schools were labeled SCH1, up to SCH 4 to conceal their names. Participants were also explained that they may withdraw their participation should they feel that their rights are violated at any time of the research project. A detail account is explained in Chapter Four of this study.

In light of the above the researcher was very careful not to violate ethical principles guiding the research project. The researcher has written an introductory letter of consent to each participant to introduce himself and explained the purpose of the study and of using a voice recorder to capture data. Participants were also informed that they have freedom to withdraw their participation at any time should they feel their rights or confidentiality are not guaranteed or are violated during their interaction with the researcher. All participants were treated with more confidentiality, in line with established considerations for research data handling. Permission to conduct research were obtained from the DBE Limpopo Province and the Circuit office form Thabina Circuit Cluster. Copies of Ethical Clearance Certificate, Permissions to conduct research, Self-introductory Letter, Consent Form and response letter are attached as Annexure B, C, D, E, F and G. In light of this explanation, the researcher was convinced that names of schools and SHDs were anonymous and that confidentiality of the participants were ensured, and participants were free to express their ideas and feelings.

## 1.16 TRUSTWORTHINESS IN QUALITATIVE RESEARCH APPROACH

According to Lietz and Zayas (2010) and Loh (2013:8), the four key related criteria which ensure trustworthiness in qualitative research are: credibility, transferability, dependability and conformability. These criteria are discussed below.

### 1.16.1 Credibility

The study can be credible if the findings really signify the meaning of what the participants have said during data collection (Loh, 2013:8). This includes member checking, thick description and prolonged engagements discussed in the next paragraphs.

**Member checking:** According to Loh (2013:9) member checking refers to “the stage where a researcher engages the participants to validate the research findings”. The researcher had informed the participants that presented a copy of the final document of the research project will be available in the University of Venda for references and that similar copy will be kept for viewing.

**Thick description:** refers to rich description of participants’ experiences of phenomenon and the situation in which they find themselves or the environment (Loh 2013:9). This suggests that the researcher must check if relevant participants were truly those who experienced the challenges in their real environment. This study investigated the real challenges facing secondary school SHDs of dysfunctional schools in promoting quality teaching and learning in their schools. Hence the researcher was convinced that SHDs were the relevant participants in this study since they are the supervisors of quality teaching and learning processes in schools.

**Prolonged engagements:** Loh (2013:10) argues that prolonged engagements “refers to the time the researcher spent on gathering detailed data from the participants: Interviews with SHDs took two weeks while data interpretation took four weeks. Thus, these processes took a period of six weeks. The researcher concluded that this study is credible

since reactivity and biasness were avoided, by engaging the relevant SHDs. Interview, on-site observation checklist and document analysis tools were used to collect data. Thematic approach was used to draw common themes from the interviews. Drawing conclusions from both instruments had prolonged time frame that lasted for another three weeks after analysis processes. Data interpretations further added three more weeks. In fact, this study took the researcher two months to collect data, analyse and interpret it.

### **1.16.2 Transferability**

Loh (2013:11) states that “transferability refers to the degree to which the findings are applicable or useful to theory, practice and future research”. This study had adopted case study design using qualitative research approach therefore, its findings cannot be generalised or transferable.

### **1.16.3 Dependability**

Dependability deals with the way in which a study was conducted. A study must be relevant to time and analysis techniques used by the researcher (Loh, 2013:8). This suggests that the techniques used to collect and analyses data in a study should be user-friendly and understandable to the readers and the researchers. Thus, the data collected depended on the aims and the researcher questions the researcher hoped to use to address the research problem. Data collected depended much on the questions set and the response of the SHDs about the challenges of promoting quality teaching and learning of dysfunctional secondary schools in this study.

### **1.16.4 Confirmability**

Confirmability is achieved when the findings and data are clearly linked in a study (Loh, 2013:9). This suggests that the researcher must ensure that data collection strategies are relevant to the research designs. The researcher employed interviews, observation and document analysis checklists as strategies to collect data qualitatively in this study. The

researcher linked the findings in Chapter Four and data collection strategies in Chapter One which are fully explained in Chapter Three to ensure that the findings are reliable and trustworthy. The researcher was convinced and believed that all chapters are properly synchronised, hence, quality in qualitative constituent of the study was ensured by trustworthiness of the research conducted. Data collected through interviews, observations and document analysis check lists, were recorded with the utmost honesty and kept safe for perusal and verification by any interested party through proper channels. Thus, qualitatively, the researcher was able to realign with Kale's (1999) ideas that researchers must "ensure that the study is trustworthy". The collected data was latter triangulated.

## 1.17 CONCLUSION

This chapter has presented the basic structure of this research. Statement of the problem, aims of the study, data collecting strategies, data analysis and interpretations strategies are also explained. The main focus of this study was to investigate the challenges facing SHDs in promoting quality teaching and learning of dysfunctional secondary school. Literature was also reviewed on strategies that should be employed by SHDs to resolve the challenges they are facing in promoting quality teaching and learning. The next chapter, Chapter Two focused in detail on literature that has already covered common issues related to the current study.

## 1.18 OUTLINE OF CHAPTERS

The study is organised into five chapters.

**Chapter One** presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions guiding the study, limitations, delimitation, definition of concepts and organization.

**Chapter Two** presents the literature review, theoretical framework and summary of reviewed literature.

**Chapter Three** consists of the research methodology which includes the research design, target population, sampling size and sampling procedure, instruments, validity and reliability, data collection procedures and data analysis techniques.

**Chapter Four** presents data analysis and interpretations of the collected data.

**Chapter Five** presents summary of the study, findings, conclusion and recommendations for future research projects.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

The purpose of this chapter is to provide relevant literature reviewed pertaining to the challenges facing SHDs on promoting quality teaching and learning of dysfunctional secondary schools. This chapter begins with the review of literature from the international, national and local level about the roles performed by SHDs in promoting quality teaching and learning in their respective countries and schools.

SHDs play significant roles in promoting quality teaching and learning in secondary schools. Mercer and RI (2006:114) revealed that SHDs play the following major roles in promoting quality teaching and learning:

- Teaching, learning and curriculum delivery;
- Monitoring teaching processes;
- Evaluating teaching with the aim of improving quality; and
- Managing human and physical resources.

In addition, Adey (2000), in Mercer and RI (2006:116) supports the above statement that the roles of SHDs in Chinese secondary schools in promoting quality teaching and learning are:

- Monitoring and evaluating pupils' progress;
- Taking action to address problems related to pupils' progress;
- Budgeting for departmental development in line with whole-school priorities;
- Managing and organising accommodation;
- Managing and developing effective relationships with the head teacher and senior management teams.

A study conducted by Vilkinas (2012:17) in India reveals that Indian managers, like their Australian counterparts, are most focused on getting the job done and on developing their staff, and least focused on monitoring their performance. According to Kotirde (2014:54), the roles of SHDs are to forward planning, resource planning, staff development, quality control of teaching and communication between SHDs and senior leadership. Paulsen (2008:54) indicates that Norwegian middle leadership position is divided into middle managers and coordinators in the upper secondary schools. Paulsen (2008:55) further indicated that SHDs have formal position of authority which compels them to do administrative tasks because they are responsible for the management of the human resources within the subject department, balancing it with coordinative responsibilities, budget administration and instructional planning. But Paulsen (2008:55) further indicated that SHDs whom he calls “coordinators” are not having formal authority over teachers. Bambi (2013:34) argues that the key functions of SHDs as educational managers in school context are to manage policies, people, resources, subjects and curriculum delivery in promoting quality teaching and learning in South African school context. Norms and Standard for Educators Act No. 27(South Africa, 1996:25) states that the key roles of SHDs are to be responsible for the promotion of quality education, to be accountable for learners’ engagement and to support teachers in promoting quality teaching and learning in schools.

The researcher, therefore, is of the opinion that SHDs in western countries like England, Wales, Australia, and African countries are playing significant roles of leading and managing the promotion of quality teaching and learning in schools (Mthethwa, 2011:22). Despite playing these roles, SHDs are likely to experience challenges as far as promotion of quality teaching and learning processes are concerned in some secondary schools.

## **2.2 THEORETICAL FRAMEWORK**

The theoretical frameworks that underpin this study are the Situational Leadership Theory, the Bargaining and Negotiation theory as well as Bush and Glover’s (2009) Theory. Bush and Glover (2009) Theory emphasis modeling, monitoring, evaluation and observation.

Hoy and Miskel (2008:4) argue that theories are used to guide researchers' actions but further state that some theories are "implicit and others are explicit" and furthermore, stated that "many of personal implicit theories are formal ones that have been internalized".

This implies that some theories like "implicit" are easy to be understood as they are based on personal view point as compared to "formal" theory which needs to be internalized by researchers. It then follows that theories can be easy or difficult to be understood and applied by researchers in different situations. In this case, the researcher had to understand how theories were theorized and practiced first in order to use them as keys to unlock the challenges facing SHDs in dysfunctional secondary schools. The following models: Situational, bargaining and negotiation as well as Bush and Glover models are selected because these models are related and suitable for the research topic as explained below.

### **2.2.1 Situational Leadership Theory**

This theory was developed by Paul Hersey and Ken Blanchard in 1969 referred to as "life cycle theory of leadership". It was changed to Situational Leadership Theory in 1972 but some aspect of it were found not practically valid and hence it was further developed into a model in 2002. It was then named as Situational Leadership Model II (SLII). Lynch, McCormack and McCance (2011:1058) indicated that this model involves leadership of organisation in terms of directing, coaching, developing and delegation of responsibilities. This means that SHDs are supposed to give their departmental team members direction, coach or mentor members, develop all human resources who are teachers and learners emotionally and physically. SHDs as leaders are expected to delegate some of their responsibilities to their colleagues with the purpose of sharing workloads. Situational Leadership Theory seems to allow SHDs to develop their departmental teams at any given planned time.

## The rationale for using Situational Leadership Model

Lynch, McCormack and McCance (2011:1058) postulate that Situational Leadership model encourages partnership between the leaders and the followers. Lumsden, and Wiethoff (2010:258) agree with Lynch *et al.* (2011:1058) by stating that “Situational leadership stresses partnership or teamwork between leaders and their followers. Lynch (2015:4) maintains that if partnership is at its best, mutual trust between two people who work together to achieve common goals should be earned. The performance of allocated duties in organisation such as schools depends on the skills that individuals have and the relationships between the leaders and team members (Mthethwa, 2011:22). The model provides a framework for leaders to match their behaviour with the performance needs of the individual or group that they are attempting to influence. Partners in this study are the SHDs, deputy principals, principals and learners in schools whose goal are teaching and learning. The researcher is convinced that situational Leadership Theory encourages SHDs to be able to adapt to situations when performing their operational duties,

According to Lynch (2015:6) the following are the benefits of using Situational Leadership Model:

- Creates a common language of performance
- Accelerates the pace and quality of employee development
- Is a repeatable and leaders can use it to effectively influence the behaviour of teams
- Utilises task specificity to serve as a mechanism through which leaders maximise their influence-related impact

This means that SHDs need to identify the challenges affecting teachers’ and learners’ performance, competence and commitment.

Lynch *et al.* (2011:1060) situational leaders learn to demonstrate four core, common and critical leadership competencies:

- Diagnose: Understand the nuances of the specific situation they are trying to influence

- Adapt: Adjust their behaviour in response to the contingences of the situation
- Communicate: Interact with others in a manner they can understand and accept
- Advance: Manage the movement toward higher performance.

These suggest that SHDs need to earn trust from departmental team members so that tasks towards teaching and learning processes could be effectively implemented. In other words, SHDs should be prepared to give directives, support to influence change and motivate departmental teams. In fact, this model suggests that SHDs should not use only one theory or strategy when executing their duties instead a variety of theories or strategies should be used in order to influence their followers and to resolve challenges that confront them in the real-life situations. The researcher views were that situational leadership theory is connected well with Bargaining and Negotiation theory since SHDs are expected to bargain issues and sometimes negotiate with departmental team members in resolving some conflicts that may arise between their departmental teams.

### **2.2.2 Bargaining and Negotiation Theory**

Carl and Source are the authors of this model in 1958. Negotiations are a noticeable feature of many human interactions that typically take place in the context of past, present, or future relationships (Carl & Source, 1958:77). Lewicki *et al.* (2015) indicates that “negotiations are a means to manage conflict and relationships”. This appears to suggest that negotiations are meaningful interactions of people connected by network of people involved. In the interactions. In this case SHDs are the main actors in departmental matters whose roles are to connect the department teams and the principal or deputy principal in school situations. The researcher is of the opinion that negotiation and bargaining theories are process in which two or more parties seek mutual understanding and agreement over common goals or when are to settle issues.

Mthethwa (2011:23) argues that negotiation is “a dispute resolution strategy that occurs for example, between the employer, organisations represented by the directors and the workers represented by the unions. Jönsson (2002:212) define bargaining as comprising

of the exchange of verbal and non-verbal communication, while negotiation is explained as verbal communication between two or more parties. Morley (2006:403) defines negotiation as “an engagement between two or more people or parties with the aim of solving a dispute, reaching an understanding or resolve a point of difference”. According to Jönsson (2002:213) “in negotiations the parties are left to themselves to combine their conflicting points of view into a single decision”. This suggests that negotiation can be perceived as a means of initiating dialogue during decision-making processes that must take place between the team leaders and their followers. In this study, team leaders are the SHDs and the followers are teachers and learners who should be involved in turning the dysfunctional schools into functional schools. The researcher was constantly engaged in negotiations with SHDs, since they were critical participants and negotiators within their subject departments in schools. The researcher also engaged and negotiated with individuals during interviews with the assumption that teams that use negotiations and dialogue, experiences less role conflict than those which do not use bargaining and negotiation very well. These theories are vital for the SHDs when they will be monitoring and supervising and supporting teachers. The researcher, therefore, concluded that this theory can best be employed by SHDs since it links well with the manner in which SHDs should resolve some conflicts.

### **2.2.3 Tony Bush and Glover’s Model (2009)**

The third model used in this study is Bush and Glover’s (2009:23) model of promoting quality teaching and learning aligned to South African schools’ context. This model consists of four components which are monitoring, evaluation, observation and modeling of teaching and learning in a more structural way.

The empirical research conducted by Bush and Glover (2009); Bush, Joubert and Kiggundu (2009), and Hadley, Christie, Catherine and Ward (2009) revealed that the leadership and the management of teaching and learning in South African schools context can be better understood if the four components explained hereunder are not used to promote quality teaching and learning.

### 2.2.3.1 Monitoring Teaching and Learning

Department of Education Mopani District Manual (2010:2) states that SHDs must assist principals in the management of personnel by advising them with regard to the formation of the vision of work for the staff, by monitoring and evaluating the performance of educators and participate in an agreed school educator appraisal processes in order to regularly review their professional practice with the aim of improving the management of teaching and learning. In contrast Graggs (2011:19) argues that the aspect of monitoring is the most difficult role to SHDs as it runs contrary to professional notion of collegiality. Graggs (2011:22) in addition, maintains that the monitoring role of SHDs is an aspect identified as creating the most discomfort in schools. Bennett and Woods (2007:456) maintain that monitoring and control are management process through which SHDs ensure, by means of assessment and regulations that quality teaching and learning work is in progress to accomplish school's outcomes. Bambi (2013:37) agrees with Bennett and Woods (2007) that monitoring, and control are management processes but, added that monitoring is a means to verify that all activities of managing, leading and promoting quality teaching and learning are in line with the policy and that instructions are being carried out. Kirkham (2005) (in Graggs, 2011:19) is of the same view with Bennett and Woods (2007) that monitoring and control assist in the management and promotion of quality teaching and learning but, added that monitoring is contrary to teachers' notion of professional autonomy and equality. This implies that although SHDs are required to supervise and monitor the promotion of quality teaching and learning and the general work of their colleagues they seem to still face many unknown challenges in dysfunctional secondary schools. Quality teaching and learning cannot just happen but, it must be managed, planned, and monitored by SHDs in order to produce good quality results.

Wise and Bush (1999:190) argue that there is widespread recognition of the need for SHDs to engage in monitoring and evaluation besides the external or internal pressure. Glover *et al.* (1998:26) defined and explained formal processes of monitoring and evaluation that promote quality teaching and learning as follows:

- Checking of pupils' work on a planned basis;
- Checking of staff record books on a regular basis;

- Timetabled and recorded observation of staff teaching;
- Target setting and subsequent review;
- Standardization and moderation of marking; and
- Annual action plan in response to perceived development needs.

Monitoring and evaluation seem to be beneficial to teachers and learners in the promotion of quality teaching and learning in secondary schools. Wise and Bush (1999) argued that the most controversial and difficult aspect of the middle managers role relates to monitoring and evaluation. Wise (2001:340) argues that although his research revealed that monitoring of performance was not welcomed by all team members in some schools, middle manager were increasingly accepting the responsibility and accountability for promoting quality of teaching and learning within their departments but, he further indicates that monitoring is a responsibility which middle manager felt that they are ill-equipped. This suggests that although middle managers seem to be accepting their responsibilities, they are not yet well developed to implement monitoring and evaluation strategies in their schools. This further suggests that their colleagues are still perceiving and experiencing monitoring and evaluation as challenges to the promoting of quality teaching and learning processes in schools.

SHDs must monitor and supervise teaching and learning processes to ensure that schools' goals are achieved. Bush and Glover (2009:21) argue that SHDs must monitor teaching and learning processes by visiting classrooms, observing teachers at work and providing them with feedback in order to promote quality learning and teaching. Cotton (1988:1) argues that monitoring is keeping watch over, supervising, scrutinizing or systematically checking with a view to collect certain specific categories of data. Cotton (1988) further indicates that when monitoring is used in educational setting, it takes both meanings because it is closely connected with the related functions of record keeping, reporting, decision making and that classroom monitoring generally refers to:

- Questioning student during classroom discussions to check their understanding of the material being taught;

- Circulating around the classroom during seatwork and engaging in one-to-one contact with students about their work;
- Assigning, collecting, and correcting homework; recording completion and grades;
- Conducting periodic review with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding;
- Administering and correcting test; recording scores;
- Reviewing student performance data collected and recorded and using these data to make needed adjustments in instruction.

Monitoring the management of teaching and learning refers to the activities that SHDs should do, for example, to supervise and support teachers and learners of dysfunctional secondary schools. This also suggests that SHDs must assist, support, give feedback, and keep records for both learners and teachers, for example, by making sure that learners are properly taught. The purpose of monitoring teaching and learning is to make sure that the processes of teaching and learning are well managed by class managers and the SHDs. A study conducted by Fleisch (2008) in Bush *et al.* (2009:6) reveals that the educators' absence, ineffective teaching and learning methods and weak subject knowledge contribute to poor quality teaching and learning in secondary schools. In a similar view, a study conducted by Mboyana and Sadiki (1999:47), revealed that school managers had no reliable systematic arrangements for checking and monitoring school work, due to lack of teacher supervision, no monitoring of classwork was done and that lack of monitoring or weaknesses in preparation of lessons which contributed to poor school results in all dysfunctional schools they studied. According to Southworth (2004:80) monitoring should include class visits, observation of teachers in facilitating teaching and learning in classrooms and providing the observed educators with meaningful feedback. Bush *et al.* (2009:4) argue that monitoring should be perceived as a distributive strategy that should be used by principals, deputy principals and heads of departments in promoting quality teaching and learning in schools. Ali and Botha (2006:17) argue that if teaching and learning are to improve significantly, heads of departments must spend more time in supervising, managing and leading the teaching and learning of the learning areas. They further recommend that middle managers must:

- Spend more time analyzing learners' results;
- Jointly develop departmental improvement plans with their educators;
- Monitor educator classroom records on a particular basis;
- Establish direct observation of educator teaching; and
- Set improvement targets with educators.

This implies that SHDs have the responsibility to work with their team members in improving the learners learning and teaching. These further suggest that monitoring and evaluation should be employed as strategies for insuring effective management of teaching and learning in schools. The researcher believes that schools which experience little or no proper monitoring of teaching and learning do not fully support the promotion of teaching and learning.

Monitoring could be employed as a tool for managing teaching and learning in schools. Bush *et al.* (2008:7) argue that monitoring should be used for analysis of learners' performance data to know what is happening in classrooms. Van der Berg *et al.* (2011:10) maintain that curriculum coverage is one key area of school functionality stemming from instructional leadership that should be more effectively monitored. Bennett and Woods (2007:456) in support of Bush *et al.* (2008) describe monitoring and control as management process through which middle managers can ensure, by means of assessing and regulating that the teaching and learning work is in progress, and thus teaching and learning are well managed and that outcomes can be achieved. Bambi (2013:37) adds that monitoring and control are a means to verify that all activities are in line with the policy and that instructions are being carried out. Bambi (2013:59) further posits that middle managers are instructional leaders who have statutory obligations of monitoring and assessing learners' progress by means of test and examinations. Southworth (2004:79) is of the same vein with Bambi (2013:38) that monitoring should include analyzing and acting on students' progress and outcome data which emanates from test scores or any assessment. He adds that it also involves visiting classrooms, observing teachers teaching and giving them feedback of the observations. SHDs are the leaders of the actual learning in which they lead both learners and educators. The English NCSL (2006) in

Bush *et al.* (2008:63) allude that SHDs are expected to influence the quality of teaching and learning indirectly through modeling, monitoring and dialogue as follows:

- Modelling which is explained as the power vested upon the principal and the other leaders or educators to model and lead management of teaching and learning
- Monitoring can be used as a strategy to analyse the collected data from the test scores.
- Dialogue which is explained as the professional conversations, formal and informal meetings, feedback, mentoring and coaching of colleagues.

These suggest that modeling, monitoring and dialogue should be employed by SHDs in addressing some challenges. The researcher is of the opinion that monitoring harness the effective and efficient management of teaching and learning. However, monitoring must be systematically applied and based on the agreed principles. The researcher therefore, conclude that if modeling, effective monitoring and dialogue are not effectively employed by all SHDs to improve the performance, a gap within and among schools in terms of performance will continue to widen.

Bush *et al.* (2008:64) further attest that monitoring should be maintained as an ongoing process. The United States of America, North West Regional Education Laboratory (2001) cited in (Bush, 2008:64) states that practitioners of monitoring practice in district and school level should guarantee good practice of monitoring by:

- Collecting and summarizing information about student performance on regular basis, identifying areas of strength and weaknesses and relate these goals and objectives
- Co-coordinating assessment to ensure quality, avoid duplication of effort and minimize disruption to classroom instruction.
- Use assessment results to evaluate programmes and target areas for improvement.
- Provide direct support for classroom- level assessment effort.

This suggests that SHDs should monitoring, learner performance to improve performance. The researcher is of the opinion that SHDs must continuously employ different strategies to improve performance gaps.

Tiedt (1999) cited in Eziuzo (2014:385) argues that management support practices include the provision of enabling working environment for teachers to effectively render the needed services in schools. Castller (2010:18), explained principals' management support practices as "the provision of school organizational climate that boosts teachers' morale and enhances their commitment to their jobs as well as guarantees their professional development". This substantiates the view of Campbell (2007) cited in Castller (2010:18) who stated that management support practices in secondary schools include all enabling environments put in place by the principals to foster teachers' morale as well as commitment and professional development by the SHDs. Jefferson (2004) cited in Castller (2010:19) states that supportive management practices in relation to teachers involves should include supervision, rewards, taking care of their welfare, supporting teachers for in-service training programmes and promoting them as and when is due. Orikpe (2002) cited in Eziuzo (2014:486) highlighted forms of management support practices which are crucial to teachers' performance to include:

- Providing support to teachers' welfare,
- professional growth,
- Supportive supervision and motivation.

This suggests that SHDs in dysfunctional schools must strongly support departmental team members by giving them resources that will promote quality teaching and learning. This seem to suggest that management support practice in the secondary school system is intended to assist, encourage to teachers to accept and trust the support from their departmental SHDs to enhance good performance and promotion of quality teaching and learning in dysfunctional schools. This means that supportive supervision of teachers is a good strategy to promote quality teaching and learning in secondary schools. The success of individuals in a team relies much on the kind of support given to them by the team leaders and their colleagues. The researcher believes, that teachers need supportive

supervision by SHDs to perform maximally in the promotion of quality teaching and learning dysfunctional secondary schools.

### 2.2.3.2 Evaluation of teaching and learning

SHDs are obliged to evaluate teachers on the quality of curriculum attainment, quality teaching and learning, on assessing systems for learning programmes as set out in PAM. Mathula (2004:4) argues that evaluation is a plan to evaluate teachers' performance on improving quality teaching and learning. In a study conducted by Bush et al (2008:65) in South Africa, they found that schools which employ observation and monitoring have tendency of producing good quality matric results. Bush *et al.* (2008:63) further add that evaluation could be employed as a strategy to enhance the quality of classroom activities judged on two levels namely:

- Monitoring - with the purpose of assessing the way in which teaching plans are put into effect, and
- Evaluation- aiming at assessing the impact of teaching and learning at more strategic level.

Teaching and learning work done by teachers must be evaluated by SHDs to check if standards are maintained. Evaluation is about assessing teaching and learning at strategic level, by analyzing examination and test scores, and devising strategies for improvement (Bush & Glover, 2009:16). Bush and Glover (2009), further argue that evaluation must address the whole school on basic levels, at the individual area and that effective evaluation programmes must be created and implemented by SHDs.

Bush *et al.* (2009:4) further argue that effective evaluation programmes should be developed at middle management level among others to:

- Provide a systematic review of performance across learning areas, with an honest appraisal of the reasons for perceived underperformance.
- Devise context-based strategies to enhance learner outcomes which includes professional development for educators, modelling of good practice by effective teachers, and monitoring the performance of less effective educators, and

- Within-school variation used as a strategy.

Bush *et al.* (2008:65) define within-school variation as the comparisons of learners' performance and outcomes within the same school. Bush *et al.* (2008) argue that this strategy is more important than comparing learners' performance outcome from various schools with the purpose of classifying them as dysfunctional or functional. The advantage of within-school variation strategy is that it enables one to compare progress of one group against the average for the whole school. Du Four (2002:2) argues that the accountability and professional support should be used to confront individual teachers or team of teachers who fail to fulfill their responsibility. These imply that SHDs must be more accountable of what is happening in their departments. This means that SHDs must continuously evaluate teachers' and learners' performance, aiming at supporting them and also on evaluating learners' outcomes in order to detect whether both understood what was learnt and taught in class. Teaching and learning therefore, must be continuously monitored, evaluated and supported so that the quality of performance is improved.

### **2.2.3.3 Observations of teaching and learning processes**

Observation must be used as a strategy by SHDs to support the promotion of quality teaching and learning processes in schools. Bush, Joubert, Kiggundu, and Van Rooyen (2010:164) explain that observation is a pivotal tool of instructional leadership because it can be used to develop teachers, is a tool for teachers' assessment and as a tool for performance management. O'Sullivan (2006:253) emphasizes that educational quality can only be improved if there is a systematic way of observing what is taking place in classrooms. O'Sullivan (2006:253) further argues that educational quality can be improved if there is a systematic observation of what is taking place in the classroom. O'Sullivan (2006) also posits that observation can be used as a tool for teacher assessment or performance management. Copland *et al.* (2002:23) argue that observation of teaching and learning is an essential dimension of school leadership and management. Copland *et al.* (2002:23) further, indicated that by regularly observing instruction, leader can model and enact the constructive scrutiny of professional practice.

Bush *et al.* (2008:71) argue that observation can be used for professional development of individuals if it is systematically used as a monitoring tool to:

- Establish whether the educator is well prepared for the lesson;
- Assess whether there is appropriate classroom control;
- Assess the learning environment
- Establish whether the educator has sound subject knowledge;
- Assess the extent to which learners are able to interact with the educator;
- Assess whether and how the educator assess learner comprehension, for example, through appropriate questioning techniques.

SHDs are expected to devise tools of observing teachers teaching, learners learning and, thereafter, give feedback in a way that it develops both of them. This suggests that observation of teaching and learning must be a continuous process and feedback must always be given in schools. Suggestions from literature are that SHDs must employ observation as a tool to support teachers in their endeavors to develop themselves or in practicing their pedagogical obligations of managing teaching and learning. However, observations of lesson presentations by SHDs need to be well planned and agreed upon by the educators and the relevant subject heads because this has a potential to be perceived by teachers as a critic lesson. The researcher views observation as a good strategy which must first be discussed and negotiated by the two parties before it is implemented. Observation has the benefit of keeping the two interlocutors on their toes if it is correctly used because it gives SHDs time to examine educators' and learners' work with the purpose of giving them support and feedback. Lastly, this seems to be assisting in the improvement of relations, opening channels of communication among team members and earning trust among themselves.

#### 2.2.3.4 Modelling teaching and learning

SHDs are expected to model the promotion of quality teaching and learning in their respective departments. The ENCSL (2006) in Bush *et al.* (2008:63) define modelling as the power vested upon the principal and other leaders or educators to model and lead management of teaching and learning. According to Blasé and Blasé (1999:362),

modeling is pivotal in motivating teachers because it encourages them to reflect on their behavior and yields positive innovation for effective teaching and planning within the organisations. Southworth (2004) in Bush *et al.* (2009:21) argue that modeling is all about the power of being exemplary. This suggests that SHDs must use their power to influence and play significant role of modeling. It goes without stating that SHDs should be exemplary in preparing lessons, attending periods and being the first in marking and submitting relevant documents like schedules to their principals or departmental teams.

SHDs seem to have a potential to influence team members to model good classroom practice within their departments. The ENCSL (2007) in Bush *et al.* (2009:4) argues that middle leaders should lead teaching and learning through: modeling- leading by example, monitoring-knowing what is going on in the class room, dialogue- by talking and listening to colleagues and setting up structures and systems. Bush *et al.* (2008:75) argue that modelling is an important strategy for leaders to raise standards of quality teaching and learning in schools based on the assumption that principals, deputy principals and the head of departments are experienced and successful educators. Modelling is about power of being exemplary used by successful leaders to influence their followers through the use of their actions (Southworth, 2004:78). Bush *et al.* (2008:76) attest that modelling provides the potential for demonstrating good practice and generalizing it through school. Gunter (2005) cited in (Stephenson, 2010:20) refers to modelling as an involvement and participation of SHDs and educators in the management of school activities. Stephenson (2010:20) indicates that current learning environments and learners are much more diverse in schools and recommended that modeling should be used by SHDs in their quest to improve pedagogy. This implies that SHDs must serve as examples in all pedagogical situations.

Of the three models the researcher chose Bush and Glover's model to investigate the challenges facing SHDs when discussing their leadership and management roles in promoting quality teaching and learning processes in dysfunctional secondary schools. Firstly, this model seems to be more relevant in investigating the challenges facing SHDs in leading, managing and promoting quality teaching and learning processes in

dysfunctional secondary schools. Secondly, the researcher used this model to investigate how SHDs employ monitoring, modeling, observations and evaluation as intervention strategies to promote quality teaching and learning in dysfunctional secondary schools. In addition, Bush and Glover's model is ideally relevant to this study since success cannot be achieved if there is no effective monitoring, modeling, observations supervision, evaluation and effective leadership in dysfunctional secondary schools. All models are intertwined and cannot be separated.

## 2.3 CONTEXTUALISING THE MAIN CONCEPTS OF THIS STUDY

The following key concepts are defined in detail: Dysfunctional secondary schools; Subject Head of departments, Promotion of Quality teaching and Learning, Leadership and Management.

### 2.3.1 Dysfunctional Schools

Bipath (2005:40) defines dysfunctional schools in South African context as “*schools associated with poverty, material deficiency and troublesome communities*”. Bipath (2005:41) further explains that dysfunctional schools are “*associated with poor leadership by senior leaders and SHDs who do not have clear aims and objectives which cannot be translated into classroom practice*”. According to Bipath (2005:41) the following are the characteristics of dysfunctional schools:

- SHDs who do not emphasis on high academic standards;
- No relevant and orderly classroom atmosphere;
- No positive relationships with students who are also not encouraged to express their views;
- Unplanned curriculum;
- No concern for students' overall well-being, or the presence of effective pastoral systems;
- Unqualified and under qualified staff who possess ineffective subject and pedagogical knowledge;

- Bad relationships with the community;
- Lack of capability to identify and solve problems; and
- Failure to manage change and development.

Pretorius (2014:51) reasons that schools become dysfunctional if “they experience abnormal or impaired functions, and when schools fail to achieve the true purpose of teaching and learning”. Pretorius (2014:52) further elaborated that dysfunctional schools are characterised by “*unstable management conditions, inappropriate or lack of leadership, lack of vision, and unhealthy school climate and culture as well as low staff and learner morale*”. According to Sebopetsa (2013:7) the four challenges experienced in dysfunctional schools are “*poor physical and social facilities; organisational problems, poor school community relationships, and poor relationships between the school and the Education Department*”.

Brown (2010:10), states that the signs of dysfunctional workplaces remain similar across industries and organisations. Pretorius (2014:51) argues and characterised dysfunctional organisational as organisations that “experience dysfunctions in many respects. He penned, synthesised and characterised dysfunction in education as follows:

- Schools are places of teaching and learning but become dysfunctional due to abnormal or impaired functioning,
- When schools fail to accomplish the true purpose of teaching and learning for which they are built,
- Dysfunctional schools are characterised by unstable management conditions, in appropriate or lack of leadership, lack of vision, an unhealthy school climate and culture, and low staff and learner morale;
- Various communication barriers cripple general performance and the functioning of the school. When staff members have lost confidence and trust in the school leadership they tend to violate educational norms, policies, or internal values with respect to minimum quality and quantity of work;

- Absenteeism, un-authorized extended break and lunch times, excessive socialisation, intrusion of personal problems into the school and not following standard operating procedures.

Kellerman (2011:93) argues that dysfunctional schools are lead and managed by leaders who have the following common leadership tendencies: incompetent, rigid, uncontrolled, unsympathetic, corrupt, insular, and evil. Kellerman (2011:94) further argues that it may be difficult to immediately recognise the following dysfunctional traits: narcissistic leaders, deceitfulness leaders and the consequences of allowing such a leader to remain in authority because they are toxic and will spread through ill-conceived policies, follower selection, and the cultivation of a noxious culture. Furthermore, Pretorius (2014:56) suggested the following as causes of dysfunction in education:

- Low time on task is the order of the day;
- There is a lack of high expectations, academic cohesiveness and rigor due to inappropriate guidelines and low time on task is the order of the day;
- Dysfunctional schools are the symptoms of the impaired functioning and decisions of the education system;
- Dysfunctional schools lack vision and structured support from upper structures and lack of appropriate and dedicated parental involvement;
- They lack the support of other interested parties such as employment sectors, and they are at the mercy of teacher organisations and their malicious influences.

This implies that SHDs experience more challenges in promoting quality teaching and learning of dysfunctional secondary schools.

Abuse of opportunities, rights and privileges seems to be contributing to the dysfunction in schools to such an extent that quality teaching and learning is not adequately promoted. Shepherd's (2011:4) study reveals that there is a trend of abusing leave system to extend weekends in most dysfunctional schools. A study by Reddy, Prinsloo, Netshitangani, Moletsane, Juan and van Rensburg (2010:ix) on teaching time, revealed that much of teaching time was lost due to teacher absenteeism substantially more common on

Mondays and Fridays than on any other days of the week. According to van der Berg, Taylor, Gustafson, Spaul, Armstrong (2011:4) low teacher effort is often considered one of the most serious problems in South African schooling system bigger than weak teacher content knowledge and pedagogical skills to successfully teach the curriculum and promote quality teaching and learning. The McKinsey Report (2007) on successful education systems concluded that the quality of a school system cannot exceed the quality of its teaching force. This implies that SHDs are likely to face challenges like incompleteness of the curriculum, pace setters not followed to the latter due to lack of time and support to subject teachers. This suggests that SHDs experience role conflict as they are obliged to monitor and supervise teaching and learning in their departments and contribute to the functionality of the whole school. This once more, implies that SHDs are likely to have conflicting interests with that of the principals and of the deputy principals as they implement policies. This type of situation has further potential to cause stress and confusion or unhealthy relationships in schools to such an extent that teaching and learning is not effectively monitored and supported by SHDs. This literature suggests that teacher absenteeism, abuse of teaching time and leave days contribute negatively towards the promotion of quality teaching and learning in dysfunctional secondary schools.

Mohlala (2010:17) argues that “*lack of LTSM, lack of support by SGB and lack of parent involvement contribute to the dysfunction of schools*”. Motshekga (2009:4) explained to the National Council of Provinces (NCOP) that “*the contributing factors for so many underperforming schools*” in South Africa include the following:

- Lack of leadership that should be provided by SHDs; more particularly inadequate supervision of teachers’ and learners’ work;
- SMTs’ failure to understand their roles and responsibilities and being unable to monitor curriculum delivery;
- Vacant and unfilled teacher posts hampering curriculum delivery;
- The prevalence of teacher absenteeism, limited teaching and lateness;
- Learner absenteeism, truancy, drug and alcohol abuse, ill-discipline, teenage pregnancy and habitual late arrival;

- Poor curriculum planning, resulting in inappropriate subject offerings and combinations, as well as poor time-tabling;
- Gaps in teachers' subject knowledge.

This implies that the causes for dysfunctional schools are varied, complex and deeply rooted in the socio-economic factors and are precarious in nature. These factors seem to suggest that quality teaching and learning is not effectively led and managed by SHDs in dysfunctional schools. As a result, teaching and learning cannot be promoted if there is no cooperation among teachers, learners, SHDs and parents. The researcher is of the idea that strategic support by teachers, parents and DBE in all levels and enough quality human and physical resources are necessary for the promotion of quality teaching and learning in dysfunctional secondary schools. These factors suggest that quality teaching and learning is significantly affected by what is taking place in dysfunctional secondary schools. Dysfunctional schools are therefore schools that experience a lot of challenges which include socio-economic matters, poor relationships within and amongst schools, lack of intervention strategies to motivate and develop educational leaders and managers especially SHDs.

### **2.3.2 Subject Head of Departments**

Elvery (2013:2) defines SHDs as persons whose role title includes “Heads” and “Coordinator” charged with responsibility of implementing vision of the organisation. According to Fitzgerald (2009:6), SHDs are people who have “dual accountability”, “Coordinators” between senior leaders and their subordinates in organisations. Glover, Gleeson, Gough and Johnson (1998:283) define SHDs by virtue of their positions in their organisational structures as “bridges”, “translators”, “brokers”, and “interpreters” rather than originators of organisational vision. These seem to suggest that SHDs are leaders of their departmental teams who are expected to implement educational policies and the visions of their senior leaders in promoting quality teaching and learning of dysfunctional secondary schools. This means that SHDs are playing a linking role between their departments and the SMT in which they are also members. This dual role is likely to lead

to role ambiguity and role conflict in many schools particularly in dysfunctional secondary schools because job descriptions are likely to be not clearly defined and as such conflict of interest are likely to clash.

The roles and functions of SHDs in schools are varied and may not be consistent with the use of the term in business contexts and are therefore, lead to role ambiguity (Gunter, 2001:7). According to Fleming (2000:2), “SHDs in schools constitute a layer of management between the senior management team and teachers. (Hay, 2001:73) in contrast to Fleming (2000) defines management in business world as “two levels below the chief Executive Officer and one level above line workers and professionals. In school situations, SHDs are referred to as middle managers, Faculty Leaders, Heads of Departments, Subjects Leaders, and Team Leaders (Piggott-Irvine & Locke, 1999:67). Some of the activities they carry out may not necessarily be organised in departments but constitute whole-school co-ordination that may include pastoral work (Cherty, 2007:8). This implies that although SHDs are expected to play a significant role of promoting quality teaching and learning in dysfunctional schools, they are also expected to promote good relationships amongst teachers, SMT and learners. It means SHDs are linkers between teachers, learners and the SMT. The researcher’s view with regard to the position of the SHDs is that they form the second level on school structure. SHDs are likely to be experiencing much work overload which appears to be confusing and burdensome or demoralising SHDs to effectively promote teaching and learning.

According to Busher and Harris (1999:306), SHDs in hierarchical terms, is a middle manager who must have the following qualities: sound subject knowledge, good leadership qualities, have sound organization of routine work, and good communication skills. Turner (1996:205) states that a head of department's position is considered to be derived partly from expertise in the subject area and partly from recognition that the post holder can properly exhibit leadership and management skills in the day-to-day operation of the department. Turner (1996:205) further argues that administrative and crisis management skills are prerequisites for occupying the head of department post. In addition, Witziers, Slegers and Imants (1999:295) describe subject departments in the

school as teams to whom the responsibility to co-ordinate the subject curriculum is delegated. Lynne, Hannay and Ross (1999:346) state that the subject department defines teachers' roles, interaction patterns, knowledge considered worthwhile and learning opportunities offered to learners. Subject departments are potentially highly influential sites, consisting of teachers who are committed to the learning of their learners (White & Rosenfeld, 2003:1). Despite these expectations they are to play a double work of being leaders and managers. This means that they are ever facing challenges in their endeavor to promote quality teaching and learning. This seems to imply that SHDs are duty bound to develop departmental policies and to discuss them with their departmental teams before policies are implemented. SHDs are, therefore, very important people in the delivery of curriculum in schools. The researcher believes that SHDs must adopt situational skills and strategies to solve challenges they are likely to face while promoting quality teaching and learning. To avoid confusion, the concept head of department will be used exchangeable with that of SHDs and supervisor in this study.

### 2.3.3 Promotion of Quality Teaching and Learning

Zammit, Sinclair, Cole, Singh, Costley, Brown O 'Court and Rushton (2007:1) argue that quality teaching is about the ability of schooling to develop students' skills, knowledge and understandings for an uncertain world ten to twelve years ahead, and to provide the ground work for life-long learning for an unknowable future. Zammit *et al.* (2007:7) further argue that "*students who are exposed to high intellectual content develop stronger critical and creative thinking capabilities and show high quality improvement on standardised assessment tasks irrespective of their earlier achievement*". Masters (2003:10) explains that "*quality teaching is operationally defined as teaching that produces an improvement in student outcomes*". In addition, Master (2003:10) furthermore, indicates that "*quality in any professional practice can be defined as possessing expert knowledge of the particular field*" in which teachers must have:

- A deep understanding of promoting quality learning and teaching principles,
- Accumulated experience in the practice of the teaching and learning profession,
- Be familiar with recent advances in professional knowledge, and

- A mastery of the best available techniques and tools.

Mercer, Barker and Bird (2010:9) argue that the DBE agenda is to constantly forward passing new legislations and setting new goals, designed to improve the quality of teaching and learning in schools. Wenglinsky (2002:10) argues that the impact of quality teaching on student outcomes is related to teachers' class-based practices, teacher professional development and teacher characteristics. Mercer *et al.* (2010:9) argue that the DBE agenda is to constantly forward passing new legislations and setting new goals, designed to improve the quality of teaching and learning in schools. Darling-Hammond (2000:6) argues that students assigned to several ineffective or less qualified teachers in succession have significant lower achievement and reduced gains in achievement compared with those assigned to several highly effective teachers in sequence. This suggests that SHDs must draw strategies to improve the promotion of quality teaching and learning in their schools. The researcher, therefore, believes that if effective intervention strategies can be used, dysfunctional secondary schools will be turned into functional schools.

Zammit *et al.* (2007: V) argue that quality teaching involves content that is rigorous, integrated and relevant. Quality school leadership can be linked to improvements in students' social and academic outcomes, teacher performance and school-community relations. Zammit *et al.* (2007: V) further, added that "*the promotion of quality teaching and learning depends on the creation of conducive environment*". Zammit *et al.* (2007:11) define conducive learning and teaching environment as "*an environment that provides quality relationships, supportive, inclusive and owned by all school stakeholders*". The following are defined as important features of an environment that is conducive for promoting quality teaching and learning:

- teachers' belief in their students' abilities to learn at high levels regardless of background;
- a sense of safety and belonging;
- optimal use of a variety of grouping structures including cooperative groups, structured peer interactions and heterogeneous groups;

- a welcoming and stimulating environment for family and community members;
- shared control of the learning environment; and
- Classroom management practices emphasising and facilitating engaged learning rather than control of students.

This implies that teaching takes place where professionally committed teachers and learners are engaged in an environment where students learn new skills and knowledge. Quality teaching and learning depends on the ability of teachers and learners who are expected to respond to changes that must be implemented by SHDs in order to promote quality teaching and learning in dysfunctional secondary schools. This shows that quality teaching and learning is a process that must be directed and influenced by SHDs by using different skills, knowledge and intervention strategies in dysfunctional secondary schools. This action is likely to create more tensions and conflict for SHDs as they may not get the necessary support from their colleagues, DBE and parents. On this score, quality teaching and learning involves content that is rigorous, integrated and relevant to the learners' future good lives.

#### **2.3.4 Leadership**

It appears that SHDs are expected to manage teaching and lead learning processes. Hersey and Blanchard (1993:5) argue that leadership takes place when a leader influence the behaviour of another person or a group. Leadership is defined as a processes in which the leader creates clear vision for the school and looks forward for the future of the school rather than at the daily processes (NCSL, 2003:9). The Department of Education (2008:42) states that one of the first things to understand is the difference between managing and leading quality teaching and learning in schools. DBE (2008) further states that in a school setting, the functions of managing and leading overlap. Bush (2008:4) gives some useful definitions of leadership and management as explained in the next paragraphs.

Leadership involves current organizational arrangements maintaining efficiently and effectively managing well, exhibits leadership skills and accepting change (Bush, 2008:4). Masters (2010:1) argues that research reveals that school leadership team can have powerful impact on improving the quality of teaching and learning because effective leaders create cultures of high expectations, provide clarity about what teachers teach, students learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices. The logical conclusion is that leading is about setting and driving a vision (Sebopetsa, 2013:27). Rajoo (2012:19) states that school leaders' role is to influence curriculum delivery in a significant way that directly affects learner performance. Field and Holden (2004:4) point out that the term "leader" is associated with vision, direction and motivation while the concept "manager" advocates maintenance and execution of policies planned by leaders. In view of the above literature, leadership is viewed as an essential qualities SHDs should possess so the effective quality teaching and learning could be promoted in dysfunctional secondary schools.

SHDs should be a leading structure entrusted with the responsibility and accountability of promoting quality teaching and learning of dysfunctional secondary schools. Graib (1992:44) argues that a structure is an underlying framework of elements and rules from which practices are produced by conscious actors. According to Bambi (2013:27), structural theory is essential for the effective leadership and the efficient management of teaching and learning processes which are governed by rules that regulate its social functions. The structure of authority presumes that there are persons in authority who must also be subjected to authority, with the former having a duty and responsibility towards those over whom authority is executed (Bambi, 2013:29). Bambi (2013:26) argues that an organisation has formal structures which regulate life within it. Bambi (2013:27) indicates that in a South African school context, rules are stipulated by legislations, for example, the Employment of Educators' Act, 1998 (EEA), Public and Administration Management Act (PAM), and Educators Labour Relation Council (ELRC) Resolution Numbers 1 and 3 (2003) which must be implemented by the SHDs in schools.

It appears that SHDs should be situational leaders and managers of teaching and learning. However, this seems to imply that hierarchical structure that exist in schools are likely to contribute to the tensions and poor relationships among SHDs towards the promotion of quality teaching and learning in dysfunctional secondary schools. SHDs are in the middle of school leadership structures responsible for the daily operations of schools. This suggests that SHDs should equally distributed workloads to subject teachers so that they effectively monitor and supervise the promotion of quality teaching and learning processes in dysfunctional secondary schools.

### 2.3.5 Management

Management seem to be about implementation of ideas or policies versioned by the leaders. Management is about holding a position of responsibility in a school, establishing certainty, confidence and security and allowing for rest and reflection (Davidoff & Lazarus, 2010:24). Field and Holden (2004:4) point out that “*manager advocates maintenance and execution of policies planned by leaders*”. Gultig *et al.* (1996:66) argues that the roles of SHDs as managers are to ensure that:

- Things are operating smoothly;
- Structures are in place to support forward movement;
- Processes are contained and
- The school is operating efficiently.

The management role of SHDs seems to be mainly about planning, organising, leading and controlling the processes that promote quality teaching and learning. It means SHDs should effectively plan, organise implement and control teaching and learning processes in schools. SHDs are therefore, expected to have good decision-making skills, delegating power, co-ordinate activities and communicating effectively within their departmental teams and the school as whole.

Nyengane (2007:12) describes management as “a process of setting and achieving the organisational goals”. While Bolden (2007:5) defines management as a processes of

equipping managers with knowledge, skills and abilities to enhance performance on known tasks through the application of proven solutions”. According to the National College for School Leadership NCSL (2003:9), Management is defined as “processes about policy implementation and running of organisational activities”. Booysen (2010:17) views management as the function which, ensures that things are operating smoothly, structures are in place to support forward movement for improvements”, processes are contained, and the school is operating. Bush (2007:401) confirms that the extent, to which effective learning is achieved, becomes the criterion on which the quality of management is judged. Bush (2008:4) points out that managing involves maintaining competence and successfully doing organisational works which promote quality teaching and learning. This suggests that SHDs should management possess knowledge and skills like planning, organising, and control. SHDs should be perceived as managers who manages teaching and learning through other teachers hence, they are expected to co-ordinate, support and monitor the implantation of management plans. Furthermore, SHDs are expected to create conducive environment for learning and teaching in schools.

## **2.4 CONCEPTUALISING THE MANAGEMENT ROLE OF SHDs IN SCHOOLS**

The key management roles of the SHDs seem to include planning, organising and control of teaching and learning in schools. The literature reviewed includes the management of departmental resources as another important responsibility of SHDs in schools.

### **2. 4. 1 Planning to Promote Quality Teaching and Learning**

SHDs are expected to plan, control and manage their departmental resources so that quality teaching and learning takes place. According to Bambi (2013:34), the role of SHDs as managers cannot be separated from the authority structure within schools. Everard, Morris and Wilson (2004:4) stated that the management tasks of SHDs include planning, organising, coordinating and control. The key function of SHDs as educational managers in South African school context are to manage policies, people, resources, subjects and curriculum delivery, with emphasis on the actual role as managers and leaders of schools

(Bambi, 2013:34). Van der Westhuizen (2002) cited in Bambi (2013:34) views planning as a most important management task which can be viewed by other management teams as time consuming in nature, if not correctly employed. However, Van der Westhuizen (2002) cited in Bambi (2013:35) pointed that planning, organising and control promote quality teaching and learning in schools. Ruding (2003) cited in Bambi (2013:35) argues that although it is important for management function in schools, planning does not address the core role of SHDs as instructional leaders. In contrast Smith (2009:5) argues that, most schools have a long-term planning for the curriculum and textbook adoptions but rarely focus on the needs of the teachers and others who will implement those plans like the SHDs.

Planning appears to be the prerequisite for the achievement of organisational goals, and as the basis of all other management tasks. These arguments suggest that most SHDs in dysfunctional schools could be having some challenges in planning and implementing educational policies. It would not be surprising that SHDs who do not plan, plan to fail in schools. Planning for teaching and learning as well as for supervision is beneficial to SHDs, team members and learners in schools. According to Ekundayo, Oyerinde and Kolawole (2013:185), the following are advantages for effective planning:

- Planning for better instruction: Instructional planning is considered to be the first step in improving classroom instruction. It is, therefore, recommended that supervisors help teachers to develop and improve their skills in instructional design and to use models of instruction to guide this instructional planning. Instructional planning includes lesson plans, unit plans and year plans;
- Use of modern methods of teaching: Methods of teaching are an important part of effective instruction in the classroom. The supervisor should thus help teachers to learn/know about modern methods of teaching and to apply these in the classroom;
- Helps teachers to work together: In order to accomplish school goals and objectives, teachers must learn to work together. One of the aims of supervision is to enhance cooperation among teachers;

- Planning and implementing: All developmental and planning activities need guidance and direction at every stage. The right type of supervision is, therefore, concerned with helping teachers in planning, in the selection of strategies and resources, and in monitoring and evaluating those strategies.

This implies that SHDs must develop strategies that will assist them in monitoring and supporting their departmental teams. Good planning, support and supervision of departmental teams by SHDs is very crucial to improve quality teaching and learning in schools.

#### **2.4.2 Organising the Promotion of Quality Teaching and Learning**

The purpose of the SHDs in schools is to make sure that teaching and learning is organised in such a way that schools' atmosphere is conducive to the management of quality teaching and learning. Van Deventer and Kruger (2003:109) describe organising as a process of creating a structure for the school that will enable all the members of the staff to work together effectively towards achieving its outcomes. Osterman (2008:5) further explains that organising is a process by which the manager brings order out of chaos, remove conflict between people over work or responsibility, and establish an environment suitable for teamwork. In addition, Bambi (2013:35) states that, SHDs should systematically coordinate many tasks of a school including, but not limited to, organising tasks; assigning duties, authority, responsibility; and determining the relationships between people.

#### **2.4.3 Coordinating the Promotion of Quality Teaching and Learning**

The role of SHDs is to coordinate and manage the work activities of their departmental teams, to promote teamwork and team leadership in schools. Coordination is a process through which school managers try to realise people, tasks, resources, and time schedules in such a way that they are complementary, supplementary, and support the whole school in realizing the aims and outcomes of the school (Van Deventer & Kruger, 2003:123).

According to Bambi (2013:37), it is important to synchronize people and activities if set outcomes are to be achieved. Employment of Educators Act 79 of (1998:66) SHDs are expected to provide and coordinate guidance on:

- the latest ideas on approaches to the subject, method, techniques, evaluation and aids in their field, and effectively conveying these information to the staff members concerned;
- syllabuses, scheme of work, homework, practical work and remedial work;
- inexperienced staff members; and
- the educational welfare of learners in the department.

This means that SHDs must manage departmental resources like LTSM, finances, classrooms and staffing. It is also expected that HoDs be able to encourage active participation and involvement of team members in matters that affect teaching and learning.

#### **2.4.4 Control of Departmental Activities**

SHDs are expected to develop measures or tools, strategies and methods to effectively control and monitor their departmental activities. According to Employment of Educators Act 79 of (1998:66) SHDs are expected to:

- Control the work of educators and learners in the department;
- Submitted reports to the principal as required;
- Mark sheets; tests and examination papers as well as memoranda made available;
- The administrative responsibilities of staff members are monitored and supported; and
- Share in the responsibilities of organising and conducting of extra and co-curricular activities.

Van Deventer and Kruger (2003:132) recommend that the following formal control measures must be used by SHDs:

- **Preparation:** SHDs are advisors to teachers whom they should encourage to prepare their lessons in writing so that they are checked to gauge their knowledge of the subject. This will ensure that they do not go to class unprepared;
- **Presentation:** Class visits can be used to gauge the success of a teacher's presentation of a lesson, thus encouraging professionalism, growth and providing support;
- **Evaluation:** In order to check whether the teacher's evaluation is up to standard, the question papers, memoranda and answer papers of tests and examinations must be presented to the SHDs for moderation; and
- **Formal meeting:** SHDs should utilise subject meetings to measure teacher's knowledge and skills in the subject. If this is lacking, these meetings can also serve as corrections for improving the quality of teaching and learning.

This suggests that SHDs must assist and support educators in preparation of lessons to be taught, in presentation of effective lessons, in evaluation of educators' work to check if standards are maintained. SHDs must often conduct internal workshops on how to motivate learners, effective support each other. Sharing of ambiguity roles and responsibilities may lead to clashes of interests can be observed if roles are not correctly followed. SHDs are nearer to the actual teaching and learning processes in schools compared to principals and their deputies.

Poor planning, organising and ineffective control of teaching and learning are barriers to the promotion of quality teaching and learning in dysfunctional schools. Bambi (2013:36) argues that barriers to effective planning include failure, lack of educational knowledge, lack of confidence, and resistance to change. Van Deventer and Kruger (2003:880) suggested the following principles to deal with these challenges.

- Planning should take place within the limits of the school's policy, revolving around teaching and learning;
- All aspects of planning should be related to the management of teaching and learning and should be in line with the plans of the school; and

- Consider human limitations, taking into account the workload of teachers and the amount of time learners need to complete assignments.

It is expected that SHDs should not fail to initiate strategic planning in schools because if they fail to do, so they will not know what to do and when to carry out their managerial and leadership obligations. The researcher strongly believes that planning must be done and implemented as planned, so that curriculum delivery is covered as prescribed in different pace setters of each learning area on time to avoid challenges of poor or under-performance of learners in schools. SHDs must therefore create time to support and monitor the management of qualities.

SHDs are expected to organise the management of quality teaching and learning in their departments. According to Van Deventer and Kruger (2003:17), the challenges SHDs are likely to face when organising processes, include but are not limited to:

- Highly qualified members spending time doing work that does not require their specialised expertise and experience;
- Imbalance of responsibility, authority and accountability, resulting in the uneconomical division or duplication of work;
- Maintenance of unnecessary records and statistics.

Osterman (2008:5) agrees with Van Deventer and Kruger (2003:17) that SHDs are the servants of decisions and assistants of authority of which most of them lack the time to:

- Monitor and create the pace of all teachers of a subject;
- Address problems arising from the curriculum;
- Discuss departmental circulars;
- Guide the new teachers in implementing subject content;
- Plan examination and test papers;
- Coordinate learners' work to determine the accurate completion of assignments, and
- Ensures that these assignments have been marked and so measure the performance of learners.

This means that SHDs must share their work load with their departmental team members. SHDs must be knowledgeable about team management, team leadership and team work strategies so that quality teaching and learning is promoted in secondary schools. In light of the above, the researcher assumes that SHDs must organise departmental resources for effective teaching and learning to take place.

Effective departmental practices and dialogue seem to be keys in enhancing the control measures for SHDs. According to the DoE (2007) Annexure A Occupational Specific Dispensation (2007:40) (OSD) SHDs are expected to engage in class teaching, to be responsible for the effective functioning of their departments, supervision of educators and organising the relevant related extracurricular activities to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner.

#### **2.4.5 Assessment of Teaching and Learning**

Wiley and Sons (2004:2) define assessment as “the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decision about how to improve learning.” Assessment is a process of seeking “the best available indicators” to see if goals are being met. It includes field-specific and professional judgments about learning outcomes which are used to “inform departmental and institutional decisions” (Wiley & Sons, 2004:3). Palomba and Banta (1999:3) argues that assessment is the systematic collection, review, and use of information about educational programmes undertaken for the purpose of improving student learning and development”. Dufournaud and Piper (2010:142) define assessment as the process of collecting and interpreting evidence for the purpose of summarising learning at a given point in time. Assessment traditionally is associated with the examination hall and its purpose is to measure achievement, that is, to find out what the learner has learnt and to report on that to parents, all levels of The DBE and business. Generally speaking, the judgments made are expressed as marks or grades. Dufournaud and Piper (2010:143) stated that the information gathered may be used to communicate the student’s achievement to parents, other teachers, students themselves, and others. It

occurs at or near the end of a learning cycle to make conclusions about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality (Dufournaud & Piper 2010:144). It means the purpose of assessment is to gather information about the progress of the learners in the academic year and its intention is to inform parents and any organization about the learners' progress. Assessment is beneficial to both the teachers and the learners since both of them may inform the other party of the experiences concerning a particular subject in schools. Assessment as a means of checking the learners' performance over a period of time that must be given to learners after each lesson or monthly, quarterly, semester or at the end of the year.

Curriculum and Assessment Policy Statement (CAPS) document (2011:39) states that assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. Assessment involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching (CAPS, 2011:39).

- **Types of assessment**

Curriculum and Assessment Policy Statement (CAPS) (2011:39) states that there are two types of assessments namely, informal and formal assessments which both cases regular feedback should be provided to learners to enhance the learning experience. Informal assessment should be done prior to the formal tasks. Informal tasks are geared at preparing the learners for formal tasks such as tests and assignments. The purpose of formal assessment is collect marks recording and promotion of learners to the next grade.

Assessment for Learning (AFL) is often referred to as formative assessment in that its intention is to form, shape or guide the next steps in learning and is sometimes referred to as 'learning to learn' (Dufournaud & Piper, 2010:144). Its purpose is to use the whole process of assessment to help learners to improve their learning and to provide feedback

to the learner on the progress of learning so that learners can learn more (Dufournaud & Piper, 2010:144). According to Dufournaud and Piper (2010:144) assessment for AFL can be perceived to have been of benefit for student traditionally regarded as lower achievers. AFL improves the quality of data on progress, learning style and motivation available to teachers and so enhances the quality of reporting to parents especially during parent/teacher meetings (Dufournaud & Piper, 2010:144). According to DBE CAPS documents (2011:39), AFL aims to continuously collect information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress done through observations, discussions, practical demonstrations, learner-teacher conferences and informal classroom interactions.

DBE CAPS documents (2011:39) indicate that informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded so are not taken into account for promotion and certification purposes. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing DBE CAPS document (2011:40). The researcher views this to mean that informal assessment should not be perceived as separated from other learning activities in the classroom like debates, discussions and playing activities. Learners or teachers can mark these informal assessment tasks since their intentions is not to accumulate marks for promotion of learners.

Formal assessment is often referred to as Assessment of Learning (AOL) and may also be referred to as summative assessment in that its intention is to provide a summary of the achievement of the learners (Dufournaud & Piper, 2010:141). AOL is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there (Dufournaud & Piper, 2010:144). DBE CAPS document (2011:39) indicates that all formal assessment tasks are marked, and marks formally recorded by the teacher for

the purposes of promotion, progression and certification of learners. This may include; but, not limited to, tests, examinations, practical tasks, projects, oral presentations, demonstrations and experiment performances.

Advantages of informal tasks are that they give learners time to practice and mark their own work or do peer assessments in which tasks are exchanged and marked. This means that learners' informal tasks prepare learners for formal tasks. The researcher believes that if this is done in schools, quality teaching and learning will take place and teachers shall have been offered an opportunity to mark and record the marks of each learner when formal tasks are written. This suggests that teachers must first make sure that they set question papers that must be moderated, and marks quality assured by the SHDs. In the researcher's view, this as additional responsibility and accountability attached to SHD therefore, adding workload to SHDs which have the potential to lead to conflict of interests and role ambiguity. It also means that SHDs need to provide Formal Assessment Programmes (FAP) to both teachers, learners and parents/ guardians of all learners for the purpose of assistance and support of learners before formal tasks are written hence. The researcher is of the opinion that informal assessment is the base for formal assessment hence, formal assessment should not be administered or be given to the before learners are exposed to informal tasks which its purpose is to prepare them for formal tasks.

SHDs are expected to manage extra co-curricular activities in schools to develop all learners physically and emotionally. Employment of Educators Act 76 of (1998:66) state the following as extra co-curricular responsibilities of SHDs, to be in charge of a subject, learning area or phase; jointly develop the policy for the department; co-ordinate evaluation/ assessment, homework, written assignments of all the subjects in his or her department;

- To provide and co-ordinate guidance on the latest ideas on approaches to the subject, methods, techniques, evaluation, aid in the field and effectively convey these to the staff members concerned;

- On syllabi, scheme of work, homework, practical work, remedial work interpretations to the inexperienced staff members; and
- The educational welfare of learners in the department.

The Employment of Educators Act 76 of 1998 (1998:66) concurs with the OSD (2007:40) that SHDs must have extra and co-curricular duties in promoting quality teaching and learning in which they must, engage SHDs in class teaching while they are in charge of subject, leaning areas or phase; Jointly develop the policy for the department with teachers; Co-ordinate evaluation/assessment, homework written assignments of all the subjects departments.

SHDs are also educators who are expected to comply with Norms and Standards for Educators. According to The National Education Policy Act 27 of 1996 (1996:47), SHDs as educators are expected to play the following roles and competencies:

- Educators are perceived as teachers of different learning areas, mediators who are expected to show recognitions, respect of others and demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context. SHDs are perceived as interpreters and designers of learning programmes and materials;
- They are expected to select sequences and places for learning in a manner that is sensitive to the different needs of the subjects/ learning area and learners. Educators are expected to be leaders, administrators and managers;
- They are not only expected to manage teaching and learning in classrooms and offices , but also to carry out classroom and office administrative duties and participate effectively and efficiently in school decision making structures performed in a democratic manners that support learners learning and teachers or colleagues working. As scholars, researchers and lifelong learners should actively involve in the continuous development
- SHD as Middle managers are expected to achieve an ongoing personal, academic and professional growth through pursuing reflective study and research in their

learning areas, in broader professional and educational matters and in other related fields;

- As community, citizenship and pastoral role players, middle managers as educators are expected to practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others;
- Furthermore, middle managers are expected not only to uphold the constitution of the Republic of South Africa Act N0 108 of 1996, but, also to promote democratic values and practices while in schools and society. They are expected to create an environment that is supportive to learners and responding to the educational and other needs of learners and fellow educators;
- As competent assessors, they are expected to understand that assessment is an essential feature of teaching and learning processes that should be integrated into other processes. Furthermore, they are expected to understand the methods and effects of assessment and ability to give feedback to learners and colleagues; and
- As learning area/ subject/discipline/ phase specialist or SHDs who are expected to have sound knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, or professional practice.

This implies that teaching and learning must be supervised and monitored on a daily basis by SHDs who must simultaneously empower their team members. The researcher views SHDs as professionals who are required to have sound knowledge of the subjects they are expected to monitor and support educators in their departmental teams.

## **2.5 RESPONSIBILITY AND ACCOUNTABILITY OF SHDs**

The following are areas of responsibility and accountabilities of SHDs which have potential to lead to tension and conflict in dysfunctional secondary schools, namely, curriculum delivery, departmental team performance, and management and leadership qualities of SHDs as well as quality assurance of teachers' work.

### 2.5.1 Curriculum Delivery

SHDs are responsible for curriculum delivery and the management of learning and teaching in secondary schools. Fitzgerald and Gunter (2006:51) argue that there ought to be “a shift from managerialism and management practices to matters of pedagogy and pedagogic practices” which must be adopted by SHDs. However, SHDs as managers of teaching and learning are responsible for curriculum delivery (Bush *et al.*, 2009:43). Ealey and Weindling (2004:22) indicated that SHDs are responsible for ‘managing’ other staff members. On the other hand, Bush and West-Burnham (1994) in Cherty (2007) point out that management at senior or middle management level involves working with and through other people and consists of a number of activities such as planning, organising, resourcing, monitoring, controlling and evaluating as well as leading.

Kydd; Anderson and Newton, (2003) cited in (Bambi, 2013:30) stated that SHDs are responsible for putting their visions in schools into practice to enable schools to function effectively. Lock, Grobler and Mestry (2006:2) argue that the purpose of schools to have SHDs is to facilitate effective teaching and learning so that quality can be maintained in schools. Bambi (2013: 34) supports Lock *et al.* (2006:2) that SHDs are responsible and in charge of their departments or phases in a school context. Bambi (2013:34) states that, SHDs are managers responsible for the planning of the year’s programme for their departments, lesson preparation, evaluation of teachers and professional development programmes for teachers. This suggests that the separation of functions and responsibilities may create confusion for the SHDs as to what they should do best or not do at all. Furthermore, this seems to suggest that SHDs are facing complex challenges of curriculum management, team leadership, personnel management and many more that are still un-known in secondary schools.

### 2.5.2 Departmental Performance

SHDs must be accountable for the performance of teachers and learners in the department they lead, manage and supervise. According to Fitzgerald (2004:72) teaching and

learning should be coupled with “accountability for the achievement of student outcomes”. Peake (2010:13) points out that the increasing demands for accountability in terms of pressure to improve student outcomes and exam results had led to an increase in record keeping, report writing, marking and moderating work of team members by the SHDs. In addition, Fitzgerald (2009:71) asserts that SHDs are now responsible for “additional activities such as staff appraisal, development, quality assurance mechanisms and the evaluation of teaching and learning programmes”. Gunter and Fitzgerald (2009:5) argue that SHDs are ever engaged with a range of tasks and responsibilities that require them to be reactive to pressures for the improvement of student outcomes. This means that SHDs must develop strategies and tools for monitoring and supervision of teaching and learning processes. This implies that SHDs must ensure that teachers give learners high intellectually challenging questions so that those questions develop learners’ thinking skills. SHDs should make sure that lessons are prepared and assessed as per the given work schedules for the academic year. The researcher views this statement to mean that SHDs must be accountable for the work of their departmental teams and the achievement of learners which should be records and up dated to make information accessible to school stakeholders and business.

SHDs must be held responsible and accountable for the effective leadership and efficient management in their schools by creating an environment that must always be conducive for producing quality results. According to the South African Schools Act (1996:65) (SASA) protection of learners and teachers diversity in languages and culture are vital for effective management of schools and departmental teams. This view is also stated in Chapter Two of the Constitution of the Republic of South Africa Act N0.108 of 1996, The Bill of Rights (1996:45) which emphasis the right to education, respect, trust and safety. Nakamura (2000) in Bambi, (2013: 56) posits that the increasing racial and ethnic diversity within classrooms has one of the most significant challenges that SHDs including teachers are facing. Smith (2009:22) supports Nakamura (2000) that schools should be on the lookout for challenges that of increase cultural diversity. Mloi (2005:85) argues that SHDs and the staff should reflect on their actions and talk openly about their findings to correct themselves when mistakes are diagnosed in order to make meaningful impact on the

learner's outcome. Bambi (2013:79) supports Mloi (2005:86) by indicating that reflective practices offer a space for critical thinking and further indicate that SHDs should use dialogue in their departmental meetings to construct a better, deeper understanding of their colleagues and learners. Classroom practice can improve where leaders regularly engage in dialogue with the colleagues (Bush *et al.*, 2008:77). This implies that SHDs are experiencing diversity issues that affect their management and leadership roles in schools, which, if not solved will create an environment that is likely not to be conducive for promotion of quality teaching and learning in schools. The purpose of introducing departmental practices in schools is to make SHDs accountable for creating an environment conducive for effective leadership and efficient management.

### **2.5.3 Management and Leadership Qualities of SHDs**

SHDs seem to be people who should have sound qualities to such an extent that are respected and trusted by all people. Mazlan, Mazlan, and Esa (2014:56) argue that good SHDs must have the following qualities: empathic, genuine, open, and flexible; must respect their supervisees as persons and as developing professionals, and be sensitive to individual differences for example, gender, race, and ethnicity of supervisees. Duke (2004) cited in Chambers (2009:29) argues that the following leadership qualities are required for leading change, "...openness to change, a desire to challenge assumptions, good judgment, the capacity to earn trust, balance and willingness to stay the course".

Nwaogu in Ani (2007:98) argues that the personal qualities of SHDs are:

- Responsibility;
- Sense of humor;
- Creativity and inspiration;
- Appreciate the human dignity and individual worth of teachers;
- Respect the individual differences in teachers;
- Appreciate the potentialities and delegate function, and authorities where and when necessary; and
- Must be resourceful person.

According to Ani (2007:83) the following are the professional qualities of a good SHDs:

- Professional qualifications in education;
- Broad general education;
- Knowledge of pedagogy;
- In-depth knowledge of the subject matter;
- Ability to evaluate and explain factor in productive teaching and learning;
- Willingness and ability to continue and encourage personal and professional growth.

Ani (2007:89) warns that the following are qualities that impede effective instruction in schools:

- Lack of experience and training on the part of the SHDs;
- Favouretism or like and dislike of people in leadership and management positions;
- Lack of personal, leadership and professional quality;
- Lack of incentive; and
- Lack of motivation.

This means that SHDs who interact with their departmental team members are likely to motivate their teams to effectively lead and improve their relationships use well and open communication, freely participate in discussing educational matters. SHDs who have good qualities have potential to develop themselves and others. This means that SHDs must first be developed or develop themselves for example by improving their academic qualifications in the subjects they are responsible and latter conduct internal departmental workshops or school- based workshops. The in tension of this should be to develop departmental team members in totality. On this note, it is important that SHDs be humorous, creative and committed to communicate well with their departmental teams in order to achieve quality products.

## 2.5.4 Quality Assurance

SHDs have an added responsibility of quality assuring over the work of the teachers and the learners in schools. According to Harman (2000) cited in Akhter (2008:132), quality assurance is defined as “systematic management and assessment procedure adopted by education institutions so that leaders and managers monitor performance against objectives, and to ensure achievement of quality outputs and quality improvements”. Hoy *et.al.* (2000) cited in Akhter (2008:132 regard quality assurance as a tool for evaluating the educational process if they meet educational standards for the benefit of learners and satisfy the parents which he calls “customers and clients”. Harvey and Green (1993) cited in Almadani, Reid and Rodrigues (2011:35) argue that quality assurance can be described as:

- All those planned and systematic activities to provide adequate confidence that a product or service is satisfying given requirements of quality;
- That quality assurance must focus on the learners’ experience on their educational journey; and
- Quality assurance needs to be seen in terms of the extent to which the agreed goals have been reached by learners.

Watsulu and Simatwa (2011:1281) argue that the functions of SHDs in quality assurance and standards include:

- Having regular reporting on the general quality of education;
- Identifying educational institutional needs for improvement;
- Ensuring that quality teaching is taking place in the institutions;
- Monitoring the performance of teachers in accordance with all standard performance indicators;
- Ensuring equitable distribution of teachers by working out the curriculum strategies;
- Carrying out regular assessment of all educational institutions;
- Advising on the provision of proper and adequate facilities and resources;
- Ensuring that the appropriate curriculum is implemented.

SHDs should make sure that the work of both teachers and learners in their departments, is of value towards the total attainment of all at the end of the year. It means SHDs must make sure that teachers use relevant resources teach per each quarter of the year. They must, therefore, set targets for achievements which will contribute to the whole school performance. The researcher opines that if SHDs quality assure the work of teachers, monitor the implementation of policies, request for evidence, teachers will cover the prescribed work in the given time of the academic year this has potential to promote quality teaching and learning in schools.

## **2.6 MANAGEMENT OF CHANGE**

The dual role of SHDs during change, of being the subject to change and simultaneously as facilitators of change is problematic to many SHDs in dysfunctional secondary schools. Wai-Kwong, Priem and Cycyota (2001) cited in Braaf (2011:13) argue that when SHDs are involved in strategy making, they make an important and positive contribution to change, by contributing to higher levels of performance. Braaf (2011:13) points out that the contemporary role of SHDs changes from the traditional role of planning and organizing, directing and controlling and rewarding to a more enabling and empowering role. Storey (1992) cited in Braaf (2011:18) perceives SHDs as “object” and agency of change which requires them to have a new set of competences consisting of a set of interpersonal skills: listening, communicating, teambuilding, facilitating, and negotiating and conflict resolution. SHDs are also expected to display a positive “change orientation” as demonstrated by personal flexibility, dealing with uncertainty and risk taking. Caldwell (2003) cited in Braaf (2011:17) defines SHDs as change managers, people who are “in the middle level of management and functional specialists who carry forward and build support for change within business units and key functions”. SHDs are perceived as facilitators involved in implementation of change strategies for change to be successful. Peters (1988) cited in Braaf (2011:18) states that the involvement of SHDs in bringing changes consists of taking care of emotional management of their team members, support to and facilitating communication between senior management and teachers. This implies that SHDs are often confronted with the impact that changes have on the individual team

members within their departments and to the school as a whole. The researcher, therefore, concludes that departmental team members must acknowledge changes that will be brought by SHDs or changes that must be negotiated, discussed and agreed by the teachers and SHDs. If this cooperation happens, teachers will perceive SHDs as role models, coaches and motivators to bring changes in dysfunctional schools. It is important that since SHDs play a significant role in implementing changes, they should have good approach to influence their teams to change in behaviour and strategies so that quality teaching and learning processes are promoted in dysfunctional schools.

Prosci (2003) cited in Braaf (2011:16) argues that some SHDs perceive change as a personal attack by other managers and react to the change initiative as a “battle for turf” Prosci (2003) further pointed out that the leading reasons for resistance to change are fear of loss of power and control. Change often eliminates something over which the SHDs had control or introduces something over which they do not have control. Furthermore, most managers fear that they will be left responsible for maintaining and implemented changes in which they will have limited input. Durant (1999) cited in Braaf (2011:18) states that SHDs normally feel an overload of their current tasks, the pressures of their daily activities, and limited resources to assist them with the new responsibilities given to them during the change process. SHDs also feel uncertain regarding the skills and experience needed to effectively manage change, especially the management of their team members’ resistance (Braaf, 2011:19). Braaf (2014:20) further states that SHDs, who do not play a role or provide input in the design and planning phases for a solution, tend to resist change. This means that SHDs may not be convinced that bringing in changes is the best approach to fixing the promotion of quality teaching and learning in dysfunctional schools. Actually they may not perceive that a problem exists in their schools. SHDs of dysfunctional schools may seem not to agree with the new way of doing things as they appear skeptical about the need for change in their schools. It is likely that SHDs do not recognise themselves as part of the problem or as people who should bring in solutions to the problem.

Kotter and Schlesinger (1979) cited in Braaf (2011:21) states the following as effective strategies that can be used to reduce resistance for effective changes: education and

communication, participation and involvement, facilitation and support, negotiation and agreement. In the same view Amernakis (1993), suggests that the primary mechanism for creating readiness for change among members of an organization is the message for change which should include two issues:

- The need for change, that is, the discrepancy between the desired end-state which must be appropriate for the organisation and the present state; and,
- The individual and collective efficacy that is, the perceived ability to change of parties affected by the change effort.

Through the dynamics of social information processing, an organization's collective readiness is constantly being influenced by the readiness of the individuals comprising it (Braaf, 2011:21). Smelser (1963) cited in Braaf (2011:21) explains that interventions to create readiness for change are attempts to mobilize collective support by building and shaping awareness across organisational members regarding the existence of, the sources of, and solutions to the organisation's problems.

Literature seems to suggest that, readiness for change increases the potential for change efforts which seems to prevent the likelihood of resistance to change. The researcher, therefore, concludes that SHDs must develop or come up with strategies that will motivate departmental teams not to resist changes but to accept changes as a strategy to be implemented in turning dysfunctional secondary schools into functional schools.

## **2.7 PERCEPTION AND EXPECTATION OF SHDs**

SHDs are expected to lead their departmental teams, manage and promote quality teaching and learning in dysfunctional secondary schools. Hersey and Blanchard (1993:5) argue that leadership takes place when a leader influences the behavior of another person or a group. Hersey and Blanchard (1993:5) further stated that SHDs are expected to use situational leadership style when directing and supporting their departmental team members. Esther (2011:12) argues that SHDs are expected to be leaders of change in order to change. Esther (2011:13) further stated that "successful

leaders change their leadership styles to bring changes in organisations”. According to Sebopetsa (2013:23), effective school leaders must focus on tasks, people meant to improve classroom instruction and time spend on the managerial aspects of their jobs. Employment of Educators Act (1997:24) (EEA) point out that SHDs are expected to supervise and promote the management of teaching and learning in classrooms and to lead their departmental teams in schools. Steyn (2007:35) highlights that in the past only top managers were perceived as people competent in decision making than the rest of the staff. This suggests that SHDs are expected to lead and manage their departmental teams, human and physical resources in a way that conflict is avoided at all costs so that quality teaching and learning is promoted in dysfunctional secondary schools. However, this does not guarantee that there will be no tensions caused by shortage of resources like teaching personnel and LTSM. The researcher believes that SHDs must avoid tensions by being flexible and situational in leading their departmental teams and when managing departmental resources so that quality teaching and learning processes are promoted in dysfunctional secondary schools.

SHDs are expected to support both their senior managers, subject teachers and learners in delivering quality teaching and learning processes in dysfunctional secondary schools. Bush *et al.* (2009:3) state that it is the responsibility of the SHDs to manage and support teachers in order to promote quality teaching and learning in schools. Leaders of teaching and learning are expected to provide good models in terms of lesson preparation, subject knowledge, pedagogic approaches, assessment, and learner welfare (Bush, Joubert & Kiggundu, 2009:6). Bambi (2013:29) argues that people, who are in SHDs’ positions, are expected to depend on their knowledge and skills to lead and influence their followers. Bush *et al.* (2009:7) state that SHDs have the responsibility for ensuring that effective teaching and learning across their learning areas or phases are accounted. This implies that SHDs are expected to develop tools for monitoring teaching and learning. The researcher believes that SHDs must be made accountable for the performance of teachers and learners’ outcomes in the departments they are leading and managing.

SHDs are expected to create and maintain that the environment influence the leadership and management of SHDs (Fick & Resnick, 2009:38). Sindhvad (2009:2-3) agrees with Ficks and Resnick (2009) that SHDs must support teachers in managing teaching and learning to attain quality education, but further stated that SHDs should support teachers by supervising teachers' work in instructional and classroom management to ensure that effective teaching and learning takes place. Smith (2009:10) views support of staff members as a contributing factor to the improvement of quality teaching and learning; for improving the standard of learners' achievements and improving the overall professional development of individuals under development programmes. Zepeda (2007:11) in contrast with Smith (2009:10) states that there are factors which impede teachers development like; conflicting demands on teachers' time, inadequate work facilities and equipment's; lack of cooperation from other people who must be in support for quality teacher development. Zepeda (2007) that a perception of teacher unions on Integrated Quality Management System (IQMS) is an impediment to teacher development, but further states that such action is an "irresponsible action". Mercer *et al.* (2010:142) concurs that the reason for teachers to vehemently oppose development initiative is that teachers believe that the problems they experience in classrooms are caused by poor working conditions and not by their inability to teach. This further suggests that schools whose teachers are casually development or workshopped are not at all are likely to be in conflict with the management of teaching and learning. The denial for developed and lack of information, lack of good communication skills and dialogue seems to be causing tensions and conflict in schools. SHDs in dysfunctional secondary schools are always faced with challenges that work against quality teaching and learning. In light of the above, teacher development is vital for the management of teaching and learning, for the promotion of quality teaching and learning and for the production of good quality results in the FET band of dysfunctional secondary schools.

SHDs are expected to play significant roles in turning dysfunctional secondary schools into functional schools by effectively acting as agents of change. But however, curriculum change in schools cannot be implemented without challenges that are likely to be facing SHDs in South African school context. Stephenson (2010:4) maintains that changes in

curriculum and assessment in South African schools' context has made the work of SHDs to be more complex. According to Sackdanouvonce (2013:15), the SHDs positions put them under pressure when carrying out their tasks including but not limited to the following:

- Moderate tension;
- Filtering message from the top teachers;
- Linking teachers to seniors;
- Interpretation and implementation of policies;
- Lack of clarity of roles;
- Monitoring colleagues' work;
- Handling conflicts; and
- Demanding of good quality results.

Issues like monitoring, supervision and control of teachers work as stated in Curriculum Assessment Policy System (CAPS) create tensions between departmental teams and the SHDs who are expected to lead and influence teachers and simultaneously monitor colleagues work. This implies that SHDs of dysfunctional schools are always put under pressure by the senior managers, parents and the government officials to produce quality results in poor performing or dysfunctional secondary schools. The researcher is of the opinion that the trend of introducing new curriculum after each five years in South African schools seems to be creating many challenges that affect SHDs action towards effective quality teaching and learning.

SHDs positions have a direct link to the actual quality teaching and learning processes in classrooms and within the departments in secondary schools. Lee and Dimmock (1999) in Matshidiso (2012:33) perceive SHDs or subject coordinators as curriculum managers. Hoadley et al. (2009:378) have different opinions of what entails management of teaching and learning. Hoadley *et al.* (2009:378) perceive SHDs as leaders and managers of teaching and learning. SHDs are viewed as instructional leadership, time managers responsible for daily operations and social relations within their departments and to the whole school as an organization in the context South African Schools. According to DBE (2008:1), SHDs are perceived as supervisors whose functions and responsibilities are to

monitor quality performance or discipline within a defined workplace, unit or section. Harris (1992:2) perceive SHDs as people whose actual work is to implement changes to improve quality teaching and learning. In essence, SHDs are expected to harness the importance of management tasks, leadership tasks, and their accountability in promoting efficient and effective management of teaching and learning in schools. The researchers' view is that SHDs are expected to manage, to influence their departmental teams by using supervision strategy in their quest to improve themselves

Dean (2002:37) perceives SHDs as “backbone” of the performance management system in organisations. In South African school context, SHDs are perceived as responsible managers and leaders who must promote quality of education schools. Norms and Standards for Educators, Act No.27 (South Africa: 1996) states that SHDs are perceived as accountable managers to learner engagement, teachers support in managing quality teaching and learning, classroom activities and influencing learners' attainment in schools. Bambi (2013:32) argues that SHDs are “key” managers and leadership. Lock *et al.* (2006:v) are in support of Bambi (2013) and Dean (2002) that SHDs are educational managers and leaders at all levels responsible for ensuring that subordinates' performances conform to expectations. Early and Fletcher-Campbell (1989) in Cherty (2007:2) explain that SHDs play a crucial role in managing the teaching-learning process and are perceived as the “driving force behind any school and the key to improving the quality of the learning process”. This suggests that SHDs are perceived as agents of change accountable for leading and managing effective curriculum delivery and supporters of teachers in schools. SHDs are perceived as cornerstones for effective curriculum delivery and efficient managers within their departments who should be responsible for making departmental teams accountable. This also implies that SHDs are the engines of all daily operations within schools and are irreplaceable managers and leaders of teams.

Glover (1998:281) states that SHDs tend to see their work as a large number of unconnected duties required by the administrative mechanism of the school rather than

having a highly developed sense of role. Fleming and Amesbury (2000:3) on the other side perceive SHDs as:

- people who have clear vision which enable them to be good leaders in the development of school;
- people who have specialised knowledge relating to their roles and that they are good practitioners;
- People who are effective managers of people and resources;
- As people who must be able to secure efficiency.

Harris (1992:2) perceive SHDs as people having power to change system and allocate resources but, further stated that SHDs must be perceived as people who should actually implement changes to improve the quality of organisations. Study in Hong Kong by Lee and Dominic (1999:45) revealed that SHDs:

- Have the power and responsibility to change systems and reallocate resources to improve best practice; and
- Have good relationship and cooperation in pursuit of excellence basic skills for the SHDs.

This implies that SHDs should be expected to combine leadership, management and administration skills in order to be successful managers and leaders. The researcher is convinced that this literature suggest that SHDs are entrusted with power to bring in changes despite the complex challenges they face in secondary schools. Furthermore, SHDs should be perceived as people who must use different intervention strategies to turn around situations that confront them with some challenges.

## **2.8 SKILLS THAT SHOULD BE USED BY SHDs**

SHDs are expected to directly influence their team members to accept changes in order to encourage effective leadership and efficient management in schools. Mazlan *et al.* (2014:6) stated that if SHDs want to move education forward, make big differences in their workplace and to the student, they must have knowledge, experience and good quality

leadership skills. Bennis (2013:3) argue that SHDs need parallel skills like technical, human and conceptual skills in managing their department as well in schools. Bennis (2013:3) further indicates that supervisory management needs technical and human skills more than conceptual skill. According to Katz (1955) cited in Bennis (2013:3), technical skill is about knowledge and proficiency in a specific type of work or activity. Technical skills include competencies in a specialized area, logical ability, and the ability to use suitable tools and procedures (Bennis, 2013:14). Bennis (2013:14), once more, explains that good human skill is a support to work efficiently with the subordinates, peers and superiors in order to achieve an organisation's goals. In addition, (Bennis, 2014:15) explains leadership skills as one of the elements needed by students for their well-being especially involving leadership skills. Conceptual skill enables people to understand and better decide the actions and measures that have to be taken in a particular field of work (Virkus, 2009:23). This suggests that human skill is about knowledge and ability to work with and through others in an organization. The researcher views this to suggest that HoDs must possess technical, human and conceptual skills because they work with different human and physical resources in dysfunctional schools.

SHDs need to be proficient in four general skills areas. Chatwin (2004:17) argues that there is a need for SHDs to use strategic influencing skills such as: technical, administrative, communication, contingency, dialogue, in promoting quality and efficient management of teaching and learning within their departments. According to Robbins (2000:41), SHDs must have four fundamental skills stated as:

- Conceptual skills, which help them to analyse complex situations;
- Interpersonal skills which assist them to motivate, communicate, and delegate responsibilities to others;
- Technical skills to apply specialised knowledge; and
- Political skills to establish the right connections so as to obtain resources.

This suggests that SHDs also need conceptual skills to set the goals that must be used to achieve their strategic objectives. This means that SHDs need to have more technical skills and less conceptual skill because they are more closer to situations which must

promote quality teaching and learning in schools. The researcher is of the opinion that SHDs need human skills such as communication and strong relationships to do their work well.

Swart (2008:47) argues that the role of SHDs in team building consists of improving people and task-related skills. Phalane (2011:39) contends that the prerequisite of effective teamwork in a school requires effective leadership skills and effective communication skills. Bunwaree (2009:19) argues that the success of a school is largely dependent on the quality of relationship skills which exists within the school, between the schools and its external partners. Diamond and Diamond (2007:74) argue that clear continuous communication skills are the most important factor in creating and sustaining team achievement, creating flow of clear, open, productive communication. Education Labour Relation Council (ELRC) Collective Agreement N0 1 of 2008 Annexure A (2008:12) defines two key skills which SHDs should use in leading their departmental teams as:

- The functional competency skills which include the management and leadership skills; and
- The generic competency skills which include: goal, co-curricular, administrative, people management and communication skills which must be practised in schools.

This means that SHDs should also have good leadership qualities like being visionary and committed to continue using different skills to improve quality teaching and learning in poorly managed, poorly performing and dysfunctional secondary schools. In light of the above, SHDs should use the following skills, ttechnical, administrative, communication, contingency, dialogue, in promoting quality and efficient management of teaching and learning in dysfunctional secondary schools.

SHDs are expected to have knowledge and skills in curriculum delivery, supervision, monitoring of teaching and learning, and to the professional development and appraisal of teachers (ELRC, Resolution 8 of 1998). Moloi (2005:38-39) stated that a school is a social system with coherent character that substantiates and legitimizes it as an organization in which the following are expected from the SHDs:

- Ensuring that there is clear specialization and division of tasks;
- Ensuring that clear hierarchical structure is established;
- Rules, regulations and policies are used to ensure compliance with the dictates of the DBE; and
- Recruitment and employment are based upon technical expertise.

This means that SHDs should have adequate knowledge and different skills of making sure that quality teaching and learning processes are taking place in dysfunctional schools. SHDs must use their structural positions and policies to influence and support teachers to effectively manage the processes that promote quality teaching and learning in dysfunctional schools. The researcher speculates that if the link amongst school structures is weak, its relationship is likely to be strained and tensions created. This has a potential to lead to other educational issues that could also be perceived as stumbling blocks or challenges that SHDs will continue to experience in dysfunctional secondary schools.

## **2.9 CHALLENGES FACING SHDs**

SHDs seem to be facing complex challenges of managing, leading and promoting quality teaching and learning in dysfunctional secondary schools. Reviewed literature grouped challenges faced by SHDs into two main groups which are administrative and role challenges. The administrative challenges are challenges that affect individual middle managers as they do administrative work while role challenges are related to challenges that affect other people like team members, senior members, learners and parents. Key to these is planning; organising, control, monitoring and supervision of teams which are vital strategies for assisting SHDs in promoting quality teaching and learning. The discussion below highlights the challenges facing SHDs of secondary schools.

### 2.9.1 Administrative Challenges

The key administrative role of middle management in schools seems to be the planning of the management of quality teaching and learning processes. According to Bambi (2013:34), most of the management tasks that seem to be challenging to SHDs are those that deal with the personnel problems which SHDs have little or no development in resolving them. According to Department of Education Mopani District Manual (2010:2), the general administrative role of the head of departments is to assist the principal in the planning and the management of school stock, text books and the equipment. ELRC collective Agreement No.1 (2008:53) concurs with the content of this manual by indicating the administrative roles of SHDs as to:

- Manage their departments;
- Budget and control of their departmental resources; and
- Control subject work schemes of their teachers

Planning is a management function designed for SHDs to facilitate coordination within their departments. This seems to suggest that planning can be used to provide an efficient way for SHDs to combine talents and experience of educators in their departments to promote quality teaching and learning in dysfunctional secondary schools. As part of their role, SHDs are expected to manage their budget, human and physical resources in their departments. This suggests that quality, effectiveness and efficient planning determine the quality of the product of teaching and learning which can be quantified and classified as excellent or poor. It follows then, that if SHDs fail to have good plans and effective coordination of their departmental teams, will experience challenges which will create tensions that are likely to lead to collapse of relations and communication that will impact the processes of promoting quality teaching and learning in schools. Poor planning has a potential to lead to role ambiguity and conflict of interests within the department that will affect the school as a whole.

## 2.9.2 Role Ambiguity and Role Conflict

Foley (2001) cited in Msila (2012:26) asserts that SHDs may experience conflict due to unclear parameters of their roles in a collaborative-based system. In the same vein (Cliff *et al.* 1992) cited in Msila (2012:216) argues that the presence of competing responsibilities like where instruction of class compete with making time for team planning, overload of tasks due to inadequate time, energy or resources course conflicts in schools. Msila (2012:25) argues that lack of negotiation and mediation skills are challenges facing subject leaders in schools when conflict situations arises. Foley (2001) cited in Msila (2012:26) states that in a time where many schools support collaboration, conflicts are bound to happen. This means that role ambiguity are caused by unclear job descriptions and overlapping spheres of influences in the work place.

It seems SHDs experience different roles of conflict since they always work under pressure. According to Ghaffar (2014:214), the possible sources of conflict in organisations are poor communication, competition for common but scarce resources and incompatible goals. Gray and Stark (1984) cited in Ghaffar (2014:17) suggested that there are six sources of conflict namely; limited resources; Interdependent work activities; differentiation of activities; communication problems; differences in perceptions; and the environment of the organization. Deutch (1983:187) cited in Ghaffar (2014:214) is of the opinion that sources of conflict include; control over resources, preferences and nuisances, values, beliefs, and the nature of relationships between the parties. Fisher (1997) cited in Ghaffar (2014:215) notes that "...both individuals and groups have undeniable needs for identity, dignity, security, equity, participation in decisions that affect them, but frustration of these basic needs may become a source of social conflict". Plunkett and Attner (1989) cited in Ghaffar (2014:216) argue that the sources of conflict include; shared resources, differences in goals, difference in perceptions and values, disagreements in the role requirements, nature of work activities, individual approaches, and the stage of organizational development. The researcher strongly believes that role conflict emanates from perception of individuals supervised by SHDs or the supervisees in this case being teachers. The researcher is now in a position to conclude that conflict

can be caused by top-down, bottom-up and lateral relationships in organisations like schools.

SHDs are expected to develop strategies to resolve challenges that are likely to face them in various situations. Ghaffar (2014:214) asserts that the following are effective strategies to resolve conflicts: smoothing, compromising, forcing, withdrawal and problem solving. Dana (2001) cited in Ghaffar (2014:219) declares that leaders need to comprehend structure to be able to analyse conflicts well and suggested the following to be followed when dealing with conflicts:

- Identifying the number of interested parties;
- constituent representation;
- negotiator authority;
- critical urgency; and
- communication channels

This implies that conflict resolution skills may be a prerequisite for SHDs in schools to encourage teamwork. The researcher, therefore, believes that social factor, resolution skills and lack of resources might be the major causes of conflicts and tensions that impact negatively on the challenges facing SHDs in promoting quality teaching and learning in dysfunctional secondary schools. Conflict may emanate from different source ranging from social, poor management and leadership, lack of resources as well as lack of training in conflict resolution available for SHDs.

SHDs seem to be facing different challenges as and when they act as team managers, supporters, supervisors, monitors of teams, evaluators, managers and leaders and promoters of teaching and learning in dysfunctional secondary schools. Stephenson (2010:16) argues that role ambiguity is an ever-present issue and a challenge to middle managers as managers and leaders of teaching and learning. Siskin (1991) cited in (Stephenson, 2010:17) terms this double serving position a “hermaphroditic” relation. Bradford (1997) argues that management and leadership of teaching and learning are dichotomously binding for SHDs, but this has a potential to lead “role conflict” and “hybrid

role". These suggest that dual roles played by middle managers in promoting quality teaching and learning are likely to create tensions amongst the role players which may also lead to poor quality of teaching and learning in schools. This implies that SHDs are also expected to play pedagogical leadership and management roles in schools. This means that SHDs must daily supervise teaching and learning processes in schools.

### **2.9.3 Role Intensification**

Role intensification seems to be significantly impacting on the management of teaching and learning in dysfunctional secondary schools. Piggott-Irvine (1999:5) argues that the leadership and management role experience of SHDs are likely to lead to role intensification. Role intensification may sometimes cause stresses and job dissatisfaction and impact negatively on the learners' performance (Stephenson, 2010:17). According to Van der Westhuizen (2002:119), most of the management tasks of SHDs appear to be concerned with personnel problems for which SHDs have little or no training to deal with or time to resolve management issues. Role intensification or ambiguity may demoralise teachers and contribute to poor quality of teaching and learning in schools.

It seems the position of SHDs in schools is more complex because SHDs are expected to manage and lead teaching and learning in schools. A study conducted by Bush et al (2009:5) reveals that managers are often blamed for lack of proper support, lack of time available to manage teaching and learning due to lack of commitment or because of weak leadership skills or lack of motivation. Bush *et al.* (2009:34) further argue that fractured relationships within the SMT is likely to lead to demotivation, resistant to change or being difficult to develop due to fear of changes and the fear to implement the agreed strategies to improve teaching and learning. Bush et al (2009:34) argue that role intensification starts by the time one is appointed or assumes the position of post level number two (PL2) in South African schools' context because any person in that post level is expected to be multitalented as she/he is expected to become an administrator, an educator, a leader and a manager of teaching and learning in schools. Stephenson (2010:17) explains that role intensification occurs where increased workload has taken place in both the pedagogical

and managerial aspects of middle manager's duties creating tensions related to complexities between them or when new reforms are introduced in workplace. Fitzgerald study's (2009:61) on role intensification in New Zealand reveal that change in curricula has pushed some responsibility from senior leadership to middle leaders and concluded that this in fact needs an educator who is prepared to work an extra mile. Literature seem to suggest that educators should put more work effort and time to their tasks. As a result, workload increases with additional accountability and responsibility which also affect SHDs by causing strain and conflict in dysfunctional schools. The researcher therefore, views this lack of time and role ambiguity as the possible cause of role conflict in dysfunctional secondary schools.

Wise (1999:340) defines role conflict as the demands from both senior managers and teacher colleagues put upon SHDs and further indicated that this puts SHDs under great pressure. Ealey and Fletcher-Campbeh's (1989:106) research also identified role conflict that may arise between the department head's leadership and management function, and the notion of developing collegiality and team spirit. Brown *et al.* (2000) research shows that middle leaders are frustrated at having to subordinate their own vision to that of senior staff: Brown *et al.* (2000:250) argued that there is insufficient quality of vision from the principal and the rest of the senior management team instead "the Vision" was too often 'handed down' without consultation to the SHDs. The researcher views this to mean that top down or hierarchical relationship still exist, experienced and perceived as a challenge in most secondary schools.

#### **2.9.4 Workload**

SHDs seem to be having other work to do than normal administrative and supervisory work. Graggs (2011:17) argues that it is generally acknowledged that all teachers, in particular SHDs, are facing workload pressure which negatively affects the performance of their roles. Piggott- Irvine (2002) cited in Stephenson (2010:17) in support of Graggs (2011:17) argues that the delegation of duties from senior management tier down to the middle managers' level has a potential result of overloading and placing middle managers

under heavy pressure. Dean (2002:129) points out that teachers do not always cope with demands such as curriculum changes, condition of service, and the ever-broadening role put upon them. Lumpy, Middlewood and Kaabwe (2003:161) argues that teachers do not always cope with the demand of workload and further indicates that the challenges of workload have an effect on motivational levels of both teachers and learners thus hampering on quality performance. This implies that work over load is experienced and perceived as a barrier to effective leadership and efficient management in schools which seem to negatively impact on the promotion of quality teaching and learning in dysfunctional secondary schools. This means that SHDs are likely to be in conflict or to have poor relations with their departmental team members and may be with everyone involved in teaching and learning. This frustrates the SHDs to an extent that they may not execute their tasks on time. Literature suggests that SHDs are experiencing more work pressure when they receive additional work.

Sammons and Bakkum studies (2011:139) on workload revealed that both SHDs and teachers perceive their workload as having detrimental effects, particularly on the quality of their teaching and learning which also affect the support of their colleagues', and their health. Sammons and Bakkum's (2011:140) study further revealed that SHDs perceived their workload as unmanageable and having no good balance between home and work, and that workload was affecting their quality of teaching and learning. The outcome of the research conducted by Mercer and RI (2006:105) reveals that there is a large gap between how SHDs perceive their actual responsibilities and what they wish those responsibilities to be. Mercer and RI (2006) further argued that the middle managers play strategic roles to school development. According to Adey (2000), cited in (Mercer & RI, 2006:106), an increase in workload is an indication for the need for professional development. In the same vein, literature argued that the increase in pressure on middle management is due to the demands of the National Curriculum, regular OFSTED visits, changes in syllabuses and the introduction of Performance Management in the respective countries. Mercer and RI (2006) categorized management functions which cause work overload into five headings, namely: teaching, learning and curriculum; monitoring, evaluating and improving; people and relationships; managing resources and accountability. Similarly,

Blandford and Gibson (2000) suggest that SHDs ought to think of their roles in terms of tasks, responsibilities, relationships, working conditions and external influences. Stephenson (2010:19) argues that collegiality can be a source of tension particularly where the middle manager is a leader of a team which he/she must delegate some responsibilities while he/she is a member of the same team.

This suggests that delegation of responsibility from senior management team to SHDs have a potential to be source of tension between the SMT because it has a potential to be perceived as an additional workload intended for SHDs only in some schools. It is apparent from this situation that SHDs may found themselves in the horns of dilemma for not knowing whose tasks to be performed best and first. All the functions or tasks expected from SHDs do not only stress them or confuse them but, also affect their supervision of teaching and learning which negatively impact on the promotion of quality teaching and learning in dysfunctional secondary schools.

### **2.9.5 Lack of Time**

It appears SHDs do not have adequate time to do all of their work in dysfunctional secondary schools to such an extent that they neglect doing it altogether. Monitoring and evaluating are often neglected because time is not always available SHDs (Brown et al 2000:250). Glover *et al.* (1998:29) study revealed that SHDs do not have sufficient time for their enhanced role to increase the level of observation, support and to reflect on what they were doing previously. Brown *et al.* (2000:251) further argued that SHDs do not always have time to develop staff members so that they secure improvement and development opportunities which will promote quality teaching and learning in schools. Wise (2001:194) argues that limited 'management time' is wholly inadequate to fulfil the diverse tasks which form part of the SHDs' role. Earley and Fletcher-Campbell (1989:104) pointed that "additional commitments should be avoided as they are likely to interrupt upon the effective performance of the department head's role". Studies have found evidence that insufficient teaching time is a key factor behind under-performance (Taylor, 2011:27). Senior managers researched by Glover *et al.* (1998), indicated that administrative tasks

like target setting, examination entries, report writing, writing schemes of work, the department handbook and development planning take up an inconsistent amount of a subject leader's time. Time can be used as an excuse to avoid monitoring the quality of colleagues' teaching and learning (Collier *et al.*, 2002:24). This suggests that workload and confusion affect both SHDs and teachers to such an extent that they do not have adequately time of promoting quality teaching and learning in schools. SHDs seem to be experiencing huge amounts of workload that stress them to such an extent that they are left confused. .

Every manager or leader is expecting team members to complete the given work or job on time but, adequate time seems not to be always available for SHDs. Research by Fullan (2007:23) and Cranston (2006:4) reveals that the most enemy of the SHDs is time because it is a key source of tensions and challenges for SHDs' roles. Ingrvarson, Kleinhenz, Beavis, Barwick. Carthy and Wilkinson's study (2005:9) on workloads in New Zealand secondary schools, revealed that SHDs enjoyed the leadership aspects of their roles but found time available "grossly inadequate" to do their work. The competition between the various tasks that a leader in learning encounters in time of ever increasing accountability versus the inadequate amount of time available to complete them is an issue (Stephenson, 2010:17). Piggott- Irvine (2000) cited in Stephenson (2010:17) refers to time wasters as role intensification. This means out of the limited time they have, SHDs should create time to hold meetings, conduct internal workshops and monitoring. The researcher believes that poor planning and timing creates tensions and conflicts between SHDs and their departmental teams in dysfunctional secondary schools. Time is the most important resource in people' lives and good time management encourages good planning, organising and control of departmental activities which also promote quality teaching and learning in secondary schools.

## **2.10 KEY ISSUES FACING SUBJECT HEADS OF DEPARTMENTS**

SHDs are expected to lead personnel, to manage departmental budget and physical resources. Management of resources is a key issue in promoting quality teaching and learning. The next discussion is on these key resources.

### **2.10.1 The Management of Departmental Resources**

Effective management of educational resources seem to be key issues in secondary schools. The aim of efficient management of resources is to improve the quality of teaching and learning (Cherty, 2007:8). Another articulation of this view is that SHDs work at the “interface between teaching and managing the resources for teaching” which implies that they are involved in “teaching and managing” (Gardno, 2007:4). Bush (2008:2) agrees with Cherty (2007) and Gardno (2007) that the key role of SHDs in schools is to manage resources. Bambi (2013:34) agrees with Bush (2008:34) that the role of SHDs is to manage resources but, further stated that SHDs role is to lead teaching and learning and that the management and leading activities underpins the management of schools and the daily activities of the SHDs. These argument seem to imply that SHDs play significant roles of promoting quality teaching and learning in dysfunctional secondary schools by managing the following resources departmental records, departmental finances, human and physical resources. Despite this role, SHDs are expected to implement policies, manage resources and lead departmental teams or people, which seem to be neglected in most dysfunctional secondary schools. Additional work is likely to increase workload of teachers which are also likely to be in conflict with the teacher’s personal interests hence daily operations in some schools are likely to appear to be weak or dysfunctional. Obviously, if resources are not properly managed teaching and learning cannot be effectively lead and efficiently managed by SHDs.

### 2.10.2 Personnel Management

SHDs are part of their departmental teams which they are expected to lead and efficiently manage. The processes of managing and leading people have a potential to be messy and complex (Fitzgerald *et al.*, 2006:24). Gardno (2007:33) maintains that where people are working together they experience different relationships from time to time which may result into tensions and some challenges. According to the DBE (2007:41) OSD, middle managers are expected to control the work of educators and learners in the department, submit written reports in the form of mark sheets, tests, examinations and memoranda to the principal regularly. Fullan (2007:32) in support of Gardno (2007) argues that where people are in relationship, there is likelihood of experiencing problems but, further states that avoidance of resolving challenges is “one of the dangerous ways of dealing with challenges and it is a sure way of diminishing trust because there is “a false façade of congeniality and no learning would take place as trust from colleagues would also fade away”. Gardno (2007:34) argues that if people’s goals contrast with organizational goals, it will manifest into tensions that may simultaneously lead to a management dilemma. SHDs are influential agents of change because they manage teaching and leading processes in schools however, they seem to be facing many challenges in leading and managing dysfunctional secondary schools.

### 2.10.3 Management of Departmental Finances

Schools must increasingly function as functional organisations (Mestry, 2006:36). Mestry (2006:36) further, argues that although SASA mandates the SGB and principals to manage school finances, they do have little knowledge or simply misinterpret it. Clark (2007:278) maintains that the management of school finances can be one of the most challenging matters for SHDs in schools. The revised Limpopo Prescripts (2011:6) for public management of school funds set the minimum standard requirement for using school funds for no fee schools as follows:

- 60% of the money must be used for teaching and learning;
- 10% for sporting activities;

- 17% for administration;
- 8% for ablution; and
- 5% for transport.

Mafenya (2016:2), reminded principals that the 60% of the budget must be used for development and LTSM which include but not limited to:

- Teaching aids;
- Educational toys;
- Science kits;
- Examination and assessment materials,
- Stationary; and
- Transport.

In light of these arguments and directives, management of school funds and other resources seems to be a challenge for SHDs in dysfunctional schools. As a result of this, problematic management of resources, teaching and learning in dysfunctional secondary schools hardly improves.

## **2.11 INTERVENTION STRATEGIES**

Since SHDs are facing challenges as alluded in the discussion above, they however, seem to be duty-bound by circumstance to develop strategies to overcome the challenges for the advancement of quality teaching and learning in dysfunctional secondary schools. Van Deventer and Kruger (2003:28) argue that the following are essential strategies for promotion of quality teaching and learning in schools, supervision and curriculum management. Research conducted by Bush et al (2009:6) reveal that although there are some indications that teaching and learning takes place while in some schools, there is indication that in most schools managers lack the capability, or the motivation, to develop, sustain and monitor teaching and learning effectively. Stephenson (2010:21) states that teachers who need to be good managers and leaders must be aware and should make use of a wide range of strategies whose purpose must be to promote departmental

performances aimed at improving student outcomes. This literature suggests that different strategies must be used by teachers especially SHDs to monitor and support effective promotion of quality teaching and learning in secondary schools. The following intervention strategies are suggested by Stephenson (2010:22) for the purpose of resolving the challenges they encounter in schools among others being; appraisal, teamwork, team management, introduction of departmental common practices, development, mentoring and coaching, monitoring, supervision and motivation which are discussed in the next paragraphs.

### **2.11.1 Supervision**

Supervision of teaching and learning ensures effective leadership and efficient management. O'Sullivan and Glanz, (2007:29) argue that supervision must be natured in a collaborative, collegial, and democratic manner. Gunter (2001:110) concurs with O'Sullivan and Glanz (2007) that the intension of supervision must be clearly stated but added that this must include the element of teacher appraisal, assessment and the professional development of teachers aiming at the improvement of teacher's ability. According to Zepeda (2007:29), the intension of supervision is summative, targeting the assessment of professional performance of teachers prior to final judgment or rating. Van der Venter and Kruger (2003:133) suggest the key control measures that should be used by SHDs in supervising departmental teams.

Kotirde (2014:54) argues that supervision can be used as a strategy for SHDs to achieve educational goals. The role of SHDs is to supervise the delivery of quality teaching and learning processes in schools. Ogakwu (2010:27) argues that supervision is an indispensable variable in the teaching and learning process as well as for improving educational programmes, overall school and educational objective which stimulate professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction. Kotirde (2014:55) argues that supervision in a school system implies the process of ensuring that policies, principles, rules, regulations and methods prescribed for

purposes of implementing and achieving the objectives for education are effectively carried out. Nwaogu (2006:23) argues that supervision is the process of helping, guiding, advising and stimulating growth in subordinate in order to improve on the quality of work. According to Fisher (2011), the schools supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction. Akinwumiju and Agabi (2008:25) argue that purpose of supervision in schools is for the general improvement of quality teaching and learning. Akinwumiju and Agabi (2008) further highlighted that the functional similarities between supervision and inspection are administrative functions directed towards the efficient achievement of organizational goals. Kotirde (2014), quality supervision is a baseline standard in education which can be measured on a scale of reference that promotes quality in education which must be based on the combination of indispensable variables such as:

- Quality teachers,
- Quality instructional materials; and
- Quality infrastructure.

This means that, the central purpose of supervision is be used as a tool to achieve improvement in instruction, resolution of school challenges, and improvement of professionalism amongst teachers. SHDs should be made accountable to teaching and learning processes schools. These strategies are very important to the production of quality results in schools. The researcher strongly believe that schools whose SHDs do not always employ effective strategies of teaching and learning their schools are likely to become dysfunctional in term of Grade 12 matric results.

Educational strategies assist SHDs to achieve educational objectives. Viñals et al (2010) cited in Ekundayo, Oyerinde and Kolawole (2013:186) stated that supervision increases teacher productivity, motivation, commitment and performance. Ololube (2014:197) states that school supervision capability is the most important determinant of teachers' productivities and teacher education performance. Ideally, supervision should be a partnership between supervisors and supervisees, in which both partners are actively

involved in the planning and direction taken (Ekundayo *et al.*, 2013:85). Bernard and Good (2014) cited in Ololube (2014:97) argue that supervision is about the relationship between senior and junior member(s) of a profession that is evaluative, extends over time, serves to enhance the skills of the junior person, and monitors the quality of the services offered by the junior person, and acts as gate keeping to the profession. Educational supervision is a positive process, which enables supervisees to gather feedback on their performance, to chart their continuing progress and to identify their developmental needs (UNESCO, 2007:98) Ekundayo *et al.* (2013:186) further stated that supervision is essentially for the practice of monitoring the performance of school staff, noting the merits and demerits of their work, and using appropriate and amicable techniques to enrich flaws while building on merits thereby increasing the standard of schools and the achievement of goals.

Ashaer (2006) cited in Nazer and Mohammad (2013:226) define supervising practice as “a group of procedural deeds done by the educational supervisor to improve both processes instruction and learning through assisting teachers on vocational development and improving their performance and teaching”. Nwankwo (1995) cited in Ololube (2014:190) presents supervision as an important strategy that can be used by SHDs to improve teaching and learning as follows:

- Supervision is concerned with the general structure of the school system,
- It deals with anything from the school curriculum to the welfare of students and teachers,
- Supervision looks at management variables such as plans, policies and programmes.
- In conjunction with the other participants; supervisors work out mutually accepted formula for supervision after considering all prevailing conditions in the school and immediate environment.
- Supervisors earn respect by sharing expertise. They are considerate on matters they encounter during supervision.
- Supervision is usually teamwork that is characterised by division of labour.
- Expert advice is sort and obtained by teacher and students, and
- Supervision reports are usually discussed with the teachers and students.

According to Ololube (2014:100) educational supervision is important because it includes:

- Proper guidance from experts: of which the purpose is to provide academic guidance by an experienced teacher or expert/specialist in different school subjects so that newer or junior teachers are able to develop their skills and capacity.
- Classroom management: it provides data to be used by both teachers and school management that discipline is among the most serious problems in schools nowadays.
- It can help teachers, SHDs and the SMTs to acquire better classroom management skills.
- Its purpose is to assist teachers and SHDs to develop preventive and corrective measures of discipline in the classrooms.

Educational supervision is a formal process that addresses the problem of developmental models of supervision (Ekundayo *et al.*, 2013:186). Ekundayo *et al.* (2013:186) further stated that educational supervision should include the following:

- It encompasses a range of activities aimed at providing guidance and feedback to less experienced educationists from the perspective of a more experienced educationist.
- It is underpinned by several key principles like active listening, mentoring, creating a supportive learning environment, providing constructive feedback, encouraging reflective practice and developing insightful or self-aware approaches in teachers and head teachers.

SHDs are supervisors of teaching and learning in schools they are therefore expected to support teachers and learners in schools. The researcher believes that learning that occurs through supervision has a potential not to be forgotten by all teachers and learners. SHDs must develop tools or templates that they could use when supervising teaching and learning in secondary schools and when conducting internal workshops on supervision.

Despite the important advantages discussed above, supervision has its drawbacks if it is not correctly implemented. According to Onasanya (2008), cited in Ekundayo *et al.*

(2013:14), there are various factors hindering successful educational supervision in schools, these are caused by both government and teachers, and are as follows:

**(A) Government factors**

- Insufficient staffing/shortage of supervisors or SHDs in schools
- Lack of materials and resources
- Lack of facilities and resources for supervisors of education
- Lack of evaluation system
- Constant change in educational policies
- Lack of adequate training for supervisors
- Politicising the appointment of supervisors

**(B) Teachers' factors**

Teachers contribute to the problem of supervision in the following ways:

- Unprofessional attitudes to work
- Lack of interest in work
- Lack of basic knowledge or formal training
- Lack of qualifications for the position of supervisor

This suggests that teachers in dysfunctional secondary schools seem to encounter shortage of human, physical and financial resources. Based on these shortages, it means that teachers in these type of schools are susceptible to other related challenges like work overload and lack of time to complete work. The researcher suspects that SHDs are likely to encounter poor human relationships that may disrupting effective teaching and efficient management of teaching and learning.

### 2.11.2 Teamwork

SHDs cannot achieve educational goals and excellently manage their departmental teams alone, instead they must work as teams with level one educators. According to Fine (2010:5), teamwork in schools consist of time, resources and commitment on the part of SHDs in building communication skills, creating a sense of belonging or being part of something that works. Vivian (2010:69) is of the opinion that teamwork in schools has become increasingly important in South Africa and globally. The main advantage of teamwork as identified by Ngcongco cited in (Niitembu, 2006:84) is that where group members give one another support and joint energy, members are likely to bring about “ success more quickly than that of an individual member”. Bush et al (2009:5) in their study on the management of teaching and learning in Limpopo Province found out that principals and the SHDs at most schools were unable or unwilling to promote team- work within their learning areas. Mogotlane (2006:40) attests that for educational transformation to succeed in South Africa, educators, school management teams and those in the higher echelon in the department of education, will have to work together as a team towards attaining educational goals. Vivian (2010:69) supports Mogotlane (2006:41) views by stating that teamwork in schools has become increasingly important strategy to education not only in South Africa but, to the whole world. Phalane (2011:20) concurs with Mogotlane (2006:40) that teamwork is important to organisational development and leads to effective management.

SHDs who work in isolation on the management of teaching and learning are therefore likely to experience more educational challenges than those who are working in teams. This implies that organizations whose management teams do not work together, cooperate and discusses common challenges in schools are likely to render school systems dysfunctional. Teamwork provides teachers with “a significant role in school decision making, control over their work environment, and offer opportunities to contribute to a range of professional roles”, teams can solve problems more creatively than individual leaders and modern organisations need “processing machines” to deal with the over whelming flow of information” (Stott & Walker, 1999) (in Van der Mescht & Tyala,

2008:223). Stofile (2005:5) in support of Stott and Walker (1999) as cited (in Van der Mescht & Tyala, 2008) states that teamwork creates synergy in an organisation because the sum total of team members is far greater than the sum of people working alone. Everard et al (2004:173) argue that there are some aspects that a team should exist in terms of “the degree of openness and trust in the team; clarity on tasks and decisions, nonverbal communication; the degree of commitment; the use of resources; the extent to which values are clear and shared; and whether the actions follow the discussions”. This means that teamwork must be used by SHDs as a strategy to improve their leadership and management roles. The researcher is of the view that, SHDs must delegate some of their responsibilities to their departmental team members to offload their responsibility and avoid role intensification in schools.

Departmental teams are the basic units in schools which must work together to achieve educational goals. Stroller, Mark and Lee (2004:692) notes that poor performing schools function without basic team requirements such as goal, vision and mission which defines team direction, performance and commitment. Lydian and Nasongo (2009:84) support Phalane (2011:2) that organizational management of schools play an important role on school performance. Fine (2010:05) argues that quality can be promoted in schools only if the SMT communicate well; introduce skill building, teamwork and trust. Steyn (2007:35) argues that the traditional assumptions that only top managers have competence in making decisions alone, make staff to adhere to and implement, and should be replaced by the new notion that emphasizes democratic principles of inclusivity in the decision making. Teamwork allows various educators to approach the same topic from different angles (Visagie, 2006:53). Swart (2008:133) concurs with Visagie (2006: 53) by stating that teamwork allows educators to set sequences of topics and supplementary material together and use their own styles.

It is the responsibility and accountability of the SHDs to build strong subject teams through mutual trust and influence team members so that departmental team members can perceive themselves as supporters and promoters. This means that people who work as a team are likely to resolve challenges quickly than those working alone. Thus, teamwork

assist in improving learners' achievement tremendously as both teachers and learners shares knowledge and skills easily. This further implies that teamwork serves as an important guideline to leaders and managers who work in collaborate very seriously. However a warning is given that teams need to be monitored so that they function according to the agreed policies.

### **2.11.3 Motivation**

The purpose of middle managers in schools is to motivate personnel to work harder in order to excellently attain the objectives of an organisation. Bergman, Bergman and Gravette (2011:665) argue that motivation refers to ambitions, drives, urges, inclinations, and intentions toward achieving organisational goal. Mohammad (2009:13) states that effective teaching and learning in secondary schools depends upon the ability of middle managers to motivate, inspire and support teachers. Motivation is an individual's internal status toward achieving a goal (Liu & Lin, 2010:222). Motivation refers to the arousing of behavior which is directed towards a particular goal and can be defined as an energiser or driving force, desire or urges that cause an individual to engage in a certain way (Mwamwenda, 1995:259). DBE (2004:12) supports this view by indicating that people who are internally motivated do not need any external rewards to be motivated to work. This implies that SHDs need to motivate their departmental teams for, example, by giving them some incentives and conducting departmental workshops so that they gain more confidence and close the content gaps.

SHDs must support all school systems. Bush (2003:39) argues that the responsibility of SHDs amongst others is to create and support environments that are conducive for effective and efficient management of teaching and learning. Bambi (2013:34) elaborates that the key function of the educational managers in South African context is to support teachers in managing policies, people, resources, subjects and curriculum. Everard, et al (2004:4) are of the same view that SHDs must support teachers but, further stated that such support should be on planning, organizing, coordinating and controlling the management of teaching and learning in schools. SHDs must ensure that teachers

receive guidance and support to enable them to teach as effectively as possible, to supervise teachers for professional development and in learners for learning (Bambi, 2013:62). These arguments imply that SHDs must support and motivate teachers on the management of teaching and learning. Motivation is very important to educators because it encourages educators to take actions that will promote quality teaching and learning in their departments. SHDs must use motivation as a strategy to direct their actions.

#### **2.11.4 Professional Development of Educators**

SHDs are expected to develop their teams to be abreast with the everchanging curriculum. Kutame, Ravhuhali, Mutshaeni and Maluleka (2015:149) argue that professional teacher development strategies for effective teaching in schools have not yet being successful in improving the quality of teaching and learning. The significant of staff development is based on the conviction that the quality of teachers influences the quality of the learners' experience and achievement (Mercy *et al.*, 2009:475). Cowie *et al.* (2009); Duke (2004) cited in (Graggs, 2011:79) maintain that change management should develop teachers by indicating that leaders need to build professional learning communities within and outside the schools for good quality practice to be shared among groups. Blusher and Harris (2000:22) are of the same vain with Graggs (2011:79) but further maintain that subject leaders should encourage and plan for teachers to work together towards the implementation of change and development. These argument suggest that SHDs must be developed from within and out of school in order to acquire knowledge and skills. This means that SHDs must motivate and develop their members to practice professionalism in leading and managing the promotion of quality teaching and learning processes in secondary schools. This further suggests that middle managers must also be developed on their subject areas like: marking, giving feedback to learners, attending external and internal workshops on monitoring and supervision of their departmental teams.

Bambi (2013:68) alludes that the national and local accountability standards have placed pressure on SHDs to achieve high academic standards for learners through development of teachers within their departments. Bambi (2013:69) further explains that the quality of

teachers can be improved if teachers are self-directed in their learning so that they continually keep abreast with the new knowledge and skills. Smith (2009:10) concurs with Bambi (213:68) by alluding that the growth and development of learners are directly related to the growth and the development of teachers. Everard et al (2004: 87) argue that for the teachers to develop, they need new skills and positive attitude towards quality of the performance in their jobs, in the introduction of new methods and approaches. Staff development can be perceived as teacher appraisal, teacher evaluation, performance management and performance review which its intention is to examine the teachers' performance (Bambi, 2013:68). Chikoko (2007:77) indicates that the following elements if put together would prompt education systems to recognise the necessity for ongoing professional development for teachers namely:

- The introduction of curriculum reforms that emphasise active learning and teaching for change;
- The growing realisation of the role that teacher quality plays vital role in improving educational quality; and
- That the declining quality of education is due to rapid growth and expansion of education in the absence of resources.

This suggests that teacher development vital since development is coupled with gaining knowledge and skills. In view of the above, teacher development should be an ongoing process.

The intention of launching the Integrated Strategic Planning Framework (ISPF) for Teachers education and Development in South Africa in 2009 was an alternative to encourage teachers to development. The purpose of the launching was not for teacher development alone but was also for improving quality results. During the launching Minister Motshekga alluded that the aim was also to uplift teachers' competency in the subject knowledge and in improving teaching skills which are the variables for improving quality teaching and learning in schools (GDE, 2009:8). Bambi (2013:70) supports the initiatives of the minister and further states that teachers are essential in schools and they

should demand some form of accountability from SHDs for development. Beerens (2000:7) is of the view that the reason for teacher development is to:

- Improve teacher effectiveness;
- Encourage personal growth; and
- Promote efficacy of teachers for the attainment of quality education.

The introduction of Continuous Professional Teacher Development (CPTD) by The South African Council of Educators in South Africa (SACE) is an initiative towards the development of teachers. In other words teacher development can be perceived as beneficial because teachers will be developed and learners will also benefit as their teachers shall have acquired knowledge and skills that would promote quality teaching and learning in their departments.

### **2.11.5 Mentoring and Coaching**

Induction, coaching and mentoring are the other strategies that must be used by middle managers in resolving challenges of managing teaching and learning. Muller (2005:1) views mentoring as an educational strategy that can be used by middle managers to focus on promoting quality teaching and learning. Kick, Glasgow, and McNary (2005:27) maintain that SHDs are mentors who must support teachers in an organizing classroom management and in developing discipline policies. Mentoring is associated with human performance and institutional reforms (Kick *et al*, 2002:51). Villani (2002:43) defines induction as a comprehensive, coherent and sustained professional development process that is organised by schools or organisations to train support and retain teachers. The authors above seem to agree that SHDs are mentors and coaches of their colleagues in schools. This suggests that SHDs should strongly mentor and coach educators towards total self-development in order to promote quality teaching and learning.

Induction and mentoring concepts seem to be intertwined, complementary and beneficial to all school stakeholders. Porter (2005:193) explains that the benefit of mentoring is that mentoring provides the opportunities needed for teacher leadership and for SHDs to see

their profession from a new perspective. Portner (2005:193) explains that during mentoring processes:

- individuals and organisations grow,
- that it promotes retention to such an extent that individuals receive a sense of “instrumentality” invest in school community and gain more than they give in terms of their own professional development,
- Improvement of their own practice and deeply feel satisfied about their daily operations in and within school community.

Villani (2002:19) argues that during mentoring, mentee gets emotional support and encouragement; gains information about the daily working conditions at school and gains cultural proficiency regarding students’ outcome. Villani (2002:43) further argues that induction is critically important in schools because it creates situations in which students experience quality teaching and learning in the classrooms. When induction is embedded in school cultures collaboration is valued and professional work is done (Portner, 2005:244). This suggests that SHDs must use mentoring, induction and coaching to develop their team members.

### **2.11.6 Appraisal**

Teacher appraisal seems to benefit all school stakeholders in school community only if it is correctly utilized and implemented in secondary schools. According to the DoE (2007:41), SHDs are expected to monitor and evaluate the performance of educators by participating in the agreed school educators’ appraisal processes in order to review their professional practice with the aim of improving management of teaching and learning in schools. Middlewood (1997) cited in Stephenson (2010:20) maintains that appraisal is a strategy to be implemented by SHDs to improving or uplift the performance of appraisee. Bambi (2013:63) argues that minimum standard of teacher competency should be subjected to appraisal. Mercer et al (2010:114) stated that the primary aim of appraisal is to improve learners’ outcome or teaching quality. Van Deventer and Kruger (2003:250) opined in support of (Bambi, 2013:63) and Mercer *et al.* (2010:36) that appraisal improve

teachers competency but, added that staff appraisal is for the improvement of teachers' teaching abilities with a view to professional development. Middlewood (1997) cited in Stephenson (2010:20) further states that, organizational improvement which occurs through "hard practical action" and cohesive use of appraisal policy, organisational goal setting on a macro and micro level will in turn stimulate performance, improve action and performance of an organisation. Bush (2003:58) is of the same view with Middlewood (1997) that appraisal improves organizational performance but, added that it is the responsibility of middle management to develop staff appraisal strategies to develop their departments. Byars and Rue (2000:275) attest in support by viewing performance appraisal as a process of determining communication to teachers on how are they performing in their jobs and to establish improvement. This implies that SHDs must use appraisal to support their departmental team members in improving learners' performance in all subjects taught at schools.

The introduction of Integrated Quality Management System (I.Q.M.S) in South African schools as stated in Educators Labour Relation Council (ELRC) Resolution 8 of 2003 (South Africa, 2003:4) as a strategy to manage and support teachers in promoting quality teaching and learning must be perceived as another means of improving teachers-learners performance and development. A critic of IQMS like Mboyana (2004:4) argues that implementation of IQMS as a tool for promoting quality teaching and learning in schools has the following challenges:

- Resistance by different unions to training in the field of IQMS, and most of what training is of once off;
- Lack of insight into IQMS by facilitators and poor leadership of school management teams, including middle managers;
- Insufficient resources in previous disadvantaged schools;
- Low morale of middle managers, due to their poor working conditions; and
- Unilateral decisions being by the department of education on IQMS

Literature reviewed suggests that appraisals must be perceived and implemented as tools for promoting quality teaching and learning in dysfunctional schools by senior managers,

SHDs and teachers. This further implies that SHDs must develop and support them within and outside schools initiative in promoting quality teaching and learning. This initiative and involvement has a potential to stimulate team development, team management and teamwork within schools and between departments. Appraisal is thus developmental and beneficial to the whole school community.

## **2.12 CONCLUSION**

The theoretical framework consisting of four components which are: monitoring, evaluation, observation and modelling were given. Literature reviewed in this chapter clearly indicated some challenges facing SHDs in managing the promotion of quality teaching and learning in dysfunctional secondary schools. These included work overload, lack of time and lack of development. This chapter has further revealed that the challenges experienced by SHDs do not only affect their daily operations, but also affect learners' performance in schools. Literature has also revealed the strategies like monitoring, supervision, professional development of educators, mentoring, coaching and motivation of educators that could be used by SHDs in promoting quality teaching and learning in secondary schools. The next Chapter Three gives detailed discussions on the methodology used in this study.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

The previous chapter provided an overview of literature concerning the challenging roles facing SHDs on promoting quality teaching and learning of dysfunctional secondary schools. The purpose of this chapter is to present a discussion on research designs, research methodology, population and sample. Data collection and analysis procedures are also discussed. This chapter ends by discussing ethical considerations and overall summary of this study.

#### 3.2 RESEARCH DESIGNS EMPLOYED IN THIS STUDY

Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research (Creswell, 2014:41). Denzin and Lincoln (2011:22) define research design as plans of inquiry while Phalane (2011:49) argues that research design indicates the plan of action or “the road map towards accomplishment of the aims and objectives of the study”. Ewe and Mullins (1995) cited in (Sister, 2004:29) view research design as “a framework that specifies the type of information to be collected and the sources of data collection procedures”. Yin (2003:21) explains that the purpose of the research design is to help the researcher to avoid the situation in which the evidence does not address the initial research question. Research design refers to a plan for selecting subjects, research sites, and data collection procedures to answer the research question (Creswell, 2009:54).

A research design is a systematic programme of action that the researcher employs in the research and its purpose is for confirming if the research findings have addressed the research problem. This means that the research design pronounces the type of data to be collected, strategies or methods to be used and analyses it. The researcher believes

that research design is a systematic way of approaching research in which a researcher identifies the population from which a sample will be sampled to collect data in such a way that research questions are addressed. This is normally followed by data analysis and interpretations as well as findings and drawing of conclusions. This study employed qualitative research approach to investigate the challenging facing SHDs in promoting quality teaching and learning of dysfunctional secondary schools. The following research designs were employed in this study, action research and case studies.

### **3.2.1 Action Research Design**

- **Defining action research design**

Action research in education can be defined as the process of studying a school situation to understand and improve the quality of the educative process (Johnson, 2012:27). Stringer (2008) cited in Hine (2013:151) defines action research as a process of systematic inquiry that seeks to improve social issues affecting the lives of people. Nugent, Malik and Hollingsworth (2012:4) define action research as “research by particular people on their own work to help them improve what they do, including how they work with and for others”. According to Reason and Bradbury (2008) cited in Bissessar (2015:178) action research is an approach employed to change the lives of individuals and merges research and practice into an inquiry and problem solving. Johnson (2011:78) described action research as “an effective tool school administrators can use to solve educational problems that do not have easy answers”. Borg (1965) cited in Nugent *et al.* (2012:4) argues that action research emphasizes the involvement of teachers in problems in their own classrooms. Mills (2012:46) further argues that teachers are encouraged to use action research to “examine the dynamics of their classrooms, ponder the actions and interactions of students, validate and challenge existing practices, and take risks in the process”. The researcher used action research to by studying SHDs in their schools to collect relevant data for this study. These suggest that teachers must continuously engaged in action research to confront the challenges they face while facilitating the processes that promote quality teaching and learning in schools. This implies that SHDs

must do action research all the time to improve the implementation of strategies that promote quality teaching and learning of dysfunctional secondary schools.

Feldman (2002) cited in Bissessar (2015:177) views action research as an action employed by actors within the systems with the purpose of trying to improve and understand their actions and experiences. Kemmis and McTaggart (1988) cited in Hine (2013:151) view action research as a collaborative process carried out by people who share concerns. Manfra (2009) cited in Bissessar (2015:178) views action research as a tool to empower teachers to “leverage their insider knowledge to change classroom practices”. Action research is a powerful tool for engendering reflection on and in action as well as fostering transformative learning (Bissessar, 2015:188). Action research is a means for teachers of improving their teaching repertoire and instructional delivery Kaywork (2011) as cited in (Bissessar, 2015:18). Wood (2012:2) views action research as a means to promote “transformation of the circumstances”. Moreover, Zuber-Skerrit (2012:2) views action research as means to increase self-confidence, self-awareness, improvement in problem solving ability and the development of a desire and capacity for lifelong learning”. The researcher has used action research by investigating challenges that are facing SHDs in promoting quality teaching and learning in their own environments which are dysfunctional secondary schools.

▪ **The rationale for using action research design in this study**

According to Segal (2009) cited in Bissessar (2015:179) teachers who use action research gain the following benefits:

- Structure case reports so they can be of value to others;
- Are able to contribute to the knowledge base of teaching;
- Improve their practice by sharing information that is learned;
- Get opportunities to receive critical feedback;
- Fulfill the “need to know” with concrete examples and results;
- See that even case research reports may be valuable to others in the field; and
- Have the opportunity to work with students, faculty, or a school towards a common goal.

According to Hensen (1996) cited in Hine (2013:152), action research

- helps teachers develop new knowledge directly related to their classrooms,
- promotes reflective teaching and thinking,
- expands teachers' pedagogical repertoire,
- puts teachers in charge of their craft,
- reinforces the link between practice and student achievement,
- fosters an openness toward new ideas and learning new things, and
- Gives teachers ownership of effective practices.

Action research encompasses both reflection and doing things based on more practice than theory (Townsend, 2010:131). Wood (2012:2) states that action research promotes “transformation of the circumstances and in the process the participant researchers are also transformed”. Zuber-Skerrit (2011:4) supported Wood (2012:2) that action research “increase in self-confidence and self-awareness, improvement in problem solving ability and development of a desire and capacity for lifelong learning”. Fueyo and Koorland (1997) cited in Bissessar (2015:179) added that action research is helpful in improving the professional experience of teachers, head teachers, and administrators as well as giving every educator chance to improve the practices in classroom and schools, which ultimately improve the quality of teaching and learning.

Action research provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools (Mills, 2012:10). Brown (2002) cited in Bissessar (2015:176) agrees with Mills (2012:10) that “action research engages educators in the process of examining and reflecting on how to improve practice, studying the literature and research related to their inquiries, and then implementing a strategy intended to improve current practice”. Johnson (2012:22) further states that action research offers multiple, beneficial opportunities for those professionals working within the teaching profession. Mills (2011:44) added that the main goal of action research is to determine ways to enhance the lives of children and those professionals who work within educational systems. Barone *et al.* (1996) cited in Johnson (2012:22) argue that action research workshops can be used to replace traditional,

ineffective teacher in-service training as a means for professional development. Johnson (2012:20) asserts that action research bridges the gap between research and practice as well so that data collected is used to understand or inform theories and research related to best practice. In a similar vein to the enhancement of the professional disposition of teachers, action research encourages teachers to become continuous learners within their classrooms and schools (Mills, 2011:45). In this study the researcher had conducted interviews with SHDs to collect data in their own schools using a voice recorder.

### **3.2.2 Case Study Design**

Creswell (2013:97) explains that the case study method “explores a real - life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in depth data collection involving multiple sources of information and reports a case description and case themes. Thomas (2011:517) states than “case study is used when researcher analyse and describe, for example each person individually”. A case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalise over several units (Thomas, 2011:518). This suggests that case study is used when the researcher wants to investigate a special case in depth for specific reasons. However, in case study the case might have of specific group of people in a particular place who experiences a common challenge or problem. In this study the group of people who seemed to experience challenges were the SHDs in dysfunctional secondary schools.

#### **3.2.2.1 Defining case study design**

According to Creswell (2014:43) case studies are designs of inquiry found in many fields like evaluation, in which the researcher develops an in-depth analysis of a case, a programme, an event or an activity and process of one or more individuals. Case studies are in-depth examinations of people, groups of people, or institutions (Simons, 2009:180). Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a ‘real life’ context (Simons, 2009:21). Yin (2009:18) supports Simons (2009:21) by arguing out that

standards in the conduct of case study research are variable, particularly in the development of case study protocols or plans of analysis. Starman (2013:31) argues that case studies are employed when researchers want to collect and analyse data that describe the behaviour of individuals or a group of people in a particular situation and settings.

This suggests that case studies assist researchers in getting in-depth information from the participants by asking questions and probing for more details. In this study the researcher used case study by purposefully selecting a sample which was rich in information relevant to the study. The researcher is convinced that data collected from case studies used in this study have responded to research questions posed in chapter one.

Despite numerous advantages case studies have some disadvantages as well. Flyvbjerg (2011) cited in Starman (2013:43) views case study as a type of qualitative research design that allows more room for the researcher's subjective and arbitrary judgment than quantitative investigation. Thomas (2011:511) stated, "Most research methods texts either ignore case studies or confuse it with other types of social research." According to Verschuren (2003) cited in Starman (2013:45) case studies are characterised by ambiguities and inconsistencies in understanding their definition, subjects of investigation, and methodological choice. Gerring (2004) cited in Starman (2013:45) points out that case studies are misunderstood as a type, as well as a method of qualitative research. Starman (2013:45) further argues that case study research has received little attention among the various methodologies in social science research.

### **3.2.2.2 The rational for using case study research design in this study**

The in-depth approach taken in case studies means that, by documenting and analyzing developments as they occur, it is possible to provide timely insights into the factors that researchers consider to be critical to the outcomes of the 'case' under examination (Cameron *et al.*, 2009 cited in Simons, 2009:22). Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Yin, 2012:24).

In light of the above, case study design was used to investigate the challenges facing SHDs in promoting quality teaching and learning in dysfunctional secondary schools. Individual and focus group interviews were used to collect in-depth data with ten SHDs using semi-structured interviews. An inductive semi-structured interview schedule used during interviews is attached as Annexure E and On-site Observation check list as Annexure F respectively.

### **3.3 THE USE OF RESEARCH METHOD IN THIS STUDY**

Research methods are plans and the procedures for research that extent the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2014:31). Phalane (2011:48) views research methodology as “the general planning of how the research project is going to be conducted”. Baxter, Hugh and Tight (1999) cited in Sister (2004:29) define method as “relating to tools of data collection”. Sister (2004:29) agrees with Baxter *et al.* (1999) by indicating that method refers to “tools used to collect data”. Research methodology is defined by Baxter *et al.* (1999) as cited in Sister (2004:29) as “having a more general and philosophical meaning”. A method is used to collect data while methodology refers to the paradigm or research tradition within which the study is to be conducted (Sisters, 2004:29). Creswell (2014:32) explains that qualitative research approach is framed in terms of using words and open-ended questions rather than numbers or closed-ended questions as in quantitative research approach.

The researcher views the explanations above to mean that qualitative and quantitative approaches differ. In the case of quantitative approach, numbers and hypothesis are used while qualitative uses words and open-ended questions. The researcher has used qualitative research approach in this study.

#### **3.3.1 Qualitative Research Approach**

Qualitative research focuses on gaining insight and understanding about an individual’s perception of events and circumstances (Van Gog & Paas, 2013:766). Creswell (2014:51)

is also of the view that “if a concept or phenomenon needs to be explored and understood because little research has been done on it, then it merits a qualitative approach”. Qualitative research is especially useful when the researcher does not know the important variables to examine. Morse (1991) cited in Creswell (2014:52) is of the opinion that qualitative approach must be used if the research topics or problems are new, or if the subject has never been addressed with a certain sample or group of people, and if the existing theories do not apply with the particular sample or group under study. According to Cohen; Manion and Morison (2011:219) qualitative research design provides an in-depth, complicated and detailed understanding of meanings, actions, non-observable phenomena, attitudes, intensions and behaviors. Denzin and Lincoln (2011:3) argue that qualitative research method involves an interpretive, naturalistic approach to the world.

This means that researchers using qualitative approach, study things in their natural settings in an attempt to construct sense out of it or to interpret the phenomena in terms of the meanings people attach to it. This suggests that qualitative research approach suits this research topic and research questions, due to the fact that it focuses on perspective and point of views from SHDs with regard to the challenges facing them in promoting quality teaching and learning in their dysfunctional secondary schools. Furthermore, this study is orientated towards interpretive paradigm which is connected to qualitative research approach.

### **3.4 THE RATIONALE FOR CHOOSING QUALITATIVE RESEARCH APPROACH**

Since the main goal of this study was to investigate the challenges facing SHDs in promoting quality teaching and learning in dysfunctional secondary schools, the researcher decided to use single qualitative research approach in this study. According to Freedman (2014:28) qualitative study seeks to describe how individuals perceive their own experiences within a social context, emphasizes in-depth, and nuanced understanding of human experience and interactions. Freedman (2014:29) further states that qualitative research approach of collecting data include in-depth interviews, direct observations and documents analysis. Creswell (2014:48) argues that qualitative

approach is more based on constructivist worldview using ethnographic design, and observation of behavior if the researcher seeks to establish the meaning of a phenomenon from the views of participants. Cohen *et al.* (2007) cited in Bassett (2012:21) state that an interpretive epistemology is concerned with understanding the meanings of social phenomenon and interactions with social actors within a specific context through a more subjective, qualitative approach. Cohen *et al.* (2007) cited in Bassett (2012:21) suggest that due to the immense complexity of human nature and the elusive and intangible quality of social phenomena an interpretive approach is likely to be more successful in a school context than a positivist approach.

This study employed qualitative research approach since it seeks to investigate challenges facing SHDs in their own settings which are schools. The researcher argues that qualitative approach is relevant to this study because SHDs were studied in their own dysfunctional secondary schools premises about their challenges in promoting quality teaching and learning.

According to Sebopetsa (2013:103), qualitative research is intended to penetrate into deeper significance of the subjects of the study to such an extent that the topic comes relevant to the study. Newman (2000:99) contends that the major advantages of qualitative research approach is that it enables the researcher to study human experiences in-depth; the method stays closer to the experiences of the participants, and it gives the people who will read the findings a deeper understanding of what was discovered. However, Cohen *et al.* (2000:156) cited few problems with qualitative approach which are:

- Participants may be falsely conscious, deliberately distorting or falsifying information.
- The presence of the researcher may cause reactivity from participants, leading them to avoid, impress, direct, deny, and influence the researcher.

In addition, McMillan and Schumacher (1993:14) assert that qualitative approach can be time consuming and demanding, and more expensive than a quantitative approach.

Despite these few problems, the researcher believed that to gather data directly from the participants in their natural environment, a qualitative approach was the best method suited to investigate the challenges facing SHDs in promoting quality teaching and learning in dysfunctional secondary schools. In depth interviews were employed to collect data with SHDs using face to face interviews. In light of this, the researcher was convinced that the qualitative approach was the best approach to be use in this study. The researcher in addition, believed that qualitative approach is the best method of collecting data to assist in answering the research objectives discussed in Chapter One objectively and in detail.

### **3.4.1 Population**

Phalane (2011:52) defines population as sampled items, people or events from the main group. Niitembu (2006:37) argues that population is a larger community from which a sample is drawn to collect data. The population of this study was all HoDs of Thabina Circuit, Mopani District of the Limpopo Province. A circuit is an education administrative area under the jurisdiction of Chief Education Specialist (CES) commonly known as a Circuit Manager (CM). The population to be studied was all SHDs from dysfunctional secondary schools.

This means that population is a group of people or items to be studied by a researcher for a research. The challenges and strategies facing SHDs in promoting quality teaching and learning in dysfunctional secondary schools were highlighted. The rationale for purposefully selecting SHDs was that SHDs are expected to effectively lead and efficiently manage their departmental teams in order to promote quality teaching and learning of dysfunctional secondary schools.

### **3.4.2 Sample and Sampling Procedures**

The nature of the problem seems to determine the sample size and the sampling procedures for a research. Hurumraj (2013:25) defines a sample as a small group proportional of the total set of objects, individuals or events which together make up the

subject of the study. According to Niitembu (2006:37), sampling refers to the selection of site and population of the study. Phalane (2011:52) describes sampling as the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. Maxwell (2005) cited in Niitembu (2006:37) stated that “one cannot study everyone everywhere doing everything, even within a single case”. Maxwell (2008) cited in Phalane (2011:52) further explains that the purpose of sampling is to gain information about the population. Niitembu (2006:37) argues that researchers who use interpretive paradigm typically select their samples within a goal of identifying information-rich cases that will allow them to study cases in-depth”. Merriam (2001) cited in Niitembu (2006:37) states that “information-rich cases are those from which one can learn a great deal about issues of vital importance to the purpose of the research”.

In light of the above information, the sample for this study was ten SHDs of dysfunctional secondary schools of Thabina Circuit cluster; Mopani District of Limpopo Province. The researcher was convinced that ten participants is a reasonable number to interact with in this study.

Purposive sampling procedure was employed to select a sample of ten (10) SHDs of scarce skilled subjects in this study. Mthethwa (2011:26) argues that purposive sampling technique looks towards participants that fit the criteria of focus. McMillan and Schumacher (2010:15) are of the view that purposive sampling technique must be used by researcher in selecting a particular element from the population that will be representative or informative about the topic of interest. According to Johnson and Christensen (2008:239), purposive sampling is, a non-random sampling technique, in which the researcher solicits persons with specific characteristics to participate in a research study. Muijs (2011:36) argues that purposive sampling, also known as convenience sampling, is done where the researcher has easy access to particular sites, such as schools. McMillan and Schumacher (2010:15) are of the view that purposive sampling technique must be used by researcher in selecting a particular element from the population that will be representative or informative about the topic of interest. Purposive sampling was chosen because Anderson (2011) cited in Mapolisa and Tshabalala (2012:3)

explain its advantage that the researcher can use research skills and prior knowledge to choose respondents.

In the interests of this study, ten (10) participants (SHDs) were purposefully sampled and interviewed on assumption that they were information-rich subjects ready to provide relevant data. This implies that the sample employed to collect data must be subjects that are rich in information. For this reason, the researcher selected SHDs as the most appropriate participants to assist in exploring the challenges facing them in promoting quality teaching and learning in dysfunctional secondary schools. The researcher visited the selected dysfunctional secondary schools where case study interviews were conducted with ten SHDs of secondary schools which experienced many years of dysfunctions. Individual interviews were held with all ten participants.

### **3.5 DATA COLLECTION STRATEGIES**

This study has adopted a multi-method approach for data collection technique in the form of interviews, document analysis checklist and on-site observation checklist. Creswell (2014:32) argues that once a question or issue has been selected, the choice of qualitative methods falls roughly into the categories of observations, interviews, and document and artifact analysis to collect data. Babbie (2012) cited in Mapolisa and Tshabalala (2012:3) argue that the aim of gathering data using interviews is “to understand experiences from the participants’ point of view.”

In light of these arguments, the researcher views interviews, document analysis and observation checklists as the best strategies to collect data for this study.

#### **3.5.1 Interviews**

Interview schedule was used to collect data from SHDs in this study. The purpose of the interview schedule was to expose participants to similar questions. Probes were used to get in-depth relevant information about the research questions. The researcher used

semi-structured interviews and participants were tape recorded when providing oral data. The recorded interviews were transcribed verbatim. Interview schedule is attached as Annexure E.

### **3.5.2 On-site Observation Checklist**

On-site observation check list was drawn consisting of items and two criteria in which the researcher had to tick those items as they unfolded. On the checklist there were items that the researcher requested after each interviews and ticked against the availability and none availability on the list. The purpose was to validate and check if what transpired during interviews and to check if new knowledge cannot be derived from the observations.

### **3.5.3 Document Analysis**

The researcher had also requested for the documents like the schedules dates for departmental meetings, minutes of the meeting held, rollcalls, copy of their departmental budget, departmental records, timetables and departmental policy documents. The purpose was to get additional information that might have been left out during interviews and to check if the data from the interviews correlate with were in the departmental documents.

## **3.6 DATA ANALYSIS PROCEDURES**

The collected data was analysed in order to identify common themes, ideas and patterns which were later grouped and interpreted. McMillan and Schumacher (2010:367) explains that qualitative data analysis is a relatively systematic process of coding, categorising, and interpreting data to provide explanations of a single phenomenon of interest. Creswell (2008:153) argues that data analysis needs the researcher to be comfortable with groups and making comparisons and contrasts. Data analysis, as defined by Cohen *et al* (2002:147), involves organising, accounting for, and explaining the data; in short, making sense of the data in terms of the participants' definitions of the situations, noting patterns,

themes, categories and regularities. It involves organising what you have seen, heard, and read so that you can make sense of the data collected (Regenysis, 2003:34). According to Muijs (2011:2), qualitative data are not necessarily or usually numeric, and therefore cannot be analysed using statistics. Gardner (2009) as cited in Hurumraj (2013:37) explains data analysis as a processes of inspecting, cleaning, transforming, and modeling data with the purpose of highlighting useful information, suggesting conclusions and supporting decision-making. According to Bryman (2008:453), data analysis process “should be an ongoing activity”. Transcribing is a crucial step, for there is the potential of massive data loss, distortion and the reduction of complexity Seidaman (2009) as cited in (Phalane, 2011:58).

The researcher had to know the data first before interpretation. The tape recorder was listened to over and over until the conversation of each interview sessions was understood for the purpose of transcribing data verbatim. The conversation was typed and saved into a computer system as back-up of the recorded conversations for future use. The transcripts became soft copies from which common themes were carefully selected as per the research questions and the reviewed literature for easy analysis. Different colors were used for different common themes. This made it easy for the researcher to compare, categorize and organise both the recorded interviews and in identifying common themes raised during data collection processes. Data collected was transcribed immediately to avoid any loss of the information collected. This made the researcher to freshly recall all what was discussed during data collection processes. Data collected using document and observation check lists was also analysed and general views suggested. Common themes from each data collecting strategies was triangulated to get the most common themes and latter analysed and interpreted. General findings and new knowledge are discussed in chapter Four.

### **3.7 DATA TRIANGULATION**

The collected data form the interviews, on-site observation checklist and document analysis were analysed and interpreted verbatim. The purpose of triangulating was to

compare the data and select the most common themes. Yeasmin and Ferdousour-Rahman (2012:155) argue that the purpose of triangulation in specific contexts is to obtain confirmation of findings through convergence of different convergence which can be achieved by using different research techniques. Creswell (2009:204) describe triangulation as a research design that enables the researcher to measure, manipulate and understand a concept if a researcher looks at it from two different perspectives. Triangulation design is defined as a 'multi-method approach to data collection and analysis Garbers (2006) cited in (Phalane, 2011:51). According to Cohen and Manion (1994), as in cited (Sister, 2004:32) triangulation is described as "the use of two or more methods of data collection in the study of some aspects of human behavior". In support of Cohen and Manion (1994), McMillan and Schumacher (2010:330) asserted that a multi-method approach can "help in putting out different strategies which may yield different insights into the topic of interest and increase the credibility of the findings". Scott and Morrison (2007) cited in Phalane (2011:54) define triangulation as a cross-checking of the evidence by collecting different kinds of data about the same phenomenon, thereby making validation possible. Yeasmin and Ferdousour-Rahman (2012:157) agree and strongly support (Scott & Morrison, 2007) when they state that triangulated techniques are helpful for cross-checking the collected data but also state that triangulation of data assists in providing confirmation and completeness, which brings 'balance' between two or more different types of research.

These suggest that triangulation is a process used for verification of data that was collected from participants by using different strategies. In this study, data were collected using interviews, document analysis and observation check lists hence, data triangulation was necessary. The purpose was to derive common themes which increased the validity of this study and added value to the findings and interpretations. A tape recorder was used to record the interviews, with the permission of the participants. The reason for the interviews to be recorded was to augment the responses of the participants from the interviews, document analysis check list and observation check list so that rich data was derived. Data was transcribed verbatim. The collected data were analysed and interpreted.

### **3.8 ETHICAL CONSIDERATIONS**

Ethical considerations relevant to this study basically dealt with confidentiality, anonymity and privacy. Ethical and legal practices are imperative in any study (Hurumraj, 2013:31). McMillan and Schumacher (2010:12) have noted an increasing concern about the ethical aspects of social sciences research. According to Maree (2007:10) participants should be told about their right to pull out at any stage of the research. Foster (2008:79) explains that researchers must give their information to the participants and the possible use of the data. Bryman (2008:123) in support of Foster (2008) state that the participants must be fully informed of the nature of the research and the implications of their participation at the outset. Bryman (2008:124) further claims that “issues of privacy are linked to issues of anonymity and confidentiality in the research process”. In the same vein Welmen, Kruger and Mitchel (2010) as cited in Hurumraj (2013:31) maintain that it is crucial for researchers to adhere to the universal ethics like honesty and respect for the rights of individuals. Kajornboon (2015:8) affirms that participants confidentiality should not be “harmed or damaged in any way by the research and interviews must not be employed as a devious means of selling something to the respondent”. Lincoln and Guba (1989) cited in (Hurumraj, 2013:31) explain that trustworthiness of qualitative research identifies four primary components that are relevant to the phenomena under study which are: truth, value, applicability, constancy and neutrality. The authors further argue that information or results are “reliable and valid if they measured what they were supposed to measure”.

#### **3.8.1 Informed Consent**

Before data was collected, informed consent was obtained from all the participants. The purpose was to explain to participants all the features of the study that might reasonably influence their willingness to participate. The participants were informed that they were free to withdraw from the study at any time if they deem it correct or if not interested to proceed.

### **3.8.2 Confidentiality and Anonymity**

All discussions with the participants was treated with more confidentiality. The participants names were protected by not calling their names instead were given code names as SHD1, SHD2, SHD3, SHD 4, SHD5, SHD6, SHD7, SHD8, SHD9 and SHD10 respectively in all individual interviews. Their schools were also given code names like, SCH1, SCH2, SCH3, SCH4 and SCH5. It was also explained to them that their responses will remain anonymous while issues were treated as private and confidential. The researcher was in the position to argue that confidentiality and anonymity were guaranteed and that the participants participated freely in this study.

### **3.9 PERMISSION FOR GAINING ACCESS**

Schlock (2008) cited in Phalane (2011:54) stated that “one way to find out about a phenomenon is to ask questions from the people who are involved in it in some particular ways”. Events cannot be understood unless one understands how those events are understood by people who participate in them” Harries (2008) as cited in (Phalane, 2011:54). This means that the researcher must first request and receive approvals from various institutions before conducting empirical research.

Before data were collected, letter of request to obtain permission to conduct research was sent to the Department of Basic Education Limpopo Province and to Mopani District Senior Manager. Approvals were sent to Mopani District Senior Manager, Circuit managers and to the principals of the sampled secondary schools requesting permission to conduct research. Principals were approached to serve as contact persons with the participants in each sampled secondary schools. In all letters the purpose of the research and the use of tape recorder during interviews were explained. The purpose of the interviews was to investigate the challenges facing SHDs in promoting quality teaching and learning and for the tape recorder was to record all interviews, to supplement the notes taken during interviews and to preserve the collected data which participants verified after the research project was completed (See Annexure A, B, C and D respectively).

### **3.10 LIMITATION OF THE STUDY**

The study was located in Thabina Circuit of Mopani District. There were ten secondary schools but only four were purposefully selected. A sample of ten SHDs was purposively selected from the selected secondary schools. According to Verschuren (2003) cited in Starman (2013:45) case studies are characterised by ambiguities and inconsistencies in understanding their definition, subjects of investigation and methodological choice. Verschuren (2003) cited in Yin (2003:34) agrees that case study methodology is incompetent in providing generalisable conclusions.

This implies that the findings from this study will not be generalised to SHDs in all dysfunctional secondary schools. Notwithstanding the above mentioned limitations, the study is extensive and powerful as it addressed specific in-depth cases of the participating secondary schools. Data gathered from the participating schools provides insights, understanding of how SHDs experience challenges in promoting quality teaching and learning in their schools.

### **3.11 CONCUSSION**

This chapter outlined research design and methodology applied in this study. Interviews; document analysis and on-site observation check lists were explained and discussed as the best strategies employed to collect data. More attention was also given to sampling and data analysis methods. Finally ethical considerations were addressed and discussed. Chapter four discusses data analysis and presentation of findings.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 INTRODUCTION

This chapter presents data analysis and interpretations collected through semi-structured interviews with ten subject heads of departments, document analysis and on-site observation checklists. In the process of presenting the findings, the researcher described and explained what participants had said and sometimes their voices were presented in verbatim. On-site observation checklist and documents were also used to add value and augment data collected through interviews. The collected data was latter triangulated.

#### 4.2 BIOGRAPHY OF PARTICIPANTS:

##### 4.2.1 Age of Participants

**Table 4.1: Age**

Age	Number of Participants	Percentage
20-29 years	1	10%
30-39 years	1	10%
40-49 years	6	60%
Above 50 years	2	20%
Total	10	100%

The results from Table 4.1 indicates that 60% of SHDs were between 40-49 years old while 20% of them were 50 years old and above. Few of subject heads of SHDs were equally between 20-29 and 30-39 years old which formed 10% each. The researcher's

conclusion is that the majority of SHDs constituting 80% of them appears to be approaching retirement age.

#### 4.2.2 Participants Gender

**Table 4.2: Gender**

Gender	Number of Participants	Percentages
Male	6	60%
Female	4	40%
Total	10	100%

Table 4.2 indicates that 60% of SHDs are males while 40% are females. The researcher concludes that male SHDs dominate females in dysfunctional secondary schools.

#### 4.2.3 Qualifications of Participants

**Table 4.3: Qualifications**

Qualifications	Number of Participants	Percentages
Bachelor of Education degree	7	70%
Honours degree in education	3	30%
Master's degree		
Total	10	100%

The results from Table 4.3 indicate that 70% of SHDs have Bachelor of Education degrees as the highest degree compared to 30% who have honours degrees. This means that all SHDs who participated in this study were relevantly qualified for their posts but none of them have master's degree.

#### 4.2.4 Teaching Experience of the Participants

**Table 4.4: Teaching Experience**

Teaching Experience	Number of Participants	Percentages
0- 5 years	1	10%
6-10 years	2	20%
11-19 years	4	40%
20 years above	3	30%
Total	10	100%

The results in Table 4.4 indicate that all SHDs have good teaching experience. Only one participant had one to five years teaching experience forming 10% and those who were having 6-10 years' experience formed 20%. Eleven to nineteen years' of teaching experience constituted 40% while those who had 20 years and above experience constituted 30%. In fact 70% of SHDs were highly experienced in teaching.

#### 4.3 ANALYSIS AND INTERPRETATION OF DATA

The researcher used statements from the majority of participants as true reflection of what is happening in their schools. The given statements were checked against the literature reviewed in Chapter Two. The researcher was able to draw common themes which were analysed and interpreted verbatim. The researcher was therefore, convinced that the main research objectives and questions posed in Chapter One were fully studied and addressed. General impression of statements from five themes was given and conclusions were drawn by the researcher.

**Research question 1:** Elaborate what you know and understand about what is expected from you as subject Head of Department in promoting quality teaching and learning?

#### 4.3.1 Theme 1 SHDs have Knowledge and Understanding of their Roles

SHDs play significant roles of leading and managing processes that promote quality teaching and learning in schools. Majority of SHDs interviewed agreed that they know and understood their roles of promoting quality teaching and learning for example:

**SHD-1:** “Thank you for your good question (*He coughed slowly holding his mouth*). I think I know and understand that my colleagues expect me to lead and manage my departmental team. I am departmental team leader who leads and manages the processes of teaching and learning in our school. I also know that teachers expect me to: motivate them in order to work towards the departmental vision and mission, to develop teachers and learners in totality. I also know that the department of Basic Education expects me to implement departmental policies” (*He drank water and looked sideways*).

**SHD: 2** “Yes; I think I know that my colleagues expect me to perform my supervisory and management roles of our department, the SMT and the department of Education expect me to implement policies. Furthermore, I think people expect me to do different things for example, teachers expect me to check their work particularly lesson plans and to visit them while teaching in classrooms, learners expect me to teach them while parents expect me to make sure that their children pass examinations” (*She coughed to clear her voice and sighed several times*).

**SHD: 3** “I can say yes and no but, as part of the SMT I am expected to lead teaching and learning in various phases of the school which are GET and FET Bands. So I know that expectations differ from one person to the other. My team members expect me to mentor and develop them. Teachers also expect me to supervise and monitor teaching and learning and to make sure that teachers get the relevant information and resources on time. This makes me feel accepted into this post” (*Referring to the Subject head Post level 2 and she pushed her chair towards the interview table*).

**SHD: 6** “Yes (*She drank water and rested herself on the arms of the seat*) I further add that I must serve my department well and consciously hold meetings to review

the work done monthly. I must also indicate that it is expected from me to quality assure the work of teachers monthly and to make sure that all formal tasks are marked accordingly and that all learners are resulted as implementer of polices. I know that I am expected to implement departmental and school policies I serve as a link between the departments and the SMT and I know that. Teachers and learners expect me to be good role model of teaching and learning processes” (*She moved her chair towards the table and looked down*).

**SHD: 7** “I think (*He hesitated as if he thinks deeply about the responses to the question*). I am expected to control teachers’ work and to quality assure their work. My key functions as SHD are to support teachers and learners during the implementation of teaching and learning processes by checking if formal and informal assessments are written and intensively marked. I am also expected to make available relevant resources like stationary from the principal. I must also assist the principal in creating an environment that is conducive for teaching and learning processes” (*He looked at me with his eyes wide opened and wrinkles on his forehead*).

**SHD: 8** “I think people view SHDs differently, reasons being that different people see things differently. I therefore, think that I know that I must implement policies and develop teachers and learners of my department. I also think that I am departmental head liable for activities about teaching and learning processes of my department. I must plan and ensure that activities within the department are in line with the school objectives and policies about teaching and learning. It is expected from me that must control learners’ and teachers’ work time and again. I know that I must check whether teachers are having all resources to assist in the facilitation of teaching and learning (*He beat the table with his fist*).

**SHD: 9** “I also know that I am (*He closed his left eye*) a member of the SMT and my role is to make sure that effective teaching and learning is taking place to promote quality teaching and learning. It is therefore, expected from me to run internal workshops and develop teachers. Furthermore, I must monitor and support teaching and learning and learning processes so that quality is maintained” (*He concluded while rubbing his hands*).

**SHD: 10** “No! No! No! (*He responded and shook his head sideways several times*) I think that teachers know that I must monitor, evaluate and support them in the implementation of teaching and learning processes in order to promote quality teaching and learning in schools. This suggests that I must call meetings in which monitoring tools are discussed before implementation. Reason being that if tools of monitoring are not discussed and agreed upon, teachers are likely not to agree with monitoring. I further think that teachers perceive me as good monitor if good work is executed in a more responsible manner but, should anything go wrong I will be viewed as poor leader and manager who fail to promote quality teaching and learning”

Elvery (2013:2) defines SHDs as persons whose role title includes “Heads” and “Coordinator” charged with responsibility of implementing vision of the organization. According to Bambi (2013:37) it is important to synchronize people and activities if set outcomes are to be achieved. Leaders of teaching and learning are expected to provide good models in terms of lesson preparation, subject knowledge, pedagogic approaches, assessment, and learner welfare (Bush, Joubert, & Kiggundu, 2009:6). Bambi (2013:29) argues that people, who are in SHDs’ positions, are expected to depend on their knowledge and skills to lead and influence their followers.

SHDS have responsibility of making sure that effective teaching and learning processes are promoted in secondary schools. They are therefore, expected to be role models for teachers and learners. From responses above, SHDs should be experts in their subjects, they are responsible and account for the outcomes in those subjects.

### **Sub-theme 1.1: Subject heads of department as leaders**

**SHD: 2** “As a leader of department I think I know that my colleagues expect me to be influential leader of teaching and learning processes. So I know that I am co-decision maker and implementer of policies in our department. I am also expected to lead changes firstly in my department and the school as a whole”

- SHD: 3** “Teachers further expect me to be well experience leader who must influence them to change. But at the same time, some I think know that I am their team leader and manager of the departmental resources like human and physical resources. Yes I lead my departmental team but I am also expected to manage physical and financial resources. Let me indicate that it is not easy to manage people as people differ in perception of things in reality” (*She whipped perspiration on her face*).
- SHD: 4** “What a good question. I know that many school stakeholders are expecting me to add value to teaching and learning. I know that as an influential leader I must influence parents to support teachers on all teaching and learning strategies so that no learner fails the subject I am leading.” (*He concluded while moving his body sideways*).
- SHD: 5** “Yes I do know what is expected of me. I am expected to lead my department to such an extent that quality of teaching and learning processes are promoted in my department for the benefit of the schools. I am an influential leader who should ring change, appointed to mentor teachers in respect of the management of their classrooms and effective facilitation of learning and learning in our school (*She concluded while shifting her chair backwards for relaxation*)).
- SHD: 6** “I am expected to lead instructions so that quality teaching and learning are maintained in all my departmental subjects. I also know that I am a good leader of teaching and learning processes. I manage and lead human resources. I lead my department in terms of promoting quality teaching and learning. I lead a team of teachers and learners who must teach and learn respectively” (*She looked up and down and then moved her head sideways*).
- HoD: 8** “I think I am viewed as curriculum leader and manager. By this I mean that I lead extra and academic curriculums. I must also further indicate that I am developer and implementer of tools to monitor and supervise teaching and learning in our schools. It is also expected from me to model good leadership so that teachers and learners can perceive me as their role model” (*He looked around*).

**SHD: 10** “As a leader and a manager I know that I am expected to ensure that curriculum is supported and that quality teaching and learning is taking place throughout the year (*He drank water with one eye looking at me*).

Masters (2010:1) argues that research in Australia reveals that school leadership team can have powerful impact on improving the quality of teaching and learning because effective leaders create cultures of high expectations, provide clarity about what teachers teach, students learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices. The logical conclusion is that leading is about setting and driving a vision (Sebopetsa, 2013:27). Rajoo (2012:19) states that school leaders’ role is to influence curriculum delivery in a significant way that directly affects learner performance. Field and Holden (2004:4) point out that the term “leader” is associated with vision, direction and motivation while the concept “manager” advocates maintenance and execution of policies planned by leaders. Ester (2011:13) further stated that “successful leaders change their leadership styles to bring changes in organizations”.

SHDs is the most important structure in dysfunctional secondary schools that must assist in turning these types of schools into functional schools. SHDs must monitor and supervise teaching and learning in schools. This means that SHDs must be really accountable for the changes and processes of teaching and learning in dysfunctional secondary schools.

### **Sub-theme 1.2: Subject heads of department as managers**

Majority of subject heads of departments stated that they are managers of departmental resources like, human, physical and financial resources. The following participants attested this view during interviews as follows:

**SHD: 1** “*Okay! Okay!* I am expected to manage academic curriculum and the extra-curriculum. So I mean developing the learners psychically and academically. It means that I must teach them both in classes and in the play grounds. In case of teachers, I think I have to supervise their work and develop them” (*He looked at me while scratching his forehead*)

- SHD: 2** “I am expected to be a good manager of my departmental team. Departmental team is a team of teachers. It means I manage people and I must then use effectively and efficiently management strategies like; planning, organising, leadership and control very well. I am expected to manage human and physical resources in this schools and I will never claim that I satisfy all my colleagues. It is difficult to manage departmental resources” (*She cleaned the spilled water on the table*).
- SHD: 4** “I am expected to manage both academic and lead extra-curricular. But one thing for sure nobody can satisfy all human beings all the time at the same time. It means I must be a situational leader of teaching and learning processes” (*He scratched his head seemingly in search for more answers*).
- SHD: 5.** “I am therefore, expected to efficiently and effectively manage teaching and learning processes. This means that I must know teachers and the resources they need to promote quality teaching and learning” (*She remarked while she shuffled her feet on the floor*).
- SHD: 6** “I know that I must manage both human and physical resources of my department and of the school as a whole. This shows that I am really an influential leader who must effectively lead and manage teaching and learning. I must also manage resources like records, information and finance” (*She indicated finance by rubbing her right hand fingers together*).
- SHD: 10** “I think I must be able to manage tests and memorandums very well to avoid leakages. I also know that I must check if teachers are teaching according to departmental pace setters so that no teacher is left behind and this will make me know whether the work is covered or not. This will make the teacher and me to strategies on covering the work that might have not been covered” (*He looked around and stretched his arms*).

Literature reviewed in Chapter Two revealed that management is about holding a position of responsibility in a school, establishing certainty, confidence, security and allowing for rest and reflection (Davidoff & Lazarus, 2010:24). Nyengane (2007:12) describes management as a process of setting and achieving the goals of the organization through

the functions of management, namely planning, organizing, directing (or leading), and controlling. Glutting *et al.* (1996) cited in Davidoff and Lazarus (2010:24) argue that the roles of SHDs are to ensure that:

- Things are operating smoothly;
- Structures are in place to support forward movement;
- Processes are contained, and
- The school is operating efficiently.

According to the National College for School Leadership NCSL (2003:9), Management is defined as processes about policy implementation and running of organizational activities. Booysen (2010:17) views management as the function which, ensures that things are operating smoothly, structures are in place to support forward movement, processes are contained and the school is operating efficiently. Bush (2007:401) confirms that the extent, to which effective learning is achieved, becomes the criterion on which the quality of management is judged. Bush (2008:4) point out that managing involves maintaining competence and successfully for doing organizational works which promote quality teaching and learning.

SHDs are the most important structures in dysfunctional secondary schools to make sure that effective teaching and learning processes promote quality teaching and learning. They are however, expected to be monitored and supported by the principals or deputy principals in schools. In the same vein subject heads of departments must support teachers in turning dysfunctional schools into functional schools. The researcher concludes that SHDs must be knowledgeable and accountable in all processes of promoting quality teaching and learning in schools.

**Research question 2:** Do you think subject heads of departments have adequate knowledge and skills to promote quality teaching and learning?

## **Theme 2: Subject heads of departments' have adequate knowledge and skills to promote quality teaching and learning**

Majority of subject heads of departments agreed that they do not have adequate knowledge and skills of promoting quality teaching and learning, for instance:

**SHD: 1** “No! No! No! (*He moved his head sideways*). I cannot say I have adequate knowledge and skills. Firstly, knowledge is what one knows and skills is the know how to implement knowledge one knows. One may not claim that he has adequate knowledge and skills in promoting quality teaching and learning since changes in education occur within five years in South African school context. Besides union directions on supervision and class visits, I am not that well trained to facilitate supervision. Well! Well! Well that is politics” (*He interjected while widely looking at me and rubbing off perspiration on his face*).

**SHD: 2.** “That question seems to be easy but to me it is very difficult to respond to it. I think no person is completely knowledgeable and skillful in any field of work because development is on- going and more knowledge and skills are developed daily. I cannot claim that I have adequate knowledge and skills” (*She nodded while drinking water*).

**SHD: 3** No! No! No! (*She drank water and shifted herself sideways on the chair*). No person is complete and knows everything. I know what I was taught during our days when teachers were supposed to undergo training in the then college of education. During that time we were able to be trained how a learner could be made to pass because the child was coming first in our teaching profession”.

**SHD: 4** “ I firstly want to disagree with your question since no person is complete in terms of having adequate knowledge and skills because these entities are constructed on daily basis as people perceive and construct their realities with what confront them in the given space. Both concepts can be learnt in different situations” (*He moved his head sideways*).

**SHD: 5** “Although I must provide leadership and management to my departmental team, I cannot claim that I have adequate knowledge and skills. But I do know

that I must have leadership and management skills to lead and manage my departmental teams” (*She claimed while smiling*).

**SHD: 7** “No! No! No! (*He interjected*) I don’t think that I have adequate knowledge and skills because education takes place precariously I learn things daily, but the following are common skills for them: good communication skills, consultations, knowledge and skills about managing and leading teaching and learning. HoDs must lead and be managed by the principal. That is all what I know” (*He concluded suggesting that the next question be posed*).

**SHD: 8** “I think (*He shuffled his legs and commented*) subject heads of department do not have adequate knowledge and skills. Some like me do lack supervision and monitoring skills hence I mostly use communication and listening skills to address many issues of my department towards our vision and mission.”

Bambi (2013:29) argues that people, who are in SHDs’ positions, are expected to depend on their knowledge and skills to lead and influence their followers. Mazlan *et al.* (2014:6) state that if SHDs want to move education forward, make big differences in their workplace and to the student, they must have knowledge, experience and good quality leadership skills. Bennis (2013:3) argue that SHDs need parallel skills like technical, human and conceptual skills in managing their department as well in schools. Bennis (2013:3) further indicates that supervisory management needs technical and human skills more than conceptual skill. According to Katz (1955) in Bennis (2013:3), technical skill is about knowledge and proficiency in a specific type of work or activity. Technical skills include competencies in a specialized area, logical ability, and the ability to use suitable tools and procedures (Bennis, 2013:14). Bennis (2013:14) explains that good human skill is that SHDs should use to support their subordinates, peers and superiors in order to achieve organizational goals. Conceptual skill enables people to understand and better decide the actions and measures that have to be taken in a particular field of work (Virkus, 2009:23).

It was revealed in this study that the majority of subject heads of departments do not have adequate knowledge and skills of promoting quality teaching and learning. This means that subject heads of departments must have different skills of promoting quality teaching

and learning in their dysfunctional schools. The researcher therefore, concludes that subject heads of departments who do not have adequate knowledge and skills are likely to be unable to promote quality teaching and learning in their schools. Furthermore, the researcher suggests that subject heads of departments must effectively lead their departmental teams and efficiently manage departmental resource in order to promote quality teaching and learning of their dysfunctional secondary schools.

**Research question 3:** Which skills do you have which enable you to promote quality teaching and learning?

### **Theme 3: Most common important skills used by Subject heads of departments**

Many respondents indicated that they have more knowledge and skills on communication and listening skills for example:

**SHD: 1** “I think I have good communication skills because I communicate with teachers and learners daily. When applying communication skills I write internal communication memorandums and internal circulars to teachers to inform them about the meetings and workshop. Meetings are held monthly to prepare monthly accountability meeting with the other SMT members. AAH! I use developmental skills to develop teachers and learners for example; I take learners to the sport field during Life Orientation to physically develop them. Meetings are held with teachers to develop one another” (*He exclaimed while shuffling his legs on the floor*).

**SHD: 2** “I think I have are the following: communication skills between members of the department and among teachers and learners in a school and to total development. Verbal and non-verbal communication skills are very important for a department to change for the better. Technical skill is important for my department because it helps me to develop strategies I use to promote quality teaching and learning, for example I am able to communicate information electronically and in writing. This assists in expediting the delivery of information and thus improves communication. In other words it opens channels of communication and administration in promoting quality teaching and learning. I

also have use consultative or collegial skill to encourage conversations between me, teachers and learners. In conclusion an ideal HoD will not use one skill but both skills as are inter-twinned and cannot be separated because no skill is better than others” (*She drank water several times*).

**SHD: 4.** “I think I have communication skills (*He raised his finger to count one*). Communication is the conveying of information to the other person. In this case I am able to convey messages to learners and teachers as well as parents of learners from this school. Communication is important because it opens all channels of communication. I also have influential skills. Influential skill help me to influence and motivate teachers to change.”

**SHD: 5** “Although no skill can be used in isolation, I prefer situational and democratic skills as compared to laissez-faire skill. Democratic skill is often used to engage and involve team members in debating issues before a conclusion is reached. Decisions made democratically are usually binding. I need to use situational skills when faced with challenges that needs me to act and provides an alternative responses or answers to be given either in a bad or difficult situation. I further have leadership and managements skills. Leadership skills assist me in leading and influencing my departmental team while management skills help me to manage resources” (*She drank water and cleared her throat*).

**SHD: 7** “I think I have good communication skills because I communicate well with teachers and learners. I use verbal and nonverbal skills. I use these skills when confronted by challenges, I use consultation skills to consult my team so that challenges are resolved amicably” (*He move his chair to and from the table*).

**SHD: 8** “I think I have listening skills that complement my communication skills. One cannot be able to communicate if he or she did not understood what was said by speakers. This means that before I can communicate I must have carefully listened to what was presented by the speakers. So listening and communication skills are vital in the promotion of teaching and learning for my department” (*He concluded*).

**SHD: 9** “I think I have more communication and listening skills than supervisory and monitoring skills. I am saying so because I use listening and communication skills

during the implementation of teaching and learning processes. I also used discussion skills in which a question is posed during oral assessment. Learners discuss issues related to the given current topics. It is in this way that I listen when they communicate in class” (*He breathed heavily and kept quiet for a while*).

Chatwin (2004:17) argues that there is a need for SHDs to use strategic influencing skills such as: technical, administrative, communication, contingency and dialogue in promoting quality and efficient management of teaching and learning within their departments.

According to, Robbins (2000:41) SHDs must have four fundamental skills stated as:

- Conceptual skills, which help them to analyse complex situations;
- Interpersonal skills which assist them to motivate, communicate, and delegate responsibilities to others;
- Technical skills to apply specialised knowledge; and
- Political skills to establish the right connections so as to obtain resources.

Swart (2008:47) argues that the role of SHDs in team building consists of improving people and task-related skills. Phalane (2011:39) contends that the prerequisite of effective teamwork in a school requires effective leadership skills and effective communication skills. Bunwaree (2009:19) argues that the success of a school is largely dependent on the quality of relationship skills which exist within the school, between the schools and its external partners. Diamond and Diamond (2007:74) argue that clear continuous communication skills are the most important factor in creating and sustaining team achievement, creating flow of clear, open, productive communication. Education Labour Relation Council (ELRC) Collective Agreement N0 1 of 2008 Annexure A (2008:12) defines two key skills which HoDs must use in promoting quality teaching and learning in their departments as:

- The functional competency skills which include the management and the leadership skills, and
- The generic competency skills which include: goal co-curricular, administrative, people management and communication skills which must be practised in schools.

This suggests that they also need conceptual skills to set the goals that must be used to achieve their strategic objectives. This means that SHDs need to have more technical skills and less conceptual skill because they are more closer to situations which must promote quality teaching and learning in schools. The researcher is of the opinion that HoDs need human skills such as communication and strong relationships to do their work well.

This study also revealed that subject heads of departments the researcher interacted with have common two skills which are communication and listening skills. Although some indicated that they had technical skills some contradicted themselves by saying for instance “we were born before technology” meaning that they were unable to use computers and other related information technology which are introduced very recently. The researcher understood these to mean that quality of teaching and learning in dysfunctional secondary schools do not always promote processes of learning and teaching hence schools are unable to get out of dysfunction. The researcher furthermore, predicts that change in quality of teaching and learning is likely to increase if subject heads of departments are trained about the maintenance of effective team leadership and efficient team management skills.

### **Sub themes 3.1 subject heads of departments lack skills of promoting quality teaching and learning**

The following skills were identified as skills that majority of subject heads of departments do not have: technical, Strategic, influential skill, supervision and monitoring and information communication technology skills.

**SHD: 1** “M! M! M! Technical skills are skills that enable teachers to manage technical skills like computers. That is the ability to use computers to store information and retrieve information. Developmental skills is the ability to develop people which I think I am able to implement it as I teach learners on daily bases and communicate with teachers. I want to be honest with you I am not trained to use SA-SAMS so I lack this skill” (*He whispered softly and doubtfully*).

- SHD: 2** “Technical skill assist me in the proper management of records for my department but we still need to be technically developed to use ICT (Information Communication Technology) like SA-SAMS for fast submission of information to the upper echelons of the DBE. Strategic influential skill is very important nowadays in schools” (*She whipped her head*).
- SHD: 3** “In the past inspection was used in South Africa and inspectors were visiting schools and made teachers to account to them. Nowadays I am expected to use supervision and monitoring which I am not comfortable with as I am not trained how best to use such skills. However, you must not forget that those teachers unions do not accept the use of monitoring and supervision skills because they are too subjective and oppressive when used in teaching and learning” (*She looked at me with wide opened eyes*).
- SHD: 4** “But I must indicate that (*He added while smiling*). I still lack knowledge and skills of managing departmental resources like finance and supervision of my people in my department that is why I can’t say I have adequate knowledge and skills. Remember that know person is complete by knowing everything” (*He remarked*).
- SHD: 8** “Although I mentioned monitoring and supervision as skills, it’s difficult to differentiate the two skills but, I think monitoring is about checking teachers and learners’ work while supervision is about scrutinizing teachers work and giving the feedback and support. But these skills are so modern that they are likely to be wrongly implemented” (*He explained while nodding and looked at me*).
- SHD: 10** “I use situational skills but, I want to indicate that I still lack knowledge and skill about technical and Information technology and I hope to improve as time goes on”(*He looked up and down continuously*).

Mazlan *et al.* (2014:6) stated that if SHDs want to move education forward, make big differences in their workplace and to the student, they must have knowledge, experience and good quality leadership skills. Bennis (2013:3) argues that SHDs need parallel skills like technical, human and conceptual skills in managing their department and schools. Bennis (2013:3) further indicates that supervisory management needs technical and

human skills more than conceptual skill. According to Katz (1955) in Bennis (2013:3), technical skill is about knowledge and proficiency in a specific type of work or activity. Technical skills include competencies in a specialized area, logical ability, and the ability to use suitable tools and procedures (Bennis, 2013:14). Bennis (2013:14) explains that good human skill is a support to work efficiently with the subordinates, peers and superiors in order to achieve organizational goals.

The consulted literature indicated that subject heads of departments will function well in their departments and schools if they have the following skills: knowledge, experience and good quality leadership skills quality, supervisory management needs technical and human skills and technical skills. The researcher views lack of these skills as the main cause of making subject heads of departments ineffective in promoting quality teaching and learning in dysfunctional secondary schools. The researcher further recommends that subject heads of departments must be trained and supported about the values of being skilled, about the promotion of supervision and monitoring of teaching and learning.

**Research question 4:** Which challenges are you faced with as subject heads of departments in promoting quality of teaching and learning?

Many participants agreed that workload is their major challenge in promoting quality teaching and learning of dysfunctional secondary schools. They stated their experiences of workload as stated verbatim in the following:

#### **Theme 4: Workload as the main challenge for subject heads of departments**

**SHD: 1** “Yes! Yes! Yes! (*He moved his body to and from the table*). I face a serious problem of high work over load. Personally, I am the only HoD in this school with 12 teachers teaching from Grade 8 up to Grade 12. I am also expected to teach my subjects, administer and lead teaching and learning” (*He looked directly at me to prove a point*).

**SHD: 2** “Okay (*She looked up and sideways*). I manage teachers and the budget allocated to our department as well as records of our departments. My

experience in leading and managing these resources are that it is difficult to manage people and that the budget given to my department is too little. Lack of computers contribute to poor management of records. Learners in this school are ill disciplined; they come to school under the influence of drugs and substances. After every long break they harass everybody in class. Learners don't do class activities and their home works. The school qualifies for one additional HoD but we still have one so what do you expect from teachers? Work load is added at any time" (*She enquired from me but I insisted to get more challenges*).

**SHD: 3** "Yes (*She nodded and jetted in*). What I mentioned reveals that small schools are having challenges like we do at this school. Work load is a problem. You see I teach EMS and Accounting in Grade 8, 9 and 10-12 respectively. Secondly (*She counted and indicating two with her figures*). Teachers are always tired of work load and pressure, some I feel pity for them because they have too much workload of tasks to perform" (*She elaborated her opinion*).

**SHD: 5** "Let me tell you (*She interjected while tapping on the floor with her shoes*) I am facing many challenges. I am a teacher, a manager and the principal at the same time. I teach three subjects in different grades, and I am the only HoD expected to teach and manage teaching and learning and I also act as the principal in the absence of the principal. Can you understand that I have too much workload isn't? That is too much for me" (*She emphasized her point*).

**SHD: 6:** "Just check on my subjects, I teach three subjects in three different classes. I experience more workload. I am working day and night and no one recognizes my efforts" (*She counted while looking at me*).

**SHD: 8:** "My major challenge is too much workload that puts more pressure on me as I am expected to do the work of the principal and that of my department. Teachers sometimes tell me that I am repeating the work of the principal or sometimes think that he is not around and carry his jobs. We sometimes clash over the roles we play" (*He concluded while simultaneously pushing himself to the chair*).

**SHD: 9** "I experience workload (*He looked at me*). The principal always blames me if the results are poor. He does not trust me. If I give him reports on learner

performance he needs evidence in everything. How can you work with people who don't trust you? Lack of trust demotivates and demoralizes teachers”.

**SHD: 10** “To add I sometimes act as a principal if the principal is not at school meaning that I add workload on top of the other. As a small school we don't have enough teachers to assist in teaching and learning processes. How do you then expect things to be up to scratch when one is having too much workload? ” (*He raised a finger to draw my attention*).

Graggs (2011:17) argues that it is generally acknowledged that all teachers, in particular SHDs are facing workload pressure which negatively affects the performance of their roles. Piggott- Irvine (2002) cited in Stephenson (2010:17) in support of Graggs (2011:17) argues that the delegation of duties from senior management tier down to the middle managers' level has a potential result of overloading and placing middle managers under heavy pressure. Sammons and Bakkum (2011:139) studies on workload revealed that both SHDs and teachers perceive their workload as having detrimental effects, particularly on the quality of their teaching and learning which also affects their support, their colleagues, and their health. Sammons and Bakkum's (2011:140) study further revealed that SHDs perceived their workload as unmanageable and do not have good balance between home and work, and that workload was affecting the quality of teaching and learning.

Workload seem to be the most challenge facing SHDs in the promotion of quality teaching and learning in most schools. This study revealed that administrative, leadership and management roles of subject heads frustrate them by adding more unpredictable workloads as the demands of their work increases at any given time. The researcher believes that good support and delegation of duty by deputy and principals may reduce frustrations and workloads of subject heads of departments. Furthermore, the researcher thinks that the practice of distributed leadership roles in schools will reduce workloads.

#### **Sub-theme 4.1: Lack of resources**

**SHD: 2** “The first challenge that I am facing in my department is lack of resources. By lack of resources I mean shortage of educators, LTSMs and an office to work

in. May I conclude by indicating that even if I have to manage part of budget allocated to my department, I do not have full control over it? It takes time for the SGB and the Principal to processes claims to buy other resources”. You see (*She emphasized and pointed down*).

**SHD: 3** “Our school is less staffed due to low learner enrolment as I indicated earlier on about the staff establishment” (*She looked at me expecting another probing question*).

**SHD: 4** “it is difficult to manage teachers because some become enemies as they fail to comply with policies and perceive each other as informers to the principal or DBE. Our school is a habitual underperformer in the circuit, cluster and in the district. Firstly, we admit learners who are not ready for the Grade 10-11 from other schools. This contributes to poor performance in our school but this does not make us, teachers of this school to be immune from the blame on the results in Grade 12. I experience lack of support and resources in terms of money to buy the additional LTSM” (*He hit the table with the fist and nodded*).

**SHD: 5** “The principal and the SGB draw and control budget year in and year out. I don’t have a say on it and it takes long to get resources” (*She looked sideways and drank water*).

**SHD: 6** “Let me also explain that I should also manage departmental finances of my department for example; I must file schedules of formal tasks on quarterly basis so that learners are correctly promoted and supervise teachers work so that quality assured and maintained. Let me also explain that I should also manage departmental finances which are usually managed by the SGB and the principal to buy incentives for learners and teachers as motivation to work very hard for awards. But, my departmental resource, that is finance is still under the control of the principal and the SGB that is what leads to dysfunction of my department” (*She drank water several times*).

**SHD: 10** “I encounter problems of resources (*He interjected*). The school’s finances fail to accommodate my LTSM because they are expensive. The Principal tries his best but the cost of materials is very high and the school cannot fully accommodate the financial needs of my department. Regardless of

that, I improvise and the principal outsources so that my department can produce good results at the end of the year”.

According to Cherty (2007:8), the aim of efficient management of resources is to improve the quality of teaching and learning. Mohlala (2010:17) argues that lack or shortage of textbooks and relevant learning and teaching support materials make schools to be dysfunctional. Gardno (2007:4) maintains that SHDs work at the interface between teaching and managing the resources for teaching. Bush (2008:2) agrees with Cherty (2007) and Gardno (2007) by indicating that the key role of SHDs in schools is to manage resources. Bambi (2013:34) agrees with Bush (2008:34) that the role of SHDs is to manage resources.

Effective supply and management of educational resources seem to promote quality teaching and learning in schools. This means that SHDs must be able to use norms and standard money to buy departmental resources. This suggest that SHDs must have knowledge and skills of auditing and buying relevant resources that must stimulate learning. The researcher opines that SHDs must be effectively trained about effective procurements, safe keeping and control of departmental resources. It means that schools that have little or experience shortage of resources will remain dysfunctional as activities would not be performed as expected.

#### **Sub-theme 4.2: Lack of Time**

**SHD: 2** “inadequate teaching times to complete the academic work is also a challenge towards the promotion of teaching and learning. Workload causes stress and absenteeism in schools. I really think that lack of time puts more pressure for teachers to complete the academic work on time (*She retorted as she enquired from me*).

**SHD: 3** “In my department the other challenges are that sometimes I don’t complete my obligations like supervising my team well in making sure that there is effective teaching and learning, home works are given and marked and that records are

updated as I don't have enough time to do all this donkey work. Really I don't have adequate time" (*She concluded with an emphasis on lack of time*).

**SHD: 4** "Teachers in this school arrive late with learners. Teachers do not always finish marking on time. This does not only delay submissions of schedules but also delays the completion of CASS. This really frustrates and puts me under pressure all the time". Look! (*He interrupted*) if a teacher always comes to school late, does not attend departmental meetings, does not follow pace setter, always wants to be reminded to attend periods all the time, there shall be no effective quality teaching and learning. If learners do not come to school on time and do not do home works there will be no effective learning" (*He sighed and looked at me*).

**SHD: 5** "Lack of time to do all things puts more pressure on me particularly when I have to make some submissions and simultaneously lead and manage teaching and learning processes" (*She concluded*).

**SHD: 7** "Teachers do not have time to mark all tasks accordingly as expected. Marked scripts are handed in for quality assurance after the agreed time without any reasons before due date approaches. Majority of teachers ignore to manage and control the informal tasks which form basis for formal tasks. Instead teachers concentrate on formal tasks and the marking is not always up to the expected standards. Lack of time or poor time management is the biggest challenge for my departmental team" (*He stretched his arms*).

**SHD: 8** "I don't have enough time to complete my tasks due to workload" (*He concluded*)

**SHD: 9** "Besides all these, big enrolment deprives me of time when marking and quality assuring the work of other teachers. It is really tiresome work to be HoD" (*He sat at the edge of his chair*).

**SHD: 10** "Teaching load is always against management roles because I spend more on management and administration of my department than on learning and teaching. Time and again is paperwork and submissions on hard copies. This consumes much of my teaching time that is why I think much time is spent on paperwork which does not promote quality of teaching and learning in schools" (*He moved his head sideways and pushed his chair towards the voice recorder*).

According to Brown *et al.* (2000:250) monitoring and evaluating are often neglected because sufficient time is not always at the sight of SHDs. Glover *et al.* (1998:29) study revealed subject leaders don't have sufficient time for their enhanced role to increase the level of observation, support and to reflect on what they were doing previously. Brown *et al.* (2000:251) further argued that HoDs do not always have time to develop staff members so that they secure improvement and development opportunities which will promote quality teaching and learning in schools. Taylor (2011:27) studies have found evidence that insufficient teaching time is a key factor behind under-performance. Senior managers researched by Glover *et al.* (1998), indicated that administrative tasks like target setting, examination entries, report writing, writing schemes of work, the department handbook and development planning take up an inconsistent amount of a subject leader's time. In effective time management seems to impact negatively on the promotion of quality teaching and learning in schools. Collier *et al.* (2002:24) state that time constrain often helps to reduce the direct influence of HoDs over the improved teaching and learning and for the departmental improvement.

Lack of time to lead and manage processes of promoting quality teaching and learning seem to be the most neglected area in dysfunctional secondary schools. Time is very important because there is time reserved for teaching and learning and for examinations. This means that subject heads of departments must be able to create time for the monitoring and supervision of the processes of promoting quality teaching and learning. The researcher is of the opinion that subject heads of departments who fail to create time for effective promotion of quality teaching and learning fail the institutions like schools, parents and the nation to achieve their goals.

**Research question 5:** Which strategies do you think can be used to promote quality teaching and learning in your school?

## **Theme 5: Subject heads of departments use different strategies to promote quality teaching and learning.**

Many participants indicated that they use monitoring as a strategy to promote quality teaching and learning.

### **Sub-theme 5.1: Monitoring of learners and teachers work**

- SHD: 1** “I use different tactics (*He stretched his legs and moved them sideways*). Like I said before, I request learners work from teachers to verify what has been taught against the pace setters. If I discover that less work has been covered against the pace setters or enough work agreed during departmental meetings, I advise the teacher to do extra work afterschool or over the weekend. Yes I add by saying that I normally have a schedule of dates in which teachers bring in five books of different subjects to check if teachers have marked or controlled the given classwork or homework or formal tasks and assignments are intensively marked by teachers” (*He breathed heavily and moved his head sideways while looking at me*).
- SHD: 2** “Yes (*She nodded as a sign of being impatient to responds to the question*) I visit our colleagues in classes when teaching, particularly during Integrated Quality Management System (IQMS) time to monitor how teaching and learning is taking place. I also check learners’ books for the activities done on quarterly basis so that School improvement Plans (SIP) is drawn indicating strategies to improve quality teaching and learning of each subjects” (*She quickly concluded her additions*).
- SHD: 3** “I monitor teachers work to make sure teachers prepare lessons and mark formal tasks and quality assure it in order to make portfolios for CASS [Continuous Assessment] on time and to accumulate marks for the schedules” (*She retorted while stretching her back several time*).
- SHD: 4** “Like I told you before, I monitor teachers and learners work by randomly selecting teachers’ files to check if they follow their pace setters” (*He indicated that he has said all by his hands*).

**SHD: 5** “I think monitoring, evaluation and support are key strategies to promote quality teaching and learning for efficient management of various departments. All teachers must account on their work performance on monthly basis so that backlogs are addressed as soon as possible” (*She shuffled her legs and quenched thirst*).

**SHD: 7** “I must quality assure teachers’ lesson plans, monitor and support teaching and learning processes fortnightly. How can you take a trip without a plan? All teachers must have lesson plans which are in line with pace setters. All classwork and home works must be in line with the pace setters. That is the accountability and responsibility I must practice in leading and managing teachers of our department” (*He twisted his neck sideways several times*).

Bambi (2013:37) adds that monitoring and control are a means to verify that all activities are in line with the policy and that instructions are being carried out. Bambi (2013:59) further posits that middle managers are instructional leaders who have statutory obligations of monitoring and assessing learners’ progress by means of test and examinations. Southworth (2004:79) is of the same vein with Bambi (2013:38) that monitoring should include analyzing and acting on students’ progress and outcome data which emanates from test scores or any assessment but added that it also involves visiting classrooms, observing teachers teaching and giving them feedback of the observations. The role of HoDs is to monitor and evaluate the quality of teaching and learning in schools (Gunter, 2001:110).

Monitoring of teaching and learning should be employed by subject heads of departments to promote quality teaching and learning. Monitoring assists subject heads of departments in knowing what teachers and learners are doing in classrooms. The researcher concludes that subject heads of department must be trained to use supervision to support teachers during the processes of promoting quality teaching and learning.

## Sub-theme 5.2: Supervision of teaching and learning

All employers and employees normally when they sign contracts they together hope that the vision and mission of the employer will be achieved. But there is no employer who would be pleased with low quality products thus; employers always aim to produce quality products. In the same vain quality cannot be achieved unless the means to achieve it is supervised. In this case subject heads are therefore, accountable to the supervision and the promotion of quality teaching and learning. The majority of respondents indicated that supervision and monitoring are very important strategies as stated in the following verbatim statements:

**SHD: 1** “I am the supervisor and monitor of my department I lead. I think I know my department better. Monitoring is very important because it assists me in knowing what is in the teachers’ files and what is taught or not taught in classes. It assists in the development of teachers” (*He looked around the interview center*).

**SHD: 3** “Inspection and supervision of colleagues are disliked by teacher Unions. The two concepts are perceived as a means of oppression for teachers but can only applicable to schools whose HoDs are well trained. The two concepts can also lead to conflict of interests and tensions in schools” (*She leaked her lips and kept quiet for a while with a frown on her forehead*).

**SHD: 4** “I think supervision is connected to monitoring and can be easily practiced by well-trained teachers. So it is very difficult to be used since teacher unions do not like it. It means that before supervision can be practiced, teacher unions must be informed and subject heads of departments well trained” (*He shuffled his feet and looked directly at me*).

**SHD: 7** “Inspection and supervision are connected concepts practiced during apartheid era where teachers and principals were to appear before the inspector who will observed the teaching and learning or check all records. The inspector could even go through their documents to find mistakes. I think supervision is about checking the work of teachers and learners for the sake of supporting teaching and learning” (*He explained and looked at me*).

**SHD: 8** “But poor supervision by SHD seems to encourage laziness which contributes to poor quality in terms of performance in many schools. I experience too much work load because I have many teachers to supervise and support. Well supervision assists me in quality assuring teachers’ work and knowing what is taking place in classrooms as well as checking if teachers are teaching according to pace setters prescriptions” (*He packed his stationary and looked around the interview center*).

**SHD: 10** “Teacher development or in-school workshops at school level must be encouraged and be held as an on-going processes on basis of improving curriculum delivery. Subject head of departments must be accountable for the training, supervision and for the conduction of the internal workshops for their teachers” (*He drank water while looking at me in expectation of the next question*).

Viñals *et al.* (2010) cited in Ekundayo *et al.* (2013:186) stated that supervision increases teacher productivity, motivation, commitment and performance. Ololube (2014:197) states that school supervision capability is the most important determinant of teachers’ productivities and teacher education performance. Ideally, supervision is a partnership between supervisors and supervisees, in which both partners are actively involved in the planning and direction taken (Ekundayo, Oyerinde & Kolawole & 2013:185). Ekundayo *et al.* (2013:186) further stated that supervision is essentially for the practice of monitoring the performance of school staff, noting the merits and demerits of their work, and using appropriate and amicable techniques to enrich flaws while building on merits thereby increasing the standard of schools and the achievement of goals. Ashaer (2006) cited in Nazer, and Mohammad (2013:226) define supervising practice as “a group of procedural deeds done by the educational supervisor to improve both processes of instructions and learning through assisting teachers on vocational development and improving their performance and teaching.

Educational strategies assist HoDs to achieve educational objectives. Supervision is an important strategy for promoting teaching and learning. This means that subject heads of

departments must use supervision as a strategy to support teachers so that quality teaching and learning is promoted in dysfunctional secondary schools.

### **Sub-theme 5.3 Teamwork**

The majority of respondents explained that teamwork is the foundation of team teaching. Clarity was given why the two concepts cannot be separated. Majority of participants revealed that teamwork and team teaching are valuable to effective promotion of quality teaching and learning, for instance:

**SHD: 1** “Teamwork is the best strategy to promote quality teaching and learning.

Teachers are expected to work as a team by sharing topics from the same learning area. Teaching that takes place when teachers divide themselves topics to teach in a particular grade for example by sharing Grade 12 concepts will understand the subject better than before. This will boost learners’ performance and reduce teachers’ workload” (*He whipped perspiration on his forehead*)

**SHD: 2** “if I have too much work, I sometimes request my team members to assist for example, Eh! Eh! (*She seems to be struggling to find the correct term to proof a point*) by sharing work like marking and compiling schedules for me. This assists because it builds a team for future teamwork” (*She scratched her head and looked at me seriously*).

**SHD: 3** “In terms of work load (*She drank water and continued*) I think work load can be reduced in schools if more teachers are employed. But I know that this might take time for the department to use a new model of employing teachers and I will therefore suggest that teachers in small schools should practice team teaching to reduce work load. And once that becomes successful and learners pass, more learners will enlist themselves the following year”.

**SHD: 5** “I think teachers must use teamwork to encouraged effective promotion of teaching and learning in schools. Teachers should share subject contents according to their expertise of the topics. In fact subject festivals must be held weekly, during weekends or during school holidays. Teachers teaching the same subject should come together and identify their shortfalls in every subject. Those teaching the same subjects must share topics they know better. Learners from

such schools must be assembled and taught a single subject by those teachers in a day. Subject festivals can also apply for the progressed learners during extra lessons over weekends or school holidays” (*She stretched her forehead*).

**SHD: 8** “If we can work together in the interest of the learners, I hope all learners will perform better. Teamwork involves everybody and the results will be owned by all individuals who participated in teamwork. It benefits all participants and the recipients those are teachers and learners” (*He looked around and nodded*).

**SHD: 10** “What I think is the best strategy for promoting quality teaching is the introduction of team teaching in which departmental teams who are experts in a specific subject agree to teach part of the subject based on knowledge and skills of that particular area. In fact this is the introduction of teamwork for every department” (*He stretched his arms and drank water*).

According to Fine (2010:5) teamwork in schools consists of time and resources, commitment on the part of HoDs in building communication skills, creating a sense of belonging or being part of something that works. Vivian (2010:69) is of the opinion that teamwork in schools has become increasingly important in promoting quality teaching and learning in South Africa and globally. Vivian (2010:69) supports Mogotlane (2006:41) views by stating that teamwork in schools has become increasingly important strategy to education not only in South Africa but, to the whole world. Phalane (2011:20) concurs with Mogotlane (2006:40) by stating that teamwork is important to organizational development but added that teamwork and leadership are important components of effective management and the promotion of quality teaching and learning.

Teamwork seems to be an effective strategy for the promotion of quality teaching and learning in dysfunctional secondary schools. The school management teams are encouraged to develop effective teams that must complement one another in the promotion of teaching and learning. Teams seem to be good and effective because each member is considered valuable, equally valuable, committed and duty bound as compared to committees which are controlled by quorums and leaders. The researcher believes that

subject heads who prefer teams to committees work towards common goal of promoting quality teaching and learning.

#### **Sub-theme 5.4 Professional teacher development**

Majority of participants agreed that subject heads of departments must either register with institutions of higher learning or work shopped by their seniors. It was indicated that Subject heads of departments must internally workshop teachers while SHDs themselves are to be developed by deputy principals or principals.

**SHD: 2** “Subject heads of departments must register with institutions of higher learning to improve skills about promoting quality teaching and learning of dysfunctional secondary schools. Those who are just to retire must be internally staff developed by principals or by the outsourced experts” (*She closed her eyes and concluded the interview*).

**SHD: 3** “I think school based workshops can serve as a stepping stones towards development of teachers and ourselves so principals must be developed first so that they develop us” (*She emphasized her point of view*).

**SHD: 4** “I think the DBE must introduce a long term in-service training for all SHDs not just a one day or two hours’ workshop” (*He looked around*).

**SHD: 6** “The circuit manager must organise seminars or symposiums in which teachers discuss current issues in education. This will serve as a strategy for teachers in understanding the challenges we face daily” (*She shuffled her legs and pushed the chair forward*).

**SHD: 7** “I (He *Interjected*) think lazy teachers must not be given lower classes, instead they must be given time for development. For instance, they can register for further education, attend workshops or even outsource competent teachers to assist them. If you give them lower classes to teach then you are telling them that lazy teachers are placed in lower classes” (He *silently whispered*).

**SHD: 10** “Teachers must register with institutions of higher learning to upgrade their qualifications, knowledge and skills about the promotion of quality teaching and learning” (*He relaxed backward to his chair*).

Kutame, Ravhuhali, Mutshaeni and Maluleka (2015:149) argue that professional teacher development strategies for effective teaching in schools have not yet been successful in improving the quality of teaching and learning in rural dysfunctional public secondary schools. The significance of staff development is based on the conviction that the quality of teachers influences the quality of the learners' experience and achievement (Mercy *et al.*, 2009:475). Cowie *et al.* (2009); Duke (2004) cited in (Graggs, 2011:79) maintain that change management should develop teachers by indicating that leaders need to build professional learning communities within and outside the schools for good quality practice to be shared among groups. Blusher and Harris (2000:22) agree with Graggs (2011:79) but further maintain that subject leaders should encourage and plan for teachers to work together towards the implementation of change and development. Smith (200:10) concurs with Bambi (213:68) by alluding that the growth and development of learners are directly related to the growth and the development of teachers.

Teacher development is very important to the development of teachers and learners in dysfunctional secondary schools. Subject Head of Departments lack knowledge and skills for promotion of quality teaching and learning. The researcher suggests that subject heads of department should be developed by principals and deputy principals about the processes of promoting quality teaching and learning of dysfunctional secondary schools.

### **Sub-theme 5.5: The value of meetings**

**SHD: 1** "I also use meetings to give feedback to teachers about the work they have done after I shall have looked into the work of teachers or learners. Basically, one on one meetings are fruitful than the staff meetings because I am able to address issues privately with teachers and learners" (*He claimed*).

**SHD: 3** "I have a year plan for the meeting which will be held monthly to review the work of teachers and learners. But let me add that sometimes teachers don't want to remain in the afternoons for meetings, so meetings do fail or are called off" (*She stretched her hands suggesting that meetings are not always attended*).

**SHD: 4** "When it comes to departmental matters like teachers who do not attend meetings or workshops and give feedback, I sometimes summon them to one on

one meetings or take them to a hearing meeting with the principal. Some are given verbal or written warnings. There are signs of improvement” (*He stretched his fingers one at a time*).

**SHD: 5** “If I find that there are those who lag behind, I call them into my office for individual meetings to discuss their challenges. We strategies together by for example, giving dates and strategies to go for an extra mile by teaching learners during weekends or holidays just to cover the work left behind. Those who still refuse to comply are taken to the principal who sometimes calls them into a... In fact teachers who are taken in such meetings they do show signs of changes” (*She stood up and stretched her arms for a while*).

**SHD: 6** “Yes (*She quickly responded*) let me also add that I conduct meetings and internal workshops to keep teachers abreast of new information and techniques about teaching and learning. All activities performed and meeting held are recorded and minutes taken and kept for the principal to know, check and account on behalf of the school should any need be required for proof check. I must also assist the principal when requested or when the principal is not at school since I am the only HoD” (*She pointed down with more emphasis of her point*).

### **Sub-theme 5.6: Change Management**

**SHD: 1** “I think that The Department of Education must not allocate teacher’s posts for schools based on number of learners per school but posts instead must have a minimum allocation of the number of teachers in secondary schools because teachers teach subjects regardless of the number of learners because these change yearly. I also think that posts for subject leaders must be established to assist heads of department on daily basis for example, each teacher must present his/her lesson plan daily before school starts to the subject leader. In fact, all teachers must present what they have taught and learners work at the end of each day to the subject leader. Subject heads must be presented with records to verify and to make follow-up on the work of teachers and learners if there are flaws” (*He slowly moved his head sideways as a sign of imagining the high workload*).

- SHD: 2** “The department must take teachers for in-service training for longer periods to improve their teaching and learning skills not for few hours or a day. An hour or a day workshop or trading is just a waste of time. Macro waving workshops are just a waste. Remember that I have mentioned earlier that SHDs lack skills and that the department must initiate workshops not spaza workshops that take a day or few hours in our area” (*She pointed at me smiling*).
- SHD: 3** “Thanks you for your last question (*She shifted herself sideways of the chair and cleared her throat*). I think that the department should review the current model of allocating resources, teachers in particular to schools. I therefore think that teachers should be employed in schools according to number of subjects they offer, but schools with less enrolment must have single subject streams for example a school offering sciences only and the other one adjacent to it offering commercial stream only. Advantages of this is that more educators will be employed and reduce learners travelling far for their education”.
- SHD: 4** “I don’t think a team can change its attitude if I, the SDH does not change hence I changes must be initiated by SHD so that the team can observe first and accept changes. Change cannot occur unless SHDs accept change as a process” (*He smiled*).
- SHD: 9** “Teachers must be appointed and allocated subjects according to the area of specialization. This will make teachers more confident because he or she will be teaching the subject he or she knows very well. I think learners will be able to comprehend all what such teachers will be teaching them” (*He claimed*).
- SHD: 10** “The principal and deputy principal must always make audit of qualifications to serve as guide on class and subject allocation to teachers. These people are expected to train or conduct workshops for the subject heads of departments” (*He remarked and kept quiet*).

Braaf (2011:13) points out that the contemporary role of SHDs changes from the traditional role of planning and organizing, directing, controlling, rewarding and punishing to a more enabling and empowering role. Storey (1992) cited in Braaf (2011:18) perceives SHDs as “object” and agency of change which requires them to have a new set of competences

consisting of a set of interpersonal skills: listening, communicating, teambuilding, facilitating, negotiating and conflict resolution skills.

SHDs are key role players in strategic planning, organising and implementations of policies. They are expected to adopt to the twenty-first century skills of bringing changes in the department they are leading and managing in schools. SHDs must implement strategies like supervision, monitoring and teambuilding in order to change dysfunctional schools into functional schools.

### **Sub-theme 5.7: The effective use of period registers**

**SHD: 1** “I think period register system must be introduced as a matter of urgency. Each class must have a register which must be controlled by the subject teachers and class leaders. It must be signed after the teacher has taught and given learners work in the form of class activity or homework. It will assist to check if both the learners and the teachers are attending lessons” (*He nodded several times*).

**SHD: 3** “ I think that if period registers are correctly marked and signed by the class representative and the subject teacher, it will assist to check if both the learners and the teachers are attending periods daily. Period register will caution teachers to be in class teaching and learners in class on time learning. It means that everybody will be on his or her toes, time of teaching and learning will be observed all the time. Attendance will also be improved by both teachers and learners “(*She moved her hand up and down to emphasize her point of view*).

**SHD: 4** “I have introduced an attendance register system for the meeting and teaching which is signed by both the teachers and class representatives to monitor if teaching and learning does take place in each class so that our team members are responsible. Effective control of teachers’ time register assists in monitoring teachers’ time management improves teachers’ commitment to teaching and learning. Teachers also begin to be punctual for teaching and learning and this gives me chance to have time for my other administrative work and relieves me of pressure “(*He concluded and took a sip of water*).

**SHD: 7** “I think period register system must be introduced in schools. Every class must be given a period register that must be kept by the class representative for subject teachers to sign after checking if all learners are in attendance. I can assure you that we will know who are not attending period” (*He nodded and drank water*).

**SHD: 8** “I am of the idea that each subject teacher must check if all learners are attending their lessons very well. But, to avoid bunking of classes by both teachers and learners, a register must be kept wherein both the class representative and the teachers sign that the lesson was offered and the names of learners who were absent written down” (*He shifted himself sideways on the chair*).

**SHD: 9** “To ensure that classes are attended by both teachers and learners, a register must be kept and marked for each and every period. The HoD must collect and check if it is signed and marked on weekly basis. Teachers who don’t sign it must be traced and made to account to the principal. Habitual bunkers of classes must be given letters to their parents or guardians for a hearing. I tell you that there will be no bunking of classes and unnecessary movements by both teachers and learners will be reduced because one do not know whether is break time because learners just move to and from all gay long in the school yard” (*He looked out and .pointed out side for me to witness the uncontrolled movement of learners*).

Registers are best tools to be used by SHDs in order to effectively implement people management strategies. Such registers should include time registers which must be used to check if teaches arrive on time for work and period registers to check if teaching and learning takes place as planned.

### **Sub-theme 5.9: Implementation of departmental policies**

Implementation of departmental policies is vital to the realization of the vision and mission of each organisations. Implementations of policies create harmony and good relationships among team workers. More participants agreed that implementation of policies assist

organisations like schools and the Department of Education to achieve its goals. The goal of implementing departmental policies in schools is to make sure that effective teaching and learning as well as promotion of quality teaching and learning takes place.

**SHD: 2** “ I must make sure that I implement what we have agreed during meetings for example to collect five percent of learners’ books and remark and hold accountability meetings fortnightly” (*She pushed her chair backwards and looked around*).

**SHD: 4** “I think that subject heads of departments must conduct internal workshops for their departmental teams. If SHDs do not have knowledge and skills to workshop teachers they must outsource presenters. I should also suggest that HoD must first develop himself or herself through studies with institutions of higher learning. I also doubt if we still have SHDs who are not trained to develop and if we do I think the department of education must take them to in-service training for a year or two” (*He nodded and stretched his arms*).

**SHD: 5** “I think each departmental team must receive training and that if one member has attended a workshop he or she must be able to give feedback to colleagues as agreed” (*She nodded several times to emphasize her point of view*).

**SHD: 6** “I think microwave workshops must be replaced by a yearly training of school management teams and teachers. Principals must workshop SHDs and SHDs must also do the same to teachers” (*She moved her head up and down*).

**SHD 8:** “Yah! Yah! For sure (*He interjected*). The Departments must perform school-based workshops to ensure that teachers within the department do common things so that curriculum is approached the same way” (*He folded his legs and rested back to his seat*).

**SHD: 10** “I think that when SHDs are appointed, they must come up with new strategies. Institutions of higher learning must train them to be able to use different strategies when faced with challenges. Principals or deputy principals must make sure that SHDs are allocated the subjects they have specialized in. Subject allocation at school level must not be according to experience alone

because experience alone without qualification can sometimes be irrelevant”  
(*He looked around and shifted the chair backward*).

Van Deventer and Kruger (2003:132) recommend that the following formal control measures must be used by SHDs in promoting quality teaching and learning processes:

- **Preparation:** SHDs are advisors to teachers whom they should encourage them to prepare their lessons in writing so that they are checked to gauge their knowledge of the subject. This will ensure that they do not go to class unprepared;
- **Presentation:** Class visits can be used to gauge the success of a teacher’s presentation of a lesson, thus encouraging professionalism, growth and providing support;
- **Evaluation:** In order to check whether the teacher’s evaluation is up to standard, the question papers, memoranda and answer papers of tests and examinations must be presented to the heads of departments for moderation; and
- **Formal meeting:** SHDs should utilize subject meeting to measure teacher’s knowledge and skills in the subject. If this seems lacking, these meetings can also serve as corrections for improving the quality of teaching.

Implementation of departmental policies ensures that departmental team members cooperate by the binding decisions they made in their departments. This suggests that subject heads of departments are compelled to perform tasks appearing in their contracts. It means that subject heads of departments must make sure that they make vision and missions that will contribute to the promotion of teaching and learning.

#### **Sub-theme 5.10: Motivation**

**SHD: 2** “Yes (*She nodded as a sign of being impatient to responds to the question*) we visit our colleagues in classes when teaching, particularly during Integrated Quality Management System (IQMS) time. I monitor how teachers are teaching and check learners’ books for the activities done on quarterly basis and draw School improvement Plans (SIP) indicating how to improve quality of results or subjects performance. I also give awards to the best performed learners

as well as teachers to encourage them to keep on improving so that we reach the target” (*She quickly concluded as a sign of not wanting to continue with further follow up questions*).

**SHD: 4** “I firstly (*He indicated one with his finger*) try to motivate both teachers and learners to work hard in whatever contributes to effective teaching and learning. I use departmental allocations to buy LTSM for my department and incentives. Incentives like awards are given to the best performing teachers and learners based on the formal tests. But the financial allocation is too minimal because our school is a no fee school” (*He coughed while nodding*).

**SHD: 5** “Yes (*She quickly responded*) let me also add that it is expected from me to conduct meetings and internal workshops to keep teachers abreast of new information and techniques about teaching and learning. I must also indicate that it is expected from me that I must assist the principal when requested or when the principal is not at school since I am the only SHD here. I need to be motivated to work very hard” (*She pointed down with more emphasis of her point*).

**SHD 8:** “Yah! Yah! For sure (*He folded his legs and rested back to his seat*). The Departments must perform school-based workshops to ensure that teachers within the department do common things so that curriculum is approached the same way. If we can work together in the interest of the learners, I hope all learners will perform better. But poor supervision by SHD seems to encourage laziness which contributes to poor quality in terms of performance in many schools. I experience too much work load because I have many teachers to supervise and support. I even try to motivate them to work very hard by giving teachers and learners some awards quarterly and I can confirm that there is competition for getting the certificates. Thus I hope that we will improve as time goes on.”

**SHD: 9** “Instead the principal and not the SHD must give us the strategies to improve quality teaching and learning. Last week the principal rejected my idea of having Saturday classes and now I just wait for the day the principal gives me strategies. He must motivate me by giving me incentives and I also need to

motivate my team by giving them some awards. I submitted my input can we get to the next question?" (*He suggested getting to the next question*).

**SHD: 10** "Motivation skills will assist me to motivate my teachers and learners to work very hard and to have good achievements while tactical skills will help to form strong productive skills" (*He suddenly ended to express his views*).

Bergman, Bergman and Gravette (2011:665) explain that motivation refers to ambitions, drives, urges, inclinations, and intentions toward achieving organizational goal. Mohammad (2009:13) argues that effective teaching and learning in secondary schools depends upon the ability of middle managers to motivate, inspire and support teachers. Motivation is an individual's internal status toward achieving a goal (Liu & Lin, 2010:222). Motivation refers to the arousing behavior which is directed towards a particular goal and can be defined as an energizer or driving force, desire or urges that causes an individual to engage in a certain way (Mwamwenda, 1995:259). Department of Education (2004:12) supports this view by indicating that people who are internally motivated do not need any external rewards to be motivated to work.

SHDs lead teachers and learners and they must therefore develop programmes that they check if effective teaching and learning is taking place as planned. They are then expected to motivate both teachers and learners extrinsically by giving the best performers for example some incentives like certificates. They are also expected to motivate teachers intrinsically by work shopping them about their developments and to boost their moral. The researcher is of the idea that motivated teachers motivate their learners and that everyone who is motivated teaches effectively and learns quicker in school.

### **Sub-theme 5.11 Management of departmental resources**

**SHD: 2** "Learners must be placed in schools by the department. I think this will resolve challenges of shortage of textbooks and stationary as indicated in the previous question. New model of appointing teachers to schools must be developed" (*She sighed and suddenly concluded her inputs*).

**SHD: 3** “The principals and parents must stick to admission policies of the Department.

The Department of Education in Limpopo must open and close period of admission in schools by centralizing admission in schools. This will assist in curbing exodus of learners from school to school at the beginning of each year. Furthermore, resources like textbooks will never run short as textbooks and stationary are ordered in advance” (*She shifted sideways on her chair*).

**SHD: 5** “My department does not have enough resources that I can use to promote quality teaching and learning. I need resources like computers, teachers and money in order to lead and manage teaching and learning very well” (*She nodded*)

**SHD: 6** “I think that (*She stopped to quench her thirst*), in terms of utilizing departmental finances the SGB and the principal must allocate money for each department to be utilized by the HoDs because sixty percent (60%) of norms and standard is allocated to the academic resources of the school by the department in a year. The SGB and the principal must give financial resources to buy departmental material and to give teachers and learners incentives.

**SHD: 8** “I must manage my departmental resources like textbooks and stationary so that I safely keep records. I must also lead my teachers as human resources. I tell you I will produce good quality results don’t you think so” (*He enquired from me*).

**SHD: 10** “The most important resources that are needed by teachers to promote quality teaching and learning are offices and storerooms to stay in and store resources like books and records. I also need skills to lead and manage teachers” (*He smiled*).

The purpose of efficient management of resources is to improve quality of teaching and learning (Cherty, 2007:8). Another articulation of this view is that SHDs work at the “interface between teaching and managing the resources for teaching” which implies that they are involved in ‘teaching and managing’ (Gardno, 1995:4). Bush (2008:2) agrees with Cherty (2007) and Gardno (1995) by indicating that the key role of SHDs in schools is to manage resources. Bambi (2013:34) agrees with Bush (2008) that the role of SHDs is to manage resources but, further stated that SHDs role is to lead teaching and learning

and that the management and leading activities underpins the management of schools and the daily activities of the SHDs.

Effective management and leadership of departmental resources promote quality teaching and learning in schools. This means that SHDs must be trained and be able to employ effective leadership strategies and efficient management skills in order to promote effective teaching and learning of dysfunctional secondary schools.

**Sub-theme: 12 quality assurance of teachers and learners work.**

**SHD: 2** “Teachers know that I am also expected to quality assure the work of teachers for example by checking that tasks given meet the standard of the grade. If I don’t quality assure the teachers’ work I may not know whether the work guarantees the promotion of teaching and learning. But let me tell you, teachers do not welcome quality assurance of informal tasks. They believe that only tests and exams must be quality assured” (*She bent her head and whispered to me*).

**SHD: 3** “I know that I am also expected to quality assure the work of learners and teachers. What I normally do is that I collect learners’ books on monthly bases to check if teachers have controlled the activities given. But, guess what it is not easy to do this kind of job because teachers think that you are monitoring their work to report them to the principal” (*She looked around and drank water*).

**SHD: 4** “I quality assure teachers’ marking after each test and examinations are correctly marked and marks transferred into the mark sheets. I sometimes remark the scripts to quality assure the marking. I sometimes find wrong allocation of marks that is one of my challenge in some subjects” (*He nodded to emphasized some of his findings*).

**SHD: 7** “I think also that I am departmental head liable for activities about teaching and learning processes of my department. I must plan and ensure that activities within the department are in line with the school objectives and policies about I teaching and learning. It is expected from me that I control learners’ and teachers’ work time and again to quality assure that they do the correct work, for example that question papers on informal and formal tasks are set accordingly to test

learners abilities. I know that I must check whether teachers are having all resources to assist in the facilitation of teaching and learning” (He beat *the table with his fist*).

**SHD: 8** “The SHD is employed according to knowledge and specialization in subjects. Therefore, It is expected from me to drive the curriculum forward and make sure that quality assessment is done skillfully in order to produce quality result not only in Grade 12, so I have to quality assure how teachers teach, marking of formal tasks and transfer of marks to the computer system so as to produce authentic school cards for learners. I am also accountable for the results in the subject I am supervising. It means that I must have extensive knowledge about the subjects that I manage by quality assuring the work of teachers and learners” (*He concluded the conversation*).

**SHD: 9** “Yes, let me add that I know I am also expected to quality assure the implementation of informal and formal assessment of learners. Informal assessments serve as a foundation for formal assessment. Once the work is written I collect it to assure marking by remarking the few scripts. But I can assure you that this sometimes creates sure relationship with teachers that sometimes lead to tensions and conflicts” (*He nodded several times*).

According to Harman (2000) cited in Akhter (2008:132), quality assurance is defined as systematic management and assessment procedure adopted by education institutions so that leaders and managers monitor performance against objectives, and to ensure achievement of quality outputs and quality improvements. Hoy *et.al.* (2000) cited in Akhter (2008:132 regard quality assurance as a tool for evaluating the educational process if they meet educational standards for the benefit of learners and satisfy the parents which he calls “customers and clients”. Harvey and Green (1993) cited in Almadani (2011:35) argue that quality assurance can be described as:

- All those planned and systematic activities to provide adequate confidence that a product or service is satisfying given requirements of quality;
- that quality assurance must focus on the learner and their experience on their educational journey; and

- Quality assurance needs to be seen in terms of the extent to which the agreed goals have been reached by learners.

Watsulu and Simatwa (2011:1281) argue that the functions of SHDs in quality assurance and standards include:

- Having regular reporting on the general quality of education;
- Identifying educational institutional needs for improvement;
- Ensuring that quality teaching is taking place in the institutions;
- Monitoring the performance of teachers in accordance with all standard performance indicators;
- Ensuring equitable distribution of teachers by working out the curriculum strategies;
- Carrying out regular assessment of all educational institutions;
- Advising on the provision of proper and adequate facilities and resources;
- Ensuring that the appropriate curriculum is implemented.

Quality assurance is very important in checking that the work to be given to learners is up to standard and that questions are set as required by CAPS documents in each learning area. It makes teachers to make sure that assessment aim at what is expected from each learner in schools. This means that SHDs must quality assure all activities teachers are to give learners and thereafter assess the marking. It further suggests that informal and formal tasks should be quality assured by the SHDs.

#### **4.4 CONCLUSION**

This chapter presented the collected data which was analysed and interpreted verbatim. Interviews were used to collect data. Attention was also given to research ethics in this study. Generally, the study addressed the challenges facing subject heads of departments in promoting quality teaching and learning in dysfunctional secondary schools in Mopani District.

## CHAPTER FIVE

### PRESENTATION OF SUMMARY, LIMITATIONS, FINDINGS, RECOMMENDATIONS, CONCLUSION AND SUGGESTIONS FOR FUTURE STUDY

#### 5.1 INTRODUCTION

This chapter focuses on summary, how the study responded to the research questions, responded to on-site observation checklist, summary of the reviewed literature, summary of the empirical findings, limitations of the study conclusion and suggestions for recommendations for further study.

#### 5.2 SUMMARY OF THE STUDY

The purpose of this chapter is to outline how the study addressed the research questions, the literature review and the findings.

##### 5.2.1 How the Study Responded to the Research Questions

**Question 1: What are the perceptions and expectations of subject heads of departments in promoting quality teaching and learning of dysfunctional secondary schools?**

Reviewed literature has made many references to perceptions and expectations of SHDs in Secondary schools (See Section 27:99). Many of the respondents revealed that they know that they are expected to lead and manage departmental teams in order to promote quality teaching and learning in dysfunctional secondary schools. Some SHDs indicated that they are perceived differently when leading and managing the processes of promoting quality teaching and learning. The researcher, therefore, concluded that the research correctly responded to the question.

**Question 2: Which skills should SHDs possess to adequately promote quality teaching and learning in dysfunctional secondary schools?**

Literature revealed that the most important skills Subject heads of departments should possess skills like technical, human and conceptual skills in managing their department as well in schools to effectively and efficiently promote quality teaching and learning. But the majority of the interviewed SHDs indicated that they have challenges in monitoring and supervising their colleagues' work. This means that SHDs are indeed experiencing challenges such as lack of skills that could be effectively and efficiently used to promote quality teaching and learning.

**Question 3: What are the challenges facing SHDS in promoting quality teaching and learning of dysfunctional secondary schools?**

Literature reviewed shows that SHDs are facing administrative, role ambiguity and role conflict challenges in schools. In addition, the interviewees revealed that they experience workload, poor time management and incompetence to lead and manage departmental resources adequately. Furthermore, SHDs expressed their general lack of involvement in the management of departmental finances.

**Question 4: What intervention strategies can be used to resolve challenges facing SHDs in promoting quality teaching and learning in dysfunctional secondary schools?**

Literature depicted teamwork, supervision and monitoring as key intervention strategies to promote quality teaching and learning in schools. Departmental meetings, the effective use of period registers, school based workshops and the implementation of departmental policies emerged during the interviews as some of the effective intervention strategies that should be implemented to promote quality teaching and learning.

### **5.2.2 How the Study Responded to the On-site Observation Check List**

SHDs observed during on-site observations have shown the following characteristics of dysfunctional secondary schools, for instance, they could not effectively monitor, support or supervise the promotion of quality teaching and learning. Most of the classes were left unattended so most of the teaching and learning time was lost. Late coming was not monitored before school starts and during breaks. Learners could still roam around in groups at the toilets as they could not respond to the bell timeously. There was little control on learners without uniform. Late coming and littering were also observed particularly before school starts in the morning and after breaks. This suggest that lack of monitoring, support and supervision are prevalent in dysfunctional secondary schools.

### **5.2.3 How the Study Responded to Document Analysis**

The documents requested from SHDs for analysis differed with what said during interviews. Many SHDs did not have minute's books as proof of holding their departmental meetings. Very few of SHDs had departmental plans which have clearly stated their vision and mission. Accountability books were not often used by the six SHDs which means that little if not nothing is being done to hold subject teachers accountable to the learners' performance in tests and examinations in terms of their departmental requirements on monthly basis. Plans were just written since there were no evidence of using such plans, for instance in six schools it was discovered that schedules of accountability meetings were drawn and made available but there was no evidence that plans were implemented. Departmental schedules on learner performance were not analysed and kept by six SHDs of the sampled schools in this study, this is an indications that SHDs seldom do action research towards the improvement or target setting of each subject.

### **5.2.4 Summary of Empirical Findings**

According to Creswell (2014:110) limitations are the possible weaknesses encountered by researchers during their studies. Simon and Goes (2013:1) agree with Creswell (2014) by

stating that every study, no matter how well it is conducted and constructed, has limitations. In light of this arguments, limitations inherent in this study are discussed in the next paragraphs

This section discusses empirical findings of this study. Qualitative results revealed that SHDs encounters some challenges in promoting quality teaching and learning in dysfunctional Secondary schools. The following are the key findings of this study:

#### **5.2.4.1 Role ambiguity and role intensification are challenges facing Subject Head of Departments**

Findings show that SHDs found themselves in situations that they do the work of their seniors which often leads so tensions in some dysfunctional secondary schools, for instance;

SHD: 7 indicated that: *“I must also assist the principal in creating an environment that is conducive for teaching and learning processes which sometimes leads to role conflict and interest of the principal”*.

SHD:6 also added that she said; *“ I should also manage departmental finances which are usually managed and controlled by the SGB and the principal to buy incentives for learners and teachers as motivation to work very hard for awards. But, my departmental resource that is finance is still under the control of the principal and the SGB and this often leads to tensions and role ambiguity”*.

SHDs in this case clarifies that their work is so complex to such an extent that they also do the work of principals and SGBS. It means that SHDs need to be trained about their definite accountabilities, roles and responsibilities.

#### **5.2.4.2 The need for school-based workshops**

Findings indicated that SHDs lack knowledge and skills to promote quality teaching and learning. The most important skills which SHDs indicated that they do not have knowledge

and skills were supervision and monitoring of teaching and learning processes. One SHDs mentioned that:

SHD: 1 *“Although I mentioned monitoring and supervision as skills, it’s difficult to differentiate the two skills and correctly use them”.*

This implies that SHDS need to be trained about effective way of using monitoring and supervision. The best training should be offered on school levels by deputy and principals of schools hence school based workshops are to be conducted before the external workshops could be conducted.

#### **5.2.4.3 Effective use of departmental resources to promote quality teaching and learning**

Findings indicated that effective leadership and efficient management of resources could promote quality teaching and learning. Furthermore, this study revealed that SHDs experienced challenges in leading departmental teams/ human resources and the use of Information Technology.

*SHDs: “Besides union directions on supervision and class visits, I am not that well trained to facilitate supervision of teachers and learners nor to use SA- SAMS so I am technologically not so advanced I need more training”*

This suggests that SHDs having challenges of using modern technology like to effectively and efficiently lead and manage resources. The solution could be that school based workshops should be conducted by the skilled teachers at school level, or at Cluster and Circuit levels.

### **5.3 RECOMMENDATIONS**

This section discusses five recommendations I made informed by findings from the study.

### **5.3.1 Development and Support of SHDs**

The newly appointed SHDs should be inducted and trained about their leadership and management roles of their departmental teams. The purpose for training should clearly specify their roles to avoid role ambiguity, role intensification and reduction of workload.

### **5.3.2 Monitoring, Support and Supervision of Teaching and Learning**

Principals and deputy principals should internally support, monitor and supervise SHDs in promoting quality teaching and learning in schools. This, amongst others may include but not limited to supporting them, making resources available for them and giving them space to actualize their abilities. Principals and deputy principals should also do pre and post class visits and write reports which should be discussed quarterly. SHDs should in turn support and supervise their departmental team members in promoting quality teaching and learning.

### **5.3.3 School-Based Workshops**

Principals and deputy principals should conduct school based workshops to capacitated SHDs. Internal networking should also be allowed in which SHDs connect with other departments within schools to share good practice. Equally important is to conduct workshops on mentoring and motivation for SHDs.

### **5.3.4 Effective use of Departmental Resources**

Effective use of departmental resources should be used to promote quality teaching and learning in schools. SHDs should be developed to use human and physical resources as well as the allocated financial support meaningfully. Good records keeping through the use of SA-SAMS and Information Technology would enhances accessibility of information for future utilisation.

## 5.4 LIMITATIONS OF THE STUDY

This study was designed to investigate the challenges facing SHDs in promoting quality teaching and learning in the Mopani District. However, the research focused on Dysfunctional Secondary Schools of Thabina Circuit cluster particularly in Shiluvane Circuit. Due to time constraints, one circuit was sampled and used in this study. This suggests that the generalisation of the outcome to larger population is not possible. This implies that research with bigger sample from all circuit in Thabina Circuit cluster would have yielded different outcomes.

The data was collected within three months using qualitative research approach. Appointments were to be rescheduled because of unforeseen challenges where participants had to attend union meetings and family affairs. Some data were collected during weekends because of postponement of appointments with participants. Biasness was avoided because this study was not conducted in the circuit offices or researcher's place of work but at schools of the participants. Data were collected, analysed and interpreted as objective as possible.

## 5.5 CONCLUSION

The researcher has realised that SHDs are faced with complex challenges that prohibit them to effectively promote quality teaching and learning in dysfunctional secondary schools. SHDs should be offered support by the externally by the Curriculum Advisers or register themselves with institutions of higher learning to develop themselves. Subject Advisors and Circuit Managers should also be involved in conducting external workshops to further develop Subject Heads of departments. Content to be covered to both internal and external workshops should include but not limited to: skill development, teamwork, supervision and monitoring of teaching and learning to promote quality teaching and learning.

## 5.6 SUGGESTIONS FOR FUTURE RESEARCH

There is a need to investigate how Subject Heads of departments lead and manage departmental resources from different backgrounds such as townships, cities and wards.

The following topics are suggested for further research:

- The leadership and management of departmental resources in secondary schools;
- Teachers' perception on subject heads of departments in implementing monitoring and supervision in secondary schools;
- The impact of teacher unions on the promotion of quality teaching and learning in secondary schools;
- Examinations of subject heads of department in supporting teaching and learning in secondary schools;
- Strategies of promoting quality teaching and learning in secondary schools.

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## ANNEXURES

### ANNEXURE A: INDIVIDUAL INTERVIEW SCHEDULE FOR SUBJECT HEADS OF DEPARTMENTS



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**

Ref: 2/2/2      Eng: MC Makola PhD      Tel No: 015 290 9448      E-mail: MakolaMC@edu.limpopo.gov.za

Malatji MW  
University of Venda  
Private Bag x5050  
Thohoyandou  
0950

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **“CHALLENGES FACING HEAD OF DEPARTMENTS IN PROMOTING QUALITY TEACHING AND LEARNING OF DYSFUNCTIONAL SECONDARY SCHOOLS IN MOPANI DISTRICT.**
3. The following conditions should be considered:
  - 3.1 The research should not have any financial implications for Limpopo Department of Education.
  - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
  - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
  - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
  - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH MALATJI MW

CONFIDENTIAL

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700  
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

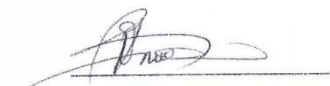
***The heartland of southern Africa - development is about people!***

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



**Ms NB Mutheiwana**  
Head of Department

09/2/18  
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MALATJI MW

CONFIDENTIAL

## ANNEXURE B: APPLICATION FOR APPROVAL



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF EDUCATION  
SHILUVANE CIRCUIT**

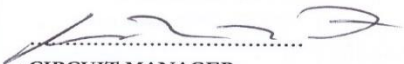
REF : Student No. 11607088  
ENQ : Dr T Mbalati  
CON. : 079 510 4106  
E-mail : [tim.mbalati@gmail.com](mailto:tim.mbalati@gmail.com)

Wednesday, 14 March 2018

Prof TS Mashau  
University of Venda  
Private Bag X9050  
THOHOYANDOU  
0857

**APPLICATION FOR APPROVAL TO CONDUCT EDUCATIONAL RESEARCH**

1. The above matter refers.
2. Sequel to the permission granted by the Superintendent-General we hereby accede to the request for MW Malatji to conduct a research in sampled schools in Shiluvana Circuit within the Mopani District.
3. We will appreciate if the scholar adheres to the conditions as stipulated by the SG in par.3 sub-paragraphs 3.1 to 3.6.



.....  
CIRCUIT MANAGER  
SHILUVANA

T M A N A G E R, S H I L U V A N A

DEPARTMENT OF EDUCATION,  
SHILUVANA CIRCUIT  
Private Bag X 1411 - LENYENYE, 0857  
Tel 015 355 4537 - Fax No. 086 516 4085

## ANNEXTURE C

### RESEARCHER'S SELF-INTRODUCTION LETTER TO ALL PARTICIPANTS

Department of Curriculum Studies and  
Education Management  
University of Venda  
School of Education  
Private Bag x 5050

Sunny side Village  
P O Box 459  
**Lenyenye**  
0857  
29 January 2018

**Thohoyandou**

0950

Dear.....

My name is Maruping William Malatji registered for M. Ed. (Education Management) student with the University of Venda. I request you to participate in this research.

The title of the research project is: "The challenges facing subject heads of departments in promoting quality teaching and learning of dysfunctional Secondary schools in Mopani District"

The purpose of conducting this research is to:

- Assess the knowledge and expectations of SHDs in promoting quality teaching and learning in dysfunctional secondary schools
- Examine skills that SHDs should use in promoting quality teaching and learning in dysfunctional secondary schools
- Explore challenges facing SHDs in promoting quality teaching and learning in dysfunctional secondary schools, and
- Explore intervention strategies that SHDs should use in promoting quality teaching and learning in dysfunctional secondary schools

Participation in this research is voluntary and you have the right to withdraw at any time. A voice recorder will be used to record interviews and the information will however remain confidential. Your personal identity and the name of your school will remain anonymous. Code names will be

used to conceal names of participants for example SHD1, SHD2 and SHD3 etcetera. You may withdraw or contact the Head of Research and Innovations at the University of Venda on [www.univen.ac.za](http://www.univen.ac.za) or the supervisor Prof TS Mashau Tel 015 9629108 [Takalani.Mashau@univen.ac.za](mailto:Takalani.Mashau@univen.ac.za) should you feel that your rights are violated. Lastly, you are requested to sign two consent forms of which one will be kept by you while the other will be handed to the student researcher.

Thank you.

Student researcher

Malatji MW

.....

## ANNEXTURE D: CONSENT FORM FOR PARTICIPANTS

.....  
.....  
.....

I understand the purpose of this research is to investigate **“The challenges facing subject heads of departments in promoting quality teaching and learning of dysfunctional Secondary schools in Mopani District of Limpopo Province”**

I undertake to participate in this research on voluntary basis and that I have the right to withdraw at any time. I understand that the information will be voice recorded, however it remains confidential. My personal identity will remain mysterious as well as the name of my school.

The information will be used only for study purpose as it will appear in the thesis that will be produced at the end of the study. If I have any question about my rights as participant or I am dissatisfied at any time with any aspect of the study, I may withdraw or contact the Head of Research and Innovations at the University of Venda on [www.univen.ac.za](http://www.univen.ac.za) or the supervisor Prof TS Mashau Tel 015 9629108email:Takalani.Mashau@univen.ac.za.

I agree to participate in this study and also agree to be interviewed and voice recorded.

Name: .....

Institution (Pseudonyms).....

Signature: .....

Date: .....

## **ANNEXTURE E: INDIVIDUAL INTERVIEW SCHEDULE FOR SUBJECT HEADS OF DEPARTMENTS**

This semi- structured interview guide was designed to elicit information on the challenges facing subject heads of departments in promoting quality teaching and learning of dysfunctional Secondary schools.

### **PREAMBLE**

The following interview schedule was used to collect relevant data and as a guide during interviews. Participants were allowed to express their expectations and experiences regarding challenges they face in promoting quality teaching and learning in dysfunctional Secondary schools.

### **Research Questions**

1. Do you think you know and understand what is expected of you as subject Head of Department in promoting quality teaching and learning? [Probe: Elaborate in detail]
2. Do you think as Subject head of department have adequate knowledge and skills to promote quality teaching and learning? [Probe: Explain in detail]
3. Which skills do you have for promoting quality teaching and learning in your school? [Probe: Expatiate your answers]
4. Which challenges are you faced with as subject head of department in promoting quality teaching and learning? [Probe: Which ones are your most difficult ones and why do you think so?]
5. Which strategies do you think can be used to promote quality teaching and learning in your school? [Probe: How do you use each one of them to promote effective teaching and learning?]

**Thank you for your participation**

## ANNEXTURE F: ON-SITE OBSERVATION CHECK LIST

The researcher used on-site observation check list to verify data collected from the participants during interviews

Item no	Criteria	SHDs	SHDs	TOTAL
		With Criteria No	Without criteria No	
1	SHDs reporting at work on time in the morning			10
2	SHDs reporting in class on time teaching			10
3	SHDs leaving the class before the end of the period			10
4	Classes without teachers on time teaching			10
5	SHDs respond to the bell during breaks and to class			10
6	SHDs monitoring late coming			10
7	SHDs supervising learners staying at toilets during learning time			10
8	Number of informal assessment written during lesson presentation by the SHDs			10
9	SHDs insisting on code of conduct			10
10	SHDs maintenance of school buildings with graffiti			10
11	SHDs control measures of their departments			10
12	Cleaned classrooms			10
13	SHDs general management of environment			10
14	SHDs influences and controlled of noise in the school yard			10
15	Quality assurance of formal assessment			10
16	Availability of resources (human and Physical)			10
	<b>TOTAL</b>			

## ANNEXURE G: EDITOR'S LETTER