

# **The role of high school heads of department as leaders of learning**

**By**

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**A dissertation submitted in partial fulfilment of the requirements for the Master's Degree in Educational Leadership, Management and Policy**

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**DECEMBER 2015**

**DECLARATION OF ORIGINALITY**

**I Bonga Basil Mpisane solemnly declare that this is my work and that all sources used as references have been acknowledged**

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**STATEMENT BY SUPERVISOR:**

**This dissertation has been submitted with/ without my approval**

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## **DEDICATION**

This piece of work is dedicated to my mother Margaret Mdolo Mpisane who is now in the arms of the Lord.

## ACKNOWLEDGEMENTS

My sincere gratitude to the following people:

My God, who gave me strength to produce this document.

My supervisor, **Professor V. Chikoko** who helped me every step of the way.

Thanks to my wife, Bongekile Mpisane, for her continued support throughout all my years of studies. I also want to thank my angel, Fezile Mpisane, for waiting late into the night for me to come home and for motivating me when I felt I could not make it with this study.

I thank my father Deyi Mpisane.

I also thank my brother Thengizwe, and my sister Mumsy (Nichonia), I could not have achieved this without you.

Thanks to my colleagues from Nombuso High School. Special thanks to the former principal Mr E. S. Nhleko, and Ms L.G. Lushaba, Ms T.A Shabangu and Ms L. Matshoba.

Thanks to my friends, Mr S Ndovela and Mr M.K. Ngcobo for support you gave me.

Lastly, I would like to say a special thanks to the participants of this study who gave up their precious time in order to provide me with useful information; without you it would not have been possible to write this dissertation.

## **ABSTRACT**

Heads of Department (HODs) in some schools complain about teacher's absenteeism, late coming and the workload. Heads of Departments, being middle managers in schools, have a significant role to play in improving teaching and learning through supervision and control. Proper time- management is necessary in order for them to execute this duty effectively. Some scholars have declared that instructional leadership should be driven by HODs since they are play a key-role which determines whether teachers teach and learners effectively. However, HOD's experience challenges in their role. This study therefore, explored the role of high school HODs as leaders of learning. In their role- function as outlined by the Department of Education HODs supervise teaching and learning, ensuring that class activities are undertaken, marking done and feedback given on time. They conduct departmental meetings and assess teachers' performance. They also have their own teaching allocation as well as extra- and co- curricular activities. HODs therefore, would experience challenges in their role as leaders of learning.

The study adopted a qualitative approach utilising a case study design. Purposive sampling was used to select the participants from two schools. Semi-structured interviews and document analysis were employed to generate data.

The study reveals the following findings: (a) HODs encountered challenges in implementing the goals set because teacher absenteeism and late coming present a problem; (b) HODs experienced challenges in managing classwork and giving feedback because of the workloads that they themselves have; (c) Overcrowded classes become a problem when trying to give learners individual attention; (d) Holding meetings assists in empowering teachers as they share information and improve their communication skills and enhance their knowledge.

The study recommended that HODs should closely supervise and monitor class activities and involve parents of learners. Parents should counter- sign exercise books of learner, since parents are one of the most important stake-holders in teaching and learning. HODs should create their own mechanisms and put structures in place to monitor as well as to curb absenteeism and late coming in their departments. They must develop a school policy to curb late coming and absenteeism and ensure that teaching time lost is made up. HODs must encourage teachers to attend workshops and provide constructive feedback in their staff meetings or subject meetings. Information from meetings may be issued in a written form.

All efforts must be made by all stake- holders to ensure quality teaching and learning takes place

<b>ABBREVIATIONS</b>	
ACE	Advance Certificate of Education
ANA	Annual National Assessment
B.Ed	Bachelor Degree of Education
BCM	Business Commerce and Management
CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
DoE	Department of Education
EEA	Employment of Educators Act
ELRA	Employment of Labours Relations Act
EMIS	Education Management Information Systems
FHS	Forest High School
HOD	Heads of Department
IQMS	Integrated Quality Management Systems
KZN	KwaZulu-Natal
LTSM	Learner Teacher Supporting Materials
NCS	National Curriculum Statement
NGO	Non-profit Organisations
OBE	Outcomes Based Education
PAM	Public Administrative Management
PGCE	Post Graduate Certificates of Education
PLC	Professional Learning Communities
SADTU	South African Democratic Teachers“ Unions
SMT	School Management Team
STD	Secondary Teachers“ Diploma
UHS	Uganda High School

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# CHAPTER 1

## 1.1 Introduction

This chapter is an orientation and it sets the scene for discussion of key issues pertinent to the study. The chapter begins with a discussion on the background to the study. This is followed by a statement of the problem. From there the purpose and rationale are presented. The significance of the study is also provided in the chapter. Next, three critical questions and the objectives of the study are discussed, and finally definitions of key concepts presented. Demarcation and outline of the study are included, followed by the conclusion of the chapter.

## 1.2 Background to the study

A number of studies have been conducted on the role of heads of departments (HODs) as leaders of learning (Smith, Mestry & Bambie, 2013; Mestry & Pillay, 2013; Naicker, Chikoko & Mthiyane, 2013; Bush, Joubert, Kiggundu & Van Rooyen, 2010). They all concur that HODs should be driving supervision of teaching and learning in schools. They further assert that leading the process of learning is the core duty of HODs. HODs as leaders of learning should make sure that teachers are doing what they are expected to do. The HOD's role includes, among other things teaching learners, supervision of teachers, and ensuring that teachers follow the syllabus as stipulated by the Department of Basic Education (DBE). They must ensure that learners' work is marked on time and feedback provided. I noted that in some schools learners do not have enough textbooks, especially for critical subjects such as mathematics, accounting and physical science. This certainly is a barrier to HODs in carrying out their duties. According to the Employment of Educators Act 76 (1998) (EEA), the HoDs' role is to monitor the work of educators and learners in their departments. The policy further states that HODs have less instructional time than post level-one teachers. Scholars such as Smith *et al* (2013) mention that HODs seem to be more focused on the teaching aspect. This impacts on management time to exercise tasks of monitoring and control of work; yet they are required to supervise teaching and learning. HODs are also expected to observe teachers

in classrooms. Time- constraints present a challenge also. They experience problems in carrying out these aspects of their duties; teachers do not want to be observed in classrooms. HODs are also working under critical conditions where they have to justify the directives from those who exercise higher authority over them (Mercer, Barker and Bird, 2010) Senge (2007) acknowledges that the role of HODs is very imperative and challenging and if it is not done correctly it compromises the quality of teaching and learning.

### **1.3 Statement of the problem**

Schools are places where learners and youth get a formal education. Sergiovanni and Starratt (2007) argue that improvement of instructional capacity leads to improved capacity which in turn leads to improved learner performance. Since I started teaching in 1995, I have observed that HODs are not performing their duties according to the expected standard. They are expected to supervise teachers and learners' work, but their workload makes it difficult to check each and every teacher and visit each class in his/her department. Bush *et al.* (2010) argue that teachers manage curriculum implementation in their classrooms, and HODs should ensure that this happens. In my opinion, since HODs are the ones who should drive teaching and learning they should have fewer hours to teach. It is their responsibility to supervise teaching and learning. I sought to investigate whether HODs were able to teach and supervise the learning process within the minimal time allocated to them.

HODs in addition, have the responsibility of ensuring effective teaching and learning across the subjects in various departments. According to the EEA 76 (1998), HODs have the following tasks to perform: guiding and supporting teachers, controlling the work of teachers and learners, developing policy and co-ordinating assessment of all subjects within the department. However, in some schools with low enrolment, all the management duties remain in the hands of the principals. The consequence of this is that the curriculum management duties are not executed effectively because principals have a number of responsibilities. They are not all subject specialists; only certain HODs and certain teachers have specialised in different subjects. To exacerbate the problem in some schools HODs who are not subject specialists are given the duty of subject supervision.

#### **1.4 Purpose and rationale for the study**

I have been a deputy principal for the past ten years. One of my duties is to supervise HODs and check whether they supervise teachers, to see to it that teaching and learning is taking place in the school. Herein lay the challenge; I was not convinced that this was being done. I understand that in order for the school to perform well in teaching and learning, teachers need to be supervised and developed. For learning and teaching to be effective, HODs are responsible for ensuring that teachers are professionally developed. HODs are the immediate supervisors of the teachers. The idea is that HODs work closer with the teachers therefore HODs should be the catalysts in supervising teaching and learning. Having mentioned this, the purpose is to understand the role of HODs in supervising teaching and learning in schools (Breerens, 2000). It is important to know their roles as leaders of learning, what exactly they are doing and whether they are supervising teachers.

Ruding (2000) says that HODs have not yet been recognised yet the bulk of work is done by them as they supervise teaching and learning. The supervision of teaching and learning is the core duty of HODs. This designation of HOD's work emerged in the post-apartheid education system. If the school is doing well, the principal get all the credit forgetting that HODs were behind the success of teaching and learning (Bush *et al* 2010). They further argue that performance of learners is the result of strong HODs who are managing teaching and learning. Bush *et al.* (2010) advise that HODs lead by example by monitoring classrooms and by talking and listening to teachers. In some schools with a small number of learners, HODs carry a huge workload which makes it difficult to supervise teaching and learning. According to my observation, teacher unions do not support unplanned class visits by HODs. But they prefer the Integrated Quality Management System (IQMS) which was planned to be implemented by peers and senior teachers. According to the Employment of Educators Act 76 (1998), HODs are to ensure that they monitor the teachers' and learners' work. This policy also indicates that teachers should go into classrooms and teach. This study sought to explore the role of high school HODs as leaders of learning. Since they are the leaders of learning, HODs should supervise teaching and learning. The time spent by HODs on supervision of teaching and learning and mentoring teachers can make a huge impact on improving teaching. However this does not always happen.

## **1.5 Significance of the study**

The study could be useful to all HODs working in similar contexts where they are expected to supervise post level-one teachers. Apart from that, the findings from the study could also inform school principals about both management and delegation of duties to the HODs in such a way that the above-mentioned dual roles are properly managed. Findings from the study could also help the departmental officials at circuit and district levels in designing relevant training programmes for school-based HODs. The study also sought to add to the already existing body of knowledge about the role of high school HODs as leaders of learning.

## **1.6 Objectives of the study**

The following are the objectives of the study:

- To investigate the role of heads of department (HOD) as leaders of learning.
- To explore the barriers that HODs may experience when promoting learning as leaders of learning within their schools.
- To examine the strategies used by HODs to overcome barriers they experienced as leaders of learning.

## **1.7 Critical research questions**

The study sought to answer the following critical research questions:

- How do HODs understand their role as leaders of learning?
- What barriers do HODs experience as leaders of learning?
- What strategies do HODs use to overcome barriers they experience?

## **1.8 Clarification of Key concepts**

The following core concepts are being used throughout this research study.

### **1.8.1 Instructional leadership**

Instructional leadership is described as an influential relationship that motivates, enables and supports teachers' effort to learn and change their instructional practices (Mestry & Pillay, 2013). They further say it improves teaching and learning, pedagogic and curriculum management, since the study is exploring the role of HODs as leaders of learning.

### **1.8.2 Management**

According to Van Deventer and Kruger (2011), management is to do with implementing plans and working with people getting things done. Bush (2008) defines management as a

function for carrying out agreed policy; he further states that it is a set of school activities intended to efficient and effective utilisation of school resources towards achievement of organisational goals. This concept is used in the study to show how HODs would make sure that tasks are carried out effectively by teachers. Management involves the use of school policies to contribute to a better performance by teachers. HODs as leaders of learning should lead in managing their departments.

According to Van Deventer and Kruger (2011) sound communication, motivation and some sort of successful progress or system occur. HODs use management tools to monitor teaching and learning. This concept was relevant in this study because HODs manage teaching and learning.

### **1.8.3 Supervision**

Supervision can be defined as an action or process of watching and directing what someone does or how something is done (Webster, 1998). Sullivan and Glanz (2013) view supervision as involving dialogue with teachers as a way of enhancing teaching and learner performance. Supervision is the key to improving learner performance because teachers needed to be monitored and given guidance at all time to improve their performance in order to make sure that there is effective learning, HODs must ensure that there is proper supervision of teachers.

### **1.8.4 Heads of department (HOD)**

This concept refers to school-based educators employed in terms of the EEA (Act 76 of 1998), occupying post-level two with curriculum management as their responsibility in addition to teaching. Leithwood and Jantzi (1999) declare that in other countries like England, HODs are also called middle managers and curriculum coordinators. In the South African context, HoDs are the members of the School Management Team (SMT) and they are the first line of the SMT. They monitor and supervise curriculum delivery on a daily basis and to ensure quality education.



## **1.9 Delimitations of the study**

My study was conducted in two rural high schools. The Kwazulu-Natal (KZN) Department of Education (DoE) has 12 education districts, but the study was restricted to the Ugu Education District. The period for conducting this study was from January 2015 to the end of December 2015.

## **1.10 Organisation of the Study**

### **Chapter 1**

This chapter provides background, problem statement and the rationale of the study. It also outlines objectives and three research questions that guided the study. The significance of the study, key concepts and delimitation of the study are also provided. The latter part of the chapter discusses the outline of the study. It closes with the summary of the chapter.

### **Chapter 2**

The chapter focuses on the theoretical frameworks which underpinned the study. It also discusses the literature review on the role of high school HODs as leaders of learning, as well as the conceptualisation of learning. It discusses some studies related to instructional leadership, some relevant theory and the theoretical framework underpinning the study.

### **Chapter 3**

The chapter provides a detailed account of the research design, methods and procedures that were followed in conducting the study. It also outlines research instruments that were used to elicit data for this study.

## **Chapter 4**

This chapter presents and discusses data that was generated through individual interviews and document analysis. It deals with the analysis and interpretation of data generated.

## **Chapter 5**

This chapter contains the summary of the whole study, findings and recommendations.

### **1.11 Chapter summary**

This chapter orientates the study, namely the role of high school HODs as leaders of learning. It provided the background and rationale for the study. More importantly, the aims and objectives of the study were explained. The key questions which guided the study and clarification of key concepts were provided in this chapter.

## **CHAPTER 2**

### **Literature Review**

#### **2.1 Introduction**

The preceding chapter oriented the study. This chapter seeks to investigate the literature review under the study. This chapter is made up of four sections. In the first section, I examine the key concepts, and in the next section. Next, I discuss related studies in instructional leadership and also related theories. This is followed by an examination of theories underpinned by the study. From there I move on to conclude the chapter.

#### **2.2 Examining key concept**

In this section, the following key concepts are examined: leadership, instruction and instructional leadership.

##### **2.2.1 Leadership.**

Bush and Glover (2003) argue that leadership is about influencing followers in order to achieve desired goals. A HOD as part of the leadership, needs to influence and communicate a school's vision and mission statement to teachers in his/her department so that all teachers know the mission and the work that they should do. According to Van Zyl (2009) leadership is a set of behavioural actions and mental strategies which a person can apply in order to discover and achieve motivation of teachers. Study conducted by Bush, Joubert, Kiggundu and Van Rooyen (2009) shows that there are two main factors influencing quality of education. These factors are classroom practice and leadership.

Drawing from literature, I use the term „leadership“ as the way HODs communicate the vision and the mission of the school. They hold departmental meetings as the key to achieve these goals. HODs set the purpose and focus of managing teaching and learning.

Communication and supervision by HODs assist in improve teaching and learning. Motivation and workshops also make a difference in managing and giving support to teachers. HODs as leaders of learning play a significant role.

### **2.2.2 Instruction**

The primary purpose of instruction is about managing teaching and learning processes which is the core duty of HODs (Bush & Glover, 2003). Southworth (2002) shares the same opinion that the core purpose of the school is teaching and learning. Since HODs as leaders of learning are the ones who give instructions to teachers, they give directions on instruction to make teaching and learning possible and interesting in schools. Bush and Glover (2003) argue that leaders needed to give instruction so as to influence learning through teachers and improved the quality of the teaching approach. The leaders of learning should develop and focus on instructions that should be given to teachers to assist in their daily activities. HODs as leaders of learning should instruct, plan and give direction to teachers through meetings at schools. HODs are responsible for ensuring that teaching and learning takes place in a conducive environment. HODs should also promote professional growth and encourage teachers to reflect on their day to day activities.

A study conducted by Glatthorn, Boschee and Whitehead (2011) suggests that curriculum and instruction are at the heart of any school-improvement plan. Principals needed to work with teachers to supervise and also co-ordinate decisions within schools and between grade levels. HODs as leaders of learning needed to be part of supervising so that they can assist in aligning the school's curriculum both horizontally and vertically. A well aligned and supervised curriculum ensures that learners are taught the necessary skills and standard that gave them confidence and also improve their performance.

Glatthorn *et al.* (2011) also mention that principals and HODs should become aware and knowledgeable about new approaches to curriculum supervision as they are leaders of learning in high schools. New instruction that the department propose should start with them and they should comment on whether it is suitable for improving learning. Instruction and communication can be regarded as one of the aspects that HODs should use as dimensions mentioned in the communication of a vision in schools (Hallinger, 2000).

In my study I used this concept of instruction as HOD's used communication as an important tool to improve teaching and learning. HOD's also gave instructions to teachers in order to

improve methods of teaching. HODs needed to outline how they supervised teaching and learning.

### **2.2.3 Instructional leadership**

Bush, Joubert, Kiggundu and Van Rooyen (2009) argue that what teachers do in class could influence the performance of learners and leadership. This can be shown and can influence the classroom practice. Bush (2014) suggests that instructional leadership models emphasised that a HOD's role is to support teaching and learning, defining mission and managing curriculum and instruction. These are the main duties of HODs in schools.

Many researchers conducted studies in Africa and even abroad on instructional leadership. In Indonesia, Sofa, Fitzgerald and Jawas (2012) argue that instructional leadership had developed into many different versions as many people proposed. They also mention that existing literature fails to provide explicit descriptions of leadership. Instructional leadership is often defined as a multi-tasks leadership approach which includes supervision of teachers and curriculum development, planning, organising, facilitating change and motivating teachers. The study intended to understand the role of HODs in leading teachers and also managing the curriculum. Sofa *et al.* (2012) also mention that it is not agreed-upon that the definition of instructional leadership refers to leadership practice.

The emphasis is on learners and their learning as the core purpose of a school's mission, and on provision of enhanced educational opportunities for learners through influencing the behaviours of teachers.

Mestry and Pillay (2013) contend that the role of the school principal is critical in instructional leadership. They further argue that emphasis is on principals as the centre of expertise, power and authority, ignoring other role-players such as deputy principals, HODs and classroom teachers. Naicker, Chikoko and Mthiyane (2013) share the same opinion that HODs are the specialists and subject catalysts. Their main task is to make sure that there is proper teaching and learning. HODs should monitor and supervise teachers, they should hold meetings at least twice a month, which I agree with, as in high schools HODs are subject specialists, unlike in primary schools where they specialised in the foundation and intermediate phases. In these phases you find HODs supervised more than two learning areas,

which are not their field of speciality. Mestry, Moonsammy-Koopasammy and Schmidt (2014) define instructional leadership as an approach to manage teaching and learning aspects of school leadership. The common understanding of instructional leadership among educationists seems to focus on the following characteristics: leadership influencing the quality of education in schools, enhancing learner achievement, managing resources to effectively improve teaching and learning, pedagogic and curriculum management (Mestry & Pillay 2013; Mestry, Moonsammy-Koopasammy & Schmidt 2014; Naicker, Chikoko & Mthiyane, 2013; Mestry & Pillay, 2013). Mestry and Pillay (2013) further postulate that school instructional leadership can be described.

Instructional leadership focuses on managing teaching and learning and the behaviour of teachers in working with learners (Leithwood and Jantzi 1999; Southworth, 2002; Bush & Glover, 2003). They also mentioned engaging in activities directly affecting the improvement of learner achievements. These scholars posit that HODs manage human resources to ensure effective teaching and learning. The strategies they employ depend on the availability of resources at the schools to achieve instructional missions and goals.

According to Ezzaki (2007) leadership for learning influences teachers towards positive change. It mobilises people to have a common goal and lead them toward achieving the vision for education reform. He also mentions that there are programmes and actions in place that are implemented to improve learner achievement. These programmes place quality learning at the heart of the education agenda. In this article, quality is viewed as the internal factors indicating the school performance. For example, factors such as learner academic achievements in their assessments. The study is about the role of high school HODs as leaders of learning. It is important that HODs should have a clear vision to improve learner performance by employing different skills. Good leadership is used to improve teaching and learning in schools.

O'Donoghue and Clarke (2010) argue that in instructional leadership, leaders should engage in a dialogue as suspending judgement. Leaders should identify assumptions and listen to other people. All leaders should enquire and do a reflection on the leadership. These principles can guide HODs' leadership for learning within the school's context.

In my study I used instructional leadership to investigate the support that is provided by HODs to teachers and I checked whether monitoring was done through class visits, checking

learners' work and if regular feedback was given to learners. I also sought to establish whether departmental meetings were held at least twice a month.

### **2.3 Some studies related to instructional leadership**

There are a number of studies conducted by many researchers on instructional leadership. Smith, Mestry and Bambie (2013) conducted a research on role-players' experiences and perceptions of HODs' instructional leadership role. The study focuses on the role-players' experiences and perception of HODs. In their research HODs are firstly found to be responsible for curriculum delivery. They planned lessons together with their teachers. Their second finding is that it was evident that some HODs lack the capacity of curriculum delivery and they were unable to keep up with all mandates given to curriculum changes including administrative demands placed upon their time. The study findings also reported that HODs are not keen to hold teachers responsible for what happens in classrooms. Another finding showed that teachers view HODs as not trusting them if they do classroom observation. Suggestion was that it must be replaced by surveillance. Their fifth finding suggested that IQMS did not relate to instructional role. Some teachers state that their experiences were not important because they were not trusted by HODs. HODs should believe that teachers could cover their own learning needs. The sixth finding was that HODs lacked leadership in supervision and they did not have the necessary skills and knowledge. Lastly the researcher uncovered that HODs' workload was too much and they receive little support from the department of education.

In the same study, it was evident that as part of their accountability, HODs do not have structured help them to develop teachers. Some HODs do conduct informal staff development through subject meetings, informal classroom observation and informal coaching of individual teachers. It was evident from the HODs that they do not have time to develop because of huge workload.

In my study, I sought to investigate the role of HODs in curriculum delivery, whether they held meetings with teachers and what workload they had. HODs as leaders of learning should have knowledge and skills to perform their duties. The study conducted by Smith *et al.*

(2013) shows that there were challenges faced by HODs not performing as expected. I further investigated these challenges. The government keeps on changing policies while HODs are expected to adhere and perform. Mesty and Pillay (2013) also contend that instructional leadership improved teaching and learning, pedagogic and curriculum management. They share the same view with Naicker *et al.* (2013) that it can be described as an influential relationship that motivates and enables support to teachers' effort to learn and change their instructional practices. In this study HODs should motivate teachers and make positive relationships so as to improve teaching and learning.

The studies conducted by Mestry *et al.* (2013), Naicker *et al.* (2013) and Bhengu and Mkhize (2014), supported the notion that principals should foster teaching and learning through using HODs as the ones who supervise teaching and learning. In South Africa special high school HODs specialised in their subjects, they should share the school vision in their department. HODs should also be in the forefront delivering the curriculum and they should give full support and guidance to teachers without forgetting the school vision and mission. HODs' responsibility was to equip teachers with professional materials and resources when they give support.

Bambi (2012) mentions the key role of HODs as instructional leaders play a significant role in improving schools. Instructional leadership practice is no longer the monopoly of the school principals. The advent of democracy has resulted in the restructuring of schools. This restructuring empowers teachers to exhibit some leadership roles. The notion of decentralisation and distributed leadership take a centre stage. Leadership is no longer the sole domain of school principals, but is share among teachers in school. Hence the HODs were introduced to assist the school principals on matters regarding the curriculum management. The key role of HODs is to monitor and have impact on the tone of teaching and learning. They also have to ensure that teaching and learning takes place in conducive environment (Heystek, Niemann, Van Rooyen, Mosoge & Bipath, 2008). This study was relevant to my study because it talks about legislation on improving teaching and learning whereas in my study there were portions which were based on policies that should be followed by HODs.

Another study conducted by Naicker *et al.* (2013) focuses on exploring school principals manage teaching and learning in challenging school contexts. Their findings put emphasis



on a strong focus on improving the quality of teaching and learning. This is done by having quality teachers so that quality learner results would be achieved. The last finding indicates how accountability for teaching and learning will be ensured in participating school. This study shows that correlation between strong instructional leadership and successful schools becomes important for improving teaching and learning. Instructional leadership is also stretched across the individuals in the schools, which means any person who supported instructional leadership will improve learning. The teamwork approach exists in these schools because principals encourage teachers to learn from their colleagues.

In my study HODs paved the way for teachers to do their work by encouraging them, conducting the departmental meetings, encouraging teachers to learn from others and discussing challenges they may come across in classrooms. Planning together also assisted those who were struggling with some aspects in their classrooms like learner discipline and other important aspects that they were facing. The principal alone cannot manage teaching and learning, they need help from other SMT members, like HODs as their subject specialists in high schools. HODs as leaders of learning should be of assistance to the principal in challenging schools.

## **2.4 Some relevant theory**

Hallinger (2000) is relevant to my study. Hallinger's (2000) mentions three dimensions of instructional leadership, proposes three models of instructional leadership. These dimensions are framing and creating school vision, managing instructional programmes and creating a positive climate for learning. The first dimension is about framing and communicating the school's vision. HODs are the first line of the SMT. They work directly with the teachers and therefore they are expected to communicate the school vision in their department. HODs are also expected to jointly formulate their own vision within the departments. However, the HODs key role is to lead the instructional processes. The policy of the Department of Education is in line with what Hallinger (2000) proposes in his model. Therefore I decided to employ this model in order to better understand the role of HODs in leading the learning process. It becomes easy if teachers know what is expected of them and they cultivated learners that they teach. Once everybody knows the school's vision, teachers and learners will have a common goal and direction. The HODs also communicate leadership in setting

standards of learner performance, promoting consistent standards and performance objectives within the programme area by working with teachers to establish their procedures and to establish consistent evaluation and grading practices of learners' learning.

The second dimension is managing the instructional programme. It is concerned with the role of instructional leader in managing teaching and learning successfully. This was done by supervising and guiding teachers in what they are supposed to do in classrooms. I chose this model because HODs are also regarded as instructional leaders. It is not correct to associate instructional leadership as the sole domain of school principals. Thus, HODs are part and parcel of SMT. Their role demanded them to be the supervisors and leaders of the learning process. This dimension also corroborates with what Bush (2010) mentioned, that managing teaching and learning begins with an assessment of classroom practice, and this can be done in two ways. The first one is monitoring, which seeks to assess the implementation of teaching plans and the consequences on learner performance.

The second one is evaluation; it seeks to assess and evaluate its impact on teaching and learning at a high level. Procedures and routines created a classroom environment where everyone understands which methods are appropriate for the learners, teachers were teaching. This is important because teachers know the kind of learners they were dealing with, and preparations also cater for all kind of learners. HODs should meet with teachers regularly to discuss some of the problems that teachers are facing and the strategies they use to overcome problems they may face. Teachers saw that they are being taken care of in everything that they were doing.

The third dimension is promoting a positive learning climate. HODs promoted a learning climate by communicating goals which involved improving instructions through classroom observation and professional development. Hallinger (2003) also extended this dimension when he stated that instructional leaders should protect instructional time. This links to the study because HODs as leaders of learning have to ensure that teachers attended classrooms on time, and they have to ensure that teaching and learning occur through observing teachers. One of the attributes of creating a positive learning climate is to provide undying support to teachers. The idea is that teachers faced numerous problems in classrooms. These problems include cultural behaviour of learners. Hence, HODs had to develop a plan to help teachers mitigate these problems. It is important for all teachers in the department to prepare for their lessons in such a way that there is no time being wasted to avoid learners who is

misbehaving. HODs as leaders of learning were expected to help teachers create a conducive environment for teaching and learning. For the purposes of the study, this dimension fits well as it addresses the core duty of the HODs which is to create a positive climate for effective learning to occur.

## **2.5 Theoretical framework**

The study is underpinned by instructional leadership framework. Instructional leadership is divided into two forms, namely direct and indirect (Reitzug & West, 2011). The direct forms of instructional leadership subdivided into three categories, namely linear, organic and prophetic forms. They also had an indirect form which subdivided into three categories: relational, empowering and political.

### **2.5.1 Direct forms of instructional leadership.**

There are three forms of direct instructional leadership namely linear, organic and prophetic.

#### **2.5.1.1 Linear instructional leadership.**

Reitzug and West (2011) declare that instructional leadership is grounded on structural functionalist. Linear instructional leadership was about formulating the policy by HODs to assist in managing the department. Sofa *et al.* (2012) argue that in a country like Indonesia began to experience a fundamental redefining and restructuring of education through the enactment of the National Education System Law number 20 of 2003. Policies were formulated to take control of education in Indonesia by managing schools within their geographic locations. Principals expected to exercise greater control in developing capacity for reform in their schools and improving academic performance. In this study, HODs as leaders of learning needed to support teachers to achieve their goals of improving teaching and learning in schools. Policies were formulated to assist in supervising teachers to do their

best. In South Africa we used the PAM document which is regarded as a policy to guide HODs to do their duties when they manage their department.

Improving academic performance needs to be supported by teachers who were in the classrooms (Testan, 2014), and the fundamental purpose of a school was to improve learners' learning. Sergiovanni and Starratt (2007) argue that the improvement in teaching is triggered by an improvement in school's instructional capacity and this leads to improvement in learner performance. Hofman (2014) also supported that if the school has a clear policy on supervision, teaching and learning can also improve in the whole school and teachers developed professionally where there are policies in place that needed to be followed.

Glatthorn *et al.* (2011) also put emphasis on supervising the taught curriculum approaches which are currently used. With linear instructional leadership, principals and HODs can benefit from knowing which of their behaviours or attitudes are the most valued and appropriate when they drafted policies that they included and made use of them.

The linear instructional leadership model helps principals and HODs to improve their instructional management processes such as re-teaching, reviewing test data, benchmark testing like writing common tests set by the department, teaching according to curriculum guidelines, developing curriculum pacing guides, standards and curriculum documents like CAPS documents and other policies that the school formulates to improve teaching and learning.

### **2.5.1.2 Organic instructional leadership**

Organic instructional leadership is based on the premise that the instructional dimension of schools is intended to teach learner in totality. That is a living organism of sorts (West & Reitzug 2011). Studies conducted by Blose (2013) and Ndovela (2014) found that principals, through HODs, encourage teachers to meet on a regular basis to discuss issues attached to teaching and learning. Therefore, HODs as leaders of learning are expected to sit down and discuss with teachers the findings from their observation through classroom visits. Sometimes HODs invited cluster co-ordinators to discuss academic issues with teachers. In this regard with organic instructional leadership, teachers should come together and work.

They should share the experiences that they are facing in class. Some experiences may be the same and teachers share how they overcame them. This is helpful because many ideas are explored by a group of teachers.

According to Naicker *et al.* (2013) their findings reveal that HODs planned lessons together with their teachers. This was supported by Steyn (2013), who postulated that HODs should carefully plan and organise collaborative learning in which teachers were regularly engaged and learners benefited.

Organic instructional leadership started with the exploration of issues which affected school management with regard to teaching and learning (Reitzug & West, 2011). Instructional improvement occurs as a result of professional development of teachers and other personnel about their individual practice. Steyn (2011) declares that the continuing professional development of HODs is a crucial element for school improvement. The programme developed school leaders to be able to equip teachers with necessary skills for teaching and learning. Therefore, HODs should be well developed so that they cascade relevant information to teachers they lead. Naicker *et al.* (2013) lament the same views that HODs were curriculum managers therefore by coming together it assisted others to improve their supervision ability to manage teaching and learning.

Professional Learning Communities (PLCs) is an inclusive group of people who work together and share some ideas in order to improve teaching and learning (Jansen, Cammock & Conner, 2010). In South African schools, we use clusters instead of PLCs, which is the same concept. In organic instructional leadership PLCs are suitable because every department in the school needed to come together to share information and learn from one another. Teachers also needed to be clustered together so as to share experiences among themselves. A study conducted by West *et al.* (2011) cemented the idea that sharing with others information that was observed in classrooms assists others in improving teaching and learning.

Building leadership capacity is embedded in professional development and constructivist notions of instructional leadership (Hord, 1997; DuFour and Eaker, 1998; Huffman, 2014). Joyce, Calhoun and Hopkins (1999) contend that principals' and HODs' instructional leadership roles involve stimulating and facilitating process of learners' learning.

Dialogue should always take place between HODs and teachers in order to improve teaching and learning. Sharing views will make a difference in schools. HODs as leaders of learning encouraged the process of communication among teachers.

Van Deventer and Kruger (2011) support the idea of organic instructional leadership because HODs should plan, design and ensuring that all activities are up to date in a department. Communication used to fulfil plans and design information about these aspects cascaded to all teachers in the school. This was suitable in this study because HODs as leaders of learning made sure that tasks were carried out effectively by teachers, supervision played a significant role in this regard and discussion also encouraged organic instructional leadership.

Clarke *et al.* (2010) say collaboration has taken on a particular meaning in schools within the context which involve joint communication and decision-making among educational professionals, to create an optimal learning environment for learners. Globler (2013) also supported communicating the school mission effectively to the community through leaders to achieve academic goals. Communication is one of the most important duties of a HOD as a leader of learning, to communicate and discuss issues with teachers assisting them to voice out problems that they encountered in classrooms. Solutions came out of those discussion and they help them to achieve their goals.

### **2.5.1.3 Prophetic instructional leadership.**

According to West *et al.* (2011) prophetic instructional leadership is essential in leading at schools from a critical moral centre that is grounded in considerations of truly educating a learner. HODs as leaders of learning ensured that their plan looked beyond the school, for example what kind of learners they want to produce despite the school having less LTSM, no laboratory and library. Political pressure and national legislation goals that strive for schools' effectiveness are measured in test score-based outcomes like Grade 12 results and Annual National Assessment (ANA). HODs as leaders of learning should have a clear picture of where they want to take their departments and that picture should be communicated to their departments through meetings. All teachers know what is expected from them. It is clear that HODs should ensure that teachers provide quality teaching and learning. The HODs need to spend to do classroom observation and to balance the administrative work. They need to plan

so as to achieve all they set out to achieve in their departments. In order for HODs to fulfil these responsibilities well, they should have a clear focus of the future interest of the school and keep the vision and mission of the school in mind.

West *et al.* (2011) mention principals and HODs operating from a prophetic conception do not simply dispute political and legislative mandates. They ensure that school practices embody political or legislative matters. Naicker *et al.* (2013) support this in their study because they found that despite the socio-economic challenges schools faced, such as some schools located in poor areas, high rates of unemployment, learners living in informal settlements, these schools performed extremely-well academically. It was shown that the commitment of HODs can change and improve their departments despite political and legislative challenges that existed. Schools needed to perform well even where there were shortages of learning materials.

The government should provide but it does not have enough resources in education (West & Reitzug, 2011). The purpose of schooling is to achieve higher scores and for learners to do well in education. The principal should engage with the school community through HODs and others to discuss curriculum that was good for learners, instructional practice that assisted teachers to follow their mandate and school policies that enhanced learners to develop, alternative policies that assist learners to achieve their goals.

Ramrathan and Ngubane's (2014) prioritise the learners to have conducive environment. This included HODs who are able to set visions, goals and objects of excellence in teaching and effective learning work with all stakeholders. Clarke *et al.* (2010) also support the opinion that leadership needs to be exercised across all levels of the education system in order to enhance the quality of learning taking place, HODs should make sure that this happens.

### **2.5.2 Indirect of instructional leadership**

In indirect instructional leadership, teaching and learning does not only take place through direct involvement by HODs and principals, however it takes place through actions and leadership, like motivation etc. Indirect instructional leadership is made of three forms, namely relational, empowering and political.

### **2.5.2.1 Relational instructional leadership**

West *et al.* (2011) assume that learning and improvement can be increased through relational grounding. HODs should be friendly and give guidance in a very positive and encouraging atmosphere. Support from the immediate supervisor should be welcomed by teachers in schools. HODs should clearly connect with their teachers to build positive relationships, which filters down to their learners. In his third dimension, Hallinger (2000) mentioned promoting positive learning. This is related to my study because HODs needed to create an environment that is conducive for learning. They should motivate teachers to perform at their best. Once motivation takes place positive learning occurs.

Hallinger (2005) contends that instructional leadership is goal oriented which means leaders should define clear directions for schools and motivate others to join in its achievements, in instructionally effective schools. This direction is primary in the improvement of learners' academic performance. HODs as leaders of learning should encourage a good relationship among the teachers at all times.

West *et al.* (2011), comment about the care of learners and having as key indicator of school performance. This does not mean that learners do whatever they want to do. HODs of high schools assisted where learners needed help, they provided guidance on school work and other aspects that might be a hindrance to their learning. HODs should ensure that teachers in their departments treat all learners with respect and fairness, treat them equally irrespective of their age, gender and religion.

West *et al.* (2011) also mention that to build good relationships, management together with HODs should listen to learners and give counselling to both learners and teachers. They further needed to keep learners in schools, making sure teachers are happy so that they are productive in their jobs.



### **2.5.2.2 Empowering instructional leadership**

Empowering instructional leadership is a second indirect way of managing teaching and learning. Instructional leadership is important as it helps teachers develop themselves (West, 2011). Learning is increased if teachers are empowered therefore it improves teaching and learning. Management should ensure that teachers are empowered by attending workshops and seminars organised by DoE and NGO. Since HODs are supervising teachers in their departments they should identify those teachers that need to be developed first.

In research conducted by Mthethwa (2011), she mentions that training enables the individual to perform one's duties confidently. White (2000) notes the lack of training to acquire the leadership and managerial knowledge, expertise and skills required for the role as imperative to the subject leaders and the HODs performing their duties. HODs as leaders of learning needed to be skilful to meet the demand of their daily activities as leaders of teachers.

A study conducted by Smith *et al.* (2013) confirms that teachers appear to dislike classroom observation. Teachers interviewed stated that when they are being observed, they felt offended. Since teachers are offended about the observation, teachers need to be empowered. They would know what is expected from them if they were being observed. The lack of empowering by management can cause fear. That is why HODs should conduct training among the members in their departments.

Through an interview a principal, Smith *et al.* (2013) found that HODs need to have proper system that they use to help them managing teaching and learning. Some HODs do conduct informal staff development through subject meetings, informal classroom observation and informal coaching of individual teachers. It was evident from the HODs that they do not have time for developing teachers because of huge workloads.

Another study conducted by Hofman (2014) reveals that the novice teachers and experienced teachers have their own leadership approaches they emulate from leaders such as clinical supervision, peer coaching and professional growth plans. He further postulates that the subject-area instructional supervision had various challenges such as lack of adequate support for new teachers, infrequent use of classroom visits and peer coaching by an instructional supervisor. HODs are observed to focus more on administrative duties rather than on managing teaching and learning. The findings indicated that a distributed leadership approach

was observed to be dominating. With HODs in South Africa, much of their time is devoted to teaching compared to their counterparts of Ethiopia; hence teachers that they supervised need to be empowered with different skills and methods of teaching. HODs have to make the point that teaching and learning should be supervised in schools and teachers needed to be empowered in order to enhance the quality of teaching and improve their daily teaching.

Kruger (2003) highlighted that the structures and methods of instructional management in schools rely on the involvement and leadership of a number of teachers including HODs, deputy principals and teachers acting as subject heads. This system empowered teachers to work together in teams and to take the responsibility of achieving the goals of the school. Even today this system is still working in our schools. Such a system helps in schools because as teachers come together to discuss issues, they become part of the improvement of instructional leadership and they own the system.

According to Mercer, Barker and Bird (2010) the DoE has changed the education system by promulgating new policies. These policies include changes in curriculum such as OBE to NCS and now CAPS; all of these designed a new curriculum to improve the quality of teaching and learning in schools. These policies initiated by DoE and other teacher organisations which are aimed at improving quality teaching, redirect the attention to the leadership capacity of educational institutions (ELRA, 1995). However without dedicated HODs who are effective and innovative as instructional leaders these changes won't happen. Therefore HODs should drive and make sure that all these implementations are taking place in their schools, and empowering teachers is essential to deliver in their classrooms. These changes come with new content and without empowering of teachers these curricula will fail.

### **2.5.2.3 Political instructional leadership**

Political instructional leadership is the third indirect form of instructional leadership. In this form of leadership, learning and improvement occur and they increased as a by-product of the resources. The principal is able to utilise these resources for the betterment of a school (West & Reitzug, 2011). Myende (2011) defines resources as the supporting aids that schools or communities utilise to perform their activities. He further articulated that resources can be divided into human, financial and natural resources. In schools with enough resources it is

possible to provide services and opportunities for learners and teachers. In schools with scarce resources it becomes challenging to improve teaching and learning.

For effective use of instructional leadership both human and physical resources should be available (Kruger, 2003). Physical resources such as classrooms, laboratories, libraries, infrastructure, stationery and books were important if there was a desire to really improve teaching and learning in schools. Human resources are so important in schools because they deliver the curriculum. The DoE should provide enough resources to assist teachers in their calling.

In a study conducted by Ramrathan and Ngubane (2014), they found that some small schools were not fully supported by the DoE. They did not get any funding allocated for school equipment, stationery and other school needs as provided to all schools in the province, but the schools has education management information systems (EMIS) numbers which means the schools had been registered, but when it comes to recognition and support they receive-very little. Under those circumstance HODs should come up with a way to assist those learners, they should lead teaching and learning to improve schools.

West *et al.* (2011) describes politics as the competition for limited resources. In order to be successful in the competition, you need to include bargaining, negotiating and forming partnership with companies that assisted the schools to provide resources that the government cannot provide. Where principals and HODs embarked on this negotiation to acquire resources it was so helpful in achieving good results by learners. First the HODs should identify the most needed resources. The principals should build partnerships and cultivating relationship with those companies could assist in these areas of need.

In their findings Naicker *et al.* (2013) mention that during labour unrest schools have very little disruption to the teaching learning programmes. Some school principals refused to close their schools and would rather take on teacher unions; however they become unpopular with those unions. Motsohi (2011) witnesses that the dominant teacher union in South Africa, the South African Democratic Teachers' Union (SADTU), had contributed significantly to the collapse of normal routine school operations through their disruptive activities in township schools and in some rural schools where teachers are actively involved in this union. Schools which create a good partnership with companies depend on the Grade 12 results and disturbances by labour unions resulted in schools not being supported by companies.

The study conducted by Naicker *et al.* (2013) shows that the more teachers committed to do their work the more they produced the good results, and companies came in numbers to assist. Contact time is also imperative in order to improve teaching and learning. This was supported by Murphy (1992) who claims that instructional time is a direct correlation of learner performance. HODs as leaders of learning should ensure that learners are not losing out because of actions by teacher unions. HODs needed to encourage teachers to work extra hours to cover the lost time. Schools producing good results in Grade 12 make good partnerships with big companies. Those companies assisted in providing resources that the DoE could not provide. They also provide bursaries for learners who performed well in Grade 12. HODs should seek opportunities and expose learners to careers that learners were not familiar with and which were in demand. Learning enhanced improved achievements.

## **2.6 Chapter summary**

This chapter presented and examined key concepts which are related to this study; discussion of theory relevant to the phenomenon under investigation and theoretical frameworks, which were direct and indirect instructional leadership, were discussed to conclude the chapter. The next chapter discusses the research design and methodology approaches employed in the study.

## **CHAPTER THREE**

### **Research design and methodology**

#### **3.1 Introduction**

In Chapter two, the review of relevant literature and theoretical framework were presented regarding the role of high school HODs as leaders of learning. This chapter presents and explains the research design and methodological approaches that were employed. It starts by explaining the research paradigm within which the study was located. Secondly, it explains the research approach and research design that was used to understand the role of high school HODs as leaders of learning and thirdly, it discusses the sampling methods and also how the data will be generated. Lastly, the data analysis procedures, ethical issues and trustworthiness of the findings are discussed. A summary and conclusion follow.

#### **3.2 Research paradigm**

The study was located within the traditions of interpretive paradigm. In this paradigm, it is agreed that, ontologically, there are many realities and these exist in the form of diverse views from participants. These realities may emanate from experiences and through people's social life (Maree, 2011). Therefore, it is believed that participants provided different responses about the phenomenon under investigation. Interpretive researchers study social action of people. Under the interpretive paradigm data is generated from participants who share their experiences. The purpose of this paradigm is to understand the meaning the participants attached in their views. According to epistemology, Maree (2011) argues that in this paradigm knowledge is socially constructed. Cohen, Manion and Morrison (2011) share the same view that the interpretive paradigm is used to understand the subjective world of human experience. In this study, knowledge is created by exploring the high school HODs' role as leaders of learning. This paradigm is deemed to be relevant to this study because

participants are investigated in order to give their views about high school HODs' role as leaders of learning.

### **3.3 Research approach**

The study followed a qualitative approach. Qualitative research refers to the inquiry in which the researcher generates data through interacting with selected participants in their settings (McMillan & Schumacher, 2006). They insisted that this type of research is concerned with understanding participants' perspectives of the phenomenon. However, the participants were examined to understand their experiences of the phenomenon under investigation. In order to understand people's experiences, high school HODs as leaders of learning was investigated. Mouton (2011) on the other hand views qualitative research as an approach which aims to understand and describe the phenomenon. Qualitative researchers attempted to understand the phenomenon through people getting information from their experiences in their place of work or where they live (Maree, 2011). Therefore, this study aimed at understanding the roles of high school HODs as leaders of learning.

HODs were therefore investigated to get their insight as leaders of learning. As a result, this approach was deemed to be more appropriate for the study. The aim was to understand how participants viewed high school HODs' role as leaders of learning. Mouton (2011) also declares that the fundamental aim of this approach was to understand social actions and not to generalise. The experiences and perceptions of the research participants were generalised to other settings. Qualitative researchers were interested in describing participants' actions in great detail and then find meaning from these actions to understand the phenomenon. McMillan and Schumacher (2006) and Mouton (2011) share similar opinion that the main aim of qualitative approach is the in-depth understanding of actions. Actions and events were studied in the participants' context to better understand the phenomenon.

### 3.4 Research design

According to Blanche, Durrheim and Painter (2006), research design refers to the plans used to generate data with an aim of understanding the phenomenon. In the preceding subheadings I clearly stated that the Interpretivists paradigm and qualitative approach were used to better understand the phenomenon. The Interpretivists paradigm and qualitative approach have already been discussed above. In order to examine and explore the phenomenon, this study also employs the case study design. Some scholars (Wynsberhge & Khan, 2007; Hesse-Biber & Leavy, 2011) argue that there is no agreement or consensus about what a case study is. Researchers view case study as a method, methodology, or research design (Wynsberhge & Khan, 2007). However, Hesse-Biber and Leavy (2011) argue that it was inappropriate to conceptualise case study as a method, methodology or research design. Cohen *et al.* (2011) claim that the case study is a once off occurrence of constrained system, such as a child, clique, class, school and community. They further assert that case study design was suitable in this study. It is because the theoretical knowledge was more valuable than practical knowledge. The case of two high schools cannot be generalized to other similar contexts because it affects only those participating schools. Once the inquiry was carried out, it would benefit other HODs and help to understand the phenomena. For the purposes of the study, the researcher would explore the case of HODs. The case study was about the role of high school HODs as leaders of learning.

It has been found that a case study was trans-paradigmatic and trans-disciplinary (Wynsberhge & Khan, 2007), meaning that it fits everywhere regardless of a research paradigm. It can also be used in any discipline. In this study, the case study will be employed as a research design. Wynsberhge and Khan (2007) assert that a case study is an investigation of a single unit for the understanding of its real life. This is done when the boundaries between the phenomenon and context are ambiguous. The case study seeks to understand the phenomenon under investigation and it also provided the opportunity to penetrate the questions in order to understand organisational behaviour (Gable & Guy, 1994). For the purposes of this study, the case study was deemed appropriate in order to understand people's behaviour about the phenomenon. It also helped me to investigate the phenomenon within participants' real life contexts.

Scholars agree that conclusions drawn are only specific to that particular context studied and conclusions may not be generalised (Gable & Guy, 1994; McMillan & Schumacher, 2006; Maree, 2011; Mouton, 2011, Cohen, Manion & Morrison, 2011). I investigated the case of two high schools in the Ugu district. The focus was on those high schools which had HODs as leaders of learning who performed above 80% and those who underperformed in 2012 to 2014, despite of high volume of workload for HODs. These schools were studied in order to fully understand the role played by high school HODs as leaders of learning. The findings from these high schools were not generalised to other high schools within the Ugu district. The findings were specifically for those high schools studied. The case was to investigate the role of HODs as leaders of learning.

Maree (2011) sees case study as a research strategy that reveals an in-depth understanding of the phenomenon. McMillan and Schumacher (2010) refer to a case study as an in-depth exploration of a bounded system based on extensive data collection. The reason why I used a case study was that it revealed an in-depth understanding of the high school HODs' role as leaders of learning among teachers despite their workload. Wynsberhge and Khan (2007) agree with Maree (2011), that a case study provided a holistic understanding of the phenomenon. The major advantage of the case study research was that it used multiple sources of data and techniques in the data generation process (Mouton, 2011; Maree, 2011). It was emphasised that this involves multiple interviews. In this study, multiple interviews were conducted with school HODs including individual interviews and document analysis. This enabled me to understand the holistic nature of the phenomenon being investigated.

### **3.4.1 Interviews**

In this study, interviews were used as a primary data collection strategy. An interview is an interaction between two or more people with the issue under interrogation (Kumar, 2005; Cohen *et al*, 2011). They argue that interviews enable participants to express and share their views about their experiences and perceptions. They further state that an interview is a flexible tool for data collection and is a powerful tool for the researcher. According to Maree (2012), qualitative research is carried out in real-life situations. Qualitative research interviews focus on specific ideas and exploring the experiences for all participants (Cohen *et*



*al.*, 2011). Therefore this method of data collection was deemed an appropriate method of data collection.

There were different types of interviews. In order to understand the perceptions of participants, I used semi-structured interviews as the data generation method. Maree (2012) explains that semi-structured interviews as an interview tool provide more opportunity for the participants to explain and discuss what he/she meant, it allows for probing and clarification of answers. This was method was helpful in better understanding the role of HODs as leaders of learning. According to Grix (2004), a semi-structured interview was an in-depth interview with a number of pre-planned questions in mind. This type of interview “allows for a certain degree of flexibility” (Grix, 2004). I continued to find more answers by probing the participants.

### **3.4.2 Document analysis**

Documents provide valuable information which is used in analysis. They allow one to view the written communications that may shine light on the topic under study (Maree, 2011). They are in the language and words of the participants and are ready for analysis (Creswell, 2012). The challenge of using document analysis was that it was difficult to look through and I sometimes found the information incomplete (Creswell, 2012). I concentrated on reviewing departmental minutes and checking other tools that were used by HODs to supervise teaching and learning for the period January 2013 to December 2015. However, I did not have any challenge analysing the above documents. Minute book and other tools used by HODs to supervised teaching were readily available because of the recency of their construction. However I guarantee that HODs have no problem retrieving the old records because they were given to me in both high Schools.

### **3.5 Research sampling**

The following section discusses how the research participants were selected. Participants were selected using purposive sampling. Dolores and Tongco (2011) define purposive sampling as the deliberate choice of informants due to the qualities of the informant possesses. They further assert that in this method, the researchers decide what they need to know. They also have to find the people who are willing to provide information on the experience and information that they had in this regard. I purposively selected HODs in each school. All HODs were teaching more than one subject. HODs were selected because they are informative about the phenomenon. All HODs were selected intentionally because they are the leaders of learning in various subjects. Each school had four HODs. All HODs were selected despite their gender and experiences. In the first high school I only interviewed three HODs. In the second one, I selected four HODs. In other words, seven HODs participated in the study. All HODs were in supervisory positions. The profiles of the participants are presented below.

#### **3.5.1 Profiling of the participants and schools**

Names of the participants and schools used in the study were pseudonyms. The study was conducted in two high schools located in the Ugu district, KwaZulu-Natal, South Africa. The data sources were all HODs within the school. Documents were reviewed to generate data. Both high schools sampled in the study were located in rural areas.

##### **3.5.1.1 Miss Nkanyezi**

The first participant was named Miss Nkanyezi for anonymity reasons and was a female high school HOD of Commerce; she was 41 years old. She has been a HOD for 10 years. The highest qualification she had a BEd. (Hons) in Leadership, Management and Policy. She taught accounting to Grade11 and Grade 12 Learners. The school was named Uganda High

School (UHS) and had 970 learners. The school was ranked quintile two and was a “NO FEE” school. She supervised eight teachers in her department and the school had four departments: Business Commerce and Management (BCM) department, Maths and Science, Communication and Humanities.

### **3.5.1.2 Mr Lwandle**

The second participant was named Mr Lwandle for anonymity reasons and was a male high school HOD of Mathematics and Science. He was 38 years old. He had been a HOD for 5 years, supervises 10 teachers. The highest qualification he had was an A.C.E in Leadership Management and Policy. He taught mathematics Grade 11 and Grade 12 learners.

### **3.5.1.3 Mr Moya**

The third participant was named Mr Moya for anonymity reasons. He was a HOD of Science at UHS. He was 43 years old. He supervises 5 teachers. His highest qualification was a STD obtained in 1995. He had been a HOD for the past 17 years and was the oldest HOD in the school. He taught Grade 10 to 12 learners. There were two classes in Grade 11 and each had 65 learners.

### **3.5.1.4 Mr Bird**

Participant number 4 was named Mr Bird for anonymity reasons. He was one of the HODs chosen to participate in the study and his age was 36. The name of the school was Forest High School (FHS) also for anonymity reasons. The school was located in the Ugu district within the rural communities. The school was ranked quintile two. Mr Bird has eight years of experience, having assumed his duties from 2008 as a HOD. He taught accounting and business studies in Grade 11 and 12 learners and supervises three teachers. FHS had 985

learners which were accommodated in 20 classrooms. The school had four HODs, first was the HOD of Business Commerce and Management (BCM) department, second was the HOD for the science department and the third was from communication and the fourth was HOD from Humanities. Since this school was in a rural area, resources were scarce especially in the science department. There were no science laboratories and no computer labs or internet facilities.

### **3.5.1.5 Mrs Zebra**

The fifth participant was named Mrs Zebra for anonymity reasons. She was a HOD for the communications department at FHS. She is 41 years old. Mrs Zebra has five years' experience as a HOD, having assumed her duties in 2010. She managed six educators in her department. Mrs Zebra taught English in two Grade 12 classes and two Grade 10 classes. She also had a B.A degree and PGCE certificate.

### **3.5.1.6 Mr Chicken**

The sixth participant was named Mr Chicken for anonymity reasons. He was a post-level two educator from FHS. He was 34 years old. He had three years' experience as an HOD, having started teaching from 2008. In his department he supervised 5 teachers and teaching maths in two Grade 10 Grade classes and one Grade 12 class. He has BEd and ACE in Leadership, Management and Policy.

### **3.5.1.7. Mr Cow**

The seventh participant was Mr Cow for anonymity reasons. He was a HOD of Science at FHS. He was 36 years old. He supervised four teachers. His highest qualification was BEd (Hons), obtained in 2014. He was tea Natural Science in Grade 8 and Grade 9.

### **3.6 Data analysis procedures**

The data generated was analysed through content analysis. Maree (2013) claims that content analysis is used to analyse things like books, brochures, written documents, transcripts, news reports, memorandums, agendas, administrative documents and visual media. Content analysis is defined as a research method which examines words or phrases including essays, interviews and speeches (Mouton, 2011). This form of analysis was found to be more relevant to my study, as it has been indicated that it can be used to analyse data from individual interviews and document analysis. I mentioned in the data generation discussion that I used a digital voice recorder during interviews. I downloaded and transcribed data from the digital voice recorder into my laptop. I transcribed the verbatim speaking from the participants, after I finished data transcription and I coded each line. Mouton (2011) declares that coding is about making sense of patens and reading the transcripts in order to identify emerging themes. I read interview transcripts several times trying to make meaning attached by the participants. Maree (2013) posits that content analysis is an inductive and iterative process. I read each line of the interview transcripts to understand the participants' meaning of the phenomenon.

### **3.7 Ethical issues**

Code of ethics refers to a set of regulations created to establish a relationship between the participants and the researcher (Flick, 2006). Reardon (2006) claims that ethical standards must be maintained by researchers at all times. Cohen *et al.* (2011) mention that the beneficence and non-Malifecence had been taken into consideration. Beneficence is defined as the extent to which the participants are going to benefit by participating in the study. According to Cohen *et al.* (2011) state that non-maleficence principles were applied. Participants were ensured that there was no harm caused by participating in the study. The researcher ensures that all ethical issues were taken into consideration. The anonymity of participants was assured. The names of schools participated in the study were pseudonyms. Information provided by participants was kept confidentially (Niewenhuis, 2007).

A consent form spells out the specific nature of the project including any potential risk and the degree of confidentiality afforded to the participants (Hesse-Biber & Leavy, 2011). The permission to conduct a research study was obtained from the University of KwaZulu-Natal and KZN DoE. The consent forms were issued to all participants. The participation of the participants in the study was voluntarily and they have a right to withdraw at any time. The protection of the school, participants and the protection of the name of the community in which the school was located was important (Blanche *et al.* 2006). Permission to conduct a study was directed to principals and they granted it, and letters were also sent to all participants. Each participant signed a consent form as evidence of agreement and to ensure acceptance of their participation in the study.

Flick (2006) states that the researcher should avoid harming the participants. He further emphasised that when generating data the researcher may be confronted with ethical problems. I was very sensitive to the potential harm that may befall participants in the study. I made sure that all research questions did not harm the participants. As I interrogated HODs, my questions did not remind them of past painful events like conflict among staff members which led to one teacher leaving the school or to resign. The HODs were interviewed in the place that was convenient and conducive.

According to Flick (2006), research on human subjects should provide some positive and identifiable benefit rather than simply be carried out for its own sake. They understood the important roles they needed to play as leaders of learning. Participating in this study made HODs understand their roles as leaders of learning and positive outcomes of supervising teaching and learning were seen, as well as how to improve the way they executed their duties. The study made participating HODs to be well equipped with skills necessary to execute their duties. The copies of final dissertation will be made available to HODs participated in the study. In a case where I had proposed certain risks, I could not pay any sums of money to the participants. There was no cash payment made to the participants for their participation.

### 3.8 Trustworthiness

The term trustworthiness refers to the way in which the inquirer is able to persuade the participants. The findings in the study were worth paying attention to and the research was of high quality (Maree 2013). Credibility, transferability, dependability and conformability criteria are used in qualitative research to determine the trustworthiness of the study (Krefting, 1990). These concepts strengthen the study's trustworthiness and are discussed in details. I spent time with participants to help enhance the trustworthiness of the study (Krefting, 1990). I spent most of my time with the participants to find the most important facts when they executed duties as leaders of learning by interrogating HODs. It was important to get all the hidden information so that your study can be trusted. Krefting (1990) insisted that prolonged engagement with the participants allows them to become accustomed to the researcher. This gave me upper hand information that enabled richer data which I would not have gotten if I had spent less time with the participants.

Triangulation can happen in different ways (Hesse-Biber & Leavy, 2011; Blanche *et al.* 2006). They declare that triangulation of data sources help to understand the phenomenon from different perspectives. According to Blanche *et al.* (2006), credibility was established while the study was being conducted. In enhancing the credibility of the study I interrogated seven HODs as discussed in the sampling phase. This ensured the credibility of the research findings. In enhancing credibility I compared data from participants to check whether what I had found from seven HODs matched. The idea ensured trustworthiness of answers from the participants on whether they played their role as leaders of learning among teachers in their schools they lead. I compared the findings from participants because they were all from the same schools and they supervised different departments. If the data pointed in the same direction then I said it was credible and trustworthy.

Another approach to ensure the credibility of the findings used different theoretical perspectives (Hesse-Biber & Leavy, 2011). For the purpose of ensured credibility of the research findings, I used theoretical perspectives to understand the phenomenon under investigation which were direct and indirect instructional leadership by West *et al.* (2011). It enabled me to understand the phenomenon and to enhance credibility of the research results. Using this theory will enable a researcher to understand the role of HODs as leaders of learning with the aim of enhancing credibility of the findings.

I already mentioned that a voice recorder was used to elicit data from the participants. After the interviews had been voice recorded, the voice recorder played to the participants to check whether I had recorded exactly what they said during the interviews. This is contended by Krefting (1990) when maintaining that audio-tape would be played to participants to ensure that the researcher recorded what the participants said. Maree (2013) posits that member checking enhanced the credibility of the findings as the participants were given the chance to comment on whether interpretation was in line with their personal experiences they have tried to express during the interviews. The participants were given a chance to read interview transcripts to check whether what I had transcribed was exactly what they had said. Maree (2013) asserts that it was not the qualitative researcher's goal to generalise the findings, but it was to understand the phenomenon from different perspectives. This coincides with Krefting (1990) when he argues that transferability was difficult as particular groups studied may not relate to others.

To address the transferability I interrogated HODs who teach and supervise teachers in schools. Therefore, if findings pointed in a similar direction, then findings can be transferred to the same contexts. In that way, data can be transferred to other schools. Krefting (1990) points out that this can be done by the researcher to verify whether content of the interviews and behaviours are atypical the lives of the participants.

Interpretivists believe that people have different realities there are many truths which means people can believe in a different version of the story. Therefore, the participants were likely to express different opinions and experiences about the phenomenon (Blanche *et al.* 2006). Another way to increase trustworthiness is dependability of the study which has to do with code-recode procedure on the data during the analysis phase of the study (Maree, 2013). After coding the data from interview transcripts, I waited a few weeks before I returned to and record the same data from the participants. I then compared the results. I also enhanced dependability through triangulation of data sources and theoretical perspectives. Triangulation of data sources ensured that the weakness of one data source was replaced by the use of the other data source. The study employed semi-structured interviews in different contexts. In the semi-structured interviews, HODs as sources of data were used to enhance the trustworthiness of the study. Readers depend on the research findings because the study was conducted in two high schools. The trustworthiness of the study increased because the findings presented in the next chapter emerged from distinct contexts.



### **3.9 Chapter summary**

This chapter presented the research design and methodology that were utilised in the study. The discussions of the research paradigm and research approach were presented. It discussed that a case study was a preferred methodology for this study. A detailed discussion of the data generation method and how data was analysed and provided was detailed. Purposive sampling was chosen as the method of sampling of the participants. This chapter also provided a discussion of the ethical considerations and the trustworthiness of the study. The next chapter deals with the data presentation and discussion.

## **CHAPTER 4**

### **Data presentation and discussion**

#### **4.1 Introduction**

The preceding chapter presented research design and methodology. This chapter presents and discusses the findings. The chapter is made up four sections. I begin the chapter with the issue of management of curriculum delivery by HODs. Next I move on to supervision and monitoring of teaching and learning. This is followed by the impact of holding meetings in an effort to improving teaching and learning and the impact of work load on HODs' performance. Finally I conclude by presenting the summary of the findings. In discussing responses I used acronyms for each school, namely Uganda High School (UHS) and Forest High School (FHS).

Initially the plan was to use three data generation instruments, individual interviews, focus group and documents analysis. The focus group was not successful therefore I ended up using two data generations instruments; the main data generation instruments were individual interviews, and the document analysis was supplementary.

#### **4.2 Reporting the findings**

The following themes and sub-themes emerged.

**Table 4.1**

<b>THEMES</b>	<b>SUB-THEMES</b>
<b>Management of curriculum delivery by HODs.</b>	<b>Creation of a vision to enhance a positive learning environment.</b>  <b>Implementation of a vision to achieve positive learning.</b>  <b>Challenges in implementation of a vision.</b>
<b>Supervision and monitoring of teaching and learning.</b>	<b>Classwork</b>  <b>Class visits</b>
<b>The impact of holding meetings in improving teaching and learning.</b>	<b>Strategies improving teaching and learning.</b>  <b>Communication</b>  <b>Meetings contribute positively towards teaching and learning.</b>
<b>The impact of work-load on HODs' performance.</b>	<b>Workload</b>  <b>Professional development</b>

The four major themes were emerged from the findings. Each theme is discussed. The name of participants and schools used in the study are pseudonyms.

#### **4.2.1 Management of curriculum delivery by HODs**

This section discusses the management of curriculum delivery by HODs in the schools studied. It became evident from the findings that the main responsibility of HODs was to manage curriculum through crafting the vision and mission of the departments so that each teacher in the process of teaching and learning clearly understood what to do, how to do it and when to do it. The mission had to be communicated clearly and effectively.

##### **4.2.1.1 Creation of vision to enhance positive learning environment**

Regarding this matter I asked HODs what vision their departments sought to achieve. All HODs responded that they set departmental meetings where they identified a number of items that they wanted to achieve. Mr Lwandle, the HOD for Science at UHS, mentioned that:

*We developed a departmental policy which helped us as a guide in terms of achieving our vision, in our policy all the methods that we are actually going to apply in terms of achieving the goals stipulated.....*

Another HOD, Miss Nkanyezi from the commerce department in the same school also shared a similar view that:

*Our department is a pre-eminent one whereby we see to it that the knowledge that we impart on learners is the one that will educate them and make them future citizens in society, meaning that we have to make sure that the teaching and learning is effective in such a way that business economics and management sciences are taught effectively so that at the end of the day we all obtain 100% results.....*

Mr Bird of FHS put emphasis on the learners to achieve their vision through planning and meetings:

*We have meetings with the departments whereby we set the visions to make sure that all learners are treated equally and we also provide excellent teaching and learning: we want to see the learners excelling themselves in the near future.....*

Mr Cow from FHS put emphasis on communication between HOD and teachers:

*We do have the year plan so all educators now see copies of the year plan so they know what is expected of them when we are communicate with them.....*

According to department minutes from the two high schools that were sampled and reviewed, it was evident that HODs did set the vision to assist teachers in terms of improving teaching and learning. It was evident from the minutes of the meeting from FHS that HODs jointly developed the departmental policy. Within the policy it was found that HODs together with teachers agreed about development of the year plan. The findings from the minute book at FHS correlated with what Mr Cow elaborated during the interview.

Mr Lwandle from UHS held a meeting on the 10 January 2014 before the school re-opened, where they discussed the vision of their department in order to assist the learners to enhance a positive learning environment. The departmental minutes revealed that Ms Nkanyezi from UHS also met with teachers on the first school day (23 January 2014) to set goals of the department which were in line with the departmental vision. It is a common practice in UHS that each department formulates its vision. This correlates with what Mr Lwandle lamented in the interview. He said they discuss goals they would want to achieve. Bhengu *et al.* (2013) are of the notion that principals should foster teaching and learning through using HODs as the ones who supervise teaching and learning by creating a vision for each department which must be in line with the school vision. The findings showed that there is a general agreement with the literature that HODs develop the vision of the departments. All the interviewed HODs indicated that they develop the policies of the department which includes the vision. Responses clearly showed that HODs implemented their plans in order to achieve a positive learning environment. Documents noting minutes of different departments supported what participants said.

Hallinger (2000) argues that framing and creating a school vision, managing instructional programmes and creating a positive climate for learning agrees with the findings that HODs meet with teachers to develop their vision so as to help them follow what they have discussed. From what the HODs reported, things seem to be moving in the right direction in this regards for example, it is evident that HODs were quite knowledgeable about the policies, and they come together to bring policies, this is consistent with what linear instructional leadership is about. The linear instructional leadership holds the premise that the school's management must use policies in order to run the school effectively.

#### 4.2.1.2 Implementation of vision to achieve a positive learning environment

Regarding this matter, HODs were asked to explain strategies to develop in communicating the vision of the department.

The following discussion sought to explain the input of the HODs in the development, strategic planning and communication of the vision. Three HODs claimed that they are constantly confronted with many ideas to implement vision so as to achieve a positive learning environment like motivating teachers, communicating with and directing the teachers in the department towards achieving the set goals.

In my interview with Ms Nkanyezi, she had the following to say:

*I communicate everything pertaining to teaching and learning that is when we make it a point that when we set a meeting, circulars, the notices, publications and everything that is there. Also everything is going to develop us internally and also encourage team spirit and we use communication to assist us to achieve the vision.....*

Mr Lwandle from UHS reported that if they wanted to achieve a positive learning environment, contact time was important and teachers honour their periods. He makes it a point that the period registers are signed by teachers whenever they arrive and depart from the class and the Representative Counsellor of Learners (RCL) indicate when he/she leaves the class. Mr Lwandle had the following to say:

*We have a period register that we designed. The class prefect, if I can put it like that, has a copy; whenever the teacher arrived in the classroom the prefect will always indicate the time when the teacher arrives and the time the teacher leaves the class.....*

To follow up the issue from interviews, I looked for the management file of the HOD. It was found that HODs manage teaching and learning effectively. Mr Lwandle from UHS stated that he keeps reports about teachers who arrive late at school. This correlated with what Hallinger (2003) mentions that leaders must protect instructional time, which is the duty of HODs as leaders of learning; teachers must arrive on time and teach the entire period.

#### 4.2.1.3 Challenges in implementation of a vision

This theme presents the findings on the challenges faced by HODs when trying to achieve the department vision. HODs in the study claimed that they faced challenges when they implemented this vision. Four participants mentioned that HODs faced numerous challenges. Absenteeism and late coming among the teachers are the main challenges they are facing. I asked HODs what challenges they faced when they implemented the vision. They mentioned that teachers are qualified but they are lazy, and managing time was the most mentioned challenge. Teachers did not manage time well especially since they do not go to class on time.

This is how Mr Cow responded:

*There are challenges sometimes especially, punctuality, I'm not always in the office to monitor whether teachers are going to the classes, sometimes they take about ten to fifteen minutes before going to the class and end the lesson fifteen minutes earlier before the period ends.*

When I asked to see the period register of UHS, it was evident that teachers did not care about the contact time. They did as they pleased because the period register indicated teachers who come in fifteen minutes after the period started and leave ten minutes before the bell rings. I asked to see the leave register; it also gave me the same indication of teacher absenteeism. In the minute book of the HOD (Mr Cow) from FHS I found the section that talked about late coming and absenteeism. Bush *et al.* (2009) argues that there are two factors affecting teaching and learning, namely classroom practice and leadership. Since teachers had a problem with late coming and absenteeism affected teaching and learning, it was found that learners did not attend and teachers did not finish their syllabus in time, as was mentioned by Mr Bird from FHS:

*Educators do not finish their syllabus so it gives us the challenge. Educators must ensure that the syllabus is finished within the expected time so now again we need to go back and see those educators on a frequent basis. I remind the educator to finish the syllabus only to find that it has not happened again; if I'm failing or if the educator fails to finish the syllabus then I refer him to the supervisor above myself.*

Mr Moya from UHS added that:

*Extra time also helps in finishing the syllabus early so that gives you more time for revision; that's why I have extra classes.*

This theme on management of curriculum delivery was made up of three sub-themes, namely creation of a vision to enhance positive learning environment, implementation of a vision to achieve positive learning and challenges in implementation of a vision. What comes up as the overall picture is that HODs had huge challenges in implementing this vision because absenteeism and late coming was the main challenge. In creating a vision, not all teachers became available for planning and they ended up not realising this vision. Teachers do not collectively embrace this vision. The above challenges correlate with the findings from the study conducted by Ndovela (2014). He found that teacher absenteeism was one of the challenges faced by HODs.

### **4.3 Supervision and monitoring of teaching and learning**

I wanted to understand how HODs manage instructional time. The role of HODs is to supervise and monitor whether teachers give classwork, homework and give regular feedback to learners at all times. HODs were always welcome to do class visits to check whether classwork was given, marked and recorded.

#### **4.3.1 Classwork**

Some HODs in the study claimed that they supervised whether classwork was given to learners by teachers. The findings show that monitoring teaching and learning assisted HODs to identify problems.

Mr Moya from UHS commented and said:



*You check that the teacher goes to class to teach, give learners assessments, and records work done in class. As a monitor I can go to class to monitor at any time.....*

Scholars in the field of leadership and management (Smith, Mestry & Bambie 2013; Naicker *et al.* 2013) have asserted that instructional leadership assists teachers to improve their performance in class and HODs are held accountable for what happens in their classrooms. Bush (2010) further argues that managing teaching and learning begins with an assessment of classroom practice, and this can be done in two ways. The first one is monitoring which seeks to check how teaching plans are implemented. The second one is evaluation which seeks to assess the impact on teaching and learning at a more strategic level. Procedures and routines create a classroom environment where everyone understands which methods are appropriate for the learners they are teaching, whether the methods are appropriate and whether teachers' responses are expected in every situation. Classwork and homework assignments come in to develop learners.

Both schools checked the learners' classwork; what I discovered was that HODs signed at least one set of classwork per quarter, which shows that supervision and monitoring was done. From the minute book at FHS a number of class-works that were written per term were recorded. In a formal departmental meeting HODs and teachers discussed output and the performance of learners every quarter and come up with plans to improve. While in UHS' minute book, it was evident from all HODs that class-work was checked and signed as it was noted that monitoring and control took place.

The three HODs encountered negative experiences in dealing with class monitoring. Some teachers do not want to be checked in their classrooms. Mr Cow from FHS said:

*It is very hard, it's difficult, teachers have rights, unions protect them, and they said IQMS is the only tool that we can use to assess the teachers.*

What was discussed by Mr Cow also appeared in the minutes of Ms Nkanyezi and indicated that class visits were there to stay. The DoE also supports this in its policies, that no matter who was against it, it was there to stay.

According to Mr Chicken (FHS), teachers said they were good and that they knew their work. According to the PAM document (1998), HODs monitor teaching and learning, it is their core

duty to supervise. When HODs do their class visits, it is in accordance with the departmental policies. Teachers need to be monitored to ensure they finish the syllabus and do revision.

#### 4.3.2 Class visits

All HODs in the study reported that they always had unannounced class visits to check whether teaching was taking place. Class visits also assisted teachers to be alert and always prepared because they did not know when the HOD will come and monitor. HODs also reported that it assisted them to understand what kind of learners they have in terms of discipline and whether they were committed to their school work. I asked HODs how they protected instructional time.

The sentiment from all the HODs was that educators were aware of the class visit. In this regard Mrs Zebra (FHS) had the following to say:

*Educators are quite aware that there will be unannounced visits in classrooms to check whether teaching and learning goes well and to ensure that instructional time is honoured and teaching is done properly. There are even instruments used to prove that teaching is taking place.*

The findings show that the HODs discussed these unannounced class visits. All teachers were quite aware that it was the policy of the science department within the school to pay a visit while the teacher is teaching. Some teachers found it difficult to cope with. Smith *et al.* (2013) argue teachers do not like observation as this indicates that HODs do not trust them. Hofman (2014) also argues that the subject- area instructional supervision has multiple problems such as lack of adequate support for new teachers, infrequent use of classroom visits and peer coaching by HODs. By the look of things here, teachers did not like class visits. Besides unannounced class visits, HODs as leaders of learning, have to assess teachers in their department. It is evident from the departmental meetings that each year IQMS is done by all departments. Teachers observed their lesson by the HOD as the senior and another teacher as a peer. This indicates that they develop each other. All HODs submitted dates to

conduct a visit, and I read the reports from the IQMS files that were kept in the HODs' offices. The reports highlighted areas in which teachers need some developments.

When I asked Mrs Zebra about her view on IQMS as tool to assess teachers, she said:

*Truly speaking, I don't think it is 100% working since this is a once off exercise; you will find it is done once annually then you cannot rely on that because it revolves around paper work, so one can compile a nice file, one can prepare a very good lesson for that particular day, then you cannot say it is a one off thing.*

As part of my theoretical framework I included relational instructional leadership. What I see here is that HODs needed to motivate teachers on what they discovered in class. They needed to build strong relationships so that teachers find it easy to connect and talk to their HODs. Teachers need to teach whether an assessment will be done on them or not.

This theme on supervision and monitoring teaching and learning was made up of two sub-themes, namely classwork and class visits. The responses show that it is still going to take years for teachers to do justice when giving learners the required number of class activities that are needed, to complete marking work on time and to give feedback. This is contributed to by the overcrowded classes. HODs found it difficult to deal with the situation. HODs struggled to deal with teachers who did not like to be visited. In class visits it seems as if not all teachers liked to be visited as it was only when they did IQMS that they prepared themselves because they knew that they would get one percentage increase in their salaries.

#### **4.4 The impact of holding meetings for improving teaching and learning**

This section discusses the impact of holding departmental meetings for the purposes of improving the quality of teaching and learning. Two HODs mentioned the following strategies they use in schools. Strategies that were employed to foster a positive learning environment to mention a few, included meetings held to plan. I asked my participants to share with me the issues they normally discussed in their meetings.

Mr Lwandle of UHS responded:

*It depends what type of meeting we have called, if we call the develop subject committee if it is a subject related meeting, we discuss issues pertaining to that particular subject, it can be content, it can be assessment of that particular subject, it can be challenges; then we develop each other as a subject committee. But we also have departmental meetings where we come and sit down and share our goals or we plan together as a department so we discuss curriculum issues, assessment as well as any other issues that are taking place in the classrooms as well as in our schools at large.*

Mr Moya even mentioned that if the DoE called meetings they sent a delegation:

*If it happens that teachers go for workshops then we are given feedback. They tell us about what is happening and share the information with teachers of other grades because we send a delegate not all of us.....*

HODs and subject teachers for a particular department often held meetings to share and cascade information that they received from the workshops. Together, the HODs and subject teachers shared their experiences on issues like new teaching strategies, record keeping, curriculum delivery and learners' assessment. At both UHS and FHS I asked to see minutes from HODs (Mr Lwandle and Mr Cow respectively) it was evident that they discussed learner assessment, feedback from workshops organised by DoE and other issues that they felt could be discussed in their meetings.

*HoDs, Mr Chicken complained about the learner performance in June examination. He stressed the point of revising June examinations papers with the learners. He asked for the feedback from teachers who attended a workshop during the June holidays (Maths departmental minutes book from FHS, dated 21 July 2015).*

#### 4.4.1 Strategies improving teaching and learning

I asked HODs what strategies were used and if meetings made a positive contribution towards improving teaching and learning.

HODs believed that clustering of teachers assisted in many ways, as new ideas, strategies and improving curriculum delivery would be tabled out and shared in such meetings. On the other hand, teachers were fed up that they were always a part of decision making as they were fully involved in the discussions. Participants in the study reported that they found these meetings very crucial since they have an opportunity to make decisions as well, and new ideas of how to do things come out of these meetings. Teachers felt that it was important to hold departmental at least once a month. However, participants voiced concern that these meetings were time consuming and had a negative impact on teaching time (contact time). Mrs Zebra from FHS mentioned that:

*Each every educator is reminded each and every time when we have a departmental meeting.....*

Mr Lwandle from UHS further said:

*Under normal circumstance we're supposed to hold meetings at least four times a month but because of the time factor, I will be very honest with this one, we hold meetings twice a month, one meeting a fortnight.*

From these two high schools, it is evident that their policies for holding meetings were of great importance. The policies set out clearly the priority area. They believe that meetings often improved the quality of teaching and learning. All the stakeholders, SMT, staff, as well as the subject committee believed in the same thing.

*Policy on using extra lessons, all teachers under department of mathematics should conducted extra lessons at least every day to improve the standard of pass of mathematics (Minutes of staff, UHS, dated 10 August 2015)*

After interviewing Mrs Zebra, I asked to see the year planner, assessment plan, as well as the minute's book. I found that some of the meetings that were scheduled were not conducted. I

had to make a follow up on the reasons for not holding them, and one of the challenges mentioned by Mrs Zebra was due to the pressure of work, and trying to meet the DoE deadlines in terms of work schedule and assessment.

Naicker *et al.* (2013) argue on a strong focus of improving the quality of teachers so as to ensure quality teaching and learning, so meetings and discussing what is happening in class can be a solution to improve teaching and learning because problems shared and more ideas infused together assist one another to have a better idea of how to solve problems. In the studies conducted by Blose (2013) and Ndovela (2014) it was also suggested that teachers must come together to share ideas in a form of meetings.

Organic instructional leadership as part of my theoretical framework clearly suits this section because this theory encourages teachers to work together. HODs as leaders of learning find it necessary to work with the teachers to achieve the mandate that was given to improve quality learning. Schools also clustered according to their subjects. Subject advisors also called teachers to cluster moderations where teachers come together and discuss issues concerning their curriculum. The DoE appointed cluster coordinators to address some of the issues teachers were faced with.

#### **4.4.2 Communication**

Communication is the key to success. In instructional leadership, communication was an important aspect where HODs communicate with teachers. In order for teaching and learning to be successful communication played an important role. Even in my observation, when the data was generated communication was always a key requirement in making appointments with participants. Interviews were about communication between myself and participants. Two participants reported how they communicated with their teachers.

Mr Bird from FHS reported that:

*When we communicate with the teachers now I circulate the instruction book, I give them the instruction book and I also talk with them in the meeting; that is how we are communicating with the circular book and instruction book as well.*

I asked to see the instruction book for FHS under Mr Bird, and I found evidence that whenever meetings were called, the instruction book was sent to teachers to sign and this gave everybody that attended meetings a chance to be honoured. Sometimes an agenda was also provided so that everybody contributes towards the meeting.

Van Deventer and Kruger (2011) support the idea of communication used to plan and cascade information from HoDs to teachers within the school.

#### **4.4.3 Meetings contributed positively towards improving teaching learning**

In this sub-theme I asked participants what they thought about meetings. All HODs pointed out that when they come out from those meeting they were developed. Mr Cow mentioned that:

*In these meetings you will always be exposed if you are behind in the syllabus, having regular meetings keeps teachers under pressure otherwise if we don't hold meetings the whole system would collapse.*

The above response shows how important it is to hold meetings. Teachers were given a platform to express their views on matters that were challenging to them. Some teachers learnt from others and developed themselves as professionals. Teachers worked very hard to avoid being exposed if they are behind with their syllabuses.

This theme on the impact of holding meetings to improving positive contributions towards teaching and learning is made up of three sub-themes, namely strategies, communication and meetings. HODs use an open door policy which contributed towards improving teaching and learning. What comes out in this theme is that it clear that teachers developed through sharing ideas and communication skills also developed because everyone was given a chance to

express their opinions. HODs monitor and controlled all activities that took place in those meetings.

#### **4.5 The impact of workload on HODs' performance**

Regarding this matter I asked HODs how many hours they had per week for teaching. In response by Mr Bird of FHS said "I teach 15 hours a week and I have to monitor teaching and learning, I have to mark, I have to attend some disciplinary action of other learners." Regarding the same matter, Mr Moya of UHS added that: "I had eighteen hours for teaching which was the challenge because I ended up not doing justice in monitoring teaching."

Mr Lwandle responded:

*I will be very honest, it is very difficult, my department is huge, and I have 12 teachers under my department. I have to ensure that they all do their work as prescribed. So there are challenges but what I usually do is give more time to look at their work, monitor their work and always create extra time and still be able to honour my period...*

##### **4.5.1 Workload**

In this section HODs were asked whether they have any challenges as far as their workload.

HODs had a huge problem as far as workload was concerned. HODs were struggled to cope with the workload. What came out from participants was that some had fifteen hours to eighteen hours to teach, at the same time they needed to supervise the number of teachers in their departments; they ended up compromising either the teaching part or supervising part. As mentioned in chapter 3, most of the participants in the study possessed a bachelor degree postgraduate and had management qualifications therefore managing the departments gave them greater confidence in doing their job. When I interviewed HODs, I observed that they answered the questions with confidence and showed pride in creating a positive learning



environment. The number of years spent in HOD's position has made them strong and empowered them to face the daily management challenges with ease.

HODs in the study indicated that they even took their work home, which showed commitment towards their school work.

Mrs Zebra from FHS mentioned that:

*I do not only use those working hours so it calls for me even at home during holidays. I do work, I have to take educators' work, assess, moderate, check, and at the same time, I've got to prepare my lesson plan; I have to see my learners, I have to do extra classes; it's all about hard work but if you look at the given time I won't make it if I do not go the extra mile.*

Mr Cow from FHS added that:

*I'm stressed, this thirteen hours is too much, especially if you have a big team, like this department I'm leading.*

When I asked the HODs to show me their personal timetable I found that they were full of periods; most of them had fifteen and above hours for teaching and they spent time in checking teacher files, moderating assignments, tests and other engagements like record keeping, motivating teachers, doing class visits etc.

On role-players' experiences and perceptions of HODs' instructional leadership role in secondary school, Smith, Mestry and Bambie, (2013) argue that the workload is too much for HODs; they also lack self-motivation and have no support in performing their duty. It was agreed that workload of HODs was a challenge, as also alluded to in the interview by Mr Cow from FHS. Ms Nkanyezi from UHS and Mrs Zebra from FHS complained about hours they worked; they even mentioned that they did not enjoy holidays and weekends because they took their work home to complete. It was evident from the HODs that they do not have time for developing because of the huge workload.

#### 4.5.2 Professional development by HODs

Although professional development was the primary responsibility of the HODs, it remains an important aspect for HODs to implement programmes for their departments. I asked participants whether their workload allowed them to perform beyond expectations. Despite the HODs' huge workload, they devised strategies to ensure that the teachers developed so as to become productive in the school.

Ms Nkanyezi pointed out that:

*We make it a point that whoever goes to a workshop must come back and workshop other educators because at the end of the day there is nothing that we can do without developing ourselves. In developing ourselves there is that intrinsic motivation where we see to it that even if they go to class that they have been to the workshops. We watch programmes which are professional development kinds of things that teach us, and TV channels that are there set by the department.*

This appeared to show that teachers seek information so as to develop themselves professionally. The TV channels that they watched also assisted them. But six HODs were silent on professional development which was a concern to me. Their responses did not mention any professional development, or even encouraging teachers to register for some small computer courses to improve their skills knowledge to better their performance in class. HODs are struggling to develop teachers.

In both schools I observed that they did not even mention it in their departmental meetings, and the minute books did not have it in their records. The third dimension of Hallinger (2000) mentioned HODs improving instructions through classroom observation and professional development; this literature proves that HODs played a significant role in ensuring teachers' development.

This observation seems to be consistent with what I found from my theoretical framework issues like empowering instructional leadership by attending workshops and seminars to

improve teaching and learning. Mthethwa (2011) argues that training enables the individual to perform one's duties confidently. As a result each HOD wanted to lead the performance of learners; in that case professional development was so important for learners' performance. The lack of empowerment can cause fear among the teachers to stand in front of the learners with pride and confidence.

This theme on the impact of workload on HODs' performance was made of two sub-themes, namely workload and professional development. It was clear that HODs failed dismally to develop teachers professionally. Secondly workload of HODs prevented them from performing as they were expected.

#### **4.6 Issues emerging**

##### **Critical research question one**

- How do HODs understand their role as leaders of learning?

HODs managed curriculum delivery through creating policies so as to assist in supervising and monitoring teaching and learning, doing class visits and ensuring that teachers marked learners work and covered the syllabus. Organised meetings encouraged sharing ideas and other teachers contributed in the discussion and learnt from one another. In my view HODs know their roles and understand, but the biggest problem was a huge workload that was faced.

##### **Critical research question two**

- What barriers do HODs experience as leaders of learning?

From the participants' responses it clearly showed that HODs are facing challenges such as absenteeism and late coming among the teachers they supervised. HODs also faced a huge

workload but despite this, there was need to perform as they are expected to. HODs even lacked the knowledge that one of their responsibilities is to develop teachers through organising workshops and seminars.

### **Critical research question three**

- What strategies do HODs use to overcome barriers they experience?

HODs organised departmental meetings, where teachers attended workshop and seminars and gave feedback to others. HODs organised departmental meetings to discuss issues that they are experiencing in a department like absenteeism and late coming. They invited expert teachers of certain subject to assist novice teachers. They encouraged team work and clustering of subjects so that teachers assisted one another within the department.

### **4.7 Chapter Summary**

In this chapter I presented a discussion of data generated through semi-structured interviews with seven teachers, and document analysis in two high schools in the Ugu district. I analysed the data according to the themes that emerged. It emerged that in management of curriculum delivery by HODs through supervision and monitoring teaching and learning, HODs needed to use different strategies by communicating the departmental vision to the teachers they supervised. Communication must be at the heart of any department for it to survive and for improving teaching and learning. HODs should ensure that meetings are held and teachers are developed professionally. In the study, it is seems as if they are moving in the right direction and that they know the policies. HODs experience a challenge regarding their workload and as a result they sometimes forget that teachers are to be developed in order to improve teaching and learning. The next chapter presents a summary, conclusion and recommendations for the study.

## CHAPTER 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter summarises and draws conclusions and recommendations about the study. The conclusions and recommendations were reached in the light of the findings. It was the aim of this study to find out HODs' success in managing curriculum delivery by teachers.

#### 5.2 Summary

This study intended to investigate the role of high school HODs as leaders of learning in selected schools in KwaZulu-Natal and investigated management of the curriculum delivery by HODs. The study sought to explore the barriers that HODs may experience. Within that purpose I investigated strategies used by HODs to overcome barriers they experienced as leaders of learning when they executed their duties.

In Chapter one I explained the research problem and its setting. I indicated that in South Africa the HOD is expected to supervise and monitor teaching and learning. I raised the following as the research questions of the study: (i) How do HODs understand their role as leaders of learning?: (ii) What barriers do HODs experience as leaders of learning?: and (iii) What strategies do HODs use to overcome barriers they experience. I also argued that this was significant in the study because it could be useful to other HODs working in similar contexts where they were expected to supervise post level-one teachers, and could also inform school principals about both management and delegation of duties to the HODs. The research could also help the departmental officials at circuit and district levels in designing relevant training programmes for school-based HODs. Findings will contribute to the already existing body of knowledge.

In Chapter two I presented and discussed of the review of related literature as well as the theories that framed the study such as direct and indirect instructional leadership, namely linear, organic and prophetic as well as relational, empowering and political.

In the third chapter I presented a detailed discussion of the research design and methodology that was employed to generate data from the two participating high schools and seven participants. In the fourth chapter I presented and discussed the data which emerged from the two methods used. The last chapter summarises the study and presents the findings. I close with the discussion of the study recommendations that were drawn from the findings as well as the chapter summary.

The results of this study show that HODs had huge challenges in implementing this vision because teacher absenteeism and late coming became a problem. Not all teachers participated in the development of their departmental vision and as a result they ended up not implementing it. Thereafter HODs were required to communicate with teachers in the departmental meetings. Secondly, HODs experienced challenges in managing classwork and giving feedback because of the workload that they had. Thirdly, overcrowded classes became a problem for individual attention. Fourthly, holding meetings assisted teachers to engage with information and improved their communication skills.

HODs lack skills to motivate teachers in order to perform well and the huge problem as far as work load for HODs was concerned, was that HODs felt that they were overloaded while they needed to supervise teaching and learning.

To address the challenges HODs adopted management styles that allowed the active participation of teachers in their departments. Teachers need to be included in decision-making processes in their department. Teachers are encouraged and motivated to use their potential as their inputs are regarded as important in the effective management of their departments. HODs are regarded as leaders of learning, they need to direct and give guidance on managing curriculum delivery. The following conclusions can be made on the basis of the above findings.

### 5.3 Summary of Findings

I present a summary of findings which emerged from data- analysis.

It is clear that HODs know that their job description and roles are as leaders of learning however contextual factors present a challenge. In examining the role of high school HOD's as leaders of learning it emerges that HODs experience many challenges when managing their departments. Findings revealed that HODs themselves had huge workloads, as well as their own subjects to teach. Finding time to do all this was a challenge. Given such workloads they are not likely to be very successful as leaders of learning. HOD's carried out their duties as best as they could, especially by conducting meetings, communicating with teachers and visiting classes. However, it is clear that, in my opinion an aspect of leading in which these HOD's were lacking was in the field of professional development of teachers; which is vital. Professional development of teachers is essential and should be ongoing, but this does not appear to be the case. Much more has to be done by these HOD's to improve this situation, especially thorough checking of work is needed.

Most important of all issues that emerged is the issue of teacher absenteeism and late coming. If teachers are not present in class then no type of leadership will enhance learning. This means that structures need to be put in place to ensure firstly, that teachers are in the classroom daily and are punctual. No learning can take place without committed teachers.

I also found that HOD,s supervised teaching and learning closely and did check learners work but they felt they could have done it better had better provision been made at school level. It would appear that since HOD's are so inundated with supervision their own teaching could be compromised. This also impacts on their role as leaders of learning. In spite of the contextual factors which present a challenge to HODs, their role as leaders of learning is very important.

## 5.4 Recommendations

Based on the above conclusions it was evident that HODs in this study had a challenge in implementing the vision because absenteeism and late coming was a problem within these schools. Therefore given the context of the school I studied linear instructional leadership which recommended that the school should stick to departmental policies by implementing them:

1. HODs should create their own mechanisms and put structures in place to monitor and control absenteeism and late coming in their departments. HODs must draw up a policy on how to deal with and curb late coming and absenteeism by sitting together with the teachers in their departments and crafting such a policy which is in line with department requirements. This will ensure that teachers relate to it.
2. There should be close supervision and monitoring of classroom activities by HODs and parents. Parents must counter sign exercise books of their learners, because parents are one of the most important stake holders in teaching and learning. Parent and teacher must work closely together in the best interest of the child.
3. Class visits should be conducted by HODs at any time to ensure effective teaching and learning is taking place. Cursory visits may be made as deemed necessary.
4. HODs should identify former learners, community organisations, NGO's and local business- houses to assist in organising sponsors to build classrooms to overcome the challenges of overcrowding, lack of funds or lack of resources; all of which impact on the effectiveness of the role of the HOD.
5. HODs should encourage teachers to attend workshops and provide constructive feedback in departmental meetings or subject meetings and also in written form. More in-depth in-house productive workshops must be conducted to improve the content knowledge of all teachers. Communication, teamwork, sharing of information and discussion will be highly empowering.



6. HODs should encourage professional development through teachers attending workshops and seminars. Professional development should be on-going. Teachers should be encouraged to read widely, study further in their fields of specialisation and acquit themselves as professionals. Present at school, punctual, engage in thorough planning, preparation and presentation of lessons.
7. Workload should be considered to be less for HODs so they can supervise and control teaching and learning.
8. HODs should encourage teachers to use a number of textbooks when preparing lessons and when teaching learners.
9. HODs should endeavour to lead by example; that is the most powerful tool one can use in leading people.

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## Appendix A

P.O. Box 110

Munster

4278

05-03-2015

The Principal

\_\_\_\_\_ High School

Port Shepstone

4240

Dear Sir

### **REQUEST FOR PERMISSION TO CONDUCT A RESEARCH AT YOUR SCHOOL**

My name is Bonga Basil Mpisane an M.Ed student and a teacher at Nombuso High School. As part of my degree requirement, I am required to conduct research. I therefore kindly seek permission to conduct this research at your school. The study title is: **The role of high school Heads of Department as leaders of learning.**

Please be informed that I have sought the necessary permission in advance from the KwaZulu-Natal Department of Education and this has been granted (see copy attached). This study aims to investigate the role of Heads of Department (HoDs) as leaders of learning. Participants will be all HoDs in your school. I seek to interview HoDs as individuals in all I plan to have one session. Each session is expected to last about one hour.

Care will be taken that no disruption is caused during such interviews. Please be informed that your school participation in this study is voluntary, and you have the right to withdraw from the study at any time without any negative consequences. In addition, you are assured that personal details of the school and other participants in the study will be kept confidential. Your school identity and the identities of the participants will never be disclosed to anyone. For more information, you may use the following details:

- Bonga Basil Mpisane, Cell no.: 082 682 1710; email: [bbmpisane@vodamail.co.za](mailto:bbmpisane@vodamail.co.za).
- My supervisor, Prof V. Chikoko: Tel no.: (031) 260 2639; email: [chikokov@ukzn.ac.za](mailto:chikokov@ukzn.ac.za) or
- Officials in our research office, Ms. P. Ximba, (HSSRES UKZN research office ): Tel no: (031) 260 3587; email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za)

Thanking you in advance.

Yours in education,

---

Mr B.B. Mpisane



## Appendix B

\_\_\_\_\_ High School

Port Shepstone

4240

Mr. B.B. Mpisane

P.O. Box 110

Munster

4278

Dear sir/madam

### **Re: Permission for conducting a research in my school**

Your letter requesting permission to conduct research in my school has a reference. Permission is hereby granted on the condition that it will not disturb our teaching and learning programme. I fully understand the nature of your study as you explained to me and understand the contents of your letter. I agree to my school's participation in the study. Your assurance of confidentiality and anonymity is acknowledged and appreciated.

I would like to take this opportunity to wish you well and success in your studies.

Thank you.

Yours in education,

Signature: \_\_\_\_\_

**(Principal)**

## Appendix: D

### Informed consent

I \_\_\_\_\_ (full name of participant) hereby confirm that I understand the contents of this letter fully and do consent to participate in the study by B.B. Mpisane entitled: **The role of high school heads of Department as leaders of learning**. I am also fully aware that there are no benefits or direct risks associated with my participation in this study. I have the right to withdraw from the study at any time I wish to do so, without any negative or undesirable consequences. I am also aware that there are neither any foreseeable monetary benefit.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

## **Appendix: E**

### **INDIVIDUAL INTERVIEW GUIDE FOR HEADS OF DEPARTMENTS (HoDs)**

#### **1. Management of Curriculum delivery by HODs**

- 1.1 What is the vision your department is seeking to achieve?
- 1.2 Explain your input into the development, strategic planning and communication of your departmental vision?
- 1.3 Do you have any challenges that you have encounter when you want to achieve your vision?

#### **2. Supervision and monitoring of teaching and learning**

- 2.1 How does the HoD protect instructional time?
- 2.2 Which tools do you use to assess and evaluate teachers?
- 2.3 How are they implemented?

#### **3. The importance of holding departmental meetings by HoDs**

- 3.1 Do you hold departmental meetings?
- 3.2 What issues do you think should be addressed in a departmental meeting?
- 3.3 Do meetings have a positive contribution towards improving teaching and learning?

#### **4. The impact of workload of HoDs in improving teaching and learning.**

- 4.1 How many hours a week do you have for teaching?
- 4.2 Does your workload allow you to perform beyond expectations?
- 4.3 Do you have any challenges so far in your work-load?



# education

Department:  
Education  
**PROVINCE OF KWAZULU-NATAL**

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Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/356

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Mr BB Mpisane  
PO Box 110  
MUNSTER  
4278

Dear Mr Mpisane

**PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS**

Your application to conduct research entitled: **“THE ROLE OF HIGH SCHOOL HEADS OF DEPARTMENT AS LEADERS FOR LEARNING”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 February 2015 to 15 February 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu- Natal Department of Education.

Ugu District

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**Nkosinathi S.P. Sishi, PhD**

**Head of Department: Education**

**Date: 05 February 2015** KWAZULU-NATAL DEPARTMENT OF EDUCATION POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa PHYSICAL: 247 Burger Street, Anton

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033 392 1203 WEBSITE: WWW.kzneducation.gov.za



6 May 2015

Mr Bongani Basil Mpisane 214582494  
School of Education  
Edgewood Campus

Dear Mr Mpisane

Protocol reference number: HSS/0327/015M  
Project title: The role of high school Heads of Department as leaders for learning

**Full Approval – Expedited Application**  
In response to your application received on 14 April 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours Faithfully

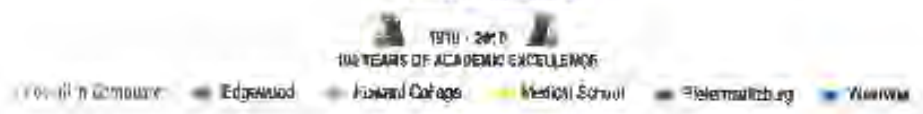
Dr Shehuka Singh (Chair)  
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Professor V Chikoko  
Cc Academic Leader Research: Professor P Marojele  
Cc School Administrator: Ms T Khumalo/ Ms B Bhehgu

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Humanities & Social Sciences Research Ethics Committee  
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## The role of heads of department as leaders of learning

### ORIGINALITY REPORT

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	<b>Submitted to University of KwaZulu-Natal</b> Student Paper	<b>2%</b>
<b>2</b>	<b>Ulrich C. Reitzug. "A Developmental Framework for Instructional Leadership", International Handbook of Leadership for Learning, 2011</b> Publication	<b>&lt;1%</b>
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