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How heads of department manage the teaching of Social Sciences in the Intermediate Phase

by

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Mini dissertation submitted in fulfilment for the for the degree

Masters of Education in Education Leadership

in the

Department of Education Management and Policy Studies

at the

University of Pretoria

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November 2016

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DECLARATION

I, Thandy Sibongile Ndashe, hereby declare that the dissertation, **How heads of departments manage the teaching of Social Sciences in the Intermediate Phase** is my own original work and that all sources consulted and quoted have been acknowledged in the list of references.

…… ……

Signature

Mrs Thandy Sibongile Ndashe November 2016

(12296903)

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DEDICATION

This dissertation is dedicated to my loving family: my supportive husband, Hansford, my beautiful daughter, Lerato, and my sons, Thamsanqa and Andile Ndashe, for tolerating my long absence from home and from their lives during my studies. My dear mother, Ruth Ngomane, grandmother, Kate Ngomane, and my siblings, Sydney and Peter Shabangu, for their confidence in me; my friends, Mrs Sharon Phakathi and Dr Radikobo Ntsimane, for being there at the start of my career. I appreciate my spiritual parents and leaders, Apostle One day and Mrs Betty Magagula for their support and prayers and acknowledge the roles they played in ensuring the completion of my Master's dissertation. Thank you for your patience, love and care.

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ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the following people who supported me during my journey in completing this study:

- My Lord and Saviour, Jesus Christ, for granting me the strength and for guiding me in my studies.
- My family for their continued support, motivation and faith in me.
- My supervisor, Dr Teresa Ogina, for her patience and guidance. Your hard work, motivation and faith in me made this possible. You have developed me into a better researcher. Thank you for believing in me.
- My language editor, Prof. Walter Greyvenstein, for the meticulous way in which he edited this dissertation to enhance its quality.

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ABSTRACT

South Africa has gone through many recent changes and the impact of these changes was, especially, experienced in the development of the South African Education system. Social Sciences is one of the subjects that was introduced in the Revised National Curriculum Statement (RNCS) for Grades R-9 (Department of Education, 2002). Before the National Curriculum Statement, History and Geography were taught as separate subjects under Social Studies but later combined into one subject, Social Sciences. Teachers in some South African schools are specialist in one of the two disciplines, either History or Geography. The intention of this study was derived from many of the researcher's personal observations, experiences and challenges in the discipline, Social Sciences.

This study identified the challenges experienced by heads of department (HoDs) of Social Sciences and the strategies they use to address the identified challenges. The research approach was qualitative and a case study research design was used. The research participants were identified, using a purposeful sampling strategy. Participants were selected from four schools, two from Quintile 1 (no fee-paying) schools and two from Quintile 5 (fee-paying) schools; each school had an enrolment of more than 350 learners. The participants were HoDs responsible for Social Sciences and teachers who were teaching the subject. Furthermore, HoDs who were selected had had experience of managing Social Science teachers for a period of not less than three years. The teachers also had more than three years' experience of teaching Social Sciences.

The findings of this study revealed that the responsibilities of HoDs for Social Sciences seem to focus more on monitoring the work of teachers than developing their effectiveness in teaching the subject. Some of the HoD appointed in the Social Sciences Department did not have the background knowledge and skills related to the subject which limited their ability to guide, advise and develop their teachers in the subject. It was found that HoDs and teachers expect subject specialists and curriculum advisors to be more involved in developing teachers' competency in teaching the subject. It seems that there is a desire for a formal policy for the professional development of teachers of Social Sciences.

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ACRONYMS

ANA - Annual National Assessment

ATP - Annual Teaching Plan

CAPS - Curriculum Assessment Policy Statement

DBE - Department of Basic Education

DHET - Department of Higher Education Training

EEA - Employment of Educators Act

FET - Further Education and Training

GET - General Education and Training

HEI - Higher Education Institutions

HoD - Head of department

HoDs - Heads of departments

LTSM - Learner Teacher Support Material

NCS - National Curriculum Statement

NPA - National Protocol for Assessment

NPPPR - National Policy pertaining to the Programme and Promotional Requirements

RNCS - Revised National Curriculum Statement

PAM - Personal Administrative Measures

SASA - South African Schools Act 84 of 1996.

SIP - School Improvement Plan

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SMT - School Management Team

SGB - School Governing Body

SS - Social Sciences

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CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Introduction

Social Sciences is one of the subjects that was introduced in the Revised National Curriculum Statement (RNCS) Grades R-9; the subject is taught from Grade 4 to Grade 9 (Department of Education, 2002). Before the National Curriculum Statement (NCS) Grade R-12, History and Geography were taught as separate subjects under the umbrella, Social Studies. In the new curriculum, History and Geography are combined into one subject known as Social Sciences (Department of Education, 2004). Social Sciences consist of two disciplines, History and Geography that are of equal importance and are combined into one subject. Although the two disciplines are kept separate within the subject, the curriculum is designed to complement knowledge in terms of content, skills and concepts outlined in each discipline (Department of Education, 2012). The Curriculum and Assessment Policy Statement (CAPS) for Social Sciences stipulates that every Social Sciences teacher should ensure that both disciplines (History and Geography) are taught and assessed in every term of the school year. The topics to be taught are outlined together with time allocations that guide the teachers on the depth of the topic (Department of Education, 2012).

The focus of this study was to explore how heads of department (HoDs) manage the teaching of Social Sciences (SS) in the intermediate phase (Grades 4–6). In South Africa HoDs are defined as 'supervisors' of teachers whereas internationally they are referred to as 'middle managers'. In the South African context the duties of teachers as professionals, including HoDs, are outlined in the South African Legislation Framework - the Personnel Administrative Measures (PAM) which is defined in the Employment of Educators Act (EEA) of 1998. According to EEA, all post levels/positions are allocated percentages of contact time. The HoDs' position is allocated contact time that ranges between 85% and 93%. Teaching is not HoDs' only core business but, as subject teachers, they are also expected to prepare lessons, assess learners and participate in extramural activities. According to Harris and Jensz (2006), HoDs should be able to

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influence teachers and provide for quality teaching and learning to take place in their subject departments. Social Sciences HoDs, like any other HoDs, are expected to manage and provide instructional leadership for teachers in their department. The tasks of HoDs involve planning, organising, coordinating and controlling teachers in their department (Van Deventer & Kruger, 2008).

1.2 Research problem

The expected roles and responsibilities of HoDs present challenges in the South African schooling system; for example, in some primary schools a HoD is appointed for Social Sciences and is expected to monitor and moderate work done by six teachers in one grade. The fact that some teachers are not trained to teach History and Geography poses a challenge; some teachers may be specialised in teaching Geography while others have a background of, and the skills to teach, History. It is not always the case that teachers have acquired pre-service knowledge and skills for teaching both History and Geography. Social Sciences teachers may have knowledge and skills to teach only one of the two subjects and this poses a challenge in implementing the Social Sciences curriculum and further complicates the role of the Social Sciences HoDs.

The predicament of HoDs for the intermediate phase is that they are expected to manage all subjects and, at the same time, they are expected to undertake other responsibilities stipulated in the PAM document. The responsibilities of HoDs are increased by their supervision of three grades, Grades 4–6, which means that HoDs are responsible for eighteen subjects in the phase. HoDs who were appointed before the introduction of new subjects, like Technology, Arts and Culture, Social Sciences and Economic and Management Sciences, in the intermediate phase experience challenges in supporting teachers teaching these subjects because they are not competent in all the subjects (Department of Education, 2010).

Some of the challenges that HoDs presently experience emanate from the implementation of changes made in the introduction of Curriculum 2005 where attention is given to teacher orientation, training and support as essential ingredients of curriculum change (The Teacher, March 2000:19). Mestry and Singh, (2007) assert that

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it is crucial for school managers to be up-to-date with the embryonic trends and changes within the education system so that they are able to afford learners maximum learning opportunities. School principals and HoDs were trained with the teachers and they are expected to guide the teachers. Such expectations are often forthcoming without proper training for staff development, despite constant changes in the curriculum.

Despite the fact that the training of HoDs may have been inadequate, they are expected to play an important role in curriculum implementation. HoDs are assigned leadership and management roles in their departments and they are held accountable in setting and advancing departmental strategies to realise schools' strategic goals (Department of Education, 2006). Social Sciences HoDs, like all other HoDs, are expected to ensure that all subject teachers receive the necessary support that motivates them to master subject content as well as to teach and develop different subject skills. Parker and Wilson (2002) maintain that HoDs should have a set of skills that will make them competent and effective in managing their teachers and since Social Sciences has two disciplines, Geography and History, combined into one subject, the required skills include map reading and analysis; working with sources; paragraph and essay writing; research; and oral history projects. Given the complex nature of Social Sciences as a subject area and the possibility of lack of adequate training to teach both subjects, this study explored how HoDs manage the teaching of Social Sciences in the intermediate phase schools. The study identified common challenges and strategies used by some HoDs to manage the presented challenges.

1.3 Rationale

Since starting to teach in1996 and after being promoted to the position of Deputy Chief Education Specialist, the researcher - through interaction with Social Sciences teachers has observed many challenges in managing the teaching of History and Geography. Important reasons for undertaking this study were derived from a variety of the researcher's personal observations, experiences and challenges in the discipline, Social Sciences. Teachers in some schools are specialists in one or other of the two disciplines, History and Geography; it is very rare to find teachers who are specialists in

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both subjects. According to the researcher's experience as a subject specialist, the lack of competency in one of the two subject content makes it challenging for some teachers to strike a balance in teaching them as one discipline; they may be more competent in one subject and less competent in the other. Social Sciences HoDs are responsible for supporting and ensuring effective teaching, learning and assessment in Social Sciences, yet little is known about the experiences of HoDs regarding the management of the teaching of Social Sciences.

As an official of the Department of Education, the researcher has conducted training on the Curriculum and Assessment Policy Statement (CAPS) for Social Sciences intermediate phase teachers and HoDs. The duration of the training for teachers has been between four and five days. The HoDs responsible for the same subjects received special training that was scheduled for one afternoon and the duration was only two hours. The HoDs professional development in the subject was deemed inadequate, given their expected management tasks as outlined in the PAM document. The findings of a study conducted by Auluck (2007) about the changing role of training and development do not agree that one-day training that is usually organized for developing HoDs' knowledge and skills is sufficient. Since HoDs are expected to supervise the work of teachers in their respective departments, they need to be knowledgeable and be experts in their subject areas. This study sought to identify the challenges experienced by Social Sciences HoDs and the strategies that they use to address the identified challenges.

1.4 Research questions

The main research question was: *How do the HoDs for Social Sciences manage and develop their teachers in the intermediate phase?*

To answer the main question, the following questions were asked:

(1) What are the experiences of HoDs for Social Sciences?

(2) How do HoDs manage the teaching of Social Sciences in their departments?

(3) How do HoDs for Social Sciences develop their teachers?

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(4) What are some of the challenges experienced by the HoDs for Social Sciences in managing teachers?

(5) What strategies do HoDs for Social Sciences use to overcome the challenges experienced in managing their teachers?

1.5 Theoretical Framework

The theoretical framework of this study was based on the Turner and Bolam (1998) model of the role played in the leadership and management of subject leaders or HoDs. This model is informed by the Contingency Theory which is one among other long-established theories within organizational studies. The Contingency Theory was pioneered by Fielder in the 1960s and the focus, then, was to determine effective leadership behaviour in different organisations (Seyranian, 2009).This theory was used by Turner and Bolam (1998) and other researchers to explain the role played by subject leaders or HoDs in the leadership and management of their departments. The Contingency Theory suggests that leadership effectiveness is related to the interplay of leader traits or behaviour and situational factors; it is more related to the Situational Leadership Theory because of its potential to link leadership behaviour and its effective outcomes as indicated by Turner (1996). HoDs/subjects leaders, as leaders of departments, are expected to mentor and be role models for their teachers, especially newly appointed and inexperienced teachers. The Contingency Theory was deemed relevant for this study as an analysis of the leadership behaviour of HoDs in influencing the quality of teaching and learning in Social Sciences was being undertaken. The study would also explore the school environment and situations in which HoDs, as leaders, work to determine the leadership style used by the HoDs in managing teaching and learning in Social Sciences.

The more committed leaders are to their work, the more motivated subordinates become in doing their work. This study, therefore, adopted a model proposed by Turner and Bolam (1998) in an attempt to apply the Contingency Theory to analyse the situation or context in which HoDs operate.

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1

Examples:

National, provincial and school targets

National curriculum statements : CAPS documents

Examination and analysis of results

2.

School related factors: Examples

Human and resource material allocation

Size of teaching group

3.

Knowledge , skills and personal chrectaristics of the indivisual subject leader / HoD

Examples:

Age, Qualifications, Current teaching load,

Knowledge of the strengths and weaknessess of the depatmental staff and understanding of the whole context in which the school operates

4.

Subject related factors

Examples: Distincctive features of the subject (Social Sciences - map skills, working with sources etc,

5.

Tasks: Examples

Leading a team of staff; Organising the training and proffesional development of staff; establishing good communication with staff;

Monitoring standards of teaching and learning

Being an effective role model

Leading by example

Be willing to delegate tasks

6.

Departmental factors

Examples:

Size of the department

Involvement of staff

7.

Methods used by HoDs

Examples:

Sharing good practice and planning the curriculum as a section/department

Formal and informal meetings

Organising school based in-service training

Encouraging departmental staff to attend district based workshops and cluster meetings

8.

Educational outcomes

Examples:

Excellent performance of learners in Social Sciences in both history and geography

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Figure 1.1: Turner and Bolam Model

As can be seen from Figure 1.1, above, the model offers 8 components that form a useful basis for understanding how HoDs may improve teaching and learning.

1.5.1 National and local factors

Government plays an important role in ensuring that there is teacher professionalism and quality education for all learners. The first component of the Turner and Bolam model focuses on the expectations of the National and Provincial Department of Education in terms of targets contained in the Action Plan of 2014 which all schools are mandated to meet. HoDs are required to ensure that teachers teach according to the National Curriculum Statement and adhere to policies, like the Curriculum and Assessment Policy Statement (CAPS), the National Protocol on Assessment (NPA) and national policy pertaining to the Programme and Promotional Requirements (NPPPR). Learners are, simultaneously, exposed to school-based assessment and external examinations. National targets are attained by means of teacher commitment; support from School Management Teams (SMTs) and districts; and through parental involvement (Department of Education, 2014). Social Sciences HoDs, like other subject HODs, are expected to provide expertise in subject matter, professional knowledge, understanding and skills that bring about desired results (Turner & Bolam, 1998). Government is responsible for the development of departmental policies, and for holding subject meetings that assist operations within the department.

1.5.2 School factors

In their model Turner and Bolam (1998) suggest that contextual factors may differ from one school to another which may affect the working relationships of HODs and teachers in the different departments. All school policies, such as the School Improvement Plan (SIP), discipline, assessment and the allocation of resources have an influence on the development of department policies. It is the responsibility of Social Science HoDs to ensure that resources, like topographic maps, atlases and wall charts, are correctly

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allocated for successful teaching and learning to take place. The next component of the model focuses on knowledge, skills and personal characteristics of HoDs.

1.5.3 Knowledge, skills and personal characteristics of HoDs

This component of the model shifts the focus from school factors to the HoDs personal characteristics, including age, qualifications, experience in teaching and time spent on school and other department duties. This section is relevant to the researcher's study because it focuses on the professional knowledge and skills of Social Sciences HoDs that have an influence on understanding teachers in the department. Social Science HoDs should have a good understanding of their subject; they should possess characteristics related to quality teaching; and they should be able to determine strategies to improve their teaching as well as learning and learner performance. Turner and Bolam (1998) highlight six categories of professional knowledge that are useful in terms of HoDs managing their departments, namely: knowledge of people (teachers), situational knowledge, knowledge of educational practice, conceptual knowledge, process knowledge and control knowledge. Some of these skills should already be in place and HoDs should only need to strengthened and implement them in their subject.

1.5.4 Subject-related factors

Once HoDs have mastered professional knowledge, they need to develop subject-related skills as they are appointed to manage a phase and might not be specialists in both disciplines of the Social Sciences. According to the findings of Nkabinde (2012), there is some contradiction between the department's programmes for capacity building for HoDs and Educators Labour Relations Council resolutions. However, the subject-related approach to developing HoDs may assist Social Sciences HoDs by ensuring that they attend capacity building workshops in order to develop the different teaching strategies and skills in their subject, especially in sections like map skills and working with sources that are challenging for teachers in the subject.

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1.5.5 Tasks, departmental factors and methods used

Parts of the factors included in components three, five, six and seven are interlinked. HoDs in primary schools experience a heavy workload due to the many subjects in the phase they manage and the number of teachers in that particular phase (Hopkins & James, 2003; Zapeda & Kruskamp, 2007). Turner and Bolam (1998) clearly believe that the key task of the HoDs is attending to administrative duties that involve transmitting information between managers and subordinates rather than focusing on the management of teaching and learning (Kerry, 2005; Feeney, 2006). In primary schools HoDs are expected to manage more than 18 subjects as *per* their post description. There is usually little time for informal meetings which is common when a HoD has 4 to 5 teachers in the department. The responsibilities of HoDs involve instructional supervision to improve learning and to ensure that there is improved learner performance.

1.5.6 Educational outcomes

This component is most important for the education sector because it focuses on the evaluation of teaching and learning in terms of examination results. The department's priority is to ensure that development programmes for teachers and their competency and the allocation of resources improve learner performance (Department of Education, 2014). Every HoD is expected to compile a report based on an analysis of results *per* subject which assists in developing an improvement plan at the beginning of each year. In Mpumalanga Province, learners from Grade 1 to Grade 12 are exposed to externally set quarterly examinations in order to standardise the performance of learners in the province in preparation for their annual assessment. This component of the model is relevant for the study as the analysis of Social Sciences results show that learners are not performing well in map skills and other sections of the subject.

1.6 Research approach, design and methodology

The research approach in this study was qualitative. Qualitative research is an inquiry process in which researchers interpret what they see and analyse their findings in words (Creswell, 2007). A case study design was used as it has the potential to allow the

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researcher to describe relationships that exist in reality in a single bounded system or an organisation, like a class, a school or a community (Cohen, Manion & Morrison, 2007). Case studies involve looking at reality from the participants' points of view (Yin, 2003). Cohen *et al.* (2007) maintain that case studies can delve deeper into a problem and unearth information that is not prone to numerical analysis. They also suggest that a phenomenon should be examined in its real-life context. In this study, the phenomenon to be explored was the lived experiences of Social Sciences HoDs and what they do on a daily basis in terms of managing the teaching and learning of Social Sciences.

A limitation of case studies is that findings cannot be generalized beyond the context of the study. The intention of this study was to obtain a greater knowledge and deeper understanding of the phenomenon concerning how HoDs and their educators work in the Social Sciences Department. Even though the findings cannot be generalised, Maree (2007) compares a case study to a dewdrop in which the world is reflected. In this study it was the researcher's intention to identify unique features and good management and teaching practises which is the case focus of the study (Cohen *et al.*, 2007).

1.6.1 Sampling and participants

Purposeful sampling was used in this study to select the participants. Purposive sampling technique involves selecting information rich participants from a population to collect detailed data on the research topic (McMillan and Schumacher, 2010). The participants in this study were identified from four schools, two in Quintile 1 - no fee paying schools and two from Quintile 5 - fee paying schools (Department of Education, 1996). The selected schools had more than 350 learners. The participants included the HoDs responsible for Social Sciences and the teachers who teach Social Sciences. The criterion used in selecting the HoDs was that they should have at least three years' experience in managing the subject and the selected teachers also had to have more than three years' experience in teaching Social Sciences. Schools from two different quintiles were purposely selected to compare the similarities and differences in the leadership styles of the HoD as well as to compare their resources. A criterion for

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selecting the schools was based on learner performance; high and low performing schools in Social Sciences within one circuit in Mpumalanga Province were included. The circuit manager was involved in identifying the high and low performing schools.

1.6.2 Data collection methods

Data was collected using in-depth semi-structured interviews with Social Science HoDs and teachers. The HoDs were interviewed to uncover their experiences and identify the challenges they faced in managing Social Sciences (Seale *et al.*, 2007; Marshall, 2011). Teachers who were teaching Social Sciences were interviewed to obtain broader information related to the support provided by their HoDs and to the monitoring that takes place in teaching Social Sciences. The interviews comprised open-ended interview questions with follow-up questions, where necessary, for greater clarity and depth. The potential value of interviews is that they help the researcher to know how people understand their world and their lives (Kvale & Brickmann 2009). Using interviews to collect data enabled the researcher to obtain rich descriptive data that was analysed to generate knowledge of the reality of managing the teaching of Social Sciences. The researcher was aware that a challenge that may be experienced in using interviews to collect data collection was that participants may not be prepared to share their true feelings - either because they wanted to hide some truth about their experiences or because they felt uncomfortable talking about them. To overcome this weakness, the researcher also analysed documents to provide additional data for purposes of triangulation.

Document analysis was undertaken to complement and verify the interview data. Patton (2002) describes document analysis as a social research method that involves a great deal of reading in order to find and interpret different patterns of data. Document analysis involves the use of written texts as sources of data which are rich in information (Creswell, 2009). Documents serve as records of activities that the researcher could not have observed directly and they also suggest answers to questions that were asked during the interview. According to Yin (2009), document analysis as a data collection method is effective in verifying and corroborating evidence collected through interviews, observation and other methods (Punch, 2009). Silverman (2010) recommends that

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document analysis should be done as an on-going process and a researcher should not wait until the end of the data collection process to start the analysis.

1.6.3 Analysing data

Data analysis in a qualitative research involves transcribing data; coding, organising and combining the codes into themes; and categorising and providing an explanation of what the researcher has collected (Cohen *et al.*, 2007). The collection and analysis of data in a case study can be simultaneously as an on-going and interactive process (Hartley, 2004). In terms of analysing data, a researcher is expected to describe and categorize data during the processes of transcribing and coding it as well as organising and combine codes into themes. All data obtained from face-to-face interviews were tape-recorded and transcribed *verbatim*. To enhance accuracy in the transcription of the interviews, the researcher read and re-read the interview transcripts while listening to the recorded interviews before coding and classifying the data. All the data that belonged together was colour-coded and clustered in one category. Documents, such as minutes of meetings and moderation reports, were coded and categorized and the themes were cross-checked with the data from the interviews.

1.7 Ethical considerations

Before starting with the fieldwork, the researcher obtained permission from Mpumalanga Department of Education and ethical clearance from the Ethical Committee of University of Pretoria to undertake the study. The schools that were selected for the study were informed in a letter from the Provincial Head of Department that the researcher had been granted permission to conduct the research. There would be no penalty or victimization of HoDs or teachers who were not willing to participate in the study as participation was voluntary. The researcher was aware of her responsibility to protect the participants who were involved in the study from harm during data collection; the physical and psychological safety of the participants was guaranteed. Details of ethical considerations in this study are discussed in Chapter 3.

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1.8 Significance of research

HoDs, subject advisors and teachers of Social Sciences may benefit from the findings of this research in terms of the insights provided of the experiences of the participants. The research study may have revealed some new challenges that stakeholders face in managing Social Sciences as well as gaps that may exist in the teaching of History and Geography in schools. The findings of this study may inform the development of Social Sciences policy and guidelines for HoDs. The findings of this study could make a positive contribution to career development programmes that can be used to train HoDs on how to manage the teaching of the subject.

1.9 Summary of the chapter

In this chapter, the background and the rationale for the study were presented. The problem statement, research questions, theoretical framework and methodology were discussed. The ethical considerations and the potential contributions of this study were also briefly mentioned. The next chapter, Chapter 2, is a review of the available literature which is related to the research topic.

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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The previous chapter gave the background to, and an overview of, the study. This chapter focus on literature review. Literature review is an evaluative report of studies, it describe, summarize, evaluate and clarify the literature (Boote & Beile, 2005). The chapter explores the International and South African literature on managing the teaching of Social Sciences. The South African situation is compared with that of Swaziland. The literature review is related to instructional leadership and the roles and responsibilities of HoDs, including their management role. As middle managers/supervisors, HoDs lead and manage teaching and learning by means of their instructional leadership and planning as well as by organising and coordinating teachers in their departments in their school (Van Deventer & Kruger, 2008). These management tasks, the Social Science curriculum and the challenges experienced by HoDs are discussed as part of the literature review. The literature review also provides the theoretical context and intellectual justification for the research topic.

2.2 Roles and responsibilities of HoDs

HoDs are regarded as subject heads in schools; they are also subject teachers in their respective subjects. Part of their key responsibilities is to provide guidance and direction to all the teachers in their department (Leithwood, Harris & Hopkins, 2008). According to Mahlobogoane (2013), teachers rely on their HoDs to give direction on how to operate in their departments. All institutions are expected to develop their vision and mission and the same applies to HoDs who are expected to develop a vision for their subject. A vision needs to communicate the essence of the subject to the teachers in order for them to understand and own it.

The studies by researchers, such as Zepeda and Kruskamp (2007) and Kerry (2005), on the roles and responsibilities of HoDs indicate that some HoDs experience role conflict and ambiguity with regard to instructional supervision. The findings of these

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studies, conducted in the United States (US) and the United Kingdom (UK), suggest that although HoDs are not given specific guidelines or procedures for instructional supervision, they are held accountable for the performance of their teachers and learners. Kerry (2005) and Fenney (2009) are of the opinion that departmental leaders are assigned administrative duties that involve transmitting information between managers and subordinates instead of focusing on the management of teaching and learning. Non-instructional responsibilities overburden already overloaded HoDs and do not, necessarily, contribute to effective teaching, learning and improved learner performance (Potgieter *et al.,* 2011). In their study Potgieter *et al.,* (2011) maintain that the administrative roles of HoDs consist of a large amount of paper work, such as managing examination, tests and practicals as well as the admission of learners, among others. Some of these responsibilities are department-based while others are general school administration tasks.

HoDs play multiple roles which involve creating and designing a professional learning environment, interacting with teachers and developing them, giving expertise advice and guidance and encouraging active interaction (Goos, 2004; Wood, 2001). They are expected to create a culture and norms that support teacher interaction and the effective use of resources; identify strengths and weaknesses of the teachers; and provide continuous support to teachers in completing tasks and being involved in activities (Goos, 2004; Wood, 2001). The roles and responsibilities of HoDs are discussed with specific reference to the South African and Swaziland contexts.

2.2.1 Roles and responsibilities of HoDs in South Africa.

The Employment of Educators Act, No. 64 of 1998 guides the employment of all teachers in South Africa. HoD roles and responsibilities in South African schools - as stipulated in the Personnel Administrative Measure (Department of Education, 1999) - include duties, such as administration, teaching, supervising personnel, extra- and co-curricular activities and communication with colleagues. According to the Department of Education (2000), their core function is being in charge of a phase or a subject. HoDs are expected to teach and coordinate activities in their departments; develop teacher competency in subject content, teaching methods and techniques; evaluate teachers;

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provide teachers with teaching resources; and manage changes in the curriculum. It is also their responsibility to cooperate with colleagues and teachers in maintaining good teaching standards and learner progress. In addition to administrative duties within their departments, HoDs appraise teachers on a regular basis to identify their developmental needs and review professional practice to improve teaching and learning.

2.2.2 Roles and responsibilities of HoDs in Swaziland

The roles and responsibilities of HoDs differ from country to country. In Swaziland head teachers are regarded as instructional leaders, organizational and personnel managers and accounting officers in their institutions (Swaziland Education, Policy Sector, 2011). The Education Department of Swaziland ensures that head teachers, deputy head teachers and heads of department are afforded continuous support and training in managerial skills in order to improve the quality of education as well as curriculum delivery in its schools (Swaziland Education, Policy Sector, 2011). The Swaziland Education Department encourages teamwork amongst all stakeholders in education through shared involvement and partnerships which encourages sustainable professionals; it also promotes growth by conducting school-based zone and regional workshops which reflect teachers' needs. The Swaziland Department of Education has developed and maintains an effective data base to ensure that there is a permanent and traceable record of all teachers and head teachers who have undergone training in any fixed programme. The intention of the Swaziland Ministry of Education is to increase involvement and ensure that all children have access to education, irrespective of their socio-economic status. This is supported by a continuous provision of free textbooks to all schools which is also the case in South Africa.

2.3 Instructional leadership

The role of HoDs as instructional leaders includes supervising, giving guidance, providing leadership to teachers, necessary resources and a favourable environment in order to improve teaching, learning and learner performance (Van Deventer & Kruger, 2008). The responsibilities and duties of the HoDs as instructional leaders include managing and creating opportunities for improved teaching and learning. HoDs are not

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only concerned with teaching and learning; they are also expected to focus on the professional welfare of their teachers by mentoring, coaching and developing them (Bush, 2007). They are required to immerse themselves in curriculum implementation, instruction and assessment in order to supervise and continuously improve learner performance (Zepeda & Kruskamp, 2007; Klar, 2012). By means of their instructional leadership skills HoDs ensure that there is curriculum implementation and communication with parents and guardians concerning learner academic achievement on regular basis.

According to Marianne, Michael and Middlewood (2003), in South Africa middle managers experience conflict in reconciling the demands of their departments with those of their schools. In a study, conducted in Gauteng, Ali and Botha (2005) maintain that HoDs perform multiple roles that involve class teaching, supervising and developing teachers in terms of subject knowledge and pedagogical skills. It seems that HoDs spend most of their time on other duties that has a negative impact on their core responsibilities, such as staff appraisal and teachers' development needs (Hopkins & James, 2003). Due to their multiple responsibilities, time management is a challenge that has a negative influence on the instructional role of HoDs; some HoDs find it difficult to monitor the work of teachers in their department due to heavy demands on their time. The inability to monitor teacher's work as part of HoDs' instructional leadership role may negatively impact on the overall performance of the school (Mercer & Ri, 2006; Feeney, 2006).

2.4 Management role of HoDs

Management in the education context is defined as a process by which educational leaders manage teaching and learning in schools (Van Deventer & Kruger, 2008). HoDs are responsible for management tasks that enable effective teaching and learning and enhance communication and teamwork, like planning and leading, organising, coordinating and developing teachers, within their departments. Key elements of management include principles, such as planning, organising, leading and coordinating.

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2.4.1 Planning

The most important management task in a school is planning because it provides purpose and direction; it is regarded as a process of responding to questions, like what?, when?, where?, who? and how? (Van Deventer & Kruger, 2008). Van Deventer & Kruger (2008) maintains that planning is a deliberate activity whereby school leaders/HoDs develop a year plan that interrelates with teachers' daily, weekly and term plans. Social Sciences HoDs are expected to ensure that all teachers teach the content of the subject and complete set tasks within the academic year and follow daily plans that they have prepared which may include the use of correct and effective instructional methods for teaching and learning. HoDs facilitate collaboration between teachers who work together in groups (Mahlobogoane, 2013). Once teachers have mastered working in teams, collaborative work is realised through the shared planning of activities where same-grade teachers develop team lesson plans, critique them and present the lessons to one another. This process promotes a shared understanding of effective teaching and learning within the department (Mahlobogoane, 2013).

Planning, as a management task, cannot guarantee the achievement of goals if there are no properly organised structures, effective leadership and controlled and coordinated teaching and learning activities in the school.

2.4.2 Organising

Organising is defined as a process of establishing a structure that will facilitate the effective teamwork of teachers in schools in order to achieve set goals (Van Deventer & Kruger, 2008). Organising can also mean making the best use of available and required resources to enable the successful implementation of plans. HoDs cannot achieve set outcomes in their various departments without mastering management tasks that include organising, delegating and coordinating. In the process of organising teaching and learning activities, managers clarify the responsibilities of others; hold them accountable; use open channels of communication; distribute resources; systematically group people who can work together; and coordinate school activities (Van der Westhuizen, 1997). Social Science HoDs organise subject meetings; pay class visits;

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and ensure that teachers are informed about the nature and scope of the work to be covered during the year.

2.4.3 Leading

Joubert and Prinsloo (2009) define leading as an act of motivating and directing subordinates to accomplish organisational goals. According to a study undertaken in China by Mercer and Ri (2005), the key responsibilities of HoDs are managing teaching and learning and curriculum implementation. However, leading people is about establishing relationships; encouraging teachers and being involved in their professional development as well as quality control of pedagogy, managing resources and being accountable for teaching and learning in the school. In South Africa Marianne *et al.* (2003) agree with Mercer and Ri (2005) that middle managers/HoDs should promote and manage planning, class control and the appropriate use of resources. All management tasks cannot be performed unless there are people (managers/HoDs) who are leading the process and those (subordinates/teachers) who are managed (Van Deventer & Kruger, 2008). Training in leadership and management is important for HoDs to do their job effectively (Nkabinde, 2012).

2.4.4 Coordinating

According to Van Deventer and Kruger (2008), coordinating starts with as a systematic approach in planning. It also requires unity, competent staff, mutual confidence and positive team spirit and high morale. The main purpose of coordinating is to ensure that planned activities are realised. Van Deventer and Kruger (2008) suggests that coordinating is successful if HoDs develop and increase the capacity of teachers in their departments in terms of attitude, positive team spirit and confidence and if they encourage cooperation in implementing the curriculum. Challenges may arise in coordinating teachers because departments contain people with different attitudes and varying interpersonal relationship skills. The coordination of teachers in schools by School Management Teams (SMTs) takes different forms: the management of subject meetings and informal staff meetings as well as departmental or subject meetings (Van Deventer & Kruger, 2008). HoDs coordinate the holding of regular subject meetings at

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least once a month, according to the dates scheduled in the departmental year plan. Social Sciences HoDs ensure that their teachers work according to the annual teaching plan and they discuss problems that arise during the teaching process. Poor coordination of responsibilities by managers in schools may result in work overload and have a negative effect on the roles and responsibilities of HoDs (Hopkins & James, 2003; Kerry, 2005). The heavy workload of HoDs limits the time that could be spent in instructing, supervising and instructing teachers (Zepeda & Kruskamp, 2007; Klar, 2012).

2.5 Social Sciences curriculum

In South Africa the Social Sciences curriculum aims to provide opportunities for learners to look at their own world with critical eyes and to introduce them to a world beyond their own reality (Department of Education, 2011). The Social Sciences curriculum combines History and Geography but these disciplines are taught separately. The curriculum outlines the content knowledge, skills and concepts of the two disciplines. There are separate specific aims for each discipline; for example, the aim of History is to create an interest in, and enjoyment of, studying the past while Geography aims to develop learners' curiosity about the world in which they live (Department of Education, 2011). Despite the specific aims of History and Geography, it has been reported that teachers tend to set learner activities that do not promote critical thinking but rather encourage rote learning of names, dates in history and places on a map in Geography (Russell & Waters, 2010). Russell and Waters (2010) also point out that, time and again, teachers neglect the use of a variety of available techniques and methods for instruction.

The Social Studies curriculum in Swaziland is adapted from that of Singapore and aims at the educational growth of learners as informed, concerned and participative citizens. The Social Studies curriculum in Botswana ensures that teachers in primary schools are conversant in teaching children global education and that they are taken onboard with regards to the development of mega trends in the subject (Mhlauli, 2013). There is a link between South African primary Education system and Swaziland's. What is common between the two is the school syllabus that is described in terms of knowledge, skill and value outcomes (Swaziland Education and Training, 2011); it is organised in three

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broad clusters: Discovery - self and immediate environment; Understanding Swaziland - past and present; and Appreciating the world and region we live in. The teaching strategies include learning the meaning of concepts, inquiry and the exploration of different topics. There is also link in terms of the division in terms phases.

The assessment of Social Sciences involves analyzing and interpreting information that teachers, parents and other stakeholders use in making decisions about the progress of learners (Department of Education, 2011). Assessment is one of the key instruments used to evaluate teaching and learning that takes place in the subject and to monitor the progress of the learners in schools. It is the purposeful, systematic and ongoing process of collecting information as evidence for the purpose of making informed decisions to improve learning (Department of Education, 2007). Assessment occurs in different forms: informally and formally. Informal assessment is regarded as daily assessment which can be accomplished by means of observation and interaction with learners to monitor progress and to provide feedback. Formal assessment is regarded as a more structured and systematic way of assessing learner progress in a particular grade and subject.

Social Studies in Swaziland is a non-examinable subject in primary schools whereas in South Africa it is an examinable subject in the primary school. The two disciplines, Geography and History, are assessed separately and although the marks for each discipline are recorded separately, they are reported as one subject, Social Sciences, on school reports (Department of Education, 2012).

2.6 Structure of the school system

The South African education system is governed nationally by two departments, the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). The DBE is responsible for primary and secondary schools and deals with public, private/independent schools and early childhood development centres. The DHET is responsible for tertiary education and vocational training at Further Education and Training colleges (FET) and Adult Education and Training (AET) and Higher Education Institutions (HEI). As stipulated in the Bill of Rights of South Africa's

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Constitution, the state has an obligation to ensure that every South African has access to education. South Africa is one of the countries with the highest rates of public investment in education in the world.

General and Education Training (GET) is sub-divided into three phases: the Foundation Phase (Grades 1 to 3), the Intermediate Phase (Grades 4 to 6) and the Senior Phase (Grades 7 to 9). In South Africa learners start school in Grade R at the age of 6 and normally progress through to Grade 12 by the age of 18. According to the South African Schools Act of 1996, education is compulsory for all learners up to the age of 14 years.

The structure of the school system in Swaziland does not allow for free education for the majority of learners in the country. The Swaziland education system consists of three parts: primary, secondary and tertiary education. Primary education has seven levels, the first two are Grades 1 and 2 and the next five years are Standards 1 to 5 (Swaziland Education and Training, 2011). During their primary education, children in Swaziland schools are taught the following subjects: English, siSwati, Mathematics, Science and Social Sciences. In Nigeria Social Studies is offered in the primary and junior secondary schools but not at senior secondary school level (Awhen, Edinyen & Ipuole, 2014). According to the National philosophy of Nigerian education, Social Studies is regarded as a unique area of discipline that is committed to transmitting and forming the values of citizens of its great nation (Awhen, Edinyen & Ipuole, 2014).

In Botswana the Department of Education establishes School Committees - where they do not exist - and trains them to support the creation and implementation of schools as Centre's of Care and Support as well as to develop and manage plans. The education system, especially at the primary level, lacks properly formulated, executed and coordinated systems of continuous assessment, remediation and enrichment programmes that would minimize inefficiency in the education system. This means that pupils are unlikely to overcome difficulties with their work before they reach the point of a major examination.

According to Koh, Gurr, Drysdale and Ang (2011), middle managers are a link between school leaders and teachers; they act as a channel of communication by cascading

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information between principals and teachers which is done formally in department meetings and informally in discussions with teachers. Department policies are formally discussed at these meetings.

2.7 Challenges experienced by HoDs

There are challenges in the South African school system related to the expected roles and responsibilities of HoDs; for example, a HoD who is appointed in a primary school is expected to monitor and moderate work done by 6 teachers in one grade. In some schools there are multiple grades, such as Grades 4 to 6, in a phase which means that one HoD could be responsible for 18 subjects or more. HoDs who were appointed before the introduction of new subjects, like Technology, Arts and Culture, Social Sciences and Economic and Management Sciences, in the intermediate phase experience challenges in supporting their teachers because they are not competent in those subjects (Department of Education, 2011). It is important, therefore, that SMTs consider and institute plans on how the different subjects are to be managed.

The post structure in South African schools allows for three HoDs in primary schools: one HoD for each phase, i.e., the foundation, intermediate and senior phase. Since the focus of the study is on the intermediate phase, it is important to highlight that six subjects are taught in Grade 4; multiplied by three grades (Grades 4 to 6) in the phase means that one HoD is expected to manage a total of up to eighteen subjects. The HoD could be a language or Natural Sciences teacher with no background knowledge of History or Geography and the other subjects in the intermediate phase. A major challenge for HoDs, therefore, is managing many teachers and subjects with little or no expertise in the majority of the subjects.

In notional time Social Sciences is allocated three hour *per* week instructional time. When schools draft their instructional timetables, they are expected to allocate three hours for Social Sciences which should be divided equally into one and half hours for History and one and a half hours for Geography *per* week (Department of Education, 2006). It is important that HoDs responsible for Social Sciences have the expertise in the subject that enable them to understand what they should expect from the teachers

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in terms of content and how much should be covered *per* discipline, *per* term and *per* grade (Hopkins & James, 2003).

2.8 Summary of the chapter

This chapter presented a review of the relevant available literature related to the roles and responsibilities of Social Sciences HoDs and the challenges they experience in managing the teaching of the subject. The next chapter, Chapter 3, explains the research approach, design and methodology used in this study.

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CHAPTER 3

RESEARCH APPROACH, DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter focused on a literature review to provide the theoretical context for the study. The international and national literature on the roles and functions of HoDs were presented, discussed and related to the focus of the study. This chapter presents a detailed description and justification of the research paradigm, research design and approach, data collection and analysis procedures that were used to answer the research questions as well as a discussion of the strengths and weakness of the methods used to collect data. Ethical issues and the strategies used to ensure credibility and trustworthiness of this research are also given.

3.2 Research paradigm

A paradigm is essentially a worldview, a whole framework of beliefs, values, methods and agreements that are shared between scientists about their understanding of different research approaches (Joubish, Khurram, Ahmed, Fatima & Haider, 2011). The philosophical paradigm in which researchers position themselves may be described in terms of ontological, epistemological and methodological stance. Denzin and Lincoln (2003) define ontology as ways of constructing reality: “how things really are”; “how things really work”; and “what constitutes reality and how can we understand existence?” In this study the researcher believes that the reality of how Social Sciences HoDs work with the teachers in schools and how the management of Social Sciences works can be understood from the lived experiences of those who participated in the study. Since participants may talk about different experiences and in terms of their school context, there is the possibility of multiple realities of the phenomenon.

The second aspect of the philosophical paradigm is epistemology which is defined as “the different forms of knowledge of reality”; questions are asked about what constitutes valid knowledge and how we can obtain it, what the nature of the relationship that exists between the inquirer and the inquired is and how do we know? (Denzin & Lincoln,

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2003). For the purpose of this study, knowledge about how Social Sciences HoDs work with the teachers at school level could be constructed by the participants and the researcher in the data collection and analysis processes.

The methodological paradigm for this study was interpretive in nature. An interpretive paradigm is a lens through which the researcher scrutinizes a natural phenomenon (Cohen, Manion & Morrison, 2007). The researcher believes in multiple realities and, therefore, tried to understand the lived experiences of the study's participants from the subjective meaning that they attached to it (Wahyuni, 2012). In doing this research, the researcher tried to make sense of the meanings of the participants' world by talking to them in the interviews and analysing documents in which their activities were recorded (Johnson & Christensen, 2012; Denzin & Lincoln, 2003; Creswell, 2007). This approach required an understanding of the world in which the participants live and work as people who normally develop a diverse and wide range of subjective meanings of their own experiences (Creswell 2007). The researcher felt that she should be able to gain an insight into how Social Sciences HoDs manage the teaching of the subject in their schools through the experiences of the participants.

3.3 Research approach

The research approach in this study was qualitative. Qualitative research is regarded as an investigation process in which researchers collect, analyse and interpret data which occurs in a natural setting and they present their findings in words in the form of a report (Creswell, 2007; Merriam, 2009). McMillan and Schumacher (2010) maintain that this approach allows the participants to share their experiences in their own setting. A qualitative approach was used in this study because the researcher wanted to understand the meaning that was constructed by the participants; the approach was suitable for this study because the purpose of the study was to explore how Social Sciences HoDs manage the teaching of Social Sciences in the intermediate phase.

A weakness in using the qualitative research approach is that knowledge cannot be generalised to other people and other settings (Merriam, 2008). Qualitative research is also time-consuming when collecting and analysing data, especially if in-depth

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interviews are used as part of data collection process. A further weakness of qualitative research is that the personal bias of the researcher can easily influence the results of the study. However, in this study the researcher involved her peers to review the analysed data and the research findings to ensure objectivity. The researcher's supervisor was also involved in checking the quality of the data and the findings. The strength of a qualitative approach is that it is suitable for a researcher who intends undertaking an in-depth study of a small group of people (MacMillan & Schumacher, 2010). By means of this approach, the researcher is able to provide an understanding and description of participants' personal experiences. The data is usually collected in a naturalistic setting.

Since this study was conducted with a small group of Social Sciences HoDs and teachers, the knowledge produced and the research findings may be unique to the relatively few people included in this study. The researcher does not claim that the findings of this study are representative of the reality of a larger population but only drew conclusions and made recommendations from the data collected from the schools involved in this study (Cohen *et al.,* 2007).

3.4 Research design

A research design is a plan which uses primary philosophical assumptions to specify the selection of participants, data collection techniques and how data is to be analysed (Cohen *et al.,* 2007). In this study, a case study design was used. It was deemed appropriate because of its potential to enable the researcher to describe the relationships that exist in reality in a single bounded system or an organisation, like a classroom, school or community (Cohen, Manion & Morrison, 2007). Case studies emanate from looking at realities from the participants' points of view (Yin, 2003). Cohen *et al.* (2007) are of the opinion that case studies can probe a problem more deeply and unearth situations that are not prone to numerical analysis; they can also cite causes and effects rather than generalising in a statistical way. According to Cohen *et al.* (2007), there is a need to look at a phenomenon in a real-life context. In this study the case study design involved participants from different schools and data was collected using interviews and document analysis.

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The advantage of a case study design is that it enables the researcher to obtain a fuller knowledge and understanding of the phenomenon by means of in-depth research of a case (Yin, 2003, Merriam, 2008). In case studies multiple sources and techniques for collecting data may be used to enable the researcher to determine what evidence and techniques answer the research questions (Merriam, 2008). The disadvantage of the case study design is that the outcomes of the study cannot be generalised to the entire population (Yin, 2003, Merriam, 2008). Although the findings of this study cannot be generalised, it intended to identify unique features as well as good management and teaching practises by exploring the experiences of the participants (Cohen *et al.*, 2007). As case study design recognises the capacity of human beings to construct and interpret their social world (MacMillan & Schumacher, 2010), the method was suitable for this study because the researcher wanted to investigate how Social Sciences HoDs manage the teaching of the subject in primary schools (MacMillan & Schumacher, 2010).

3.5 Sampling, site and participants

Purposeful sampling which involves selecting information rich participants from a population to provide detailed data on a research topic was used to select participants for this study (McMillan & Schumacher, 2010). The participants were HoDs responsible for Social Sciences with at least three years' experience in managing the subject and teachers who had three or more years' experience teaching the subject. A combination of schools from different quintiles helped in cross-checking similarities and differences in the management of Social Sciences in the two categories of schools.

The participants were drawn from four primary schools that are located in one circuit in Mpumalanga Province. The circuit manager assisted the researcher in identifying 4 schools from the 20 primary schools in the circuit. The criteria for selecting the four schools were based on their performance in the Annual Assessment (ANA) results of 2014. Participants selected for the study were from the four schools, two from Quintile 1(no fee-paying) schools and two from Quintile 5 (fee-paying) schools (SASA); each school had more than 350 learners. The post structure of Quintile 1 schools allows for three HoDs who are responsible the foundation, intermediate and senior phases. These

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HoDs are expected to manage all subjects in their phase. Quintile 5 schools are permitted to appoint additional teachers who are paid by the School Governing Body which gives them the opportunity to appoint additional HoDs and subject heads in the same department; Quintile 1 schools do not have the resources to hire additional teachers to act as subject heads.

3.6 Data collection

Data collection for this study was done by means of semi-structured interviews and document analysis.

3.6.1 Semi-structured interviews

Data was collected using in-depth semi-structured interviews with the Social Sciences HoDs and teachers. Interviews were conducted with the selected HoDs to discover their encounters, experiences and challenges in managing Social Sciences (Seale *et al.,* 2007; Marshall, 2011). Teachers who teach Social Sciences were also interviewed to obtain broader data concerning the support given by HoDs and monitoring that takes place in teaching Social Sciences. Interviews are regarded as a central method of collecting data in qualitative research. The interviews comprised open-ended questions with follow-up questions, where necessary, for greater clarity and depth. The interviews were recorded and the researcher took field-notes. The tape-recorder promoted interaction between the interviewer and interviewee and all the recorded information was used for reflection at a later stage in data collection process (Marshall, 2011). Seale *et al.* (2007) believe that although a tape-recorder is useful during interviews, it may disturb some participants by increasing their levels of nervousness.

Seale *et al.* (2007) describe an interview as a space or “construction site of knowledge” where those who are involved reach a level of understanding by talking to each other. Interviews are used in research where there is great interest in the interviewees’ points of view and experiences (Seale *et al*, 2007; Jarvis, 2008). The potential value of the interview is that it helps the researcher to know how people understand their world and their lives (Kvale, 2009). By conducting interviews, the researcher in this study was able to gather rich descriptive data that helped to provide an understanding of the

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participants' construction of knowledge and reality regarding the management of teaching Social Sciences.

The researcher was aware that when interviewing the participants they may not want to respond truthfully, possibly because they wanted to hide some truth about their experiences or the phenomenon (Kvale, 2009). It could happen that they would give conflicting responses of their experiences of the phenomenon being studied. To overcome this weakness, the researcher collected additional data from the document analysis to compliment and verify the interview data.

3.6.2 Document analysis

Another method of data collection used in this study was document analysis where written texts were used as rich sources of information (Patton, 2002; Creswell 2008). Document analysis is described as a social research method that involves a great deal of reading in order to find and interpret different patterns of data from documents (Bowen, 2009). According to Yin (2009) and Punch (2009), document analysis, as a data collection method, is effective in verifying and corroborating evidence collected by means of interviews, observation and other methods. Silverman (2010) recommends that document analysis should be an on-going process rather than waiting until the end of data collection to start the analysis.

An advantage of document analysis is that researchers can access inaccessible information at a relatively low cost. It is possible for a researcher to deal with a larger sample size of documents, some of which are of good quality and very detailed. Another advantage of document analysis is that a researcher has an opportunity to eliminate some documents. The disadvantages of document analysis are that it is considered to be too subjective, time consuming and highly dependent on the role of the researcher.

In this study documents analysis was undertaken to gain further insight into the recorded lived experiences of the participants. Documents, such as management files, departmental / implementation plans, minutes of meetings and reports compiled during support visits from subject advisors and other departmental officials monitoring and moderating programmes, were analysed to acquire more data on how HODs develop their

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teachers. Policy documents, such as the Personnel Administrative Measure (PAM) and Social Sciences' CAPS, NPA, NPPPR documents, were also examined. The documents were requested and consent was obtained from the principal to use the documents as part of data in this study.

3.7 Data analysis

Data analysis is a qualitative research tool that involves transcribing data and coding, organising, categorising and combining it into categories and themes to explain the experiences of the participants and answer the research questions (Cohen *et al.*, 2007). Since this was a case study, the collected data is presented in a descriptive chronological narrative form in relation to the research questions (Cohen *et al.*, 2007). All the data obtained in the face-to-face interviews was tape-recorded and transcribed *verbatim*. The recorded interviews were listened to repeatedly and the transcriptions were read and re-read before coding was started. Data coding and classification involved breaking down the data into sections and organising it according to themes. All data that belonged together was colour-coded and clustered into categories. Documents, like training/workshops manuals, teacher's files, minutes of meetings and moderation reports, were also coded and categorized and the themes were cross-checked with the data from the interviews.

3.8 Credibility and trustworthiness of the study

According to Cohen *et al.* (2007), in qualitative research the credibility of a study is ensured by means of the scope, depth and richness of the data; the triangulation of data sources as well as the honesty and objectivity of the researcher while its trustworthiness relies on the neutrality, conformability, dependability, consistency, applicability and transferability of the research.

Triangulation is the use of more than one approach by qualitative researchers to establish and check the credibility of their studies (Maree, 2007; Maxwell, 2005). Guion, Diehl and McDonald (2011) suggest the following four different types of triangulation:

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- **Data triangulation** which indicates the different sources of data, such as school visit and support reports;
- **Investigator triangulation** where a systemic comparison of different researchers' influences on the issues or results of the research is made;
- **Theory triangulation** which involves approaching data with multiple perspectives and hypotheses; and
- **Methodological triangulation** that involves using various approaches.

In this study the researcher focused on data triangulation in terms of interview data from different participants and document analysis as an additional source of data to ensure credibility; document analysis was used to corroborate information gathered from the participants during the interviews. The credibility and trustworthiness of the study was confirmed by the quality of the participants' responses. In the process of data collection the researcher kept a record of the interview schedule used for reference purposes. She used an audio tape-recorder during the interviews to ensure accuracy in capturing the data and to avoid selective data capturing (Creswell, 2008). An audit trail of all decisions made during the process of data collection and data analysis is given in the annexures to the dissertation. Data was collected from Social Sciences HoDs and teachers and after analysis the findings were cross-checked for consistency and contradiction.

Member-checking, which provided evidence of authenticity and credibility of data, was done by participants verifying the accuracy of the interview transcripts (Denscombe, 2007). Yin (2003) emphasises the importance of retaining records of conversations to check their veracity with participants. A record of the member-checking dates was kept; comments from the participants and how they were used to enhance the credibility of the study are available as recorded evidence to confirm that member-checking was done. There is also an audit trail of the analysis of the transcripts as well as peer review comments that ensured objectivity and reduced researcher bias.

A strategy used to increase the credibility of the data was prolonged engagement with the participants in the field. Prolonged engagement refers to the extended time that a researcher spends with participants in their native environment and everyday world to

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reach a better understanding of their behaviour, their values and their relationships in a social context in which they operate (Creswell, 2008). Prolong fieldwork results in researchers being immersed in the culture of participants and relationships are established between researchers and the communities in which the research participants live. The notion of prolonged engagement is most associated with traditional anthropology studies; it allows the research study to go farther in the investigation of certain phenomena that cannot be adequately explored in short-term study designs.

3.9 Ethical considerations

Ethical considerations include voluntary participation; informed consent; and privacy, confidentiality and anonymity.

3.9.1 Voluntary participation

It is a researcher's responsibility to ensure that participants understand that their participation in the research is voluntary; they can decide not to participate in the study (Creswell, 2013). In terms of the principle of voluntary participation, people are not forced or deceived into participating in a research project (Polonsky, 2004). Participants in this study were not forced to participate against their will. As an official of the Department of the Education the researcher was careful not to coerce the participants who would be involved in the study (Polonsky, 2004). To avoid having a 'captive audience' in this study, the researcher chose to undertake the study in a different circuit from the one where she works as a subject specialist. She explained to the participants that her role was that of researcher and not subject specialist and she assured the participants that data collected would be used for research purposes only and the information obtained would not victimize the participants in any way.

3.9.2 Informed consent

The participants were fully informed about the aim of the study, data collection procedures and their right to withdraw from the study at any time without penalty (BERA, 2004). The researcher provided the participants with all information pertaining to

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the research so that they fully understood what the research was about before participating in it. A letter of informed consent containing details, and the purpose, of the study; the research questions; and the significance of the study was given to the participants to read and sign. The researcher requested permission to conduct research in the schools from the Provincial Head of Department who issued a permission letter. All the schools involved in this study were informed by a letter from the Provincial Head of Department that permission had been granted to the researcher to conduct the study. There was no penalty or victimization of HoDs or teachers who were not willing to participate in the study since participation in the study was voluntary.

3.9.3 Privacy, confidentiality and anonymity

Every individual has a right to privacy and although participants may give consent to be involved in a research, their right to privacy prevents the researcher from betraying this right in the process. In order to protect the participants' right to privacy, the researcher concealed all information that might disclose, expose or jeopardise HoDs and their positions and status at work. Interviews were done in private and at a venue where it was convenient for the participants to talk freely. Disclosure of the participants' confidential information may be referred to as betrayal (Cohen *et al.,* 2007).

In this research participants were not betrayed in any way. The researcher submitted copies of the data analysis scripts to the participants to check for accuracy (Cohen *et al*, 2007). Seale *et al.* (2007) agree with Marshall and Rossman (2011) that some interviewees may prefer to remain anonymous and that some may worry that the interviewer might misuse the information that they provide. In this study the researcher involved HoDs and teachers of Social Sciences and reassured them that their names of the names of their schools would remain anonymous; pseudonyms in the form of letters of the alphabet and numbers would be used instead of the real names of the participants and their schools.

3.10 Summary of the chapter

This chapter focused on the research approach, design and methodology used for the study. The research method used was justified and the advantages and limitations of

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the data collection method were given, the next chapter reports the research findings; the researcher presents a narrative report of the findings with direct quotations from the participants to support the themes and sub-themes.

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CHAPTER 4

RESEARCH FINDINGS AND ANALYSIS

4. 1 Introduction

In the previous chapter there was a focused discussion of the research methodology. This chapter presents the data gathered during the semi-structured interviews with chosen participants from four selected schools in the Bohlabela District in Mpumalanga Province. The researcher interviewed four Social Science HoDs and four Social Science teachers. The responses from the interviews were analysed and triangulated with the analysis of documents from the schools. The data is presented and discussed in terms of the aims of the study and the research questions. The relevant available literature revealed a gap in the training of middle managers/HoDs in leadership and management skill in schools. The aim of this study was to explore the experiences of the HoDs for Social Sciences in managing the teaching of the subject; how they develop their teachers' competency and skills; the challenges they experience; and the strategies they use to overcome these challenges.

4.2. Biographical information

The following table, Table 4.1, contains the biographical information of participant HoDs, including gender, grade responsibility, experience and the subjects they teach. Similar information is given for participant teachers in Table 4.2 that follows.

Table 4.1: Biographical Information of Participant HoDs

Participant	Gender	Grades Responsible for	Experience - duration and teaching subjects
HoD 1	Female	4,5 & 6	5 years – English, Sepedi, Natural Sciences and Creative Arts.
HoD 2	Male	4,5 & 6	10 years - Mathematics and Social Sciences
HoD 3	Male	4,5, 6 & 7	3 years – Natural Sciences and Mathematics
HoD 4	Female	4,5, 6 & 7	10 years - Sepedi, Natural Sciences, Mathematics and Social Sciences

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Table 4.2: Biographical Information of Teachers Involved in the Study

Participant	Gender	Grade	General teaching experience	Experience of teaching SS (duration and subject specialization)
Teacher 1	Male	4,5,6 & 7	18 years	7 months – Economic and Management Sciences.
Teacher 2	Male	5	21 years	1 year – Mathematics and Physical Sciences
Teacher 3	Female	4 ,5,6 & 7	11 years	10 years – History and Biology
Teacher 4	Male	6 & 7	25 years	8 months – History and English

4.3 Research questions and themes

The research questions and the themes are reflected in the following table, Table 4.3, after which a detailed explanation of the themes is given.

Table 4.3: Research Questions and Themes

Research questions	Interview statements and questions	Themes
1. What are the experiences of HoDs for Social Sciences in managing the teaching of their subject? .	1. Tell me about your experiences of being a HoD for Social Sciences (HoD interview). 6. How do you manage the teachers of Social Sciences in your department? (HoD interview). 2. Please tell me about what you and your teachers do in teaching Social Sciences (HoD interview). 3. What kind of support do you get from your HoD? (Teacher interview).	Theme 1: Experiences of HoD of Social Sciences. Theme 2: Managing the teaching of Social Sciences.
2. How do HoDs for Social Sciences develop their teachers?	3. What can you say about teacher development in Social Sciences and the roles of HoDs?	Theme 3: How HoDs of Social Sciences develop their teachers?

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	5. What kind of support do your teachers need?(HoD interview)	
3. What are some of the challenges experienced by HoDs for Social Sciences?	7. In your experience, what are some of the challenges facing HoDs in Social Sciences? (HoD interview) 9. What are the challenges of teaching Social Sciences? (HoD interview) 5. What are the challenges that you experience as a social science teacher? (Teacher interview)	Theme 4: Challenges experienced by HoDs for Social Sciences.
4. What strategies do HoDs for Social Sciences use to overcome challenges experienced in managing their teachers?	8. What are some of the successes you have experienced in managing this department? 10. What strategies do you use to overcome challenges?	Theme 5 : Strategies used by HoDs in overcoming the challenges experienced in managing their teachers

4.4 Themes

A discussion of the five identified themes is presented below; each is supported with direct quotes taken from the interview responses of participants in the research.

4.4.1 Theme 1: Experiences of teaching Social Sciences

The HoDs in this study were most concerned about the challenges experienced in teaching History and Geography as one subject. It seems that some of the History subject content is difficult to comprehend for both learners and teachers. One HoD believes that the performance of Grade 5 learners is lower than that in other grades. The HoD said:

> *Grade 5 learners are performing way lower than Grades 4 and 6; they are performing at less than 30%.The level of the content is very high especially in history*

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> *whereas learners' knowledge is low. The content in History is too much information in Grade 6 History* (HoD1).

Some teachers also reported that there are some concepts in Geography that are difficult to understand but they are learning the concepts in the process of teaching the learners. All the teachers acknowledged that it was important to have a good understanding of the subject content to be able to teach the subject effectively. Teacher 4 expressed the following opinion:

> *It is very good to teach SS. It depends on the question of do you comprehend the subject or not because if you don't comprehend the subject it is going to be very difficult to interpret certain concepts and to use the language of that particular subject* (Teacher 4).

HoD 3 who finds the content of Social Sciences easy to follow and well aligned in textbooks with the Annual Teaching Plan said:

> *The subject is easy to follow more especially with the current issues and it also helps educators, even an educator who is not conversant with the subject can be easily transferred into the subject and monitoring as well but fortunately with the textbook are arranged in a manner that they follow the Annual teaching plan, easy to monitor, track and do moderation* (HoD 3).

Some HoDs and teachers agreed that Social Sciences is an interesting subject to teach because of its relevance to life situations. Their comments included:

> *The subject is interesting even to me and the learners. I try to cover the content for that term and when the exam comes I become confident about everything* (HoD 2).

> *It is a very interesting subject more especially because it talks about real life situations like teaching learners about weather at an early age as it forms part of our daily life* (Teacher 1).

> *I find the subject interesting because it interacts with people specially geography and also teaches us about history* (Teacher 2).

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A lack of teaching materials for Social Sciences was cited as a common challenge experienced by all the participants involved in the study. The HoDs and the teachers talked of inadequate resources, such atlases and world map charts, among others. They complained:

> *…lack of facilities like resources, atlases, we don't have atlases and many of the activities require atlases* (HoD 2).

> *… if you have limited resources it will affect the outcome especially on the geography side because we don't have enough resources such as enough maps, updated maps because situations changes with time and extra things like Overhead projectors that can be used to practically show the learners a map, visual aids* (Teacher 3).

4.4.2 Theme 2: Managing the teaching of Social Sciences

Management is a process that involves planning, organizing, leading and controlling.

4.4.2.1 Planning as a management process

The HoDs talked of scheduled supervision of the teachers in their departments and maintained that they planned teaching and learning through lesson plan preparation. HoD 2 declared:

> *Planning is done a year before. Informal tasks are controlled and formal tests are moderated* (HoD 2).

This study found that in managing the time allocation for Social Sciences some HoDs are keen to ensure that teachers use the correct notional time for the subject in teaching learners; timetables are drafted in terms of the notional time for the subject. HoDs are responsible and involve in planning for the lessons when developing timetables. HoD 2 confirmed:

> *The timetable is done according to subject allocation. Teachers receive their files and those files to be organized according to subject specification* (HoD 2).

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The HoDs also plan for the teaching of Social Sciences by checking that teachers prepare lesson plans. Some HoD indicated that teachers are expected to submit lesson plans on weekly basis while others suggested the need to develop the teachers in preparing lesson plans:

> *Teachers plan their lesson and do weekly submissions of these lesson plans, which is recorded on the curriculum tracker that is done once every month.* (HoD 2)

> *I urge my teachers to prepare their lessons in advance although we don't have that much time. If you prepare history it should be for the whole term. They need a workshop* (HoD 4).

In one school, it seems, planning for the activities of the department was informal. According to the HoD:

> *We don't have written items otherwise we just talk informally that this is how this can be done* (HoD 4).

Other HoDs held the view that some teachers did not prepare lesson plans and had teaching files that were not up to standard:

> *What I found difficult as a HoD is that if I want to control the teacher's portfolio I will find that the lesson plans are not up to standard because the teacher has to prepare lesson plans for history and geography* (HoD 2).

> *Although teachers are doing their part of teaching but some of the files are not in order* (HoD 1).

4.4.2.2 Organizing as a management process

This study found that part of organizing the teaching of Social Sciences includes HoDs' schedules for supervising the work of the teachers. One teacher reported that the HoD checked the learners' books without giving prior notice; in the same school and in other schools HoDs talked of scheduled class visits and their checking of learners' books:

> *I expect her to control my work and that is happening, without even telling me she will go straight to learners to request their books and check if I do give some work and control the learners* (Teacher 1).

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I have supervision schedule developed which indicates the dates for class visits and checking of learners books (HoD 1).

Curriculum tracking is done every 1st Monday of the month. The HoD will sit with the teacher and check learners' books and teachers file and count the number of lessons against the tasks given from the learners' books. The tasks should tally with the lessons. You also check whether the learners' tasks are controlled by the teachers (HoD 3).

4.4.2.3 Leading as a management process

HoDs are leaders in their various subject departments. From this study it seems that they maintain contact with teachers in order to keep abreast with what is happening in the classrooms and to assist teachers with learner discipline. Their responses in the interviews included the following:

We maintain contact with the teachers so that you know what is happening in classrooms. We check the work regularly if it is controlled and there is proper feedback and that also assists in terms of discipline of the learners. If one has to give a transgression, you know a learner who is problematic or not and what decisions are to be made, you check it from the transgression list (HoD 3).

Yes I do coach them especially the new teacher but I am afraid to coach the principal. I'm very careful how I raise some of the challenges with the principal (HoD 1).

The teachers also see the management role of the HoD as including providing guidance and advice on the choice and use of teaching and learning support materials. The teachers commented:

The HoD gives extra advice on the use of LTSM because we have a variety of textbooks that we use, so we cannot purchase one textbook because all of them have something extra that we can give to the learners (Teacher 3).

She provided me with LTSM then she even went further by trying to get a policy document even though she did not manage as yet but for Grade 6 she tried to get

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> *the ATP, the one I'm using currently. That is some of the things that I was supported on* (Teacher 4).

One HoD seemed to be new in the position and was still learning what was expected and needed in the management of Social Sciences. The HoD said:

> *I am going to do the leading now. …we don't have lesson study. This is my second year since I took over the subject and I don't even know my cluster leader. We have not met as a cluster* (HoD 4).

Another HoD was of the opinion that

> *… you cannot lead colleagues who are performing whereas you are not. At times as male teachers we are too harsh for the learners and that also affect their performance* (HoD 3).

4.4.2.4 Controlling as a management process

The HoDs stated that their responsibility was to ensure that teaching and learning took place according to policy and that teachers should respect and adhere to scheduled teaching time:

> *Monitor teachers work against school based policy; for example, give two classwork's per week* (HoD 2).

> *We control the work of the teachers by checking the lesson plans that are submitted weekly* (HoD 3).

The main responsibilities of HoDs were identified in this study as: controlling the work done by the teachers by checking the learners' books and controlling lesson plans and the teachers' files. The HoDs talked of checking documents, such as available the Programme of Assessment, ATPs, lesson plans, mark sheets and learners books - homework and classwork in every first week of the month and then they completed monitoring tools. HoD 1 confirmed this by saying:

> *I request teachers' files then I check information in the file, if there is a Programme of Assessment, ATPs, lesson plans, mark sheets, learners books if they are controlled,*

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> *sample of analysis of learner performance in different questions then complete the monitoring tool. The schedule I have developed does indicate the dates for class visits wherein we check their teaching, control of learners in class* (HoD 1).

4.4.3 Theme 3: How HoDs of Social Sciences develop their teachers

In discussing how HoDs of Social Sciences develop their teachers, the participants referred to policy guidelines for teacher development, school-based professional development of teachers and their support for teachers

4.4.3.1 Policy guidelines for teacher development

Some HoDs were concerned about the lack of policy guidelines for developing teachers, especially those who did not specialize in teaching Social Sciences. HoD 2 said that there was

> *A need for development in policies since curriculum is ever-changing. The teacher teaching SS is a specialist in Accounting and Economic and Management Sciences and needs development in both History and Geography. There is no plan in place since I'm not officially appointed in a position; you don't have powers to initiate because I undermine myself* (HoD 2).

It seems that by and large the HoDs monitor teachers' work and although there are no clear policy guidelines, there are monitoring tools that they can use. HoD maintained:

> *History is a challenge but there is no plan in place. There is no guideline developed, I only use the monitoring tool because all that is required is there and the Curriculum Assessment and Policy Statement are used* (HoD1).

4.4.3.2 School-based professional development of teachers

The approach to school-based professional development of teachers seems to differ in the sampled schools. In one school the HoD explained that teachers come together to develop lesson plans and to attend occasional workshops conducted by subject advisors. Subject meetings are held in different phases every month. According to HoD 3:

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> *We come together and work out lessons and we only rely on workshops conducted by subject advisors and they are very few. We do have subject meetings every month in the first level of our meeting, we discuss subject issues. The 2nd level is the phase meetings where you start engaging with challenges from different subjects in the phase. The 3rd level is the broader staff meeting* (HoD 3).

In other schools HoDs in the intermediate phase, who are responsible for a phase rather than a subject, do not conduct subject specific meetings. In such schools there is no formal meeting for the development of Social Sciences teachers. HoD 2 explained:

> *We do have phase meetings that focus on general issues all subjects. No formal meetings that are designed specifically for Social Sciences teachers. Maths and Languages do have schedules of meetings for the year. Meetings for other subjects are done informally* (HoD 2).

In other schools the HoDs instruct teachers to write down the challenges that they experience in teaching the subject but there is no follow-up to address the identified needs of the teachers. HoD 4 said:

> *We need to write down all the challenges that we have so we set time aside. Yes, with our new teachers who is from a secondary school and was teaching Agriculture and Arts Culture. We agreed that each and every one of us should have a subject strategy. To tell you the honest truth we did not have it* (HoD 4).

Another HoD talked of coaching newly appointed teachers, except the school principal:

> *Yes I do coach them especially the new teacher but I am afraid to coach the principal. I'm very careful how I raise some of the challenges with the principal* (HoD 1).

One of the teachers in the same school referred to there being no staff development - only support from the HoD in form of learning materials. The teacher receives support from HoD who ensures that he has all the different sources and encourages him to utilize them interchangeably. He confirmed:

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> *The support I get from my HoD is ensuring that I have all the different sources and encouraged me to utilize them interchangeable. No we don't do development* (Teacher 1).

4.4.3.3 HoDs support for teachers

HoDs support teachers by holding both formal and informal meetings with them. In some schools involved in this study, the HoDs and the teachers had formal meetings related to the subject while in other schools the meetings were often informal. One HoD talked of the informal meetings that were held on a regular basis to discuss Social Sciences' subject matter with the teachers:

> *We hold meetings once per term for the phase, we have an agenda and attendance registers and minutes* (HoD 1).

A HoD from another school indicated the he coached some of the Social Sciences teacher in his school:

> *Yes, I do coach them - especially the new teachers but I am afraid to coach the principal. I'm very careful how I raise some of the challenges with the principal* (HoD 1).

Some teachers mentioned that their HoDs could not support them in the teaching of Social Sciences because they did not specialize in the subject. The teachers added that they expected the HoDs to be able to help them develop lesson plans and to conduct class visits. Teacher 1 commented:

> *There is no support received because we are short/under-staffed, a very small school and we don't have teachers who specialize and the HoD is not a Social Sciences grounded person it means I will be expecting a miracle from her* (Teacher 1).

Teachers expect HoDs to provide them with resources like globes and maps:

> *…she must try to help me by giving me Learning, teaching and support material (LTSM)* (Teacher 4).

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> *The expectations are the resources. I am lacking resources like the Globe and maps* (Teacher 2).

Teachers expect the HoDs to help them by either showing them how to teach the subject or advising them on how to teach certain topics. The teachers anticipate regular class visits by the HoD as well as assistance with remedial activities; this is reflected in the following quotes:

> *I am expecting the HoD to help me maybe let's say there is a certain chapter that I don't understand then the HoD must be able to help either by teaching it or advising on how to teach that topic* (Teacher 2).

> *I expect regular class visits as well as maybe to help me with remedial activities that we can do, as well as more involvement from the department because our subject advisors do not come to our schools regularly and we don't know if we really on the right track or not* (Teacher 3).

The teachers also appear to have a need for departmental involvement in terms of regular support from subject advisors. Some of the teachers expected subject advisors to assist with map-work; others revealed their unease about a lack of follow-up visits from subject advisors:

> *This year I receive visit from a subject advisor, she gave me a positive comments and also where is it where we can close the gap between us and the department and I am still waiting for a follow-up visit but it has not happened yet* (Teacher 3).

4.4.4 Theme 4: Challenges experienced by HoDs for Social Sciences

The findings from the analysis of the collected data suggest that the challenges experienced by HoDs for Social Sciences are related to teaching the subject; the competency of HoDs; workload; lack of policy; powers and authority of HoDs and the attitude of the teachers; quality and effectiveness of work done in Social Sciences; teaching, learning resources and practical work; and communication.

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4.4.4.1 Teaching the subject content

The HoDs and teachers who participated in this study cited challenges in the teaching of Social Sciences, particularly History content and paragraph writing. The fact that many HoDs and teachers are not specialists in Social Sciences makes it difficult to manage or teach the subject – as can be seen in the following:

> *The content is demanding and I'm struggling, although I am learning with the learners, it means that if we are not getting continuously support from the subject specialist we may not win it all and as such I'm not a SS-grounded person and I come from commerce so it's a bit of a problem but some of the content they become challenging because you have to explain to learners, make practical examples and if you are not grounded in the subject that becomes a problem. But we are trying to make some sense of the subject content* (HoD 1).

> *The challenge is the content knowledge gap in history for presenting it to the leaners to be able to understand. The challenge is the teaching of history and learners are also struggling in responding to history questions mainly because there are paragraphs that need to be answered particularly Grades 6 and 7 (HoD 2).*

> *The content is demanding and I'm struggling, although I am learning with the learners but it means if we are not getting continuously support from the subject specialist we may not win it all* (Teacher 1).

Another challenge that the teachers experience is that they may have specialized in one discipline (History) and not the other (Geography):

> *In Social Science, we have two disciplines History and Geography and when it comes to history I am very well conversant with History but when it comes to Geography it needs me to study it and probably I will know the subject (discipline).But when it comes to maps and types of scale I'm still confused* (Teacher 4).

Some teachers struggle with the preparation of lesson plans for Social Sciences; this is reflected in both HoD and teacher comments:

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The challenges are lesson planning, the lesson plans are not up to date. We need to plan in advance so that we are not behind. Dates of lesson plans do not correlate with the classwork because he teaches first then later assess the learners (HoD 1).

I need support from HoD and Subject advisors and even the department even though I can't say material support per se but support for helping me in planning (Teacher 4).

Teachers are complaining about too much effort in developing lesson plans since SS is divided into two disciplines (HoD 4).

4.4.4.2 Competency of HoDs

The findings of this study reveal that HoDs may have different training backgrounds, abilities and capabilities in managing the Social Sciences. Despite their different backgrounds, it appears that it is important for HoDs to have an in-depth knowledge of History and Geography and of suitable strategies for teaching the subject to manage their teachers and the work effectively. Two of the HoDs made the following comments:

It is easy to see if a teacher is struggling due to the programme we are using. The teachers I am managing have experienced in their subjects. I cannot really be able to tell you if the teachers need support because I am the one who need to learn, there are things that I am struggling with technology-wise. Generally, there is a culture of hard work in the school; teachers cannot just miss a lesson because that will catch up with you (HoD 3).

A challenge is when you are not sure of what you have to say to a teacher who is advance in everything because as a HoD obviously you must be at another level as compared to the teachers in your department (HoD 1).

4.4.4.3 Workload

Due to the heavy workload of some teachers, this study revealed that they were not able to perform as expected. There was evidence of instances where teachers' lessons were not up-to-date and it was also suggested that there was no correlation between lesson plans and the ATP:

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> *Teachers do not cover content as it is expected by the ATP. The Principal teach SS and is always away attending meetings are miss some of his periods. There is nothing, no recovery plan in place. We only rely on the subject improvement plan although it is not used properly and we don't have enough time, lesson plan is a challenge because of too much work* (HoD 1).

4.4.4.4 Lack of policy

The lack of policy related to managing the teaching of Social Sciences seems to contribute to the ineffectiveness of the role of the HoD in managing the teaching of the subject. According to the HoDs:

> *When looking at their files, I think it's lacking some documents. I normally devise some means to come out with those items, like now we don't have a policy document for the senior phase. We need to go to the nearby schools and look for it otherwise he was working with the overview document which is not detailed because it does not show the sub-topics, so we need to get assistance from our neighbouring schools* (HoD 4).

> *I am unable to trace the task whether the correlate with the CAPS document, I just put a stamp because I don't have somewhere where I can check what he has set is on that term* (HoD 3).

4.4.4.5 Power and authority of HoDs and the attitude of the teachers

The HoDs talked about the insubordination of teachers in some schools and cited examples of teachers who do not submit their work to the HoDs as request. The HoDs gave a possible reason for this as a lack of respect for the power and authority of acting HoDs since they were not officially appointed as HoDs. The HoDs felt that they were not doing their work effectively because they were not officially appointed and they lost the respect of the teachers:

> *It's not easy to manage professionals. You request them to submit lesson plans but nobody responded. Teachers feel intimidated that maybe if their work is moderated they might be exposed that they have not done their work. Since I am not officially appointed in the position some will ask if I am paid for being HoD* (HoD 1).

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4.4.4.6 Quality and effectiveness of work done in Social Sciences

HoDs believe that the work they receive from their teachers should be authentic and reports should not be compiled and submitted just for the sake of submission. HoD 3 related:

> *I am from a school environment where deadlines were not a priority. We will miss submitting a monthly report until the circuit calls the school to remind us; that is when we will develop the report. You cannot just prepare a report for the sake of submitting. It must be something that you know and it has happened* (HoD 3).

4.4.4.7 Teaching, learning resources and practical work

According to the participants, Social Sciences is a practical subject that needs visual teaching and learning resources which makes teaching the subject complex and challenging for some teachers. One teacher remarked:

> *The challenge of teaching Social Sciences is the field work/excursions and other teaching and learning resources. Parents may not be willing to pay for the learners for the excursions. We don't have a CAPS compliant textbook. When the department sets question papers, especially where there are sources and maps, the sources are not visible. The HoD did report the issue of lack of resources. Requisitions were done in the 2 term but nothing has happened yet* (Teacher 2).

4.4.4.8 Communication

Lack of timely, effective communication and positive work relationship between the subject advisors, HoDs and teachers seems to be a challenge in implementing changes in the curriculum; as one teacher said:

> *For me, I think it will be better if we have regular interaction with our HoDs and Subject Advisors. They usually change Subject Advisors the moment you get used to one there will be another one coming. For this year we have not even attended any workshop and we don't even know or updated about things. Sometimes they*

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hand-out things that are important but they usually hand them out late to us (Teacher 3).

4.4.5 Theme 5: Strategies used by HoDs in overcoming the challenges experienced in managing their teachers

Theme 5 emerged from grouping data related to communication and teamwork; strategies to improve of learner performance; the lack of teaching and learning resources; and strategies for improving teachers' performance.

4.4.5.1 Communication and teamwork.

One of the management approaches to the teaching of Social Sciences identified in this study is teamwork. The HoDs recommended promoting teamwork and communication in tackling difficult sections in the subject while the teachers acknowledged the importance of communication in overcoming the challenges experiences in teaching Social Sciences:

> *Communication between teachers makes it easy to tackle difficult sections. Use to do teamwork or team teaching. Fortunately, I had a teacher who was very good at the subject for long time since I taught SS for short period it helped me to assist learners in sections that were difficult to present; in History, aspect like interpretation of cartoons, and in Geography maps become too difficult for them* (HoD 3).

> *I will have to sit down with the HoD so that we can come out with a plan on how to work on those challenges possibly she will assist me. I will have to talk to the HoD then we can do it next week* (Teacher 4).

With regard to late or non-submission of work by teachers to the HoDs for monitoring purposes, one HoD said:

> *I demand the work from the teachers until they submit their work* (HoD 1).

Another HoD reported that all teachers in the Social Sciences Department were involved in ensuring that learners went on an educational excursion as part of their studies:

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> *There is a lot of teamwork in the school. We were able to take the learners to Pilgrims Rest Museum to show them about the panning of gold* (HoD 4).

4.4.5.2 Strategies to improve learner performance

Strategies used to improve learner performance include HoDs identifying learners who are underperforming in Grade 5 because

> *…the levels of the learners are not the same, some are faster and some are slow in learning. As a teacher one has do curriculum differentiation to cater for all learners' level because the content is very high especially in history* (HoD 1).

Daily department meetings allow teachers to speak about the challenges they experience in teaching the subject and there is good support structure in the school to address the identified challenges:

> *The school is very supportive in everything. I don't think there can be challenges that teachers can experience unless they are not curriculum-related. The frequent meetings we always have on daily basis are of great assistance, if an educator come across a challenge with a learner it is easy to raise it in the meetings* (HoD 3).

Learners are given notes to write to promote their writing skills and their comprehension of the subject content knowledge:

> *I encourage teachers to promote writing skills. We are giving them notes, not photocopied or typed but we write the notes on the chalk board for them to re-write. Writing help in getting it into their minds and it helps them to remember the spelling and the sentences they were writing about* (HoD 2).

4.4.5.3 Lack of teaching and learning resources

The HoDs and the teachers were concerned about the teaching and learning resources and they made an effort to obtain some of the resources they needed. According to Teacher 2:

> *The HoD said that he will look for books from other schools where they might have surplus. The requisition was done in Term 2 but nothing has happened* (Teacher 2).

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The same teacher expressed a love of the subject and wanted to raise funds to buy teaching and learning resources needed for Social Sciences:

> *I love Social Sciences because it's interesting subject. I need to do fundraising from business people so that we can buy resources than to wait for the department. Learner's performance has improved due to giving the learners' notes and more classwork's something I did not give them before* (Teacher 2).

4.4.5.4 Strategies of improving teachers' performance

HoDs attempt to improve teachers' performance in the classroom by observing their lessons and constructively criticising them; they follow-up with file checks to monitor progress:

> *We are still struggling with some teachers who are having challenges with planning. Lesson observation is done for 1st and 2nd term, 3rterm we check files only in order to monitor progress and the 4th term we check only the files of the teacher that had challenges (HoD 2).*

One teacher who had specialized in History and struggled to teach Geography attended courses organised and conducted by subject advisors to improve performance:

> *I tried outside, I attended workshop and the subject advisor eluded much on geography and I start to see light at the end of the tunnel so it means next year I will be super because while I was a student I studied both history and geography then it's just a reminder so to say* (Teacher 4).

Another teacher suggested that greater involvement of subject advisors would contribute to improved performance of teachers:

> *If our Subject Advisors be actively involved, identify cluster leaders and have cluster meetings. I think we can join together as a cluster and find a common challenge and help each other on how to address it. I also feel that sometimes is not about the standard but about the quality of questions and how they set the questions it's actually a challenge for our grade 7* (Teacher 3).

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A further strategy of improving teachers' performance was proposed by a HoD who suggested having regular development meeting with the teachers:

> *We have not been meeting as SS but I'm saying now we are going to use that plan we talked about for meeting once quarter before exams to look into strategies on how to intervene in terms of lesson plans and staff* (HoD 2).

Another of the HoDs recommended attending development workshops to acquire more knowledge of the subject:

> *I think I need to attend workshops as well so that I can gain more knowledge in the subject. The extra classes are strategy used* (HoD 1).

In one school, the teachers are doing well in Social Sciences because the school is well resourced. All the teachers in the school have laptops; they have access to the internet; and they are equipped to do research in any challenging topics:

> *All teachers do have all resources they need from laptop to internet. Websites are available. The general setup of the institution itself allows teachers to grow and search for more information. The frequent meetings we always have on daily basis are of great assistance, if an educator come across a challenge with a learner it is easy to raise it in the meetings* (HoD 4).

4.4.6 Data emerging from document analysis

The data presented in this section was obtained from different documents that were analysed. The HoDs from the four schools were able to provide documents that they used in managing their departments. The documents range from management files to minutes of phase meetings, monitoring tools for teachers, mark sheets for learners and subject advisor monitoring tools. The minutes of meetings held showed that phase meetings were conducted by three HoDs; one HoD documents reflected 3 levels of meetings that are held at the school:

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> *We do have phase meetings that focus on general issues in all subjects. No formal meetings that are designed specifically for Social Sciences teachers. Maths and languages do have schedules of meetings for the year* (HoD 2)

> *We do have subject meetings every month in the first level of our meeting, we discuss subject issues. The 2nd level is the phase meetings where you start engaging with challenges from different subjects in the phase. The 3rd level is the broader staff meeting* (HoD 3).

The agenda items discussed in meetings appeared to be generic, not Social Sciences specific as they were not subject meetings. The analysis of documents further indicated that only one of the four HoDs did not have supervision/monitoring schedule for the teachers' files. That HoD said:

> *We don't have written items otherwise we just talk informally that this is how this can be done* (HoD 4).

The findings suggest that managing the teaching of Social Sciences in the intermediate phase is very difficult as HoDs are responsible for all subjects in the phase.

4.5 Summary of the chapter

This chapter presented an analysis of the data collected by means of interviews with Social Sciences HoDs and teachers as well as acquired documents. The findings showed that HoDs use different methods to address various challenges and that teachers have expectations which may differ from those of their HoDs and the department; some of the challenges were addressed when HoDs were able to engage in discussions with teachers in an attempt to find solutions as a collective.

The next and final chapter, Chapter 5, contains a summary of the findings; reaches conclusions; and makes recommendations.

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CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In Chapter 4, an analysis and discussion on the research findings was given. In this chapter a summary of findings is presented; conclusions are reached; and recommendations are made. The rationale for the study was derived from the researcher's personal observation, experiences and challenges in managing the teaching of Social Sciences. One observation that was particularly influential was that teachers in most schools in the area where the researcher works specialize in one of the two disciplines of Social Sciences, either History or Geography; it is very rare to find teachers who are specialists in both subjects. Therefore, it is very difficult for those teachers to strike a balance in teaching the two subjects as one discipline; they may be more competent in one subject and less competent in the other. Although HoDs for Social Sciences are responsible for supporting the effective teaching, learning and assessment of the subject, little is known of their experiences regarding the management of teaching it.

5.2 Overview of chapters

Chapter 1 - In the first chapter, an introduction to the study focused on outlining the research problem and presenting the purpose of the study, the research questions and the methodology. The concepts and acronyms used in the study were defined and the different sections of the study were indicated.

Chapter 2 - The second chapter presented a review of the relevant literature with an aim to understand how HoDs manage teaching and learning in schools and, more particularly, the subject: Social Sciences. The literature review was conducted to provide the theoretical context and intellectual justification of the research topic and to identify the challenges that middle management in primary schools face. The details of the theoretical framework are discussed in chapter 1. 1The perceptions and

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expectations of HoDs in managing the teaching of Social Sciences and their teaching and supervising time was also explored. Evidence from the literature suggested the following:

- HoDs, as instructional leaders, are not only concerned with the teaching and learning of particular subjects; they are also expected to focus on the professional welfare of the teachers in their departments by coaching, teaching, and developing them (Bush, 2007).

- In a study conducted in Gauteng, it is argued that HoDs should make time to supervise as they have the dual responsibilities of class teaching and being experts in specific subjects in order to lead their teachers (Ali & Botha, 2005).

- Part of the instructional leadership role of HoDs is to monitor teacher's work; an inability to do so may have a negative impact on the overall performance of their schools (Mercer & Ri, 2006; Feeney, 2009). Whereas some HoDs manage to supervise teachers in their departments, others struggle to perform their supervision and subject expert roles.

- Planning is regarded as a deliberate activity that requires school leaders/HoDs to ensure that a year-plan is developed that works in conjunction with teachers' daily, weekly and term plans (Van Deventer & Kruger, 2008). The literature shows that some HoDs plan, supervise and monitor the work of the teachers in their departments.

Chapter 3 - The third chapter explained the research methodology used in this study. A detailed description and justification of the research paradigm, the research design and approach, data collection procedures and analysis, ethical considerations, trustworthiness and validity and limitations of procedures used to answer the research questions was presented. The sampling method used to select the participants was also discussed.

Chapter 4 - In the fourth chapter, research findings and analysis were explored in terms of themes. The purpose of the study was to understand how Social Sciences HoDs

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manage the teaching of the subject. This chapter referred to the data gathered during the semi-structured interviews with participants from the four selected schools in the Bohlabela District in Mpumalanga. Four Social Science HoDs and four Social Science teachers were interviewed to establish the trustworthiness of their responses. Documents, such as minutes of meetings, schedules for monitoring teachers' work and reports of moderation were obtained from the HoDs were studied. The collected data was discussed in terms of the aims of the study and the research questions.

Chapter 5 - This last chapter presents summary and discussion of the research findings as well as the delimitations and limitations of the study. It reaches conclusions and makes recommendations from the findings of the study; suggestions for future studies on the research theme are also proposed.

5.3 Summary of the research findings

The main research question was: *How do Social Sciences HoDs manage and develop teachers who teach Social Sciences in the intermediate phase?* In order to answer the main question, the following sub-questions were asked:

- *What are the experiences of Social Sciences HoDs in managing teaching?*
- *How do Social Sciences HoDs develop teachers?*
- *What are some of the challenges experienced by Social Sciences HoDs in supporting and managing teachers?*
- *What strategies do Social Sciences HoDs use to overcome the challenges of managing their teachers?*

5.3.1 Theme 1: The experiences of HODs of Social Sciences in managing the teaching of their subject

The theoretical framework of this study was based on the Turner and Bolam (1998) model concerning subject leaders' or HoDs' leadership and management roles. The first component of the model deals with the expectations of the national and provincial departments of education in terms of the role of HoDs: they are expected to ensure that

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teachers teach according to the National Curriculum and adherence to policies, like the Curriculum and Assessment Policy Statement. Bush (2007) points out that, HoDs, as instructional leaders, are not only concerned with learning but that they are also expected to focus on the professional welfare of the teachers by mentoring, coaching and developing them in their departments. In this study one of the HoDs talked of struggling to lead teachers in his department and asserted that teachers who do not comprehend the subject find it very difficult to interpret certain concepts and to teach learners using the language of that particular subject. This finding implies that some HoDs are not competent in the content knowledge of History and are unable to help teachers who are struggling to teach the subject in a way that the learners are able to understand the subject content. Studies by Zepeda and Kruskamp (2007) and Klar (2012) suggest that HoDs should be immersed in curriculum implementation, instruction and assessment in order to supervise the teaching of their subject and to continuously improve learner performance.

The researcher believes that Social Sciences is a difficult subject to teach, especially when teachers are not trained in both History and Geography and that having a background knowledge of only one of the two subjects does not make the teaching of the subject effective. A Social Sciences teacher should be trained in both subjects.

HoDs experience a lack of teaching materials for Social Sciences, particularly in teaching Geography which requires resources, like atlases, world maps, charts and other learning materials. According to the interviewed participants, it seems that some of the schools that participated in this study have more resources than the others. This finding suggests that the teaching of Social Sciences may be supported or hindered by contextual factors. The Turner and Bolam (1998) model acknowledges that contextual factors may differ from one school to another; it is the responsibility of Social Science HoDs to ensure that schools have adequate resources to teach Social Sciences successful.

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5.3.2 Theme 2: Managing the teaching of Social Sciences

Mercer and Ri (2005) indicate that the key responsibilities of HoDs include managing teaching, learning and curriculum implementation as well as people and their relationships and their professional development. In addition, they are required to control the quality of the pedagogy, manage resources and be accountable to the school. Management involves planning, coordinating, leading and controlling (Van Deventer & Kruger, 2008). Planning is regarded as a deliberate activity that requires school leaders/HoDs to ensure that a year plan is developed and that plan should work in conjunction with the teachers' daily, weekly and term plans (Van Deventer & Kruger 2008). This study found that some HoDs were involved in planning lessons according to the notional time for teaching the subject. Although planning is one management task, some of the participant HoDs did not have a plan in place in their department and the department issues were addressed haphazardly.

According to Van Deventer and Kruger (2008) leaders/HoDs need to ensure that a year plan is developed and that the plan speaks to the teachers' daily and weekly activities as well as those for the whole term. Some HoDs in the current study reported that there was no planning in place for monitoring their teachers' work. A reason for not developing plans may emanate from a general lack of monitoring and support within the school - from the deputy or the principal.

In other schools the work of HoDs included supervision of teachers in terms of checking lesson plans and conducting planned and scheduled class visits. The findings agree with Mahlobogoane's (2013) recommendations: that HoD should facilitate collaborative planning and encourage teachers to work together in developing lessons and assessment activities and assessing each other's work.

Van Deventer and Kruger (2008) believe that coordinating is a management task that can be realised if HoDs encourage a positive attitude among teachers; ensure team spirit; and confidently implement the curriculum. All the participant HoDs and teachers indicated that teaching and learning was done according to policy and notional time at their schools. The HoDs maintained that they ensured that teachers taught learners

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according to the correct notional time aligned to timetables. Mahlobogoane (2013) is of the opinion that teachers depend on their HoDs to guide and advise them in terms of teaching their subjects. In studies by Kerry (2005) and Fenney (2009) it has been reported that some HoDs are burdened with administrative work that limits their time to coordinate teaching and learning in their subjects.

Leading is a management function that involves motivating and directing people to achieve set goals (Joubert & Prinsloo, 2009). From the findings of this study, the process of leading the teaching of Social Sciences seems to require HoDs to establish close relationships with their teachers; they are responsible for updating the teachers on new developments in teaching the subject and also for assisting them in disciplining learners. The participant teachers expected HoDs to provide leadership and guidance and advice on the provision and use of teaching resources. As some HoDs also struggle with the subject knowledge of Social Sciences this expectation seems not to be a reality in some schools. The importance of effective leadership has been echoed by Nkabinde (2012) who asserts that training in leadership and management is necessary for HoDs to do their job effectively.

Controlling teachers' activities ensures that planned activities and the goals set in the planning phase are achieved. In this study, the HoDs perceived their main responsibility as controlling and coordinating work done by the teachers; they said that they checked teachers' lesson plans and subject files as well as learners' books and assessment sheets. Van Deventer and Kruger (2008) suggests that for HoDs to successfully coordinate the activities of the teachers they should take into consideration individual differences and other factors, such as attitude, positive team spirit, confidence and cooperation in curriculum implementation.

In cases where HoDs do not have experience in the subject, it is difficult for them to recognise gaps or areas that are not covered by teachers during their monitoring and moderation of teachers' work; the result is that teachers will not cover the scope of work that is prescribed for the year which will lead to poor performance in the subject.

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5.3.3 Theme 3: How HODs of Social Sciences develop their teachers

Wood (2001) asserts that one of the roles of HoDs is to create a learning and professional development environment for their teachers. Although HODs are expected to participant in the professional development of their teachers, this study found that there are no clear guidelines that have been developed by the Department of Education to assist newly appointed teachers and those who are not specialists in teaching Social Sciences. According to Nkabinde (2012), HoDs should be well informed about curriculum developments and they should be trained in subject content by attending workshops and seminars. A component of the Turner and Bolam (1998) model is the importance of ensuring that HoDs of Social Sciences are trained by means of capacity building workshops to develop strategies and skills in teaching Social Sciences. Subject specific skills, like map-reading and analysis and working with other sources, remain challenging for many teachers without background knowledge of the subject.

This study found that while some HoDs do attend subject workshops others do not. Those who attended workshops suggested that they were able to learn from other HoDs and teachers. Apparently, the HoDs who do not attend subject meetings find themselves struggling and they are not able to assist their teachers; this suggests the need for formal guidelines that could be used to develop Social Sciences teachers. The HoDs in this study seem, mostly, to monitor teachers' work and pay less attention to developing the teachers. This finding is in line with Potgieter *et al.* (2011) who report that in their study HoDs seemed to focus on their administrative roles that consisted of monitoring examinations, tests, practical work and the admission of learners rather than attend to teacher development.

Data from the document analysis confirmed that HoDs use monitoring tools, some of which are generic and not subject specific, to check the work done by the Social Sciences teachers. The documents also provided evidence of monitoring of the teachers' work which was done on a monthly basis with classwork and homework checked against a school-based policy monitoring tool.

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The findings in this study reveal that staff development was essentially learning from colleagues through teamwork or team-teaching. One HoD reported that three teachers in his school shared their expertise by working collaboratively with their peers; the HoD also benefited by gaining subject knowledge through interacting with the teachers. The participant HoDs suggested a need for workshops by subject advisors on History teaching skills and subject content. Teamwork seems to be encouraged in Swaziland by the Department of Education and all stakeholders are involved in the professional growth of teachers (Swaziland Education, Policy Sector, 2011).

5.3.4 Theme 4: Challenges experienced by HoDs for Social Sciences

This study revealed that HoDs have different background training and various abilities and capabilities in managing Social Sciences. Despite the differences in their backgrounds, it is important for HoDs to have an in-depth knowledge of, and teaching strategies knowledge in, History and Geography to be able to manage their teachers and the work they do effectively. Hopkins and James (2003) emphasize that HoDs for Social Sciences should be competent in the subject and know what is expected from the teachers in terms of subject content. Parker and Wilson (2002) also strongly recommend that HoDs should have a set of skills that enable them to manage their teachers effectively. A third component of the Turner and Bolam (1998) model focuses on knowledge, skills and personal characteristics of HoDs, such age, qualifications, experience in teaching and time spent on school and other department duties. According to the model, HoDs should have a good understanding of the subject; provide high quality teaching; and be able to suggest strategies to improve the standard of teaching, learning and learner performance. The findings of this study do not appear to be in line with the third component of the Turner and Bolam model's expectations of HoDs.

Some of the HoDs mentioned that they were in dire need of policy guidelines for developing teachers, especially in view of constant curriculum changes and the lack of subject expertise of some teachers and HoDs. However, despite the lack of professional development policy in Social Sciences, there seems to be some school-based professional development of teachers. The HoDs talked of different approaches they

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used to develop their teachers; in some schools occasional workshops were conducted by subject advisors, while in other schools there was peer support among the teachers in developing lesson plans. The formal meetings in some schools and informal ones in other schools were used as platforms for discussing problems related to the teaching of Social Sciences. It was also revealed in this study that in one school no staff development activities of any kind took place – mostly, because the appointed HoD was not a specialist in Social Sciences. The teachers expected their HoDs to advise them; teach certain topics; visits classrooms regularly; and help them with remedial activities. However, it appears that such assistance does not take place in some schools.

The HoDs also talked of insubordination of teachers and felt that they did not have the power and authority to ensure that teachers complied with certain expectations, like the submission of their work on specified dates for HoDs to monitor it. The possible reason given by the HoDs as being the cause of such behaviour was that they were not officially appointed as HoDs.

In their study, undertaken in Gauteng, Ali and Botha (2005) identify multiple roles performed by HoDs, including class teaching, supervising and developing teachers' subject knowledge and pedagogical skills, as a challenge. In another study, it was found that HoDs spend most of their time involved in other duties which impacted negatively on their core responsibilities, like staff appraisal and attending to teachers' developmental needs (Hopkins & James, 2003).

In terms of the multiple responsibilities expected of HoDs, time management could be seen as a challenge and may negatively influence their instructional leadership roles. In this study, the challenges facing HoDs that were identified included heavy workloads, a lack of time to teach and guide teachers and poor communication and relationships between subject advisors, HoDs and teachers. Without positive and effective relationships among the stakeholders, from this study it seems that implementing changes in the curriculum would be a daunting task.

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5.3.5 Theme 5: Strategies used by HoDs in overcoming the challenges experienced in managing their teachers

In this study, HoDs were able to share the challenges of their positions and the strategies they use in overcoming those challenges. The literature indicates that organizing may be regarded as indispensable in the process of managing schools because it assists managers in clarifying responsibilities; holds them accountable; opens channels of communication; facilitates the distribution of resources; and allows for systematic grouping and coordinating of the entire school (Van der Westhuizen, 1997). There is a correlation between what the literature suggests and the findings of research in terms of Social Sciences. HoDs need to organize all activities, such as subject meetings and class visits with teachers and ensure that they are informed about the nature and scope of work they should to cover in the year.

There is evidence that the HoDs who were interviewed do conduct meetings with teachers, although it seems that the matters that are discussed during such meetings are not subject specific. The researcher analysed agendas and minutes of the meetings conducted and noted that there were scheduled class visits and that monitoring tools were used. However, the implementation of recommendations made in the reports compiled by HoDs after monitoring the teachers' work and doing class visits is questionable.

In one school, daily department meetings seemed to work well as they provided opportunities for teachers to discuss the problems they experienced in teaching the subject. There was also a good support structure in that school as problems were promptly identified and solved collaboratively. While a lack of resources for teaching Social Sciences was deemed problematic in most of the schools involved in the study, one school had access to modern resources, like laptops and the internet, which enabled the teachers to teach the subject more creatively - unlike in other school without such resources.

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5.4 Delimitations of the study

This study involved four HoDs and four teachers who teach Social Sciences in four schools in one circuit in Mpumalanga Province. HoDs for other subject areas were not included in the study. The participants in this study were from one circuit and the school principals were not included as participants in this study. Subject specialist/curriculum advisors, although referred to by the participants in this study, were not part of the sample for this study because they are not under the leadership of HoDs but rather play a supportive role.

5.5 Limitations of the study

Researchers in qualitative research interpret what they see, hear and understand on-site which shows no distinction with their previous background, knowledge and current understanding (Silverman, 2010). The researcher in this study acknowledges the limitations of a case study owing to its subjectivity and the possible bias of data obtained from the participants. This was a small scale study involving only four schools and, therefore, the findings cannot be generalized beyond the context of the study because the data collected represents the perceptions of four HoDs and four teachers involved in teaching Social Sciences.

5.6 Conclusions

This study explored an area that was initially considered to have been well covered in research. However, when the researcher examined the roles of HoDs in the literature more closely it was discovered that most of the existing studies dealt with secondary school HoDs.

More specifically, this study has revealed that the responsibilities of HoDs for Social Sciences seem to focus on monitoring the work of teachers than developing them to be more effective in teaching the subject; It appears, from the findings, that some HoDs who are appointed in Social Sciences Department do not have a background knowledge of, and skills related to, the subject; this limits their ability to guide, advise and develop their teachers in the subject. Expectations of HoDs and the teachers have

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been identified, especially in terms of subject specialists and curriculum advisors being more involved in developing teachers to be competent in teaching the subject. There was also a general expectation from the HoDs and the teachers that there should be a formal policy for the professional development of Social Sciences teachers.

5.7 Recommendations

The following recommendations are made which emerged from the findings of this study:

- The Department of Education should revise the established post structure used in the appointment of HoDs and teachers in primary schools. HoDs of Social Sciences should be competent in the knowledge and skills of teaching the subject in order to provide effective leadership in teaching the subject and in managing the teachers in their departments.

- It seems that knowledge of subject content is an important area that needs to be developed. Therefore, the Department of Education should organise workshops and seminars on various aspects of the subject to build the capacity of teachers teaching Social Sciences.

- The department should provide intensive training for newly appointed HoDs as well as orientation for those in an acting capacity in terms of the proper implementation of the Social Sciences curriculum and the management of teachers in their department.

- Subject specific guidelines and policy should be developed that could be used as an orientation manual for newly appointed teachers.

- HoDs should be provided with guidelines of what is expected of them in supporting the teaching Social Sciences. The HoDs should form networks, using modern technology, to keep up-to-date with changes in knowledge and skills in the subject.

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- Training for HoDs and teachers should be provided in content knowledge for both History and Geography. In such training, team-learning activities should be encouraged and teachers should be motivated to form support groups or clusters to facilitate peer and collaborative learning.

- Special monitoring and support for HoDs should be instituted by district officials/subject advisors.

5.8 Future Research

After completing the data analysis, it appeared that further research could be done on how to develop HoDs for Social Sciences so that they are better able to give advice and guidance in developing their teachers. There is a need to explore HoDs' views on the subject, Social Sciences, and its teachers as well as on the contents of the proposed policy on teacher development for Social Sciences.

Furthermore, since the findings of this study are limited to only a small qualitative sample, the researcher recommends that a larger quantitative study involving a larger population related to the research topic should be undertaken.

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ANNEXURE A

PERMISSION AND CONSENT LETTERS

education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Building No. 5, Government Boulevard, Riverside Park, Mpumalanga Province
Private Bag X11341, Nelspruit, 1200.
Tel: 013 766 5552/5113, Toll Free Line: 0800 203 116

Liaise to: Institution, Universiteit van Pretoria | Departement van Onderwys | Ndzawulo ya Dyondzo

Mrs. T.S. Ndashe
PO BOX 8210
White River
1240

RE: APPLICATION TO CONDUCT RESEARCH: MRS. T.S. NDASHE

Your resubmission of the application to conduct research was received. The title of your study reads: "How heads of departments manage the teaching of Social Sciences in the intermediate Phase."

The aims and the objectives of the study will benefit the department, in particular the learners. Your request is approved subject to you observing the provisions of the departmental draft research policy which is attached. You are also requested to adhere to your University's research ethics as spelt out in your research ethics document.

In terms of the attached draft research policy data or any research activity can only be conducted after school hours as per appointment. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department so that your recommendations could be implemented. You may be required to prepare a presentation and present at the department's annual research dialogue.

For more information kindly liaise with the department's research unit @ 013 766 5476 or a.baloyi@education.mpu.gov.za.

The department wishes you well in this important project and pledges to give you the necessary support you may need.

MRS MOC MHLABANE
HEAD OF DEPARTMENT
26/11/15
DATE

MPUMALANGA
THE PLACE OF THE RISING SUN

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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

P O BOX 8210
White River
1240

20 August 2014

The Principal

Sabie Circuit

Bohlabela District

Dear Principal

APPLICATION TO CONDUCT RESEARCH IN YOUR SCHOOL

I, Mrs. Thandy S Ndashe, currently a student at the University of Pretoria and registered for Med (Education Management Law and Policy). I would like to request your permission to undertake a research study at your school. My research topic is: How Social Sciences Head of Departments manage teaching in intermediate phase schools. The purpose of the study is to explore the roles of Social Sciences Head of Departments in managing teaching in the intermediate phase schools. A letter of application has already been sent to the Head of Department of Mpumalanga Department of Education and I am awaiting their response. The research will be conducted in a form of personal interviews with the school management team which include Social Sciences Head of Department and teachers. The interviews will last approximately 30-45 minutes. The identity of the school will be kept strictly confidential. The information obtained will be used for research purposes only.

Yours assistance in this matter will be highly appreciated

Yours Faithfully

Mrs. T S Ndashe (Researcher)
Cell no: 079 891 8840
Email: thandy.ndashe@yahoo.com

Dr T A Ogina (Supervisor)
Tel no: (012) 420 2445
Email: taogina@up.ac.za

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Mpumalanga Department of Education

Harmony Hill Primary [EMIS : 019687]

(013) 764-1515 66 Sabie 1260 20 Kort Street

TO : MRS NDASHE T.S

FROM : THE PRINCIPAL
MOKOENA V.T
HARMONY HILL PRIMARY SCHOOL

DATE : 24 JULY 2015

SUBJECT : RESPONSE TO APPLICATION TO CONDUCT RESEARCH AT HARMONY HILL PRIMARY

This correspondence is in response to your request to conduct research at the above-mentioned school.

As a school we encourage and support lifelong learning personnel who develop themselves professionally to contribute efficiently and effectively towards the education system.

It is with this reason that your request to conduct research at this school is supported and granted.

I wish you all the best in your studies in Education Management Law and Policy.

Yours Faithfully

Principal

Mokoena V.T

DEPARTMENT OF EDUCATION
HARMONY HILL PRIMARY
SABIE
24 JUL 2015
TEL 013-764 1515
P.O.BOX 66 SABIE 1260
MPUMALANGA PROVINCE

Sch

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INFORMED CONSENT FORM

Kindly be informed of the following conditions of participation in the research study:

1. Participation is voluntary
2. The school's name and participants will not be revealed in the findings of the research study
3. All discussion with participants will be treated with strict confidentiality
4. You can withdraw your school from the research study anytime.

Should you be willing to participate as a school, kindly complete and sign and
In the spaces provided.

PERMISSION TO PRTICIPATE IN THE RESEARCH STUDY

I, _____ hereby give my consent to my school's participation in the study. I am assured of the school's anonymity, and know that I can withdraw permission to participate at any time if so wish.

Signature : _____ Date: _____

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ANNEXURE B

INTERVIEW SCHEDULE

Interview questions

Interview with HoDs

1. Tell me about your experiences of being a HoD for Social Sciences?
2. Please tell me about what you and your teachers are doing in the teaching of Social Sciences?
3. What can you say about teacher development in Social Sciences and the role of HoDs?
4. What kind of support do your teachers need?
5. How do you manage Social Sciences teachers in your department?
6. In your experience, what are some of the challenges of being HoD in Social Sciences?
7. What are some of the successes in managing this department?
8. What are the challenges of teaching Social Sciences?
9. What strategies do you use to overcome the challenges?

Interview with Teachers

1. What have been your experiences in teaching Social Sciences?
2. What kind of support do you expect from your HoD?
3. What kind of support do you get from your HoD?
4. What are the challenges that you experienced as a Social Sciences teacher?
5. What does your HoD do to overcome the identified challenges of teaching Social Sciences?
6. What suggestions do you have regarding the identified challenges?

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ANNEXURE C

LIST OF DOCUMENTS USED AS DATA SOURCE

1. Minutes of meetings
2. Schedules for monitoring teachers work
3. Monitoring tools of district / subject advisors
4. Moderation tools of HoDs

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ANNEXURE D

SAMPLE OF INTERVIEW TRANSCRIPT

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

INTERVIEW SESSION WITH HoD 1 - 29/07/2015

Main Research question

How do the HoDs for Social Sciences manage and support teachers their teachers in the intermediate phase?

Sub questions

1. **Interviewer**: *Please tell me something about your self – How old are you? How long have you been a HoD, What subjects did you teach before being appointed as a HOD?*

Respondent*: I am Teacher B Acting HoD for intermediate and senior phase at School B, I am 54 years old. The subjects I have taught before being an HoD was Human and Social Sciences, Economic and Management Sciences, Sepedi, Natural Sciences, Creative Arts, and English. I have been an acting HoD for the past 5 years. I am currently Teaching 5 subject – English and Sepedi Grade 4, Natural Sciences Grade 5, English 7 and Creative Arts Grade 7.*

2. ***Interviewer*** Tell me about your experiences of being a HoD for Social Sciences?

Respondent: There is high failure rate of learner in SS and I'm not sure what the cause is. Grade 5 learners are performing way lower than grade 4 and 6; they are performing at less than 30%. Grade 5 has been performing at this level even in the previous year. The level of the content is very high especially in history whereas learners' knowledge is low. The content in History is too much information in History Grade 6 learners are

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taught about Mapungubwe and they do not understand what Mapungubwe is. Learners turn to lose hope in the subject because of the marks they get after writing an exam.

Follow up: Is there anything else that you can share about your experience in the subject?

Respondent: Teachers are trying their best but leaners are struggling to grasp the content. *Maybe if there can be study guides with activities that can be provided to learners so that can read and complete at home.*

Follow up: Is it a difficult subject?

Respondent: It is difficult subject; it needs two teachers since it has two disciplines in one subject. One teachers can teach Geography and the other teacher take History. Maybe it will be better.

Follow up: Looking at your schools' post establishment, you have one teacher teaching SS grade 4 – 7. What is his specialization?

The principal is teaching SS and has specialized in Economic and Management Sciences. He also teaches Sepedi, he took over the subjects of the former principal who was a specialist in SS. He is overloaded as a manager of the school, he attend meetings and do all administrative duties that takes away his time to teach learners. The poor performance of learners in grade 5 is caused by that.

3. **Interviewer**: *Please tell me about what you and your teachers are doing in the teaching of Social Sciences. Initially you indicated that you were once a SS teacher.*

Respondent: There is not much of a difference between what I have been doing and what they are doing now. Teaching and learning must take place as in accordance with the policy. The learners must control and classroom management must be implemented because the levels of the learners are not the same, some are faster and some are slow. As a teacher one has do curriculum differentiation to cater for all learners. Half of the class has got learners who are slower so you can't move forward.

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Follow up: What are your teachers doing, teaching according to policy and is planning of lessons done? *Yes, teachers are teaching according to policy and lesson plans are developed and curriculum needs.*

Follow up*: Challenges identified earlier of learners not performing well in grade 5 vs the principal being the subject teacher. Are they doing well or not?*

Respondent: The fact that the principal is the one who is teaching the subject can be the challenge because SS is having 3 periods per week. All periods are after break and the principal will be going way to attend meetings and learners will be left unattended to since they are under staff.

Follow up *– Have you ever discussed this with the principal?*

Yes, we have discussed this with the principal and he also registered his concern about the learners and he indicated that if ever the vacant post was going to be filled then the appointed teacher was going to be given his subject and be relieved. The school tried to get a volunteer teacher qualified to teach Adult Education to assist in teaching some of the subjects in the school. The teacher is compensated but no according to the correct salary notch.

4. **Interviewer:** *What can you say about teacher development in Social Sciences and the role of HoDs?*

Respondent: There is a need for development in policies since curriculum is ever changing and the teacher teaching SS is a specialist in Accounting and Economic and Management Sciences. He was teaching in secondary school before coming to the primary school. He needs to be developed in both History and Geography.

Follow up: *Do you have any plan in place to develop your teacher?*

Respondent*:* To be honest, there is no plan in place. If you are not officially appointed in a position, you don't have powers to initiate and I undermine myself. Since the principal is my senior it is very difficult to say what is it that he is not doing right. But

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when I control the files using a monitoring tool I do tell him that this is not in order. Prepare you file accordingly.

Follow-up: *Which section specifically that you have identified in both learners and teachers file when controlling them?*

Respondent: History is a challenge but there is no plan in place.

Follow up: What is your take after this discussion?

Respondent: But I will develop the plan.

Follow-up: If there is a new teacher appointed in the school, what do you normally do?

Respondent: I will explain to the teacher to develop a file, develop lesson plans According to weeks and Annual teaching plan must inform her planning.

Follow-up: *Do you have a document that speaks to the orientation of new teachers?*
Respondent: There is no guideline developed, I only use the monitoring tools because all that is required is there and the Curriculum Assessment and Policy Statement is used.
Follow-up: What is happening or not happening in your department regarding teacher development).

Respondent: Nothing formal is happening,

5. ***Interviewer:*** How do you manage Social Sciences teachers in your department?

Respondent: *What about Controlling? I request teachers' files then I check information in the file, if there is a programme of Assessment, ATP's, lesson plans, mark sheets, learners books if they are controlled, sample of analysis of learner performance in different questions then complete the monitoring tool.*

Follow –up: *What is it that is in the plan?*

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Respondent: I have a supervision schedule developed with dates that is given to teachers as to when their files be checked***.***

Follow up: *What about Leadership, how do you ensure that everybody is on board?*

Respondent: The participation in meetings***.***

Follow up: *Do you have a schedule for class visits and what happens in the classroom?*

The schedule I have developed does indicate the dates for class visits wherein we check their teaching, control of learners in class.

Follow up: *After the class visits do you evaluate the lessons to coach them?*

Respondent: Yes I do coach them especially the new teacher but I am afraid to coach the principal. I'm very careful how I raise some of the challenges with the principal.

Follow –up: What about Organising?

We hold meetings once per term for the phase, we have agenda and attendance registers, minutes

6. ***Interviewer*** What kind of support do your teachers need?

Respondent: *The teachers can do their work but their files are not in order, documents are all over the place.*

Follow up: What about content coverage?

Respondent: *No, teachers do not cover content as it is expected by the ATP. The Principal teach SS and is always away attending meetings are miss some of his periods. There is nothing, no recovery plan in place. We only rely on the subject improvement plan although it is not used properly and we don't have enough time but are trying.*

Follow up - *What is it that you have planned to assist to cover up the time that is lost like extra classes?*

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Respondent- *I do wish to assist but I am overloaded with 24 periods per week and expected to do other management tasks as HoD. The principal do conduct morning classes for the learners.3 times a week for 30 minutes.*

7. ***What about the teachers needs in the subject?***

Learners do have textbooks but need resources like Atlases

8. Have you done a workshop to address *challenges of the teachers*?

Respondent: *Not yet*

9. ***Interviewer*** In your experience, what are some of the challenges of being HoD in Social Sciences?

Respondent: lesson plans are a challenge and too much work.

Follow –up - What are your challenges as HoD?

– It's not easy to manage professionals, you request them to submit lesson plans but nobody responded. Teachers feel intimidated that maybe if their work is moderated maybe they might be exposed that they have not done their work. Since I am not officially appointed in the position some will ask if I am paid for being an HoD.

10. ***Interviewer*** What are some of the successes in managing this department?

Respondent: *We are not winning and we are not losing at the same time.*

11. ***Interviewer*** What are the challenges of teaching Social Sciences?

Respondent: The History content is a challenge. Learners tend to forget.

Follow up – *Do you attend workshops?*

Respondent *– No I don't attend workshops. But I think I need to attend as well so that I can gain more knowledge in the subject.*

12. ***Interviewer*** What strategies do you use to overcome the challenges?

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Respondent: *The extra classes are strategy used. I demand the work from them until they submit their work.*

13. ***Interviewer*** Is there anything else that you would like to tell me regarding being a HOD for Social Sciences?

Respondent: *There is nothing, I think I have enough in the other questions.*

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ANNEXURE E

SAMPLE OF CODING TABLE

Thandy HoD 1 Coding table

Questions and sub	Responses	Segments	Comments/codes	Themes/Sub
1. Tell me about your experiences of being a HoD for Social Sciences?	HoD 1. There is high failure rate of learner in SS and I'm not sure what the cause is. Grade 5 learners are performing way lower than grade 4 and 6; they are performing at less than 30%.The level of the content is very high especially in history whereas learners' knowledge is low. The content in History is too much information in History Grade 6. Teachers are trying their best but leaners are struggling to grasp the content. HoD 2. It has been great because teachers are doing their work as requested but the challenge is the teaching of history and learners are also struggling in responding to history questions mainly because there are paragraphs that need to be answered	Grade 5 learners are performing way lower than grade 4 and 6 content is very high especially in history whereas learners' knowledge is low. Learners are struggling to grasp the content. Challenge is the teaching of history and learners are also struggling in responding to history questions we don't have atlases and many of the activities require atlases) Challenge is the	*Subject content* All HoDs are raising a challenge on the history content that it is difficult for the learners to understand and for them to present *Lesson plans not up-to-date* The lesson plans are not up to date and up to standard One HoD finds content easy to follow and well aligned in textbooks according to Annual Teaching Plan. *Unavailability of resources* Some schools do not have resources like Atlas, world map charts and internet in order to deal with current	Subject content Lesson plans Resources

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	particularly grade 6 and 7. The lack of facilities like resources Atlases, we don't have atlases and many of the activities require atlases) The challenge is the content knowledge gab in history for presenting it to the leaners to be able to understand. <u>HOD 3</u>. The subject is easy to follow more especially with the current issues and it also helps educators, even as educator who is not conversant with the subject can be easily transferred into the subject and monitoring as well but fortunately with the textbook are arranged in a manner that they follow Annual teaching plan, easy to monitor, track and	content knowledge gab in history for presenting it to the leaners to be Subject is easy to follow more especially with the current issues and it also helps educators, textbook are arranged in a manner that they follow Annual teaching plan The lesson plans are not up to standard Learners are doing better in History and less in Geography.	issues.	

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	do moderation. HoD 4. What I found difficult as an HoD is that if I want to control the teacher's portfolio I will find that the lesson plans are not up to standard because he has to prepare lesson plans for history and geography. The good part about it is that learners are doing better in History and less in Geography.			
2. Please tell me about what you and your teachers are doing in the teaching of Social Sciences.	HoD 1. Teaching and learning must take place as in accordance with the policy. The learners must control and classroom management must be implemented because the levels of the learners are not the same, some are faster and some are slow. As a teacher one has do curriculum differentiation to cater for all learners. level of the content is very high especially	Teaching and learning must take place as in accordance with the policy Learners not performing well in grade 5.	*Teaching and learning* *Adherence to policy* Teaching and learning is expected to take in accordance with the policy and teachers should honor their periods *Strategies to improve learner performance* HoDs picked up that Learners not performing well in grade 5	Teaching and learning Adherence to policy Strategies to improve of learner performance

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	in history Challenges identified earlier of learners not performing well in grade 5. HoD 2. What we are doing as teachers to promote writing skills. We are giving them notes, not photocopied or typed but we write the notes on the chalk board for them to re-write and that has helped and the teacher in grade 5 is thanking me about it. Writing help in getting it into their minds and it helps them to remember the spelling and the sentences they were writing about. Honoring periods and Time on task. Monitor teachers work against school based policy e.g give two classwork's per week. HoD 3. Communication between teachers makes it easy to tackle difficult sections. Use to do team work or teaching, fortunately I had a teacher who was very good at the	Teachers to promote writing skills. We are giving them notes Honoring periods and Time on task. Monitor teachers work against school based policy Communication between teachers and team work or teaching History, aspect interpretation of cartoons Geography, maps becomes too difficult them Subject is interesting even to me and the	*Writing skills* Learners are given notes to write in order to promote their writing skills. *Time on task* HODs are ensuring that teachers teach learners and correct notional time is used when developing the time tables *Communication and team work* Teachers need to promote team work and communication in order to tackle difficult sections in the subject. *Interesting topics* The subject is interesting and easy to follow more especially with the current issues and it also helps teachers	Writing skills Time on task Communication and team work. Interesting topics

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	subject for long time since I taught SS for short period it helped me to assist learners in sections that were difficult to present. The History, aspect like interpretation of cartoons and Geography, maps becomes too difficult them. HoD 4. Subject is interesting even to me and the learners. I try to cover the content for that term and when the exam comes I become confident about everything. I use this story as introductory lesson before coming to the real content about the Pharaohs. What I have taught them from the story becomes simple.	learners	and leaners.	
3. What can you say about teacher development in Social Sciences and the role of HODs?	HoD 1. A need for development licies since curriculum is ever-changing. The teacher teaching SS is a specialist in Accounting and	Need for development in policies and History and Geography since curriculum is ever changing.	*Subject guidelines and monitoring tools.* HoDs feel that they need to have guidelines that can be used to develop teachers especially	Subject guidelines and monitoring tools

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	Economic and Management Sciences and needs development in both History and Geography. There is no plan in place since I'm not officially appointed in a position; you don't have powers to initiate because I undermine myself. History is a challenge but there is no plan in place. There is no guideline developed, I only use the monitoring tool because all that is required is there and the Curriculum Assessment and Policy Statement is used. <u>HoD 2.</u> We do have phase meetings that focus on general issues all subjects. No formal meetings that are designed specifically for Social Sciences teachers. Maths and Languages do have schedules of meetings for the year. Meetings for other subjects are	No plan or guideline in place since I'm not officially appointed in a position. no guideline developed, only monitoring tools No formal meetings that are designed for SS Come together, Work out lessons rely workshops conducted by subject advisors do have subject meetings and phase every month engaging with	those who are not specialists in the subject. HODs only use monitoring tools since there are clear guidelines. <u>*Phase / subject meetings*</u> HoDs in intermediate phase are responsible for a phase not subject and they do not conduct subject specific meetings. <u>*Team work - Lesson plans*</u> Issues of meetings differ from school to schools. In some schools teachers do come together and develop lesson plans. They have different levels of meetings staged at school level.	Phase / subject meetings Team work - Lesson plans

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	done informally. HoD 3. We come together and work out lessons and we only rely on workshops conducted by subject advisors and they are very few. We do have subject meetings every month that is the 1st level where you discuss subject issues. The 2nd level is the phase meetings where you start engaging with challenges from different subject in the phase. The 3rd level is the broader staff meeting. HoD 4. We need to write down all the challenges that we have so we set time aside. Yes, with our new teachers who is from a Sec school and was teaching Agriculture and Arts Culture. We agreed that each and every one of us should have a subject strategy. To tell you the honest truth we did not have it.	challenges write down all the challenges subject strategy Honest truth we did not have it.	*Challenges in the subject* HoD instructs teachers to write down challenges and they have never had a formal meeting to develop teachers especially the newly appointed teacher.	
10. How do you manage	HoD 1. I have a supervision	Supervision	*Supervision*	Supervision

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Social Sciences teachers in your department ?	schedule developed. Controlling - I request teachers' files then I check information in the file, if there is a programme of Assessment, ATP's, lesson plans, mark sheets, learners books if they are controlled, sample of analysis of learner performance in different questions then complete the monitoring tool. The schedule I have developed does indicate the dates for class visits wherein we check their teaching, control of learners in class. Leading - Participation in meetings. Yes I do coach them especially the new teacher but I am afraid to coach the principal. I'm very careful how I raise some of the challenges with the principal.	schedule developed indicate the dates for class visits Files then I check information like programme of Assessment, ATP's, lesson plans, mark sheets, learners books if they are controlled, sample of analysis of learner performance in different questions then complete the monitoring tool I do coach them especially the new teacher Afraid to coach the Principal. I'm very careful how I raise some of the challenges.	*schedule and annual programmes* HoDs do develop schedules to supervise teachers and conduct work *Controlling files* HoDs do request teachers to submit their files to be controlled. They normally check if the following documents are available programme of Assessment, ATP's, lesson plans, mark sheets, learners books - homework and classwork every first week if they are controlled, sample of analysis of learner performance. Monitoring tools are completed. *Induction workshop* HoDs do take an initiative to do an induction workshop for newly appointed teachers. There are instances where they experience challenges in coaching their principals who tend to be subject teachers. *Phase meetings*. HODs do organize	schedule Controlling files and learners books Induction workshop for new teachers

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	Organizing - We hold meetings once per term for the phase, we have agenda, attendance registers and minutes HoD 2. We do have an annual plan/ programme that we use to check homework and classwork every first week of the month (Curriculum tracking) e.g. tracking of work done in January is checked on the 1st week of February and so forth (managing). We complete monitoring tools and it's a responsibility of SMTs. Planning – is done a year before. Informal tasks are controlled and formal tests are	hold meetings once per term for the phase, we have agenda, attendance registers and minutes Annual plan/ programme that we use to check homework and classwork every first week of the month monitoring tools and it's a responsibility of SMT done a year before. Informal tasks are controlled and formal tests are moderated time table is done according to subject allocation Receive their files and those files to be organized according to subject	phase meetings with teachers. There is evidence of agenda, attendance registers and minutes HODs responsibilities also involve developing the time tables. *Curriculum tracking* Teachers are expected to submit lesson plans on weekly basis *Frequency of checking/controlling teachers work* Teachers are submitting their weekly plans on Mondays.	Phase meetings Curriculum tracking

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	moderated. Organizing – time table is done according to subject allocation. Teachers receive their files and those files to be organized according to subject specification. <u>HoD 3.</u> Planning- Teachers plan their lesson and do a weekly submission of this lesson plans, which is recorded on the curriculum tracker that is done once every month. Controlling - Curriculum tracking is done every 1st Monday of the month. The HoD will sit with the teacher and check learners books and teachers file and count the number of lessons against the tasks given from the learners' books. The tasks should tally with the lessons. You also check whether the learners'	specification. Teachers plan their lesson and do a weekly submission of this lesson plans, Curriculum tracking is done every 1st Monday HOD will sit with the teacher and check learners books and teachers file Learners' tasks are controlled by the teachers. maintain contact with the teachers so that you know what is happening check the work regularly if it is controlled and there is proper feedback assists in terms of discipline of the learners what decisions are to be made	HODs maintain contact with teachers in order to be abreast with what is happening in the classrooms and assist with learner discipline. <u>*Informal meetings*</u> HODs do have informal discussions with teachers. HODs control teachers work twice a year.	Frequency of checking/controlling teachers work

	tasks are controlled by the teachers. Leading - We maintain contact with the teachers so that you know what is happening in classrooms. We check the work regularly if it is controlled and there is proper feedback and that also assists in terms of discipline of the learners. If one has to give a transgression, you know a learner who is problematic or not and what decisions are to be made, you check it from the transgression list. If a learner did not write homework <u>HOD 4</u> Planning - We don't have written items otherwise we just talk informally that this is how this can be done. Controlling - teachers work is controlled twice a year. Leading - I am going to do the leading	Don't have written items, we just talk informally that this is how this can be done. teachers work is controlled twice a year		

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	now. No, we don't have lesson study. This is my second year since I took over the subject and I don't even know my cluster leader. We have not met as a cluster.			

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ANNEXURE F

DECLARATION OF LANGUAGE EDITING

DECLARATION OF LANGUAGE EDITING

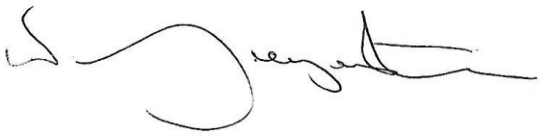
23 May 2016

TO WHOM IT MAY CONCERN

This is to confirm that I have language edited and proof-read the dissertation by Ms T. S. Ndashe entitled:

HOW HEADS OF DEPARTMENT MANAGE THE TEACHING OF SOCIAL SCIENCES IN THE INTERMEDIATE PHASE

The language editing/proof-reading process included the checking of spelling, punctuation, syntax and expression. An attempt was made to simplify complex sentences and, where necessary, combine short sentences to clarify meaning. Attention was given to the use of various language elements, such as prepositions, consistency in language usage and formatting as well as tenses and capital letters.



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ANNEXURE G

ETHICAL CLEARANCE CERTIFICATE

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER : EM 15/03/01
DEGREE AND PROJECT	MEd How heads of departments manage the teaching of Social Sciences in the Intermediate Phase
INVESTIGATOR(S)	Thandy Sibongile Ndashe
DEPARTMENT	Education Management and Policy Studies
DATE PROTOCOL APPROVED	14 July 2015
DATE CLEARANCE ISSUED	6 May 2016

Please note:
For Masters applications, ethical clearance is valid for 2 years
For PhD applications, ethical clearance is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn

DATE: 6 May 2016

CC: Bronwynne Swarts
Liesel Ebersöhn
Dr TA Ogina

This ethics clearance certificate is issued subject to the condition that the approved protocol was implemented. The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Please quote the clearance number in all enquiries.

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