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**INYUVESI
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Exploring teachers' experiences on the role of subject advisors in supporting teaching and learning in secondary schools in deprived contexts.

Khanyisile Happyness Ngcobo

214574838

Supervisor: Prof P.E. Myende

A dissertation submitted in fulfilment of the requirements for the degree of Master of Education in the Discipline of Educational Leadership Management and Policy.

**College of Humanities, School of Education Edgewood
Campus**

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DECLARATION

I, Khanyisile Happyness Ngcobo declare that

- i. The research reported in this dissertation, except where otherwise indicated, is my original work.
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Date: December 2020

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STATEMENT BY SUPERVISOR

This dissertation has been submitted with my approval.

Supervisor: Prof P.E. Myende

Date

DEDICATION

This dissertation is dedicated to my parents Mr Mphasobhi and Mrs Delisiwe Ngcobo who never got the chance to have formal education but saw it important for me to be educated, I love u mom and dad.

The Lord is my strength and my song; he has given me victory. This is my God, and I will praise him— my father's God, and I will exalt him!

Exodus 15:2

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ABSTRACT

The purpose of this study was to explore the role of subject advisors in supporting teaching and learning in secondary schools in deprived contexts. The study explored this role from the perspective of educators teaching in secondary schools in deprived contexts, examining what they expect as support from subject advisors and how they experience the offered support. Reviewed literature shows that there has been an identified relationship between district leadership from subject advisors that supports teaching and learning and teacher performance together with learner achievement. While there is some South African literature of district-level support for teaching and learning, there is not enough on the experiences of those who receive this instructional support. Hence, this is what motivated the exploration of this topic.

This qualitative study was approached from the interpretive paradigm. It comprised of five educators from two secondary schools in the UGU district. The study made use of face-to-face semi-structured interviews as a method of data generation. The theory that underpinned this study was instructional leadership theory.

The findings of this study revealed that subject advisors do support teaching and learning in secondary schools in deprived contexts; however, this support falls short of expectations. While educators did not only rely on subject advisors for curriculum-related support, they believe that support they get from them for teaching and learning does, in fact, have an influence in learner achievement. The study concluded with key lessons from the whole research journey. Among these lessons was that collaboration between subject advisors and educators is important as it enhances teaching practices and specialises the support given to each school. This collaboration in planning and formulating key strategies on curriculum related issues also enriches the professional development programme for teachers. This collaboration enhances teaching practices which has positive contributions to the overall learner achievement.

LIST OF ABBREVIATIONS

SMTs	School Management Teams
CAPS	Continuous Assessment and Policy Statement
MIP	Matric Intervention Programme
SBA	School Based Assessment
IL	Instructional leadership
PLCs	Professional learning communities
CoPs	Communities of practice

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CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1. Introduction

Education districts are essential to the success of schools as their role is key to establishing and maintaining quality teaching and learning. Education districts are directed by policy to form collaborative relationships with the principals and teaching staff of schools in order to guide and support them professionally (Bantwini & Moorosi, 2018). The Employment of Educators Act (No 76 of 1998) specifies that the individual who holds the position of a subject advisor facilitates curriculum delivery and provides guidance to institutions on policy formulation and implementation. They work closely with teachers in assisting and developing them with regards to curriculum management and implementation (RSA, 2013). The study is about exploring teacher's understanding on the role of subject advisors in supporting teaching and learning in secondary schools in deprived contexts. Chapter one of the study contain the background, purpose and rational, objectives and key question of the study. Chapter two is the review of related literature and theoretical framework. Chapter three discusses methodology, Chapter four discusses data presentation and discussions, and lastly Chapter five is conclusion and recommendations.

1.2. Background

The education system, mainly in South Africa, has seen numerous changes over the past years due to the political dispensation in 1994. This has been evidenced in the constantly changing roles of education officials, together with the changing policies. Educational goals and objectives still need to be achieved even in this continuously changing environment. These goals and objectives can only be achieved if those in the position to enable achievement are well equipped to deal with the changing context (Fullan, 2007). According to Pansiri (2008), the main objective of schools is to ensure that quality teaching and learning takes place which will result in improved learner performance. Quality teaching and learning occurs when teachers are well developed and supported to effectively teach (Barrett & Breyer, 2014). According to Protheroe (2008), successful schools are those that have seen leaders shifting their focus to effectively leading and managing teaching and learning.

The district officers primary aims are to offer immediate assistance to schools because of their proximity and they serve as the link between the Department of Basic Education, Provincial Education Department, schools and the public (Motshekga, 2012). One such sub-directorate at the District Office is Teaching and Learning Services in the General Education and Training Band and further Education and Training. This sub-directorate has the subject advisors to carry out the professional responsibilities of expediting curriculum implementation and curriculum delivery in schools. This study focused on this sub directorate and explores the roles of subject advisors on how they support and strengthen teacher teaching practices in schools. Subject advisors are strategically placed by the Department of Basic Education to contribute to the development of district planning that focuses on the provision of curriculum support to schools with the intention to deliver increasingly high quality education to learners. *The Policy on the Organisation, Roles and Responsibilities of Education Districts* (Department of Basic Education, 2013) states that the district office has a responsibility with regard to the development and arrangement of curriculum programmes in accordance with the identified needs of teachers, which clearly means that the subject advisors need to complement and support teacher teaching practices. Subject advisors are the new innovation by the democratic government as the mechanism to support effective curriculum delivery in schools. The Employment of Educators Act (No 76 of 1998) specifies the roles and functions of the subject advisors (senior education specialists) as the provision of supportive leadership and assisting in the effective implementation of the curriculum in schools, although I feel that there is still an unoccupied space in their (subject advisors) operational scope which needs to be uncovered so that the teaching practice can always be under the microscope, enabling the provision of support services and resources to teachers.

There have been several studies conducted locally and internationally, that have tried to establish a relationship between district leadership practices and learner achievement (Bantwini & Moorosi, 2018; Honig, 2013; Marzano & Waters, 2009). These studies found that indeed, district leadership plays a significant role in supporting teaching and learning and finding solutions to the different challenges that the schools face. In South Africa, the officials that lead in supporting teaching and learning in schools are subject advisors (Bantwini & Diko, 2011). Subject advisors have specialist knowledge in the diverse subject areas and are key in content development of teachers and curriculum heads in schools (RSA, 2012). The roles and responsibilities of a subject advisor are clearly stated in *The Guidelines on the Organisation, Roles and Responsibilities of Education*

Districts (RSA, 2012). In other parts of Africa, subject advisors are also referred to as field officers, and they are also responsible for supporting instruction in schools (Moswela, 2010). In America, the superintendents take responsibility for all that happens within the schools in their area, and this includes leading instruction and improving learner performance (Gabbard, 2012). This responsibility extends to ensuring that subject advisors are available to support instruction in these schools. Sykes, Schneider, Plank and Ford (2009) state that the main role of superintendents is to serve as the middle ground agencies. This is similar to the intermediate role assumed by subject advisors in South Africa (Hernandez et al., 2012). This further emphasises the significant role played by subject advisors in connecting the schools with the departmental goals and supporting the attainment of goals.

There is a belief that the quality of learning by learners is reliant on the quality of the instruction (Barrett & Breyer, 2014). This is developed if teachers are professionally equipped with the necessary skills and knowledge to make sure learners effectively learn (Anderson, 2000). The teachers that are mainly responsible for supporting the implementation and management of the curriculum. Buczynski and Hansen (2010) state that it is difficult for teachers to learn new strategies and techniques required to respond to learners' views of the subject and adopting ways to facilitate and guide their learning if they are not supported.

Hilty (2011) adds that school-based and office-based teachers (subject advisors) must take part in teacher leadership as an instructional leadership activity. This may be done by engaging in the national educational projects, professional organisations and other external networks to ensure that they continuously build their capacity and perform their tasks in a competent manner (Hilty, 2011). Through participating in these activities, teaching and learning in schools is continuously supported, resulting in enhanced learner performance.

The constant changes in educational policies and the context of education that have been alluded to have led to the realisation of a great need for school leaders to focus on leading and supporting instruction as opposed to merely implementing policies and monitoring work (Seobi & Wood, 2016). These changes are viewed through the many discussions on instructional leadership and its importance for the learner's performance. District leaders have been identified in the literature as those officials in the perfect position to effectively support teaching and learning in schools (Marzano & Waters, 2009).

1.3. Rationale for the study

The purpose of this study is to explore the role of subject advisor in supporting teaching and learning in deprived secondary schools. I became interested in this study through personal and professional encounters with a number of subject advisors and colleagues in my eight years teaching career. Personally, about four years ago, I attended a subject content workshop whereby what was announced by my then new subject advisor sparked my interest for this study. By way of introduction, she categorically informed teachers in my circuit that she would not visit classrooms because that domain fell out of her responsibilities. However, her predecessor was popular for being hands-on whenever teachers requested her assistance in classroom demonstrations for hard to-teach curricular topics. I have observed other subject advisors visiting my school and asking for files from educators then after checking everything they need they would leave the school premises without offering any support to teachers.

When teaching in a deprived school it is not easy to access all the information you may need to help your learners pass, For example the school may be disadvantaged in terms of resources, being in a rural area and having limited electricity makes it hard to work productively so there is a huge need for the support of subject advisor. At a professional level, I have observed that subject advisors come to school only to fill their forms containing the number of schools they have visited and to check educators files, they show none interest of what is happening in classrooms because they do not visit them .For example two years ago a teacher told me that he wished to be observed in the classroom practice for professional development. Being the only teacher of one of the “critical subjects” at his school, he then requested his subject advisor to come and observe him. His request was however declined on the grounds that classroom observation was beyond the scope of his subject advisor’s role. On the contrary, what I observed recently at my school contradicts these two experiences. I observed a subject advisor consulting with a teacher in the office and thereafter he proceeded to the classroom to model a lesson presentation for the teacher. From the foregoing, it was clear that the subject advisors’ role in teacher support was subjective and subject to varied interpretations.

My study has the potential to show the research community that there is not enough research that has been conducted on the role of subject advisors in supporting teaching and learning in deprived secondary schools. The inadequacy and silence of the literature on this topic tends to handicap the improvement of teaching and learning in the classroom in schools. In my observation subject advisors provide uniformed support in schools they do not consider the fact that schools are not the same and therefore should not be treated the same way. Because of what I have highlighted above it shows that there is a gap in the support rendered by subject advisors in deprived secondary schools. My interest was developed when I realised the lack of constructive support that teachers received from senior employees and district officials with regards to curriculum activities and current teaching methods and strategies in the school I teach. To perform at an optimal level one has to gain ongoing support and partake in self and professional development activities (Delport & Makaye, 2009). According to Chong and Ho (2009), the quality of teaching in classrooms is the most important factor affecting learning, and the quality of an education system cannot exceed the quality of its teachers. Studies conducted by Bantwini and Diko in 2011 and another by Mavuso and Moyo in 2014, revealed that there are factors that influence the role of subject advisors in supporting teaching and learning in schools, which however have not been fully explored and reviewed due to limited literature (Mavuso & Moyo, 2014). I therefore found it necessary to explore this phenomenon from the perspective of teachers in secondary schools in deprived context.

I have observed that subject advisors come to school only to fill their forms containing the number of schools they have visited and to check educator's files, they show none interest of what is happening in classrooms because they do not visit classrooms. This study is important because its findings may contribute toward the better understanding of the role of subject advisors in supporting teaching and learning.

1.4. Problem statement

Subject advisors are seem to be failing to provide the required support to educators in deprived secondary schools, in my observation as an educator in a deprived secondary school we struggle as educators to get the support we require from our different subject advisors .For example it took me two years of teaching to know that subject advisors exist in the education department because when I started teaching they never visited me or our school. When I finally met the subject advisor

for the subject I am teaching he told me that they are too busy with underperforming schools and they do not get time to visit each and every school especially if the school is performing well. Bantwini and Diko (2011), point out that there is still a gap between the expected leadership role of district officials (subject advisors) in supporting teaching and learning in schools in deprived context and the actual practice or support received by teachers in the schools. They further add that the district leadership role of supporting teaching and learning in schools is a subject that has not been fully explored in South African literature and there may be many justifications to the number of teacher expectations which lead to the lack of fulfilment (Bantwini & Diko, 2011). Mavuso and Moyo, (2014) are in agreement with the above view and believe that there are many other factors that may be informing the perspectives that teachers have as curriculum implementers in schools on the leadership role of subject advisors in supporting instruction in secondary schools. These factors include lack of resources such as learning material and human capital in the district offices; however, these possible factors have not yet been fully explored as there is limited research done on district leadership in South African schools (Mavuso & Moyo, 2014).

The South African Department of Basic Education (DBE) policy on school districts clearly outlines the support to schools that should be received from school districts. The policy indicates that district offices must work in collaboration with school leaders to offer professional support (RSA, 2013). The aim is to provide the support that will enhance the quality of teaching and learning and ensure that all South African learners have access to high quality education at all times (Bantwini & Moorosi, 2018).

1.5 Purpose statement

The purpose of this study was to explore teachers' understanding of the role of subject advisors in supporting teaching and learning in secondary schools in deprived context

1.6 Critical Questions

1. What do teachers understand to be the role of subject advisors in supporting teaching and learning secondary schools in deprived context?
2. What do teachers describe as the factors that affect the role of subject advisors in supporting teaching and learning in secondary schools in deprived contexts?

3. How do teachers explain the effectiveness of the role of subject advisors in supporting teaching and learning in deprived school contexts?

1.7. Clarification of key concepts

For the purposes of establishing a common comprehension of the key concepts in this study, I have chosen to define them so as to prevent misunderstanding and misrepresentation on the side of the reader.

1.7.1. Instructional leadership

Instructional leadership has to do with the management of teaching and learning including defining the school's mission, managing the instructional programme and promoting a positive learning climate (Hallinger, 2009 & Weber, 1989). Smith, Mestry and Bambie (2013) add that IL is about leading and managing teaching and learning as a school's core activities. Instructional leadership should be developed to include school governance matters because an ideal school should have strong management and governance capacity. School governance ensures that there are good policies in place and management and administration ensures that such policies are implemented in order to have operative schools and achieve improved learner outcomes. The creation of a positive learning climate that Hallinger (2009) and Weber (1989) are advocating can succeed in an environment where there are strong governance and supervision structures which promote and support teaching and learning. . Given how IL is defined in the literature, in this study I define IL as a tool that is used to ensure the success of teaching and learning in an organisation

1.7.2. Education district

An education district is an area of a province which is demarcated by an MEC for administration purposes. It is made up of circuit management centres which in turn are made up of circuits, formerly known as wards (DoBE, 2013). The education district is the next level or management structure below the provincial hierarchy of the Department of Basic Education. It coordinates various activities including teaching and learning, examinations and assessment, management and governance, human resource matters, infrastructure, etc.

1.7.3. Subject advisor

A subject advisor is a specialist office-based educator in an education district or circuit office responsible for curriculum implementation and management (DoBE, 2013). The subject advisor is an instructional leader in terms of his or her roles and responsibilities. The main aim of his or her job is to provide professional and academic support to educators and to ensure the improvement of learner attainment.

1.7.4. Deprivation

The concept of multiple deprivation has been developed specifically to bring in a sense of measurability and comparison between the circumstances of different communities. Firstly, the purpose of this concept is to capture circumstances of the smallest community units possible in order to avoid the error of over-generalisation when it comes to reporting on the effects of poverty and disadvantage across the country (Naicker, Chikoko & Mthiyane, 2015).

1.8. Limitations of the study

The style of research is a case study which limits the data generated to a specific context. This may result in findings not being transferable, where it cannot be assumed that similar results will be attained in another context (Bertram & Christiansen, 2014). Case studies examine a specific context and find out what it is like in that particular situation; therefore findings may also not be generalised as there are no two contexts that are identical (Maree, 2007). The study enquires from the perspective of only five educators from two secondary schools, therefore running the risk of not acquiring the full and true reflection of the inquiry.

1.9. Delimitations

This research was a small scale study which involved only five educators from two secondary schools who were participants. These were the only people who were interviewed in this study. This aspect of limitations placed a hindrance in the sense that the findings could not be generalised in the whole province of KwaZulu-Natal. Lastly, the time frame for this study was one year. Highlighting the constraints within which the study was conducted is important.

1.10. Organisation of the study

This study comprises of five different chapters, each chapter addresses a specific aspect. Chapter one is an introduction and background to the study. It comprises of the problem statement, purpose and rationale for the study, aims and critical questions, key concepts, limitations, organisation of the study and the chapter summary. In reality, this chapter shows the sub-topics that are to be discussed in the ensuing chapters.

Chapter Two discusses both the literature review and the theoretical frameworks which underpin the study. This section deals with international, African and national, (South African) literature. It seeks to test the existing body of knowledge that has been produced pertaining to instructional leadership and the role of subject advisors and furthermore, divulges the gaps and silences in the literature.

Chapter Three presents the research design and methodology. This chapter reveals the paradigmatic and methodological approaches that underpin this research study. It further describes the research methods and instruments that were employed in the data generation process. This section concludes by stating the data analysis methods that are employed in the study.

Chapter Four is the one where I, as a researcher do data presentation and discussion of findings. The data that is presented and discussed is the one that has been generated through semi-structured interviews. The interviews were conducted with teachers as participants. The generated data was coded, themes were identified and data analysis was done followed by data presentation and discussion.

Chapter Five presents my study's summary, conclusions, recommendations and implications of the study.

1.11. Chapter summary

This chapter outlined the introduction and orientation of the study. The rationale for the study is therefore based on exploring the role played by subject advisors in supporting teaching and learning. The findings of the study will reveal teachers understanding of the role played by subject advisors in supporting teaching and learning. The following chapter will then be based on reviewed literature and theoretical framework in which the study is underpinned.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Introduction

The previous chapter was introduction of the study and it provided a background and problem which necessitated this research. The current chapter deals with the review of the related literature and theoretical framework. The chapter begins with the literature review where I explore current research on subject advisors in supporting teaching and learning in secondary schools in deprived contexts. The review comprises international and local scholarly work which are related to my study. Furthermore, this chapter discusses theoretical framework namely Weber's (1996) instructional leadership model. In presenting the literature I first present a critical discussion of the constructs that are key to this study.

2.2 The concept of multiple deprivation

Multiple deprivation refers to the collective impact of a range of indicators of poverty on the quality of people's livelihoods (Prew, 2014). While multiple deprivation and challenging context are sometimes used interchangeable, multiple deprivation differs significantly from the idea of challenging circumstances. Challenging circumstance as concept tends to create little sense of measurability and comparability across different communities (Naicker, Chikoko & Mthiyane, 2015).

Multiple deprivation is a complex concept. As applied to education, it connotes a confluence of factors that conspire to undermine the educational benefits intended and anticipated for groups of learners. These factors are prevalent in environments and communities facing socio economic hardships and disadvantage, include poverty, lack of educationally stimulating environments, and cultural and social dissonance (Lumby, 2015). Communities that face multiple deprivation are exposed to all or most of such factors simultaneously, not in isolation. Multiple deprivation suggests a confluence of factors which depress learning and place unique challenges on leadership and which act in combination rather than in isolation (Moletsane, 2015). The concept of multiple deprivation has been developed specifically to bring in a sense of measurability and comparison between the circumstances of different communities. Firstly, the purpose of this concept is to

capture circumstances of the smallest community units possible in order to avoid the error of over-generalisation when it comes to reporting on the effects of poverty and disadvantage across the country (Naicker, Chikoko & Mthiyane, 2015). For example, an often-used indicator of deprivation in education is the description of schools as being in ‘rural’, ‘farming’ or ‘township’ environments. This tends to leave the discussion at rather superficial levels and generates data that tends to be more widely applied to schools categorised broadly under terms such as rural schools, farm schools or township schools (Sharma, 2012). Secondly, the notion of schools in challenging circumstances seems to leverage research that may explore single factors of deprivation, whereas the notion of multiple deprivation implies that there is a confluence of factors that conspire against the developmental aspects of a group of people (Barnes, 2007). More often than not, it becomes important to look at the issues holistically, rather than from a single-factor perspective (Forde, 2010).

Many schools in South Africa tend to experience multiple forms of deprivation (Bhengu & Myende, 2016). The state, civil society, communities and individuals have responded by implementing a variety of interventions to mitigate the effects of these forms of deprivation. There have been notable interventions in South Africa designed to mitigate the effects of various forms of poverty on educational performance and attainment (Alkire, 2002). However, the improvements have been marginal and modest, especially in terms of raising learner performance levels and the quality of learning outcomes. We hypothesise that schools, and indeed the government, tend to provide single-track solutions to the poverty stricken educational environments of schools that face multiple deprivation (Huber & Muijs, 2010). We believe that multiple deprivation burrows deep into the fabric of communities and affects the children’s lives in highly insidious ways. The effects are thus multidimensional and difficult to erase. Multipronged and multidimensional interventions are needed which involve multiple agencies and which will therefore be more likely to provide better solutions to those schools facing multiple deprivation.

2.3 Deprivation and Supporting Teaching and Learning

The broad-brush redress policy framework has at least ensured that schools have specialist teaching and learning rooms, such as laboratories and libraries. However, it is evident that these facilities currently exist as white elephants, as they are not functionally equipped or resourced

there are schools which are deprived in terms of classrooms classes are generally very large, in some cases as high as 70 learners per class (Naicker, Chikoko & Mthiyane, 2015). Teaching and learning resources are very limited. The schools are highly unionised, a phenomenon that tends to weaken internal decision-making processes in some schools (Lumby, 2015). In some schools the culture of teaching and learning is either very weak or non-existent. However, despite these multiple deprivations there are schools that performed extremely well academically. There are few schools in multiple deprived areas which display high degrees of resilience and perform at levels comparable to first class schools in terms of Matriculation examination results (Myburgh, 2014).

2.4 The role of subject advisor

A subject advisor is a specialist office-based educator in an education district or circuit office responsible for curriculum implementation and management (DoBE, 2013). The main aim of his or her job is to provide professional and academic support to educators and to ensure the improvement of learner attainment. Research (Bantwini & King-McKenzie, 2011) on district office support suggests that district officials are important agents for supporting educational reform and learner achievement. The main functions of subject advisors is training, coaching and guidance of teachers on content problem areas, to assure quality in the teaching of the subject, management of subject groupings, conducting workshops on examination related matters and difficult topics, action research, monitoring of students' performance and extra-curricular activities. Subject advisors need to be seen being highly instrumental in the provision of leadership and management for the curriculum delivery (Smith, 2011).

The Employment of Educators Act (No 76 of 1998) specifies that the subject advisors facilitate curriculum delivery and provide guidance to institutions on policy formulation and implementation. Subject advisors are properly the most important curriculum leaders that contribute to the school's academic achievement. However, their effectiveness is dependent on the manner they conduct themselves in assisting schools to achieve their instructional objectives and the way schools responds to their curriculum support. Therefore, subject advisors and teachers in schools need to develop a supportive culture where teachers obtain continuous support from their subject advisors in order to attain the organisational objectives. Furthermore, The Policy on the Organisation, Roles and Responsibilities of Education Districts (Department of Basic Education,

2013) affirms that the subject advisors must exhibit professional qualities when performing their essential function, which is to support schools to deliver the curriculum.

Odhiambo and Hii (2011) on their study put strong emphasis on the effective leadership and what is it that needs to be done by subject advisors to ensure that there is smooth flowing of the curriculum in schools. The focal point is that the strong district management structure filters down to the subject advisors so that they can help the school to achieve its intended objectives as it is one of the foundational competences of any school management.

Sharma (2012) gives us teachers' perspectives of the role of subject advisor (superintendents) practiced in four Asian countries, that is India, Malaysia, Thailand and United Arab Emirates that says focus must always be on student active teaching, supply teachers with resources and incentives to keep their focus on students. Whereas, Hallinger (2009) argues that the subject advisors's role is about organising teaching and learning programme. All the above mentioned attributes want leaders who are always prepared to provide curriculum leadership to their subordinates and even go beyond that. Therefore, subject advisors or superintendents need to be mentioned as the valuable people who facilitate curriculum delivery into schools thus impacting on principals to shine provided there is continuous support.

Moswela (2010) in his qualitative study on 'Instructional supervision in Botswana secondary schools found that instructional leaders need to accept that educators' curricular needs are dynamic and not remaining unchanged. This means that subject advisors are required to support educators in terms of pedagogy so that they can be in line with curriculum policies. Sharma (2012) believe that instructional leaders are responsible for developing and entrenching teaching and learning culture. Schools are learning organisations which can only maintain their characteristic if there is an educative environment which is conducive to effective instruction and learning. Subject advisors have an inescapable and concomitant instructional leadership task to level the playing field. This can be achieved through balancing the equation, namely, by motivating educators to become life-long learners too, so as to support their own professional development (Timperley (2006). Jazzar (2004) posits that continuous professional development for educators is essential so as to build capacity for them to manage the curriculum effectively. It cannot be disputed that subject advisors are catalysts which should make the atmosphere appropriate and conducive for teaching and learning in term of planning, controlling (moderating formal tasks and learner scores)

and professionally developing educators to teach effectively and efficiently and also capacitate principals, deputy principals and heads of department to manage the curriculum very well. Due to this critical task of the subject advisors Archibald (2013).

Southworth (2013) states that inter-professional relations and reflection are critical to the school's success and that dealing with all education stakeholders, subject advisors included, is the key to effective leadership. Therefore, it is essential that the subject advisors must have good working relations with schools because that promotes professional dialogue which is not quite evident in our schools. Ongoing reflections need to occur on all levels and tend to improve the practice but everybody involved must be committed to it or else it will be a fruitless exercise. Subject advisors need to realise that their scope goes beyond running workshops. They need to reflect on their own practice and check whether they are making any impact in schools or not.

Hallinger (2009) embraces the principals as the instructional leaders who are crucial to school effectiveness, but did not mention the subject advisors as the valuable personnel that give guidance and support in curriculum implementation in schools. Instructional leadership is about establishing a climate of trust and ensuring good working relations between all major stakeholders in education, thus making it crucial to look at all management levels of education in order to ensure its effectiveness. Zepeda and Mayers (2008) share the view that these shared leadership responsibilities are about conducting staff development activities to ensure that high-quality learning and teaching happens in the school. Further, curriculum support is the most critical aspect of education management which means that every education structure need to play its part to check whether there is complementary relationship between the teachers and subject advisors.

2.5 The support needs of teachers

Research (Bantwini, King-McKenzie, Smith & Fullan, 2013) reveals five main conceptions on the role of subject advisors as experienced by teachers and these include providing guidance to teachers regarding the subject that they teach (Bantwini, King-McKenzie, Smith & Fullan, 2013), providing support through coaching on how to deal with content (Dambuza, 2014), enhance teachers capacities through mentoring (Mthembu, 2015) and ensuring curriculum is implemented

accordingly by monitoring teachers (Taylor & Spaul, 2013). These roles are discussed below drawing from the scholars mentioned.

2.5.1 Providing guidance

Mbanjwa (2015) states that subject advisors should provide guidance in the subjects concerned. By orientation on subject content to be taught, providing the relevant policy documents, ensuring that teachers complied with subject policy requirements, providing guidance on preferred format for lesson plans, offering advice on instructional concerns so that student performance is improved, and providing subject materials and tools. Research (Bantwini, King-McKenzie, Smith & Fullan, 2013) on district officials support of teaching and learning shows that district officials play a fundamental role in bringing about educational reform through capacity building providing guidance and professional development of teachers (Bantwini, King-McKenzie, Smith & Fullan, 2013). Drawing from the above mentioned teachers need on-going guidance across various instructional areas and subject advisors are better suited to offer such guidance.

2.5.2 Coaching

Coaching often involved observing model teachers in practice and/or sharing of effective teaching strategies. Zepeda (2013) states that processes such as observing teachers in practice, training, addressing and creating an environment that accepts change are part of coaching. Yoon (2008) states that coaching is an effective professional learning strategy that circumvents the ever-present challenge of relevance in professional development programmes because it is job-embedded and customised to teachers' self-identified professional needs. Job-embedded professional learning lends itself to immediate "transfer and application of newly learned skills into classroom practice, development of professionalism and collegiality and school improvement" and are more effective than the disconnected type of in-service workshops (Zepeda, 2013). According to the study by Yoon (2008) conducted in America teachers' conceptualisation of subject advisors as coaches involves coaching teachers on pedagogical content knowledge that pertains to making subject content more understandable to learners.

2.5.3 Mentoring

Research by Maringe, Masinire and Nkambule (2015) on subject advisor suggests that there are efforts made by some subject advisors to mentor teachers though some aspects of the mentoring process are lacking in most instances (Mthembu, 2015). Subject advisor as a mentor, in education sector, is expected to fulfil roles of providing policies, helping the mentee identify weaknesses in their practice and suggesting possible solutions, counselling, sponsoring intervention and being a channel for information (Zepeda, 2013).

2.5.4 Monitoring

Monitoring is a process of ensuring that teachers do what they are expected to do (Taole, 2013). The role of monitoring is a necessary process for ensuring accountability but it should be accompanied by necessary support and guidance (Taylor, & Spaul, 2013). Armstrong (2014) claims that district officials satisfied the monitoring role only and do not provide support to schools. Similarly, Smith (2011) found that district offices had no capacity to support schools. Moswela (2010) in his qualitative study on 'Instructional supervision in Botswana secondary schools found that subject advisors need to accept that educators' curricular needs are dynamic and not remaining unchanged. Timperley (2006) believes that subject advisors are responsible for developing and entrenching teaching and learning culture. Schools are learning organisations which can only maintain their characteristic if there is an educative environment which is conducive to effective instruction and learning. Subject advisors have an inescapable and concomitant instructional leadership task to level the playing field. This can be achieved through balancing the equation, namely, by motivating educators to become life-long learners too, so as to support their own professional development (Timperley, 2006).

Monitoring and evaluation of performance is also required as per the integrated quality management system (IQMS) to continuously improve the performance of teachers (Horng & Loeb, 2010). Supervision is not a fault-finding activity, and it requires that teachers understand that it is for their own development and the improvement of instruction (Blasé & Blasé, 1999). Subject advisors should be able to create a safe learning environment for the teachers so that they can comfortably share their teaching methods with the aim of development. Subject advisors also need to be fair in monitoring and supervising teachers for development to take place effectively in the correct areas (Taole, 2013). Although supervision of instruction and delivery is the task of the

subject advisor as an instructional leader, it is often left to only the departmental head to do (Taole, 2013).

2.6 Factors affecting subject advisors work

Literature reveals that there are factors affecting the support offered by subject advisors and resources and time are discussed below as some of those factors.

2.6.1 Resources

For effective teaching and learning to take place, teachers must always be provided with the necessary resources for this to occur. According to DuFour (2011), an instructional leader needs to ensure that they provide resources for the effective delivery and management of instruction. This is how district officials have indirect influence on the performance of learners (Marzano & Waters, 2009). Subject advisors are therefore, responsible for ensuring that teachers have the required resources to effectively teach and achieve the desired outcomes for each individual subject (learning area). One of the challenges that many South African schools are faced with is that of not having enough human capital to comfortably meet the instructional needs of the school (Jaiyeoba & Atanda, 2011). This means that teachers are often found to be overloaded and unable to be effective in a specific subject (Jaiyeoba & Atanda, 2011). While providing human capital for schools may not be a function of the subject advisor, they need to be able to have communication with the relevant people when they identify such a need in a particular school. A school that has all the teaching and learning material as well as adequate human capital is a school that has a better chance of achieving enhanced learner performance and overall school improvement. Some studies have also pointed out that as teachers in schools, subject advisors are a scarce human capital resource in a number of districts in the country (Bantwini & Moorosi, 2018). This also has an influence on the development programmes that they are able to implement and manage.

2.6.2 Time

Qteat and Sayj (2014) and Mothiba, Malema, Mamogobo and Bopape (2015) suggest that time management can also be understood as being conscious of the amount of time distributed in the planned list of activities. What is common about these scholars is their perception on time

management as planning of time to be distributed among activities. Time management may thus be understood as planning how time should be allocated and utilised in various scheduled activities within the organisation. Findings from the conducted studies (Victor, 2017; Bonenberger, Aikins, Akweongo, Bosch-Capblanch & Wyss, 2015) in different contexts also reveal time management as the prioritisation of tasks. In the study conducted in Nigeria, in Educational context, data collected through descriptive survey method, it was found that time management is the scheduling of time for various activities, considering their importance (Victor, 2017). Similarly, in the health context, the study was conducted in Ghana using interviews and observations data collection methods, it was found that time management was done by prioritisation of goal directed activities, allocating specific period for their completion (Bonenberger, Aikins, Akweongo, Bosch-Capblanch & Wyss, 2015). Even though these studies were conducted in different contexts, what was revealed by their findings was the same. It was found that time management is the prioritization of task, ensuring that more time is given to the urgent activities. Moreover, it is also noted that when both of the above studies were conducted, data was collected in various methods, yet they revealed an agreement in conceptualisation of time management as the prioritisation of activities. Therefore, it means that time management is about considering the important tasks when allocating time.

nfluence on the development programmes that they are able to implement and manage.

2.7 Effectiveness of subject advisors

One way to promote the professional development of teachers is through the development of professional learning communities (PLCs) within and between schools and districts (DuFour & Fullan, 2013). Professional learning community (PLC) is a group of professionals who learn together (Hord, 2009). The main feature of the professional learning community is “sharing of learning” experiences and skills (Bush & Middlewood, 2013). A (PLC) may be formed by at least two teachers who plan and work together in order to promote student learning (Bush & Middlewood, 2013). PLC may not only be space-bound but may go beyond the teachers’ locality (Fullan, 2008). This means that a PLC may be formed by teachers from different schools or areas. Subject advisors as instructional leaders, have a major role to play in the professional development

of teachers in order to enhance the quality of teaching and learning for the improved academic performance of learners.

Hord (2009) posits that teachers should be involved in continuous professional development. One of the approaches that can be used for continuous professional development is through the establishment of Professional Learning Communities (PLCs) where teachers come together, as professional, to learn (Hord, 2009). The main aim of such collaborative learning by teachers is to improve the quality of teaching with an ultimate goal of improving the student learning (National Staff Development, 2009). The principals as leaders of schools are the ones who should model and encourage collaborative learning for the teachers in their schools (Bush & Middlewood, 2013).

Subject advisors are in the place to tie what happens in the PLCs within and between the schools with the policy and activities done in workshops (RSA, 2016). They are able to modify the workshops to outfit the developmental needs identified in the different clusters and subject committees that they constantly work within the circuits. This ensures that the workshops conducted by subject advisors are not repetitive and address the needs of the schools and teachers.

Communities of practice is another way of meeting teacher needs and ensuring development Communities of practice(COPs) are formed by people who engage in a process of collective learning in a shared domain of human endeavor for an example a group of engineers working on similar problems, a clique of pupils defining their identity in the school (Brooks & Adams, 2010). Creating inclusive learning communities for all students, Transforming school principals' perspectives. In a nutshell Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger, 2011). A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people. For an example you could belong to the same network as someone and never know it's (Wenger, 2011).The subject advisors should create external or circuit-based professional learning communities comprising subject educators of primary schools and secondary schools separately to discuss and share content knowledge and skills pertaining curriculum delivery like, planning, assessment, recording and reporting processes. Planning and assessment

are the two areas where most educators are struggling. The principals need to form internal or school- based professional learning communities in order to move towards a desired goal of what Fullan (2012) calls ‘a moving school.’ Fullan (2012) is convinced that effective schools often ask themselves what is it that they need to do in order to form professional learning communities with the aim of preparing the learners for an unknown future.

2.8 Emerging issues

The common features about all these articles is about getting to know more about the role of subject advisors and on how they enhance effective teaching and learning in schools. Nothing much is being said about the role of subject advisors in supporting schools in deprived contexts, but reading from the articles I have noted that these international countries use superintendents, central office leaders, district officials/ district personnel as the people who monitor and support the implementation of the curriculum in schools and ensure that teachers have all the requisite curriculum and assessment documents for each and every subject. I have not come across the word subject advisors but their responsibilities are the same.

Subject advisors face a number of challenges that make it difficult for them to effectively perform their role of supporting schools on issues pertaining to teaching and learning. This suggests that subject advisors may not be as effective as expected by schools and the policy because of the lack of support and capacitation in their own roles. According Donkor and Asante (2016) one of the major factors that impacts on subject advisor’s role of supporting teaching and learning is that they tend to focus more on monitoring and evaluation as opposed to capacity building, curriculum planning and delivery. While the policy on the roles and responsibilities of subject advisors state that they must monitor the implementation of the curriculum, it becomes challenging if teachers are not capacitated and supported with all the necessary material.

Another challenge that subject advisors have is that of lack of effective communication. District officials were dissatisfied with the speed of communication from the national and provincial departments (Narsee, 2006). This creates further problems in schools which further leads to confusion. The plans that were developed between the schools and subject advisors based on the needs identified are often not implemented because of the changes that are communicated late from these departments (Narsee, 2006). This slows down the overall process of support to schools. According to Bantwini and Diko (2011), the workload of district officials when compared to their

ability to accomplish it was a major factor that prevented them from providing the support required. They argue that the goals of the department of education contained in the policy (2013) cannot be achieved if there is a lack of resources, particularly human capital at the district level (Bantwini & Diko, 2011). This was later supported by the findings in a study conducted by Nkambule and Amsterdam (2018) that showed that due to the lack of adequate human capital in the district office, initiatives of curriculum support for teachers did not happen as often as they should. This means that there is not enough time for subject advisors to cater to all individual schools and teachers needs (Nkambule & Amsterdam, 2018).

Foley and Sigler (2009) speak of “smart districts”; they describe these as districts that are able to identify other organisations that they can strategically partner with in order to improve performance. These organisations include community groups, businesses, higher learning institutions, teacher unions and non-profit organisations (Levin, Datnow & Carrier, 2012). Such partnerships are able produce additional teaching and learning resources, teacher development and whole school improvement (Darling-Hammond & Richardson, 2009). Chhuon, Gilkey, Gonzalez, Daly and Chrispeels (2008) also believe that such relationships can help sustain changes in education and develop trust between the schools and districts involved. Honig (2013) highlighted that schools are in strategic partnerships with external organisations that support teaching and learning for improved learner performance; however, districts are rarely involved. This suggests strong partnerships should exist between districts and schools first before involving external organisations. While literature may support the establishment of these partnerships, Bodilly, Keltner, Purnell, Reichardt and Schuyler (1998) state that successful schools are part of districts that are free from politics, which are some of the dynamics that come with partnering with some organisations, particularly in South Africa.

2.9 Instructional leadership theory

This study is underpinned by Weber (1996)’s instructional leadership model. This model comprises of six interrelated functions. These include setting academic goals, organising the instructional leadership, hiring, supervising and evaluating educators, protecting instructional time and programmes, creating a climate for learning and monitoring achievement and evaluating programmes.

2.9.1 Setting school academic goals

According to Weber (1996) the instructional leader should always give guidance and direction based on the organisation's objectives and philosophy. Weber (1996) makes a convincing assertion that for any school or education district to have effective leadership, quality teaching and learning and improved learner attainment, there must be well formulated vision, goals and mission that provide an impetus and direction to all leadership, governance and curriculum matters. Bush and Jackson (2002) support this argument and state that instructional leaders must articulate their vision, set clear goals in order for schools to demonstrate a culture of shared mission. It stands to reason therefore that the education district, as a support base for all curriculum, examinations and assessment matters cannot achieve this policy mandate without a shared vision and a sense of collaboration in terms of working closely with educators, principals and circuit managers.

2.9.2 Organising the instructional programme

According to Weber (1996), the principal have a duty to perform instructional organisation and coordination which comprises of subject groupings, student groupings, teacher organisation, leadership teams and the structure of the curriculum. My argument is that this is a multi-pronged task which needs a multi-pronged strategy and which cannot be achieved by principals alone but it also requires the specialised knowledge and skills of subject advisors. In a South African educational context, the content knowledge is determined by the National Department of Basic Education including the number of formal and informal assessment tasks. Subject advisors play a major role in determining the number of tasks that should be administered in their specialised subjects (Archbald, 2013).

2.9.3 Hiring, supervising and evaluating educators

According to Weber (1996) curriculum management is very significant in the sense that it involves planning, supervising teaching and learning and monitoring the learner progress and as well as providing support to educators. It stands to reason that monitoring, supervising and evaluating cannot be divorced from instructional leadership practices. This has become more demanding because the level of accountability at school has been augmented thus accelerating the demand for effective school leadership (Myung, Loeb & Horng, 2011). Weber (1996) argues that appointing capable subject advisors is a good endeavour to create and maintain a healthy instructional programme.

2.9.4 Protecting instructional time and programmes

It is vital for the instructional leader to protect the instructional time so that educators can teach and learners learn without any problems (Weber, 1996) The subject advisor promotes a positive learning climate by communicating goals, establishing expectations, and establishing an orderly learning environment. The reason is very simple because Horng and Loeb (2010) advocate that teaching and learning forms the heart of a good classroom practice. The considerable amount of the lost time defeats the purpose of the school's existence.

2.9.5 Creating a climate for learning

School climate serves as a motivating factor for both educators and learners in their academic and professional work (Weber, 1996). The learning climate is associated with norms, values and attitudes prevailing in a school and which characterise the behaviours of educators and learners (Weber, 1996). He goes further to suggest that teacher expectations determine the amount of time dedicated to teaching and learning and the quality of materials and activities. As a consequence, subject advisors need to improve the learning climate through high expectations as Weber (1996) suggests. These improved expectations should be translated into actions through awards and praises for excellence. Leithwood and Jantzi (2008) suggest that the district needs to invest in instructional leadership. This has the ability to create capacity for subject advisors to establish structures and put systems in place so as to foster shared educational goals and professional learning communities where educators can benefit in terms of content knowledge and professional development (Leithwood & Jantzi, 2008). Bush and Jackson (2010) add that capacitating instructional leaders like subject advisors is a critical part in systems building. It cannot be disputed that the instructional leader has a critical task of setting the tone in order to salvage the effective and salubrious culture of teaching and learning in schools. Hallinger and Murphy (2009) suggest that principals must promote high expectations among educators and learners. This brings hope that even subject advisors can also increase the value and standards of our educational practices if

they can be hands-on in terms of monitoring and evaluation of educators and their instructional programme.

2.9.6 Monitoring achievement and evaluating programme

Monitoring and evaluating the school programme is key to successful instructional leadership. It is an integral part of the teaching and learning process (Weber, 1996). The instructional leader or subject advisor has a primary duty to evaluate and revise the instructional programme in an institution (Weber, 1996). Hallinger and Murphy (2009) exert an added emphasis when they say that the principal must monitor and evaluate teaching and learning through assessment data resulting from the test scores and examination scores. According to Horng and Loeb (2010) instructional leaders like subject advisors should monitor educators through lesson observations, providing feedback and modelling the teaching practice. Supervising and assessing educators and their instructional programmes help to identify successes and failures or problems (Weber, 1996). This cannot be overemphasised because management is not a spontaneous task but it requires an active and skilled leader for it to bear the desired fruits. As a consequence, the monitoring and assessment of the instructional programme helps to identify gaps in terms of pace-setters and provides space for intervention strategies before it is too late.

Naidu, Joubert, Mestry and Ngcobo (2008) reiterate that instructional leadership is an interactive, interdependent process that is utilised by education leaders who manage not only learning and teaching in schools, but also lead and manage people. Whereas, Hoadley and Ward (2009), state that instructional leadership is centred on core sets of practices for successful leadership: setting directions, developing people, redesigning and managing the organisation. I concur with the above notions but I need to stress that the good working relations between the subject advisors and teachers can be a contributing factor to determine whether there will be success or not. Therefore, this theory highlights the importance of having the shared vision and values where the teachers and subject advisors work as a unit to plan their work and execute it so that they can achieve the intended objectives.

According to Weber (1996) the instructional leader should always give guidance and direction based on the organisation's objectives and philosophy. Weber (1996) makes a convincing assertion

that for any school or education district to have effective leadership, quality teaching and learning and improved learner attainment, there must be well formulated vision, goals and mission that provide an impetus and direction to all leadership, governance and curriculum matters. Bush and Jackson (2002) support this argument and state that instructional leaders must articulate their vision, set clear goals in order for schools to demonstrate a culture of shared mission. It stands to reason therefore that the education district, as a support base for all curriculum, examinations and assessment matters cannot achieve this policy mandate without a shared vision and a sense of collaboration in terms of working closely with educators, principals and circuit managers. According to Neumerski (2002), in United States, education districts create the curricula and educators only identify and choose the content knowledge to be taught in the classroom. This is contrary to the South African Curriculum Assessment and Policy Statements (CAPS). Educators are only expected to develop annual teaching programmes and annual assessment plans based on the available subject policy statements. In a South African educational context, the content knowledge is determined by the National Department of Basic Education including the number of formal and informal assessment tasks. Archbald (2013); Horng and Loeb (2010) are of the opinion that sound management comprising of various tasks as a prerequisite for effective leadership. Leithwood and Jantzi (2008) add that this task is aimed at creating constant routines, structures and systems in schools and district thus giving a platform for change.

This theory is relevant to this study because the subject advisor is an instructional leader, in terms of all the pillars of instructional leadership all of them should be fulfilled by the subject advisor for effective teaching and learning to take place. I chose this model because it relates well with my topic as the subject advisor is an instructional leader. Hallinger (2009) further states that instructional leadership places a greater focus on the management of teaching and learning including defining the school's mission and promoting a positive learning climate. This theory talks directly to what subject advisors are mandated to do by the policy on the Organisation, Roles and Responsibilities of Education Districts (Department of Basic Education, 2013).

2.10 Chapter summary

In this chapter international, continental and national literature was reviewed. Further, theoretical frameworks was explored on how the subject advisors execute their roles in supporting teaching and learning in schools. In the next chapter, the research design and methodology will be discussed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter begins with an exhibition of the research paradigm, unpacking the research design as well as the methodology. It will proceed to discussing the methods used in the selection of participants and the reasons for using such a procedure. Furthermore, the methods that were used when data was generated as well as methods used in data analysis will be presented. A further discussion will be done on ethical issues that were taken into consideration when conducting the research, issues of trustworthiness and the limitations of the study. Finally, the chapter summary will be presented.

3.2 Research paradigm

This research study is within the interpretive paradigm. Through this paradigm, I was able to discover the different truths that teachers understand to be the role of subject advisors in supporting teaching and learning in secondary schools in deprived school context. The objective of an interpretive researcher is to get a better and clearer understanding of how people make meaning of the situations in which they work and live in (Bertram & Christiansen, 2014). Manion and Morison (2011) concur as they believe the interpretive paradigm assists the researcher to better understand the world in terms of the people living in it. To discover how teachers make meaning of the supportive role played by subject advisors was the purpose of this study. Therefore, the interpretive paradigm was relevant in order to achieve this objective. The paradigm allowed me to understand how the participants view the world in which they work. Researchers that work within the paradigm are of the belief that there are many truths in the world and these truths are socially constructed as people engage with one another (Bertram & Christiansen, 2014). This has been carefully considered as the ultimate aim of the interpretive paradigm, is to provide analysed insight of the situation under study (Maree, 2007). In this study teachers shared their experiences on how they have been supported by subject advisors with the aim to enhance teaching and learning in their schools.

3.3 Research design

A case study was chosen as a research style for this study. Welman and Kruger (2001, p. 190), define a case study as “a limited number of units of analysis such as individual, a group or an institution (which) are studied intensively”. A case study allows the opportunity to present a clear and detailed image or description of the context and helps the reader understand the context of the study better (Maree, 2007) It is a deep investigation from several viewpoints of the complexity and distinctiveness of a specific system, program, organisation, project or policy (Vom Brocke, Simons, Niehaves, Riemer, Plattfaut, & Cleven, 2009). In this study, the case are teachers. They are the ones responsible for ensuring that the curriculum is implemented and supported. This made them the best people to share their experiences and realities of the support they receive from subject advisors. This research study aimed to investigate the leadership role played by subject advisors in enhancing teaching and learning in secondary schools in deprived context. This inquiry called for a research style that would produce a thorough and wide-spread knowledge and experiences from the teachers in the schools. Using a case study helped the researcher create knowledge as a specific case is examined with the aim of exploring life in that context (Yin, 2009). In this study, each case was carefully studied to ensure that the realities and truths are completely explored and understood so that a rich picture is truly formed and displayed in the end.

3.4 Research approach

A research approach is a plan of action on how the research study will be conducted (Bertram & Christiansen, 2014). This is a plan of the activities and steps that will be trailed to generate and analyse data in order to answer the research questions (Durrheim, 2006). According to Creswell (2009), there are three types of research approaches. A research approach can either be quantitative, qualitative or a mixture (mixed methods) of both approaches (Johnson & Christensen, 2012). However, quantitative and qualitative approaches should not be viewed as contrasting approaches (Creswell, 2009). The research approach adopted in this study is the qualitative research approach. A qualitative research approach aims to gain an in-depth understanding of the numerous truths that people hold. It allowed me to see the situation from the lens of the participants. As the research is within the interpretive paradigm, which holds the belief that there are many socially constructed truths in the world, a qualitative research approach was best suited for this study. The qualitative research approach is advantageous because the researcher gets an

opportunity to fully take part in the research and can therefore, exercise some control over the whole process.

3.5 Research site and selection of participants

I used purposive sampling. According to Lankshear and Knobel (2004), purposive sampling enables the researcher to utilise his or her own judgement when choosing participants to form part of the study. The researcher's decision is based on the kind of data they wish to generate. Researchers can choose participants based on specific qualities that they may possibly bring to the research. Burns (2009) had a similar belief and describes purposive sampling as that sampling method that allows participants to be selected based on the experience and knowledge that they possess. Participants were selected based on their experiences and availability. Sites were selected for the convenience of the researcher.

3.6 Data generation methods

This study utilised semi-structured interviews as ways of knowing, understanding truth about the role of subject advisors in supporting teaching and learning.

3.6.1 Semi-structured interviews

Interviews are one of the many ways of producing data in a qualitative research study. In an interview, knowledge is created through conversation between the interviewer and the interviewee (Kvale, 2008). According to Maree (2007), an interview is interaction through conversation between two or more people, where questions are asked to initiate a discussion and the interviewer probes the interviewee (participants) to continue the discussion for more information. This discussion allows the interviewer to create and gain data about the attitudes, viewpoints, opinions and feelings of the participants (Maree, 2007). Qualitative interviews may be conducted in different forms. Roulston (2010) suggests that an interviewer may conduct the interview individually or in a group setting through face to face interaction, over the telephone or online. Roulston (2010) also states that qualitative researchers in Social Sciences characterise interviews in terms of structure, saying that they can be structured, semi-structured or unstructured (open-ended). Using interviews in a qualitative study allows the researcher to gain a better understanding of how the participants view the world they live and work in. It allows the participant to clearly

describe their process of knowledge creation (Maree, 2007). This study used interviews as a way of generating data, as the aim was to understand the views and experiences of teachers on the instructional support, they receive from subject advisors in their schools. The interviews were conducted in the language that was most comfortable with the participants. The structure of the interviews used was a semi-structured. According to Maree (2007), a semi-structured interview has prepared questions which interrogate and allow the participant to elaborate and discuss further when answering. These questions are called open-ended questions. The interviewer guides the discussion through these questions but allows the participant to further explain and interpret their answers, therefore, gaining an in-depth perspective of the issues discussed. It was therefore relevant to use semi-structured individual interviews for this study as the aim was to acquire the views and experiences of each teacher separately. The semi-structured interviews were voice recorded as it is not always possible to write all the points down while the interview is in progress. Although the participants had agreed to be recorded, they were shy and skeptical at the beginning of the interviews, which quickly subsided as they went deeper into explaining their experiences and offering their in-depth knowledge. Semi structured interviews were enough for this research as it is a small scale study

3.7. Data analysis

According to Cohen, Manion and Morrison (2011), data analysis is a process where the researcher observes the data generated with the purpose of identifying any visible themes, patterns, categories, regularities and irregularities. This is a process, which suggests that it is continuous, simultaneously with the data generation process (Creswell, 2009). Cohen et al. (2011) state that there is no single way of analysing data in a qualitative study, and therefore, it is analysed based on fitness for purpose. This simply means that the purpose for analysing the data in a research study will decide the kind of analysis that will occur (Cohen et al., 2011). Data in a qualitative research study can be analysed in two different approaches. The first approach is inductive data analysis. This kind of data analysis organises the data into categories, identifying patterns in the categories which will allow for new themes to emerge (Bertram & Christiansen, 2014). The second approach is deductive analysis. This kind of analysis starts with a general theory on the topic and based on this theory, themes and categories will emerge (Bertram & Christiansen, 2014). Data in this study was analysed inductively. Maree (2007) then adds that in a study where data was generated through the use of interviews, there are three ways to analyse interview transcripts,

namely: thematic, content and discourse analysis (Maree, 2007). In this study, the interview transcripts were analysed thematically. The thematic analysis is the process of identifying patterns or themes within qualitative data (Braun & Clarke, 2006). It is a method for identifying, analysing, and reporting patterns (themes) within data (Roulston, 2010). It organises data and describes it in detail (Roulston, 2010). The interviews were audio-recorded, which is more accurate than taking notes during an interview (Kvale, 2008). This allowed me to transcribe the data from the interview, therefore, producing a text copy of the semi-structured interviews.

Once I had transcribed the data from the interviews, each interview was allocated a code (number). Coding the data allowed me to divide the data into different categories where themes then emerged. Themes from generated qualitative data can be generated in many ways; however thematic analysis is the most commonly used type of analysis (Roulston, 2010). Thematic analysis involves some form of data reduction. Data reduction is about making the data generated, in the form of audio recordings in this case, simple, focused and readable, for example, written field notes or transcripts (Bertram & Christiansen, 2014). This is done by applying codes to data in order to define categories, through sorting and classification codes or data into thematic groups of findings through a number of interpretations. Lastly, from the data generated and organised, I drew conclusions and possible explanations (Bertram & Christiansen, 2014). The themes were used to interpret data on the perceived roles of subject advisors in secondary schools.

3.8. Issues of trustworthiness

These are criteria to be used in a qualitative research to govern the trustworthiness of the study. According to Dina (2012) there are four criteria of research trustworthiness for qualitative research that are conventionally used. As a qualitative researcher, these are four criteria that I considered in pursuit of a trustworthy of this study: credibility, transferability, dependability, and confirmability (Shenton, 2004). The following section outlines these elements of trustworthiness.

3.8.1. Credibility

Credibility means that the findings show the reality and experiences of the participants (Christiansen et al., 2014). Credibility also deals with the accuracy of data to reflect the observed social phenomena (Dina, 2012). Additionally, this is the criterion for evaluating the truth value of qualitative research (Hammarberg, Kirkman, & de Lacey, 2015). To generate credible data, I used

interviews as strategies to enhance credibility (Shenton, 2004). For example, verbatim quotations from the data were supplied to illustrate and support the interpretations (Hammarberg, *et al.*, 2015). According to Cohen, Manion and Morrison (2011) direct conversations can be immensely rich in data.

3.8.2. Transferability

Transferability is the extent to which the findings of the study can be conveyed beyond the limits of the project (Bertram & Christiansen, 2014). According to Hammarberg, Kirkman and de Lacey (2015) transferability of the research findings, is the criterion for evaluating external validity. Lincoln and Guba (1985) view transferability as the extent to which the results of the research can be applied in similar contexts. As proposed by the above participants, the findings can be transferred and applied to another setting. Although, the intention was not to generalise the findings of the study but through a thick description of the context, those interested in understanding the role of subject advisors in supporting teaching and learning in schools, may learn from this study.

3.8.3. Dependability

Dependability is when the researcher asks whether the research process is logical, well documented and audited (de Vos, Strydom, Fouche & Delpont, 2002). To address the issue of dependability, an independent reader was asked to read and audit the transcripts and analysis. If the key criteria of trustworthiness have been thoroughly addressed in an acceptable manner only then can a qualitative study such as this one be deemed trustworthy.

3.8.4. Confirmability

According to Bertram and Christiansen (2014), Confirmability can be enhanced by making the research process transparent. Additionally, confirmability is when the researcher provides evidence that corroborates the findings and interpretation by means of auditing (de Vos, 2002). This refers to the extent to which others can confirm the findings in order to ensure that the results reflect the understandings and experiences from observed participants, rather than the researcher's own preferences (Diva, 2012). To confirm that my interpretation of what emerged from the

interviews was accurate, I did member-checking. After the completion of the records I gave to the participants transcripts of the interviews to confirm authenticity.

3.9. Ethical issues

Ethical principles were properly observed. Cohen, Manion and Morrison (2011) indicate that in conducting research, it is important to observe ethical principles to minimise problems that may arise during fieldwork and also to secure the rights of the participants. To make sure that I comply with ethical requirements, I first applied for ethical clearance to the Ethics Committee of the University. In my application, my scheduled research instruments were enclosed. The research instruments should be submitted for ethics clearance from the researcher's organisation (Dina, 2012). The Permission was first obtained from the relevant authorities, the Department of Basic Education district office and selected school principals, before the research was undertaken. Furthermore, instead of using their names, pseudonyms were used to enhance the confidentiality of their participation (Johnson & Christensen, 2014). Considering the ethics concerns about anonymity and confidentiality, all information that can identify both the practitioners and the case organisations that they represent should be omitted (Dina, 2012).

3.10. Limitations

Limitation were that this research was a small scale study which involves only five educators who were participants. This aspect of limitations would place a hindrance in the sense that the findings could not be generalised in the whole province of KwaZulu-Natal.

3.11. Chapter summary

This chapter presented the research design as a plan of the entire study. Firstly, it located the research in the interpretivist paradigm and qualitative approach. Secondly, it presented the choice of a case study as a research design, semi-structured interviews and focus group as data generation methods, purposive selection of the five research participants and research site and content or thematic analysis of the generated data. Thirdly, it addressed the important ethical issues like the principle of anonymity and informed consents, non-maleficent and beneficence and issues of trustworthiness like credibility, dependability, transferability and confirmability, a few limitations and lastly, a chapter summary.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1. Introduction

The previous chapter outlined the research design and methodology used to generate data for this study. This chapter presents and discusses the data generated from the field through semi-structured interviews with 5 teachers from two secondary schools in deprived context. Three themes that I have identified while exploring the two research questions are discussed. The presentation of the data and the discussion of the findings are driven by the study's research questions:

- What do teachers understand to be the role of subject advisors in support teaching and learning in secondary schools in deprived context?
- What, according to teachers are the factors affect the role of subject advisors in supporting teaching and learning in secondary schools in deprived contexts?
- How do teachers explain the effectiveness of the role of subject advisors in supporting teaching and learning in deprived school contexts?

4.2. Profiling the participants

I conducted semi-structured interviews with five participants from two different secondary schools in deprived context in UGu district. All of these participants have experience working in the department of education ranging from eight to eighteen years. Two of the participants teach Geography, one teaches Accounting and Economics, one teaches Mathematical Literacy, and the last one teaches Physical sciences and Mathematics. They all have experience working in secondary schools in deprived context for more than five years. This is shown in table 4.2.1 below. Their years of experience could mean that there is a possibility of acquiring seasoned data from these participants.

Table 4.2 .1. Participants Profiles

Participant	Years of experience in education	Learning area taught	Age
1. Mr Hlela	08	Geography	33

2.	Mr Maguya	08	Physical sciences and Maths	29
3.	Mr Dlalani	18	Accounting and Economics	45
4.	Mrs Sihele	12	Geography	38
5.	Miss Masheshya	16	Mathematical Literacy	47

4.3 Providing support

After the participants shared their understanding of the role of subject advisors in supporting teaching and learning, it was evident that providing support was one of the roles of subject advisors support. Providing support pertains that the subject advisor is always available when the educator needs him or her to assist within curriculum issues. When the subject advisor is easily accessible his or her contributions of content knowledge assist, by sharing strategies of teaching difficult topics and giving all the necessary material to learners and educators .Mrs. Sihele mentioned that, according to her understanding, a subject advisor should primarily provide support and direction in her quotation:

Their role is to support teachers with regards to teaching and learning of a specific subject

Mr Hlela shared the similar sentiments that one of the roles of subject advisor is that of providing support but added direction. Mr Hlela seemed to expect his subject advisor to capacitate him on what and how he taught in the classroom so that he could meet the expectations of the Department of Education by capacitating him he explained that the subject advisor need to make sure that he is capable to teach by providing him with all the material he needs and updating him with all new curriculum developments. The following quotation describes his thought:

According to my understanding a subject advisor should primarily provide support and direction in his or her subject so that there could be improved performance.

Mr Maguya understands the role of subject advisor as providing support and he describe his thought as follows:

my understanding the role of subject advisors they must be there for us as educators who are teaching particular subjects they must give us as much support as we need so that teaching and learning should be effective, also that subject advisors must be there when we need them as educators also that subject advisors must give us a platform for us as educators where we can develop ourselves in terms of teaching and learning.

The views expressed by the participants perceive subject advisor as a departmental official that is there to support teaching and learning and their understanding of this role is supported in the literature which reveals that, A subject advisor is a specialist office-based educator in an education district or circuit office responsible for curriculum implementation and management (DoBE, 2013). The main aim of his or her job is to provide professional and academic support to educators and to ensure the improvement of learner attainment.

4.3.1 Development

The participants also seemed to understand development as one of the role of subject advisors when supporting teachers. Subject advisors should ensure that their teachers are equipped with all the skills and strategies of teaching For instance, Mrs. Sihele's perception was that subject advisors should not only develop new teachers but old teachers as well. She felt that the frequently changing-curriculum makes it necessary for all teachers to be continually development. The following quotation encapsulates his view on this issue:

The subject advisor assisted me with attending workshops for development purposes. in these workshops that where they teach different topics of geography which they feel are more challenging to teachers, they also call people in from other provinces to teach us topics like GIS because that is one of the hot topics in geography which is more challenging to teach to teachers.

Sharing Mrs. Sihele's sentiment was Mr Hlela It was however evident that their view of the role of subject advisors as teacher developer was similar Like Mrs. Sihele, Mr Hlela's assumption was that subject advisors have content knowledge. He expressed his thought in this way:

My subject advisor contribute positively in my practices of teaching because he arginase content workshops to develop us after every content workshop I gain confidence and become even more sure of what I will teach my learners at school and also my subject advisor has made me one of the lead educators in the district and that has made my performance increase because I also teach in other schools now and gain understanding of interacting with different learners which makes it easy to teach even in my school.

Mr Dlalani, also viewed subject advisors as central to the professional development of teacher. He said that subject advisors should develop teachers through workshops. The following quotation reveals his thoughts:

I'd say that the role of subject advisor is to develop educators through workshops wherein they get knowledge and information that is relevant to their particular subjects so as to improve teaching and learning.

4.3.2 Mentoring

In providing support participants were of the view that subjects advisors mentor teachers by showing them how things are done in that particular subject for example how they should complete their school based assessment mark list and sharing strategies that assist in making the learners pass the subject. She felt that the frequently changing-curriculum makes it necessary for all teachers to be continually mentored. Continually mentorship is when the subject advisor keeps on mentoring the teachers regardless of their teaching experience by giving them all the help they need in the subject. The following quotation encapsulates her view on this issue:

In the beginning of the year my subject advisor call us for orientation and tell us what they are expecting from us during the year when they come for moderation and monitoring so that means you go for moderation knowing very well what is required from you so for me it assisted me because at the beginning I did not know how to set tasks correctly now I am very good at setting tasks because my subject advisor assisted me and kept monitoring me.

Research by Maringe, Masinire and Nkambule (2015) on subject advisor suggests that there are efforts made by some subject advisors to mentor teachers though some aspects of the mentoring process are lacking in most instances (Mthembu, 2015). Subject advisor as a mentor, in education sector, is expected to fulfil roles of providing policies, helping the mentee identify weaknesses in their practice and suggesting possible solutions, counselling, sponsoring intervention and being a channel for information (Zepeda, 2013).

Sharing Mrs. Sihele's sentiment was Mr Hlela It was however evident that their view of the role of subject advisors as mentors was similar Like Mrs. Sihele, Mr Hlela's assumption was that subject advisors have a wealth of subject knowledge and pedagogical content knowledge. He expressed his thought in this way:

I am receiving adequate support and mentorship because looking at the pass rate of my subject in grade 12 I am getting 100% in physical sciences even thou we do not have a laboratory in my school and that is because of the support and mentorship I get from my subject advisor.

Mr Dlalani shared a similar view but felt that her subject advisor was not mentoring her in all the grades that she teaches she felt that her subject advisor focuses more in mentoring her pertaining her grade twelve work only and she said:

Mentorship and support I am getting is enough for me to teach especially in matric, however I do feel that these subjects advisors especially my economics subject advisor their focal point is mainly matric as for grade eleven and grade ten I think they are still lacking in providing us with necessary support..

Mr Dlalani felt that the support he was receiving from his subject advisor was not adequate and these are his views:

It is not adequate like I said they should come at the beginning of every term but instant they come after the result for the term which does not help me or the learners because they only come to ask why the learners failed. It does not help they should come and say this is what you should be doing so that the learners will pass.

Some of the participants shared the same sentiment that even thou they receive support from their subject advisor it is not enough Mr. Maguya expressed her thought in this way:

The support I receive is not adequate I wish they can be more available when I need them but if you look at the number of schools they are servicing it is too large and they are few which means they struggle to give us proper attention most of the time they give more attention to the schools which are underperforming and they end up neglecting those schools which are performing well and when those schools drop they start giving them

attention again so I feel they must try to make a balance and visit us all regularly and conduct more workshops.

Miss Mashsha also felt the same thing and she expressed her thought in this way:

I would like my subject advisor to provide me with the same support from grade 10 to 12 and not focus only in grade 12 if they can pay same attention throughout the whole FET phase and make sure that they are available always when I need them.

Mentorship is a process that the subject advisor use to assist teacher learn their responsibilities and teach to the expectations of the Education Department. Subject advisor mentor teachers by showing them how things are done in that particular subject for example how they should complete their school based assessment mark list and sharing strategies that assist in making the learners pass the subject. However it emerge from the data that they focus more on grade 12. Subject advisor should pay equal attention throughout the whole FET band to ensure consistence. Grade 11 and 10 educators also need to know how thing are operated in their subject so that they are able to do things correctly.

4.3.3. Sharing teaching strategies

It is emerging from the data that most participants were of the view that subject advisor has a positive effect in their teaching by sharing teaching strategies which results in the improvement of learner performance . Mrs. Smooth expressed her thought in this way:

My subject advisor assist me very much when I teach. When I use all the teaching strategies discussed during the content work shop my learners improve their performance and get better marks so the strategies suggested by my subject advisor for teaching and assessing my learners impact positively in my teaching.

This was also shared by Miss Mashsha when she said:

Teaching strategies shared by my subject advisor assist me a lot especially when I am teaching difficult topics.

Mrs Sihele had a similar view and these were her quotes:

Yes because at the moment my advisor has actually told me about the topics that are going to be tested for the November paper which is the final paper so that information I think she has retrieve it from the people who are close to the people who are actually setting the paper now I know exactly how I am supposed to teach these learners so that they are better equipped and prepared to write the final paper.

Sharing teaching strategies assist teachers a lot especially when they are trying to teach difficult topics. Subject advisor facilitate the process of sharing teaching strategies by requesting lead educators to share methods of teaching that makes their learners pass and it makes it easy for teachers who were struggling to teach difficult topics.

4.3.4. Conducting content workshops

The subject advisor conduct content workshops that is where the subject advisor together with lead educators in the subject look at challenging topics and discuss strategies that can be used to teach those topics to improve learner performance and share those strategies with other teachers. Most participants were of the same view that content workshops has a great impact on their teaching and assist to improve their learner performance. Mr. Hlela's sentiments were captured as follows:

It enhances my understanding of my subject because I go to content workshops organised by subject advisor to discuss challenging topics and how we can approach them so when I go to class I have learnt different approaches and teach effectively?

This was also shared by Mrs Sihele when she said:

it impact positively because after every content workshop I gain confidence and become even more sure of what I will teach my learners at school and also my subject advisor has made me one of the lead educators in the district and that has made my performance increase because I also teach in other schools now and gain understanding of interacting with different learners which makes it easy to teach even in my school.

Both participants in the study view subject advisor as an important role player that have a positive impact in their teaching, they highlighted their appreciations of the programmes that subject

advisors organised like content workshops .when the subject advisor is available to assist teachers with challenging topics it become easy to come with strategies to teach those topics and learners performance improve.

4.3.5. Coaching

Some of the participants felt that another way of providing support that should be done by subject advisor is coaching. However, it was particularly interesting to note that the participants had varied opinions on who should be coached and how they said coaching should be provided. For instance, Mr Hlela, was of the view that it was teachers who should be coached. He explained that coaching was necessary for teachers who are battling with hard-to-teach curricular topics, especially in the gateway subjects. When probed to explain further how he thought coaching should occur, he then responded in this way:

There are topics that pose challenges in some subjects like Physical Sciences, Mathematics and Accounting. I think subject advisors must go to the classroom to demonstrate for teachers how to teach some of these topics. If you are a coach you must sometimes physically go into the sports field and show the player (that) you're coaching how to play the game the way you want them to. So, likewise subject advisors must go into the classroom and teach So as to demonstrate to educators how to approach particular topics.

Coaching often involved observing model teachers in practice and/or sharing of effective teaching strategies. Zepeda (2013) states that processes such as observing teachers in practice, training, addressing and creating an environment that accepts change are part of coaching. Yoon (2008) states that coaching is an effective professional learning strategy that circumvents the ever-present challenge of relevance in professional development programmes because it is job-embedded and customised to teachers' self-identified professional needs.

Mr Dlalani, also viewed subject advisors as central to the professional development of teacher. He said that subject advisors should develop teachers through workshops. The following quotation reveals his thoughts:

I'd say that the role of subject advisor is to coach educators through demonstrating how to teach hard topics and giving information that is relevant to their particular subjects so as to improve teaching and learning.

Mr Maguya said it is important for subject advisor to visit schools and this is what he said:

They should come and say this is what you should do so as to get the good result they should equip us in balancing the question papers so that we know that learners are ready for whatever question that they come across in the paper.

Miss Mashsha shared a similar sentiment as Mr Dlalani. When asked what support of teaching and learning by subject advisors meant for him, he responded by saying that subject advisors are the port of call for teachers should they experience problems regarding curriculum delivery. It seemed as if his understanding of coaching was not restricted to a particular mode. On how he understood to be the role of subject advisors in supporting teaching and learning, he then explained his thought in this way:

Among other things, it could mean that a teacher in the classroom should not find himself/herself wanting in as far as strategies for imparting knowledge and skills to learners are concerned. In a case where a teacher is faced with certain problem, I mean a subject advisor should be the central person to render advice and solution.

From the above, it can be concluded that the participants' conceptualisation of the role of subject advisors as coaches is in line with some of the tasks that are carried out by some subject advisors. The participants' conceptualisation of the role of subject advisors as coaches is affirmed by Zepeda (1999) who offers that processes such as observing teachers in practice, training, addressing and creating an environment that accepts change are part of coaching.

Participants understanding of the supportive role played by subject advisors was varied. It included aspects such as support through the provision of teaching and learning material, provision of teaching strategies and development, coaching and content workshops. These expectations are also contained in some previous studies as important functions of subject advisors and school leaders on supporting teaching and learning (Honig, 2013; Seobi & Wood, 2016; Nkambule & Amsterdam, 2018) Their understanding and expectations are in line with what the *National Policy on the Organisation, Roles and Responsibilities of Education Districts* (RSA, 2013) outlines as the roles

and responsibilities of a subject advisor. The policy states that subject advisors must provide support through monitoring the implementation of the curriculum in each subject; providing the relevant learning and teaching materials and ensure that teachers have all the curriculum and assessment documents required for each subject (RSA, 2013). The policy is in agreement with the previous findings of Bantwini and Diko (2011) that the main function of subject advisors is to support teachers by guiding them through the implementation of the curriculum. This was also similar to the findings of Levin et al., (2012).

The issue of professional development was a major concern among the participants as they did acknowledge the need to continuously be developed in order to meet the educational needs of the learners. Their views are again, in line with the policy on the roles and responsibilities of subject advisors, which states that they must support teachers by strengthening their content knowledge on the subject (RSA, 2013). A host of scholars have emphasised in their work, the importance of professional development to achieve academic success (Bush, 2003; Christie et al., 2010; Kelly & Cherkowski, 2015).

4.4. Factors affecting the teaching and learning support offered by subject advisors

This theme discusses the factors that affect the teaching and learning support offered by subject advisors.

4.4.1. Resources

Data reveals that Participants believes that the support they receive from the subject advisors should be contexts based and schools from deprived contexts should be given more support in terms of resources, Mr. Maguya from Vezunyawo secondary school put it like this:

I think the support offered by subject advisors should be different in secondary schools in deprived context because, there are schools in rural areas where you find that basic resources such as electricity maybe computers, your labs and everything are not there. In these deprived context there is lack of these resources, so for subject advisors I think they

need to pay more attention on rural schools in trying to help teachers so that they can better deliver the curriculum. I think more support needs to be given in rural schools.

For effective teaching and learning to take place, teachers must always be provided with the necessary resources for this to occur. According to DuFour (2011), an instructional leader needs to ensure that they provide resources for the effective delivery and management of instruction. This is how district officials have indirect influence on the performance of learners (Marzano & Waters, 2009). Subject advisors are therefore, responsible for ensuring that teachers have the required resources to effectively teach and achieve the desired outcomes for each individual subject (learning area). On the same vein Mrs. Sihele said that subject advisors need to consider the context when providing support to educators she said some environments of learning require more support as compared to other environments and these were her quotes:

They must consider the environment that you are working under like our learners do not know some of the things that are known by the learners from urban areas even our needs are different like the schools in urban areas are well resourced they have everything on premises unlike us sometimes everything that you do should be imagination because our kids never met such things therefore they should provide us with different resources.

Mr. Dlalani shared the same sentiments as the above participants and he said subjects' advisors need to assist schools in deprived contexts as more of these schools do not have learning resources that are needed for learners to improve their performance and these are his quotes:

We have no resources we have no computers in urban schools they have any supporting material for educators of which we do not have here in our disadvantaged schools.

Mr Maguya believed that subject advisors need to provide teachers with resources in lower grades so that it will be easy for teachers teaching the lower grades to prepare learners for grade twelve as the exit grade, He said subject advisors should treat all grade the same and the attention given to grade twelve should be given to the lower grades in terms of resources and these were his words:

I think if they provide us with more resources in the lower grades learners will be more prepared being in the same level that is in grade twelve

One of the challenges that many South African schools are faced with is that of not having enough human capital to comfortably meet the instructional needs of the school (Jaiyeoba & Atanda, 2011). This means that teachers are often found to be overloaded and unable to be effective in a specific subject (Jaiyeoba & Atanda, 2011). While providing human capital for schools may not be a function of the subject advisor, they need to be able to have communication with the relevant people when they identify such a need in a particular school. A school that has all the teaching and learning material as well as adequate human capital is a school that has a better chance of achieving enhanced learner performance and overall school improvement. Some studies have also pointed out that as teachers in schools, subject advisors are a scarce human capital resource in a number of districts in the country (Bantwini & Moorosi, 2018).

Mr Hlela said that resources they have in schools in deprived context are not enough and they end up getting their own resource since subject advisors do not provide them with enough resources and he said:

No the resources are not enough it is not enough but since I am a teacher my responsibility is also to develop the teaching resources so even if they did not provide resources as a teacher I compromise.

The participants are of the view that schools in deprived context should be give more support and they are agreeing that one major problem they are facing is the lack of adequate resources .Literature reveals that there are schools which are deprived in terms of classrooms, classes are generally very large, And other resources which sometime makes it difficult for educators to teach effectively (Naicker, Chikoko & Mthiyane, 2015).

4.4.2. Time

Time is a crucial resource that no one can afford to lose since it cannot be brought back, yet it is clear that it is not given the attention as other resources (Al-Zoubi, 2016). Since this study explores the role of subject advisors in supporting teaching and learning it is emerging from the data that time is one of the factors that affect the provision of support by subject advisors to teachers in

deprived secondary schools. Time as an operative tool and time as a resource for positive production have been identified in literature as themes under which the meaning of time is couched.

Mr Dlalani said that subject advisors are not always available when educators need them because they are many schools they are servicing and their capacity is limited and these are his quotes:

I wish they can be more available when I need them but if you look at the number of schools they are servicing it is too large and they are few which means they struggle to give us proper attention most of the time they give more attention to the schools which are underperforming and they end up neglecting those schools which are performing well

Victor (2017) and Bennett, Penny and Burke (2018) claim that time is a tool used to plan the duration of activities in an institution. Similarly, Eaton (2017) suggests that time is a key element to administer and schedule institutional programs. Thus, time is revealed as a resource that operates the functioning of other resources so that they can have the starting and ending time.

Mrs Sihele wished that subject advisors can have more time to conduct more workshops and visit schools more and she said:

They can visit me regularly and conduct more content workshops

Miss Mashsha felt that subject advisors should know each and every schools needs and that can only happen when subject advisors visit schools more often and these were her words:

They should come often to our schools since we are not well resourced, they should know what we need at any time.

Mr Hlela believed that subject advisors should come each term in schools to give resources and monitor the work done during the term and he strongly believed that if subjects advisors come in the beginning of every term that could assist improve learner performants and these were his quotes:

I think they must come to the school maybe in the beginning of each and every term just to give us the resources about the content that we need to teach in the whole term they also need to come to school often just to check the performance of the school

Mr Maguya believed that the government can intervene by hiring more subject advisors to allow more time and attention that should be given to schools and he said:

I think the government should hire more subject advisors so that each advisor will get time to attend each and every schools needs for example each cluster should have their own advisor not one advisor serving the whole district in that way the advisor cannot attend all the schools in the district.

Time may also be understood as a critical resource which is the key element for the positive production within the organisation. Khan, *et al.*, (2016) suggest that time is a valuable and irreversible resource available for timing the duties so that the organisation will be progressive. Similarly, Zafarullah, *et al.*, (2016) suggest that since the achievements are done timeously, time is a resource which creates, develops, and secures organisational future. The similar suggestion from the above scholars is that, time may be conceptualised as a resource which creates the order in which the organisational duties may be carried out. In this, it is a resource that promotes the success of an organisation since through its management, deadlines are met and visions are accomplished.

4.5. Effectiveness of subject advisor's support

Some participant felt that the support offered by the subject advisor can still be enhanced to make it more effective. When they were asked how effective was the support they were receiving from their subject advisors they raised a common consent that subject advisor were more focused on what is happening in grade twelve and they are not close to teachers as teachers wish and Mr. Maguya said:

For the support to be effective they need to be closer to educators we need to feel and see that they really do understand these topics but I do not think that with the developments that are there in education that they will be able to know each and every topic that is there which is why sometimes they organise other people to do all of these stuff. But for me I would say that it better the advisor to be the one who knows exactly what is supposed to be done in something that she is responsible for that is one number two, I would say for these

grade eleven and ten they need to give the same support as the one they give in matric(Maguya).

Communities of practice is another way of meeting teacher needs and ensuring development. Communities of practice(COPs) are formed by people who engage in a process of collective learning in a shared domain of human endeavor for an example a group of engineers working on similar problems, a clique of pupils defining their identity in the school (Brooks & Adams, 2010). Creating inclusive learning communities for all students, Transforming school principals' perspectives. In a nutshell Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger, 2011). A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people. For an example you could belong to the same network as someone and never know it's (Wenger, 2011).The subject advisors should create external or circuit-based professional learning communities comprising subject educators of primary schools and secondary schools separately to discuss and share content knowledge and skills pertaining curriculum delivery like, planning, assessment, recording and reporting processes. Planning and assessment are the two areas where most educators are struggling. The principals need to form internal or school- based professional learning communities in order to move towards a desired goal of what Fullan (2012) calls 'a moving school.' Fullan (2012) is convinced that effective schools often ask themselves what is it that they need to do in order to form professional learning communities with the aim of preparing the learners for an unknown future.

Miss Mashsha also shared similar views and she said:

There are things that I do not understand well as a teacher like assessing even thou I cannot say I cannot assess but I do need their help ,I cannot balance the question paper in terms of the cognitive levels I think their focus should be more on assessment by equipping educators to be able to apply all cognitive levels in the correct way they should not why learners performed poorly but they should come and say this is what you should do so as to get the good result they should equip us in balancing the question papers so that we know that learners are ready for whatever question that they come across in the paper.

Mr Maguya said the support he was getting from his subject advisor is effective even though it can still be improved and he said:

I have never obtained a percentage less than eighty percent so for me that is effective in a sense that the minimum pass is supposed to be sixty five percent going above so I have never reach lesser than sixty five so I would say it adequate but is it exceptional no some improvements still need to be made because I have never reached ninety percent however I have been getting between eighty and eighty eight but I think it effective.

4.6. Chapter summary

In the data analysis, it emerged that the participants were of the view that subject advisors are important role players in supporting teaching and learning and improving their performance in their respective subjects. Participants viewed subject advisors as essential role players in teaching and learning. Furthermore, the participants seemed to believe that partnerships between teachers and subject advisors were vital and that such partnerships could be realised through content workshops and professional development programmes which were specifically targeted to improve teaching practice and thereby improve learner achievement. The majority of the participants felt that subject advisors were disconnected from the schools and thus their effectiveness was not as strong as it could be. Their detachment from schools led to lack of understanding about the social factors that influenced teaching and learning at the schools. Thus, the support provided by subject advisors was decontextualised. The conclusion drawn was that the participants preferred that subject advisors be more school-based than office based so that they can better understand the different contexts teachers work in. Understanding of the contexts could better situate subject advisors in a place to provide differentiated and contextualised support and guidance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5. 1. Introduction

The preceding chapter presented and analysed data which were generated through semi-structured interviews with the participants. The findings from the data analysis were also discussed in terms of the critical questions as presented in Chapter One. This chapter begins by offering the summary of all the chapters of the study. It then presents conclusions drawn from the findings of the study. Finally, recommendations of the study are made. The recommendations are informed by the findings which were discussed in Chapter Four, and the conclusions that are presented in this chapter.

5.2. Study Summary

Chapter 1 presented the orientation of the study. This included the introduction to the study together with the background, the problem statement, the purpose and rationale of the study, key concepts as well as the objectives of the study. This was done with the aim of identifying any gaps in the existing body of knowledge. What was established from the background was that there have been a number of policy changes in education since the political dispensation in South Africa in 1994. These educational policy changes subsequently led to confusion in the schools and lack of skills from teachers to adequately deliver the curriculum as intended by the new policies (Mavuso & Moyo, 2014). Due to the constant changes, the South African education system saw resistance to change due to the lack of support and proper training to welcome the changes. While this may have been an issue left to the individual school leaders to deal with, it emerged that within the district level of leadership in education there are officials specifically responsible for the support of teachers where teaching and learning is concerned and these are subject advisors. This, therefore, led to the focus on the leadership practices of subject advisors as having a significant influence on teaching and learning in schools through the support they offer to teachers in secondary schools in deprived context.

Chapter 2 presented a review of related issues of educational district leadership. In the literature review, I also highlighted the roles of subject advisors as instructional leaders as well as their role in the professional development of teachers and professional learning communities. I discussed

the context with multiple deprivation which led us to domains of deprivation. Finally, the chapter concluded with Weber's 1996 instructional leadership theory as the theoretical framework that informed this study.

Chapter 3, discussed research design and methodology of the study. The study was informed by the interpretive paradigm, which allowed me to understand the experiences and knowledge of teachers in deprived context on the issue teaching and learning support from subject advisors. I conducted a case study which enabled me to further enhance my understanding of the phenomenon. Semi-structured interviews were used to generate data from the participants. This was the data that was then analysed and the themes developed were discussed in the following chapter.

Chapter 4 focused on discussion of the themes that developed during the data analysis process. What emerged from the data was that teachers shared similar views on the expected role of subject advisors in supporting teaching and learning in primary schools. Their experiences, however, did not match their expectations.

5.3. Summary of findings and key learnings

Having carefully considered the findings, three conclusions were drawn. These conclusions were that: supporting teaching and learning, participants need varied and differentiated forms of instructional support, effective teacher development, subject advisors should be closer to schools.

5.3.1. Supporting teaching and learning

The first conclusion drawn was that the participants viewed subject advisors as essential role players in supporting teaching and learning. Furthermore, the participants seemed to believe that partnerships between teachers and subject advisors were vital and that such partnerships could be realised through coaching and development programmes which were specifically targeted to improve learner achievement.

Though participants provided diverse descriptions to paint their understanding of what the role of subject advisors were in supporting teaching and learning, in the final analysis all the descriptions suggested that subject advisors were understood to be very important role-players in supporting teaching and learning.

In respect of the participants' conceptualisation of subject advisors as coaches, two conclusions were drawn. First was that, participants in this study strongly felt that subject advisors, by virtue of being subject specialists, should coach teachers on pedagogical content knowledge that pertains to making subject content more understandable to learners. Regarding the view that subject advisors should fulfil a mentoring role, there was some evidence to suggest that there were efforts by some subject advisors that could be attributed to mentoring.

5.3.2. Effective teacher development

Participants offered numerous approaches that were used by their subject advisors to render instructional support. It was concluded that the participants had different experiences of instructional support. Some participants had positive experiences which they appreciated and valued while others had negative experiences which they detested. Some subject advisors were open and welcoming which created trust and collegiality, good working relations and an atmosphere which facilitated learning. For some participants, however, frosty disposition of subject advisors hindered the participants from being open and feeling welcome thus communication did not easily occur, and in some instances it was strained and thus their encounters with their subject advisors were unpleasant and stressful. There seemed to be a strong positive correlation between subject advisors' relationship with the teachers and the nature of experience derived from instructional support interactions. It was then concluded that the nature of experiences derived from instructional supports were consistently influenced by the subject advisor' disposition towards the teachers he/she was working with. By the participants did not contribute to their professional development nor impacted on their classroom practice for there were no professional learning opportunities such as sharing of good classroom practices.

5.3.3. Subject advisors should be closest to schools

The majority of the participants felt that subject advisors were disconnected from the schools and thus their effectiveness was not as strong as it could be. Their detachment from schools led to lack of understanding about the social factors that influenced teaching and learning at the schools. Thus, the support provided by subject advisors was decontextualised. The conclusion drawn was that the participants preferred that subject advisors be more school-based than office based so that they can better understand the different contexts teachers work in. Understanding of the contexts could

better situate subject advisors in a place to provide differentiated and contextualised support and guidance.

5.4. Conclusions

Having carefully considered the findings, four conclusions were drawn. These conclusions were that: participants value the role of subject advisors in supporting teaching and learning, participants need varied and differentiated forms of instructional support, positive relations facilitated conditions for effective teacher development, subject advisors should be closer to school.

5.4.1 Participants' value the role of subject advisors in supporting teaching and learning

The first conclusion drawn was that the participants viewed subject advisors as essential role players in instructional leadership. Furthermore, the participants seemed to believe that partnerships between teachers and subject advisors were vital and that such partnerships could be realised through professional development programmes which were specifically targeted to improve instructional practice and thereby improve learner achievement.

Though participants provided diverse descriptions to paint their understanding of what the role of subject advisors were in supporting teaching and learning, in the final analysis all the descriptions suggested that subject advisors were understood to be very important role-players in the instructional improvement process. The diversity of responses further suggested that the participants' had various instructional areas of needs at different stages of the teaching and learning processes.

In respect of the participants' conceptualisation of subject advisors as coaches, two conclusions were drawn. First was that, both the principals in this study strongly felt that subject advisors, by virtue of being subject specialists, should coach teachers on pedagogical content knowledge that pertains to making subject content more understandable to learners. It therefore seemed that the principals were acceding to the notion that they were not experts in all the subjects which were offered in their respective schools and therefore, they could not do justice to this particular area of instructional leadership. Similarly, three of the four head of department in the study indicated that they too needed coaching from subject advisors on how to supervise the work of the teachers in their departments. This conclusion is an indictment against the thinking that school management teams inherently know what to do to manage teachers' and learners work and to support teachers.

Furthermore, this conclusion affirms Gunter's (2001) assertion that being appointed to leadership does not automatically qualify one for being a competent leader. In other words, there is a need for formal training of incumbents to build their capacity and develop their instructional leadership skills.

Regarding the view that subject advisors should fulfil a mentoring role, there was some evidence to suggest that there were efforts by some subject advisors that could be attributed to mentoring, though some aspects of the mentoring process were clearly lacking in most instances. For example, review of log books revealed that there were several instances where subject advisors identified weaknesses in some teachers' instructional practices. However, there was no evidence to indicate that they suggested possible remedies to correct those identified weaknesses. Therefore, it appeared as if there was no meaningful teacher development and capacity building that arose out of such mentoring encounters as it appeared that subject advisors were mainly fulfilling a fault-finding role.

5.4.2 Participants need various and differentiated forms of instructional support

While the participants were evidently exposed to certain forms of professional development activities and processes, it was concluded that these often missed the mark in terms of addressing their individual professional development needs. Firstly, by their nature, the current curriculum reforms demanded that teachers upgrade and/or refresh their subject content knowledge. Secondly, the participants encountered various subject-specific instructional challenges which impacted on classroom practice and the quality of instruction. Among the needs that were identified by the participants were development of subject content knowledge, pedagogical content knowledge and designing internal assessment tasks that were of expected standards as per CAPS regulations. Therefore, participants appeared to need varied forms of supports from their subject advisors on matters and concerns which are related to curriculum delivery and implementation practices. Therefore, it was concluded that participants needed individualised and contextualised professional development on various instructional areas to develop and build capacity so that they can effectively deliver on the agenda of effective curriculum implementation and increased learner attainment.

5.4.3 Positive relations facilitate conditions for effective teacher development

Participants offered numerous approaches that were used by their subject advisors to render instructional support. It was concluded that the participants had different experiences of instructional support. Some participants had positive experiences which they appreciated and valued while others had negative experiences which they detested. Some subject advisors were open and welcoming which created trust and collegiality, good working relations and an atmosphere which facilitated learning. For some participants, however, frosty disposition of subject advisors hindered the participants from being open and feeling welcome thus communication did not easily occur, and in some instances it was strained and thus their encounters with their subject advisors were unpleasant and stressful. There seemed to be a strong positive correlation between subject advisors' relationship with the teachers and the nature of experience derived from instructional support interactions. It was then concluded that the nature of experiences derived from instructional supports were consistently influenced by the subject advisor.

5.4.4 Subject advisors should be closest to schools

The majority of the participants felt that subject advisors were disconnected from the schools and thus their effectiveness was not as strong as it could be. Their detachment from schools led to lack of understanding about the social factors that influenced teaching and learning at the schools. Thus, the support provided by subject advisors was decontextualised. The conclusion drawn was that the participants preferred that subject advisors be more school-based than office based so that they can better understand the different contexts teachers work in. Understanding of the contexts could better situate subject advisors in a place to provide differentiated and contextualised support and guidance.

5.5 Recommendations

Based on the conclusions above, the following recommendations are made.

5.5.1. Recommendations to the Department of Basic Education

From the findings of this study on how teachers experience the role of subject advisors as instructional leaders, it appears that there is a great need to overhaul or at least improve

programmes that prepare and/or develop subject advisors for instructional leadership role. While, there is evidence to support that subject advisors provide various instructional supports to teachers, such as workshops, school visits, and clustering, it appears as if these programmes hardly have any positive impact because they fail to influence or change the teachers' daily classroom practices and learner achievement. Furthermore, school visits by subject advisors seem to be mainly centred on performing monitoring role. There was no evidence to suggest that subject advisors provided suggestions for correcting instructional weaknesses which they identified during school visits. Thus, subject advisors lacked capacity to support and develop teachers. It is therefore important to improve capacity-building programs which prepare subject advisors for instructional leadership so that they, in turn, can be able to develop and build teacher capacity.

5.5.2. Recommendations to subject advisors

It is recommended that subject advisors should deliberately seek to establish other ways of communications that will make teachers more comfortable and ready to share their inadequacies and individual teachers instructional concerns. This will enable subject advisors to help create opportunities for support programmes which speak and address individual and contextualised professional needs of teachers. Furthermore, subject advisors should actively seek to create trust and collegiality with teachers that they supervise.

5.5.3. Recommendations to teachers

It is recommended that teachers should take professional learning communities to a level of being a professional development approach wherein teachers meet to discuss, share and learn from each other so as to improve their teaching practice. In this way, teachers realise and maximise their potential as sources of solutions to their own problems rather than heavily relying on outside source for inspiration and ideas.

5.6. Chapter summary

This chapter presented the summary of the study, conclusions and the recommendations. It is believed that the recommendations made will assist in the better understanding of how teachers

experience professional support from subject advisors and identifying areas of improvement so that teachers can derive maximum benefit from their engagements with subject advisors.

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APPENDIX A: INTERVIEW SCHEDULE

Research Questions

1. What do teachers' understand to be the role of subject advisors in support teaching and learning secondary schools in deprived contexts?
2. What do teachers describe as the factors that affect the role of subject advisors in supporting teaching and learning in secondary schools in deprived contexts?
3. How do teachers explain the effectiveness of the role of subject advisors in supporting teaching and learning in deprived school contexts?

Interview questions

1. How long have u been teaching?
2. What do you think is the role of subject advisors in supporting teaching and learning?
3. Do you think this role of supporting teaching and learning should be different for schools in deprived context? And why?
4. As a teacher, what do you experience to be the role of subject advisor in supporting teaching and learning in your school? Please elaborate.
5. How do you perceive the teaching and learning support you receive from your subject advisor, is it addressing your developmental needs, does it help you deal with issues of deprivation that impact on your teaching?
6. Would you link the support you receive from Subject Advisor with the performance of learners in your school and so how?
7. Do you think that the support you receive from your subject advisor is adequate? (If no why, if yes how)
8. How else would you like subject advisor to support teaching and learning? How would this support lead to improved teaching and learning in your school? Please explain
9. Is there any information you would like to share with me? Please explain.

Thank you for your time

APPENDIX B: LETTER REQUESTING PERMISSION FROM PRINCIPALS

P. O. Box 9

Paddock

4244

25 February 2019

The Principal

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am Khanyisile Happyness Ngcobo and I am conducting a research as a requirement of the University of KwaZulu-Natal towards Masters Degree in Educational Leadership, Management and Policy. I would like to use your school as one of the research sites, and this letter intends to request your permission. The focus of the study is on the leadership role of subject advisors on supporting teaching and learning in well performing secondary schools in deprived context, therefore I would like to request your teachers to participate in the study. Should permission be granted, the interviews with the teachers will be scheduled for dates and times that are convenient to them outside teaching time.

Please note that:

- The identity of participants and research sites (schools) will be protected and will not be revealed at any stage during and after the reporting process in the study. In this regard, pseudonyms will be used instead of the school's and participants' names.
- All responses will be treated with strict confidentiality.
- Participation will be voluntary, meaning that participants may withdraw their participation in the study at any time without suffering any harm
- Kindly note that there will be no financial benefits that the participant will accrue as a result of their participation in this research project.
- The participant will be notified in advance about the interview dates and times.
- Participants are at liberty to peruse the transcripts on completion.

For further information on this research project, please feel free to contact my supervisor or the research office whose contact details are as follow:

Prof PE Myende (supervisor): Tel. (office hrs) (033) 260 5291 and cell No: 083 968 1361; Email: myendep@ukzn.ac.za.

Name of researcher: Khanyisile H. Ngcobo Cell No: 0837103218

Email address : kukhonandovela@gmail.com

UKZN Research Office: P. Mohun HSSREC. Research Office Tel. (office hrs): (031) 260 4557,

E-mail: mohunp@ukzn.ac.

Thanking you in advance for your time and consideration.

Yours sincerely

Miss K.H Ngcobo

APPENDIX C: LETTER REQUESTING PARTICIPANTS

**P.O. Box 9
Paddock
4244
25 February 2019**

Dear Participant

INFORMED CONSENT LETTER

My name is Khanyisile Happyness Ngcobo. I am a Master of Education student in the Educational Leadership, Management and Policy field studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of the requirement for completing the degree, I am required to conduct research.

The title of my study is: exploring teachers' experiences on the role of subject advisors in supporting teaching in well performing secondary schools in deprived context. The focus of the study is on the leadership role of subject advisors in supporting teaching and learning in well performing secondary schools in deprived context, The experiences of the participants in the study will contribute to what is not known about the leadership role of subject advisors, what challenges do subject advisors face and how can their role be enhanced.

I have purposefully selected you to participate in this study. Therefore, I kindly request your permission to be one of the participants in my study. You will be required to participate in audio-recorded, interviews. The interview may last for about 1 hour and may be split depending on your preference. The interview may last for about 1 hour and may be split depending on your preference. The dates and times for these interviews will be negotiated with you in advance.

PLEASE TAKE NOTE THAT:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating at any stage in the research. You will not be penalised for taking such an action.

- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

For further information on this research project, please feel free to contact my supervisor or the research office whose contact details are provided below.

Thank you in advance for your contribution to the study.

Yours sincerely

Miss Khanyisile H Ngcobo

Researcher's details: Khanyisile H. Ngcobo Cell No: 0837103218

Email address : kukhonandovela@gmail.com


Supervisor's details: Prof PE Myende: Tel No: 033 2605291, cell no: 0839681361; Email: myendep@ukzn.ac.za

Faculty of Education HSSREC Research Office

University of KwaZulu Natal Tel no.: 031-260 4557

School of Education Email: mohunp@ukzn.ac.za

APPENDIX D: LETTER FROM DEPARTMENT OF BASIC EDUCATION

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

Enquiries: Phindile Duma Tel: 033 392 1063 Ref.:2/4/8/1830

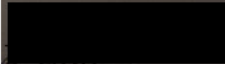
Miss KH Ngcobo
PO Box 9
Paddock
4244

Dear Miss Ngcobo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "EXPLORING TEACHER'S EXPERIENCES ON THE ROLE OF SUBJECT ADVISORS IN SUPPORTING TEACHING AND LEARNING IN WELL PERFORMING SECONDARY SCHOOLS IN DEPRIVED CONTEXT", 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 04 July 2019 to 10 January 2022.
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 Phindile Duma 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.


Dr. EV Nzama
Head of Department: Education
Date: 05 July 2019

...Championing Quality Education - Creating and Securing a Brighter Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za
Facebook: KZNDOE • Twitter: @DBE_KZN • Instagram: kzn_education • Youtube: kzndoe

APPENDIX E: ETHICAL CLEARANCE

 KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

19 June 2019

Ms Khanyisile H Ngcobo 214574838
School of Education
Edgewood Campus

Dear Ms Ngcobo

Protocol reference number: HSS/0238/019M
Project Title: Exploring teachers' experiences on the role of subject advisors in supporting teaching and learning in well performing secondary schools in deprived context.

Full Approval – Expedited Application


Your application dated 27 March 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has 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 1 year 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 Rosemary Sibanda (Chair)

/px

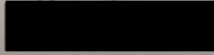
cc Supervisor: Dr PE Myende
cc. Academic Leader Research: Dr A Pillay
cc. School Administrator: Ms S Jeenaraih, Ms M Ngcobo, Ms N Dlamini and Mr SN Mthembu

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: sibanda@ukzn.ac.za / stymarm@ukzn.ac.za / dehump@ukzn.ac.za
Website: www.ukzn.ac.za

APPENDIX F: LANGUAGE CLEARANCE CERTIFICATE

CERTIFICATE

This is to certify that I was responsible for the language editing of **Khanyisile Happyness Ngcobo's** M.Ed dissertation for the University of KwaZulu-Natal, entitled *Exploring Teachers' Experiences on the Role of Subject Advisers in Supporting Teaching and Learning in Secondary Schools in Deprived Contexts*.



A.N. Bell BA (Hons) (Cape Town) MA (Rhodes)
Research Associate, University of Zululand
Managing Editor, Echoing Green Press (Fish Hoek)
Ph.: 072 237 6617
Email: alannigelbell123@gmail.com

8 December 2020

APPENDIX G: TURNITIN CERTIFICATE

