MANAGING TEACHING AND LEARNING OF SOCIAL SCIENCES BY DEPARTMENTAL HEADS IN THE GENERAL EDUCATION AND TRAINING (GET) BAND IN NORTH-WEST RURAL PRIMARY SCHOOLS, GANYESA CIRCUIT

by

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DECLARATION

I, **Fhumulani Manenzhe,** Student Number **21011161**, hereby declare that the dissertation titled:

"**Managing Teaching and Learning of Social Sciences by Departmental Heads in the General Education and Training (GET) Band in North-West Rural Primary Schools, Ganyesa Circuit"**

… submitted by me, has not been submitted previously for a degree at this or any other institution or university, that is my designed and executed work, and that all the reference material contained therein has been duly acknowledged.

12.07.2024

…….. …….

Signature **Date**

DEDICATION

This study bears the dedication of my father, Ndifhedzani Ronald Manenzhe, who devoted his life to making sure his kids had a good education. I will always salute my father, may his soul rest in peace. I also hope that my kids, Uhone Siaga and Mufhatutshedzwa Siaga, will follow in my footsteps and achieve even greater things than I have. To them, I devote this study.

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ABSTRACT

The major purpose of this study was to investigate how to manage the teaching and learning of Social Sciences by Departmental Heads in the General Education and Training Band in North-West rural primary schools, Ganyesa Circuit. During the period 2004-2012 in the National Curriculum Statements (NCS), there were two separate subjects History and Geography however the new Curriculum and Assessment Policy Statement (CAPS), has combined those two subjects known as "Social Sciences". This study examined the managing of teaching and learning of Social Sciences in the GET band. The assumptions of the study are the SMTs members face challenges in managing the teaching of Social Sciences in the GET band and SMTs lack knowledge and understanding of optimal management strategies/approaches on how Social Sciences should be taught in the GET band. Furthermore teachers are not well trained in the teaching of Social Sciences.

This study was qualitative, using a case study approach and purposive sampling was used to select participants for data collection. The sample comprised of 4 principals (2 males, 2 females), 4 departmental heads (DHs) (2 males, 2 females), 8 educators (4 males, 4 females) from the selected schools; in-depth interviews were used to gather data from the participants. A thematic approach guided by Tesch's 8 steps model was employed to identify themes and sub-themes on management strategies for the subject.

It is believed that the results would assist in identifying the difficulties that school stakeholders are having in managing the teaching and learning of social sciences, which has prevented them from achieving favourable educational outcomes. The findings showed that the DHs are not giving full support to the educators which hampers learner's performance, DHs and the educators are not qualified to teach Social Sciences which show that there is a problem with recruitment and subject allocation. Furthermore, most of the educators are not getting full support from their DHs due to them not having enough content knowledge therefore DHs need proper trainings to empower them. The researcher identified the management strategies for the teaching and learning of Social

Sciences which were subsequently utilized to develop a framework for efficiently and effectively managing Social Sciences, not only in the Ganyesa Circuit, but in other schools in South Africa. It is anticipated that the findings will be published in accredited journals and disseminated in the form of reports to all school stakeholders and the Provincial Department of Basic Education (PDBE).

Key Words: Social Sciences, Policy Implementation, School Management Team, National Curriculum Statement, Curriculum and Assessment Policy Statement (CAPS)

LIST OF ACRONYMS AND ABBREVIATIONS

ATP	:	Annual Teaching Plans
CAPS	:	Curriculum and Assessment Policy Statement
DBE	:	Department of Basic Education
DH/HOD	:	Departmental Head/ Head of Department
FET	:	Further Education and Training
GET	:	General Employee Training
NCS	:	National Curriculum Statement
NETF	:	National Education and Training Forum
NPA	:	National Protocol on Assessment
PAM	:	Personnel Administrative Measures
PDBE	:	Provincial Department of Basic Education
RCLs	:	Representative Councils of Learners
SASA	:	South African Schools Act
SGBs	:	School Governing Bodies
SMT	:	School Management Team
SS	:	Social Sciences

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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

In this chapter the researcher provides the introductory details on the study aimed at identifying the strategies for managing the teaching and learning of Social Sciences. The discussions focused on the background of the study, problem statement, purpose of the study, research questions, definition of the key concepts, research assumptions, summary of research design and methodology, significance of the study and a breakdown of the chapters.

Quality teaching and learning cannot be realised without proper management by DHs Gay (2018), Mpungose and Ngwenya (2017) concur, and poor academic performance is always related to poor teaching practice resulting from poor management by the DHs. It is well known that the South African education system is not performing as expected, obliging the production of skilled educators and economic growth and development Fägerlind & Saha (2016).

The school is defined by Hamari, Sjöklint, and Ukkonen (2016) as an organization of diverse activities carried out and coordinated by distinct individuals. They go on to say that in order to achieve the intended academic goals, numerous activities must be coordinated through efficient school management. Investigating effective methods for teaching and learning social sciences by DHs in the General Education and Training Band at North West rural primary schools in the Ganyesa Circuit is the aim of this project.

In this study, the researcher makes the assumption that the principal, DHs, and educators do not know or comprehend the best management practices for teaching social sciences in the GET band, and that the DHs have difficulty overseeing the teaching and learning of social sciences in the GET band. According to the researcher, DHs, educators, and principals all have a big part in overseeing social science instruction in the GET Band. Therefore, the researcher felt that it was necessary to

start this study in order to look at how social science education and learning impact students' performance. Therefore, this study will make a significant contribution to the rest of the world as it provides principals, DHs and educators with an opportunity to reflect on their practices in order to achieve good academic performance.

DHs are in charge of managing social sciences instruction in the GET Band will benefit from this study's suggestions on how to effectively manage social sciences instruction in order to improve learners' strong academic achievement.

1.2 BACKGROUND OF THE STUDY

In response to apartheid's societal inequities, the country's post-1994 democratic administration attempted to use education as a weapon to instill a spirit of equality among its population (Carim, 2012). The inclusion of History and Geography, according to policymakers, would help achieve this equality among the populace. The merging of History and Geography was motivated by two factors. To begin with, as leaders of the National Education and Training Forum (NETF) argued, History and Geography were sub-fields of Human and Social Sciences (Department of Basic Education (DBE), 2002). Secondly, in the political sector, the South African government argued that the separation of History and Geography should be replaced with a philosophy that emphasised unity and collaboration which could be achieved by the combining of concepts in History and Geography (DBE, 2002).

Concepts in History and Geography were combined in the Social Sciences course, hence, every term of the school year, topics in History and Geography should be taught and tested. This curriculum is designed to complement the information (material, abilities, and concepts) outlined in each discipline, although they are kept separate. The Social Sciences (SS) curriculum strives to allow students to examine their environments with fresh, critical eyes and perhaps, more crucially, to expose students to a world outside their daily realities. Schools should be unique venues where students can gain knowledge that they would not otherwise have (DBE, 2002). This concept was integration, a reaction to apartheid's divisions, which expressed itself in SS. Olivier (2019), who evaluated how well the DBE had prepared educators for the CAPS, identified challenges such as insufficient time was given for educators to

absorb new ideas and material; certain educators were only given one time training sessions; most recent graduates did not receive any CAPS training at all; and some educators were unsure about the whole rationale of CAPS.

In the past, research has been done to look at the difficulties SS teachers had in implementing CAPS. A study by Ndashe (2016) investigated the difficulties Heads of Departments (DHs in the Intermediate Phase) faced in overseeing the teaching of the SS. Mopeli (2017) conducted another second study on the difficulties faced by senior phase SS educators. In both studies, the conclusion was that teachers lacked appropriate content understanding, therefore, educators struggled with the foundations of SS. One of the reasons for this was that the present teacher-development programs are too broad and superficial to give educators the assistance they require, which prevented newly certified educators from being able to adequately teach the curriculum, particularly, SS. Educators are able to embrace a revised curriculum if they have access to materials and professional development, even when they have little control over curriculum changes (McGee, Harlow, Miller, Cowie, Hill, Jones & Donaghy, 2004; DBE, 2017). The results of these studies, however, indicated that educators had, generally, a favourable opinion of the new curriculum because it took into account their professional development and offered resources (McGee, Harlow, Miller, Cowie, Hill, Jones & Donaghy, 2004).

According to Iyer (2018:1), some teachers viewed the integration in the context of SS as a merger of History and Geography, although each discipline had its own focal points. In the first SS class of the year, teachers usually explained the distinction between History and Geography to the students as follows - Geography is the link between man and his surroundings, and how it affects you. History is about interpersonal ties; it is about people to people.

Social Sciences is a vital subject that can help students become more informed in a variety of areas, including politics, citizenship, cultural awareness and a basic understanding of current events. Learners begin studying SS subjects in primary school to obtain a global perspective on History, Geography and Cultures. As adolescents grow older, they gain a better awareness of civic duties and responsibilities, as well as how the government and economy work. According to

Maepa (2017), a meaningful and critical sense of self-worth and identity can be developed by learners through SS, and it also enables them to exercise their full range of rights and responsibilities as citizens. These skills are crucial because they equip learners with the attitudes, knowledge, and critical understanding they need to situate themselves in their society, history, nation and in the global context.

The government has a significant responsibility to play in maintaining educators' professionalism so that they can provide excellent instruction for each and every learner. In terms of the objectives outlined in the 2014 Action Plan, which all schools must accomplish, the National and Provincial Departments of Education, educators must follow the national curriculum and policies, such as CAPS, the National Protocol on Assessment (NPA), and the national policies relevant to programmes and promotional requirements (National Policy Pertaining to the Programme and Promotion Requirement, 2011).

One of a School Management Teams' managerial responsibilities is curriculum management (Ntuli, 2018). This is necessary to ensure appropriate instruction and encourage effective teaching and learning in schools. Top government structures, SMTs, educators, students, parents and other stakeholders can share robust responsibility in teaching and learning as well as transparency in the environment of the schools. As stated by Ntuli (2018), SMTs' primary duty is to ensure that the planning, organizing, directing, and management of educators' work is done by utilising all operational tools at the schools' disposal in order to meet predetermined educational objectives. Another major responsibility of SMTs is to guarantee that the curriculum is delivered effectively by setting and accomplishing goals using the five basic management functions of - planning, coordinating, staffing, directing and managing - the use of human, financial and material resources. The curriculum management strategies aim to make learning easier by directing instructional activities that ensure long-term learning.

A sufficiently optimised school-management system is essential for delivering schools' mandate since it lays the foundation required to enable schools to take a holistic approach towards resolving any management challenges. Kasman, Mukhtar and Yamin (2018) state that a school can be described as a "superb" one if it has qualities

such as optimal management strategies, which include school effective planning and excellent teachers; instructional leadership which is focused on educational achievement as well as vigorous parental involvement. The World Bank Education Strategy (2020) acknowledges that optimal management of the education system also requires strong political commitment and effective implementation, and that weak management of schools hinders the delivery of quality education to the learners. According to DBE (2018), a lack of optimal management is the main contributor to underperforming and dysfunctionality in schools. This is triggered by an absence of community involvement in most South African schools which limits their potential in becoming successful as outlined by the DBE's criteria for a successful school system.

1.3 RESEARCH PROBLEM STATEMENT

One of the subjects taught in schools is Social Science and learners are taught this subject in the GET band. Social Sciences has both Geography and History contents thus, this subject has to be managed well, however, a problem exists as the SMT (principals and DHs) are not managing the teaching of Social Sciences well (Nhlumayo, 2022). It has been observed that most primary school educators who teach SS are not trained to teach the subject as most educators' delivery focuses only on a part of SS, either the content is Geography or History, meaning that teachers concentrate only on one part and ignore the other part. According to Shikalepo (2019), SMTs in rural areas have experienced challenge in managing the teaching and learning of SS. In some rural primary schools, educators are teaching many subjects with SS being one of them; they are unqualified to teach this subject, hence poor performance in it. Du Plessis (2017) found that a lack of qualified and trained educators in SS influences academic performance negatively. If the teaching and learning of SS is not well managed in the GET band, learners will also lack interest in doing the subject in the FET band. The above background led to the researcher investigating the teaching and learning of Social Sciences in the General Education and Training Band in North West rural primary schools, Ganyesa Circuit.

1.4 PURPOSE OF THE STUDY

The purpose of the study is to investigate how to manage the teaching and learning of Social Sciences in the General Education and Training Band in North West rural primary schools, Ganyesa Circuit.

The study aim will be supported by the following objectives:

- To determine the role of SMTs in managing the teaching of Social Sciences in the GET band.
- To investigate how teacher qualifications influence the teaching and learning Social Sciences.
- To evaluate how subject management affects learner performance.
- To suggest ways that can be utilised to effectively improve the teaching and learning of Social Sciences.

1.5 RESEARCH QUESTIONS

The research questions are as follows:

- What is the role of SMTs in managing the teaching of Social Sciences in the GET band?
- How do teacher qualifications influence the teaching and learning of Social Sciences?
- To what extent does subject management affect learner performances?
- Which ways can be utilised to effectively improve managing the teaching and learning of Social Sciences?

1.6 DEFINITION OF KEY CONCEPTS

In the next section are the definitions of key terms and concepts. The purpose is to make sure there is common understanding of ideas crucial to this study.

1.6.1 Social Sciences

One of the seven non-language subjects required in the Senior Phase and one of the four non-language subjects required between Grades 4 and 9 is Social Science (DBE,

2011). Geography and History, two distinct fields of study, make up the subject's two disciplines.

1.6.2 Policy Implementation

The term, depending on whom you ask, can mean different processes. For national policymakers, implementation refers to the actions necessary to get a new policy into districts and schools. On the other hand, educators and students may view policy implementation as the modification they make to their regular methods of teaching, learning and schooling (Viennet, Pont & Schleicher, 2017). Generally, it is the process of putting laws into practice, where several - parties, organisations, processes and approaches - are used to attain policy goals (Stewart, Hedge & Lester, 2008). The process of putting an education policy into effect, which affects the educational system on several levels, is multidirectional and intentional.

1.6.3 SMT- School Management Team

Schools are managed by competent teams which, through planning, organizing, leading, and supervising, guarantee that excellent teaching and learning occurs. According to the South African Schools Act, SMTs are management structures in schools that are in charge of the professional and daily operation of the schools (Act 84 of 1996) (RSA, 1996). This team comprises of the Principal, Deputy Principals (if available), Department Heads, and Senior Teachers (if necessary) (RSA, 1996).

1.6.4 Curriculum

Lessons and academic disciplines taught in a facility or under a specific program are referred to as the "curriculum". Schools are there for learners to achieve predetermined learning outcomes that are acquired as a result of growth, development and knowledge acquisition. These are acknowledged as most appropriate for life in a diverse society hence, the curriculum is defined as all purposefully or unintentionally chosen, structured, inclusive, innovative and summative educational experiences offered to students under the direction of a school (Mulenga, 2018). The Annual Teaching Plans (ATP), lesson plans, assessment activities, and materials used to

organise and teach a subject, would be examples of an individual educator's curriculum.

1.7 RESEARCH ASSUMPTIONS

According to Mopeli (2017), assumptions are preconceived notions that researchers make to understand the work or study topic they are writing about. In this research project, the researcher presumes that:

- The SMTs members face challenges in managing the teaching of Social Sciences in the GET band.
- The SMTs lack knowledge and understanding of optimal management strategies/approaches on how Social Science should be taught in the GET band.
- Teachers are not well trained in the teaching of Social Sciences.

1.8 SUMMARY OF RESEARCH PARAGIGMS, DESIGN AND METHODOLOGY

According to Kivunja and Kuyini (2017), the word paradigm is derived from the Greek word for pattern and has been liberally defined by academics. A paradigm is a collection of presumptions or assumptions regarding essential features of reality that contribute to a specific worldview. Numerous paradigms, such as positivism, interpretivism, critical theory, pragmatism and subjectivism are possible for doing research (Jahja, Ramalu and Razimi, 2021). Since interpretivism is concerned with the participants' thoughts and feelings, the researcher will apply it. Hussain, Elyas and Nasseef (2013) assert that by using an interpretive paradigm, researchers can learn about participants' perspectives, histories and experiences. The interpretivist paradigm enables a researcher to view the world via the experiences and perspectives of the participants. Alharahsheh and Pius (2020) define interpretivism as depth variables and context-related factors that create further depth in meanings under the premise that human beings cannot be explored similarly to physical phenomena. They claim that interpretivism is a depth variables and context-related factor that considers humans as different from physical phenomena.

Riyami (2015) claims that a researcher who uses the interpretivist paradigm is more likely to view subjects as research participants rather than as inert objects. They try to capture different viewpoints and analyse the phenomenon from a variety of angles. Furthermore, interpretive researchers are more likely to conduct a study in its natural environment (Riyami, 2015).

The researcher adopted a multiple-case study design. According to Creswell (2013), real-life multiple bounded systems can be explored through a multiple-case study approach that analyzes this bounded system through extensive data collecting, from many sources. The researcher used the multiple-case study design because the study investigated intensively and analyzed extensively without any aim of generalization to similar situations.

A qualitative research approach was used in this study. In qualitative research, the expression of human emotions and thoughts through behaviors such as speaking and writing is examined. To better comprehend human reality and its effect on social change, qualitative researchers seek to provide a clear and comprehensive description of acts and representations of actions (Hammarberg, Kirkman & Lacey, 2016). Through field notes, interviews, conversations, photos, recordings, and memos to oneself, this type of research transforms the world into a succession of representations. The researcher exploited the qualitative approach because of the need to assess individual challenges faced when managing SS at school, as well as identifying any possible management strategies to utilise for effective management of SS in the GET phase.

Open-ended interviews will be employed in order to get the participants' data relating to their experiences. According to Mare (2011), an interview is a two-way conversation in which the interviewer asks participants/interviewees questions in order to gather information and understand their beliefs and actions. Interviews are also a valuable source of data for case studies and are formatted along the lines of facilitated conversations instead of formal questions.

The population of the study comprised of principals, departmental heads and educators, from selected primary schools in Ganyesa Circuit, North-West Province,

South Africa. Purposive sampling was used to select the sample of educators, DHs, and principals. The sample size comprised of 4 principals (2 males, 2 females), 4 DHs (2 males; 2 females) and 8 educators (4 males, 4 females) of selected schools.

An interview schedule was employed to get the participants' data and the objectives of the study were considered when developing the interview schedule. The schedule had two sections – the first focused on the biographical information of the participants and the second on contextual questions derived from the research objectives. The interview schedule was designed in such a way that only 30 minutes will be spent during the interview process, per participant.

After collecting data, the researcher utilized a thematic approach when analyzing the data. The researcher employed codes for the participants in order to maintain anonymity and confidentiality.

1.9 SIGNIFICANCE OF THE STUDY

According to the information from DiscoverPhDs (2020), a written justification of the study's significance and its advantages, should include an explanation of why the study is necessary. In line with this recommendation, the study's findings could be helpful to SMTs, subject advisors and social science's educators in terms of understanding the perceptions around participants' experiences with managing SS teaching in the GET band. This is because this study has revealed some difficulties that SS teachers have encountered, in particular, potential inadequacies in the instruction of Geography and History in schools. The results of this study could, therefore, help Social Sciences management and establish guidelines for SMTs to improve on the management of the subject including its teaching and learning. The results of this study might also be useful for career development programmes that instruct SMT on how to oversee the subject's instruction.

1.10 THEORETICAL FRAMEWORK

A thoughtful, logical kind of conceptualization or generalizing thought about a phenomenon or the outcome of such thought is called, a theory (Noddings, 2018). A

theoretical framework is described as an "analytical and interpretive framework that helps the researcher make sense of 'what is going on in the social setting being studied," by McMillan (2010).

The theoretical framework for this study was based on the leadership and managerial functions that SMTs perform, as described by Turner and Bolam (1998). The Contingency Theory, one of numerous other well-known theories in organizational studies, served as the foundation for this paradigm. In the 1960s, Fielder developed the Contingency Theory with the intention of determining the most effective leadership behaviors in many organizational contexts (Seyranian, 2014). Turner and Bolam (1998), along with the concepts of other academics, explained the role of SMTs in the direction and management of their departments. The leadership behaviors of SMTs have an influence on the management of Social Science teaching and learning in rural locations, hence, the researcher employed the collaborative instructional leadership and the Contingency Theory.

1.11 CHAPTER BREAKDOWN

This research report is organized as follows:

- **Chapter 1: Introductory Orientation**

In this chapter, the focus is on the history and the necessity of using optimal management in the teaching of SS. Additionally, the problem statement is explained, along with the study objectives and research questions; the technique and research design; the significance of the study; the essential terms required for comprehension of the study and finally, the plan of this research report is given.

- **Chapter 2: Literature Review**

In this chapter is presented a discussion of the conceptual framework; how the teaching of SS in the GET phase is managed for optimal learner performance, as well as the procedures put in place by the DBE to address such issues.

- **Chapter 3: Research Design and Methodology**

This chapter will explain the research paradigms and methodology, as well as how the research was carried out. This design served as the study's framework and guided the entire investigation. Included in the discussions were - the study's population, the sampling procedures and the sample, data gathering, data analysis and the research ethics adhered to in the whole process of conducting the study.

- **Chapter 4: Data Analysis and Interpretation of Results**

Both the data analysis and the interpretation of the study's findings are covered in this chapter. Along with the presentation of the results and the explanation of the data analysis method, the chapter will also dwell on the analysis of the data itself.

- **Chapter 5: Recommendations and Conclusions**

In relation to the problem statement, research questions, and study objectives, the researcher summarizes the findings, highlighting the conclusions, suggestions and recommendations for enhancing SS instruction in order to produce better outcomes.

1.12 SUMMARY OF CHAPTER

In this section, background of the study, problem statement, purpose of the study, research questions, definition of the key concepts, research assumptions, summary of research design and methodology and significance of the study were discussed.

The following chapter reviews the literature with an emphasis on learning theories and models as well as earlier studies on the management of Social Science teaching and learning.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This section seeks to review managing teaching and learning of social sciences by Departmental Heads in the General Education and Training Band in North-West rural primary schools, Ganyesa circuit. A literature review is a report that evaluates studies; it describes, condenses, assesses, and clarifies the existing literature (Ndashe, 2016). The process will examine South African and international literature on organizing and managing the teaching and learning of SS. The situation in South Africa will be contrasted with that in other nations in relation to SMTs managing of Social Sciences. The literature will determine the role of SMTs in managing the teaching of Social Sciences in the GET band.

The literature reviews the study's theoretical background and intellectual foundation, the management functions of DHs as well as the duties and obligations of instructional leadership. It also covers management tasks, the Social Sciences curriculum, and the difficulties faced by DHs.

2.2 THEORETICAL FRAMEWORK

The theoretical framework of research explains the kinds of knowledge that are formed during learning the experiences that can legitimately result in knowledge, how stakeholders view themselves and what constitutes meaningful and legitimate scientific knowledge (Covey & Covey, 2020). Additionally, it offers a social and cultural framework (reality) and a broad conceptual perspective (perception) for doing research (Tshabala, 2015). According to Mills (1993), theory is an interpretive and analytical framework that aids in the researcher's understanding of the social environment under investigation.

The Turner and Bolam (1998) model of the leadership and management role played by SMTs served as the foundation for this study's theoretical framework. This model

is grounded in the Contingency Theory, one of several well-known theories in organizational studies. Fielder invented the Contingency Theory in the 1960s, and the goal was to identify the best types of leadership behaviour, for various organisations (Seyranian, 2014). The role of SMTs in the direction and management of their departments was also explained by Turner and Bolam (1998) and other researchers.

According to Turner and Bolam (1998), the situational leadership theory is more closely associated with the contingency theory since it has the ability to establish a connection between good leadership behavior, results and contexts. The Contingency Theory for instance, tackles the contextual concerns related to high-poverty schools (Scheerens, 2016). The underlying assumption of this theory is that situational variables, often known as “contingency factors”, can exist both inside and outside of an organization and they dictate what makes an organisation effective. The internal alignment of organisational components is referred to as "configuration hypotheses" in Contingency Theory. One strategy for enhancing educational efficacy and school development is to implement comprehensive programmes. Such programmes combine an "evidence-based" rational planning approach to execution, with a coordinated set of developmental levers, including instructional techniques, curriculum emphasis, leadership and teamwork.

It argues that the relationship between situational conditions and the characteristics or behaviors of the leader determines the efficacy of the leadership (Chemmers, 2000). SMTs/subject leaders are required to mentor and serve as role models for their faculty members, particularly those who have recently been hired and are inexperienced. The Contingency Theory was judged pertinent for this study since it examined how SMTs' leadership behaviours affected the standard of subjects, like SS’s teaching and learning. The study looked at the school environment and the situations in which SMTs behave as leaders, in order to ascertain their leadership style that they can be used to manage teaching and learning in SS.

The collaborative instructional leadership theory refers to the cooperation of SMT members and the spirit of teamwork among staff members (Naidoo, 2021). It may also

refer to the cooperation of district officials and educators, as well as among educators from various schools when they function, communicate or interact in their subject groups. Kareem and Kin (2019) mention collaboration as one of the twelve important characteristics needed by instructional leaders; in this study, the researcher employed collaborative instructional leadership and the Contingency Theory. As a result, the collaborative instructional and contingency theory will support the DHs in better managing the social sciences education in the GET Band and enhancing the academic achievement of their students. Consequently, the investigator deduced that the collaborative instructional and contingency theory employed in this investigation underscores the problem of social sciences teaching and learning management.

2.3 CONCEPTUALIZING OPTIMAL MANAGEMENT

Building a school's quality requires optimal management, and this in schools requires quality management (Iswadi & Iriansyah, 2020). South African schools are regulated and governed by different statutory bodies, including the South African Schools Act (SASA), 1996 (Act No. 84 of 1996), which stipulate that all learners must have quality education, hence, it is expected that schools comply with the standards imposed by these statutory bodies in order to achieve effective school management (DBE, 2018). Iswadi and Iriansyah (2020) assert that the implementation of an ideal managerial system in a school result in a positive educational experience, as all school components operate in 'sync with the management's rhythm'. Most schools have limited human, financial and physical resources which limit their ability to achieve their educational goals. This means that there are several challenges that schools must deal with, such as - inadequate curriculum development; inadequate leadership; poor school management, insufficient contact time between learners and educators, lack of community and parental involvement; lack of support from School Governing Bodies (SGBs); a lack of properly-constituted Representative Councils of Learners (RCLs), poor infrastructure, wrong appointments and a lack of reporting and accountability systems (DBE, 2018).

Poor school management and leadership have been cited as one of the major reasons causing a continuous decline in student performance in public schools (Naidoo, 2019). Other pressing challenges which have been identified relate to the recruitment and

retention of scarce-skills teachers, in rural secondary schools (Muremela et al., 2021); and policy implementation challenges (Tshinnane et al., 2017), for example, the redeployment policy. Consequently, the extent to which schools succeed or fail in achieving their educational goals depends on the choices they make regarding the objectives and strategies they need to pursue during their quest to achieve their educational goals (Du Plessis and Mestry, 2019). In other words, the success or failure of schools' programmes depends on the soundness and quality of the schools' management team.

2.4 QUALITY SCHOOL MANAGEMENT

Total Quality Management (TQM) is a concept of continuous improvement that, according to Mukhopadhyay (2020), may give any educational institution a set of useful tools for addressing the requirements and expectations of educational consumers. Total Quality Management (TQM) calls for participation from every employee in efforts to continuously improve. All individuals at educational institutions fall under the TQM definition of management, and they perform different responsibilities depending on their specific roles. The goal of total quality management is to continuously improve the customer experience. According to Mukhopadhyay (2020), learners are the primary clients; Santos, Marques, Justino, and Mendes (2020) divide the term "customer" into two categories, internal and external customers - in the context of education. The primary internal clients are learners, parents, educators, and staff. When using the TQM philosophy, organizations always seek to get better for these two categories of customers (Prestiadi, Zulkarnain & Sumarsono, 2019).

Managers or principals need to have confidence in their team and delegate decision-making to the appropriate levels, if they want to foster a culture of continuous improvement (Saputra, 2020). The characteristics of integrated quality schools which are considered to be TQM's cornerstones, are provided by Borges Notarjacomo, Strapazzon Do Couto, Bica de Almeida, Borchart, and Medeiros Pereira (2022) are those which have the customers in mind; show total commitment, effect effective measurement and aim for constant development.

Dedication to fostering an atmosphere, where staff and students may perform at their highest level, is necessary for quality in education. Mukhopadhyay (2020), contends that collective efforts among stakeholders with the broadest roles possible, are required for decision-making and problem-solving in an effective Total Quality Management system. According to his perspective on TQM, everyone has an obligation to contribute to quality (Kaiseroglou & Sfakianaki, 2020).

Additionally, teamwork must exist at all levels of staff - academic and support. Integrating teamwork within TQM is crucial in educational institutions since it fosters collaboration and boosts self-assurance (Kusno, Rokhman, Rusdarti & Sutarto, 2021). According to Hensler and Brunell in Usman (2009), TQM is built on at least four guiding principles: the first is continual improvement; the second is taking care of everyone; the third is fact-based management; and the fourth is customer happiness. Prestiadi, Zulkarnain, and Sumarsono (2019) also propose at least four steps which principals and learners must accomplish to carry out the school's vision, purpose, goals, and policies within the TQM. These steps, process, or actions taken by each component of the educational institution is aimed at pleasing its clients; preventing obstacles, specifically in relation to initiatives taken by schools to avert errors from; and engaging appropriate people, specifically the human tools offered in educational institutions to collaborate, professionally, through encouraging human relationships.

2.5 THE ROLES OF SMTs IN MANAGING THE TEACHING OF SOCIAL SCIENCES AT THE GET BAND

Management of education is the process used by educational leaders to oversee teaching and learning in classrooms (Shaturaev & Bekimbetova, 2021). According to Motshekga (2021), principals, deputy principals, and DHs have significant tasks to complete in accordance with their job descriptions. These tasks include administrative work, in which they are accountable for the professional management of the schools; keeping accurate financial records; conducting routine school inspections to protect the facilities and equipment; and upholding discipline. Additionally, they must provide educators and learners with instructional strategies and curriculum-related activities to ensure that teaching and learning are effective (Connolly, James & Fertig, 2019).

2.5.1 DHs' Role in Managing the Teaching of Social Science

Depending on how big the school is and how much work they have, the DHs are responsible for overseeing one or more courses and/or departments and ensuring that students and teachers perform well in those fields (Munje, Tsakeni & Jita 2020). As part of their responsibilities for curricular leadership, the DHs must also moderate the work that teachers and learners produce. To ensure that the intended curriculum and training are implemented in both quality and quantity, they must also visit classrooms and observe lessons (Ogina, 2017), hence, for each subject covered by a DH, checking and supervising the syllabus coverage includes visiting classrooms and observing lessons (Grootenboer, 2018). DHs are in charge of the curriculum, which is a huge job that calls for a certain degree of instruction and experience (Tapala, Van Niekerk & Mentz, 2021). Given that being a DH in South Africa requires no formal training, there is a critical need for DHs to receive curriculum training for leadership so that they can be prepared to oversee the execution of the curriculum (Makoelle & Makhalemele, 2020).

2.5.1.1 Collaboration, liaison and stakeholder involvement

The establishment of networks is in the best interests of the school and the DHs (Wiles, 2009); they create connections among teachers, parents, and students. Due to their leadership roles and their lateral positions between management and teachers, they are also connectors between the teachers and management (Harris, 2020). In addition to advising parents about their children's academic performance, the DH also confers with the education department about issues with the curricula of the disciplines they are in charge of (Ogina, 2017). The DH meets with a variety of stakeholders, including - local governments, educational institutions, NGOs, topic advisory services, churches, and students in order to collaborate and link up with others collaboration also includes promoting teamwork and pair teaching (RSA, 2016). DHs are not the only ones responsible for implementing the curriculum; they are a part of a bigger group that collaborates to make sure the curriculum is followed, and the syllabus is covered. The DHs must work together with internal and external stakeholders who play various parts in the educational system. The School Governing Body (SGB), Senior Education Specialists (SES), parents, students, churches, clergy, and other parties are among the stakeholders (du Plessis, 2020). Among other collaborative

actions, the DH must engage in are, decision-making through consultation; conveying the vision of the school and subject departments; providing feedback in meetings and conveying targets (Arends, 2021). The DH must be educated, skilled, and ready to communicate with stakeholders, as Tapala (2019) contends.

2.5.1.2 Leadership roles

The DHs' role is essential to the school and the educational system since they oversee the curriculum. This is an example of why DHs require relevant training and development initiatives in place to manage their divisions, achieve the desired results, and boost student performance (Northouse, 2016). DHs focus their own energy, as well as the energy of individuals and organizations on achieving goals together (Rowe & Guerrero, 2016). Individual followers or followers in a group share common objectives with the leader, therefore, the leaders negotiate decisions and outcomes with the followers through discourse, rather than imposing goals and a vision on them (Shaked & Schechter, 2017). DHs interact with stakeholders and take part in SMT activities while carrying out their leadership positions (Grootenboer, 2018). Additionally, they play a variety of responsibilities and tasks, such as participating in consultative and group decision-making; motivating others through a shared vision; inspiring colleagues, planning, organizing, leading, as well as overseeing departmental activities (RSA, 2016). As if these were not enough, the DHs also strategize for their department; foster a sense of community among staff members; provide pastoral care to teachers and students; advise the principal, deputy principal, parents, and teachers on curriculum-related issues, and fill in for principals when they are away (RSA, 2016). The DHs, thus, are expected to work as a team and as leaders (Bassett & Robson, 2017; De Nobile, 2018). Without considering the training that they receive, it would not be advantageous for the schools to have perceptions of what DHs' duties and responsibilities in curriculum leadership include (Grootenboer, 2018).

2.5.2 Planning

Planning is the greatest crucial management work in a school, since it gives everything an objective, as well as guidelines (Grogan, 2020). It is viewed as a process of answering questions like - *what, when, where, who,* and *how* (Varela & Fedynich, 2020). Planning, according to Chauke, Litshani, Muthambi, Mudau and Ncube (2022),

is an intentional action in which school administrators create a year plan that collaborates with the term, weekly, and daily plans of the teachers. It is the SMT's duty to ensure that all instructors follow their daily plans, which may include using appropriate and efficient teaching strategies for educational process, including both the teaching and learning year's assigned duties.

The SMT encourages group collaboration among teachers who work together (Benoliel, 2021). Once instructors have mastered teamwork, joint effort is realized through collaborative planning wherein educators from the same grade level construct group lesson plans, give each other feedback, and share lessons with each other. This procedure fosters a department-wide understanding of efficient teaching and learning (Mahlobogoane, 2013). Without adequately-organized structures, effective leadership and planning, as management tasks cannot guarantee goal accomplishment in a school's integrated teaching and learning activities (Gurr & Drysdale, 2020).

2.5.3 Organizing

Organizing is the process of creating a framework that will enable instructors in schools to work effectively as a team to accomplish predetermined goals (Van Wyk, 2020). Furthermore, making the best use of resources that are already available and those that are needed to carry out plans effectively, is another definition of organizing. Without being adept at management activities like organizing, delegating, and coordinating, HODs cannot achieve predetermined results in their numerous departments. Managers define the roles of others, hold them responsible, maintain open lines of communication, allocate resources, organize individuals who can collaborate successfully in a methodical manner, and oversee school activities, while planning teaching and learning activities (Van der Westhuizen, 1997). DHs plan subject meetings, visit classrooms, and make sure teachers are aware of the type and extent of the work they will be expected to complete during the year.

2.5.4 Leading

Leading, according to Joubert and Prinsloo (2009), is the act of inspiring and guiding subordinates to achieve organizational objectives. The management of teaching and

learning and the execution of the curriculum are the primary duties of DHs, according to a 2005 study conducted in China, by Mercer and Ri. Establishing relationships, motivating staff members, supporting their professional growth, ensuring the quality of pedagogy, controlling resources, and taking responsibility for the teaching and learning in the classroom are all part of leading people. Marianne et al. (2003) in South Africa concurred with Mercer and Ri (2005) that class control, planning, and resource efficiency should be supported and supervised by middle managers/DHs There must be individuals (managers/DHs) directing the process and those being led (subordinates/teachers) for all management tasks to be carried out (Van Deventer & Kruger, 2008). It is crucial for DHs to have training in leadership and management to perform their jobs well (Nkabinde, 2012).

2.5.6 Coordinating

Robinson and Gray (2019) assert that coordination begins with methodical planning and also calls for harmony, qualified personnel, mutual trust, a strong sense of teamwork, and good morale (Torres, 2019). Making sure that scheduled activities happen is the major goal of coordination (Bafadal, Nurabadi, Sobri & Gunawan, 2019). According to Arends (2021), coordinating is successful if HODs build up a mindset, confidence, and teamwork of teachers in their departments and promote collaboration when putting the curriculum into practice. Departments contain individuals with a variety of attitudes and interpersonal interaction abilities, hence, coordination of teachers may evoke difficulties (Nemaston, 2020).

School Management Teams (SMTs) coordinate teachers in schools in a variety of ways, including by managing departmental or subject meetings, informal staff meetings, and subject meetings (Kuitert, 2020). According to the dates set forth in the departmental year plan, DHs convene regular subject meetings at least one a month. The DHs for Social Science make sure that their educators follow the annual lesson plan and that they talk about issues that come up while teaching. The tasks and responsibilities of DHs may be negatively impacted by poor task coordination by managers in schools, which could lead to work overload (Hopkins & James, 2003; Kerry, 2005). The amount of time that can be spent training, supervising, and instructing teachers is constrained by DHs' enormous workload (Klar, 2012).

2.5.7 Reporting and Intervention

The SMT's monitoring of learner performance in formal assessment tasks does not end with record keeping, but the greatest responsibility is preparing and making sure authentic reports are given to parents (DBE, 2012:17-23), thereafter, educators plan as departmental units and the staff as a whole about the intervention strategies that will be implemented to talk about the inadequacies (DBE, 2016:13-14). Some people find these meetings, where data is examined and analyzed, to be highly unsettling because, in many cases, when learners perform poorly, teachers perceive themselves as inadequate. It is at this point that the competencies of communication, teamwork, problem-solving, and emotional intelligence which are listed by Kin and Kareem (2020:219–220) become apparent. According to Ghouri (2020), the competency of emotional intelligence is essential in ensuring that underperformance is managed very tactfully by the SMT, specifically, the principal, so as not to destroy educator morale but instead instill greater commitment and resolve to improve.

To meet this role, the SMT should communicate with other educational officers and stakeholders (Netolicky, 2020). Daniel (2017) did research on the functions of SMT in curriculum management in South Africa and discovered that the school management team is very essential in ensuring the professional daily operations of the school. The study also identified the roles of the School Management Team, as planning, organising, controlling, and evaluating the entire process of students' academic development (Daniëls, Hondeghem & Dochy, 2019).

2.5.7.1 SMTs' monitoring of lesson planning

The SMT and the principal are both accountable for curriculum oversight; department heads are in charge of ensuring high-quality teaching and learning as part of their job descriptions, and the deputy principal in particular, need to be actively involved in instructional leadership (DBE, 2016:10-14; DBE, 2016:27-35).

2.5.7.2 SMTs' monitoring of lesson delivery

Equally important as the planning of the lesson, is its delivery. Lemov (2010) advises that to implement an effective lesson, the educator needs to internalise the lesson plan, as failure to do so becomes evident in an educator's pre-occupation with what

he or she is going to do next, rather than concentrating on what learners are doing at each moment and guiding their thinking towards deep understanding.

2.6 HOW DOES A TEACHER QUALIFICATION INFLUENCE THE TEACHING AND LEARNING OF SOCIAL SCIENCES?

Qualifications include reaching a specified age, taking an oath, completing the necessary coursework or training, or earning a degree or diploma (Du Plessis & Mestry, 2019). Qualifications also include being ready for duty by the achievement of specific prerequisites. The practice of transferring knowledge, training someone to do something, or causing someone to learn or understand something through an example or experience is defined as, teaching (Birkinshaw & Mark 2015). Vasold, Deere and Pivarnik (2019) suggest that a student's academic success is influenced by a variety of factors, including personal characteristics, familial and community experiences, however, Yoo (2016) shows that instructors appear to be the most significant among the school-related factors.

2.6.1 Teachers' Qualification

The degree in education (education attainment) of teachers is measured in this study, by their qualifications (Du Plessis & Mestry, 2019); that is the highest certification that any subject teachers have. It was divided into categories based on the highest degree that the teachers had earned: a certificate, diploma, a bachelor's, a master's, or a doctorate. Numerous studies have looked at the connections between teachers' highest degrees and student accomplishment; these have discovered a positive correlation between teachers' credentials and pupils' academic success. For instance, Betts, Zau and Rice (2003) discovered a favourable correlation between teachers' highest degree and students' achievement.

According to Rice's findings in 2003, students perform better when their teachers have advanced degrees in the subjects they are teaching. Greenwald, Hedges and Laine (1996) discovered a significant and positive relationship between teachers' qualification - measured as having a master's degree or not - and students' achievement in a meta-analysis of research that examined the connection between

school resources and student achievement. According to Goldhaber and Brewer (1996), improved student accomplishment was linked to advanced degrees that specialized in the subject matter taught. Conversely, there was no significant correlation found between students' achievement and postgraduate degrees at the Master's or higher level, according to Wenglinsky (2000) and Greenberg et al. (2004). It is possible that teachers' credentials play a significant role in determining pupils' success in all subject areas, even in the face of the contradicting results of some studies.

Advanced degree holding educators, like a Master's or PhD, are expected to have a greater depth of subject knowledge and specialty than those with only a Bachelor's degree. Numerous research has been conducted to look into the effects of qualifications on students' educational performance in various disciplines, however, the results are not conclusive. Researchers found some sort of connection between the two variables - teacher credentials and students' academic achievement - in most of those studies. According to a study by Richardson, (1981) there is a substantial correlation between these two variables. Darling-Hammond's findings (2002) indicate there is a positive but weak association between teachers' credentials and students' academic achievement in reading further support this conclusion.

According to several studies, an educator's effectiveness is a dependable indicator of pupils' academic performance. Rivkins, Hanushek and Kain (1998), maintain that the most significant school-related factor impacting students' accomplishment is the quality of the instructor. In Rockoff's 2003 research, the qualifications and efficacy of teachers differ in a pronounced and statistically significant way. A teacher's advanced degree is often not linked to greater student learning from eighth to tenth grades, according to Goldhaber and Brewer (1997), however, having an advanced degree in a significant subject does seem to affect students' accomplishment, however, it was discovered that History and English teachers were exempt from this. According to Monk and King (1994), the effectiveness of subject-specific training depends on the setting of the classes that are being taught.

In his 2000 study, Hammond examined the relationships between teacher qualifications and other school inputs and student achievement across the states in

the United States of America (NAEP) using data from a 50-state survey of policies, analyses of states' case studies, the 1993–1994 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress. His research on the effects of instructor quality on student outcomes found, among other things, that factors like certification status and degree in the subject matter of the lesson are strongly and favourably connected with student outcomes.

2.6.2 Teachers' Major Subjects

Despite being distinguished by their diversity and dedication, prestigious education organizations such as - the Education Trust, the Education Leaders Council, the National Commission on Education and the Future of America - have repeatedly acknowledged the significance of the connection between educators' subjects' specialties and students' academic success (Ayibatonye, 2020). Specialising in one area of instruction is the greatest forecast to students' progress in social studies, according to Agu and Ramsey (2021). According to a review on high school students' success in the Social Sciences by Darling-Hammound (2000), educators' majoring in the topic they are teaching is the most accurate way to predict their pupils' achievement scores in those particular disciplines. Kafi, Motallebzadeh, Khodabakhshzadeh and Zeraatpisheh (2020) came to similar conclusions about the relationship between social sciences instructors' majors in such fields and higher student achievement in those courses.

It is evident from the studies that is currently available that educators' educational backgrounds do have an impact on students' poor performance in the subjects they are teaching. A teacher who lacks sufficient subject knowledge and pedagogical knowledge, may present incorrect information or even ignoring relevant teaching materials, might result in inadequate performance (Mabena, Mokgosi & Ramapela, 2021). Another factor is the language that is utilized for education and learning. Some teachers in rural schools, usually speak to students in their local tongue when teaching and learning, making it difficult for students to understand the terminology used in official examination papers, as a result, they frequently provide wrong responses (Mabena, Mokgosi & Ramapela, 2021).

2.6.3 Teachers' Professional Development

The possibilities provided for educators to acquire new knowledge, skills, attitudes, and habits in order to increase their efficiency in the classroom are referred to as opportunities for teachers' professional development (Manning, Cosby, Fogarty & Harreveld, 2022). Put differently, it is improving/developing instructors' understanding of the pupils, the subject, instructional strategies, and educational legislation (The Professional Affairs Department, 1999). It involves both formal and informal ways to support instructors in developing new knowledge of content and resources, as well as new insights into pedagogy and their own practices (Popova, Evans, Breeding & Arancibia, 2022). Using various forms of technology to encourage educators' progress is a part of professional development for teachers in this technological age (Sprott, 2019). Professional development as referred in this study, solely relates to in-service training and excludes any official college or university training that the instructors may have taken in addition to their college or university degrees (Philipsen, Tondeur, Pareja Roblin, Vanslambrouck & Zhu, 2019). That is professional growth that only happens when teachers start their classes.

Teachers are essential to improving education in classrooms. They require substantial learning opportunities so that they can possess the ability to instruct in a certain manner that meets the contemporary problems in education (Manning, Cosby, Fogarty & Harreveld, 2022). There are numerous ways that working instructors might acquire professional development and their personal experience can help them learn. Additionally, they can gain knowledge from their encounters with other educators during official and informal mentorship. Outside of the classroom, teachers can also study by being taught by other educators, for instance, at gatherings of teachers' unions and professional organisations. Educators can also share their expertise with other teachers in a variety of workshops and lectures, or they might receive formal instruction from educational consultants

2.6.3.1 SMTs and professional teacher development

Teachers' professional development, particularly, their capacity to develop as subject-matter experts and alter their instructional techniques, has been cited in instructional leadership and policy studies as a key determinant of students' achievement across

the curriculum (Krasnova & Shurygin, 2020). In their capacity as instructional leaders, SMTs are in charge of this growth. The professional development leadership of the SMTs is vital to the processes of school improvement (Imants & Van der Wal, 2020). It is envisaged that administrators, deputy principals, and HODs will offer formal training to teachers, with a clear emphasis on classroom procedures, although, focusing on departmental policy requirements is also a requirement for professional development (Leithwood, 2016).

The SMTs' duties and responsibilities are increasingly concentrated on improving instructional leadership, highlighting the significance of teachers' on-going professional development. The SMTs make sure that the school personnel are developed by offering them leadership abilities required for efficient teaching and learning. Wieczorek (2017) asserts that in light of the on-going accountability demand, SMTs should deliberately pay more attention to teacher professional-development programs, however, Wieczorek (2017) adds that with the establishment of the NCLB policy, there has been a reduction in teacher development. The SMT members are responsible for making sure that all instructors receive the appropriate assistance by ensuring that teachers have access to content skills (Tongchai, Wichaidit & Koocharoenpisal, 2019).

2.7 THE EXTENT TO WHICH SUBJECT MANAGEMENT AFFECTS LEARNER'S PERFORMANCE

2.7.1 Attitude

Iqbal, Parvee and Imran (2022) use the phrase "teacher's behaviour" to refer to the practical depiction of the act of teaching, carried out to support learning by a child or group of children. As a result, it covers all verbal and non-verbal techniques a teacher employs to transfer knowledge in a classroom. It has been reported that different teachers' instructional methods and approaches have differing influence on how well their students do (Masalimova, Vasbieva & Grudtsina, 2018), therefore, instructors

must have a significant role in establishing a nurturing learning environment for their students for them to achieve academic success (Iqbal, Parvee & Imran, 2022). This implies that teachers' temperament and attitude have an immense impact on how well students learn.

Teachers who possess excellent interpersonal and professional skills perform better in the classroom in terms of student behavior, concept understanding, and attitudes of positivity and mental attentiveness (Wahyudi & Utami, 2021). Bal-Taştan, Davoudi, Masalimova, Bersanov, Kurbanov, Boiarchuk and Pavlushin (2018) found that some educators make an attempt to avoid controversial subjects that could actually help the students in the classroom. When delicate subjects, like tribalism, school location culture, and how poorly leaders treat their followers are highlighted, this may be the result of limited conceptual comprehension or anxiety about social or educational pressure (Afrina, Abbas & Susanto, 2021). Sometimes, because of the teachers' attitude, students are unable to comprehend how exciting a subject is and the benefits they would experience if they paid close attention, during social studies lessons (Leacock, 2019).

2.7.1.1 Attitudes towards learning Social Sciences

The development of a favourable attitude, by students, toward social studies is a significant and integrated aim of Social Sciences education, according to research by TIMSS (1999). Mullin (2005), maintains that many learners do not have a good view of the subject. The number of students studying social sciences at the secondary and tertiary levels has decreased as a result of this negative attitude towards the subject (Gough, 2009:184). Studies on the psychological effects, students' perceptions of their social-studies performance abilities positively link with academic success. Many students dread Social Science, especially Geography, and this has been seen to have a very negative impact on their performance in these courses between the secondary and post-secondary levels (Gough, 2009:184).

2.7.2 Limited and Shallow Textbook Contents

Secondary school instructors' views towards teaching a topic are also being impacted by an absence of teaching resources, including textbooks and workbooks for both

teachers and students (Petersen, Baepler, Beitz, Ching, Gorman, Neudauer, Rozaitis, Walker & Wingert, 2020). Some of the available texts are not even fit for the new curriculum, although some teachers even lack access to them. For instance, majority of Social Science textbooks have been authored by amateurs, making them of poor quality, which greatly inhibits the efficient teaching and learning of the subject's topics (David, 2013).

2.7.3 Behaviour of Educators Towards the Subjects

Agnes (2013) claims that teachers with strong interpersonal and professional abilities are more effective in the classroom in terms of student behaviour, concept understanding and disposition of positivity and mental alertness. Some educators make an effort to steer clear of contentious topics that could benefit the kids in the classroom (Bal-Taştan, Davoudi, Masalimova, Bersanov, Kurbanov, Boiarchuk & Pavlushin, 2018). This may be a result of teachers' inadequate conceptual understanding or apprehension about social or educational pressure when delicate topics like tribalism, school location culture and how poorly leaders treat their followers are mentioned (Afrina, Abbas & Susanto, 2021). The teachers' attitudes prevent pupils from understanding how fascinating the subject is and the advantages they could get if they gave Social Science's sessions their full attention (Leacock, 2019).

2.7.4 Untrained and Shortage of Teachers

The development of a social science's policy aims to establish a well-organized and realistic program for the teaching and management of Social Science in schools. (National Policy Guide for Social Sciences, MoE, 2008:1). The purpose of the policy guide is also to give subject managers instructions on how to oversee and keep an eye on the teaching and learning taking place in schools. Sutoro (2021) discovered that educators are not always recruited based on acceptable qualifications for majority of the schools that participated in this research employed educators who were both unqualified and insufficiently qualified to teach SS. This situation goes against what the policy dictates, and this situation could present difficulties for inexperienced

teachers who are trying to implement the SS curriculum (Carl & Negumbo, 2017); furthermore, inadequate training of these instructors may have a detrimental effect on students' academic progress (Ingersoll, 2020). Teachers who do not have the fundamental understanding and abilities necessary to effectively teach and apply the Social Sciences curriculum could negatively affect the performance of the students (Niati, Siregar & Prayoga, 2021).

2.7.5 Curriculum Transformation Challenges - Ever-Changing Curriculum by Government Officials

Plans were made to alter the curriculum after the ANC government assumed power in 1994 (Mahabeer, 2020). It was first intended to use Curriculum 2005, which was outcomes-based education. Due to the difficulties the new curriculum had, Curriculum 2005 was changed and the National Curriculum Statement (NCS) was updated and released. The NCS was further altered in 2011, the Curriculum and Assessment Policy Statement (CAPS) was adopted, however there was a serious lack of resources, including teachers, classroom equipment, textbooks, and teachers, which had a bad impact on how the new curriculum was implemented (Mahabeer, 2020).

Blignaut (2021), contends that each new curriculum necessitates preparation time from teachers in order for them to get familiar with the new ideas and skills that need to be taught. Researchers believe that learners are performing poorly as a result of bad implementation of the Social Science curriculum (Mahabeer, 2020) and that this has had a negative impact on actual application. Moloi (2019), believes that significant elements that could have a negative impact on practical implementation include lack of - classrooms, learning aids, capable scientific educators, lasting support networks, poor in-service training, and a common vision and commitment.

Blignaut (2021) and Aly & Nurhakim (2020), assert that the implementation of curricular reforms is still constrained by the need for necessary change and transformation in majority of schools. Nothing can dispute the fact that the educational system in South Africa has faults; this results in teachers and administrators being blamed for a system that they did not create (Chiwandire, 2019). The first aspect is instructors' personal efficacy, or their conviction that they have the abilities needed to

bring about change (Santi, Gorghiu & Pribeanu, 2020). The notion that students will gain from their educational experiences, which is the second aspect, is called "teaching efficacy" (Siyaya, 2019). According to Driscoll (2010), school board members are particularly important in advancing schools and communities' causes. They also contribute enthusiasm and dedication to the organizations they represent, in addition to their knowledge and expertise, therefore, their participation in curriculum-related matters is therefore significantly crucial (Lange, 2019).

On-going modifications, as well as many current trends frequently drive educators' initiatives to change schools as there are inconsistency and irritation from these on-going modifications (Menon & Castrillón, 2019). As soon as an educator learns anything new, it changes once more. Teachers are usually not heavily involved in the planning of a curriculum shift, rather, politicians are (Du Plessis & Mestry, 2019). The management teams were afraid of the new management techniques required by the new curriculum, which made them difficult to be put into effect (Menon & Castrillón, 2019). As part of school development, several new roles, such as decentralizing decision-making, were not utilized and it impacted the application and supervision of policies (Luckett & Shay, 2020).

The issue of a lack of adequate transformative leadership appears to have made all these problems even worse (Du Plessis & Mestry, 2019). Transformative leaders inspire their teams to work more successfully by giving them a clear vision and giving them the tools, they need to be self-motivated, as they complete various tasks (Dinwoodie, 2013).

2.7.6 Lack of Professional Guidance for Teachers from SMT and other Stakeholders

According to Ball, Lubienski and Mewborn (2001), professional development for teachers is fragmented, non-cumulative, and intellectually superficial; it is also detached from important curricular and learning issues. Similar arguments were made by Little and McLaughlin (1993), who claimed that professional development programs only updated teachers' knowledge rather than offering a chance for ongoing learning about issues related to curriculum, students, or teaching. Varella (1997 and 2000) as

well as Franke (2002), on the other hand, demonstrate that teachers' professional development positively influences students' academic progress, but the problem is that, it must be long-term.

In South Africa, the management teams of the schools play a crucial function in overseeing and assessing the departments that have been given to them. Most of schools in South Africa are set up so that each member of the school management team is given a set of specialized instructors and subjects to oversee, however, some school management teams have not seen much of an influence from this delegated style of controlling. For instance, Mogashoa (2013) discovered that members of the school management team were uncertain of their responsibilities. This conclusion was reached through interviews with school management teams where it was discovered that SMT members were unsure of their crucial role in putting the curriculum into practice and, more significantly, their responsibility as managers (Mogashoa, 2013).

Similar to this conclusion, Ntshoe and Selesho (2014) assert that HODs, who are a member of the school administration team, could not comprehend the substance of the variety of topics that were assigned to them for management and supervision. This raises questions about the role that school management teams play in enhancing academic success in particular subject areas. Ntshoe and Selesho (2014) contend that the low success rate in the NSC exams is due to HODs' lack of subject-matter expertise in high-ranking designated subjects, including Mathematics, Physical Science and Accounting.

The arguments made by Nthsoe and Selesho are that the SMTs' function focuses on two aspects: first, that the SMT must enhance academic achievement; second, that their role necessitates subject-matter expertise in the disciplines they supervise. The SMT of the NSLA, school appears to encounter difficulties in performing both aspects. Their lack content understanding in so many of the subjects they administer, means that these SMTs faces a challenge in raising student academic achievement.

2.7.7 Lack of Social Intelligence

The study of social intelligence examines how individuals interact with their environment. It covers the interaction between a person's physical, social, political, economic, psychological, and cultural contexts (Omolara, 2015). If we are to accomplish these good and useful goals, social studies instruction and learning in our primary schools should be done as effectively and efficiently as feasible. It is necessary to be familiar with instructors' personalities and subject-related attitudes because of their significant involvement in the teaching and learning processes (Leacock, 2019). Students could integrate the topics better if teachers focused their teachings and displayed interests in their subjects, as attitudes of teachers and students affect instructional practices (Omolara, 2015).

One of the most challenging subjects, social sciences, should only be taught by knowledgeable, qualified specialists (Fitchett & Heafner, 2018), however, majority of the present instructors lack the necessary credentials to teach the subject (Ibeh, 2020). It is, therefore, challenging for these educators to give in-depth treatment of the essential concepts. An educator's lack of knowledge in a subject makes students less motivated to learn it as during a teaching-learning process, students are drawn to and appreciate a knowledgeable educator and insightful comments concerning the subject (Omolara, 2015).

2.7.8 Large Class Sizes

The quality of a social sciences educators' instruction, communication with students, the educational process, contentment, and enthusiastic involvement of students all suffer, when class size increases, according to Phurutse (2005:6). Howie (2003:6-7) argues that success in classes with fewer than 15 students outperform those in classes with an average of about 25 students or more than 30 students; performance in classes with 25 students is only slightly better than in classes with more students. Numerous studies conducted in South Africa revealed that huge classes are typical and have a negative impact on instruction and learning (Howie 2003:3; Mji & Makgato, 2006:254). Research has also shown that teachers of social sciences who have

smaller classrooms get greater feedback from their students and achieve better outcomes than those who have larger classes (Howie, 2003:4).

2.7.9 School-Related Factors

Saiduddin (2003:2), maintains that it is convenient that external sources are blamed and held responsible for the learners' poor academic achievement, such as assertions that poor-performing learners' families are less intelligent than well-performing children and their parents. All students are teachable, according to research done at high schools in Dakota, hence, the management of a school is the most important component when determining calibre of education provided to its learners. Researchers at Ohi State University link economic and social factors to academic failure, and administrators and teachers have adopted this mindset as well (Saiduddin, 2003). In the majority of South Africa's rural schools, this claim can be contested because it is impossible for students to succeed in SS courses without access to facilities like laboratories where they can conduct experiments or libraries where they can conduct research.

2.7.10 Medium of Instruction

Research from the Trends in Mathematics and Science Study (TIMSS) (Mullis, Martin, Gonzalez, Kelvin, Garden, O'Connor, Chrostowski & Smith 1999), indicate that home languages, other than English are associated with poor achievement levels in Science (Barker & Johns, 2005:150). Learning becomes challenging for students when they are taught in a language different from their mother tongue (Lee and Luykx, 2006:35). When Social Sciences are taught in English, a language that some students may not understand, a variety of communication issues between the teacher and the learner arise, which may result in subpar performance (Marshall, 2002:5). For instance, while learning subjects' content, non-English speaking students must enhance their English language literacy skills, while the content area itself ought to provide a relevant framework for the development of English language and literacy. According to Van der Poll and Van der Poll (2007), learners encounter the issue of content literacy when they are obliged to acquire content in a second language, making it challenging for them to grasp the knowledge being imparted. The learner's performance in SS is

impacted by this fact since language is essential for comprehending a subject's technical jargons (Van der Poll & Van der Poll 2007). It becomes more challenging for them to understand the materials are not being taught in their home language.

2.7.11 Challenges Posed by Lack of Information and Communication Technologies (ICT)-based Knowledge

ICT have significantly altered the way that learning occurs (Lawrence & Tar, 2018); it is clear that the improvement of cognitive abilities is a key goal of technology education despite the paucity of research in this area (Buckley et al., 2018). It cannot be denied, however, that every process has advantages and possibilities, as well as injustices and disparities. This is particularly evident in the case of emerging nations when the resources are distributed among their citizens in an unjust and constrained manner, which feeds a vicious cycle of social and economic inequality (Eubanks, 2007; Torraco, 2018). All of these elements work together to increase the number of conflict situations involving schools and teachers, which makes for difficult working conditions for them.

The use of technology in schools has a favourable effect on teachers' professional performance (Kopcha, 2012; Ottenbreit-Leftwich et al., 2010), however, it also brings about changes that present new problems and conflicts that should be taken into account in the future (Otterborn et al., 2018).

Some of the ill effects of work time and environment on employees and how they affect work-life balance are discussed by Harris et al. (2015); other researchers have identified increase in competition (Jena, 2015), the spread of work culture outside of schools (Ragu-Nathan et al., 2008), the stress brought on by technology use (Joo et al., 2016), and the frustration brought on by the complexity of the new technology. Selwyn (2010) acknowledges that the connections between education and technology are debatable and suggests a critical approach which should go beyond simply asking whether a given technology functions in a particular way.

2.7.12 Lack of GIS (Geographic Information System) or Geography Laboratory

Research and development work done in five European nations, as part of a European project on science education, illustrated that students fared badly in SS (especially the geography component) for the following reasons - the majority of laboratory activities are inadequately thought out and prepared in relation to the learners' understanding levels, resulting in students handling tools but not concepts, of inadequate, bad laboratory procedures; when students gather data in the laboratory without understanding why they are doing it, a lot of time is typically lost; and lack of opportunity for learners to process and analyze collected data (Psillos & Niedderrer, 2006:2-4).

The laboratory is a special social setting with a lot of potential for promoting social interactions that might help people develop good attitudes and cognitive growth (Lunetta, 2004). In a number of studies, participation in laboratories as part of certain courses and experiences led to more favourable attitudes and interest in Science. For instance, Kerr, Rynearson and Kerr (2004:1–9), concluded that the most effective instructional method for promoting students' interests in and attitudes toward learning geography (map work or GIS), was for them to participate personally in a GIS laboratory; this was according to Social Sciences students who were requested to rate the relative effectiveness of instructional methods. This was in contrast to other methods, such as, teacher demonstrations and documentary materials.

2.8 WAYS THAT CAN BE UTILIZED TO IMPROVE PERFORMANCE, MANAGEMENT, TEACHING AND LEARNING OF SOCIAL SCIENCE SUBJECTS

Kydd, Anderson and Newton (2013), explain performance as "the manner in which individuals carry out their work." Performance can be rated as ‘good’ or ‘bad’ as it can be impacted by a number of factors and it can alter over time. Performance may be impacted by a variety of factors, including, an organization's culture and character, leadership, and management. Bush (2007), believe that for schools to give their students the greatest education possible, they must have efficient leaders and

managers. He added that the effectiveness of leadership, hence has a big impact on the school and the learners' success.

The development of a highly collaborative, developmental style of leadership that centres on empowering others to take responsibility for their own lives is a prerequisite for leadership in high-achieving schools, according to Davies (2012). This process involves re-organizing the school, forming the teams or structures, building high-performance teamwork, and aligning rewards and incentives with team performance and performance feedback mechanisms.

Schools that prioritize developing future leaders must ensure that they have an outstanding leadership team if they want to achieve both recommendable performance and high educational standards (Bush, 2003). The involvement of more personnel in educational leadership increases the requirement for efficient and suitable development for future leaders, which should be taken into consideration by school leadership (Bush, 2018). For schools to acquire the required organizational character and the anticipated steady culture of teaching and learning which is certain to produce quality work, they urgently need effective leadership and administration. Leadership and management work well together to create good performance, despite their differences, (English, 2008).

2.8.1 School Planning

A strategic plan that incorporates the guiding directions on how to manage an education system within a bigger national development perspective - which is always changing and frequently involves limitations - is the tangible result of strategic planning process in the education sector (Sari, Nugraha and Reftyawati, 2020). It can, therefore, be asserted that a school's strategic plan is a planning process intended to carry out a school's objective over a certain time period, taking into account potentials, opportunities, and potential obstacles (Land & Rubin, 2020). The organisation's vision, mission, goals, and plans for accomplishing those goals are all outlined in the strategic plan, hence, is essential in enhancing schools. An important tool in strategic planning

and management is a SWOT analysis (Gurel, 2017); this analysis is used to develop strong plans that will help a business achieve its goals and meet its objectives. Different contexts, including management, engineering, and education, can use SWOT analysis (Sari, Nugraha and Reftyawati, 2020). We can analyse the internal and external components of a firm with the use of the SWOT analysis and the information gathered on areas such as - finances, networking, human resources, as well as other organizational capabilities, can all be used as "ammunition" to achieve desired results (Al Khajeh, 2018).

Organisational flaws can be seen in factors like, the location, infrastructure, and human resources; to create a departure strategy, these issues need to be investigated. Opportunities and risks are examples of external organisational effects; the location of an organisation affects a number of elements that relate to its objectives. The stakeholders develop a strategy plan that they will be put into action after thoroughly analysing every area of the organisation. Working together on an organisation's strengths, weaknesses, opportunities, and threats is a fundamental role of a leader in order to realise the organisation's vision.

2.8.2 Excellent Teachers

Proficient teachers are required in schools (Novita and Solihin, 2020). Educators need to focus on clear, long-term learning objectives, and they must possess the necessary knowledge and abilities, and continuously participate in a professional learning session. According to Milic et al. (2022), excellent schools require the following teaching competencies: professional, learning, mentoring, communicating with students and evaluation. Ersin et al. (2020) indicate that professional learning among teachers must go through four stages: the preparation (the action of creating teacher-work programmes in the form of assembling curriculum-based learning plans); execution (mastering the curriculum and learning toolkit); subject-matter mastery (knowledge of assessment methodologies and procedures); as well as commitment and discipline. The OECD team's findings also underline that for students to excel, the system's delivery quality must be equally important to teacher quality (Acosta, 2019).

2.8.3 Instructional Leadership Orientated to Academic Achievement

For schools to effectively communicate their goals and visions, they need strong leaders. By highlighting schools' mission and establishing a set of shared core values among the teaching staff, effective leaders foster a sense of unity. All members of the teaching team are guided by shared core values and a feeling of purpose, which prevents them from straying from the objectives (Naidoo, 2019). A school principal's duty as an educational leader, includes defining the mission of the institution - "The school's mission can be stated in such a way that this vision will build a sense of common purpose in the staff and students when they are carrying out various activities in the school and classroom" (Turkoglu & Cansoy, 2018).

According to Hallinger Gümüş and Bellibaş (2020), leaders who work in successful schools have traits like fostering a routine learning environment, emphasizing success, developing teaching strategies, regularly monitoring and evaluating student development, and coordinating and supporting education and training. Excellent manager is those who do not isolate themselves in their office, are constantly available for communication, open their door to new initiatives, work to advance the school, and foster a supportive environment by extending their efforts to other areas of the institution (Bush, 2020). Musungu and Nasongo (2008) claim that schools with a leader who do devote sufficient time inside the four walls of the classroom, reviewing teaching methods and techniques, helping students recognize quality work, and helping teachers grow through in-service training, so they could participate in ongoing school training, are much more successful schools. Research on the effects of school leadership on academic achievement has demonstrated that this impact can be either, direct or indirect (Ylmaz, 2010).

Strong leadership is necessary for good schools, and strong leadership is defined by several characteristics (Leithwood et al., 2020), such as an on-going capacity for intelligence; significant knowledge; leadership experience, and problem-solving skills. These traits are also features of reliable intellectual qualities that enable teachers and employees to recognise their superiority; their possessing of endurance skills (that are demonstrated by work tenacity, job tenacity, and being diligent, enthused, and disciplined in order to set an example for students and co-workers. Being able to

restrain emotions is defined by - tolerance, understanding, correct pledges, integrity, speaking the truth, and considering people's interests before one's own. Such a person's character can serve as a model for educators and other high-ranking school personnel. In addition, the capacity to respond quickly to problems at school, find solutions to problems rapidly, choose the best problem-solving options, be willing to compete fairly, and seize opportunities for development are signs of an efficient leader. In this context, everyone in the school is aware of how more trustworthy their leaders are and their innovative capacity to create new, more effective work methods to raise the calibre of the staff with the aim of generating excellent learners.

2.8.4 Active Parental Involvement

Parental involvement offers a structure for educational activities and guards against problems brought on by the last-minute parental summons; thorough planning from the beginning, therefore, is crucial for active parental collaboration (Okeke, 2014). It was thought that one way to encourage parental involvement was to anchor it in psychological factors, including parental self-efficacy, invitation perceptions, and engagement incentives (Baker, Wise, Kelley & Skiba, 2016; Hirano & Rowe, 2016). This necessitates openly informing parents about the significance of their participation in their children's education (Kabir & Aktir, 2014). Another tactic to increase parental involvement is to create practices that respect families and cultures, including visual displays in schools' entry areas. (Reynolds et al., 2015).

Good home-school collaboration can be achieved by parental involvement, respectful and effective leadership toward families and children, and institutionalized practical cooperation (Ma, Krenn, Hu & Yuan, 2016; Tadesse, 2014). Creating interactive homework assignments improves parental involvement in their children's education, according to Topping and Wolfendale (2017), and Williams, Swift, Williams and Van Daal (2017). It is believed that increasing parental involvement in their children's education could be achieved by giving parents the chance to participate in training sessions to learn more efficient strategies for home-school collaboration (Coleman, 2018; Topping & Wolfendale, 2017).

Coleman (2018) suggests that there are quality component frameworks in Total Quality Management (TQM). Such components are - organizational analysis,

leadership, commitment-related strategies, quality policy, mission, and strategic plans. Administrative effectiveness, data interpretation, ISO, teamwork (which includes group empowerment, self-organization, and quality tools), and self-assessment (which involves monitoring, evaluating, and surveying customer needs and testing standards) are some of the systems and procedures that can be employed.

2.8.5 Considerate Curriculum Change

Needs in the political, economic, social, and technological spheres of a country are what drive changes in curricula; therefore, in these contexts, it is the responsibility of the government to satisfy these demands by altering the curriculum. Glatthorn, Boshee and Whitehead (2006), claim that a country's curriculum typically changes in response to shifting political, economic, social, or a mix of these demands. The researcher interprets this to suggest that any updated curriculum is going to necessitate rigorous training for instructors, the supply of suitable material resources, and suitable processes for learning-outcomes' assessment. Further, Glatthorn et al. (2006) contend that a high level of implementation of the curricula might be anticipated if the changes to the curriculum are not overly complicated and are provided to teachers with a clear explanation. That means that, if teachers have access to high-quality materials that support the new curriculum, and if administrators take appropriate actions to stop overload when educators feel overworked, when it comes to putting the curriculum into practice, curriculum changes can be implemented with minimal challenges.

2.8.6 Improving the Quality of Education in the Industrial Revolution 4.0

A superior product or service that adheres to standards depends on how quality is defined; quality criteria are usually established in top-notch institutions, according to Arcaro (2007). For every batch of assignment, after its completion, quality reduces the need for inspection. A two-part definition of quality is provided by Sallis (2011). The first step is conforming to requirements and meeting clients' demands comes in second. To assist the process of school improvement, quality is crucial. Both the quality process and the school improvement model aim to find the best practices, although, the gold standard against which all advancements are measured is best

practice. Both approaches seek for organizational practices that are in line with desired results and educational goals and both focus on continuous progress. Quality is nothing more than the management system's implementation process that can be applied to create a model for improving schools.

Sallis (2011) explains the application of TQM in connection with enhancing academic quality based on enhancing the standard of instruction provided in educational institutions. Focusing on learning activities is crucial for educational institutions because most of them are under pressure to perform better. In order to satisfy students as clients for education, educational institutions utilizing integrated excellence methods, need to seriously consider concerns of style and the requirement for the learning process to produce the necessary strategies. According to Trilling and Fadel (2009), in order to raise the standard of education, during the Industrial Revolution 4.0, the current educational system must be flexible enough to accommodate students' preferences for digital lives, cognitive instruments, educational research, and knowledge creation. The ability to adjust to the advancement of digital technology and the existence of many types of artificial intelligence is referred to as a "digital lifestyle." While "way of working" refers to the ability to work in teams or with others in a range of situations and with a variety of tools; "tools of thinking" relate to the ability to use technology, digital tools, and services.

Enhancing educational standards during the Industrial Revolution 4.0 must be flexible enough to adapt to the tenets of cyber-based education. There are three principles that are applicable in industry-era Education 4.0, according to Herman et al. (2016). First, interconnectivity, sometimes referred to as the Internet of Things (IoT) or the Internet of People (IoP) is the capacity to connect to and interact using machines, gadgets, and sensors; standards, cooperation, and security are essential in putting this notion into practice. The ability of information systems to create digital models that are virtual replicas of the real world is the second factor. Third, technical support, which comprises the system's capacity to accommodate people as well as any accompanying visual or physical aids (Raden, Bambang & Sumarsono, 2019).

2.8.7 Computer Accessibility

The inclusion of ICT in education requires that schools have access to ICT infrastructure and resources (Japhet & Usman, 2018). ICT resources including hardware, software, and other resources are largely dependent on accessibility and availability for successful implementation and assimilation into schools' instruction. Computer access, up-to-date hardware and software, are, therefore, essential components for successful technology adoption and integration (Lembani, Gunter, Breines & Dalu, 2020). It goes without saying that teachers will not use ICT resources if they cannot access them. The availability of hardware, software, and network infrastructure for teachers in schools is, therefore, an urgent requirement. According to a study by Wastiau and Pagano (2013) on "teacher effect" on the use of ICT in the classroom, fewer instructors work in environments with high access to ICT. The European Commission (2013) determined that the biggest barrier to teachers using ICT in the classroom is access. The suitability of tools and programs to support teaching and learning is just as important as their availability when it comes to access to technology resources (Oke & Fernandes, 2020). ICT is more likely to be included into instructional activities by educators who have gained access to the required technological resources (Japhet & Usman, 2018).

2.8.7.1 Provision of teacher's training regarding ICT

Successful computer integration into classroom instruction depends heavily on educators' training. Numerous researchers have indicated that ICT-related training programs enhance educators' computer skills and have significant impact on their attitudes toward computers, regardless of their level of experience (Aydin, Gurol & Vanderlinde, 2016). According to Adeleye and Eboagu (2019), teachers' usage of technology in the classroom, is most strongly influenced by their training. Instructors back up this up by asserting that they are more probable to comprise ICT into their teaching activities if they engage in high-quality technology professional training that will increase their ICT competency (Hutchson, 2015).

Professional development events for teachers are frequently criticized for being too brief and providing little follow-up for teachers after they start teaching. Lawless and Pellegrino (2007), maintain that a top-notch training program should have a clear goal for student accomplishment; extends the training term, if necessary; provides innovative technology for teaching and learning; actively involves educators in

meaningful context-related activities, and fortifies collegial teamwork. Wikan and Molster (2011) found that teachers with only brief ICT training, lacked both skill and confidence in their use of the technology, as well as knowledge of how to use it to enhance and assist students' learning. Educators who participate in training programs that support methods and approaches used in education that focus on knowledge, abilities, and beliefs have greater awareness of and insight into changes in classroom activities, in the future (Levin & Wadmany, 2008). Mulhim (2013) also discovered that instructors' limited ICT usage is a result of their lack of training. The study's outcome indicated a pressing need for teachers to receive training in the pedagogical and technical application of ICT in schools. The research found that ICT training programs help teachers, therefore, become more proficient with computers. The research makes it clear that teachers must also acquire other technological abilities, but that ICT training skills are crucial prerequisites for its integration into the educational process. This study will include computer training as a variable because a review of the literature revealed that training has a significant role in determining how teachers use technology.

2.8.7.2 Leadership providing ICT support to the staff

It is clear that elements like access to computers, networks, and the internet, training for teachers, the availability of resources for ICT-based curricula, and technical assistance, are crucial for the application of ICT in education (Du Plessis & Mestry, 2019). Numerous national policies on ICT in education have plans for this kind of provisions, however, these elements by themselves would not be sufficient to affect the type of institutional transformation that would be required (Shin, 2015). In order to define and achieve the desired goals, leadership must focus on acquiring and coordinating these components within the constraints of an organization. Boulton (2017), avers that leadership support is an essential factor in determining how well instructors integrate ICT into their lessons. According to Schiller (2003), the educational potential of information and communication technology may not be achieved without the leadership support.

For starting and executing school transformation by utilizing ICT (Information and Communications Technology), principals need to take on a significant amount of responsibility. Uluyol and Sahin (2016) found that despite significant investments in

technology in schools, leadership support has been disregarded, however, to fully grasp the value of the technology, school administrators must demonstrate their unwavering dedication to teachers' incorporation of ICT (Japhet and Usman (2018). In their study on the usage of ICT in nine Israeli schools that had effectively integrated it into the classroom, Bond, Zawacki-Richter and Nichols (2019) discovered that the manner of leadership can enable the adoption of ICT in educational settings, although, demonstrating good leadership is a difficult task. Support for leadership and the school community are crucial for the long-term viability of ICT in the classroom.

2.8.8 Adequate Subject-Time Allocation

The time allotted for SS at schools must match the requirements described in the Curriculum Assessment Policy Statement (CAPS). If schools are not adhering to the guidelines of the CAPS document, teachers will not be able to achieve the SS-related classroom objectives. If, for instance, the time allotted for SS learning does not follow the guidelines outlined in the Department of Education's educational publications, the goals of SS cannot be achieved.

Social Sciences is an interdisciplinary study, according to Mashiapata (2006). Due to this, SS calls for a variety of teaching methods, hence, its nature becomes challenging as interdisciplinary curriculum rarely adheres to the recommended teaching and learning methods (Modise, 2014). It becomes a difficult task for an educator to develop an environment for interdisciplinary learning that is logical, easily adaptable, and will effectively meet a variety of needs. The issue of perception is the other issue with trans-disciplinary subjects; some educators view anything unfamiliar as being difficult and unreachable. What emerged from the Modise, 2014 study is that some teachers have also ignored the value of interdisciplinary curriculum. Some educators are unaware of the valuable role that SS may play in meaningfully addressing the cultural and socioeconomic concerns of a community because they lack a thorough comprehension of the trans-disciplinary notion (DBE, 2010). There are, other factors in addition to teachers' perceptions, that prevent students from fully appreciating multidisciplinary programs. The multidisciplinary nature of the curriculum is not without controversy, among parents. Regarding the schooling of their children, parents reportedly do not often think beyond the box, according to Mashiapata (2006). Most

parents are cautious to embrace anything wholeheartedly that they are unfamiliar with. Nieman and Monyai (2006), who argued that the combination of topics to constitute SS, still poses a threat to parents and SS teachers, provide evidence to support this claim.

2.8.9 Teacher Effectiveness

When a teacher evaluates his or her own teaching abilities and believes that it will have a favourable impact on pupils' learning, that teacher is said to be effective (Teel, 2003). Put differently, the expectation is that, educators who possess high levels of efficiency and competence (professional knowledge, abilities, attitudes, and values) will work more effectively, thereby, positively influence students' academic progress. Research findings, have demonstrated that effective teaching methods, discipline, and instructor competency are all factors that affect student accomplishment, although, course presentation and testing are also important (Kemp & Hall, 1992). In the study on examining teacher-student relationships and educational performance, Hartzell (2018) discovered that the academic performance of students increases if teachers formed a comfortable and secure rapport with them.

Washington (2011) found that, there was minimum correlation between teacher credentials/competences and student accomplishment, however, according to Ontai Machado (2016), the factors that positively impacted school performance were teachers' educational backgrounds and experience, their tenure at the school they were in, and the development of a healthy school climate. Additionally, Konok (2011) found that finance and an enhancing school culture are the two categories into which effective school construction activities fall. He adds that in order to improve school efficacy, institutions must hire more specialized teachers, apply effective teaching techniques, improve the public perception of the teaching profession, and offer professional development opportunities for teachers.

2.8.10 Performance Evaluation

The goal of performance evaluation is to ascertain an individual's level of success in a position or work and to assess the variables influencing that achievement (Ertürk,

2018), also there are several ways in which performance evaluation in education is different from that of other professional groups. Evaluating teacher effectiveness is an irreversible process and it has a separate character in the field of education. Customer satisfaction or production results can provide insight into success in several occupational groupings, however, due to the yearly changes in student profiles, teachers are unable to directly offer information on performance (Peterson, 1995). There are various techniques for evaluating performance, however, a model known as "360-degree feedback," which has become increasingly popular in recent years, is routinely utilized.

All parties whose interests are affected by an individual's behaviour can provide feedback under this approach. Within such a team in which an employee is a member, notifications are received from friends, clients, bosses, and suppliers. These alerts allow for an identification of individuals assets and shortcomings, the provision of support for pressing problems, and the promotion of the individuals (Wells, 1999). Using this paradigm, the evaluation process in the field of education involves parents, organizations, administrators, and inspectors, although, teachers assess their own performance as well. Performance reviews analyze an employee's current job performance using predetermined criteria and provide feedback to him/her (Ministry of National Education, 2006). The goal of a teacher's performance assessment is to evaluate the effectiveness of the teaching strategies and practices using measuring techniques and to provide the teacher with feedback (Zkan & Elikten, 2018).

Aslan's study of 2000, revealed that primary and secondary school administrators' and inspectors' assessments of the level of performance of these individuals were very dissimilar from one another; in addition, according to Zen (2002), a new model needs to be developed because the requirements included in inspection reports, from education inspectors, are insufficient to assess educator performance. Erken's (1990) research, argues that performance evaluation seems to have fallen short of the primary goals of the national educational system and secondly, supervisors appear to inflate evaluations.

The Ministry of National Education's large-scale survey on performance evaluation from 2017, showed that a holistic evaluation model should be used for teachers; one

that incorporates information from a variety of sources, - parents, educators' groups, educators themselves, administrators, and inspectors. There have been some issues with the scoring system, according to Bozan and Ekinci (2018), although the method of performance review is seen favourably by educators and school administrators. The authors discovered that the current issues can be resolved by increasing the quantity and calibre of in-service trainings that teachers and administrators receive in relation to performance evaluation.

2.8.11 Leadership Delegating Roles amongst the Staff

Sharing authority with subordinates is the process of empowering leadership and giving them autonomy and responsibility through a variety of leadership behaviours to boost their internal motivation (Amundsen & Martinsen, 2014; Sharma & Kirkman, 2015). Most of these studies emphasize the advantages of empowering leadership. In related studies, empowering leadership affects teachers' organizational commitment (Bogler & Somech, 2004); occupational burnout (Dee, Henkin & Duemer, 2003); purpose to leave (Stander & Stander, 2016); and organizational citizenship behaviour. The process also has an impact on pupils' academic performance, for instance, in reading and math, even in cases where their socio-economic condition is poor (Sweetland & Hoy, 2000; Raub & Robert 2015); ultimately, an effective leadership style is one that empowers others.

Kim, Beehr, Matthew and Prevett (2018) conclude that empowering leadership had complex implications and that having educators participate in decision-making would lead to more conflicts in the school environment, however, another study, Cheong, Yammarino, Dionne, Spain and Tsai (2019) discovered an increase in job-induced tension among employees, given that these relationships are highly culturally-dependent social interactions. Other works, recommend that more has to be done to understand the connections between different organizational behaviours (for example, work satisfaction, organizational commitment and organizational citizenship behaviour) and empowering teachers (Jiang, Li, Wang & Li, 2018; Zembylas & Papanastasiou, 2005).

Assigning responsibilities and power to staff members, encouraging their participation in making decisions, educating them regarding organizational processes, and supporting their professional development are all components of an empowerment leadership style (Lee & Nie, 2014). According to studies on teachers' job satisfaction, participation in decision-making authority, independence, and administration support at the schools all have a beneficial impact on teachers' job satisfaction (Park & Le Tendre, 2019; Wang, Li, Luo, & Zhang, 2019). Principals are crucial in boosting teachers' organizational commitment and job happiness in traditional educational settings. Additional studies on teachers' job satisfaction have shown that a lack of effective leadership abilities has a detrimental impact on teachers' job satisfaction (Wang, Li, Luo, & Zhang, 2019). Early research findings have also demonstrated that management practices in schools have a significant impact on job satisfaction (Al-Yaseen & Al-Musaileem, 2015).

Tesfaw (2014) makes the suggestion that principals should exhibit proper leadership qualities in this situation to boost teachers' organizational commitment and, consequently, students' academic success. Teachers' job satisfaction is vital for boosting student success and accomplishing educational objectives since it has a favourable impact on the efficiency of the school and teachers' performance. Teachers' job satisfaction is negatively impacted by low pay, media criticism of them, a lack of professional autonomy, and issues brought on by hierarchical school management, therefore, long-term policies must be put in place in order to solve such issues. One other pressing problem that needs a solution is raising teachers' job happiness; in some nations (such as the Servet Atik & Osman Tayyar Elik 179 US), 40-50% of teachers are said to have left their profession in the first few years of teaching (Ingersoll, 2003); however, another issue that also needs attention is the teachers who choose to continue in their field despite feeling unsatisfied with their work. Teachers' psychological empowerment and subsequently wellness and work happiness are influenced by an effective school principals' leadership style that support autonomy, participation in decision-making, power-sharing, professional growth, and awareness of obligations.

2.9 SUMMARY

The literature on controlling social science teaching and learning is examined throughout this chapter. The goal of the theoretical framework and literature evaluation was to establish a connection between the research findings and theories regarding the management of SS teaching and learning and the inquiry that was conducted. The review indicated that - effective management of teaching and learning is positively correlated with students' performance; that subject-matter expertise of teachers influences students' performance in SS and that the role of the SMT is crucial in the subject.

This chapter also addressed the problem of how academics and researchers perceive managing the teaching and learning of SS both in South Africa and internationally. The significance of the SMT in overseeing teaching and learning was outlined with the aid of the literature review. The research identified ways that can be used to enhance the functionality, administration, teaching, and learning of SS topics. These strategies include - effective management planning, instructional leadership, hiring skilled educators, and increasing teacher effectiveness.

The theoretical framework of this study was founded on the leadership and managerial function that SMTs play, as described by Turner and Bolam (1998). The Contingency Theory looked at how SMTs' behaviour affected the caliber of SS teaching and learning, since it underpinned this study. The discussions also focused on the leadership approach that the SMTs use to oversee instruction in SS.

The approach and research paradigm of this study will be covered in detail in Chapter 3. The target population, sampling strategies, and the tools to be utilized for data collecting, analysis, and presentation will all be covered in the deliberation. Measures to ensure the study's validity and reliability will be examined; the ethical principles adhered to, as well as an outline of the research's limitations are centred upon in this chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research's methodology and research design are explicated in Chapter 3. The objectives of the chapter are outlined along with the study design, paradigm, and approach. This chapter discusses the research design and approach that were employed to gather the data required to respond to the research question. Investigating how Social Sciences are managed, taught and learned in rural schools of North West in the GET band at the Ganyesa Circuit was the goal of the study. In this chapter explanation on the population, samplings as well as data-gathering are provided. For this process, methods of data analysis are examined and safeguards to ensure the validity of the study are indicated and ethical issues that must be taken into account when doing research are described. Finally, the investigation's shortcomings/limitations are addressed.

3.2 RESEARCH DESIGN

Study design is defined as a structure or collection of methods and procedures for collecting and analyzing data on the variables in a study (Ranganathan & Aggarwal, 2018). A research design is an organized strategy employed for conducting a study, (Walliman, 2021). The design adopted was a multiple case-study design. Creswell (2013) claims that a multiple-case study involves a real-world multiple-bounded system, through which in-depth data, from numerous data-collecting sources, can be investigated. A multiple-case study design explores real-life multiple contexts (Creswell, 2013), hence, was deemed appropriate for an investigation into teaching and learning within rural schools in the Ganyesa Circuit. The researcher used this design because there was an aim of generalizing the findings to other contexts. This is because contextual research, in the opinion of George (2019), can support agreement or provide guidance for practice in comparable scenarios.

3.3 RESEARCH PARADIGM

The word, paradigm, according to Kivunja and Kuyini (2017), is derived from the Greek word for “trends” and has been variously defined by academics. A paradigm is a group of presumptions or assumptions about fundamental aspects of reality that support a certain worldview. Numerous paradigms, such as positivism, interpretivism, critical theory, pragmatism, subjectivism are possible during research, (Jahja, Ramalu & Razimi, 2021). Interpretivism is concerned with participants' individual thoughts and feelings hence, the researcher considered it appropriate for the topic. (Hussain, Elyas & Nasseef, 2013), asserts that by using an interpretive paradigm, researchers can learn about participants' perspectives, histories, and experiences. Alharahsheh and Pius (2020) define interpretivism as depending on variables and context-related factors that give meanings more depth, under the premise that it is impossible to investigate humans in the same way as physical phenomena.

Riyami (2015) asserts that a researcher who uses the interpretivist paradigm is more likely to view subjects as research participants rather than as inert objects. Such researchers try to capture different viewpoints and analyze a phenomenon from a variety of angles and are more likely to conduct a study in its natural environment. Ugwu (2021) explains that the interpretivist paradigm is characterized by the following elements:

- Context is essential for knowledge acquisition.
- Contextual considerations must be made while attempting to comprehend any methodical exploration.
- There is a relationship between causes and effects.
- Reality is socially-constructed and is perceived to be multifaceted.
- Rather than focusing on global laws, the research tries to comprehend the individual.

In order to collaborate with the participants in the investigation process and to evaluate and analyze how they derive meaning from the specific context, interpretivism was used. Kivunja and Kuyini (2017), claim that in a qualitative setting, validity is better attained through the interpretivism paradigm, therefore, the study should be carried out with individuals who have fairly evaluated their own situations. For this study, based on the participants' individual perspectives and experiences, the interpretivism paradigm helped the researcher determine how SMTs and teachers behave toward the academic accomplishment of students in schools (Mack & Thanh, 2015). To find out what principals, DHs, and teachers regard to be truthful and accurate regarding managing the teaching and learning of social sciences in the GET Band towards schools' academic achievement, data was collected from different schools. Each person's behaviours and opinions are complicated and best understood in the context of a specific event, therefore interpretative paradigms require close interaction between the researcher and the participants.

3.4 RESEARCH APPROACH

A qualitative research method was applied in this study. Qualitative research entails "an interpretative, naturalistic approach" where the researcher study the participants "in their natural settings" with the sole purpose to interpret the identified phenomena "in terms of the meanings people bring to them". (Seth, Chadha and Bhatia, 2022). In this type of research the expression of human emotions and thoughts are through actions such as speaking and writing. In order to better comprehend reality and affect social change, qualitative research seeks to offer a transparent and comprehensive explanation of acts (Hammarberg, Kirkman & Lacey, 2016). Data collection can be

undertaken through methods like - field notes, interviews, conversations, images, recordings, and personal memos. The researcher used the qualitative approach because of the need to assess individual challenges faced when managing SS at selected school as well as identifying the management strategies to be utilize for its effective managing.

3.5 RESEARCH METHODOLOGY

The participants' information was gathered through open-ended interviews. Maree (2011) notes an interview as a conversation that takes place in both directions with the interviewer asking the participants questions, in order to gather information and understand the principles, perspectives, attitudes, and actions of the participants. In addition to being a great source of data for case studies, interviews are structured more like assisted talks rather than formal questioning sessions. One-on-one interviews allow the researcher to immediately confirm any interviewee's claims, save the interviewees' time, and enable them to talk freely (Karp, 2016). According to Matshaba (2013) an open-ended interview is a kind of interview in which the intention of the researcher is to discover participant's thoughts, views, beliefs and attitudes about actions or things. For the purpose of fulfilling the objectives of this study, open-ended questions were used as another advantage of interviews is that the data collected can be easily analyzed and interpreted (Yin, 2018).

One-on-one interviews were carried out by the researcher with educators, DHs, and principals. In order to ensure uniformity and standardization in the questions posed, the answers given, and the outcomes generated, all respondents were subjected to the same semi-structured interviewing, by utilizing the face-to-face method with a comparable set of prepared questions.

The interpretive paradigm, which emphasizes variables and context-related factors under the premise that human beings cannot be investigated in the same way to physical phenomena, was the rationale behind conducting individual interviews with the principals, DHs and educators (Alharahsheh & Pius, 2020). These authors

contend that interpretivism views people as distinct from physical things and is based on in-depth variables and context-related considerations. The researcher was interested in each participant's unique ideas and emotions. Positive feedback was obtained during the sessions as the researcher showed interest in learning from the participants who were required to express their own experiences and opinions about managing and teaching SS.

The interviewer recorded the sessions with a cellphone, while also taking notes. After the sessions, the researcher listened to the recorded data and simultaneously prepared it for analysis.

3.6 POPULATION AND SAMPLING

The population and sampling procedure will be discussed hereunder:

3.6.1 Population

According to Kenton and Scott (2020), the population of a research is the entire pool from which a sample will be drawn, hence, it describes a collection of individuals or things. The population for this study comprised of all principals, Departmental Heads and educators, from primary schools in the Ganyesa Circuit, North-West Province, South Africa.

3.6.2 Sampling Procedure

Kothari (2008) defines a sample as the selected items, units or elements from which the researcher's conclusions will be made. Busetto, Wick and Gumbinger (2020), add that purposive sampling focuses on all pertinent stakeholders and/or groups. Purposive sampling was employed in this study to choose a sample of educators, DH, and principals; this was with the aim of getting detailed data to enable the achievement of the objectives.

In the Ganyesa Circuit of the Dr. Ruth Segomotsi Mompati District in the North-West of South Africa, four schools participated in the study; these educational institutions

were specifically selected because their SMTs fit the study's premise and objective. These four schools are easily accessible and in close proximity to the researcher's home, therefore convenience sampling was employed in their selection. A previously established criteria enabled the sixteen participants for the study to be carefully chosen from the four schools under investigation.

3.6.3 Sample Size

The sample comprised of 4 principals (4 males), 4 DH (1 male, 3 females) and 8 educators (1 male, 7 females) from the selected schools.

Table 3.1: Selection of Participants (16 Participants)

School A	Principal	Male
	DH	Female
	Educator 1	Female
	Educator 2	Female
School B	Principal	Male
	DH	Female
	Educator 1	Female
	Educator 2	Female
School C	Principal	Male
	DH	Female
	Educator 1	Male
	Educator 2	Female
School D	Principal	Male
	DH	Male
	Educator 1	Female
	Educator 2	Female

3.7 RESEARCH INSTRUMENT

An interview schedule was employed to collect the data from the participants and the objectives of the study were considered when developing this. The schedule had two sections - one requested participants' biographical information and second comprised of contextual questions based on the research objectives. The time for each interview was approximately 30 minutes.

3.8 DATA ANALYSIS

Data analysis is, basically, the process of meaningfully characterizing data (Kenny, Kashy and Cook, 2020). Extending the explanation, Bengtsson and Zago, (2019) state data analysis as the process of interpreting information and translating what people have said about a certain phenomenon using various research techniques. This merely suggests that it is a method of interpreting what participants have said. Similarly, according to Moser and Korstjens (2018), data analysis is the methodical review of data, in order to gain a comprehensive picture of data provided by different participants using various methods of data gathering.

After collecting the data, the researcher used a thematic approach for analyzing it. According to Braun Clarke and Boyatzis (2019), the thematic approach is best understood as a general phrase that can refer to a variety of often very distinct methods used to find patterns in qualitative information. The researcher used different codes in order to maintain participants' anonymity and confidentiality during the process. Coding is the process assisting the breaking up of texts into smaller chunks. The procedure is useful to researchers as it facilitates the evaluation and comprehension of data patterns that aid in the explanation of the participants' responses in line with the articulated objectives. The responses that were gathered from the participants were read, in accordance with the steps below:

- Responses were selected from one participant and read carefully to understand and describe the impact of management strategies on the schools;
- After reading the responses, similar topics on management strategies were categorised under columns marked "major topics" and "leftovers."

- These abbreviated themes were given codes and which were written next to the appropriate segment of the text.
- The organized data was rechecked to see if new categories or codes would emerge.
- Management strategies were created out of the themes using the most descriptive expressions.
- The organized data was then recorded as a research report

3.9 TRUSTWORTHINESS OF THE STUDY

Amankwaa (2016) defines “trustworthiness” as the obligations and necessary actions that must be built into a study, by the researcher for it to be worthy of consideration. The credibility and trustworthiness of the researcher are essential in research using qualitative methods (Merriam & Tisdell, 2016; Patton, 2015). Credibility, transferability, dependability, and conformability are the four variables that the researcher took into account to ensure trustworthiness.

3.9.1 Credibility

It was required of the participants to read any transcript of the interview in which they had participated (Mai, Goebel, Jentschke, Van Oorschot, Renner & Weber, 2018). Credibility is defined as belief in the 'truth' of the findings (Kyngäs, Kääriäinen & Elo, 2020). The researcher used two strategies to increase credibility: membership verification and triangulation. Triangulation is the use of numerous instruments to collect data aims to produce "thick" details of the topic under consideration. This increases the study's credibility and provides the researcher with a chance to reconcile any significant disparities giving precision and depth to the investigation (Henning, 2004; Khumalo, 2014). Member-checking is the second crucial tactic employed by qualitative researchers to establish credibility. This tactic allows the participants to view their information, as well as its analyses, and conclusions. During the process, participants might explain their intentions, correct mistakes and, if necessary, add further details. Mai, Goebel, Jentschke, Van Oorschot, Renner and Weber (2018), advise that all interview transcripts that the participants had been a part of should be available for them to read.

3.9.2 Transferability

Transferability is defined by Cho (2017) as the ability to adequately describe the context of an investigation so that readers can determine whether the current state of affairs is similar to a previous situation, they are familiar with and if the results may be suitably applied to the next setting. Transferability in qualitative research is equivalent to generalizability in quantitative research, (Maxwell, 2021). By demonstrating to readers how findings from a research study may be applied to numerous situations, settings, periods of time, and people, the concept of transferability is established. The researcher in this investigation used purposeful sampling to attain transferability, and comprehensive, in-depth descriptions were supplied to account for any further study or insights that might surface at different study locations and with different populations (Gatti, Brownlee & Bricker, 2021). This indicates that the results can be applied in different situations.

3.9.3 Dependability

Dependability is another aspect of trustworthiness since it proves the validity and consistency of the research study's conclusions, hence, additional researchers who examine the data should reach the same findings, interpretations, and conclusions. The researcher ensured the results were dependable by accurately and comprehensively reporting all the aspects of the process study. This is necessary to ensure that nothing was overlooked throughout the study investigation and that the final report was neither irresponsible nor dishonest (Maponyana, 2015:140; Trochim, 2021). This suggests that the research findings in this study are consistent and replicable.

3.9.4 Confirmability

Leavy (2017) explicates confirmability as ascertaining whether the researcher tampered with the study's findings or not. Confirmability describes the degree of neutrality, or in other words, the research results reflect the opinion and experience of the interviewees rather than those of the investigator and the degree of bias inherent

in the findings and interpretation (Kyngäs, Kääriäinen & Elo, 2020). Confirmability is a form of authenticity, which refers to the capacity of a researcher to precisely convey the diverse realities found in participants' data. Conformability was verified by taking into account the precise data provided by participants and not the researcher. In order to confirm the accuracy of the data, the researcher made notes during the interview sessions. Additionally, the researcher used both a laptop recorder and a smartphone audio recorder to guarantee conformity in this study.

3.10 DELIMITATION OF THE STUDY

Delimitations are factors primarily concerned with the study's scope, hence, provides the parameters or explains the study's scope. Additionally, delimitations restrict researchers from asserting that their results apply to all contexts. Unlike limitations, which have inherent restrictions on your approach, delimitations are restrictions researchers place on their studies before commencing (Miles & Scott, 2017). This research was conducted strictly with principals, Departmental Heads, and teachers who were in the selected schools in Ganyesa Curcuit, North-West Province. Schools which are outside Ganyesa Circuit were excluded from the study.

3.11 ETHICAL CONSIDERATIONS

Alderson and Morrow (2020) state that as research in education involve data obtained from and about persons, such research require research ethics. Banegas and de Castro (2015) contend that ethical issues are crucial to research because they guard against data fabrication or falsification, which advances the production of accurate data and knowledge. They also suggest that ethical issues include cooperation, anonymity, and secrecy, therefore, there are a lot of ethical principles which researchers must adhere to in their studies.

3.11.1 Ethical Clearance

For reasons of quality, the research proposal was initially submitted at the School of Education and the Department of Education. The proposal was subsequently sent for additional review and assessment to the University of Venda's Higher Degree

Committee. After that, the proposal was sent to the University of Venda's Research Ethics Committee to get ethical approval. The Department of Basic Education in the North-West Province's Kagisano Molopo District received the research proposal and ethical clearance before approving the study.

3.11.2 Permission to Conduct the Study

The study targeted primary school stakeholders from Kagisano Molopo District in North-West Province, and the researcher sought permission to collect data from the community leaders as well. The researcher sought permission and held preliminary meetings with the community leaders to enlist their support to mobilize community participation. Before starting the study, the researcher produced a letter outlining its goals, duration, possible effects, and conclusions, for the community as a whole.

3.11.3 Informed Consent

According to Millum & Bromwich (2021), informed consent comprises informing participants regarding the study's objective; their right to leave the study whenever they want without being penalized or justification, and outlining any possible dangers. For this process, the researcher identified herself to the participants, mentioned the institution that she was coming from, and introduced the topic of the research and purpose. The researcher then explained the benefits of participation and any possible risks to the participants. The researcher guaranteed confidentiality to the participants by reading the respondents' information letter/ the informed consent form. The participants received reassurance that they voluntarily choose to participate in the study, hence, they could leave at any time. Relevant information was given to the participants, which included persons to contact in case they had any further questions to ask about the study.

3.11.4 Confidentiality

Confidentiality of the research data was ensured to all the participants. To ensure that there is total confidentiality, research participants were not expected to reveal their identities. To guarantee confidentiality, the schools were assigned labels - School A, School B, School C, and School D hence, their contributions remained anonymous during data collection, analyses and presentation; participants, hence, were granted the right to privacy, anonymity and confidentiality.

3.11.5 Respect

The researcher respected the norms, values, traditions and personal beliefs of the participants. Participants were told that in the event that they wished to leave the study or did not want to give any information, their decisions will be respected without any threats. The setting for collecting data was also respected and was changed if a participant considered it unsuitable.

3.12 CHAPTER SUMMARY

Summary of the research methodology and approach was given in this chapter. This chapter explored the study's location within the interpretivist paradigm of the qualitative approach. Purposive sampling was chosen to select the location of the study as well as the participants; the sampling technique was presented along with the justification. The use of semi-structured interviews as a method for gathering data and its analysis using thematic and content analysis was described in this chapter. Credibility, transferability, reliability, and conformability were some of the trustworthiness issues that were discussed. All parties' informed consent for the study was detailed, and the chapter went on to examine the research ethics adhered to. The following chapter covers the data - presentation, analysis, and interpretation - in addition to the themes and patterns the researcher discovered during this study.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

The research methodology utilized to gather data for this study was covered in Chapter 3. The previous chapter covered topics on - the research approach, data collection techniques, data analysis techniques, population and the sampling processes used in schools and participants' selection, and the research paradigm that the study is located within. The thematic analysis of the data gathered through the study locations serves as the foundation for this chapter. Semi-structured interviews were used as a single mode of data collection with participants recruited from four schools in the Ganyesa Circuit in the province of North-West. The interviewer interviewed eight teachers, four DHs, and four principals. The information is given and discussed with regards to the study's objectives and research questions. The theoretical framework that directed the investigation and the literature review in Chapter 2 are integrated into this data presentation and discussion. Based on the thoughts, perceptions, and experiences of the participants in managing, teaching, and learning SS in their schools, the data is presented and analysed. In this chapter, the researcher analyses, compares, interprets, and discusses the opinions that were obtained by collecting empirical data from participants, to address the research topic. The chapter concludes with a summary.

4.2 PROFILING OF PARTICIPATING SCHOOLS AND PARTICIPANTS

Four schools in the Ganyesa Circuit at DR Ruth Segomotsi Mompati, North-West Province, South Africa, were the sites of this study. To protect confidentiality and anonymity, various codes were employed. Through coding, the texts were divided into smaller chunks. Coding helped with the analysis and comprehension in terms of data patterns that clarified participants' replies and were utilized to construct various kinds of knowledge. The researcher interviewed 4 principals, 4 heads of department (HODs) and 8 educators. The participating schools were identified as School A, School B, School C, and School D, in order to preserve confidentiality. Table 4.1 displays the

biographical data of the individuals who participated in the GET band discussion and gave their opinions on managing SS teaching and learning.

Table 4.1: Biographical Information of the Participants

Biographical Information of the Participants				
Principal 1	Male -59 years	Tertiary-None	Advance Certificate in Education	32 years
Principal 2	Male -52 years	Tertiary-Mathematics	National Professional Diploma in Education	25 years
Principal 3	Male -53 years	Tertiary-Geography	Advance Certificate in Education	31 years
Principal 4	Male -63 years	Tertiary-None	University Diploma in Education for Primary	30 years
HOD 1	Female -60 years	Tertiary-None	Advanced Certificate in Education	33 years
HOD 2	Female -37 years	Tertiary-Accounting	PGCE in Accounting	8 years
HOD 3	Female -39 years	Tertiary-Accounting	Honours in School Management	12 years
HOD 4	Male -32 years	Tertiary-Business Studies	PGCE-Business Studies	9 years
Educator 1	Female -32 years	Tertiary-Business Studies	PGCE-Business	1 year
Educator 2	Female- 51 years	Tertiary-English	Bachelor of Education	9 years
Educator 3	Female -53 years	Tertiary-None	National Professional Diploma and Advanced Certificate in Education	9 years

Educator 4	Female - 28 years	Tertiary-Business Studies	PGCE in Business Studies and Economics	1 year
Educator 5	Female -61 years	Tertiary-None	Diploma in Education	13 years
Educator 6	Male -29 years	Tertiary-History	PGCE in History	3 years
Educator 7	Female -27 years	Tertiary-Accounting	PGCE in Accounting	7 years
Educator 8	Female -31 years	Tertiary-Geography	PGCE in Geography	3 years

A purposeful sample of participants was selected based on their background and expertise about the phenomena under investigation. In order to interview SMT members, HODs, and educators who have a thorough understanding of the research question, the researcher employed a purposive sampling method. HODs oversee the curriculum in several departments, hence, they were specifically chosen for this reason; as a result, they offered comprehensive data on curriculum management and the operation of their individual departments. Teachers who specialize in SS instruction were chosen due to their familiarity with the field. In all, positive feedbacks were obtained from the 16 participants who were interviewed.

4.3 PRESENTATION AND ANALYSIS OF DATA COLLECTED THROUGH INTERVIEWS

Semi-structured interviews served as the main method of data collecting for this study. The interviewer posed questions to the participants in order to gather information on their beliefs, viewpoints, attitudes, and actions. Open-ended questions were asked, hence, participants were free to voice their different experiences in as much detail as was necessary. Interviewees, therefore answered based on their backgrounds, expertise, and viewpoints, regarding the subject of the study. The interviews were conducted at a time and place convenient for the participants, so there was no interference with their responsibilities.

A thematic analysis was used to examine the data. To start the process, the researcher listened to the voice recordings of each interview, took notes, categorized every participant's response, and summarised the transcribed information, individually and according to themes. Additionally, the researcher categorized and examined themes for related interview questions that were answered as a single theme by various individuals. The information gathered through interviews led to the development of the following themes:

THEME 1: The role of School Management Team (SMT), particularly the HODs
THEME 2: The effect of subject specialisation on learners' performance in Social Sciences.
THEME 3: The effect of management of Social Sciences.
THEME 4: Improving the management of teaching and learning in Social Sciences.

Below is the presentation of analysis of the four (4) themes in greater details.

4.3.1 Theme 1: The Role of the School Management Team (SMT)

The principals indicated that the roles of SMT are to manage teaching and learning which include monitoring and moderating, providing teaching resources, ensuring availability of timetable as well as providing the staff with relevant policies.

Principal 1: *The departmental head makes sure that their teachers are carrying out their duties related to the subject. The departmental head is involved in the day-to-day monitoring of teaching and learning. They do this by monitoring the lessons, the lesson plans and the curriculum coverage.*

Principal 2: *The SMT, which is the School Management Team, is made up of Principal, Deputy Principal, together with departmental heads. The head of the department is directly involved in making sure that teachers within the department are doing their job. The departmental head monitors the teaching and learning proceedings on a day-to-day basis. She conducts class visits and monitors both formal and informal activities. She is also responsible for*

providing teachers' support and ensures progress in social sciences as a subject.

Principal 3: *I think the role of the school management team, particularly the DH, is to support learning and teaching, both of teachers and learners. Support learning and teaching by providing necessary resources relevant to the teaching and learning and by monitoring and moderating the work of both teachers and learners.*

Principal 4: *The very first and important point is to make sure that they have a timetable. This will enable her to see the workload. Each and every teacher must make sure that he or she attends classes regularly. He checks the Curriculum Tracker against the Annual Teaching Plan; provides educators with policy document for this particular subject. the DHs have to make sure that they analyse the formal activities.*

The DHs/HODs agreed with the view that the role of SMT is to monitor, moderate, conduct class visits, provide necessary resources and the timetable. DH 1 also said that it involves helping teachers with issues that contribute to curriculum coverage and collaborating with them to enhance curriculum coverage.

To support the above finding the four DHs said:

DH 1: *I collaborate with educators to enhance the scope of the curriculum, support them in resolving issues related to it, and ensure that they are appropriately evaluating students. I also conduct class visits. I have to engage in class teaching, be responsible for effective functioning of the department and organised extra-curricular activities.*

DH 2: *As a DH, my role is to manage and monitor teachers' work. I make sure that I monitor lesson plans together with informal activities. Even though it is challenging because sometimes they don't submit on time or they don't submit at all. I find it challenging, managing a subject that I did not specialize in. I lack content knowledge. There are no enough trainings to train DHs by subject*

specialists. In conclusion, managing social sciences is not easy due to lack of content knowledge and managing educators who also lack content knowledge.

DH 3: *I assist the educators with all the resources which they need. I do monitor the educators' work, checking whether they are on par with the Annual Teaching Plan and also hold meetings with them so that we can be able to check any challenges which they are facing based on the subject, and coming up with strategies to improve the teaching and learning of the subject. I come up with strategies for improving learning and teaching of the subject. The educators, do comply, hence they can be able to voice out the challenges which they are facing. So, they even go an extra mile to make sure that teaching and learning is effective.*

DH 4: *To make sure that the timetable is available and ensuring full implementation of the timetable. And then I regularly do class visits of social science teachers with the intention of supporting them. And then I also monitor regularly the implementation of the annual teaching plan. I monitor and moderates, thereafter I give out a report with recommendations. If there are Annual teaching plan gaps, I sit with the educator to draw up a recovery plan that must be implemented within a reasonable period of time.*

The educators had the same views that the role of the SMT includes supervising the educators nominating suitably qualified educators monitoring and moderating as well as, providing learner-resources. The curriculum implementation of topics is under the DHs' supervision as teachers are to be led by them. The role of curriculum leadership includes overseeing and directing activities, such as - planning; teaching and learning, ensuring accountability; monitoring and evaluating of curriculum and assessing student performance.

To support what the Principals and DHs said, six educators responded as follows:

Educator 1: *The role of DH is to supervise the teachers and ensuring that Social Sciences educators follow the syllabus as stipulated by the Department of Basic Education; making sure that marking is done and feedback given on time.*

Educator 2: *Managing teaching and learning. It is the responsibility of the DH to select or nominate suitably qualified teachers during subject allocation. The DH is also involved in monitoring the progress of teaching and learning by moderating formal and informal assessment together with class visits for quality assurance.*

Educator 3: *The role of SMT is to ensure that delivery of the curriculum is productive by establishing staffing; directing and managing the use of human, financial and material resources. The DH of my school does not give me support at all.*

Educator 4: *The role of my DH is to monitor the informal activities of the learners. And then the other thing is that she also engaged in class teaching and is responsible for the effective functioning of the department and to moderate and support educators. In week one she monitors the lesson plans. And in the second week she monitors the informal activities of the learners. She doesn't have the content knowledge. It affects me as a teacher because she does not develop me due to lack of knowledge.*

Educator 6: *The first role we talk about is curriculum development. They also work to ensure that the curriculum is comprehensive, up to date, with the educational standards and goals. The other role will be for resource allocation. SMT is responsible for allocating resources, including textbooks, teaching materials, and technology to support teaching of Social Sciences effectively. This may involve budgeting for resources and making decisions on their distribution. The other role, it will be for teacher support and professional development. The DH is often involved in supporting Social Sciences teachers. This includes providing guidance, mentorship and opportunities for professional development to help teachers improve their instructional techniques and content knowledge. Then lastly, we'll talk about monitoring and assessment where their role is to oversee the assessment and evaluation of social sciences programs and teachers. This will involve ensuring that assessment methods are fair, reliable and aligned with learning objectives. Then we are done on the rules.*

Educator 7: *The SMT of my school makes sure that the school is running smoothly. They make sure that there is always good communication amongst the staff members. When it comes to my DH, he makes sure that he monitors, controls and moderates' learners' activities. He monitors lesson preparations, which include lesson plan weekly. Where I need assistance, he is always available for me. He also makes sure that we have enough materials, which includes social services, textbooks, charts, worksheets, and many more.*

The above provided data indicates a positive correlation between learners' academic achievement and the School Management Team (SMT). When the role of the School Management Team (SMT), particularly the DHs is performed efficiently, learners' academic achievement also improves. In essence, School Management Teams' functions are directly proportional to learners' academic achievement. One of the common submissions made by all the participants is that the most important role of the SMT, particularly, the DH is to support fundamentally in the governance of the school and activities. Such governance was widely interpreted and explained to include -ensuring availability of timetable and full implementation of the same timetable; monitoring annual academic plan was one of the fundamental roles that was mentioned. Assisting educators and learners with syllabus coverage and teachers' assessment were also some of the most important roles which all participants talked about. It is also apparent that SMT is the engine of the school. As such the school activities would not run without its operation. In a nutshell, the SMT assists the school with each and every core aspect of its operation. This includes, assisting teachers and learners in execution of their respective roles.

In addition, it is apparent from the above collected data that SMT ought to carry out its management obligations effectively as this will positively affect the daily operating of school activities, hence, in any event that the SMT fails to carry out its mandate and/or obligations, the school is negatively affected. The literature from Motshekga (2021) supports the above findings as it indicates that principals, deputy principals, and DHs have important tasks to complete in accordance with their job descriptions. These tasks include administrative work, in which they are accountable for the professional management of the schools; keeping accurate financial records; conducting routine school inspections to protect the facilities and equipment and upholding discipline.

(Refer to Chapter 2 par. 2.5). This indicates that the participating principals, DHs and educators have got common understanding of the role of the SMT.

4.3.2 Theme 2: The Effect of Subject Specialisation on Learners' Performance in Social Sciences

Principals indicated that subject specialisation is crucial, as it affects learners' performance. It is essential, hence, for schools to obtain qualified teachers, who are specialised to deal with Social Sciences.

Principal 1: *Subject specialization plays a very huge role in the performance of learners in a particular subject. In most cases, when a teacher is qualified to teach the subject, they become the subject expert and impact positively the performance of learners. For example, SS is a multidisciplinary subject. If a teacher is not qualified to teach both Geography and History, learners are most likely to underperform. This is one of the problems we have in SS. In our case, teachers are qualified to teach Geography and not History or History and not Geography, so performance of learners is good in the area that the teacher is an expert in.*

Principal 2: *Even though a teacher is a lifelong learner, once they are qualified to teach a particular subject, I believe they are regarded as subject experts for the above-mentioned reason. I am confident to say that teacher's subject specialization affects learner performances. Social Sciences is complex for a teacher who is not qualified to teach it. It is even worse when the teacher does not have the background of either Geography or History or both.*

Principal 3: *It does affect the performance of the learners because Social Science in the GET band is a combination of two subjects, which sometimes a teacher will excel in one area and sometimes overlook the other area, as this subject at tertiary level is treated as separate disciplines.*

The DHs agree with the views that subject specialisation is important, and it affects learners' performance. They added that learners taught by an educator who is

specialised, tend to perform better. Furthermore, if an educator has not specialised in SS, he/she tends to lack confidence due to the content gap.

To support the above finding three DHs said:

DH 1: *If the teacher or teachers are not properly trained, it means that they lack the necessary tools and fundamental subject knowledge and abilities to effectively teach and administer the Social Sciences curriculum. Subject specialization plays a huge role when it comes to learners' performance. Learners taught by a suitably-qualified teacher tend to perform better compared to learners taught by a teacher who is not qualified to teach the subject. For instance, some teachers dodge classes because they are not happy or comfortable with the subject they are teaching, which disadvantages learners. If a teacher is not a subject specialist, it also means that his/her knowledge will be limited.*

DH 2: *I have specialised in accounting and accounting is numbers. So, it affects learners' performance negatively. I don't enjoy monitoring Social Sciences because I lack content knowledge.*

DH 3: *I have specialised in Economics Management and Sciences. My subject specialization affects learner's performance in Social Science negatively because of the content gaps that I may sometimes*

.

The educators also had the same view that subject specialisation affects learners' marks. They also said that if one is not specialised to teach SS, one lacks content knowledge which also affects how one demonstrates concepts in the lesson.

To support the above finding four educators said:

Educator 3: *I did not specialise in Social Sciences, so it affects my learner's marks negatively. Because I don't have confidence when teaching the subject and sometimes the content can be challenging.*

Educator 4: *It affects my learners' performance negatively. Hence, I have specialized in Business Studies and Economics. I have specialised in Business*

and Economics. And I sometimes find some content being challenging which makes me to have lack of confidence while presenting my lesson.

Educator 7: *I did not specialise in Social Sciences, hence, I lack content knowledge, but because I have a DH who is always hands-on, I make sure that I refer my content challenge to him. Obviously, learners suffer because I lack confidence sometimes when dealing with a topic that I don't understand. There are certain topics that I understand, so when I teach them, they tend to enjoy the topic more because I make it more interesting, than when I don't understand the topic. In conclusion, teaching the subject that you are not qualified to teach is not easy, and it is a challenge, hence, it affects learners' performance negatively.*

Educator 8: *Subject specialisation plays a vital role when it comes to learner's performance. I'm not qualified to teach History but at least I am qualified to teach Geography, however, I have a challenge when it comes to teaching the History part of the subject and I believe it affects learners' performance. It's difficult to balance the two (Geography and History and learners' performance also suffers because of this.*

From this discussion, it is clear that subject specialisation is essential. Properly-qualified teachers are vital for the optimal performance of learners. Given that Social Sciences is very vital and complex, it requires that educators who teach it are specialist in Geography and History. It is clear that there are a lot of teachers who are not qualified to teach Social Sciences but who are teaching the subject, hence, learners' poor performance. Given this, it is important that teachers who get appointed to impart Social Sciences are vetted in order to determine whether they are qualified to teach the subject; this will improve the understanding of the learners and make teachers more comfortable in class. Ultimately positive results will be achieved, as learners will improve their performance. Literature by Mabena, Mokgosi and Ramapela (2021) support the above findings that teachers have an impact on students' poor performance in the subjects they are teaching. This is because a teacher who lacks sufficient subject knowledge and pedagogic knowledge may present incorrect information or even skip over material, which could result in poor performance. (Refer

to Chapter 2 par 2.4.2). This implies that the participating principals, DHs and educators have got a common understanding of the effect of subject specialisation on learners' performance in Social Sciences.

4.3.3 Theme 3: The Effect of Management of Social Sciences

The principals indicated that the management of Social Sciences affects learner's performance, hence, it plays an important role in management of the subject. They also said that DH must support the educators and do class visits, monitoring and moderation.

Two principals said:

Principal 1: *In this school, I can say that Social Sciences is managed well, and it is affecting the performance of learners positively. The departmental head is always hands-on and supportive of the teachers who are teaching the subject. The regular monitoring and class visits ensure that the teachers are always at the top of their game.*

Principal 3: *If the DH does not play his role accordingly, it may affect the learning and teaching of the Social Sciences in the sense that moderations and monitoring must take place constantly. If it does not happen, learning and teaching may be affected. If the teacher has not been made aware of the policies relevant to the management of Social Sciences, it will also affect the performance of the learner. The fact that two learning areas are combined into one is also a problem.*

The DHs agreed that the management of Social Sciences affects learners' performance and that the management of the subject has its strengths and weaknesses that affect learners' performance.

To support the above finding two DHs said:

DH 1: *The management of the subject has its strength and weakness that affect the learners' performance at the end of the day. Through monitoring of*

assessments by the DH and class visits will ensure that the learners perform well.

DH 2: *I make sure that I monitor educators work even though I feel that it is not enough. I do class visits because I lack confidence in the subject. When it comes to moderation of formal tasks, it's a challenge because of content gap, hence, this affects the quality of the formal tasks.*

The DHs also had a similar view, that the management of Social Sciences affects learners' performance, hence, monitoring is very important.

To support the above finding five educators said:

Educator 2: *I can say the management of Social Sciences at our school affects the performance of learners negatively because the DH is not qualified to teach the subject, however, monitoring is done regularly. As a teacher, I don't get full support from my DH, especially when it comes to Social Sciences content.*

Educator 3: *It affects learners' performance negatively because I don't get support from my DH. Most of the things we do by ourselves. The DH does not do class visits. The class visit was going to help the DH to identify the content gap.*

Educator 4: *It affects my learners negatively, as we don't get full support. The area that limits me is when it comes to the geomorphological part of Geography. The landforms that we have around here are not enough. For example, there are no mountains, rivers, wetlands and others. So, it makes it worse because the school is in the rural area where we cannot connect and watch the videos on content.*

Educator 6: *The management of Social Sciences education can have a significant impact on learner's performance in several ways, okay, firstly, curriculum design and relevant design of the Social Sciences curriculum plays a crucial role. It covers key topics, historical events, and contemporary issues can engage students and enhance their understanding. Effective teaching methods, qualified teachers and their ability to communicate complex concepts can*

greatly influence learners' performance. Then we also have class size and individualised attention. Smaller class sizes can allow for more individualised attention and support which is particularly valuable in a subject like Social Sciences that often involves critical thinking and discussion.

Educator 7: *At my school, they are managing Social Sciences in a good way, which leads to the learner's performance to be good. My DH makes sure that he trains us and sends us to attend workshops for the sake of our development. He also does classes visits and after that he provides me with constructive feedback. We don't lack resources, even though we have work overload due to staff shortages. My DH makes sure that he assists where he can. He sometimes jumps in and teaches Social Sciences.*

Educator 8: *SS as a subject is managed well. At our school, when it comes to teaching and learning, teachers make sure that they attend their classes with lessons planned beforehand. Learners are given informal activities every now and then to address issues. We have meetings every now and then to address our shortfalls.*

From this discussion, it is clear that analysing management of Social Sciences is a prerequisite for successful performance. It is however important to take into cognisance that not just mere management, but effective management that is needed. It is common cause that without effective management anything that requires management would malfunction. Principal 1 holds the view that, the Social Sciences subject is managed well, and as a result is affecting the performance of the learners positively. This requires that all relevant stakeholders of the SMT, such as principals, are properly managing this subject to able learners achieve optimal performance. Educators 2, 3 and 4 mentioned that they do not get support from their DHs resulting in the poor performance of the learners. Sutoro (2021) supports the above findings as the policy guide also gives subject managers instructions for monitoring and overseeing teaching and learning activities in schools. Participants' responses, however, indicates that this approach is not always followed by the participating schools, as sometimes, educators are not always hired based on acceptable qualifications. (Refer to Chapter 2 par. 2.5.2). This indicates that the principals, DHs

and educators have got common understanding of the effect of management of Social Sciences.

4.3.4 Theme 4: Improving the Management of Teaching and Learning in Social Sciences

To improve the performance of the learners in the subject, the principals indicated that the educators who are teaching Social Sciences must be qualified to teach the subject; more teaching materials must be provided for the teachers and support must be given to the educators and the learners.

Three principals said:

Principal 1: *I think under the circumstances, the school is trying to manage teaching and learning of the subject. For improvement if the Department can provide teachers with more teaching materials, such as laptops, projectors, and a lot of workshops, this can remove some of the gaps. With recruitment and subject allocation, the school should hire teachers who are experts in the subject to improve the performance of learners.*

Principal 2: *The SMT should always be committed and ensure that their teachers are carrying out their duties related to the social sciences. There are times when teachers need supports related to certain topics in the subject or discipline in class, when such cases arise, teachers should be offered necessary support.*

Principal 4: *In our schools, as we are working in a deep rural area, we need to make sure that we have TVs. For improvements, learner must have a laptop or tablet for goggling; encourage communities to see the purpose of education in our area; make use of quality learning and teaching campaigns. We must also encourage our learners to live with an aim of being exemplary in their community.*

The DHs also agree that the usage of ICT; provision of teaching resources, encouragement of regular communication; regular training and workshops and by

appointing specialized educators can improve the management of teaching and learning of Social Sciences.

To support the above finding 3 DHs said:

DH 1: *I think by incorporating new technology, which will help teachers streamline their work and assist in educators'-behaviour management. By sharing teaching, planning and organisational tips with other teachers can improve teaching and learning; sharing best practices as well as encouraging regular communication between staff. Staff who build strong relationships with other colleagues allows for a more positive and creative environment; encourage regular reflection and use new perspectives to refine the teaching style.*

DH 2: *By appointing specialized educators. The subject specialists must provide enough training and workshops. Providing enough teaching resources, must include information and communication technologies.*

DH 4: *According to our situation in the school, I think provision of resources will do. Provision of resources, meaning human resources, which are qualified educators. And then we must also have the accommodation or infrastructure readily available to accommodate our learners and provide learning and teaching support material. And then the Department must regularly organise workshops that will help in the development of best educators and monitors.*

The DHs also agreed with the views that the usage of ICT, provision of teaching resources, regular training and workshops and appointing specialized educators can enhance the management of teaching and learning of Social Sciences. They added that continuous professional development to improve the subject matter expertise and pedagogical approaches of educators, can also contribute to better teaching and learning of the subject and its administration. The educators responded as follows:

Educator 1: *Introduce technology in the classroom. We should be innovative and explore using technologies that appeal to the learners. This does not necessarily mean large investment in screens and apps. Teachers can use videos, digital games, free online resources, and digital tools that can be easily*

implemented in their classrooms. Young learners are more adept with technological skills, so by integrating technology into the classroom, you will instantly help our learners learn better and fast.

Educator 2: *The main problem arises from the subject specialization, and it can only be solved by allocating Social Sciences to suitably qualified teachers. DH should also ensure that monitoring, teaching and learning are done regularly. Teachers' support in terms of content delivery should also be normalized to ensure that teachers are always at the top of their game. I think also adequate preparation can help us because preparation is the mother of manifestation. And lesson planning by the educator is also very much important. DH must know the subject content to support the teachers. Monitoring and moderation are also very much important. The DH must control the work of teachers and learners. When it comes to appointment, they must appoint the relevant teachers and induct them.*

Educator 6: *It can be teacher training and professional development. Investing in training programs and continuous professional development of Social Sciences teachers will enhance their subject knowledge and teaching methods. This can include workshops, seminars and online courses. The curriculum should focus on building critical thinking, problem-solving and research skills. I will now talk about the classroom size and facilities. We have to ensure that classrooms are adequately sized and equipped to accommodate interactive teaching methods and engage students in discussion and activities. Then we have the last one which is the use of technology. We have to integrate technology into the teaching of Social Sciences where appropriate making use of digital resources, online research tools, and interactive educational software.*

Educator 7: *The only thing that we lack is ICT; since we live in a deep rural area, some features are not available. Using video will be of good assistance to learners' performance. Networking with other teachers who teach Social Sciences will also be of good help and appointing of qualified Social Sciences educators. Lastly, I think by also encouraging teachers to take control of their personal development.*

The above submissions by teachers concur with those made earlier on by principals and DHs. It is extremely significant that all participants agree on the introduction of new technological material. Such materials will equip and strengthen the level of understanding amongst learners. Technology and digitalisation of studies in schools is inevitable, as the times are evolving. Educator 2 above also concurred with the submissions made by principals and DHs, that specialised SS teachers must be appointed to the schools in the area as this will address the inadequacies in the teachers who are teaching Social Sciences. Educator 6 suggested that continuous professional development for teachers of Social Sciences to enhance their subject knowledge and teaching methods, can include workshops, seminars and online courses. Furthermore, the classroom must be adequately sized and equipped to accommodate interactive teaching methods and engage student in discussion. Educator 7 said that by networking with other teachers who teach Social Sciences will also be of help.

It is important to take note that most part of management stakeholders are old as their age are above 50, hence, most of them are resigning and others are going on pension. This will leave a gap as the in-coming educators will be new to the profession, particularly, Social Sciences educators and DHs. As such, this requires urgent attention and proper plans to redress the issue. One of the management improvements that can be implemented is for well-experienced DHs and educators to regularly engage with new educators and DHs. Such engagements can be done through workshops and meetings, which must focus on knowledge and management-skills transfer. This will effectively fill the gap that is created when old and experienced DHs and educators retire or resign.

In this context, it is clear that improvement in the management of learning and teaching is centred around, providing learners and teachers with more advanced technological and/or digital materials. Principals and DH, as shown from the above responses, share the same sentiments around this issue. One of the solutions that they proposed was that the sharing of tips on how to tackle Social Sciences amongst teachers would assist greatly. This is not limited to teachers only, even, learners can be trained on how to conduct group studies and discussions, and also to participate in different learning programmes. Such programmes might be copied from a particular school or

from the TV. The inclusion of ICT in education requires that schools have access to ICT infrastructure and resources (Japhet & Usman, 2018). ICT resources, including, hardware, software, and other resources are largely dependent on accessibility for successful implementation and assimilation into teaching in schools. (Refer to Chapter 2 par. 2.6.5). These responses are evidence that the principals, DHs and educators have got a common understanding of the strategies to enhance the manner in which teaching and learning are managed in Social Sciences.

4.4 SUMMARY

The data gathered from participants in the four elementary schools in the Ganyesa Circuit was presented by the researcher in this chapter; participants were interviewed in order to gather this data. Face-to-face interviews were carried out with the principals, department heads and teachers of the selected schools; the findings were the result of data collected from the literature review and the conducted interviews.

The data gathered was organised based on various themes that emerged and were connected to the study's objectives. The findings focused on how SMTs' leadership behaviours impacted the calibre of social sciences teaching and learning; this formed the basis of the study hence the applicability of the Contingency Theory to this investigation. In order to determine the leadership approach SMTs employ to oversee teaching and learning in the Social Sciences, the study also examined the school setting and the circumstances in which they act as leaders. The developed themes were - the role of School Management Team (SMT) particularly the DHs; the effect of subject specialisation on learners' performance in Social Sciences; the effect of management of Social Sciences and improving the management of teaching and learning in Social Sciences.

The findings from Theme 1 showed that the DHs are not giving full support to the educators which hampers learner's performance. The findings on the second theme revealed that the DHs and the educators are not qualified to teach Social Sciences which show that there is a problem with recruitment and subject allocation. Results on the third theme indicated that most of the educators are not getting full support from their DHs due to them not having enough content knowledge, therefore, DHs need

proper trainings to empower them. The last findings based on theme 4 identified factors like - offering teacher training and professional development; appointment of specialised Social Sciences educators; allocation of teaching resources; the usage of ICT and SMT giving full support to the educators, as some methods for enhancing the way that teaching and learning of Social Sciences are managed.

The results and conclusions are summed up in the following chapter, along with ideas and recommendations for more study.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The major purpose of this study was to investigate how teaching and learning are managed in the GET band in North-West Ganyesa. The results of the qualitative data collected, following the methods, described in Chapter 3 and involving the sampled principals, DHs, and educators as research participants, were presented in Chapter 4. A thematic presentation and discussions from the data collected from the semi-structured interviews were done in the previous chapter. This final chapter provides an overview of the earlier chapters, highlighting the relationships between the study's background, goal, research questions, theoretical framework, literature review, research design, and outcomes presentation. Subsequently, the results are summarized, with emphasis on the most significant findings, as well as providing suggestions for enhancing instructional leadership. The chapter ends with potential directions for further investigation based on the objectives, results, the boundaries of the investigation, and the ultimate conclusions.

The study's aim was supported by the following objectives:

- To determine the role of SMTs in managing the teaching of Social Sciences in the GET band.
- To investigate how teacher qualifications influence the management of teaching of Social Sciences
- To evaluate the extent to which subject-management affects learner performance.
- To suggest ways that can be utilised to effectively improve managing the teaching and learning of Social Sciences.

5.2 SUMMARY OF THE STUDY

This study's objective was to discover a workable way to enhance the management of Social Science instruction in the GET band in the Ganyesa Circuit in the North-West Province of South Africa.

5.2.1 Chapter 1: Introduction and Background of the Study

An outline of the study was presented in Chapter 1. This involved detailing the study's background, introduction and justification. Additionally, the researcher stated the purpose and objectives of the study and offered a definition of the problem and research questions.

The study's theoretical framework was determined as collaborative instructional leadership and contingency theory, and the research methodology was described. The goal of these theoretical models is to identify the best leadership behaviors for various organizational circumstances. Additionally, it was deemed appropriate that the research be based on the interpretivist research paradigm.

A qualitative approach was used. Information on the research population and research sample was covered in Chapter 1. Purposive sampling technique was employed by the researcher to select the research sites (schools) and eighteen people in all participated in the interview. Techniques for gathering data were described, and the process of data analysis and interpretation was described. The researcher also made a few succinct comments regarding the legitimacy and dependability of this qualitative research conducted. Key concept definitions and ethical considerations were noted. The researcher listed the study's limitations and provided summaries of the layout of the research report at the end of the chapter.

5.2.2 Chapter 2: Literature Review

This chapter offered a critical analysis of the topic and literature on the contribution of SMT to schools' academic success. In order to do this, the chapter started with outlining the theoretical framework that served as the study's direction. This chapter

also discussed viewpoints on SMT in various contexts, as well as managing the teaching and learning of Social Sciences in South Africa. The discussions focused on the roles of school management teams, particularly how teacher qualifications influence the management of teaching Social Sciences; the extent to which subject management affects learner performance and to suggest ways that can be utilised to effectively enhance managing the teaching and learning of Social Sciences.

5.2.3 Chapter 3: Research Design and Methodology

The study's design and research technique were covered in this chapter. There were also explanations of the research paradigm of the study, (interpretivism paradigm) and the qualitative research approach; how data was collected, analyzed and interpreted within the thematic framework. The qualitative approach assisted the researcher in evaluating and looking into how the participants make sense of their particular circumstance. This chapter also covered the population, sampling techniques used in participant selection, and the data collection tools and processing, within the qualitative nature of the study. Data collection was done through interviews with the participants into how Social Science is taught and learned in the GET band, in the Ganyesa Circuit of North-West Province. The researcher's difficulties faced during the process were also detailed in this chapter.

5.2.4 Chapter 4: Data Analysis and Presentation

In Chapter 4 of the study, the researcher presents the findings from the data collected. The participants' biographies were given; the information comprised of the number of participants, their age, sex, level of education, teaching experience, teaching qualification and their majoring subject between Geography and History. The chapter also presented information on the data analysis and interpretation in relation with existing literature, the thematic analysis and the four study objectives. The interpretations were supported by direct quotations from the participants.

5.2.5 Chapter 5: Summary of Findings, Conclusions and Recommendations

This chapter covers the overview of the main conclusions, recommendations, and the data-and literature-based study findings. Conclusions were then made taken in the light of the findings. The recommendations and ideas for additional research are presented in the final sections of this chapter.

5.3 SUMMARY OF THE RESEARCH FINDINGS

As stated by Busetto, Wick and Gumbinger (2020), research is essentially a methodical and defined way of thinking that makes use of specialized instruments, techniques, and processes in order to arrive at a more satisfactory solution to a problem than would be possible without them. Acquiring new knowledge or improving understanding of a subject or problem is the aim of research. The synthesis of the findings was prompted by the research issues that guided this investigation. The researcher endeavored to effectively tackle every research question mentioned in Chapter 1, for this investigation. The main conclusions drawn from the empirical data are summarized in this part together with the research findings. During the data analysis and presentation, the following themes came to light and were discussed:

- **Theme 1: The Role of School Management Team (SMT), particularly the DHs**

The data from the participants in the four selected elementary schools, was gathered from - principals, DHs and educators - in Ganyesa Circuit. The findings indicated that some of the roles of the DHs is to manage teaching and learning by means of monitoring and moderating learners' activities, doing class visits and providing learning and teaching materials as well as support for Social Sciences educators (cf. 4.3.1). Principal supported these points by highlighting that the DHs must make sure that timetable are available in order to see the educators workload (cf. 4.3.1 p.5). DHs also indicated that curricular oversight and monitoring will assist the SMTs in creating and putting into practice, initiatives that will enhance academic performance (cf. 4.3.21 p.7). Their opinions were relevant because they clarified the functions of the SMT. The participants indicated that the role of the SMT affects the teaching and learning of Social Sciences. Data from the literature also indicated similar views, that depending

on how big the school is and how much work they have, the DHs are responsible for overseeing one or more courses and/or departments and ensuring that students and teachers perform well in those fields (Munje, Tsakeni & Jita 2020) (cf.2.5.1). As part of their responsibilities for curricular leadership, the DH must also keep an eye on and moderate the work that teachers and students produce. In order to ensure that the intended curriculum and instruction are implemented in both quality and quantity, they must also visit classrooms and observe lessons (Ogina, 2017) (cf. 2.5.1 p 1)

Furthermore, the literature indicated that, the DHs also strategizes for their department, fosters a sense of community among staff members, provides pastoral care to teachers and students, advises the principal, deputy principal, parents, and teachers on curriculum-related issues, and fills in for the principal when the principal is away (RSA, 2016) (cf. 2.5.1.2). The DHs are also expected to work as a team and as a leader (Bassett & Robson, 2017; De Nobile, 2018), (cf. 2.5.1.2). Lastly, the literature indicated that organizing is the process of creating a framework that will enable DHs in schools to work effectively as a team to accomplish predetermined goals (Van Wyk, 2020). Furthermore, making the best use of resources that are already available and those that are needed to carry out plans effectively is another definition of organizing. Without being adept at management activities like organizing, delegating, and coordinating, DHs cannot achieve predetermined results in their numerous departments (cf. 2.5.3).

- **Theme 2: The Effect of Subject Specialisation on Learners' Performance in Social Sciences**

The study revealed that certain educators in Ganyesa Circuit are not qualified to teach Social Sciences as some educators are only qualified to teach either Geography or History (Table 4.1), hence, the majority of teachers struggled with teaching Social Sciences due to lack of content knowledge. This has led to educators failing to present the lesson with confidence. One of the DHs complained that some teachers dodge classes because they are not happy or comfortable with teaching the subject; this disadvantages learners. These findings clearly indicated that subject specialisation is essential, as it affects learners' performance significantly (cf 4.3.2).

The biographical information in Table 4.1 indicated that none of the Social Sciences educators did major in Social Sciences. Given the impact of educators' subject specialisation on students' academic performance; it is possible that the large proportion of Social Sciences educators who do not major in Social Sciences will negatively impact students' academic performance in the schools selected for this research. For it is highly unlikely that a teacher who did not major in Social Sciences will possess sufficient topic knowledge of the subject to comprehend its concepts, be able to navigate the system and help students build the necessary knowledge.

Educators teaching Social Sciences must be qualified to teach both Geography and History. Literatures has revealed that educators have an impact on students' poor performance in subjects they are teaching, because a teacher who lacks sufficient subject knowledge and pedagogical content knowledge may present incorrect information or even under-utilise resources, which result in inadequate learner-performance (Mabena, Mokgosi & Ramapela, 2021) (cf. 2.6.2). A study on high school students' success in the Social Sciences by Darling-Hammound (2000), revealed that educators majoring in the topic they teach is the most accurate way to predict their pupils' achievement scores, in those particular disciplines (cf. 2.6.2).

- **Theme 3: The Effect of Management of Social Sciences**

The goal of managing the Social Sciences, according to all participants, is to improve students' academic achievement, therefore, better management results in higher academic achievement for learners, and vice versa (cf. 4.3.3).

Ensuring everyday functionality and regulating teaching and learning are some of the consequences of Social Science management. According to the data from the interviews with principals, DHs, and educators, monitoring, class visits, appointment of qualified educators and setting clear directions (cf.4.3.3), has this effect. This is supported by literature from Van der Westhuizen (1997) that a manager defines the roles of others, holds them responsible, maintains open lines of communication, allocates resources, organizes individuals who can collaborate successfully in a methodical manner, and oversees school activities while planning teaching and learning activities (Van der Westhuizen, 1997). Managers in addition, plan subject meetings, visit classrooms, and make sure teachers are aware of the type and extent

of the work they will be expected to complete during the year (cf.2.5.3). Some of the DHs revealed that it is not easy to manage or generate any interest in a subject that they did not specialised in, hence, poor management occurs in that subject. Some educator-participants, in line with this point, were complaining that they were not getting any support from their DHs, hence they lack interest and confidence in Social Sciences.

One of the principals said that it is important to provide Social Sciences educators with subject policies so that thorough monitoring and moderating of educators' task is done according to the drafted yearly plan (cf 4.3.3). Literature by Chauke, Litshani, Muthambi, Mudau and Ncube (2022), supported the above statement, that an intentional action in which school administrators create a year plan that collaborates with the term, weekly, and daily plans of the teachers, is essential. It is the SMT's duty to ensure that all educators follow their daily plans, which may include using appropriate and efficient teaching strategies for educational process, and the teaching and learning year's assigned duties. Participants said that in order to attain high academic achievement, it is critical to provide appropriate school management.

DHs indicated that as part of their responsibilities, they ensure that educators do not lack teaching resources. This is supported by the 2005 study conducted in China by Mercer and Ri that revealed that - establishing relationships, motivating staff members, supporting their professional growth, ensuring the quality of pedagogy, controlling resources and taking responsibility for the teaching and learning in the classroom are all part of leading people (cf.2.5.4). Furthermore, Daniëls, Hondeghem and Dochy (2019) concluded that the roles of the School Management Team include - planning, organising, controlling, and evaluating the entire process of students' academic development (cf. 2.5.7).

Some educators indicated that they attend workshops and training which is supported by literature Kuitert (2020) that school Management Teams (SMTs) coordinate teachers in schools in a variety of ways, like - managing departmental or subject meetings, informal staff meetings, and subject meetings (cf. 2.5.6).

- **Theme 4: Improving the Management of Teaching and Learning in Social Sciences**

The data gathered from the interviews with the principals, DHs and educators indicated several ways to advance the management of teaching and learning of Social Sciences. Some of these strategies were - providing more learning and teaching materials such laptops, projectors, television and tablets so as to integrate technology into the teaching of Social Sciences through making use of digital resources, online research tools, and the interactive educational software (cf.4.3.4). The above findings are supported by Japhet and Usman (2018) who maintain that inclusion of ICT in education requires that schools have access to ICT infrastructure and resources. ICT resources including hardware, software, and other resources are largely dependent on accessibility and availability for effective adoption and integration into teaching in schools. Access to computers, updated software, and hardware are therefore essential components for successful technology adoption and integration (Lembani, Gunter, Breines & Dalu, 2020). this means that teachers will not use ICT resources if they cannot access them (cf. 2.8.7 p1).

Other findings indicated that by appointing qualified educators will help improve the management of teaching and learning of Social Sciences (cf.4.3.4). In this study, one of the DHs talked of struggling to lead teachers in his department and asserted that DHs and teachers who do not comprehend the subject find it very difficult to manage, and for teachers to interpret certain concepts and teach learners using the language of that particular subject. This finding implies that some DHs are not competent in the content knowledge of Social Sciences, hence, are unable to help teachers who are struggling to teach the subject in a way that the learners are able to understand the subject content; this also affects the moderations of the task by the DHs (cf 3.4.4). The above statement is supported by Agu and Ramsey (2021) that specialising in one area of instruction is the most accurate forecast of students' progress in social studies. According to a similar study on high school students' success by Darling-Hammound (2000), educators majoring in the subjects they teach, is the most direct prediction of their pupils' achievement scores in those particular disciplines (cf 2.6.2).

Some educators indicated that getting support from their DHs will help them improve their performance; this involves good interaction. Communication is vital for the

effective functioning of any institution and the building of a shared vision, however in some of the schools in the study there were very few opportunities created for communication. Effective communication is necessary for relationships to operate at their best, which in turn enables fruitful and effective collaboration. Having regular, honest, and established channels of communication is the greatest approach to prevent miscommunications among stakeholders, ensure implementation of plans and relevant and effective leading (cf.3.4.4).

Some educators indicated that improvement of learners' performance is dependent on the up-skilling of educators, which must be in the form of continuous professional development (cf 3.4.4). This is supported by Imants and Van der Wal (2020), that professional development leadership of the SMTs is crucial to the processes of school improvement. It is envisaged that administrators, deputy principals, and HoDs will offer formal training to teachers, with a clear emphasis on classroom procedures (cf. 2.6.3 1). Harreveld (2022) also support that possibilities should be provided to working educators to acquire new knowledge, skills, attitudes, and habits in order to increase their efficiency in the classroom, hence, continuous teacher professional development, either by DHs or subject specialists. Put differently, it is improving/ progress of instructors' understanding of the pupils, the subject, instructional strategies, and educational legislation that can, collectively, result in learner achievement (The professional Affairs Department, 1999) (cf. 2.6.3).

Similarly, Tongchai, Wichaidit and Koocharoenpisal (2019) assert that that SMT members are responsible for making sure that all instructors receive the appropriate assistance by ensuring that they have access to content and pedagogic skills (cf. 2.6.3.1).

Data gathered from the interviews with the principals, DHs and educators also stressed that DH must do moderating and monitoring to improve the management of teaching Social Sciences. The above statement is supported by literature from policies (DBE, 2016:10-14; DBE, 2016:27-35) since the SMTs and the principals are accountable for curriculum oversight; department heads need to ensure high-quality teaching and learning as part of their job descriptions, and the deputy principals, in

particular, are also required to be actively involved in instructional leadership (cf.. 2.5.7.1).

5.4 RECOMMENDATIONS

It is fundamental for a researcher to make recommendations on studies of this kind, therefore, in this segment the researcher strives to provide some recommendations after the detailed analysis of teaching and learning of Social Sciences, in the GET band in North-West, Ganyesa, using the 04 (four) main objectives outlined in Chapter 1, which hence, served as the backbones and the fundamental basis of this study. The researcher will, therefore, in the sections bellow provide detailed recommendations from the findings of the study conducted.

The data collected noted that the world is evolving, continuously. Most things are now technology-inclined or digital, as we are living under the Fourth Industrial Revolution era. This factor is very important and requires one to give it attention. On this basis, it is clear from the results that teaching in the GET band in North-West, Ganyesa lacks technologically advanced learning and teaching materials. In this instance, the management of this school ought to request the Department of Basic Education to provide the school with necessary technological teaching and learning materials. This will create an environment wherein learners and teachers can easily access information from across the world without difficulties. Such access to learning information stimulates and accelerates the way in which learners acquire knowledge and it helps learners to improve their academic performances. Such technological materials, therefore, can also assist learners and teachers to engage with their counterparts in different jurisdiction on particular subjects this would enhance sharing of knowledge and learning materials among schools.

One of the aspects that came under critical scrutiny was the fact that in GET band, North- West, Ganyesa, most experienced teachers and DHs are old and soon would resign and go on pension. This would affect the management of learning and teaching in different subjects. Those senior teachers, and DHs possess quality experience that had enabled them to properly manage their subjects. Given the above fact, a knowledge gap would be created as, there will be a lack of well-experienced teachers

and DHs in their subjects' field. In order to address such a gap, there must be regular workshops that occur between newly appointed teaches who lack experience and old teachers who possess valuable experience in particular subjects. It is therefore, suggested that well-experienced teachers must be paired with incoming teachers who do not have experience. This will create an environment that would allow effective transfer of knowledge, which will stimulate proper management of subjects.

A similar recommendation is that proper and regular communication and workshops among specialists and non-specialist teachers of Social Sciences should be encouraged. It is also vital for the SMT to strictly hire educators who are specialised in Social Sciences without any compromise. This will result in improving learners' understanding of Social Sciences as a subject and generally improve their academic performance. It is therefore, imperative to engage in ongoing professional development for educators to acquire new ideas, abilities, and information that they may use to improve learners' performance in the classroom.

5.5 LIMITATIONS OF THE STUDY

The information gathered reflects the context of four schools, and data provided by eight educators, four principals, and four DHs who were involved in teaching Social Sciences. This is evidence that this is a small-scale study, thus, the conclusions cannot be applied outside the setting of the study. The researcher concluded from the interview that more schools could have been involved to increase the validity of this study, although, the interviews proceeded without any issues, and every selected participant offered comprehensive responses to the questions.

Looking back, the fact that the principals', DHs', and the educators' data was gathered solely through interviews represents one of the study's limitations. This did not meet the mark of being adequate. Adding other forms of data collection, like questionnaires and observations to ensure triangulation would have produced a deeper understanding of the management of Social Science teaching and learning. For instance, a report from an observer could have produced more accurate data than self-reporting from the teachers, however, due to variations in how Social Science

teaching and learning are managed across schools and globally, studies might not always produce comparable findings.

5.6 CONCLUSION

Based on the collected data and its critical analysis, the researcher managed to investigate the managing of teaching and learning of Social Sciences in Ganyesa Circuit in North-West. The results of this research indicate that a lack of - resources, adequate educator qualifications, subject content, communication, and needed support - from the DHs are the variables connected to education quality that had led to bad management in Social Sciences.

The researcher managed to conduct this study through critical interpretation of existing studies, and empirical data collection, analysis and interpretation. The researcher ultimately provided recommendations that are deemed appropriate based on the conducted study. The researcher has systematically structured this study, starting with the following the fundamentals of an academic research and ending with appropriate recommendations. Such recommendations sought to address the questions that this study aimed to answer; this is after the researcher had analysed the current challenge of learner performance in the Social Sciences and realised the need and urgency to address the situation.

The study's conclusions can, with discretion, be applied to primary schools in other rural communities in South Africa that have similar socio-economic circumstances to those in the Ganyesa Circuit, in spite of the fact that the participants were chosen from a sample of four schools.

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APPENDICES

APPENDIX A: INTERVIEW QUESTIONS

INTERVIEW SCHEDULE FOR PRINCIPALS

This interview schedule is for principals. The aim of the interview schedule is to investigate the experiences of primary school principals in managing the teaching and learning of Social Sciences. The following questions will be asked during the interview.

SECTION A: BIOGRAPHICAL INFORMATION

1. Age: ……..…
2. Sex: Male ☐ Female ☐
3. Level of Education: Primary ☐ Secondary ☐ Tertiary ☐
4. For how long have you been employed as a principal?

1 – 5 years ☐ 6 – 10 years ☐ 10 years and above ☐

SECTION B: CONTEXTUAL QUESTIONS

5. What role is the School Management Team (SMT), particularly the HOD is playing to manage teaching and learning of Social Sciences?
6. How does your subject specialisation affect learners' performance in Social Sciences?
7. How does the management of Social Sciences affect learners' performance?
8. What do you think can be done to improve the management of teaching and learning in Social Sciences in the GET Band?

THANK YOU!

APPENDIX B: INTERVIEW SCHEDULE FOR DEPARTMENTAL HEADS

This interview schedule is for Departmental Heads. The aim of the interview schedule is to investigate the experiences of primary school Departmental Heads in managing the teaching and learning of Social Sciences. The following questions will be asked during the interview.

SECTION A: BIOGRAPHICAL INFORMATION

1. Age: ……..…
2. Sex: Male ☐ Female ☐
3. Level of Education: Primary ☐ Secondary ☐ Tertiary ☐
4. For how long have you been employed as a teacher?

1 – 5 years ☐ 6 – 10 years ☐ 10 years and above ☐

5. What teaching qualification do you hold?
6. Which of the two Social Sciences (SS) disciplines have you been trained in at college or university?

Geography ☐ History ☐ Both ☐ None ☐

SECTION B: CONTEXTUAL QUESTIONS

7. What role is the School Management Team (SMT), particularly the HOD is playing to manage teaching and learning of Social Sciences?
8. How does your subject specialisation affect learners' performance in Social Sciences?
9. How does the management of Social Sciences affect learners' performance?
10. What do you think can be done to improve the management of teaching and learning in Social Sciences in the GET Band?

THANK YOU!

APPENDIX C: INTERVIEW SCHEDULE FOR TEACHERS

This interview schedule is for teachers. The aim of the interview schedule is to investigate how primary school teachers experience the management of the teaching and learning of Social Sciences. The following questions will be asked during the interview.

SECTION A: BIOGRAPHICAL INFORMATION

1. Age: ……..…
2. Sex: Male ☐ Female ☐
3. Level of Education: Primary ☐ Secondary ☐ Tertiary ☐
4. For how long have you been employed as a teacher?

1 – 5 years ☐ 6 – 10 years ☐ 10 years and above ☐

5. What teaching qualification do you hold?
6. Which of the two Social Sciences (SS) disciplines have you been trained in at college or university?

Geography ☐ History ☐ Both ☐ None ☐

SECTION B: CONTEXTUAL QUESTIONS

7. What role is the School Management Team (SMT), particularly the DH is playing to manage teaching and learning of Social Sciences?
8. How does your subject specialisation affect learners' performance in Social Sciences?
9. How does the management of Social Sciences affect learners' performance?
10. What do you think can be done to improve the management of teaching and learning in Social Sciences in the GET Band?

THANK YOU!

APPENDIX D: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

University of Venda

Private Bag X5050, Thohoyandou
South Africa 0950

Tel: 015 962 8000
Web:http://www.univen.ac.za

Faculty of Education
Tel: 015 962 8504

Makhado FR
Circuit Coordinator
Ganyesa Circuit
Kagisano Molopo Local Education Office
Dr Ruth Segomotsi Mompati
North West Department of Education

Date: 08 August 2023

Dear Sir/Madam,

Re: Request for Permission to conduct research

I am Manenzhe Fhumulani ID number 8403160600084 a registered student for a master's in Educational Management, at the University of the Venda. I am requesting for a permission to do research at Kakanyo primary, Modisaemang primary, Gaeonale primary and Tlhapeng primary. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Managing the Teaching and Learning of Social Sciences in General Education and Training band in rural schools: a case of primary schools in Ganyesa Circuit, North West Province

ETHICS APPLICATION NUMBER
FHSSE/23/CSEM/07/0407

APPENDIX E: LETTER TO PRINCIPALS

Department of Education
North West Province
REPUBLIC OF SOUTH AFRICA

30 Emmanuel Street
Coligny
Private Bag x 10
Vryburg, 8600
Tel: 053 927 0405
Cell: 078 882 5175
Fax: 086 582 5044

DR RUTH SEGOMOTSI MOMPATI DISTRICT
OFFICE OF CIRCUITS CO-ORDINATOR

TO : SCHOOL PRINCIPALS
KAKANYO PRIMARY
MODISAEMANG PRIMARY
GAEONALE PRIMARY
TLHAPENG PRIMARY
KAGISANO- MOLOPO LOCAL EDUCATION OFFICE
GANYESA CIRCUIT

FROM: DISTRICT CIRCUITS CO-ODINATOR
DR RUTH S. MOMPATI EDUCATION DISTRICT

SUBJECT: APPROVAL TO CONDUCT EDUCATIONAL RESEARCH–MASTERS DEGREE

1. Kindly note that permission is granted to Ms MANENZHE FHUMULANI ID No, **840316 0600084**, Persal No.**91981794**, a teacher attached to Kakanyo Primary, a registered student for a **Master's degree in Educational Management** at the University of Venda, to conduct educational research on the topic below:
MANAGING TEACHING AND LEARNING OF SOCIAL SCIENCES IN THE GENERAL EDUCATION AND TRAINING (GET) BAND IN NORTH WEST RURAL PRIMARY SCHOOLS, GANYESA CIRCUIT.

2. School principals are requested to unreservedly cooperate with the said student and further observe all conditions set to her (please refer to the permission letter hereto attached)

Thanks

Yours truly

14/08/2023

VHO-MAKHADO FHATU
CIRCUITS CO-ORDINATOR
DR RSM EDUCATION DISTRICT

APPENDIX E: APPROVAL TO CONDUCT RESEARCH

Department of Education
North West Province
REPUBLIC OF SOUTH AFRICA

30 Emmanuel Street
Coldridge
Private Bag x 10
Vryburg, 8600
Tel: 053 927 0405
Cell: 078 882 5175
Fax: 086 582 5044
frmakhado@nwpg.gov.za

DR RUTH SEGOMOTSI MOMPATI DISTRICT
OFFICE OF CIRCUITS CO-ORDINATOR

TO : MANENZHE FHUMULANI
UNIVERSITY OF VENDA
PRIVATE BAG X5050
THOHOYANDOU
SOUTH AFRICA
0950
TEL: 015 962 8000

FROM : DISTRICT CIRCUITS COORDINATOR
DR RUTH S. MOMPATI

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The Department wishes to inform you that your request to conduct research has been approved. Topic of research proposal: **Managing the teaching and learning of Social Sciences in the General Education and Training (GET) band in North West rural primary schools, Ganyesa Circuit.**

2. You are hereto advised to note and adhere to the following conditions without fail:

2.1. That the department shall not bear or carry any financial implications regarding your research project.
2.2. That arrangements be made with schools concerned.
2.3. That teaching and learning time shall not be disrupted (school's academic programs be protected in terms of LAIP).
2.4. That examination and programme of assessment should not be affected, altered nor tempered with in order to accommodate research conducting exercise student.
2.5. That participation in research should be on a voluntary basis as required by principles of research ethics
2.6. That you should always produce this letter to all schools where in you intend to conduct research as evidence of permission granted to you.

3. We wish you success in this all-important educationally sound project. Please plough back by applying knowledge, skills and competencies gained to/our learners in schools.

Thanks

Yours sincerely

14/08/2023.

VHO-MAKHADO FHATUWANI
DISTRICT CIRCUITS COORDINATOR

DEPARTMENT OF EDUCATION
DR. R.S MOMPATI DISTRICT
30 EMMANUEL COLDRIDGE
PRIVATE BAG X10, VRYBURG-8600
2023 -08- 14
TEL: 053 927 0405
NORTH WEST PROVINCE
NALEDI SUB DISTRICT

APPENDIX F: RESEARCH ETHICS LETTER

ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Ms F Manenzhe

STUDENT NO:
21011161

PROJECT TITLE: MANAGING THE TEACHING AND LEARNING OF SOCIAL SCIENCES IN THE GENERAL EDUCATION AND TRAINING (GET) BAND IN NORTH WEST RURAL PRIMARY SCHOOLS, GANYESA CIRCUIT.

ETHICAL CLEARENCE NO: **FHSSE/23/CSEM/07/0407**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr G Muremela	UNIVEN, Curriculum Studies	Supervisor
Dr TE Tshiovhe	UNIVEN, Curriculum Studies	Co-Supervisor
Ms F Manenzhe	UNIVEN, Curriculum Studies	Investigator – Student

Type: Master's Research
Risk: Straightforward research without ethical problems (Category 1)
Approval Period: July 2023 – July 2024

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions
While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.

- The project leader (principal investigator) must report in the prescribed format to the REC:
  - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project.
  - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
  - Request access to any information or data at any time during the course or after completion of the project,
  - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
  - Any unethical principles or practices of the project are revealed or suspected.
  - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
  - The required annual report and reporting of adverse events was not done timely and accurately,
  - New institutional rules, national legislation or international conventions A it necessary

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE
Date Considered: June 2023

Name of the RESSC Chairperson of the Committee: Prof TS Mashau

Signature PTSMashau

UNIVERSITY OF VENDA
OFFICE OF THE DIRECTOR
RESEARCH AND INNOVATION
2023 -07- 04
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Thohoyandou 0950

University of Venda
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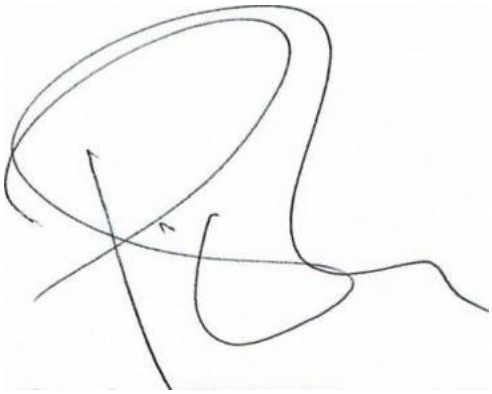
"A quality driven financially sustainable, rural-based Comprehensive University"

APPENDIX G: EDITOR'S LETTER

PROOF OF EDITING

27 January 2024

This is to certify that I, Dr P Kaburise, have proofread the dissertation titled - **MANAGING TEACHING AND LEARNING OF** SOCIAL SCIENCES IN **THE GENERAL EDUCATION AND TRAINING (GET) BAND IN NORTH-WEST RURAL PRIMARY SCHOOLS, GANYESA CIRCUIT** - by **FHUMULANI MANENZHE** (student number: **21011161**). I have indicated some amendments which the student has undertaken to effect before the final dissertation is submitted.



Dr P Kaburise (0794927451/ 0637348805; email: phyllis.kaburise@gmail.com**)**

Dr P Kaburise: BA (Hons) University of Ghana (Legon, Ghana); MEd University of East Anglia (Cambridge/East Anglia, United Kingdom); Cert. Teaching English as a Foreign Language (Cambridge University, United Kingdom); Cert. English Second Language Teaching, (Wellington, New Zealand); PhD University of Pretoria (South Africa).

APPENDIX H: TURN-IT-IN REPORT