INVESTIGATING EXPERIENCES OF TRANSITION FROM A TEACHER TO THE HEAD OF DEPARTMENT

by

NOSIPHO IMMACULATE JACA

Submitted in partial fulfilment of the requirements for the degree of

Philisophiae Doctor

in the

Department of Education Management and Policy Studies

Faculty of Education

at the

University of Pretoria

Supervisor: Dr T. A. Ogina
Co-supervisor: Prof. S. T. Mampane

June 2018

DECLARATION OF ORIGINALITY

I, Nosipho Immaculate Jaca**,** hereby declare that the thesis, entitled ***Investigating Experiences of Transition from a Teacher to the Head of Department****,* is submitted in accordance with requirements of the Department of Education Management and Policy Studies at the University of Pretoria for the degree Philisophiae Doctor. It is my own original work and has not previously been submitted to any other institution of higher learning for degree purposes. All sources cited or quoted in this research paper are indicated and are acknowledged in a comprehensive list of references.

....

Nosipho Immaculate Jaca

June 2018

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

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER:	**EM 15/07/03**

DEGREE AND PROJECT   PhD

Investigating experiences of transition from a teacher to the head of department

INVESTIGATOR   Ms NI Jaca

DEPARTMENT   Education Management and Policy Studies

APPROVAL TO COMMENCE STUDY   01 September 2015

DATE OF CLEARANCE CERTIFICATE   30 October 2017

CHAIRPERSON OF ETHICS COMMITTEE: Prof L Ebersöhn

CC   Ms B Swarts

Dr TA Ogina

Prof ST Mampane

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

ETHICS STATEMENT

The author, whose name appears on the title page of this thesis, has obtained the applicable research ethics approval for the research described in this work. The author declares that she has observed the ethical standards in terms of the University of Pretoria's *Code of Ethics for Researchers* and *The Policy Guidelines for Responsible Research.*

DEDICATION

I dedicate this thesis to my God who is my light, my provider and my source of strength and support. Thank you for your divine intervention and for keeping me in your amazing Grace.

I also wish to dedicate this work to the following people:

- My grandmother, Gezephi Mnomiya, for instilling the love of education in me as a child.
- My father, Bulawayo Nhleko, for giving me an opportunity to be a teacher.
- My supervisor, Dr Teresa Ogina, for her patience, support, hard work, passion for student success and - most importantly - for rescuing me when I was drowning during my PhD journey.
- My son, Simangaliso Mzuvukile Jaca, and his nanny, my miracle daughter Sarah Ndlovu, for their support throughout my postgraduate journey.
- Lastly, William Bridges, the owner of Bridges (1991) Transition Theory used in this study, for opening my eyes and teaching me a new way of thinking about transition. His theory changed my life. May his soul rest in peace as he passed on in 2013.

ACKNOWLEDGEMENTS

ABSTRACT

The changes in education experienced by Heads of Departments (HoDs) over the past decade remain unprecedented. The available literature suggests that many teachers are promoted to the position of HoD without the relevant training for their new role and yet novice HoDs are expected to make a successful transition to their new position. The literature focuses on the role of HoDs and the challenges they face, in general. However, there seems to be a gap concerning how HoDs experience the transition process from their previous role as teacher to that of HoD.

This study sought to investigate the experiences of transition from teacher to Head of Department (HoD) in terms of the perspectives of selected HoDs at public primary schools in the Tshwane South District in Gauteng Province, South Africa. A qualitative case study within a constructivist/interpretivist paradigm was adopted and Bridges' (1991) theory of transition underpinned this study. Fifteen individual semi-structured interviews were conducted with Foundation and Intermediate Senior Phase (INTERSEN) HoDs from seven public primary schools to generate data to answer the research questions.

The findings of this study indicate that during the transition period HoDs experience changes that are both personal, such as financial benefits and status, and work-related which involve changes in their responsibilities and their relationships with former peers. HoDs react differently to these changes. The challenges experienced during transition include the lack of role clarity; a lack of subject knowledge and management and leadership skills; heavy workloads and time constraints; tension between management and leadership and teaching responsibilities; a resistance from teachers; and inadequate support.

In order to cope with challenges experienced during the transition process, this study suggests that although HoDs prefer to give little verbal expression to their frustrations, they are committed to work and to self-empowerment; they seek support from school management and family as well as external support from teacher unions; they delegate tasks; and they participate in teamwork. The implications from this study are that HoDs need school-based support from the Department of Basic Education (DBE) as well as emotional support.

Key words: Career advancement; department chairs; heads of department; promotion; middle managers; leadership and management; subject leaders; transition; teacher leaders; teacher supervision

DECLARATION OF EDITING

25 June 2018

TO WHOM IT MAY CONCERN

This is to confirm that I have language edited and proof-read the thesis by **NOSIPHO IMMACULATE JACA** entitled:

INVESTIGATING EXPERIENCES OF TRANSITION FROM A TEACHER TO THE HEAD OF DEPARTMENT

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 capital letters and punctuation.
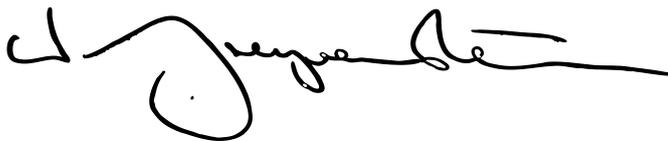
Prof. Walter Greyvenstein (D Litt et Phil; TTHD; LTCL)

44 Second Street

Linden

Johannesburg 2195

Tel. No. +27 11 782 6174

E-mail: wgreyven@lantic.net

LIST OF ABBREVIATIONS

B. Ed.	Bachelor of Education
CPD	Continuous Professional Development
DAS	Development Appraisal Systems
DoE	Department of Education
DSG	Development Support Group
ELRC	Education Labour Relations Council
GDBE	Gauteng Department of Basic Education
HED	Higher Diploma in Education
HoDs	Heads of Department
INTERSEN	Intermediate-Senior
IQMS	Integrated Quality Management Systems
PGCE	Post Graduate Certificate in Education
PM	Performance Measurement
SACE	South African Council of Educators
SMTs	School Management Teams
TTA	Teacher Training Agency
WSE	Whole School Evaluation

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The transition from teacher to teacher-manager and leader is admittedly becoming more difficult as novice school leaders, including Heads of Department (HoDs), face challenges that may not have been anticipated during pre-service training (Brown, 2006). An understanding of the experience of transition from the role of teacher to that of HoD could be useful as background that informs HoD preparation and support programmes. This study investigated how HoDs experienced their transition from a teacher (also referred to as an educator in South Africa) to their role of HoD in selected primary schools in Gauteng Province. The study was based on the assumption that an understanding of the perceptions and experiences of HoDs regarding their transition from their roles as teachers to those of HoD in schools could further contribute to the existing body of knowledge on school-based education leadership. The focus of this research also aimed to provide an understanding of the continuous professional development (CPD) and support that should be provided for HoDs to help them adjust to their leadership role. In this chapter the background to the research problem and questions, the rationale of the study, the significance of the study and the research objectives are discussed. A preliminary literature review and the methodology used are briefly indicated and an outline of the chapters of this thesis is included.

1.2 Background to the study

This study focused on the change or transition from responsibilities associated mainly with teaching to those of managing teaching and learning. Transition, in general, is a process people go through to finally accept change (Bridges, 1991). It involves adapting to a new situation and integrating changes into the lives of those going through change (Kralik, Visentin & Van Loon, 2006). In the school context teachers may be promoted to positions in which they become supervisors of other teachers. In South Africa in order to be legally recognised as a teacher, an individual needs to be

registered with the South African Council of Educators (SACE). The roles and responsibilities of teachers are different from those of HoDs. When teachers are appointed to a HoD position, their responsibilities change because management and leadership responsibilities are added to their teaching duties. Newly appointed HoDs go through a transition process in adapting to their new roles and responsibilities. Hesketh (2014) and Armstrong (2012) argue that a transition to a new leadership role, such as HoD, affects the emotional and social being of those who are involved which results in their leadership abilities being affected and tested. Researchers, such as Early and Weindling (2004) and Chetty (2007), maintain that although all teachers are considered to be managers in terms of managing learners and resources in the learning process, they do not have the responsibility of managing other teachers. Management tasks that involve the supervision of other teachers are assigned only to those teachers who have been promoted to HoDs at middle management level.

Teachers in middle management are known by different names in different countries. For example, in the United Kingdom (UK) HoDs are called subject leaders, middle leaders or middle managers while in the United States (US) they are known as department chairs (Busher, 2005; Turner, 2006; Zepeda, 2007). In Kenya and Tanzania they are called HoDs (Atebe, 2009; Urio, 2012) and, similarly, in South Africa they are HoDs (Ali & Botha 2006; Nkabinde, 2012; Jaca, 2014). In this study, the term HoDs is used to refer to teachers who have been promoted to a level above that of other teachers and below senior management in schools; HoDs belong to the middle level between senior management and teachers in schools (Fleming, 2000). This means that HoDs are in the middle of a hierarchy in traditional bureaucratic structures (Chetty, 2007). Middle management in the school sector denotes "a layer of management between the senior management team and those at the chalk face" (Fleming, 2000:2). In an earlier study Bennett (1995:2) asserts that middle management implies a hierarchical structure which "assumes a downward flow of authority from the leader, given in order to promote what the leader seeks."

The promotion of a teacher to a middle management position brings with it increased responsibility and accountability. HoDs are responsible for teaching and learning; improving learner performance and school outcomes; staff development; and the performance management of teachers in addition to the implementation of policies

adopted by the school (Southworth, 2004; DoE, 2005). The role of HoD also involves the transmission of information and command up and down the line of authority which introduces the concept of middle managers as key brokers within an organisation (Fitzgerald, Gunter & Eaton, 2006; Fitzgerald & Gunter, 2006). As middle managers HoDs are caught between the demands of school teachers and those of senior management team members. In many ways HoDs epitomise the idea that middle leaders are "the meat in the sandwich" (Scott, Coates & Anderson, 2008:12). The promotion of teachers to the level of HoD in South Africa and other countries involves their transitioning to a new role with new prescribed duties to perform as managers (Scott, 2015).

1.2.1   Roles and responsibilities of HoDs: International perspectives

Globally, a considerable number of studies, such as those by Brown and Rutherford (1998), Fletcher and Bell (1999) and Feeney (2009), show that HoDs are perceived to be resource providers, administrators, monitors, liaison officers, managers, department representatives, communicators, mediators and leading teachers.

In the UK HoDs are called subject leaders and their duties are prescribed by the Teacher Training Agency that sets the standards for subject leadership (TTA, 1998). HoDs are responsible for the strategic direction and development of subjects where they are required to develop policies and ensure their implementation. HoDs have to make certain that effective teaching and learning takes place by creating a climate that is conducive to the development of staff members. Another responsibility of HoDs is to inspire confidence in teachers and to assist them in maintaining a positive attitude to their subject knowledge and their teaching skills. HoDs in the UK are responsible for ascertaining that teachers in their departments cover the curriculum and that all learners, including those with special needs, progress in their specific subjects. HoDs are expected to guide teachers on appropriate teaching methods to ensure that their teaching meets the needs of diverse learners. They evaluate teachers' performance and identify areas for improvement; HoDs delegate tasks to teachers, evaluate practice and develop an acceptance of accountability among staff members.

According to Yong (2006), HoDs in clustered schools in Singapore perform four roles, namely: classroom, departmental, whole-school and cluster roles. Their classroom

role involves teaching while their departmental role is concerned with leading teams, planning, monitoring and evaluation, developing staff, administration and advising principals on professional matters. The departmental role is the link between school goals and departments to ensure the integration of departmental and whole-school beliefs, values and priorities. The whole-school role involves working with senior management on decision-making matters, such as developing the school's vision; setting the school's tone and direction; strategic planning; and implementation of school policies as well as performance appraisal and grading. The cluster role is related to collaborating with HoDs from other cluster schools in subject support groups and cluster committees; they work collaboratively with heads of department from other cluster schools in subject support groups and cluster committees in order to raise the standard of performance of their schools by professional sharing and training activities.

In Malaysia Ghavifekr and Ibrahim (2014) found that HoDs are expected to improve teachers' job performance through the development of their teaching practice and increased motivation. In addition, HoDs are also responsible for enhancing the professional competency of teachers.

In Nigeria Nwangwa and Ometere (2013) reported on the roles and responsibilities of school management teams (SMTs) which include HoDs, deputy principals and principals. According to their study, HoDs are expected to monitor the performance of teachers and learners in schools and their role involves providing CPD for teachers and non-teaching staff. HoDs are responsible for the implementation of the curriculum in a manner that meets the Nigerian Ministry of Education's goals.

1.2.2 Prescribed duties and responsibilities of HoDs in South African public schools

The Employment of Educators Act, 64 (1998) prescribes the duties of HoDs in South African schools. The act stipulates that HoDs are in charge of a subject or a phase; they are required to engage in teaching and be class teachers where there is a need to do so. HoDs are expected to provide guidance to teachers regarding the latest approaches in the subjects in their departments/phases. In addition, HoDs are required to cooperate with colleagues in order to ensure that effective teaching standards are maintained and that the learners perform optimally (DoE, 2005). The

act mandates HoDs to perform administrative duties for their departments that include the appraisal of teachers in order to identify areas of strength and weakness with the aim of further developing the teachers professionally. After the appraisal process HoDs are expected to provide teachers with feedback and set targets for the teachers' CPD (Monyatsi, 2006). McRoy and Gibbs (2009) observe that experiencing change and managing its process is an essential skill for all those in education, both personally and professionally. Supervising teachers in schools is a difficult task, particularly due to various compelling drivers for change, such as union interference; the demands of school communities; technological advancement; changing legislation; and the increasing emphasis on accountability (Lucas, 2001).

1.2.3   Appointment to a HoD position

Although HoDs have a responsibility to manage and supervise teachers, research indicates that most of them are appointed to the position of HoD based on their success as teachers and not because they have demonstrated managerial expertise or managerial potential (Adey, 2000). Bridges (2005) posits that in most cases people promoted to new positions are ill-prepared for their new management and leadership roles and responsibilities although the assumption is that they have outstanding subject expertise that qualifies them to move into a managerial or leadership position. Bridges (2005) further argues that the danger of this assumption is that the promoted person may not be fully prepared to handle managerial and leadership roles, regardless of his/her subject knowledge and pedagogical skills. The appointment to a higher position implies a change in terms of responsibilities, benefits and status and not, necessarily, capacity to do the job (Plakhotnik & Rocco, 2010).

1.2.4   Transition

Globally, very little has been written about how people experience the process of leadership transition in schools. Most studies, such as those by Topping (2011) Spillane and Lee (2013) and Coffey (2013), that include transition in school contexts focus on teachers who are appointed as school principals. Other studies on transition to new positions are in the business and medical fields (Duchscher, 2009; Paese & Mitchell, 2006; Hill, 2007). Although the cited studies focus on different areas and different fields, they are relevant to this study as they raise important issues, including

challenges that people face during the transition process (Paese & Mitchell, 2006; Hill, 2007). A common factor in transition is that challenges associated with transition to a management position entail misconceptions about the new role; experiences of internal politics from peers; and lack of authority, regardless of the field of study (Paese & Mitchell, 2006; Hill, 2007). Therefore, there is a possibility that some of the identified challenges may apply to teachers adapting to their responsibilities as HoD's.

While some HoDs are intimidated by a change in their responsibilities and have difficulty developing the required skills and coping with transition stress, others consider it a challenge and an opportunity to grow and develop. Those who view change as a challenge tend to have high self-esteem; they feel in control of the situation; and they develop skills to cope with the stress brought about by the transition process (Azimian, Negarandeh & Fakhr-Movahedi, 2014). The relevance of this finding by Azimian *et al.* (2014) to the focus of this study is that teachers who perceive promotion to the HoD level as a challenge are, perhaps, in a better position to develop skills to manage their phases/departments and to cope with the challenges of transitioning into their new role. However, those who feel threatened by moving into a new role are more likely to encounter problems in developing relevant skills and in handling challenges. Research shows that for a smooth transition to the HoD role to take place, HoDs should possess generic as well as role specific competencies (Scott, Coates & Anderson, 2008). This implies that HoDs should have general management and leadership skills that are required to run their departments/phases. In addition to having these skills, HoDs are responsible for different subjects and, therefore, it implies that they should have a knowledge and a mastery of the pedagogy of all the subjects taught under their supervision.

1.3   Problem Statement

Transitioning from a teaching to a management role can be both exciting and stressful for the incumbent. Ideally, HoDs should be trained thoroughly in terms of the skills required in their preparation to transition to a new role after being appointed. Several studies suggest that HoDs are not prepared for the roles they are expected to play (Zepeda & Kruskamp, 2007; Bennet, 2008; Stephenson, 2010; Nkabinde, 2012; Jaca, 2014; Du Plessis, 2014). Studies by Ali and Botha (2006), Zepeda and Kruskamp

(2007), Bennet (2008), Stephenson (2010), Nkabinde (2012), Jaca (2014) and Du Plessis (2014) focus on the roles and responsibilities of HoDs and the challenges they experience in performing their roles in a manner expected of them. The researcher of this study believes that the challenges experienced by HoDs could, partly, be related to issues in transitioning to a management role. This implies that an important contribution may go unnoticed and, as a result, be missing in terms of understanding the experiences of newly appointed HoDs during the transition process. A lack of knowledge of the transitional experiences of HoDs may possibly lead to a continuous lack of clear understanding of what newly appointed HoDs could and should do to ensure that a successful transition takes place. Knowledge about what happens during the HoD transition process may also assist in terms of identifying the support HoDs actually need at different stages of their transition. This thesis uses Bridges' (1991) Transition Theory as a framework to interpret the findings of the study.

1.4   The rationale of the study

The researcher's first interest in conducting this study came from her personal experience of struggling to provide adequate support and guidance in teaching Commercial Studies to some of the teachers in the department where she was HoD. Though the researcher had specialised in teaching two subjects, English and Accounting, during her pre-service training, her new role as a HoD mandated her to support teachers in teaching all commercial subjects, including those in which she had not specialised. A lack of training or mentoring to support the transition process from her role of teaching to that of supervising other teachers and her lack of expertise in some subjects made her work extremely difficult. The workshops she attended empowered her to teach accounting and not to manage a department. She needed to attend workshops that would equip her with the required knowledge and skills to support all the teachers in her department. Secondly, the researcher was motivated by the findings of the research she had undertaken for her Master's degree concerning the leadership role of HoDs in the teaching of Mathematics in primary schools. The findings revealed the challenges that HoDs face which make it difficult for them to perform their role as teacher leaders. Thirdly, in her literature review of HoDs, the researcher realised that internationally there were numerous studies on the role of HoDs (Bennett, Newton, Wise, Woods & Economou's, 2003; Anderson, Scott and

Coates, 2008; Busher, 2005; Turner 2006; Zepeda, 2007; Atebe, 2009; Urio, 2012) as well as in South Africa (Ali & Botha, 2006; Nkabinde, 2012; Jaca, 2014; du Plessis, 2014). Based on the researcher's personal experience and the findings of other studies regarding the role of HoDs, there appeared to be a knowledge gap in that the many previously conducted studies did not address how teachers make a transition to the HoD role. The focus of research described in the literature seemed to be on the roles and responsibilities of the HoDs and the challenges they experience in general. Therefore, this study focused on investigating the HoDs' experiences of transition from the position of a teacher to that of the HoD in selected primary schools in the Gauteng Province.

1.5   The significance of the study

The study investigated experiences of transition from a teacher to the HoD role in seven primary schools in Tshwane South District in Gauteng Province. It provided the researcher with an important opportunity to advance her understanding in terms of appointed HoDs views of what really occurs when they make the transition from teaching responsibilities to leading and managing other teachers in the primary school context. The study should be of value to various education stakeholders but the findings may particularly benefit HoDs, especially the aspiring and newly appointed ones, in terms of helping them better understand what happens during their transition to the role of a HoD from the perspective of other HoDs. Another benefit for HoDs is that their voices will be concrete evidence of what they go through as they move into their new role as managers. The findings have the potential to assist schools when conducting interviews for promotional posts in identifying whether or not candidates are ready to transition to the HoD role. It is anticipated that the findings will inform the design of training programmes and the development of models for transition from a teacher to the leadership and management role of the HoD. More importantly, the findings may inform the decisions of policy-makers concerning the requirements for promotion to the HoD position in schools. Lastly, this study adds to the existing body of knowledge by addressing the gap that exists in the relevant literature regarding HoDs' experiences of transition to the HoD role in a South African context. Knowledge about what HoDs experience as they make the transition into a role could be helpful

in supporting promoted teachers in schools because relevant support structures and strategies may be developed.

1.6   The purpose of the study

The main purpose of this study was to investigate the HoDs' experiences of transition from a teacher to the HoD role in selected primary schools in Tshwane South District in Gauteng Province. More specifically, the study sought to do the following:

- To establish the changes experienced by HoDs during the transition process from a teacher to the HoD role.
- To identify challenges experienced by HoDs during the transition process.
- To identify the coping strategies used by the HoDs during the transition process.
- To identify the support needs of HoDs during the transition process.

1.7   The main research question and sub-questions

This study aimed to address the following central research question:

- *How do HoDs experience transition from a teacher to the HoD role in Gauteng primary schools?*

1.7.1   Sub-questions

The following sub-questions were posed to support answers to the main question:

- *What are the changes experienced by HoDs during the transition process from a teacher to the HoD role?*
- *What are the challenges experienced by HoDs during the transition process?*
- *How do HoDs cope with challenges during the transition process?*
- *What kind of support do HoDs need during the transition process?*

1.8   Research Methodology

The research methodology used for this research was qualitative in approach and in the form of a case study in design.

1.8.1   Qualitative research approach

In order to collect data from HoDs in primary schools, the approach to empirical research adopted for this study was qualitative. The details of this research approach are discussed in Chapter 3 of the study.

1.8.2   Research design

Research design refers to a plan that is motivated by philosophical assumptions that guide the researcher when selecting participants and collecting and analysing data (Nieuwenhuis, 2010). This study investigated experiences of transition from a teacher to the HoD using participants from different public schools. A case study design was adopted because the researcher considered the design suitable for learning about a poorly or little understood situation, such as HoD experiences of transition from classroom teaching to a teacher supervisory role in schools. According to Leedy and Ormrod (2013), a case study is another name for idiographic research whereby a researcher studies a particular situation in depth for a specific period. The case study allowed the researcher to use semi-structured interviews to question fifteen participants and to probe for further information related to the study. By using a case study design, the researcher was also able to work in natural settings and within a bounded context (Creswell, 2012), namely: seven primary schools in the Tshwane District in Gauteng Province. Although the case study design was used because of its suitability for this study, some methodological weaknesses or limitations were identified as the findings cannot be generalised to other contexts (Leedy & Ormrod, 2013); however, the design had the ability to provide reliable data (McMillan & Schumacher, 2010).

1.9   Data collection

The data collection is described in terms of the research site and population; sampling; and semi-structured interviews.

1.9.1   Research site and population

The study was undertaken in seven primary schools in the Tshwane South District in Gauteng Province. It was conducted in six township schools and one school in an urban area. The schools were convenient for, and granted access to, the researcher. The participants were HoDs for Foundation and Intermediate-Senior (INTERSEN) phases.

1.9.2   Sampling

Sampling is the selection of a sub-group of people from a larger population in order to represent a particular population. In the context of this study a sub-group of HoDs was selected to represent the larger group of HoDs (Creswell, 2012). In sampling the sites and participants for this study a non-probability purposive sampling technique was used which implies that not everyone had a chance of being selected (Creswell, 2012). According to Creswell (2012), this technique is appropriate if the researcher intends to select participants who are knowledgeable about, and experienced in, the phenomenon being studied; in this case: HoDs. The participants selected for the research were in a position to best answer questions related to the study because of their experience and knowledge as HoDs. In South Africa the number of HoDs in a school is determined by the size of the school. For this study two HoDs were selected from six schools; in the seventh school, however, there were three HoDs who were all selected because of the school's size. All the selected schools were primary schools in Tshwane South District and the selected HoDs with experience ranging from one to five years were from both the Foundation and Intermediate-Senior (INTERSEN) Phases. The assumption was that the selected participants were still in a position to remember their transition to the HoD role and that they were willing to tell their stories about their experiences of transitioning from a teacher to the role of HoD.

1.9.3   Semi-structured interviews

Data was collected using one-on-one semi-structured interviews with fifteen participants who were all asked the same questions, using an interview protocol. All interviews were recorded with the permission of the participants. The semi-structured interviews enabled the researcher to obtain a deeper understanding of the transitional

experiences of HoDs and the meanings they attached to their experiences rather than generalising or evaluating (Jacobs *et al.,* 2006). The interview process enabled the researcher to establish a rapport with the participants (Thomas, 2011). It was intended that all the interviews should be conducted after school hours to comply with the rules of the Gauteng Department of Basic Education (GDBE). However, some participants preferred to be interviewed during their free periods and the average time for all the interviews was 45 minutes each.

1.10   Data analysis

Data analysis refers to making sense of the collected data (Creswell, 2012). In this study the researcher used a thematic data analysis process. Data analysis was guided by the research questions as well as concepts from the theoretical framework. The interviews were transcribed by the researcher who then took the following steps: she familiarised herself with the data; generated initial codes; searched for themes; reviewed themes; defined and named themes and, finally, produced the report. Details of these processes are given in Chapter 3.

1.11   Ethical considerations

The researcher followed a code of ethics that guided this study which she explained to the participants. The researcher requested permission from the Gauteng Department of Education (GDE) to conduct the study and an application for ethical clearance was made to the Ethics Committee of the University of Pretoria. After obtaining the required clearance, the researcher contacted the principals of the selected schools for access to the participants. Moreover, the researcher ensured the free and informed consent of the participants by explaining the purpose of the study to them. A consent form was prepared and the participants signed the form to indicate their willingness to be interviewed and as proof that they understood the reasons for their participation in the study (Creswell, 2012). They were assured of anonymity and confidentiality in terms of identity and information protection; pseudonyms were used instead of real names.

1.12 Credibility and trustworthiness of the study

In this study, credibility was guaranteed by using triangulation, member checking, peer debriefing, interviews and probes and the clarification of researcher bias (Creswell, 2009). The researcher achieved dependability of findings by means of an audit trail - a process in which the researcher documents all the activities of the research process (Creswell, 2009). She ensured that all the project documentation, such as transcripts and audio-taped data, was stored safely on the supervisors' computers and on the researcher's laptop to ensure its availability should there be a need. The researcher presented the perspectives of the participants equally to enable readers to arrive at neutral decisions (Creswell, 2014). All participants were treated as partners as they were the ones doing most of the talking; the researcher was more of a listener in order to guard against power interference (Cohen *et al.,* 2007).

Transferability means that readers can relate the findings of the study to similar situations as those studied (Creswell, 2009). Therefore, the researcher described all the processes followed in the investigation to allow for the possibility of replication (Bloomberg & Volpe, 2008).

1.13 Clarification of concepts

The following is a clarification of two central terms and concepts used in this study:

- **Educator** - According to Department of Education (1996:4), an educator is "any person, excluding a person who is appointed to perform extracurricular duties exclusively, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and educational psychological services at a school." In this research the term 'teacher' was used instead of 'educator'.
- **Transition** - The word 'transition' emanates from a Latin verb *transire* which means 'going across' (Chick & Meleis, 1986). Mostly, transition tends to be confused with change because they are used interchangeably; however, they are actually different as the one cannot happen without the other. In order for transition to take place there should be change and change cannot happen successfully without transition (Bridges, 1991). According to Bridges (1991), transition is an internal process that people go through to adapt to change while change is an external

situation. Bridges maintains that change will not materialise until people successfully shift from their old ways of doing things to new ways. Other perspectives regarding transition are those of Allen and Van de Vliert (1984) who view transition as the process of disconnecting from prior roles and engaging in new ones. The researchers maintain that transition entails the reorientation of goals, approaches, identity and behavioural routines. Blake, Ashforth and Saks (1995) argue that transition may have a great impact on the manner and effectiveness in which a new role is performed and on the competences, aspirations and well-being of a person. Nicholson (1984:173) defines transition as a "change in employment status, a move between jobs or a major alteration to the content of existing work duties and activities." Isopahkala-Bouret (2008) sees transition as a process in which professionals move from a specialist role to a managerial role within an organisation. In this study transition refers to the internal process that people go through in order to adapt to change (Bridges, 1991).

1.14 The organisation of the thesis

The overall structure of this report consists of five chapters.

Chapter 1: Introduction presents the background to the study in order to contextualise the problem being addressed. The chapter discusses the role that HoDs are expected, by law, to play in schools; the challenges faced by HoDs in their roles; and people's experiences of transition to new roles in various fields. The purpose, objectives and rationale of the study as well as the main and sub-questions are outlined. The chapter also suggests the significance of this study.

Chapter 2: Literature review on transition and theoretical framework reviews the literature that is relevant and related to this study with the aim of placing the study in the context of the existing literature. It examines different perspectives on the meaning of transition. Several themes are discussed, namely: the preparation and support of, and for, the HoDs; the professional identities of HoDs; the challenges facing HoDs during transition; the perceived reasons for challenges during transition; and how people cope with transition.

Chapter 3: Research methodology is concerned with the methodology used for this study which includes the research context, research design, sample and sampling procedures, data collection methods and procedures and the analysis of data. The chapter also gives a detailed discussion of the measures taken to ensure the trustworthiness of the study as well as ethical considerations and the study's limitations.

Chapter 4: Data presentation, analysis and interpretation focuses on presenting, analysing and interpreting the collected data. A description of the sample is given followed by an explanation of the process used for identifying themes from the data.

Chapter 5: Presentation of findings, discussions and interpretations discusses the research findings and their alignment with the existing body of knowledge in the literature and in terms of the theoretical framework. The chapter also suggests new insights that emerged from this study.

Chapter 6: Summary of findings, conclusions and recommendations presents a summary of the findings, conclusions reached from the findings of this study and makes recommendations. The limitations and delimitations of this study are also discussed and suggestions are made for future studies on this research topic.

1.15   Conclusion

In this chapter the background to the research and the research problem were addressed. The rationale that comprised the researcher's personal experience and literature was discussed and the significance of the study was highlighted. The main purpose of the research, in terms of its objectives, was highlighted and the main research question and sub-questions were given. A preliminary literature review was touched upon and the methodology was set out. Lastly, there was an outline of chapters of the report. The next chapter, Chapter 2, discusses the relevant and related literature and the theoretical framework that was used for the study.

CHAPTER 2

LITERATURE REVIEW ON LEADERSHIP AND TRANSITION

2.1   Introduction

A thorough literature review is the most appropriate way of ensuring that nobody has already conducted the research that is initially being proposed (De Vos *et al.,* 2011). Grinnell and Unrau (2005) assert that through a review of the relevant available literature a researcher is able to compare existing knowledge with his/her research findings. They maintain that it also allows the researcher to identify ways in which the findings of the current study are consistent or inconsistent with existing knowledge and how the study will fill a gap and add to the knowledge base. A literature review provides theoretical viewpoints on the knowledge related to the research problem (Leedy & Ormrod, 2005). Furthermore, Hart (2007) maintains that a literature review includes the use of documents, both published and unpublished, that provides evidence about what is known about the research topic or phenomenon. The information is then used to identify gaps in the literature which may be filled by the proposed research study.

This study investigated the experiences of HoDs as they transition from the role of a teacher to that of a HoD in selected primary schools in Gauteng Province. The study was grounded in Bridges' (1991) theoretical framework of transition. The theory postulates that transition occurs in three phases, namely: ending, neutral zone, and a new beginning. A further explanation regarding these phases is given in the transition process section of this chapter. Although the researcher noted that the theory was applicable to transition in general, in this study it was used specifically in the context of leadership transition which is defined as a process of moving from one level to another in an organisation (Bridges, 2005). In this study participant HoDs were initially classroom teachers who were promoted to school management and leadership positions.

In order to position this study within the context of other studies, the researcher also consulted various electronic databases, such as EBSCO-Host, ERIC and SA e-Publications, internet websites and portals, including Google Scholar, which provide scholarly articles and findings from empirical studies. However, it was found that in the

education leadership literature very little has been researched on the topic of educators' experiences of transition from a teacher to the HoD role in schools. The available studies are limited to what the role of the HoD is and what it should be (De Jong & Kerr-Roubicek, 2007). Most studies on transition in an education context focus on learners, deputy principals and principals while others focus on HoDs at universities. The researcher decided to use studies that are related to the transition of people into a new role of authority in any field in order to provide a context for this study; for example, studies from the medical and business fields were used.

In order to identify the relevant and related literature on her topic, the researcher used the following terms in her search for available previous studies dealing with transition: transition, role development, experiences of transition, role advancement, work role transition, heads of departments, primary schools and becoming a manager. The next section discusses the theoretical framework that underpins this study.

2.8   Theoretical framework – transition theory

People go through many kinds of transition in their lives; some are personal while others are work-related; for example, becoming a parent, starting school, moving from primary school to high school and then to tertiary education, moving from tertiary education to the work place and getting promoted from one position to another - the list is endless. This study investigated HoDs' experiences of transition from a teacher to the HoD role in Gauteng primary schools.

The theoretical base from which the researcher viewed and made meaning of the data collected in this study was Bridges' (1991) theory of transition that proposes a distinction between change and transition. The theory postulates that the two concepts, namely: change and transition, are interchangeable but that they are not the same. Furthermore, Bridges's theory posits that change on one hand is external and it happens fast while transition, on the other, is internal and takes time. For example, in terms of this study, when a teacher is appointed into the HoD position, it is change because immediately the status and rank change; a change that implies the beginning of transition.

Conversely, transition refers to what people go through when they experience change. Bridges (1991) argues that change will never take place without a transition which means that an individual must undergo transition; s/he must accept that the role has changed in order for him/her to also change. Bridges' (1991) theory describes transition as a process that consists of three phases in which people progressively accept the new situation and the changes that come with it. These phases are the ending, the neutral zone and the new beginning.
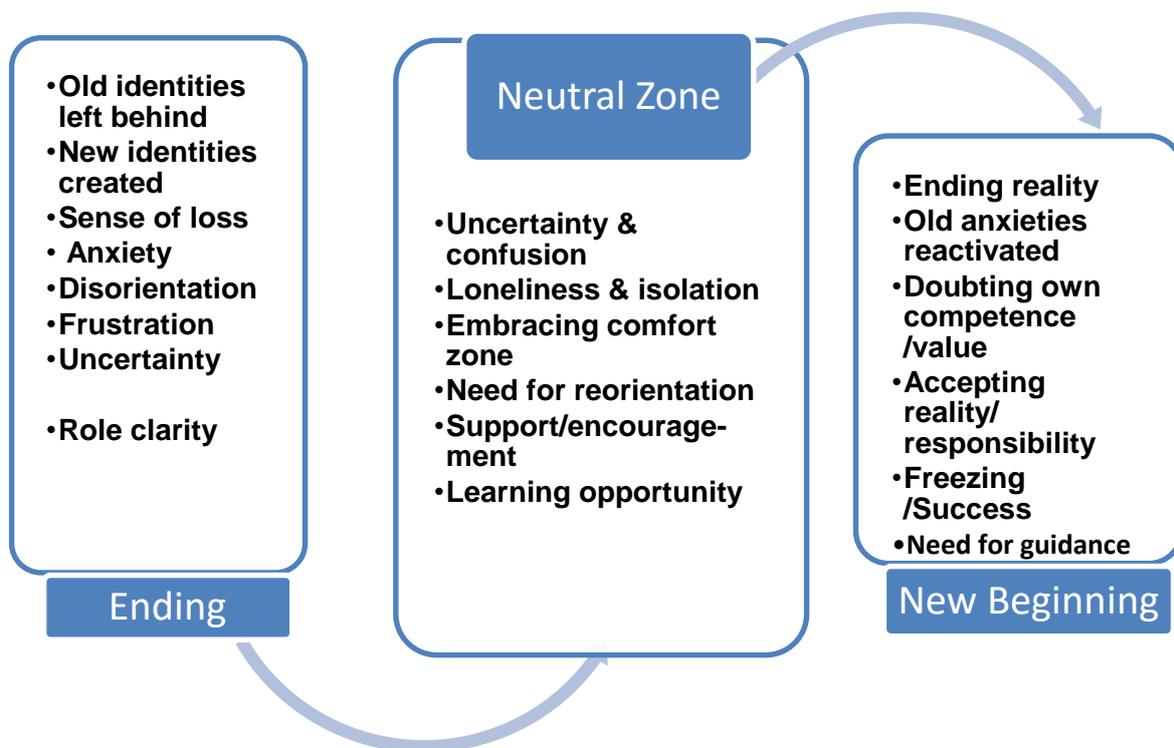
Figure 2.1: Bridges Theory of Transition (1991)

2.2.1   The ending

Bridges' theory maintains that every transition commences with an ending. This is the phase where people must leave behind their old professional identities and start looking for new ones. In this phase people are supposed to change from their previous way of doing things to new ways. Consequently, this phase involves developing a new mind-set and an acceptance of the change from the previous role. The theory accentuates that this phase involves emotions, such as anxiety, disorientation and depression. Vrazel (2013) supports this theory as he views the ending as a stage that

is filled with emotion, such as confusion and resistance, because transitioning people have to let go of their routine and some even get stuck in this stage. Therefore, in order for HoDs to develop new professional identities they need to leave behind their teacher identity and start thinking as supervisors who are responsible for the supervision and the improvement of performance of teachers in their departments (Plakhotnik & Rocco, 2010).

The transition theory requires HoDs to accept that their role includes overseeing their whole department/phase and that their role is now superior to that of their colleagues. The theory buttresses the fact that this is when new role expectations need to be clarified and understood by people going through transition. According to Vrazel (2013), at this stage senior management needs to develop an understanding of the emotions of transitioning people and allow them time to let go. More importantly, senior people have to listen to, and communicate with, transitioning individuals; assure them of the availability of support; educate them about the positive side of the transition; and provide knowledge and skills needed for it to be successful.

Using this theory, the researcher was able to identify the transition level of the HoDs in selected schools. It also provided the researcher with a bigger picture of whether or not schools were doing enough to ensure that appointed HoDs were ready for their new roles. Once transitioning individuals have let go of what used to be, they can move to the next phase of transition, the neutral zone.

2.2.2 *The neutral zone*

The next level of transition is the neutral zone. Bridges (1991:5) calls the neutral zone "no- man's land" because it is between the old and the new reality while Vrazel (2013) refers to it as a bridge between the old and the new. Basically, the neutral zone is the middle point between the old sense of identity and the new one. In the neutral zone individuals who are going through transition have left their old way of doing things but they are not yet comfortable in their new role; they feel lonely and isolated. The HoD appointment process is quick and change is fast; however, transition takes place slowly because of an extended struggle in a state that is neither the old nor the new (Bridges, 1999). Transitioning the neutral zone is a journey that takes time and is full

of confusion and ambiguity. According to Vrazel (2013), the neutral zone is a stage in which some transitioning people start to experience an escalation in their workloads as they learn the new system and way of working. Consequently, some people decide to escape it by embracing the identity of a teacher instead of a manager as their previous identity is their comfort zone.

However, this theory emphasises that the neutral zone is a stage containing an opportunity for development and inspiration in the new role. The theory also insists that this stage can be painful and distressing but that it is the core stage of the transition processes. It is a stage and time when the old habits that no longer fit in the new situation are extinguished and the new place is better adapted to patterns of habit that begin to take shape; this is when HoDs should be provided with professional development relevant to their new role. They require re-orientation, support, encouragement and feedback in order to grow professionally as they explore their new role. Vrazel (2013) shares the sentiment as he also emphasises the importance of support and guidance. He further suggests that since transitioning people may feel overwhelmed by their heavier workloads and that they may even feel unproductive, some work should be deprioritised or additional assistance should be provided in order to help them manage the intense workloads.

Bridges (1991) maintains that people can embrace a new beginning only if they have made an ending and spent some time in the neutral zone. If people do not pay attention to the ending stage and do not acknowledge the neutral zone, they will struggle to come to terms with their role change. In addition, Plakhotnik and Rocco (2010) highlight different challenges that individuals face after being appointed to their new role, including a misunderstanding of their new role; performance expectations that seem to be unrealistic; poor support; relationship changes with colleagues; and more learning than they expected. Bridges' theory assists in identifying what schools should do to ensure that HoDs learn about their roles. Specific support strategies may be recommended to remedy the situation should the need arise.

2.2.3   The beginning

The last stage of the transition process is the new beginning. Bridges' (1991) theory postulates that the new beginning is the final stage of transition. It takes place after people have come through the neutral zone and are ready to commit emotionally to doing things in a new way. According to Vrazel (2013), in the new beginning stage transitioning people are ready for their new roles as they have had time to acquire and develop the necessary skills to work in a new way; they now view themselves as new people. The new beginning stage involves new understandings, new values, new attitudes and new identities.

According to the theory, people are scared when they have to make a new beginning. Even though they have spent a long time in the neutral zone, they are still scared because in this stage they have to make new commitments and be the new people that the new roles demand of them. In the new beginning stage scary, old anxieties that were triggered by the ending stage are reactivated. Moreover, the new beginning is an indication that the ending was real. There is always a possibility that a new way of doing things will work and even if it works, there is the possibility that the person will not be good enough at it to succeed.

New beginnings must be nurtured because they may trigger old memories of failure that could destroy individuals' self-esteem. New beginnings also trigger histories of failure that have been punished. In transition some people will feel a loss of the pleasant experience of the neutral zone. Although some may not like the experience of being in the neutral zone, they find the ambiguity and slower pace of work pleasant. They use the confusion to cover and hide their lack of interest in doing the task and the absence of role clarity gives them an excuse for their inactivity. For such people, the new beginning is an end to a pleasant holiday from accountability and pressure. The theory suggests that senior management must explain the purpose of a new identity and paint a picture of how HoDs should behave at the end; they should also clarify how that may be achieved and explain what HoDs need to do to accomplish it. Vrazel (2013) stresses the importance of continuous support for people in transition as a lack of it can cause a setback in their progress. The following section discusses the literature that was reviewed to contextualise this study.

2.3 The pathway to the appointment of HoDs in schools

The career path from a teacher to the HoD, both internationally as well as in a South African context, is discussed in terms of teacher qualification and registration; what is expected of teachers; becoming a HoD in a school; legislative frameworks used by teachers and HoDs in their roles; and their preparation for the role of the HoD.

2.3.1 Teacher qualification and registration

It seems that in different countries it is a common practice that individuals can only be recognised as qualified teachers and be allowed to teach if they meet certain required standards. For example, according to Roth and Swail (2000), in the US teachers are given a license to teach after the completion of coursework at a recognised education institution. Teachers have their own licensing and certification rules and, therefore, a teacher licensed in one state does not automatically qualify to teach in another (Roth & Swail, 2000). Traditionally, the minimum required qualification is a bachelor's degree and a proficiency examination of some sort. However, in some states there is preference for a fifth year or master's degree to qualify to be a teacher.

In Nigeria individuals are legally recognised as teachers if they are registered with the Teachers Registration Council of Nigeria (TRCN) (Teachers Registration Council of Nigeria, 2007). According to the council, in order to teach basic education an individual must be in possession of a minimum qualification which is the Nigeria Certificate in Education; teaching at senior secondary school level requires a minimum of a bachelor's degree in education, or in another field, plus a teaching qualification.

In South Africa, in order to be recognised as a qualified teacher, a person has to undergo training in which s/he is equipped with conceptual and content knowledge as well as pedagogical knowledge that is needed in the teaching profession (DoE, 2006). The person is required to possess a four-year Bachelor of Education (B.Ed.) degree that must include one-year's full-time supervised practical teaching experience in schools - considered to be a standard qualification for teaching any learning area and phase. Those with appropriate first degrees are required to have a Post Graduate Certificate in Education (PGCE) or a Higher Diploma in Education (HDE) in order to

be able to teach. All qualified teachers must be registered with the South African Council of Educators in order to be licensed to teach (SACE, 2000). Once a person has met the above requirements s/he may be appointed as a teacher and assigned teaching responsibilities in schools.

HoDs in South Africa begin their professional career as teachers at Level 1 in both primary and secondary schools which, in the school context, is the beginners' level. When teachers graduate from pre-service training and begin work they start at the first level in order to acquire teaching experience before they are permitted to move to the higher levels.

2.3.2 What is expected of a teacher?

According to the DoE (1998), teachers are mandated to teach which begins with the planning of lessons. Teachers are also expected to be responsible for classes as classroom teachers as well as be involved in organising and conducting extra- and co-curricular activities at their schools; this entails catering for the educational and general welfare of all learners in their care. Another core responsibility of teacher is the administration of all the activities related to the subjects they teach as well as administrative duties delegated to them by their seniors. They must interact with all stakeholders, including learners, teachers, parents and others. Communication is important when teachers meet with parents to discuss the conduct and progress of their children; when they collaborate with other educators in terms of extra- and co-curricular activities; and when they cooperate with colleagues within the school in order to maintain high teaching standards.

According to De Clercq (2008), teachers require CPD to address their needs and work expectations. In schools there are line-managers - as in any organisation. The school hierarchy consists of senior management at the top comprised of the school principal and a deputy principal, depending on the size of the schools. Smaller schools usually have no deputy principal while some bigger schools have two. In the middle of the hierarchy there are HoDs and subject teachers. Within the hierarchy, HoDs are the immediate supervisors of teachers who are expected to report to the HoDs before they can approach a deputy principal and the principal. HoDs are responsible for the CPD of teachers in their departments/phases; they are expected to be aware of all current

issues in education and management and should be able to communicate that information to teachers under their supervision (Maboe, 2013).

In South African schools teacher CPD is accomplished by means of a performance management tool called an Integrated Quality Management System (IQMS) which was launched by the National Department of Education and the teacher unions in 2003 (ELRC, 2003). The aim of the IQMS is to enhance and monitor the performance of schools and teachers. It is a combination of Whole School Education (WSE) policy, the Development Appraisal System (DAS) and the Performance Measurement (PM). The DAS and PM are the teacher component of the IQMS and are referred to as the teacher evaluation system (De Clercq, 2008). According to De Clercq (2008), this system is a combination of monitoring and appraisal for development, based on instruments and standard performance areas. After self-evaluation teachers are required to choose one colleague who, together with the HoD, are a development support group (DSG) that observes a lesson in order to verify the teachers' self-evaluation and identify their strengths and weaknesses for development. While teachers' skills are being developed they are also gaining teaching experience which allows them to apply for promotion to HoD when promotional vacancies are advertised.

2.3.3   Becoming a HoD in a school

Unlike the corporate world, the salary levels in education are fixed which means that promotion is the only route for teachers to take to increase their earnings (Wong and Wong, 2010). According to Mugweru (2013), promotion allows teachers to be in different roles within the school hierarchy and, thereby, reduces dissatisfaction in their current positions. Several studies indicate that there is no standard training for becoming a HoD in schools; HoDs are appointed based on their teaching experience (Rosenfeld, Ehrich & Cranston, 2008; Stephenson, 2010; Murphy, 2011; Jaca, 2014). According to the DoE (2000), in South Africa any teacher who has two years' teaching experience is allowed to apply for promotion to a HoD position. Moving from a teacher to the HoD role results in changes in terms of status and responsibilities; for example, before the promotion teachers are only officially responsible for the learners in the classes they teach. As soon as they are promoted to the HoD position they experience a change from being responsible for learners to being responsible for teachers.

In consulting the relevant available literature, it was found that there is little research on the changes experienced by teachers who move from a teacher's position to that of HoD. The following section discusses the preparation that the newly appointed HoDs receive, or do not receive, and the following table reflects the core duties and responsibilities of teachers and HoDs in South African schools in order to indicate differences. The core duties and responsibilities are divided into categories (DBE, 2016:10-20; 27-29).

Core Duties and Responsibilities of a Teacher	Core Duties and Responsibilities of HoDs
Teaching • To engage in class teaching which fosters a purposeful progression in learning and which is consistent with the learning areas, programmes of subjects and grades as determined in the curriculum. • To be a class teacher. • To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation and teaching material available in their field. • To take on a leadership role in respect of the subject, learning area or phase, if required. • To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress. • To recognise that learning is an active process and to be prepared to use a variety of strategies to achieve the outcomes of the curriculum.	**Teaching** • To engage in class teaching as *per* workload of the relevant post level and the needs of the school. • To be a class teacher if required. • To assess and to record the attainment of learners who are taught.

• To establish a classroom environment that stimulates positive learning and actively engages learners in the learning process. • To consider and use the learners' own experiences as a fundamental and valuable resource.	
Extra- and Co-curricular • To assist the department head to identify aspects that require special attention and to assist in addressing them. • To cater for the educational and general welfare of all learners in his/her care. • To assist the principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.	**Extra- and Co-curricular** • To be in charge of a subject, learning area or phase. • To jointly develop policy for that department. • To co-ordinate evaluation/assessment, homework and written assignments of all the subjects in that department. • To provide and co-ordinate guidance on the following: 1. The latest ideas on, and approaches to the subject, method, techniques, evaluation and materials/resources in their field and effectively communicating these with the staff members concerned. 2. Syllabi, schemes of work, homework, practical work and remedial work. 3. To inexperienced staff members. 4. The educational welfare of learners in the department.

Administrative	Administrative
• To co-ordinate and control all the academic activities of each subject taught. • To control and co-ordinate stock and equipment which is used and required in the classroom. • To perform or assist with one or more of other non-teaching administrative duties, such as: 1. Secretary to general staff meeting and/or others. 2. Fire drill and first aid. 3. Timetabling. 4. Collection of fees and other monies. 5. Staff welfare. 6. Accidents.	• To assist with the planning and management of the following: 1. School stock, text books and equipment for the department. 2. The budget for the department. 3. Subject work schemes. • To perform or assist with one or more non-teaching administrative duties, such as: 1. Secretary to general staff meeting and/or others. 2. Fire drill and first aid. 3. Timetabling. 4. Collection of fees and other monies. 5. Staff welfare. 6. Accidents. 7. To act on behalf of the principal during her/his absence from school if the school does not qualify for a deputy principal or in the event that both of them are absent.
Interaction with Stakeholders	**Personnel**
• To participate in agreed school/educator appraisal processes in order to regularly review professional practice with the aim of improving teaching, learning and management. • To contribute to the professional development of colleagues by	• To advise the principal regarding the division of work among the staff members in a department. • To participate in agreed school/educator appraisal processes in order to regularly review teachers' professional practice to improve their

sharing knowledge, ideas and resources. • To remain informed of current developments in educational thinking and curriculum development. • To participate in the school's governing body if elected to do so.	teaching, learning and management.
Communication • To co-operate with colleagues from all grades in order to maintain a good teaching standard and progress among learners and to foster efficient administrative within the school. • To collaborate with educators of other schools in organising and conducting extra- and co-curricular activities. • To meet with parents and discuss the conduct and progress of their children • To participate in departmental committees, seminars and courses in order to contribute to, and/or update, one's professional views/standards. • To maintain contact with sporting, social, cultural and community organisations. • To have contact with the public on behalf of the principal.	**Communication** • To co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster efficient administrative within the department and the school. • To collaborate with educators of other schools in developing departments and conducting extra-curricular activities. • To meet with parents and discuss the progress and conduct of their children. • To participate in departmental and professional committees, seminars and courses in order to contribute to, and/or update, one's professional views/standards. • To co-operate with further and higher education institutions in terms of learners' records and

	• performance and career opportunities.
	• To maintain contact with sporting, social, cultural and community organisations.
	• To have contacts with the public on behalf of the principal.

2.3.4 Legislative frameworks used by teachers and HoDs in their roles

Any teacher who is employed in South African primary and secondary schools is obliged to work within a legislative framework (Employment of Educators Act [EEA], 1998). The relevant legislation determines the duties of all employees in schools and specifies the prescribed duties of teachers before they are promoted to higher levels within the school hierarchy. When teachers are promoted to the position of HoD, additional duties are assigned to them - besides their teaching duties; HoDs end up being teachers as well as supervisors of other teachers in various departments.

The above table is an indication of the duties of a teacher and the complexity of the HoD role in South African schools. HoDs are expected to be both teachers and managers and, therefore, it is important that they should be provided with proper training to prepare them for the HoD role because originally they were only formally trained to be teachers. Thorough preparation may enable teachers to make a smoother transition to the HoD role.

2.3.5   Preparation for the role of HoD

Transition to a new role is a vigorous process (Bridges, 1995). As teachers transition to their new role of HoD they facing major changes and challenges, including expectations and new responsibilities required of them as leaders and managers who are ready to function competently (Teunissen & Westerman, 2011). The authors further maintain that as challenging as this process is, it can also present HoDs with opportunities for personal development. In his theory of work role transition, Nicholson (1984) stresses the importance of preparation in the transition process. In their study

on leaders in transition in Europe, Asia and North and South America Paese and Mitchelle (2006) found that leaders in transition experience a great deal of stress because they do not know what to do to succeed in their new roles as they are not prepared for them. They assert that transitioning leaders must be made aware of the demands of their future roles and they recommend that people who are transitioning to a new role should be provided with previews of their new positions in the form of orientation, transition training or assessment in an environment similar to that which they will encounter in their new roles. In terms of this study this implies that after teachers are appointed as HoDs they should be oriented and trained in order to understand, and be able to perform, their expected role and responsibilities.

According to Noe (2008), training is a planned effort to assist employees gain job-related competencies that include knowledge and skills that are critical for their successful performance. For example, as HoDs are accountable for the performance and success of all subjects in their phases/departments, they should be competent in those subjects and manage and lead teachers in terms of how the subjects should be taught and in teaching the subjects. Possessing these competencies will enable HoDs to identify areas of development in the practice of the teachers under their supervision; they should, therefore, know what goes on in their teachers' classrooms. Various researchers, including the Australian researchers, Rosenfeld, Ehrich and Cranston (2008), support this notion; in their examination of the role of HoDs they found that it required new skills. The sentiment is shared by Murphy (2011) in New Zealand who states that teachers who are promoted to a higher level need suitable preparation and training in order to perform their new roles effectively. However, generally the development of required skills is not formalised because there is a lack of standard preparation and training for the additional responsibilities attached to the role of a HoD (Bush & Jackson, 2002; Du Plessis, 2014).

The research report by Ingvarson, Kleinhenz, Beavis, Barwick, Carthy and Wilkinson (2005) suggests that HoDs believe that they were not trained well enough to perform their management role in terms of what is expected of them. In his examination of challenges facing HoDs who are going through the transition from a teacher to the HoD role in secondary schools, Bennet (2008) found that some HoDs learned about the role by being HoD assistants before they were promoted to the actual HoD role.

Some HoDs embarked on a personal reading of, and reflection on, their practice - more especially when things went wrong; they consulted with other HoDs or support staff for personal development. Others attended professional courses or initiated their development opportunities by associating with colleagues from other schools in an organised forum, such as a subject association which is known as clusters in South Africa.

In New Zealand Peak (2010), who investigated the middle leadership of teams in secondary schools, found that middle leaders were ill-prepared for, and require support in, fulfilling their roles. His finding concurs with that of Murphy (2011) who examined the complexity of pastoral care from middle leadership in secondary schools in New Zealand. His study revealed that teachers in secondary schools were continually being promoted to middle leader roles without the training and support they needed to be effective. Murphy (2011) also maintained that the greater part of training for middle leaders occurred on the job which supports the findings of Adey (2000) in the UK who maintains that for many HoDs the closest to any form of training HoDs are given is learning on the job and watching others work. In a South African context the HoD situation, with regard to HoD preparation, is no different than that in other countries.

Several South African studies reveal that HoDs do not undergo any standard formal preparation programme before they are appointed to the HoD role. They rely on their experience and what they have learnt from their previous HoDs. The literature also suggests that those who had been exposed to some kind of training had upgraded themselves by enrolling in university management courses. It further suggests that, after appointment to the position of HoD, if there is any induction process it is inadequate and sometimes irrelevant (Ali & Botha, 2006; Nkabinde, 2012; Jaca, 2014; Du Plessis, 2014).

There seems to be an assumption that if HoDs were considered good teachers, they would automatically be good managers. This assumption is refuted in the findings of Earley and Fletcher-Campbell (1989) in the UK as they found that HoDs were not confident that their experience as teachers would help them perform their HoD tasks effectively. In Hong Kong Shun-wing Ng and Chan (2014) suggest that there is a

strong demand for training in interpersonal skills, crisis management, resource management and an understanding of current curriculum requirements. However, HoDs do not enjoy the same level of support as that available to principals (Flückiger, Lovett, Dempster & Brown, 2015). A further finding from the UK study by Thorpe and Bennett-Powell (2014) is that despite middle leaders' high levels of confidence, HoDs need CPD in improving teaching and learning and raising achievement standards. It appears that internationally even though HoDs are responsible for the core business of schools, i.e., teaching and learning, the core elements receive poor attention in terms of preparation. The fact that their original training was that of a teacher does not seem to be acknowledged; however, being trained to teach is very distinct from being trained to manage and to lead other professionals, such as teachers. HoDs may be perceived as good teachers, but the literature suggests that they need formal training before they can be entrusted to manage and lead other teachers (Kalargyrou, Pescosolido & Kalargiros, 2012).

2.4   The difference between leadership and management

Even though leadership and management are different, they are related. As a result, the concepts are often used interchangeably in the literature. They both play an important role in educational organisations; however; the role of leadership seems to be more dominant in recent educational literature. Researchers who have attempted to distinguish between the two concepts maintain that management is more about the implementation of vision and controlling the means to reach the goals set by a leader; this implies that leadership is about establishing the vision and strategies to achieve goals (Locke, 1991). According to Cartwright (2002), management generally is about administration while leadership is about innovation. In supporting this notion, Sloane (2007) believes that in order for an organisation to be successful and competitive those who demonstrate and encourage creativity, business mindedness and risk-taking must lead it.   Bush (2007) is of the opinion that management and leadership have the same value and should apply in terms of what needs to be done. The researcher of this study concurs with Bush in the sense that as much as HoDs are part of SMTs, it implies that they are managers who are expected to influence and motivate their subordinates to provide quality education to learners in order to improve their

performance in the different subjects under their supervision. This means that HoDs are both leaders and managers of subject departments/phases.

2.5   HoDs as leaders and managers

HoDs perform a leadership and management role within their departments. Their role is perceived as complex and multifaceted as it entails being a leader and a manager. Stephenson (2010), a New Zealand researcher, points out that HoDs are pedagogical practitioners, i.e., leaders of learning because they lead in pedagogical practice. Stephenson (2010) supports Heng and Marsh's (2009) belief that the role of the HoD is about leadership and further adds that it has both management and pedagogical responsibilities. Stephenson (2010) maintains that HoDs are faced with the tension between being a manager and a leader.

The leadership literature tends to focus more on school principals in terms of proving instructional leadership and ignores the role that HoDs play in leadership. However, according to the DoE (2000), HoDs are instructional leaders in schools. Furthermore, Barnett, Shoho, and OleszewskI (2012) posit that the demand to improve student achievement has increased tremendously which calls for all school leaders to be instructional leaders - and HoDs are school leaders. The responsibility of the HoD entails managing curriculum and instruction, supervising and supporting teachers and monitoring learners' progress. HoDs are expected to ensure that all the objectives and goals of the school are implemented in various the departments/phases by giving direction to their teachers. Therefore, HoDs are by description instructional leaders in schools.

2.5.1   Instructional leadership

Instructional leadership is concerned with leading and managing teaching and learning as the core business of schools (Robinson, 2006; Bush, 2007). Researchers, such as DiPaola and Tschannen-Moran (2003), believe that instructional leadership defines the roles and responsibilities of school principals to address teachers' needs and improve the results of learners. However, Bush (2005:8) disagrees and argues that the HoDs are the instructional leaders in schools as a result of the pressure that is put on principals as well as other senior staff. In addition, HoDs are "almost always highly

experienced and successful classroom practitioners", making them able instructional leaders.

In a study that was conducted by Christie and Ward (2009) to investigate the management of the curriculum and instruction in South African secondary schools in two provinces it was found that most of the principals' time was spent on administrative functions as well as learner discipline which left little or no time for instructional leadership. In addition, Bambi (2012) observes that principals are no longer the only instructional leaders in schools as schools have been re-organised in order to empower teachers. Since HoDs are responsible for leading and managing teaching and learning in schools, they are expected to possess the necessary instructional leadership skills to do their work effectively. In a South African study conducted by Bush, Joubert, Kiggundu and Van Rooyen (2009) on instructional leadership it is recommended that, among other things, HoDs should model good practice and allow teachers to observe them. They are also supposed to do classroom observation and provide constructive feedback to teachers, thereby enhancing teaching and learning in schools. In order to achieve this, HoDs should be knowledgeable in the subjects they supervise; this concurs with Ling (2010) who concluded that there was a need for training and support from top management to equip HODs with the relevant skills to lead and manage their departments effectively.

In a US study by Zepeda and Kruskamp (2007) that examines perspectives of high school department chairs in their work of providing instructional supervision to the teachers in their departments it was found that department chairs are not well-prepared for the practice of instructional supervision; they do what they think is right when performing that duty. An Australian research paper that examines the changing nature of the role of HoDs in secondary schools suggests a lack of training for HoDs. The HoDs were learning on the job, using what they learned from HoDs who were their role models and mentors; however, some indicated that they developed their understanding of the HoD role through personal experience (Rosenfeld *et al.*, 2008). Other studies that were conducted in New Zealand support the findings of the above studies.

It seems that there is much to be done for HoDs to finally acquire leader and manager identities. The limited number of studies in the literature that focus on how HoDs experience the transition process indicates that they lack the ability to perform some of their co-duties, which may delay their transition process. If it is not known how HoDs navigate transition to their HoD roles, and given their inadequate training, their instructional leadership capacity is unlikely to be effective or to improve. Therefore, it seems important that HoDs should be provided with relevant skills to manage and lead teachers in schools.

2.5.2 *Importance of leadership and management skills for HoDs*

The importance of skilled leaders is emphasised by Bush (2007) who maintains that there has been a global realisation by governments that for countries to compete with one another economically they need highly skilled workers. In the school context those workers include teachers, HoDs, deputy principals and principals. For the purpose of this study the focus was placed on HoDs because they need different skills in their transition from a teacher to the role of the HoD and because their initial training was that of a teacher and not a school leader and manager. One important function of HoDs is managing and leading their phases/departments. It seems that HoDs require certain competencies in order to be ready and confident to perform their leadership and management duties successfully; their efficiency and effectiveness is largely dependent on the appropriateness of their training and development (Maboe, 2013).

In Hong Kong Shun-wing Ng and Chan (2014) conducted a study of the situation of middle managers in schools; their CPD needs; and the requirements of middle leaders for quality school management. They found that due to insufficient training opportunities there was a strong demand for interpersonal, crisis management and resources management skills as well as an understanding of education rules in the CPD curriculum for middle leaders. It seems that skills are crucial for everyone transitioning to a leadership position, irrespective of their field of work.

2.6   Expected role and responsibility of a HoD

It is acknowledged that HoDs are the most important role-players in ensuring quality teaching and learning in schools. They seem to be the driving force behind the implementation and accomplishment of the core business of schools, which is teaching and learning (Fitzgerald, Gunter & Eaton, 2006). HoDs have a responsibility to support teachers in achieving their core function of improving learners' results (Murphy, 2011). They are part of the management team and they are teachers; in some countries HoDs are called middle managers. In addition to their teaching loads HoDs are responsible and accountable for schools as well as their departments/phases (Dinham, 2007). Although HoDs are responsible for the teaching and learning which takes place in schools, it seems that some HoDs do not received any form of management or leadership training prior to their appointment as HoDs (Ali & Botha, 2006; Zepeda & Kruskamp, 2007; Bennet 2008; Stephenson, 2010).

In the US Feeney (2009) examined the way in which department chairs in a high school understand their role in relation to leadership and school improvement. The findings of the study showed that department chairs or HoDs were responsible for serving the needs of many people; their role was seen to include being a liaison person, manager, enforcer, supplier, fixer, department representative, advocate, communicator and mediator. In contrast, in Malaysia Ling (2010) focused on the role of HoDs as instructional leaders; the impact of their role on the work culture; and the challenges they face in promoting the work culture; it was found that HoDs were perceived as resource providers, communicators and authority figures.

Poultney (2007) conducted a survey and telephone interviews in the UK focusing on the nature of effective subject leadership and the centrality of the subject leaders' role in leading and managing cultural change as well as the extent to which they were creating a new professionalism. A sample of 11 secondary schools was selected with 129 subject teachers, 85 subject leaders and 41 senior teachers. It was discovered that HoDs were expected to be approachable when teachers needed work-related support and they were expected to focus on improving the quality of teaching and learning in their departments by sharing pedagogy and by becoming involved in each

other's work. Therefore, the delegation of responsibilities to senior teachers was perceived to be one of the crucial roles that HoDs were expected to fulfil.

A study by Marzano, Waters and McNulty (2005) in New Zealand suggests that HoDs should have a deep knowledge and understanding of pedagogy and subject matter in order to be recognised as being competent. This confirms what Bennet *et al.* (2003) found in the UK as they conducted a review to examine the changing role of subject leaders; they observed that the authority of subject leaders was dependent on their competence as teachers and on their subject knowledge. They also discovered that good subject knowledge provided subject leaders with a professional identity.

Since HoDs are seen as subject specialists who are supposed to supervise the teaching and learning of various subjects by conducting class observation, it is important for them to possess these competencies otherwise it would be difficult for them to identify the subject-related challenges of the teachers under their supervision - thereby making it difficult to assist their teachers. DeBruyn (2009) asserts that the authority of HoDs does not necessarily come from their official positions as managers; instead, it comes from their competence as teachers and their subject knowledge. DeBruyn (2009) reports that HoDs are sometimes uncertain about their abilities and level of subject knowledge, which results in them having difficulty monitoring the work of the teachers who they supervise. Maboe (2013) found that experienced teachers performed their responsibilities better than HoDs. Malinga (2016) investigated how Science HoDs provided subject-specific instructional leadership in Gauteng and discovered that some of them did not have pedagogical content knowledge, subject knowledge or any professional credibility to lead the teaching and learning of the subjects they supervised. Given the above findings, it seems that it is not enough to know about the role of HoDs and how they perform it; it is also necessary to be familiar with how HoDs make a transition from a teacher to the HoD role in spite of their lack of crucial competencies - as reflected in the literature.

In addition to a deep knowledge and understanding of pedagogy and subject matter, in moving to a management and leadership role in schools HoDs are expected to have interpersonal skills. In Singapore, Hang and Marsh (2009) examined the roles of middle leaders in primary schools in terms of their understanding and experience in

leading teaching and learning. They discovered that having interpersonal and communication skills were perceived as key in managing change and influencing others successfully. They suggest that these skills are crucial for HoDs to be able to deal with teachers who resist change in their departments. The possession of these skills enable HoDs to listen to teachers and encourage them by suggesting solutions to what the teachers perceive as problems. In examining the competencies of secondary school HoDs and the implications of perceived problems for CPD in Malaysia, Bak (2010) learned that of all the required competencies, HoD saw themselves as most competent in interpersonal skills.

Part of interpersonal skills is the ability of a leader to communicate effectively. A study related to nursing by Shun-wing Ng and Chan (2014) reveals that nurses were unable to communicate with the patients and their co-workers satisfactorily and that they depended on their co-workers to lead them. A South African study focusing on the way deputy principals and heads of department perform their roles in schools indicates that that middle managers experience the challenge of difficult teachers who resist authority by not adhering to deadlines (Maboe,2013). The possession of relevant leadership and management competencies can assist HoDs to perform their duties efficiently; address challenges during the transition process; and settle into their roles more easily.

In Australia Rosenfeld *et al.* (2008) focused on the changing nature of the HoD role in secondary schools. They found that the role of the HoD had become more complicated and that HoDs had no idea what their role demanded in terms of responsibilities and skills. HoDs were also not happy with their additional workloads. Another study in Singapore by Heng and Marsh (2009) sought to understand middle leaders' perceptions and understanding of their roles in leading teaching and learning in primary schools. They found that middle leaders were expected to manage change and influence others; make judgements from time to time that were fair and consistent; foster relationships in all departments; and develop their personal capacity in terms of knowledge, skills and values.

In Kenya Atebe (2009) explored the perceptions of head teachers and secondary school HoDs concerning their actual roles and what was expected of them. It was

found that the majority of HoDs and some of the principals agreed that they were responsible for ensuring that subject schemes of work were prepared and made available and that HoDs were responsible for setting examinations, moderation and marking. Some HoDs believed that they were expected to provide teachers with up-to-date lesson preparation; keep a record of workbooks; and ensure that teachers adhered to deadlines. In addition, HoDs were deemed to be responsible for ensuring that bookkeeping and recording were accurate, professional and done on time. Some principals were of the opinion that HoDs were responsible for the implementation of the curriculum. According to the principals, the role of the HoD also included ensuring that lessons were prepared in terms of content structure and methodology. Both principals and HoDs were also responsible for ranking and following-up on learners' progress as well as planning and presiding over departmental meetings. The majority of principals thought that HoDs should assist new teachers in their departments and the HoDs felt that they were expected to report to parents on the welfare and discipline of learners.

In South Africa the policy guidelines of the Department of Education (2000) stipulate that HoDs are instructional leaders whose duty includes ensuring that there is quality teaching and learning in their various departments/phases. According to the guidelines, the role of the HoDs includes assisting teachers in performing the core business of schools, which is teaching and learning as well as achieving student outcomes. HoDs are supposed to monitor teachers through classroom observation and provide them with constructive feedback in order to help them improve their teaching practice. In her qualitative study in South Africa Nxumalo (2009) focused on middle management's roles in implementing the new curriculum at Grades 10-12 levels. The study reveals that HoDs fulfil their management role to a greater extent than their leadership function and that they are responsible for the implementation of curriculum processes at the expense of curriculum change and innovation. Therefore, there is a possibility that HoDs do not know how to separate the two roles, making their transition process slow and difficult.

Despite HoDs being managers of school departments/phases, Blandford (2006) asserts that contrary to the opinion of senior management, they also have full teaching obligations. According to Chetty (2007), this implies a demanding dual identity of both

teacher and manager. However, the knowledge of how HoDs experience transition from a teacher to the HoD role is limited, especially in the South African context. Changes take place when promoted teachers are appointed as HoDs; therefore, if HoDs are to be effective in meeting the role expectations they need to be prepared for their new roles through intensive training and preparation.

2.7   Transition

Transition is a change process that occurs and is experienced by individuals as they move from one situation or job to another. It is difficult to adapt to the new responsibilities that come with transiting from individual worker to manager. A White Paper by Gentry, Logan and Tonidandel (2014) cautions about the consequences of not equipping transitioning people with relevant skills; being promoted to a formal leadership position when one has always been an individual contributor is a big and difficult transition. When an individual is promoted to a new role, it is difficult to establish or assert authority (Logan & Tonidandel, 2014). The inability to assert power and authority when one moves from a co-worker position to a senior position as well as gain the respect that comes with the position and maintain positive personal relationships can be challenging during the transition.

New leaders find it difficult to influence, manage and coordinate employees who are not in their direct line of authority. It seems that novice managers are concerned with becoming better leaders while they continue to be productive employees. As a result, they struggle to develop skills that include specific time and stress management skills, leadership skills and job-specific skills for their new role; providing guidance to teams and leading them is challenging because of the lack of ability to give direction to team members and to monitor them. Another challenge for novices is their management of internal stakeholders and politics in asserting their views with senior management, especially about liaising with subordinates. In general, novice managers find it challenging to achieve an understanding of the politics of their organisations. New managers also struggle with motivating their subordinates owing to an insufficient knowledge of what motivates others and the inability to motivate without financial incentives. They struggle to overcome the discomfort of providing feedback concerning the poor performance of subordinates and holding them accountable for

their actions. They also have difficulty in mentoring and coaching subordinates who lack skills, ability, knowledge and experience; they struggle with communication skills, conflict management skills and delegation skills. Inevitably, they struggle to perform their duties efficiently, a process that is exacerbated by limitations, such as a lack of necessary resources.

2.8   Transition process

Transition is a flexible process that eventually transforms people despite their various paces (Duchscher, 2009). Several researchers agree that there is no specific time in which to complete the transition process because leaving roles, relationships, routines and norms behind and embarking on new ones takes time and people react differently in the process (Bridges, 1991; Duchscher, 2009; Schlossberg, 2011).   During the transition period most people move back and forth; they leave their old identity, move towards the new one and then end up staggering between the two (Schlossberg, 2011). In terms of this study, there is the possibility that some newly appointed HoDs may move from a teacher identity to the manager identity, move back again and end up with neither a teacher or a HoD identity. The confusion in the identity change may be a hindering factor in acquiring the new identity expected from the person in the new position (Plakhotnik & Rocco, 2010). The change in professional identity takes time and, hence, transition is a process that has different phases.

2.8.1   Phases of transition

There is agreement among researchers that for individuals to be totally ready for a new role, they must have gone through all the different phases of transition. According to Nicholson (1984), the transition process starts with preparation followed by encounter, adjustment and stabilisation. This means that people must be prepared for the challenges they will encounter; when transition begins they encounter different challenges and, if they have been thoroughly prepared, they will be able to deal with them. The ability to address challenges helps people adjust to their new roles and eventually become stable in those roles.

Bridges (1991) maintains that the transition phases are: the ending, the neutral zone and the new beginning. Every transition begins with the ending as people leave behind

their old ways of doing things and start learning new ones. The neutral zone is a phase where people have left their old ways behind but have not yet fully learned new ways for doing things; they linger between the old and the new ways. The new beginning is a phase where people have finally left the old and learned the new ways of doing things; it is when they start settling into their new role.

Duchscher (2009) posits that the transition process includes doing, being and knowing. Doing refers to learning by doing; being refers to people finding their new identities; and knowing is about having the necessary knowledge and skills to confidently performing the new role. Bridges (1991) and Duchscher (2009) both agree on the importance of learning about the role as individuals transition to it before it may be concluded that they are ready for the role. It seems evident that transitioning to the HoD role should not be treated as a one-off event when a teacher is promoted to the HoD position. Very little attention has been given to assisting appointed HoDs throughout the transition process because very little is known about how they experience the process - which seems to be a global phenomenon. The current study was intended to investigate the experiences of those who transition from a teacher to the HoD role. Even though the study is about transition, it was conducted within members of management and leadership in the education field because HoDs are part of SMTs.

Bush (2007) emphasizes that the quality of leadership makes a difference in learner performance and the quality of education in schools. World-wide, schools need effective managers and leaders to provide quality education for their learners (Bush, 2007). Although the importance of leadership in a school is a known fact, a knowledge of the issues that HoDs face during transition from a teacher to the HoD role is scarce.

2.9   Issues and challenges of transitioning to a management and leadership role

Generally, there are similarities in how people experience transition into a new role even though their fields of work may be different. This section reviews the wider literature to reach a better understanding of what people who become managers and leaders experience during transition. In doing so, a better understanding of the kind of support and development required by individuals - no matter their profession - was

obtained. Issues and challenges that emerged and are discussed are: role shock and new understanding; lack of role clarity and ambiguity; role tensions; lack of management and leadership skills; changes in relationships; heavy workloads; time constraints; and lack of support.

2.9.1   Role shock and new understanding

A common theme related to the challenges experienced during the transition process in several studies is that of role shock because of misconceptions about a role. Duchscher (2009) notes that the first reaction of people going through a transitioning process is anxiety caused by the uncertainty of moving from the familiar environment of their previous role to an unfamiliar one with new expectations. People seem to move to new roles believing that they are clear about what those roles entail; it is only when they are in those roles that they realise the demands are greater than they anticipated. For example, in Hill's (2007) study conducted in the field of business that focuses on personal transformation to a management role for first time, managers revealed that people who transition only realise the implications of the new job when they are confronted with real demands and expectations. The study shows that participants experienced shock when they discovered that the skills and methods they used in their previous role were very different from what was required in their new role. To their surprise, the new job required new skills that the participants did not have. First-time managers in Hill's (2007) study were of the opinion that their new position would give them authority to make things happen; in reality they had to work on relationships with people who made conflicting demands on them. The managers also believed that the formal position would give them power but the reality was that their power was based on their ability to establish credibility with subordinates, peers and superiors. The findings of the study show how transition to a leadership position can be complex with certain challenges (Hill, 2007).

Armstrong's (2015) qualitative study examines the nature of the transition from a teaching to an administration role of four recently appointed secondary school vice-principals in North America. It was found that although the vice-principals indicated that they had taken the mandated principals' training courses and were all experienced curriculum leaders, they experienced a number of shocks and surprises during the first

year in their management role. The vice-principals realised when they were already in the role that there were differences between teaching and administration in terms of their responsibilities as teachers and as upper-level administrators.

A study conducted in New Zealand secondary schools by Bennet (2008) focuses on issues facing first time HoDs. The researcher found that the HoDs had a certain understanding of the new role before taking up the position; however, their understanding of the role changed during their first year in the new position. They started to realise that the role they were expected to play was bigger than they anticipated. The HoDs who participated in the study never thought that they would have to interact with senior management for administrative purposes or to comply with external agencies for assessment and staff regarding management issues. This finding indicates participants' lack of role clarity and full comprehension of the new role.

A qualitative study by Davidson (2016) focuses on the effects of the early experiences of 12 South Australian novice primary school principals and the support they received. According to the findings of the study, new principals were overwhelmed as they realised the extent of their responsibilities, including decision-making. Although the principals had been deputy principals and acting principals in other schools, they all agreed that being in a principal position was not what they anticipated. These findings imply that people's perceptions about the role they are applying for do not necessarily mean that they have a clear understanding of the actual role expectations. It seems to be important that roles still need to be clarified despite applicants' formal education and experience. Another common theme that emerged from studies on transition was that of role clarity.

2.9.2   Lack of role clarity and ambiguity

The lack of role clarity has been identified as the absence of information required to do a job effectively. It also refers to inadequate information that brings ambiguity in the worker's perception of the role (Mayer & Zepeda, 2002). Role is related to role ambiguity that is caused by the non-existence of necessary information available to a person occupying a particular position (Mayer & Zepeda, 2002). According to Paese

and Michelle (2006), people experience ambiguity when expectations are unclear during transition which makes the success of the transition fuzzy. A number of studies suggest that when people move into a new role, they discover that they are not clear on what is expected of them and how they should do it. For example, in a study conducted in the US, Zepeda (2007) focuses on how HoDs perceived their role of providing instructional supervision to teachers and discovered that HoDs experienced role ambiguity. This implies that the HoDs were unclear about how to manage teachers - which is expected of an instructional leader. They, therefore, resorted to using their intuition.

In a study conducted In New Zealand by Bennet (2008) it was also found that HoDs experienced a lack of role clarity which led to stress and impacted negatively on their effectiveness. The lack of role clarity contributed to some tension experienced by the HoDs as the links between job descriptions, expected tasks in the role and role size were unclear. Some HoDs had smaller departments while others had larger ones to manage. Those with smaller departments had more daily contact with individual teachers and they were able to exercise leadership functions in a less formal way while it was difficult for those who were managing bigger departments to do so. Moreover, the HoDs also revealed that role size was related to the issue of role clarity because there were no clear boundaries and the HoDs in the study felt that multiple tasks were being imposed on them (Bennet, 2008). Murphy (2011) also reported on the problem of a lack of role clarity. The study focused on interpreting multiple perspectives regarding the pastoral care of the middle leadership role in New Zealand secondary schools and evidence showed a lack of clarity concerning the role of middle leaders.

A Canadian study conducted by Bosetti, Kawalilak and Patterson (2008) explores and describes the experiences of three academic women "betwixt and between" their senior management positions; taking up position as academic members of a faculty; and the strategies they used to support each other to construct their professional identities and to understand the norms of the faculty culture. The study indicates that the women experienced an academic culture where they were expected to know what to do without any guidance on what they needed to know or where to find answers to what they needed to know.

In South Africa Ali and Botha (2006) sought to determine the role, importance and effectiveness of HoDs in contributing to school improvement in public secondary schools in Gauteng and Nkabinde (2012) conducted a quantitative study focusing on the roles and the responsibilities of HoDs in the Foundation Phase in Mpumalanga primary schools. Both studies found that HoDs were unclear about their role expectations. The studies affirm that HoDs generally struggle to carry out their responsibilities owing to their lack of a clear understanding of their role expectations. Some newly appointed HoDs relied on what they had observed their previous HoDs used in order to get the job done.

In the medical field Duscher (2009) conceptualised a theoretical framework of the initial role transition for newly graduated nurses and discovered that even though the nurses experienced shock at the beginning of their transition, orientation concerning their responsibilities was helpful in reducing the shock. During orientation the graduate nurses were taught and mentored to enact their new roles by their seniors. This implies that when people are appointed in a new role, it should not be taken for granted that they are aware of their responsibilities as that could be misleading. It also implies that orientation and mentoring are helpful when people begin work in a new role. The literature suggests that a lack of role clarity is related to role ambiguity as well as role tension, which emerged as another experience during transition to the management and leadership role

2.9.3   Role tension

Previous studies on transition have indicated that when people go through transition to a new role, especially a management one, they experience tension that includes role conflict. Zepeda (2007) describes role tension as a situation where individuals have to meet two or more expectations of a role in such a way that if they comply with one, it becomes difficult to comply with the other. As a result, role conflict is perceived as being pressure to perform in two or more incompatible ways. In their literature review of the changing role of subject leaders Bennet *et al.* (2003) found that HoDs experienced role conflict; they were torn between management and the teachers and they chose to be loyal to the teachers. In New Zealand, an examination of issues facing first-time subject leaders showed that they experienced conflict between their

management and teaching duties where management was perceived to be dominant at the expense of teaching and learning. These studies corroborate the conclusions of Daresh and Male (2000) who suggest that people transitioning to a new role find themselves forced to make drastic changes in terms of time and priorities that are require for them to be highly skilled. The lack of management and leadership skills also emerged as an important factor in experiences of transitioning to the management and leadership role.

2.8.4   *Lack of management and leadership skills*

Weidling and Dimmock (2006) suggest that while starting in a new position for the first time is exciting, it could also be a complex and difficult experience - especially if it requires new skills, like leadership and management. Bennet (2008) contends that when teachers are officially appointed to the position of HoD they experience their first encounter with management and leadership responsibilities, especially those without prior experience. Murphy (2011) argues that all teachers who are promoted to a higher level need to be suitably prepared and trained in order to perform their role effectively. Sirkis (2011) and Nguyen (2012) are also of the opinion that the attention given to preparing newly appointed HoDs for their role is inadequate as they do not receive training in the managerial and leadership aspects of their new positions. Without the required skills, Ellis, Vriesendorp and Galer (2005) warn that HoDs are likely to rather re-embrace their teacher role as they may feel unprepared for the management and leadership aspects of their role; this could hinder the transition process. It seems that in various settings when people move to a new role they seem to acknowledge that they lack the relevant required skills, regardless of whether or not they had prior experience and regardless of the field of work.

Dares and Male (2000) did a cross border qualitative study focusing on experiences of newly appointed British head teachers and US principals. They discovered that some had obtained experience from acting as heads and principals in their schools before their appointment to the actual role. However, most of the American principals reported that they felt unprepared for the technical duties related to the job as they struggled to balance activities that seemed to be competing and required technical ability. The study also revealed that even though the American principals had gone

through university programmes in educational administration prior to their appointment, what they learned was insufficient to prepare them for what they found in the actual principal job.

A New Zealand research report by Ingvarson *et al.* (2005) related to secondary schools revealed that HoDs in schools felt that they were not sufficiently well trained to perform their management role as was expected of them. Peak (2010) also investigated middle leadership of teams in secondary schools and found that middle leaders were ill-prepared and required support to efficiently fulfil their roles. His finding was supported by those of Murphey (2011) who examined the complexity of pastoral care middle leadership in New Zealand secondary schools. He discovered that teachers in secondary schools were continually promoted to middle leader roles without the training and support they needed to be effective and that the promoted teachers were learning on the job. More importantly, his findings confirm what Chetty (2007) concluded: that there was no induction, continuous mentoring and appraisal for their role and the extent to which the provision of CPD met their needs was meagre.

A Brazilian study conducted by Da Silva, Da Silva de Souza, Trentini, Bonetti and Mattosinho (2010) in the medical field on the challenges faced by nurses in the first years of nursing suggests that nurses believed that taking up the management role was a further challenge as they lacked political preparation, practical experience and any relationship with the team. Moreover, they maintained that their education did not sufficiently prepare them for the role and, more importantly, did not address the entire complexity of the work involved, particularly in managing people.

In the US, Zepeda and Kruskamp (2007) explored the perspectives of high school department chairs concerning their task as instructional supervisors for teachers. They also discovered that departmental chairs were not well prepared for instructional supervision. An Australian study that examined the changing nature of the HoDs and the required skills needed in their new role found that the development of those skills was not formalised. According to the study, some HoDs were learning on the job and using what they had learned from HoDs who were their role models and mentors while others developed their understanding of the role through personal experience.

48

Shun-wing Ng and Chan (2014) examined the situation of middle managers in schools in Hong Kong, their CPD needs and the requirements for quality school management. They observed that there were insufficient training opportunities for middle leaders in primary schools and concluded that owing to few training opportunities, there was a strong demand for interpersonal skills, crisis and resource management and an understanding of education rules in the CPD curriculum for middle leaders.

In Tanzania Urio (2012) focused on how HoDs performed their tasks in enhancing the quality of education and found that they lacked the ability to influence the CPD of teachers and were unable to conduct classroom observation and motivate teachers. This could have been as a result of lack of preparation for the HoD role. A contrasting finding was that of Atebe (2009) in Kenya who maintained that HoDs were prepared by means of induction in communication and information technology skills. He also found that professional training was done through consultative meetings when the need arose.

Generally, the relevant international studies conclude that HoDs are not trained before they are appointed and suggest that HoDs rely on their teaching experience and what they learned from their previous HoDs. The studies suggest that those who have been exposed to some kind of training experienced it through upgrading themselves by enrolling for university management courses. After being appointment to a HoD position, research suggests that induction for HoDs, if any, is inadequate and sometimes irrelevant (Ali & Botha, 2006; Nkabinde, 2012; Jaca, 2014; Du Plessis, 2014). The implication of the findings of the above studies is that in most countries people who are promoted to a management and leadership role without adequate training lack the skills to perform their jobs effectively. Even those who have had some kind of training or experience seem to struggle when they are in the actual role. There seems to be a lack of confidence amongst newly appointed HoDs who are expected to carry out additional management and leadership duties owing to inadequate or little preparation.

Daresh and Male (2000) believe that the issue is not one of suggesting that people were prepared either by previous experience or formal education but that of finding an appropriate balance. In other words, whether or not people who are moving to a new role have had prior experience or undergone formal education, they still need to be

empowered to be able to balance the responsibilities of their roles. In the context of this study, although newly appointed HoDs may have performed the duties of the HoD before they were formally appointed, it is still necessary for them to be trained in management and leadership skills, including time management. Moving to the HoD role without thorough preparation raises the question: *How do HoDs experience transition to their role?* Another experience of transition that emerged from the literature is changes in relationships.

2.9.5 Changes in relationships

When teachers are promoted to the role of HoD they undergo a transition from classroom teacher to leader and manager of other teachers which changes their relationships with stakeholders in schools. Studies show that people who are moved to management and leadership roles experience some kind of change in the relationships they had before their promotion. For example, in the UK and US study by Daresh and Male (2000) concerning newly appointed school principals, it was found that their relationships with neighbours changed in that they began to be more respected by their neighbours. Their transition seemed to be the beginning of trust. The findings show that some principals were initially reluctant to seek support from colleagues outside of their schools as they perceived them as competitors in terms of financial resources and believed that seeking help would affect their relationships positively and negatively.

New Zealand studies, such as those by Bennet (2008) on first time subject leaders in secondary schools and Hesketh (2014) on the CPD of middle leaders in primary schools, reveal that HoDs experienced a challenge in their relationships with teaching colleagues. Stephenson (2010) found that some HoDs who were promoted internally had to change how they interacted with teachers who were their peers prior to their appointment to the HoD role. Furthermore, Beam, Andre, Claxton, Russell, Smith and Samuel (2016) conducted a mixed method study that focused on the perceptions of novice and experienced school administrators during their first three years in school leadership positions and how pre-service programmes better prepared them for these challenges in Virginia. The novice leaders had trouble navigating their relationships with colleagues, parents and students; they felt that their colleagues did not perceive them as credible and despite being appointed to leadership positions in new schools,

they felt that their qualifications, background and ability to lead were questioned by the teachers.

Change in relationships seems to be a common challenge during transition. When they were teachers HoDs appear to have had good peer relationships. However, when they became HoDs they were expected to have manager–teacher relationships. What seems to be challenging for HoDs is that when they are promoted, they are fundamentally still teachers and it is stressful for them to have a mind shift regarding how they behave towards their peers - as managers of the very same peers. It seems important that the experience of transition from a teacher to the HoD should be explored to assist HoDs shape their behaviour in terms of their new role. Other common challenges that are cited in the literature are heavy workloads and time constraints.

2.9.6   Heavy workloads and time constraints

When teachers are appointed to HoD positions they are expected to perform dual roles; they continue to be teachers while at the same time they are responsible for the management and leadership of other teachers. Studies conducted in Singapore and New Zealand suggest that the additional responsibilities attached to a teacher moving to the HoD role increase their workloads (Yong, 2006; Chetty, 2007; Bennet, 2008).

In a Nigerian study, Nwangwa and Ometere (2013) report that school managers, including the HoDs, find it difficult to meet their new managerial expectations. Time constraints have also been found to impact on other functions of HoDs (Jong, 2006) as they are allocated the same amount of time for their teaching and management and leadership duties as teachers whose main task is only to teach. Therefore, the literature shows that when people move to a leadership role, they find it difficult to balance time with the performance of their duties effectively (Ali & Botha, 2006; Bennet, 2008; Stephenson, 2010).

In their study which examines the job realities of beginning and experienced assistant principals in the US, Barnett *et al.* (2012) suggest that assistant principals perceive

their job to be fast-paced and overwhelming, which leads to frustration because they are unable to manage their time to complete all their tasks effectively and efficiently. They further discovered that assistant principals are not prepared for the realities of their job when they are appointed.

2.9.7   Lack of Support

Chang *et al.* (2005) maintain that when people experience role stress during transition they need support in the form of stress education and being taught management strategies. Individuals going through transition should have some awareness of the changes that are happening and they need support as they experience the changes (Chick & Meleis, 1986). It is contended that unless the transitioning person is aware of, and accepts, the changes, s/he is not really in transition but in a pre-transition stage. This suggests that when HoDs are appointed to their new role they must be orientated in terms of what has changed, including their status and responsibilities to prepare them for the transition process. They should be equipped with team building strategies; how to balance their priorities; social and peer support should be enhanced; and they need to be more flexible - among other things. The literature shows that there is an international concern about the inadequate preparation and learning support for educational leaders (Brundrett & Crawford, 2008).

In New Zealand research indicates that HoDs do not believe that they are well supported in carrying out their management roles (Ingvarson *et al.,* 2005). Bennet (2008) found that some HoDs in New Zealand received support from senior management before they were appointed in that they were encouraged to apply for the subject leader (HoD) positions. The other form of support that was reported by Bennet (2008) was the advantage of HoDs of reporting members of senior management who were originally subject teachers in their department. According to the findings, this was seen as helpful in ensuring that HoDs were able to access support; the senior managers were always available and understood department issues. However, Bennet's (2008) study also reported that only a small percentage of first time HoDs indicated receiving formal CPD during their first year in the role. One of the CPD offerings cited was a leadership course sourced by the school and another was a management course the HoDs wanted to attend which was paid for by the school. Bennet (2008) concludes that there was a lack of structured support for HoDs

who were going through transition, which caused problems for first time HoDs in terms of understanding their role and coping with the role tension.

In another study Murphy (2011) found that CPD needs of HoDs for induction and on-going leadership development and training to overcome challenges, such as people management and the heavy workloads, were not being met. Another exploratory study was conducted in Hong Kong regarding the situation of middle managers in schools; their CPD needs; and the requirements of middle leaders for delivering quality school management (Shun-wing Ng & Chan, 2014). It was found that there were insufficient training opportunities for middle leaders in primary schools and that there was a strong demand for training in interpersonal skills, crisis management, resources management and understanding education rules in the CPD curriculum for middle leaders.

In South Africa Ali and Botha (2006) examined the importance of, and the role HoDs play in, school improvement in secondary schools. They found that HoDs believed that they were not receiving support from senior management. Other South African studies also suggest that HoDs receive inadequate and irrelevant support from the DBE, which makes their learning about the role of the HoD extremely difficult (Jaca, 2014; Du Plessis, 2014). If HoDs are not trained, prepared and provided with adequate and relevant support they are likely to encounter difficulties in coping with the transition process.

2.9.8   *Coping with the challenges of transition*

The difficulties attached to the transition process have been documented in the literature (Nicholson 1984; Bridges, 1991). As mentioned in Chapter 1, HoDs start their career as teachers who have been trained to teach and to manage their classrooms and not other teachers. However, when they are promoted they find themselves having to manage the functioning of phases/departments as well as other teachers. According to the literature, people use different strategies to cope with challenges in transitioning to new work roles. Woodward and Hendry (2004) report on their findings from two descriptive surveys in which they examined leading and coping processes. They suggest six things, if handled correctly, that they perceive to be helpful for people coping with transition: communication, the change process itself, relationships, consultation, skills and experience and motivation for change. They found that for

people to cope with transition senior management needs to keep them informed by providing them with explanations of what they do not understand. Seniors should avoid unrealistic expectations of those who are new in the role. Instead, they should work closely with those embarking on the transition process rather than isolating themselves; they should have a constructive attitude and behave in a supportive manner. Transiting people, such as HoDs, should feel that they are always informed and consulted and that their needs and ideas are not disregarded; they appear to cope better if their seniors have the skills, experience and credibility to assist them. The study also recommends that there should be motivation for change among all members of the organisation as this would help those who are starting a new role cope better.

Several New Zealand studies suggest the delegation of work as a common strategy to cope with challenges of transition. For example, Bennet (2008) reports that some HoDs used delegation of work to other staff members in order to cope with transition to their more responsible role as HoD. It was felt that this would help improve the skills of others and be part of the development of teachers. However, as much as delegation was seen as a coping strategy, HoDs were said to be worried about the quality of delegated. They were also concerned that delegation would need monitoring, which would increase their workloads. They seemed to depend on the trust that those who were delegated the work would do the job. Stephenson (2010) found that delegation and self-improvement were used by HoDs to deal with their new role; some HoDs worked together with others in an attempt to solve problems and some also continued with their work at home. Another New Zealand study found that HoDs distributed leadership and delegated tasks within a department as a way of dealing with their intense workloads and the pressures of the new role (Peak, 2010).

HoDs also believed that practising time management was another strategy that could be used to handle the magnitude of the responsibilities of their new role. Some HoDs allocated time away from the job to cope and keep their lives balanced while others separated their role as leader from that of colleague in order to cope. It is only when HoDs are able to cope with all the challenges that they can make a successful transition to a new identity as managers and leaders. The HoDs' ability to cope can be enhanced if their support needs are met.

2.10. Support needs during transition

The literature suggests that HoDs do not receive the support they need when they are promoted to the HoD role (Ingvarson *et al.,* 2005; Ali & Botha, 2006; Bennet, 2008; Murphy, 2011; Du Plessis, 2014; Shun-wing Ng & Chan, 2014). A possible reasons for this could be that the actual support needs of HoDs are not known in schools. Schlossberg (2011) states that people experience transition differently which implies that their needs are different. Studies concerning HoDs seem to agree that they need training and professional development during transition.

In her study in New Zealand Chetty (2007) found that HoDs require induction support for their middle management role as well as ongoing mentoring and appraisal. According to Stephenson (2010), more professional development that is specifically targeted at, and is readily accessible to, HoDs should be provided. Stephenson further maintains that HoDs require leadership and management training because moving to the HoD position implies a change in workload and expectations.

Paese and Mitchelle (2006), who conducted a study on leaders in transition in Europe, Asia, North and South America, present a different view regarding support needs during transition. They recommend that people who are transitioning to a new role should be orientated, trained and assessed in an environment similar to the one they will encounter in their new role. They believe that this would reduce stress and place leaders in a more advantageous position when they begin work in their new roles. In the context of this study, their recommendations imply that potential HoDs should be given an opportunity to enact the role of HoD and be assessed before they are appointed in order to reduce the struggle they have when they are required to perform the actual role.

In the US Plakhotnic (2010) studied first time managers and found that new managers need clear job descriptions, performance objectives and strong training and development. First-time managers also need feedback and guidance from their superiors when applying what they have learned during training to the situations of the new job. Plakhotnic recommends that first time managers should be developed before and after promotion. As soon as they are considered for the management positions

55

they should be subjected to a series of management seminars and information interviews; they should embark on job-shadowing with current managers; and they should participate in focus group sessions with employees in non-management positions. According to Plakhotnic, these activities should be designed to provide a realistic view of what management entails at its most stressful. Once first-time managers are appointed Plakhotnic recommends that they should undergo training, mentoring and networking where sessions are focused on providing information and guidelines on the policies, processes and procedures that managers must follow as well as problem solving, strategic thinking, time management and delegation of work. The author concludes by recommending that after the above phases, first-time managers should be provided with support in the form of feedback, mentoring and peer evaluation.

2.11 Conclusion

This chapter reviewed the available literature that pertains to moving from one role to another in order to find out what researchers say about transition. It discusses a theoretical framework in terms of Bridges' (1991) transition theory, which underpins this study. Throughout her relevant literature search the researcher did not find studies on the transitioning experience of teachers to the HoD role in schools. The available studies focused on principals, vice-principals, assistant principals and school leaders (Davidson, 2016; Barnett *et al.,* 2012; Beam *et al.,* 2016). Various available studies that were found related to HoDs did not address how they experience transition from a teacher to the HoD role in a South African context. Even though some South African studies suggest the challenges that HoDs face, they do not explore the whole transition process of HoDs and how they experience it. It is against this background that this study investigated HoDs' experiences of transition from a teacher to the HoD role in a South African context to fill this gap in the existing body of knowledge. The next chapter, Chapter 3, presents details of the methodology that was used in conducting this study.

CHAPTER 3
RESEARCH METHODOLOGY

3.1   Introduction

In the previous chapter the researcher discussed the international and national literature related to this study. In this chapter the methodology used in the research is presented. The chapter outlines the objectives of the study; it discusses the philosophical assumptions underpinning the study as well as the research approach and design, techniques and criteria used to sample participants and research sites, methods employed to collect and analyse data and the steps taken to ensure the trustworthiness of the study. The chapter also provides details of ethical issues and principles that were adhered to in the study.

The following were the objectives of this study:

- To identify the changes experienced by HoDs during the transition process from a teacher to the HoD role.
- To describe the challenges experienced by HoDs during the transition process.
- To identify coping strategies used by the HoDs during the transition period and to theorize the experiences.
- To identify the kinds of support HoDs need during the transition process.

3.2   Philosophical assumptions underpinning the study

De Vos, Strydom, Fouche and Delport (2011) believe that every study should be conducted within a certain research paradigm. This means that before researchers begin their research, they must be certain of the research paradigm they will use as it has an impact on the way in which they undertake the study (Neuman, 2011). A paradigm is described by Jonker and Pennink (2012) as central assumptions or beliefs concerning how the world is, or should be, viewed. A paradigm encompasses the concepts of ontology, epistemology, methodology and methods (Scotland, 2012; Dieronitou, 2014). The literature emphasizes that it is crucial for researchers to understand the ontologies and epistemologies that guide the research they want to

conduct. The importance of researchers' understanding of the ontological and epistemological assumptions underpinning their studies is based on the rationale that these assumptions are closely related to how researchers choose the methodology and the methods to conduct the study as well how the researchers presents their findings at the end of the study (Scotland, 2012).

3.2.1   Ontological assumptions in research

Ontology is a concept that refers to the nature of reality (Cohen, Manion & Morrison, 2011). The ontological assumptions or beliefs of the researcher refer to what the researcher perceives as reality. A researcher may choose between two opposing ontological positions. S/he may be an objectivist and hold the belief that reality should be studied objectively without the researcher's attachment. Such researchers are considered to be positivist. Alternatively, a researcher can be a subjectivist or nominalist and believe in the subjectivity of reality; that reality can only be studied through the understanding of the meaning constructed by participants of their world. Similarly, the researcher may also believe in the interpretation of meaning given by participants to their life (Saunders, Lewis & Thornhill, 2009; De Vos *et.al.*, 2011; Wahyuni, 2012). Subjective researchers subscribe to constructivism/interpretivism (Creswell, 2014).

Krauss (2005) posits that researchers who embrace positivist paradigm believe that they should be separate from the people they study. They believe that knowledge should be learned through observation and the measurement of phenomena. Moreover, they are of the opinion that researchers should examine pieces of a phenomenon in order to know about it. Conversely, researchers who embrace the constructivist paradigm do not assume that there is only one reality that is separate from perception; they believe that everyone experiences life differently and, therefore, various realities exist (Krauss, 2005). They strongly believe that if research is conduct without considering the multiple realities that exist, they would be violating their vital view of the individual.

The literature also suggests that constructivism and interpretivism are connected and that they are hardly separate (Wahyuni, 2012; Creswell, 2014). The constructivist/

interpretivist paradigm is based on the principle that the world is made up of multiple realities that can best be studied as a whole, while at the same time recognizing the importance of the context in which the experiences occur (Cohen, *et al.,* 2011). Ertmer and Newby (2013) concur with the above authors and maintain that within the constructivist/interpretivist paradigm the existence of the real world is acknowledged. However, knowledge comes from an individual's interpretation of his/her own experiences. Ontological assumptions go hand-in-hand with the epistemological beliefs of researchers.

3.3.2   *Epistemological assumptions in research*

The term epistemology emanates from the Greek verb '*epistame'*, which means to know something very well. Epistemology means internalising something by experiencing it (Krauss, 2005). In addition, Wahyuni (2012) asserts that epistemology is a perceived, valid and acceptable way of generating, understanding and using knowledge. According to Cohen *et al.* (2007), epistemology signifies a close relationship between the knower and the known. Dieronitou (2014) adds that a researcher can either subscribe to the epistemological position of natural science methods called positivism or to the position of the humanistic sciences model, namely: interpretivism/constructivism.

The epistemological assumption of positivists is that the truth about the world can only be understood through science and it is only science that can allow the truth to be predicted and controlled. Moreover, positivists also assume that the world and the universe are deterministic and that they operate by means of the laws of cause and effect that may only be discovered by making use of scientific methods (Trochim, 2000). Positivists use deductive reasoning to hypothesise theories to be used. They also use scientific methods, such as experiments, direct manipulation and observation to learn the truth (Trochim 2000).

According to Krauss (2005), constructivists/interpretivists believe that knowledge can only be generated through the meaning that is attached to the phenomenon being studied. The importance of interaction between the researcher and the participants in order to obtain meaning from data is emphasized. However, the researcher cannot be

independent of what s/he is studying - as occurs in the positivist paradigm. Krauss (2005) also underscores that constructivists/interpretivists believe that any phenomenon can be best understood only if it is studied in its context and when researchers are deeply involved; in that way they will understand what it is like to be part of the phenomenon. Constructivists/interpretivists also argue that questions should be allowed to emerge and change as the researcher becomes familiar with the study content instead of approaching a phenomenon with fixed set of questions.

3.2.3   *The researcher's philosophical assumption in the study*

This study investigated the experiences of transition from a teacher to the HoD role as lived by HoDs in selected primary schools in the Tshwane South District in Gauteng Province. The researcher subscribes to the humanistic sciences model which is interpretivism/constructivism. It seemed appropriate that this study should be conducted within the constructivists/interpretivists paradigm as the researcher sought to understand and explain the experience of transition from a teacher to the HoD role as constructed by HoDs (Ponelis, 2015). As is quintessential of studies conducted within the constructivist/interpretivist paradigm, the researcher depended on the views of the participants regarding this phenomenon to obtain a deeper understanding and interpretation of their experiences of transition (Creswell, 2014). Ontologically, the researcher believes that individuals interact with their social worlds differently and, therefore, the realities they construct are different (Merriam, 2009). In other words, the researcher believed that even though HoDs in this study all went through transition from a teacher role to the HoD role, their experiences of transition differed and that, therefore, middle management multiple realities of transition do exist.

Epistemologically, the researcher believed that in order to thoroughly understand how HoDs experienced transition from a teacher to the HoD role, she needed to interact with the participants. In that way, as the researcher she would be able to understand different meanings that the participants attributed to their experiences. Furthermore, the researcher was of the opinion that the participants' voices and experiences could contribute to constructing knowledge on transition from one level to another (De Vos *et al.,* 2011). In this study, the researcher interpreted different meanings constructed by participants regarding their experiences of transition from a teacher to the HoD role.

By adopting a constructivist/interpretivist framework for this study, the researcher was able to ask open-ended questions that allowed participants construct their individual meaning of their experiences of transition during their interaction with the researcher.

The above discussion shows how the paradigm that researchers use to underpin their study guides them to embrace a certain methodology in their research (Krauss, 2005; Creswell, 2009; De Vos, *et al.,* 2011). For example, subscribing to a subjective epistemology and relativist ontology means adherence to a qualitative approach while subscribing to a objective epistemology and realist ontology implies adherence to quantitative research (Dieronitou, 2014). Therefore, the above ontological and epistemological viewpoints automatically determined the choice of a research approach for this study.

3.3   Research approach

Research approaches refer to strategies for conducting research that stem from comprehensive assumptions and lead to particular methods of data collection, analysis and interpretation (Creswell, 2014). The following research approaches, namely: quantitative, qualitative and mixed methods, are usually used in research. According to Creswell (2014), a study can be either quantitative or qualitative. The difference between quantitative and qualitative research is that former uses numbers for data analysis while latter uses words. A mixed method is described as a research approach that is in the middle since it integrates features of both qualitative and quantitative approaches (Creswell, 2014). The qualitative research approach was deemed to be appropriate for this study and it was used in answering the main research question, namely: *How do HoDs experience transition from a teacher to the HoD role in selected Gauteng primary schools?*

3.3.1   Qualitative research approach

Several researchers define the qualitative research approach differently. Mack, Woodsong, Macqueen, Guest and Namey (2005) see qualitative research as scientific research that seeks to understand a particular problem from the point of view of the people being studied. Creswell (2009) refers to qualitative research as a methodology in which researchers explore and understand the meaning that individuals or groups

attribute to a social problem. According to Maree (2010), qualitative research attempts to collect rich descriptive data regarding a particular phenomenon in a specific context with the aim to develop an understanding of what is studied. The researcher's decision to use a qualitative research approach was based on her desire to understand the HoDs' experiences of transition from an ordinary teacher to the position of HoD in schools. Therefore, a qualitative approach was the only one that seemed appropriate to study the behaviour of participants in their natural context which is impossible in quantitative research because it uses unnatural settings, such as laboratories to study human behaviour (Johnson & Christenson, 2009).

A qualitative research approach was able to accommodate both constructivist and interpretivist paradigms within which this study was conducted (Flick, 2009). As opposed to the quantitative approach where highly structured data collection methods, such as surveys, are used, the qualitative approach allowed the researcher to use flexible interviewing as a data collection method (Padgett, 2009). Therefore, by using the qualitative approach the researcher was able to collect detailed data of the experiences of transition from HoD participants, using interviews. The researcher's intention to conduct this study was not to generalise a phenomenon but to gain a rich and complex understanding of HoDs' experiences of transition from a teacher to the HoD role. The intention was realised by using a qualitative research approach because understanding took priority as opposed to quantitative research that promotes data to be generalised to larger populations (Creswell, 2014). A qualitative approach allowed the researcher to be a key instrument by personally collecting data using an interview protocol that she developed instead of instruments developed by other people - as usually happens in quantitative research (Creswell, 2014; Kumar, 2011). During the research process the researcher interacted with the participants in their natural context, i.e., the selected primary schools, during the data collection process (Creswell, 2012; McMillan & Schumacher, 2014).

A qualitative research approach also enabled the researcher to obtain rich descriptions in the form of words that provided in-depth knowledge of the HoDs' experiences of transition from a teacher to the HoD role (McMillan & Schumacher, 2014). According to Kumar (2011) and Creswell (2013), in qualitative research it is typical that the researcher focuses on participants' meanings of the phenomenon and not what is

suggested in the literature. Therefore, choosing a qualitative research approach for this study created an opportunity for the different voices of the participants to be heard as they attached meaning to their experiences of transition from the role of a teacher during the interviews (Yin, 2009). In terms of the qualitative approach the researcher interviewed the participants without any predetermined ideas of how they would think or act (McMillan & Schumacher, 2014). Moreover, the paradigm within which this study was conducted was also a determining factor regarding which research design could be used (Creswell, 2009).

3.4   Research design

A research design is an outline or a plan for gathering and organising data (Merriam, 2009). In other words, a research design is a plan that the researcher draws up to determine the way in which s/he will go about conducting research. Yin (2012) suggests that in order to develop a research design the researcher should consider the purpose and research questions of the study as they will determine which design is more appropriate. The research design that the researcher selected for use in this study was a qualitative case study.

A case study could be anything, such as a person, a group or even an event (Kumar 2011). However, in order for it to be called a case study it should be studied as one thing. The case investigated in this study was the experience of transition from a teacher to the role of HoD. The researcher's decision to use the case study design was based on her belief that very little was known about how HoDs experience transition from a teacher to the HoD role in schools. The case study design made it possible for her to holistically explore and understand the phenomenon that provided her with an in-depth understanding of how HoDs experience transition into their role. The case study design seemed relevant to the focus of the study, which was on a particularly extensive exploration and understanding and not on confirmation and quantification. More importantly, it also proved to be appropriate as it accommodated the researcher's intention not to generalise to any population beyond similar cases to those of the HoDs' experiences of transition in this study. In other words, this design was chosen based on its ability to obtain a rich description that was transferrable to similar situations (Merriam, 2009; Kumar, 2011). The case study was particularly applicable because the researcher did not intend to manipulate the behaviour of

participants. The design provided the researcher with limitations in terms of the number of people to be interviewed while still providing reliable data (McMillan & Schumacher, 2010). In this study, owing to the case study design, the researcher was able to select and interview ten participants; she was also able to capture and describe the complexity of real life experiences (Jacobs, Razavieh & Sorensen, 2006). By using a case study, the researcher was able to collect data in the natural settings of the participants - the schools in which they taught. The researcher did not collect data beyond the bounded contexts which was five schools in the Tshwane District (Creswell, 2012).

3.4.1 Sampling research sites and participants

Sampling refers to a process in which the researcher selects a few members of a larger group in order to gather information regarding a bigger group (Kumar, 2011). This author maintains that sampling in quantitative and qualitative research differs and that it is based on contrasting philosophies. In a quantitative study the researcher attempts to avoid bias and selects a sample that will represent the larger population. Conversely, a qualitative researcher considers issues, such as access to potential participants. Furthermore, researchers have to use their own judgement that potential participants have a broad knowledge of the phenomenon to be studied (Kumar, 2011). A quantitative researcher selects a sample in order to infer something about the bigger group while in qualitative research the purpose is to gain an in-depth knowledge of a particular phenomenon, assuming that the selected participants will provide the insights required (Kumar, 2011). Sampling in a qualitative study comes in different forms, such as purposive, convenience, snowball, and random sampling (Yin, 2011). This study was conducted in seven public primary schools in the Tshwane South District in the Gauteng Province of South Africa. The researcher's decision to use public primary schools stemmed, firstly, from her experience as a HoD in a secondary school. She sought to discover whether her experiences in a secondary schools were similar to, or different from, those of HoDs in primary schools in their transitioning to the HoD position. Public schools seemed more convenient for the researcher in terms of access than private schools. Secondly, according to a literature review study by Bennett *et al.* (2003), most available studies focused on secondary schools whereas issues raised are also applicable to primary schools. The sample consisted of six

township schools and one school in an urban area. The researcher's aim was not to generalise the study's findings to all HoDs but to obtain a deeper understanding of the experiences of HoDs regarding transition from a teacher to the HoD role. This was based on the premise that if teachers' experiences of transition to the HoD role are known, better development programmes for HoDs can be designed. Therefore, the sampling strategy that seemed most appropriate and relevant in selecting sites and participants for this study was a non-probability purposeful one (Kumar, 2011; Cohen, Manion & Morrrison, 2011). Yin (2011) and Creswell (2012) maintain that non-probability purposive sampling is a strategy where a researcher chooses a sub-group of participants and sites deliberately, called judgement sampling. Non-probability sampling also implies that not everyone has a chance of being selected (Creswell, 2012); it is believed that this type of sampling is based on the discretion of the researcher as its purpose is to select a group that is likely to produce the most relevant and abundant data regarding the topic of interest. The researcher's decision to use non-probability purposeful sampling was based on the fact that this was a qualitative study and HoDs and their schools would yield the most relevant information for her to get a deeper understanding of their experiences of transition from a teacher to the HoD role (Creswell, 2012). The researcher further believed that participants selected using a purposive sampling technique were in a position to best answer questions regarding experiences of transition because of their experience and knowledge in that particular area (Creswell, 2012). She considered sites and participants who were willing to grant her access and share their experiences of transition with her (Kumar, 2011). The researcher viewed purposive sampling as appropriate for this study based on the belief that very little was known about how HoDs experience transition from a teacher to their current role as HoD; she intended to unveil the reality of the phenomenon (Kumar, 2011).

3.4.2 *Criteria used for inclusion in the study*

In terms of the inclusion of certain participants in this study, the researcher believed in having an equal number of male and female participants. However, in primary schools the majority of teachers are female and, eventually, the researcher ended up with 10 females and five males. The fifteen participants were HoDs from the seven schools: six were situated in a township and one was in an urban area in the Tshwane South

District. It was the researcher's intention to have an equal number of participants from township and urban schools but access was only granted to one school in an urban area as others were not interested in participating. Ethically, it is the right of the schools not to grant access should they so decide since participation is voluntary.

In primary schools there are Foundation, Intermediate and Senior Phase HoDs. However, in small schools some HoDs are responsible for two phases, namely: Intermediate and Senior Phase (INTERSEN). The selected HoDs for this study were those responsible for the Foundation and Intermediate-Senior (INTERSEN) in seven schools. The school in the urban area had two Foundation Phase HoDs; both volunteered to participate and were selected. Two HoDs were selected from six primary schools and in one school three HoDs were selected, bringing the total number of selected HoDs to fifteen. There were eight Foundation Phase and seven INTERSEN Phase HoDs in this study. The experiences of the selected HoDs ranged from one to five years in the HoD position. The researcher's assumption was that the selected participants would still be in a position to remember their experiences of transition from their teaching role to that of HoD. The selected participants were also those who were willing to provide information about their experiences of transition.

The researcher decided to select only a small sample size in order to be able to interview the participants and to follow up on interviews. The decision on the size of the sample was informed by the thinking of Kvale (2007) who believes that a large number of participants make it difficult for the researcher to infiltrate the analysis of interviews.

3.5 Data collection strategies

There are different types of qualitative data collection strategies that a researcher may use when conducting qualitative research. The literature reflects the following methods of data collection, namely: interviews, observation, field notes and document analysis, which are commonly used in qualitative studies (Yin, 2008). In this study the researcher decided to use interviews to collect data.

3.5.1　*Interviews*

An interview refers to an interaction between two or more people, either face-to-face or otherwise, for the purpose of knowledge production on a certain topic of mutual interest (Kvale, 2008; Kumar, 2011). During the interview process the interviewer is the one who decides which questions are asked and how to ask them. The process may be flexible or inflexible depending on whether the interviewer is at liberty to probe or not. If the interviewer does not have freedom to probe, s/he is obliged to strictly follow the questions s/he prepared beforehand which makes the interview inflexible (Kumar, 2011). Several researchers, such as Kvale (2008), Cohen *et al.* (2011) and Creswell (2012) report several advantages of using interviews. Kvale (2008) is of the opinion that one of the advantages of using interviews to collect data is that they give the participants a voice to talk about their experiences of the phenomenon being studied. For example, the use of interviews in this study would allow for the viewpoints of HoDs regarding their experiences of transition from a teacher to the HoD to be communicated to a larger audience, including all stakeholders. Cohen *et al.* (2011) consider the interview to be a flexible tool for data collection. The flexibility of interviews as a data collection method is that the researcher can adapt questions to obtain detailed data from the participants. The participants, on the other hand, are also free to talk about their concerns regarding the research topic. Qualitative interviews allow participants to describe detailed personal information. Creswell (2012) points out that qualitative interviews have the ability to provide useful information in a situation where the researcher cannot directly observe participants. Lastly, qualitative interviews give the interviewer or researcher better control over the kind of data received as s/he can ask specific questions to produce relevant information.

While interviews are popular in qualitative research, Creswell (2012) believes that they also have shortcomings. Kumar (2011) maintains that interviews consume more time and have more financial implications compared to other data collection methods. In this study the four sites to which the researcher obtained access were near one another and, hence, traveling costs were minimal. Moreover, the fifth site was not far from the researcher's residence. Creswell (2012) identifies other shortcomings of qualitative interviews as including the self-reported views of the participants. Therefore, the researcher normally uses direct quotations from the participants when

reporting the findings in order to allow their voices to be heard. Secondly, Creswell (2012) cautions that there is a possibility of data being deceptive where the interviewees provide information related to what they think the researcher wants to hear. Therefore, in an attempt to avoid the above situation, this researcher kept reminding participants during the interviews to be honest in their responses and that the data they provided was only for academic purposes. Finally, and importantly, there is also a possibility that the presence of the researcher may affect how the participants respond. In anticipating this type of situation, the researcher started all her interviews with general questions to establish a rapport with the participants.

There are different forms of interviews, such as one-on-one interviews, focus group interviews, telephone interviews and email interviews. For the purpose of this study, the researcher decided to use one-on-one semi-structured interviews.

3.5.2   One-on-one semi-structured interviews

The focus of this study was to investigate experiences of transition from a teacher to the HoD role in selected primary schools in Gauteng Province. In order to collect data, on-on-one semi-structured interviews seemed to be most appropriate. These are also called face-to-face interviews (Maree, 2012); a research process whereby a researcher asks questions to one participant at a time while recording the answers (Creswell, 2012). The researcher's decision to choose one-on-one interviews was that they enabled her to establish a relationship with the participants by means of interacting with them (Maree, 2012; Thomas, 2011). Through the use of this kind of interview, the researcher was able to be flexible and participants were able to share the sense they made of their experiences of transition in their own terms (Qu & Dumay, 2011). Creswell (2012) points out that in qualitative research one is allowed to conduct several one-on-one interviews. Based on that fact, the choice of one-on-one interviews made it possible for the researcher to conduct fifteen interviews individually with participants. Before the researcher started her fieldwork she prepared an interview protocol which included the main questions that she used as a guide during the interviews. Creswell (2012) defines an interview protocol as written instructions by the researcher for him/her to use during the interviewing process. This form of data collection also provided space for the researcher to make notes on the responses, when necessary. The questions in the interview protocol were the same for all

participants. The interviews were conveniently conducted as *per* appointments with the HoDs. The researcher's intention was to interview all participants after school hours to comply with the rules of the Gauteng Department of Basic Education (GDBE). However, some of the HoDs chose to be interviewed during their free periods. On average, the duration of each interview was 45 minutes. The researcher believes that it is crucial to highlight that during the interviews some participants seemed to be very careful about how they responded to the questions. The researcher addressed that by re-assuring the participants that the information they shared with her during the interviews would be treated as confidential and that their identity would remain anonymous. With the permission of the participants the researcher audio-recorded all interviews.

3.5.3   *The role of the researcher*

The researcher's experience as a secondary school HoD partly informed her decision to conduct a study of experiences of transition from a teacher to the HoD role in schools. The researcher informed participants of her roles as researcher and student in anticipation that this would assist her to make participants comfortable to speak about their experiences of transition. More importantly, the researcher intended to gain the trust of the participants by ensuring that they understood that she was there for her doctoral study and not as a government official. The researcher made sure that her experience as a HoD did not influence the interviews by focusing on the interview protocol and the interview and by refraining from sharing her own experiences.

3.6   Data analysis

Creswell (2012) defines data analysis as a process in which a researcher makes sense of the data collected. According to Creswell (2013), the purpose of data analysis is to reduce data to small themes. In this study the data analysis process was inductive and on-going (Creswell, 2009). Inductive data analysis means that the researcher has to read raw data thoroughly in order to be able to develop concepts and themes from it (Thomas, 2006). Therefore, in this study the data was analysed throughout the collection process in order to make sense of it and this enabled the researcher to follow-up where it was deemed necessary to do so. In analysing the data the researcher was guided by the research questions as well as concepts from the

theoretical framework. The researcher was aware of the existence of a popular qualitative computer data analysis program; however, data in this study was hand-coded despite the process being time consuming (Creswell, 2014).

The researcher used a thematic analysis method for her analysis which is a process whereby a researcher identifies, analyses and reports patterns within the collected data (Braun & Clarke, 2006). Braun and Clarke (2006) assert that thematic analysis is a data analysis method that is compatible with a constructivist/interpretivist paradigm within which this study was conducted. They also acknowledge that the thematic analysis method has phases that are similar to other qualitative analysis methods. Therefore, during data analysis the researcher took the following steps proposed by Braun and Clarke (2006): familiarised herself with the data; generated initial codes; searched for themes; reviewed themes; defined and named themes; and produced a report.

3.6.1 Familiarising self with data

This refers to the process of transcribing, reading and re-reading data while noting primary ideas; this is a key phase in qualitative methodology (Birds, 2005; Braun & Clark, 2006). In this study the researcher transcribed all verbal data into a written form herself. Thereafter, she immersed herself in the data to an extent that she was familiar with the depth and breadth of its content. Immersion involves the repeated reading of data and reading data while searching for meanings and patterns (Braun & Clarke, 2006). The researcher repeatedly read through all the data before coding in order to allow ideas to be shaped and in identifying possible patterns. After she had read, re-read and familiarised herself with transcribed data, the researcher started generating initial codes.

3.6.2 Generating initial codes

Coding, in general, refers to organising data into meaningful groups (Tuckett, 2005). According to Charmaz (2006), coding serves as a link between the collection of data and an interpretation of what the data means. Smith and Davies (2010) view coding as a method through which the researcher organises the data in such a way that s/he obtains a clear picture of the messages being relayed by the data. Initial coding, also

called open coding, is the process of breaking data down into different parts and then coding them using coding methods (Saldana, 2013). Saldanah (2013) argues that initial codes are not permanent as they can change during the analysis process. The researcher broke her data down in terms of the interview questions in order to enable the coding. Moving to the third step the researcher started searching for, and refocusing the analysis of, themes.

3.6.3   Searching for, and refocusing the analysis of, themes

According to Braun and Clarke (2006), themes are broader than codes. The researcher sorted the different codes into potential themes and collated all relevant codes within identified themes. As Braun and Clarke (2006) suggest, the researcher used a visual representation in the form of a table to help her sort the different codes into themes. She began to refine the themes by reading all the assembled concepts in order to ensure that they formed an understandable pattern. The next step was to define and name themes**.**

3.6.4   Defining and naming themes

This refers to identifying the nitty-gritty or what each theme actually means and determining the features of the data that each theme captures (Braun & Clarke, 2006). The researcher went back to assembled data extracts for each theme and organised them into a clear and consistent interpretation accompanied by quotations. The last and final step that the researcher followed was to produce a report that will be dealt with in more detail in the next chapter. As Braun and Clarke (2006) correctly maintain, this phase involves the final analysis and the write-up of a thematic analysis in order to tell the complicated story of the data in such a way that it convinces the reader regarding the authenticity of the analysis.

3.7   Credibility of the study

The literature suggests that quantitative and qualitative research differ when it comes to the use and importance of certain terms (Henry, 2015). For example, in quantitative research terms, such as validity and reliability, are important while in qualitative research the emphasis is on rigour to ensure trustworthiness (Kumar, 2011; Henry,

2015). Researchers are advised to pay attention to how they ensure credibility throughout the research process in order to convince their readers that their study is of good quality (Kumar, 2011). Credibility refers to the ability of the researcher to portray the perspectives of participants accurately and it is similar to validity in quantitative research (Bloomberg & Volpe, 2008). In this study the researcher used the following primary strategies in an endeavour to achieve trustworthiness: triangulation, member-checking, peer review/debriefing and prolonged engagement in the field as well as clarifying any bias the researcher may bring to the study.

3.7.1   *Triangulation and member-checking*

Triangulation is a process by which researchers incorporate different perspectives or methods in order to increase the credibility of the findings (Yeasmin & Rahman, 2012). According to Henry (2015), researchers triangulate by using different sources to collect data on the same phenomenon to expand their understanding and strongly account for their research. Yeasmin and Rahman (2012) argue that the form of triangulation the researcher choses depends on the purpose of the study. The purpose of this study was to investigate the HoDs' experiences of transition from a teacher to the HoD role in primary schools. HoDs were deemed to be the only people who could provide the researcher with the data that she needed since they were the ones who experienced transition. Therefore, the form of triangulation that seemed most appropriate was data source triangulation for the researcher to be able to develop themes based on the numerous perspectives of participants in order to make the study more credible (Creswell, 2014). The researcher tried to accomplish this by interviewing fifteen HoDs from different schools in order to incorporate their various perspectives and experiences of the phenomenon, transition. Member- checking refers to a process in which researchers make a summary of the information obtained from participants and asks them questions in personal or focus group discussions to ensure accuracy. Alternatively, the researcher can take the final report to participants for them to confirm the interpretation (Creswell, 2007; Creswell, 2009; Henry, 2015). The researcher summarised the transcripts after each interview and conducted follow-up interviews with each participant to give them an opportunity to comment on the summaries of the findings (Creswell, 2014).

3.7.2 Peer debriefing and prolonged engagement in the field

According to Henry (2015), peer debriefing is necessary in order to clarify some facets of research that may have been unclear in the researcher's mind. In this study the researcher used the expertise of a reputable and established academic from the University of Pretoria as her peer reviewer in order to evaluate her research methodology and interpretation regarding teachers' experiences of transition to the role of the HoD.

Creswell (2014) suggests that a researcher should be at the research sites for a prolonged time. According to him, being in the field over a long period hardens researchers' evidence since it enables them to check data and their hunches and compare interview data with what they have observed. Furthermore, Creswell (2014) also believes that by spending a prolonged period of time in the field, the researcher is able to build a rapport and trust with participants which helps them feel comfortable about disclosing information. Lastly, since this study was conducted within a constructivist/interpretivist paradigm, constructivists believe that if researchers stay in the field longer, they will hear diverse perspectives from participants and come to understand the context of participants' views (Creswell, 2009). Therefore, this researcher spent two months on the research sites doing follow-up interviews with participants.

3.7.3 Clarifying the bias of the researcher

Creswell (2014) suggests that it is important for a researcher to reflect on, and clarify, the bias s/he brings to a study that might have an affected on how the findings are interpreted. Part of the rationale to conduct this study was based on the researcher's background and experience as a HoD. The researcher acknowledged her past experience and bias that might have had an effect on the interpretation of the findings by involving her supervisors in quality assurance in terms of researcher bias.

Another strategy to enhance the trustworthiness of a study is dependability. Dependability is a qualitative term that refers to the extent to which disparities can be explained or tracked. It corresponds with the idea of reliability, a term used in quantitative research (Kumar, 2011). Creswell (2009) asserts that dependability can

be achieved by means of an audit trail: a process in which researchers document all activities of the research process (Creswell, 2009). In order to ensure that there was an audit trail, the researcher made sure that all project documentation, such as transcripts and audio-taped data, was safely stored on her supervisors' computers as well as on her laptop to make it available should there be a need to do so. The researcher presented the perspectives of the participants equally to enable readers to arrive at neutral decisions (Creswell, 2014). Lastly, the researcher treated participants as partners by engaging in more listening than talking to guard against an emergence of power relations (Cohen *et al.,* 2007). Bloomberg and Volpe (2008) contend that researchers should also ensure the transferability of their findings in order to strengthen the study's credibility.

3.7.4 *Transferability of the findings of the study*

The study has transferability only if it is possible for readers to relate the findings to situations similar to those that were investigated (Creswell, 2009). The researcher has thoroughly described the processes she followed in conducting this study so that others are able to replicate it (Bloomberg & Volpe, 2008).

3.8 Ethical considerations

Every researcher at the University of Pretoria is guided by a code of ethics. De vos *et al.* (2011:127) emphasize that researchers should obtain permission from the ethics committee at their institutions where they would get objective advice regarding the ethicality of the study they intend conducting. They maintain that if researchers do not carefully consider ethical issues it implies negligence towards society. In order to show that ethical issues were considered in this study, the following ethical principles were observed: permission request; voluntary participation; informed consent; deception and compensation of participants; compensation; and maintaining privacy and confidentiality.

The researcher requested permission to conduct research in schools from the Gauteng Department of Education (GDE) which was subsequently granted. The researcher also applied for ethical clearance from the Ethics Committee of the University of Pretoria and received it before she embarked on the study. After

obtaining ethical clearance she contacted the relevant schools in writing to request permission to access them as research sites. The researcher also requested potential participants (HoDs) at the selected schools, in writing, to participate in the study. After she was granted access to schools, the researcher ensured the participants' informed consent. Informed consent means that participants are aware of the information the researcher wants; the reason why the researcher needs it; and how it will affect them (Kumar, 2011). Therefore, the researcher informed participants about the purpose of the study and the role they were expected to play in it. She also assured them that their participation in the study was voluntary and that they had a right to withdraw at any time. The researcher requested participants to sign the consent forms she had prepared as evidence that they were not pressurised or coerced, but were willing, to participated.

There was neither deception nor compensation of participants in this study. The researcher only promised participants access to the report from the library of the University of Pretoria should they request it. The literature suggests that the information gathered from participants should only be shared with others for the purposes of research; it is unethical to share it for other purposes (Kumar, 2011). The researcher assured participants of confidentiality and anonymity by informing them that whatever they revealed during the one-on-one interviews would not be discussed with anyone other than her supervisors for guidance purposes. The researcher also assured them that their names would not be revealed in the dissemination of the results. Instead of using their real names, pseudonyms were used.

3.9   Conclusion

In this chapter the details of processes that were followed in conducting this research were provided. The chapter discussed the philosophical assumptions that underpinned the study as well as the paradigm within which the study was conducted. The chapter set out the research approach, the research design, sampling, data collection and analysis techniques that were used in this study. The chapter also discussed the strategies that were employed to ensure the trustworthiness of the study as well as ethical issues that were considered when conducting the study. The next chapter, Chapter 4, presents the research findings and the interpretation of the data.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of this study was to investigate HoDs' experiences of transition from a teacher to the HoD role in selected schools in Tshwane District in Gauteng Province. The previous chapter discussed the procedures and methods that were followed in conducting this study. Chapter 3 also provided a blueprint that guided the various steps of the study in implementing the research. The use of a qualitative research approach was discussed and the researcher's motivation for its use was given. A detailed description of the sample, sampling technique and data collection strategies was given. In Chapter 4 the focus is on presenting, analysing and interpreting data. Firstly, a description of the sample is given, followed by an explanation of the processes of identifying themes from the data. This is followed by the presentation and analysis of data as well as linking the current findings with previous research. Before presenting, analysing and interpreting the results, the researcher would like to reiterate the main objectives that served as a guide in conducting this study. They were as follows:

- To establish changes experienced by HoDs during the transition process from a teacher to the HoD role.
- To identify challenges experienced by HoDs during the transition process.
- To identify the coping strategies used by the HoDs during the transition period and to theorize the experiences.
- To identify the support needs of HoDs during the transition process.

Data was collected from fifteen participants using one-on-one semi-structured interviews. The participants were primary school HoDs in selected schools in Gauteng Province. In order to answer the main question: *How do HoDs' experience transition from a teacher to the HoD role?*, the following research sub-questions were asked:

- *What are the changes experienced by HoDs during the transition process from a teacher to the HoD role?*

- *What are the challenges experienced by HoDs during the transition process?*
- *How do HoDs cope with challenges during the transition process?*
- *What kind of support do HoDs need during the transition process?*

4.2   Description of the participants in the study

The research participants in this study were Foundation Phase and the INTERSEN Phase HoDs. The experience of the HoDs in this study ranged from one to five years. The majority of the HoDs in both phases were females.

Table 4.1: Biographical Information of Participants

Participants	Phase	Gender	Years in the post
HoD 1	Foundation	Female	Four
HoD 2	Foundation	Female	One and a half
HoD 3	INTERSEN	Female	Two
HoD 4	INTERSEN	Female	Three
HoD 5	Foundation	Female	Three
HoD 6	INTERSEN	Male	Five
HoD 7	Foundation	Female	Three
HoD 8	INTERSEN	Male	Two
HoD 9	Foundation	Male	Five
HoD 10	INTERSEN	Female	Four
HoD 11	INTERSEN	Male	Five
HoD 12	Foundation	Female	Five
HoD 13	Foundation	Female	Three
HoD 14	INTERSEN	Male	Three
HoD 15	Foundation	Female	Three

4.3   Research questions, themes and sub-themes

Table 4.2: Research Questions, Themes and Sub-Themes

Research Questions	Themes and Sub-Themes
1. **What are the changes experienced by HoDs during the transition process from a teacher to the HoD role?**	*Theme 1: Changes experienced by HoDs during the transition process from a teacher to the HoD role* • Personal changes • Change in benefits and status • Work-related changes • Change in roles and responsibilities • Change in relationships with other teachers.
2. **What are the challenges experienced by HoDs during the transition process?**	*Theme 2: Challenges experienced by HoDs during the transition process* • Lack of role clarity • Lack of subject knowledge • Lack of management and leadership skills • Intense and heavy workloads and time constraints • Role tension • Resistance from teachers.

Research Questions	Themes and Sub-Themes
3. How do HoDs cope with challenges during the transition process?	**Theme 3: Coping with the challenges of the transition process** • Less verbal expression and more hard work • Seek support from school and family • Self-empowerment and external support • Seek support from trade unions and colleagues from other schools • Delegate tasks and workload.
4. What kinds of support do HoDs need during the transition process?	*Theme 4: The kinds of support needed by HoDs during the transition process* • School-based CPD in HoD responsibilities • Support from the Department of Education • Emotional support.

4.4   Discussion of themes

The themes that were identified and that are presented below are based on the responses of participants to the interview questions which were related to the research sub-questions that guided this study. Four themes were identified and linked to research questions; each theme has several sub-themes.

The following theme was generated from participant's responses to the first research question: What are the changes experienced by HoDs during the transition process?

4.4.1   Theme 1: Changes experienced by HoDs during the transition process from a teacher to the HoD role

This theme deals with the changes experienced by HoDs during transition from a teacher to the HoD role. When the participants were asked about the changes they experienced during the transition process from a teacher to the HoD's role, several participants gave similar responses. The experiences of the participants were categorized in terms of personal and work-related changes.

4.4.1.1   Sub-theme 1: Personal changes

This study found that when the participants were appointed as HoDs they experienced personal changes, such as a change in benefits and status. Some participants felt that transitioning from a teacher to the HoD role led directly to an increase in financial compensation. Others indicated that becoming the HoD was an opportunity to growth professionally and to achieve a higher status. One participant viewed it as an opportunity to be an example to colleagues. While some participants felt they were well remunerated, one felt disgruntled by the fact that the increased amount did not compensate for what the job demanded. The following are comments made by the participants:

> You are receiving money; you are growing in terms of skills. You are receiving skills, such as management and leadership. I think everybody needs growth, even if you have money, you still need growth (HoD 2).

Becoming the HoD is good as it is a promotion which increased my salary. It is also an opportunity for me to grow professionally and to move up the ladder. This is a good position because I now get to sit with the SMT as part of management in my school (HoD 4).

The good part of being the HoD for me was that I believe that I became the source of inspiration to others; that if one works hard, an incentive such as promotion is within reach (HoD 11).

The disgruntled participant commented:

I was inspired by the raise of the salary to become the HoD. Every teacher wants to earn more than what s/he earns as a teacher. The only way to do that in the teaching profession is to get a promotion. When you are in the post of the HoD the increase in the salary does not amount to the workload of the HoD; the workload is more than the salary. In fact, it is disappointing (HoD 15).

The above *verbatim* quotations indicate that some participants' expectations had been met leading to feelings of contentment. This finding also means that despite identified challenges, some participants experienced the appointment into the HoD role as self-rewarding because of the perceived increase in the remuneration as well as CPD. The prestige and recognition, in addition to power and authority vested in the position, appeared to be sources of motivation.

The comment of the disgruntled participant suggests that some teachers apply for promotion because they view it as their only opportunity to achieve financial stability. However, it seems that for some their expectations are not fulfilled as they do not feel that they are financially appreciated. This could be a source of demotivation for those affected.

4.4.1.2   Sub-theme 2: Work-related changes

The majority of the participants indicated that they experienced work-related changes that included changes in roles and responsibilities as well as changes in working

relationships. The majority of participants indicated that when they became HoDs their roles and responsibilities changed to include management and leadership responsibilities. Some of the participants in this study had prior experience of management and leadership responsibilities while others did not. However, the majority of the participants, including those who had prior experience of management and leadership responsibilities, expressed frustration as they maintained that becoming the HoD came with additional responsibilities that increased their workloads. Examples of what participants said are:

I was a subject head of Afrikaans in a school where I was. So I did everything that the HoD does in the subject. When I became the HoD, I became in charge of other people and other subjects. I now have to work as a team and not an individual. You have to work with all these people together and we are different. They all have their own way of teaching their subjects so now as the HoD you have to sit down and do class visits. (HoD 3).

As a subject teacher, I was expected to teach, mark and give feedback to the learners. When I was a post level one teacher, I was also given a task to be subject head where I was the overseer of the teaching of some subjects. As the HoD, there is this side of management wherein I am required to manage a number of educators under my supervision in terms of the curriculum (HoD 14).

The following are expressions of some of the participants who did not have prior management and leadership experience:

Before I became the HoD, my job was far easy because my responsibilities were just teaching and marking. I now monitor the administration for all teachers in addition to mine. I am now a grade head as all HoDs have been allocated to different phases. I am responsible for Learner Support Material for the whole school; it is too much. (HoD 4)

In this school I used to teach English and Mathematics before I became the HoD. Now that I am the HoD, I am a curriculum head. I have to see to it that everything runs smoothly in my department. Even though I am the INTERSEN

HoD, I also help the Foundation Phase teachers. You know, there is too much paperwork (HoD 6)*.*

These findings imply that some HoDs are appointed to the role without having a clear understanding of what the role really entails. It seems that despite prior management and leadership experience, some HoDs are overwhelmed by the demands of the HoD role. It is likely that the leadership and management experience that some of the HoDs have is incompatible with the skills that a HoD is expected to have and use.

It may be concluded that even though the novice HoDs may appear to have an advantage in possessing prior management and leadership experience, it does not necessarily prepare them adequately for the actual role. Moreover, this was evident in the expressions of uncertainty about how to manage and lead their departments. The HoDs seemed to be unprepared for a mental shift from being an individual teacher to managing and leading other teachers. The findings in this theme also alluded to the fact that there seemed to be misconceptions that becoming the HoD implied less work, which apparently was not the case as some HoDs expressed experience of additional workloads and responsibilities.

This study shows that there is a gap regarding the novice HoDs' perception of the role of a HoD and the reality of the position that leads to disorientation and disillusionment during the transition period. It also seems that there is an assumption both from the teachers who are appointed to the HoD post and the people responsible for the appointment that the newly appointed HoDs are capable of adapting to their new roles. Nevertheless, in reality it appears that there is need for leadership and management skills in addition to pedagogical knowledge expected in performing the role of the HoD. The management of a diversity of teachers with different needs and capabilities requires people skills that most of the HoDs expressed were lacking. In a nutshell, the concerns of the HoDs - as indicated in the quotations - suggest inadequate preparation of training or mentorship in terms of what is expected of them in performing their HoD role.

One participant noted that his/her roles and responsibilities had changed. However, the role was not that different from his/her previous one. S/he was one of the participants who had prior experience in management and leadership duties from

acting as the HoD. However, his/her response also showed a new understanding of the role; this is what the HoD said:

> *I do not see the difference because I have been doing this job before. The only thing that is different is that now I am now responsible for many things. Now I am responsible for teachers, learners and parents…* (HoD 1)*.*

It seems that this particular participant may have prepared him/herself for the actual role of the HoD when s/he was acting in the position. In other words, his/her management and leadership experience seems to have helped in preparing for a management and leadership position. The quotation could also imply that the participant feels that his/her dream has come true as s/he is now officially in charge.

Most participants in this study indicated experiencing changes in their relationships with teachers when they became HoDs. The participants were promoted internally while one was promoted from another school. One of the HoDs who was promoted internally was appointed to the position where a colleague who did not get the permanent position was acting as the HoD. The participants indicated that their relationships with other teachers were negatively affected by their promotion to the HoD position. However, there was no indication of this experience by the participant who was from another school - probably because there was no previous relationship with the teachers for whom s/he was responsible. The following were comments by participants who were appointed internally:

> *There were other people who applied but I got the post. Other people apply for the post not because they know the job but they want the money. If you get the job, they start to hate you… You can see that people hate you because of the job* (HoD 6).

> *When the post was advertised, many of us applied but during the interviews, I was the only one shortlisted from my school. All of a sudden, there was tension, particularly with those who thought they were more qualified than me and maybe they were better than me in terms of speaking and presentation* (HoD 14)*.*

When I became the HoD, my former peers started changing their attitudes towards me. Their attitudes became negative because they thought I was earning far more than them. I think they also started seeing me as an oppressor, especially when I was making a follow-up on their tasks. They wanted me to look like I did not know what I was doing (HoD 15).

The participant who was internally appointed to the post where there was an acting HoD said:

When I was promoted, it was tough, more especially because the position I am in, one of my colleagues was acting. She was an acting HoD but looking at the advertisement, I also thought I was a suitable candidate. Oh! It was not easy; there was that negative influence; hence, she was somehow cross with me but ultimately at times there were some delays with submissions (HoD 13).

It is evident from this finding that there was sabotage and resistance to the leadership of the participant and an attitude that seems to have been driven by envy, competitiveness and jealousy. Participants who were appointed internally to vacant posts appeared to experience tension and hostility from unsuccessful candidates. Being appointed to a post where someone else was acting seemed to cause tension for the participant who was officially appointed, which could have been caused by jealousy and a bruised ego. The experiences of other participants indicate intimidation by their peers who appeared to fail to recognise and respect their leadership position - perceived to be advantageous in terms of monetary gain, prestige and a higher self-image.

The responses of the participants also suggest that some of them experienced role conflict where they were caught between 'holding on' to their teacher identity and relationship with the other teachers instead of 'moving on' to the new identity of leader and manager as expected in the position of HoD. The HoD position comes with power and authority over teachers which some of the participants in this study seemed to struggle with because of their inability to adapt to their new identities. This finding affirms that even though the HoDs are teacher-leaders, they are still subject teachers

and, therefore, have to move back and forth in terms of behaviour associated with the two identities. This could also mean that participants lacked interpersonal skills that could assist them in handling relationships with stakeholders, such as teachers. The dual identities seem to have caused conflict and a lack of confidence for participants in performing their new role as HoDs.

One participant elaborated on how his/her relationship with former peers changed when s/he was transitioning to the HoD role as follows:

> *When you become the HoD, the way you talk with teachers changes. You can no longer say whatever you used to say whenever you want to say it. For example, when I was a teacher I was part of the staffroom gossip. When I became the HoD I had to keep quiet when teachers were gossiping about the SMT because I means they are also talking about me because I am part of the SMT (*HoD 12).

The above finding implies that when teachers are appointed as HoDs their construction of the HoD identity separates them from their previous relationships with teachers as HoDs are expected to protect their SMT members from idle teacher gossip. Therefore, there is a paradigm shift from being on the same level as teachers to being at a higher level; there is dissociation in social relationships and more caution of verbal expressions that are against management. There seem to be new elements to acquiring a new leadership and management identity and moving away from a teacher identity. It also seems that participants were torn between being loyal to senior management and to their former peers.

4.4.2   Theme 2: Challenges experienced by HoDs during the transition process

In the interviews the majority of participants identified four categories of challenges that they experienced during the transition process. They were: resistance from teachers; experiences of insubordination; experiences of sabotage from the teachers; uncertainty of their academic tasks and workloads; and a lack of time to perform their expected roles and responsibilities.

4.4.2.1   Sub-theme 1: Lack of role clarity

The responses of some of the participants indicated that they experienced a lack of role clarity when they had to perform management and leadership duties; for some this led to stress and uncertainty. They said:

> *My first experience is stress and I am stressed. I am always left wondering whether I am I doing the right thing and whether I will ever reach the people that I am supposed to coach* (HoD 3)*.*

> *When I assumed my duties as the HoD, I realised that what I had acquired as a subject head did not prepare me to perform the role of the HoD as expected. As the HoD, there is this side of management wherein I am required to manage a number of educators under my supervision in terms of the curriculum* (HoD 14).

The above quotations suggest that participants were not prepared with knowledge and skills to perform the additional management and leadership duties before or after their appointment which resulted in them not knowing how to do the job. It also seems that a lack of preparation is the source of frustration and self-doubt - an indication of the need for CPD that is related to the management and leadership aspect of the job.

4.4.2.2   Sub-theme 2: Lack of subject knowledge

Some participants reported that their lack of knowledge in some of the subjects they were expected to supervise was a concern. They indicated that the lack of subject knowledge had reduced their confidence as HoDs who are expected to supervise the teaching of those subjects. They commented:

> *If you do not have the knowledge of all the subjects, moving up with no skills is tough. You are not confident in leading teachers because sometimes you do not even have knowledge of what they are teaching* (HoD 4).

> *When it comes to problems of learners' performance, the HoD cannot even confront the educator because the HoD has more knowledge in other subjects*

but in others he is lacking. There is a gap which makes it difficult to assist the educator (HoD 14).

What is happening to the HoDs is not fair. We are assigned to supervise even the subjects we have no knowledge of. I say it is not fair because you cannot develop a teacher on something that you yourself do not know. Every HoD should be a specialist in subjects that s/he is supposed to supervise in order to be able to help teachers; it is very frustrating to lead what you don't know because it takes away your confidence (HoD 15).

This finding suggests that a lack of subject knowledge makes it difficult for HoDs to assist teachers in certain subjects which leads to teachers doubting their HoDs' credibility. Furthermore, the finding indicates a need for people who are responsible for the selection of HoD candidates to consider subject knowledge and pedagogy during the selection process. It seems that when HoDs are appointed to supervise subjects without subject knowledge and pedagogy they are incapable of developing teachers in their departments which leads to uncertainty and depression. It seems that a lack of subject knowledge in HoDs as managers and leaders may have led to some participants losing control over their teachers.

4.4.2.3   Sub-theme 3: Lack of management and leadership skills

Most participants indicated an awareness regarding the importance of possessing management and leadership skills to be able to perform their management and leadership duties effectively, including dealing with difficult teachers. They conceded that they were not prepared for their HoD role and that they lacked the necessary skills to perform their jobs effectively; it was a challenge during their transition from a teacher to the HoD role. One of the participants commented as follows:

As HoDs, we need thorough training in terms of time management and management skills (HoD 2).

Another participant believed that s/he lacked training prior becoming the HoD and indicated her frustration. S/he said:

Becoming the HoD is a challenge if, like myself, you are not trained. I was just taken because of my long service as a teacher. If you have not been trained it is very tough and stressful to manage people. What can I tell them? (HoD 5).

Some participants compared their roles as teachers with those of HoDs and explicitly stated that being a teacher was much better than being a manager and leader of teachers. Even though other participants did not directly admit that they lacked generic management and leadership skills, their responses implied that they were struggling to deal with insubordination from teachers. The following are examples of their thoughts:

I'm working with adults, and then they do not want to take what you say. If you tell them that I am experienced; take this you do not have to stick to one method of teaching they do not take it. Example the district gives us templates for lesson planning. They tell us what we must teach for a week. When I tell teachers that they must go beyond what is prescribed they do not listen, especially the new teachers. During the class visits, if you tell teachers their mistake, they do not take it well, and they do not want to accept. That is why I say it is tough because the adults do not want to listen but with the learners I do not have problems (HoD 6).

When I compare my job as a teacher and as the HoD, it is easier to manage the learners because the learners know your rules that they must do ABC and must not do EFG. As long as you treat HoDs with respect regardless of their background, they will respect you back (HoD 11).

It appears that the participants' lack of relevant skills was a source of their struggle to exercise power and authority over subordinates - probably because they did not know what to do. Moreover, a lack of the skills to manage teachers seems to be responsible for participants holding on to their previous roles as teachers where they felt that they were in control; their current roles required them to move on and act as managers and leaders. The negative attitude of teachers to the participants could be a result of the lack of sensitization of teachers concerning the importance of the role of the HoD and

the absence of policy on the expected relationship between HoDs and teachers. Consequently, the negative attitude that teachers were perceived to display appears to have hindered and delayed the transition process from the role of the teacher to that of the HoD.

One participant indicated that his/her lack of skills often resulted in him/her experiencing a conflict between him/herself and senior management regarding the manner in which s/he managed teachers under his/her supervision; it was perceived as inappropriate by his/her seniors. S/he said:

> *I have a democratic management style but sometimes it gets me into trouble because they told me just the other day. They took my accountability marks because in my department when we decide about the thing that happens in the school, they felt that I had to be autocratic and tell them. You shall do it and I just feel it is better to have more people working with me than against me as my partners and I do believe it is because of my management style and I get into trouble about that. So, there is still a lot to learn* (HoD 3).

The above finding implies that the participant was not clear about how to use relevant management and leadership styles in relevant situations. It also seems that this particular participant was stuck between making senior management happy by exercising authority over teachers and maintaining a good relationship with teachers by being understanding.

One participant anticipated a management and leadership challenge when s/he was expected to assume his/her duties as s/he was promoted from being a post level 1 teacher. S/he commented as follows:

> *I immediately realised that I was heading for a big challenge because I was coming back now to manage the very same people who were my peers* (HoD 15).

This finding suggests that this participant was aware of his/her lack of skills that appears to have resulted in a lack of confidence concerning his/her ability to be a

manager and a leader, especially with former peers. It also seems that the participant feared that his/her former peers were aware that s/he did not have expert management and leadership skills and that they were likely to resist his/her leadership.

4.4.2.4 Sub-theme 4: Heavy workloads and time management

Participants unanimously indicated that they were experiencing heavy workloads that they attributed to their management and leadership responsibilities that were assumed in addition to their teaching duties. The phrase "too much" and the word "tremendously" were repeatedly used by the participants to describe how they felt concerning the demands of the HoD role. Some participants added that time was a barrier to their ability to perform both their teaching and management and leadership roles effectively. Although some participants were of the opinion that their teaching loads were reduced, another participant reported his/her exemption from taking extra-curricular activities. However, generally participants indicated that they felt overwhelmed because of insufficient time. The following were some of their comments:

> *The workload has now increased. Even though I teach, I have other subjects that I have to oversee and the admin work is too much* (HoD 2).

> *The workload and responsibility have increased tremendously…The administration has also increased as I now have to monitor the administration for all teachers in addition to mine. I have now been a grade head as all HoDs have been allocated in different phases* (HoD 4).

> *I have my own classes that I teach. I now also have to monitor the volume of work that was given to learners on weekly or fortnightly basis and write reports and submit them to the deputy principal. Are they going to class as expected? When they go to class, are they delivering the curriculum?* (HoD 14).

Comments from participants who referred to experiencing some relief from teaching responsibilities were:

Now that I am a HoD, the periods are lesser... You know, there is too much paperwork but it is caused by the department. One other thing that I have realised there is a lot of marking. They bring papers with half marks which some of the teachers cannot do because of lack of Maths knowledge. They give that work to me as the HoD to fix it (HoD 6).

The workload in terms of classes has decreased but the administration and management duties have tremendously increased because now it is for the whole department and it takes my time with the learners (HoD 12).

The participant who added information about exemption from extra-curricular activities said:

Here, the rule is not the written one is that the HoDs do not partake in any other stuff. They should focus on the academics where they do all sort of administration. They don't give us extra mural activities because of the task that we have, and all the moderations... oh, my! It is hectic; that is difficult. It is time consuming because you have to do everything thoroughly (HoD 3).

One participant was very clear about the fact that s/he was aware that moving to a higher position as the HoD implied more work. S/he was the participant who had some prior experience of management and leadership when s/he was acting HoD. S/he maintained:

The workload is there because we are leaders. We must be prepared to work hard. If I become the deputy, I know that the work will be more. So, the workload is obvious. It must be there; it is a lot, especially admin work (HoD 1)*.*

4.4.2.5   Sub-theme 5: Management and leadership versus teaching responsibilities

In this study it was found that most of the participants experienced challenges in attempting to balance their teaching and management and leadership responsibilities. They expressed feelings of guilt and frustration related to not being in the classrooms with learners; there was a common concern that the management and leadership

responsibilities of HoDs were more dominant than those of teaching and that they were having to choose between the two. However, some indicated that, at times, they felt that they had to prioritise their teaching role over that of the HoD and others expressed a wish that the HoD role would allow them to spend more time with the learners. They commented as follows:

> *The bad part is that there is too much work. Sometimes you feel like you cannot be with the learners. There is a time that you get tired and want to rest but you cannot do that because the learners need you but it is too much work.* (HoD 6).

> *The administration and management duties have tremendously increased because now it is for the whole department and it takes my time with the learners. I am complaining about contact time because I miss the learners and the classroom environment. Learners are my passion* (HoD 12).

> *I have realised that to perform the duties of the HoD and at the same time to be expected to go to class and teach my expected number of periods is a time challenge and too much work and at times, I have to decide which one to sacrifice. For example, when exams are nearing by I disregard monitoring educators and focus on learners so that they are prepared* (HoD 14).

A feeling of isolation was expressed when one participant maintained that being the HoD resulted in him/her being expected to work in an office - away from the classroom environment that s/he was accustomed to. The participant was also frustrated by the fact that moving to the HoD position had forced him/her to relinquish what s/he enjoyed most in his/her personal life, i.e., sport. The participant indicated that although it was his/her wish to be a HoD, s/he had no idea that the promotion would mean that s/he would have to stop what s/he enjoyed most in life. S/he mentioned that in his/her chosen profession s/he had two passions, namely: the learners and extra-curricular activities and that it was stressful and disappointing to have these important aspects of his/her teaching career greatly removed from him/her. This is what s/he said:

> *I just wanted to be HoD; it's not as nice as I thought. My biggest challenge is I am now isolated from others. I have my own office. I miss that interaction with*

children. I miss having a class register and being on ground level with my children. Now I have to do a mind shift to go to the ground level with my children. I am a coach in my community. My team always performs exceptionally well but for months now I have not been able to showcase any of my achievements because I became the HoD with many responsibilities. It's not as nice as I thought (P 3).

This finding implies that some participants were not coping with their dual roles and accountability. Moreover, they felt that the dominance of management and leadership over teaching was causing tension as they struggled to fulfil both roles equally well. It also seemed that participants were in need of guidance in developing their time management skills; they seemed to struggle when using time effectively in balancing their teaching, management and leadership duties. In addition, the finding also suggests that the tension that participants experienced resulted from their inability to balance time in terms of their dual roles; this prevented them from move on to assume their HoD identity as they were stuck between two identities, namely, that of a teacher and the HoD.

It can be concluded from this finding that there is a dire a need for training in time management skills to help participants balance their two roles. The tension that results from the expectations that they should perform their dual roles effectively and efficiently as well as be accountable appeared to be a source of frustration for the participants and delayed their transition into the HoD role.

4.4.2.6   Sub-theme 6: Resistance from teachers

The researcher found that the participants in this study experienced resistance from their former peers during the transition process. According to the evidence in the data, some teachers did cooperate as expected with participants in their new HoD role. The participants believed that teachers were undermining them in their new role for various reasons, including a bitterness resulting from not being promoted themselves and an intention to discredit the newly appointed HoDs. The participants expressed their thought in the following quotations:

As I have mentioned that the challenge is the teachers we are working with, they are not prepared to compete. I have to prepare myself if I want to talk to them. Some are good but most of them sabotage me. These are colleagues who had applied for the same post, but never got it (HoD 2).

Some of my colleagues can be difficult because they think they are better than me. They want me to look incompetent. When there are deadlines for submission of files, they do not cooperate wishing that the principal can fight me. This gives me stress as I do not know how to handle them (HoD 5).

We are experiencing teachers who do not want to work. Some you have to force them; it is like you are teaching learners now. They do not adhere to due dates You just have to choose words when you speak to them because they are adults. When parents complain, because it is your department, you look as a failure (HoD 8).

This finding reflects a sense of self-doubt in terms of the competencies needed for the position of the HoD as well as a lack of confidence in the inability to assert their power and authority in working with teachers who seem to lack a sense of accountability and commitment and who have a poor work culture. Consequently, the work of the HoDs is strenuous and moving into their new identities as leaders and managers is a slow process. What seems to be missing from this finding is the role played by school principals and, in some cases, deputy principals in ensuring that the HoDs receive recognition and support in asserting the power and authority that comes with the position of a HoD.

This finding implies that the participants did not have the necessary skills to deal with insubordination and misconduct amongst the teachers they supervise. Evidently, it suggests that the teachers may have felt that they had the power to intimidate and could sabotage the work of the HoDs without fear of any consequences of their behaviour. It seems that amongst teachers in schools there may be a culture of disrespect for leadership authority as well as general poor work accountability. The finding also suggests that the participants might not have a clear understanding of the policy and procedures to address the misbehaviour of teachers.

4.4.2.7   Sub-theme 7: Inadequate support

A concern regarding support from the Department of Education was identified in the findings as the data showed that some participants perceived it as inadequate and maintained that it did not address their needs in the role of HoD. However, others did not complain. Some of the participants who were concerned commented as follows:

> *I remember that I once attended the workshop for HoDs but it was a workshop by the district to show us the form we had to fill in. It had nothing to do with how we were supposed to help teacher with their subjects* (HoD 4)*.*

> *The Department does not support us because I am paying my own money to improve myself for the management role. The District you do not get anything, nothing. The district officials are facilitators; they do not have time* (HoD 5)*.*

> *At District level, some of my expectations have not been met. They must come just for one day and demonstrate how to teach better instead of criticising my teaching. I asked them to do that and they never came* (HoD 6)*.*

> *The workshops from the Department are too much theory. When it comes to practice, they do not help me* (HoD 14)*.*

It appears that there are no DBE structured support systems for supporting HoDs during their transition from a teacher role to that of HoD. It also seems that participants are not satisfied with the little support that they do receive from the DBE. It is apparent that there is a need for clarification of how the DBE should be supporting newly appointed HoDs. It is possible that the DBE is not aware of the actual needs of the HoDs and, therefore, it is not able to provide the required support.

4.4.3   Theme 3: Coping with the challenges of the transition process

In this theme the participants cited different strategies that they used to cope with the challenges they experienced during the transition process. The strategies included less verbal expression of their frustration and a greater commitment to their work; seeking support from school and family; self-empowerment and external support in

terms of seeking support from trade unions and colleagues from other schools; and delegation of work.

4.4.3.1 Sub-theme 1: Less verbal expression of their frustration and commitment to work

The participants indicated that they complained less and put more effort in their work, which involved working extra hours after official school hours as well as taking work home. They said:

I do not complain because to me it is a learning curve. During December holidays, I take work home. I work on weekends. I am also firm with teachers; they have to do what is expected of them (HoD 1).

I make sure that I leave here very late after school in order to catch up because I do not believe in submitting beyond the due date. I try my best to adhere to due dates because I think that at all times I should set an example to my teachers. If you do the right thing, they copy from you (HoD 2).

I do not complain too much. I work very hard and I do a job faster. If a job takes too much time, I change how I do it. I try to use methods that would help me work a little bit faster (HoD 6).

The findings show that participants are overworked; accepted the *status quo;* and had strategies of getting the work done at all cost. The findings suggest that there is a possibility that the SMTs are not sensitive about the workloads of the participants or they are aware but that no alternative measures are forthcoming from management to lighten HoDs workloads. There is also a possibility that the participants are not trained or that they are not yet accustomed to performing their new roles and responsibilities which makes their performance time-consuming in the absence of experienced mentors. Furthermore, the participants seem to have different strategies for creating time to do their work to compensate for the imbalance between the workload and the time available to complete the work. Finding time to do the work expected of the HoDs is important in the transition process.

4.4.3.2   Sub-theme 2: Seeking support from school management and family

A strategy that is used by the participants to cope with their workloads includes school and home-based support; the participants had the following to say:

> *You know if you used to do things like running around in the netball field and relieve yourself of the stress of the school. Now I take home all this academic stress every single day. I talk to the principal, my deputy and my husband I have never told anyone else what I am telling you now* (HoD 3).

> *No one taught me how to cope. Even when I became the HoD, no one ever tried to train me. Therefore, I discuss most of my challenges with the principal who listens and gives advice (HoD 4).*

> *The deputy principal as a line manager should support us as HoDs and the principal also. If they support us, even the teachers under our leadership will know that we are not alone. If they do not comply, the whole SMT will deal with them accordingly* (HoD 15)*.*

This finding implies the inability of HoDs to manage work-related stress that they experienced because of an absence of support structures in the schools. It seems that informal strategies, such as sharing the causes of stress with certain SMT members and family, were used. The lack of induction and training during the transition process appears to be a source of stress. Principal were consulted as a coping mechanism and not, necessarily, to support the participants in ensuring the development of the needed knowledge and skills to perform their roles. Moreover, the findings of this sub-theme show that the participants need support and empowerment from other SMT members to assert their power and authority in performing their roles and responsibilities.

The finding also implies the prevalence of a lack of structured forums that the participants could use as outlets for their stress and frustrations. Therefore, participants needed more than professional support; they also required empathy and management support from their schools. According to the participants, they believe

that unity within the SMTs could minimise situations where teachers take advantage of them and sabotage or belittle them - as expressed in earlier themes.

4.4.3.3   Sub-theme 3: Self-empowerment and external support

Two participants indicated that owing to non-preparation and inadequate development for the HoDs post, they used their intuition and sought external support. Their narrations included the following:

> *I have registered for stress management course to get coping skills. I also discuss some challenges with HoDs from other schools to find out how they are handling things and learn from that* (HoD 4).

> *I decided to develop myself personally by enrolling for Honors degree. Going out of the school to attend contact sessions helped me a lot because I got to meet educators from other provinces and discovered that they have similar challenges but they address them differently and I learned from them* (HoD 14)*.*

> *As HoDs we come together with those from other schools and help one another to do the job* (HoD 8).

> *I cope by having other HoDs outside and inside the school to share challenges and how we address them and learn from one another* (HoD 14)*.*

The finding shows a lack of school-based stress management initiatives and the participants' awareness of their lack of skills to cope with the stress related to their roles and responsibilities as HoDs. More importantly, participants were proactive in seeking alternative avenues for coping with the work expected of them and empowering themselves by sharing their problems with their peers. The coping strategies, specifically, appear to have involved sharing experiences with colleagues who were perceived to have an in-depth understanding of, and had experienced, the challenges that the novice HoDs had to manage.

This finding suggests that there is a need for mentorship during the transition process to help newly appointed HoDs cope with the demands of their roles and responsibilities. Evidently, the fact that the participants admitted reaching out for support from colleagues at other schools implies that there may be a lack of expertise in their own schools or a lack of peer support as they adjust to their work as HoDs. There also seems to be no structured support systems for teachers who are transitioning from a teacher's role which appears to create a situation of uncertainty and stress. Furthermore, registering for a stress management course shows an inability to cope with the new demands of the HoD position and the desire to manage the causes of the stress experienced.

4.4.3.4   Sub-theme 4: Seeking support from trade unions and colleagues at other schools

Another source of external support mentioned by the participants was the trade unions. This is what one participant said:

> *I once involved the trade union to intervene in conflict issues. To deal with uncooperative teachers, I involve their unions where the representatives would talk sense into them* (HoD 4).

A second participant had a different perspective on the trade union support as s/he said:

> *I wish the union would help HoDs but in our school once you become the HoD, teachers become favourites to the union. I mean, the teacher and I used to be comrades. When I report the teacher, the union takes the side of a teacher. It becomes the SMT against teachers and it is not right. We are affiliated with the same union; why don't we get the same treatment?* (HoD 7).

There seems to be a culture of a lack of respect for the authority and the power of the HoD in the above quotations. Reaching out and seeking help from the unions shows that the participants did not feel confident to manage the attitude of the teachers.

Moreover, there is evidence of a lack of internal support and enforcement of the authority of the HoDs as teacher leaders.

The finding also suggests that the participants recognised the role of the union and its ability to resolve conflict and influence the behaviour of teachers. The *verbatim* quotations show a collaborative effect between the schools and the unions in resolving conflicts. This view of the involvement of the unions in teacher relationships in schools suggest that there is no clear understanding of the role of unions with regard to ensuring that teachers and SMTs work together in delivering quality education to learners.

4.4.3.5   Sub-theme 5: Delegation of task and teamwork

Some participants cited the delegation of work and working as a team as another strategy of coping with challenges that they encountered during the transition process:

> *When I give teachers work to do, I tell them not to think that I am overworking them. I am teaching them and I am developing them. According to IQMS, we must develop them. They must be responsible for this and that, who is going to take my place if I go because I can go at any time? If I am absent, the school must go on. I am teaching them* (HoD 1).

> *I delegate some of the work to the teachers and I try working as a team with my teachers* (HoD 7).

> *I delegate some of the responsibilities to the teachers but I do it only to those who are willing because if an educator is unwilling that could be a problem since I am the one accountable even for the work I delegated* (HoD 12).

An unexpected finding in this theme was that one participant indicated that in order to cope s/he just counted the time s/he had left before retirement; s/he said:

> *Eish, I just tell myself that I am going to the pension soon because I have been a teacher for 33 years now. So, I am near to the pension time* (HoD 5).

The above sentiments imply that some participants viewed the distribution of work as a strategy to minimise the volume of their workloads as well as the empowerment of teachers under their supervision. Other participants seemed to believe that trust would assist teachers to take ownership of their departments that should be operational even in the absence of the HoD. Although the participants seemed to trust the teachers to carry out delegated responsibility as part of empowering them, the trust did not always seem to be reciprocated.

The unexpected finding implies that some participants lacked intrinsic motivation to help them cope with the challenges they faced during their transition to the position of HoD. They gave up and accepted the *status quo* that may have emanated from their lack of management skills to deal with challenges of transition. Notably, the difference in the strategies that participants used to cope with challenges during transition implies that there was no standard training and development in place to equip HoDs with coping skills and prepare them for the transition process. It also means that individual participants used what worked best for them in a particular situation and context.

4.4.4 Theme 4: The kind of support needed by HoDs during the transition process

Theme 4 answers the question on the kind of support the HoDs require during the transition process. The responses of the participants were categorised as: school-based CPD related to HoD responsibilities; CPD from the DBE; and emotional support.

4.4.4.1 Sub-theme 1: School-based CPD related to HoD responsibilities

The participants stressed the importance of school-based professional development as a way of providing them with support during transition. The participants identified their development needs as those related to general management and leadership tasks as well as the subjects that they were expected to supervise. They also expressed a need for mentoring and for continuous feedback to improve their performance in the role of HoD. The following are quotes relevant to how the participants expressed their needs for support:

I need guidance from senior managers so that I can grow as a manager. Maybe workshops about how to be effective as the HoD. I also want a workshop on time management in order to be effective as HoD (HoD 4).

I need to have someone mentoring me so that I could be able to do the job effectively. I need someone to provide me with feedback time and again so that I could know if I am on the right track (HoD 8).
We need to support each other as HoDs within the school and not work as individuals. In that way, if we have challenges in our departments, we can advise one another on how to address them. The deputy principal, as a line manager, should support us as HoDs and the principal also. If they support us, even the teachers under our leadership will know that we are not alone, if they do not comply, the whole SMT will deal with them accordingly (HoD 13).

This finding implies that some participants did not perceive themselves as incompetent to manage and lead teachers. Despite the efforts of some schools to provide support for transitioning HoDs, there is room for improvement as the support provided seems inadequate or irrelevant to the actual responsibilities of HoDs. A possible explanation could be that schools are not aware of what HoDs go through during the transition process and, therefore, their needs are unknown. The finding shows that some of the participants had reflected on their work and they appeared to feel that they were not effective and open to learning. Nonetheless, there is also a possibility that some of the participants were not willing to express areas of weakness where they needed training directly to the SMTs, fearing that they might be regarded as unsuitable for the position. They may also have had personal standards that they were unable to attain owing to a lack of training and/or mentorship of which the SMTs might not have been aware. Alternatively, there is a likelihood that some members of the SMTs were not be in a position to mentor the HoDs owing to their own shortcoming in terms of skills in management and leadership.

One participant provided a surprisingly contradicting response with regard to support needs; s/he was also one of the participants who had experienced a major increase in his/her workload. S/he indicated that s/he had no need of support because of the

experience s/he had acquired by acting as the HoD before his/her official appointment to the position. This is how s/he responded:

> *I do not need so much support, especially for my department because I went through a lot before I became an HoD but, for a new HoD I think they need support, if schools can workshop them with the policy document. They need to go through the policy document to learn how to support teachers (*HoD 1).

From the above quotation it is possible to conclude that the participant's previous experience as acting HoD enabled him/her to learn about and acquire HoD responsibilities; s/he believed that s/he was sufficiently prepared to handle any challenge that presented itself. Another explanation could be that the participant was not honest with the researcher for fear of being perceived as a struggling HoD. S/he did, however, concede that there was a need for understanding the policy on the role and responsibilities of HoDs. This was a gap in the transition process that might have been a cause of anxiety and uncertainty that some of the participants referred to in this study.

4.4.4.2 *Sub-theme 2: CPD from the department of education*

The responses of participants suggested that they needed more than school-based support in their transition to the HoD position. They also needed support from the DBE in the form of training. Moreover, there was an indication of a need for training in pedagogical practices. Their support needs included calls for the continuous visibility of district officials in schools; additional teachers to reduce workloads; and fewer classes for the participants to teach. In emphasising their critical need for training some participants said:

> *I expect to be orientated and trained for the role because I was never trained. I want to be workshopped in generic as well as subject-specific leadership and management skills. I need training in other subjects that I am expected to lead, especially the method* (HoD 4).

> *As HoDs, we need thorough training in terms of time management and all other management skills (*HoD 8).

The kind of support that I need is the support that our seniors from the district if it was possible for them to be in all the schools every time (HoD 7)*.*

As HoDs, we need support such as manpower in order for us to have the subjects we teach and periods reduced in order to be able to put more effort on managing teachers and departments or phases effectively (HoD 9).

One participant firmly believed that in supporting the HoDs in transition, teachers should be equipped for their duties in order to improve their interaction with their HoDs. S/he said:

We need intervention from the Department of Education to workshop teachers about their responsibilities (HoD 7)*.*

Other participants focused more on the training of HoDs. Examples of what they said are:

The Department tries to equip us through the workshops but it needs to happen timeously; it must not be once in three years and there should be follow-ups after that (HoD 13).

There must be an intervention workshop. Immediately when a person is appointed as the HoD, that person must undergo that intensive workshop wherein he is trained in leadership and management skills and how to manage being a teacher and the manager at the same time. I think the intervention workshop must be practical. We attend the workshops, come with philosophies and theories but come to the situational level. Those theories do not equip us with the management and leadership skill that we need (HoD 14).

This finding suggests that there is a need for more support from the DBE for both teachers and HoDs. It seemed that the orientation HoDs received from the DBE did not address newly appointed HoDs' core challenges, namely: managing and leading teaching and learning in their interaction with teachers and their inability to use the time allocated effectively to balance their teacher and HoD responsibilities. In other

words, orientation lacked practicality. Participants felt that they were unprepared for the HoD post and held the DBE accountable for preparing them for the position and their roles and responsibilities.

The identified needs in the findings show that there was limited training, if any, from the department to empower newly appointed HoDs. Limited support from the DBE seemed to lack continuity. The participants were of the opinion that they lacked adequate knowledge and skills to empower teachers as they were expected to do. Some participants appeared to feel that it was important that they should be exposed to the management and leadership environment as they learned about their new role.

4.4.4.3 Sub-theme 3: Emotional support

While most participants indicated a need for training to support them in transitioning to their management role, some also expressed the need for emotional support; they said:

I need someone to listen to me when I am stressed (HoD 3).

The post in which I am is more of a social work post than the HoD post because at times I have to listen to the needy learners. I have to go ask for donations in order for them to get uniform. Remember, that by the time I am doing all these, the classroom is waiting for me as well. So I am an all-rounder. I listen to sad stories and end up crying with learners and their parents. This is my fourth year. I really need someone else to talk to as well. We have a social worker responsible for our school but she is not supportive to us as HoDs or even teacher as she is supposed to be (HoD 13).

Being put in the position of the HoD is emotionally draining. If you are a person who is not emotionally weak and not spiritually strong, really, you will end up going crazy. The emotional support is of paramount importance and I think if we can be emotionally assisted. Even if we can attend counselling because at times you would be so drained because at times you deal with the learner, deal with the parent and educator and deal with departmental official so by the end of the week you are so emotionally drained and you do not know what to do.

So, I think if we can be assisted emotionally; it can help us in managing the department (HoD 14).

This finding implies that when HoDs are appointed, they struggle with emotions emanating from the multiple identities attached to the role of the HoD and require more than training regarding the responsibilities of the position. They need to be supported emotionally. Going through the transition from class teacher to the HoD position appears to be an academic and emotional journey. The transition process seemed to negatively affect the participants emotionally as they fought to leave behind their previous role as teachers and move on to their management and leadership role.

Evidence from the interviews suggests that during the transition HoDs need emotional support as they acquire their new leadership and management identity – support that they do not seem to receive. Newly appointed HoDs increased workloads and their changed power relationship require emotional support. Participants who had access to emotional support were oblivious as to how they should use the available support while others were aware that the kind of support they needed seemed to be absent.

4.5   Conclusion

This chapter presented an analysis and interpretation of the collected data in terms of the following:

- Changes experienced by HoDs during the transition process from a teacher to their HoD role.
- The challenges HoDs face during the transition process.
- The strategies the HoDs use to cope with identified challenges during the transition process.
- The support HoDs need during the transition process.

The next chapter, Chapter 5, discusses the main findings and aligns them with existing research and Bridges' transition theory. New knowledge is also included.

CHAPTER 5
DISCUSSION OF RESEARCH FINDINGS

5.1   Introduction

Chapter 4 presented the research findings in terms of different themes and *verbatim* quotations used to support the findings. This chapter discusses the main findings and aligns them to the existing literature and Bridges' (1991) transition theory. It also highlights the contribution that the study makes to the literature with a model for the transition from a teacher to the HoD role that was adapted from Bridges' (1991) transition theory. The theme headings under which the findings are discussed are according to the research objectives and questions.

5.2   Research objectives and findings

The main objectives in conducting this study were:

- To establish changes experienced by newly appointed HoDs during the transition process from a teacher to the HoD role.
- To identify challenges experienced by HoDs during the transition process.
- To identify the coping strategies used by HoDs during the transition period and to theorise the experiences.
- To identify the support needs of HoDs during the transition process.

The main research question for this study was: *How do HoDs experience transition from a teacher to the HoD role?*

The main question was answered by exploring of the following sub-questions:

- *What are the changes experienced by HoDs during the transition process from the role of teacher to that of HoD?*
- *What are the challenges experienced by HoDs during the transition process?*
- *How do HoDs cope with challenges during the transition process?*
- *What kind of support do HoDs need during the transition process?*

The findings of this study are divided into four themes that are discussed below.

5.2.1 Changes experienced by HoDs during the transition process from a teacher to the HoD role

The findings of this study indicate that HoDs experience personal and work-related changes during the transition period. The work-related changes include changes in roles and responsibilities as well as in their working relationships. Some of the participants also experienced change in their social status. In a study conducted in South Australia Davidson (2016) reports that novice principals cited a feeling of change in social status in their new role as school principals. Participants in the study mentioned being afforded an opportunity for professional growth and that they acquired a new status that was higher than that of a teacher. Therefore, it may be assumed that moving from a teacher to the higher position of a HoD is also perceived as an opportunity for not only CPD but also for acquiring recognition of power and authority. This finding is closely aligned to that in the study conducted in Kenya by Atebe (2009) who found that most HoDs applied for the position because they desired to be school leaders and to gain power and authority that came with the position.

5.2.1.1 Financial benefits

In this study some of the participants appreciated an increase in financial benefits associated with the HoD position. According to Atebe (2009), some participants in his study believed that becoming the HoD was an opportunity for financial benefits as well as developing their leadership capabilities. In another study Saengaloun (2012) found that middle managers in higher education felt that they were poorly rewarded in terms of money and appreciation despite the fact that they played a critical role in promoting quality teaching and learning. While some participants in this current study appreciated the increase in financial benefit, one participant was very clear that s/he was dissatisfied about the discrepancy between the salary and the workload of the HoDs and expected to be paid more for the work.

5.2.1.2   Increased workloads and changes in responsibility

The majority of the participants in this study agreed that they experienced work-related changes, which included changes in roles and responsibilities and changes in working relationships. They expressed a frustration and contended that they were overburdened by their increased workload. It seemed that when some teachers applied for the HoD position they were appointed with certain perceptions about what the role entailed; they appeared to have thought that becoming the HoD implied less work. They expressed their frustration when they realised that this was not the case - as indicated by some HoDs who cited experiences of additional workloads and responsibilities. One participant expressed feelings of disorientation and frustration regarding the addition of new responsibilities.

This finding is similar to those of researchers in Singapore and New Zealand, such as Yong (2006), Chetty (2007) and Bennet (2008), who found that the additional responsibilities attached to becoming the HoD increased their workloads. It also supports the findings of Nigerians, Nwangwa and Omotere (2013), who discovered that school managers, including HoDs, have difficulty in fulfilling new managerial expectations. In the US Barnett *et al.* (2012) found that assistant principals perceive their jobs to be fast-paced and overwhelming, which leads to frustration because they are not able to manage their time to complete all their tasks effectively and efficiently.

Some of the participants in this study had prior experience of management and leadership responsibilities while others did not. It is interesting that although one participant agreed with others regarding the change in the responsibilities, s/he did not express the frustration that others did. S/he had prior experience in the management and leadership duties of the HoD by previously acting in the position.

Despite some participants having had prior management and leadership experience, they were still overwhelmed by the demands of the HoD role. A possible explanation for this could be that their previous experience did not equip them for the reality of the HoD role with its dual responsibilities. This finding is supported by the findings of Davidson (2016) in Australia who maintains that new principals, including those who had been deputies and acting principals in other schools, were overwhelmed when they realised the enormity of their responsibilities. The comment of one participant who

112

did not express frustration regarding the additional responsibilities suggests that s/he may have prepared him/herself for the role of the HoD when s/he was acting as HoD. It appears his/her prior management and leadership experience had assisted in preparing this participant for a position involving those skills. It is possible that being an officially appointed HoD was a dream come true for the participant and it became a source of motivation for him/her to handle the demands of the permanent HoD position.

5.2.1.3 Changes in relationships

The multiple roles required of HoDs appear to be the cause of conflict and a lack of confidence in HoDs performing their new role. The finding confirms what Barnett *et al.* (2012) found in the US when they examined and compared the perceptions of novice and experienced assistant principals regarding, amongst others, the realities of their job - especially the challenges they experienced; it was found that all assistant principals experienced a change in relationships in terms of conflict and disagreement.

Most participants in this study said that when they became HoDs their relationships with the teachers changed. They indicated that their relationships with the other teachers were negatively affected by their promotion to the HoD position; their appointment to the HoD position had become a source of tension with teachers. One participant said that s/he had to change the way s/he spoke to teachers in order to protect members of the SMT. However, there was no indication of this behaviour from a participant who was from another school - probably because there was no previous relationship with the teachers for whom s/he was responsible.

This finding confirms those of Bennet (2008) in New Zealand who discovered that some internally appointed subject leaders experienced a change in their relationships with other department members that caused tension when they sought to establish themselves and assert their authority in the new role. Stephenson (2010) also found that some HoDs who were promoted internally had to change how they interacted with teachers who were their peers prior their appointment to the HoD role. Externally appointed subject heads also suggested that the way they related to colleagues had changed and they were more conscious of those relationships. Similarly, the study conducted in Ontario by Clarke (2009) showed that secondary school HoDs

113

experienced a change in their relationships with former colleagues as well as some of the administrators with whom it had become difficult to work.

The finding corroborates that of Hesketh (2014) in a study on the CPD of middle leaders in primary schools where it was observed that HoDs experienced challenges in their relationships with teaching colleagues. It also relates to results of the study in Virginia by Beam *et al.* (2016) on the perceptions of novice and experienced school administrators during their first three years in school leadership position; they are of the opinion that the novice leaders experienced difficulties in navigating their relations with colleagues, parents and students. Novice leaders felt that their colleagues did not perceive them as credible. The study also showed that the administrators experienced these challenges despite being appointed in a leadership position in a new school.

From the findings of this current study it seems that in their new positions the participants experienced sabotage and resistance that emanated from envy, competitiveness and jealousy in former peers. Those who were appointed internally to vacant posts appeared to have experienced tension and hostility from the competing unsuccessful candidates. Also, being appointed to a post where someone had been acting exacerbated tension between that person and the permanently appointed candidate, possibly due to jealousy and a bruised ego. The related experiences of other participants referred to intimidation by peers who failed to recognise and respect their leadership position, one that was perceived to be advantageous in terms of monetary gain, prestige and a high self-image. It could mean that the participants lacked interpersonal skills that would assist them in handling relationships with other school stakeholders, such as teachers.

5.2.1.4   Old and New identities

The responses of the participants during interviews suggested that some experienced a role conflict where they were caught between "holding on" to their teacher identity and relationships with the other teachers instead of "moving on" to their new role as a leader and a manager which was expected in the position of HoD. The participants admitted to "holding on" to their teacher identities while "moving on" to their new ones with new responsibilities. The study confirmed the feelings of uncertainty, confusion and a need for reorientation and support when participants described how their responsibilities had changed since they moved to their HoD role. Bridges' theory

confirms participants' uncertainty about how to achieve the expectations of two identities equally. The researcher's observation confirmed that the participants were stuck between two identities and that the nature of their position did not allow them to separate the two.

The HoD position comes with power and authority over teachers; some of the participants in this study described their struggle to assert themselves as a result of their inability to adapt to their new identities. This finding affirms that even though HoDs are teacher leaders they are also still subject teachers and, therefore, have to move back and forth in terms of behaviour in the two roles.

Bridges' (1991) theory postulates that in the first stage of transition, the ending stage, transitioning people should leave behind their old identities and create new ones. In the context of this study it means that HoDs are supposed to leave behind their teacher identity and create a manager and leader identity. This study found that participants had moved to the HoD role while still carrying their teacher identities; instead of leaving their old identities behind, the participants assumed a second identity or multiple identities which are contrary to the theory. However, it seems that the nature of the HoD position does not allow HoDs to leave behind their teacher identity completely because although they are managers they are also teachers and, therefore, they have both peer and teacher-manager relationships with teachers.

The findings suggest that as much as having prior experience may be helpful, it does not necessarily equip teachers for the HoD position. They also suggests that there is a need for training before teachers are appointed to a HoD position so that they are prepared for new role and all it entails. Apparently, the comments of some participants indicate that they were unprepared to make the mind shift from being teachers to becoming managers and leaders of other teachers; they were stuck between the two roles. The finding implies that teachers are allowed to apply for the HoD position based on an assumption that they are capable of handling the functions and responsibilities attached to the post. The reality, however, seems to contradict the assumption and suggests that the applicants need new skills for the new responsibilities. The responses of participants in this study suggest that they were inadequately prepared in terms of the necessary skills for their new role.

5.2.2   Challenges experienced by HoDs during the transition process

From the study it emerged that challenges faced by HoDs during the transition period include role clarity; lack of subject knowledge; lack of management and leadership skills; and the negative attitude of teachers.

5.2.2.1   Role clarity

In terms of the challenges that HoDs experienced during the transition process, the majority of participants cited a lack of role clarity, indicating that an uncertainty about their role and responsibilities resulted in feelings of stress and frustration. This finding implies that the participants were not prepared with sufficient knowledge and the skills to perform the additional management and leadership duties expected of them before or after their appointment as the HoD; an indication that there is a need for CPD related to the management and leadership aspects of their job. This finding is consistent with the findings of studies that were conducted in New Zealand by Bennet (2008) and Murphy (2011), respectively. Even though their studies had different focuses, they both found that HoDs experienced a lack of role clarity leading to stress that negatively impacted their effectiveness. The finding is also in line with the findings of a Canadian study conducted by Bosetti *et al.* (2008) which revealed that the participants experienced an academic culture where they were expected to know what to do without any guidance on what they needed to know or where to find answers to what they needed to know.

Bridges' (1991) theory postulates that the neutral zone is a stage where transitioning individuals are faced with new responsibilities that can be uncomfortable and unsettling. The theory maintains that in the neutral zone some people decide to retreat into the past while others rush ahead into the new situation. This is also a stage where people experience feelings of uncertainty and confusion, loneliness and isolation and a need for reorientation and support. Lastly, this is a stage containing a learning opportunity. This study found that the participants were faced with new responsibilities related to managing teachers in various phases; the responses from the participants confirmed that the majority of them felt uncertain and confused because they were not clear about how to perform their new responsibilities of management and leadership. It seems that they also needed training in order to adapt to their role as some

participants explicitly said that they were not clear about how to deal with the new responsibilities of management and leadership. In Jaca's proposed model of transition the described experiences are contained in the "moving on" phase.

5.2.2.2 Lack of subject knowledge

Another challenge that was identified in the study was that most participants did not have a knowledge of some of the subjects that they were expected to supervise and the participants indicated that as a result they felt powerless and less confident to do the job. This finding suggested that participants struggled to assist teachers in certain subjects owing to their lack of subject knowledge which also seems to have made it difficult for them to establish credibility in leading and convincing teachers that they had the expertise to lead. Therefore, as the HoD position has the core duties of management and leadership in teaching and learning which requires subject expertise, it may be concluded that there is a need to consider subject knowledge and pedagogy when selecting candidates for the Hod position.

It seemed that when people are appointed to supervise subjects without subject knowledge and pedagogy, they are incapable of developing teachers in their departments. Consequently, this leads to uncertainty, depression and a lack of ability to assert power and authority in leading teachers. It appears that HoDs, as managers and leaders of teaching and learning, require a knowledge of the subjects they are expected to supervise in order to be effective. Spillane and Seashore Louis (2002) maintain that if leaders do not have the knowledge that teachers need to teach, including subject knowledge, general pedagogical knowledge and content-specific pedagogical knowledge, they will not be able to monitor instruction and provide support for their teachers. Similarly, Robinson (2006) is of the opinion that if educational leaders, such as HoDs, do not have an in-depth knowledge of the curriculum, it would be difficult for them to recognise and evaluate the expertise of their staff members. This suggests that HoDs should have a knowledge of the subjects that they supervise and how the subjects should be taught and assessed (Robinson, 2006). The participants in this study seemed unable to provide support to the teachers under their supervision owing to their lack of the necessary knowledge about how to manage and lead teaching and learning in schools.

117

This finding is consistent with the findings of other researchers, such as Heng and Marsh (2009) in Singapore, who found that in order for middle leaders to be recognised as competent, they were expected to have a deep knowledge and understanding of pedagogy and subject matter. The finding is also consistent with that of De Bruyn (2009), a South African researcher, who reported that HoDs are sometimes uncertain about their abilities and their level of subject knowledge which results in their experiencing difficulties in monitoring the work of the teachers that they supervise. It also confirms the findings of another South African, Malinga (2016), who concluded that some HoDs did not have subject matter knowledge, pedagogical content knowledge and the credibility to lead subjects under their supervision; as a result, they could not have meaningful discussions on curriculum issues with their teachers as their competency in terms of the subject was limited.

This finding is related to the second stage of Bridges' (1991) transition theory, i.e., the neutral zone which shows that moving to a new role with new responsibilities requires new skills. It is a stage where people realise what it is that they need to learn in order to fit into their new role. The current study found that participants acknowledged that it would be difficult and almost impossible to manage teaching and learning if they lacked subject knowledge and if they did not feel confident and powerful. From the above, it may be concluded that newly appointed HoDs need to be trained in the subject knowledge and pedagogy of the subjects they are expected to supervise. In the model that the researcher developed from this study she proposes that these experiences fit in the transition phase of "Adopting the HoD Role".

5.2.2.3   Lack of management and leadership skills

The findings of the study suggest that most participants did not have management and leadership skills to perform their HoD responsibilities. As a result, the frustration they experienced led to some participants losing confidence in performing their role as HoD. Most participants indicated an awareness of the importance of possessing management and leadership skills to perform their duties effectively, including dealing with difficult teachers. In the study conducted by Chetty (2007) in New Zealand, it was also found that middle managers lacked adequate management knowledge and skills. Likewise, Bennet's (2008) study reports that middle managers lacked the necessary skills which made it impossible for them to do the job. In examining the complexity of

pastoral care middle leadership in secondary schools, Murphy (2011) concluded that teachers within secondary schools were continually being promoted into the middle leader's role without the training they needed to be effective.

5.2.2.4 Negative attitude of teachers

A lack of skills to manage teachers seems to lead to HoDs "holding on" to their previous roles as teachers where they were in control rather than assuming their new roles that require them to move on and act as managers and leaders. The negative attitude of teachers towards newly appointed HoDs could be because of the lack of teacher sensitisation concerning the importance of the role that HoDs perform as well as the absence of policies that set out what is expected in relationships between HoDs and their teachers. The negative attitude that participants perceived in the teachers appeared to hinder and delay their transition from the role of a teacher to that of the HoD. The participants in the current study also seemed to experience tension as they appeared to be caught in the dilemma between making senior management happy by exercising authority over their teachers and maintaining good relationships with the teachers by being understanding; they seemed to choose "holding on" to their relationships with teachers. The comparison that some participants made between being teachers and HoDs suggests that they were retreating to their teacher identities which confirms Bridges' theory (1991) that maintains that when transitioning people do not have the skills to perform their new role, they resort to retreating into the past where they feel safer.

5.2.2.5 Heavy workloads and time constraints

The participants emphasized that the management and leadership duties that they were expected to perform in addition to their teaching responsibilities was the cause of their heavy workloads. This finding is consistent with that of another South African, Borole (2010), who examined the leadership and management functions of HoDs and the challenges they faced in technical high schools. Borole (2010) found that HoDs experienced heavy workloads and that they experienced difficulty in balancing their teaching and management duties. Furthermore, heavy workloads and time constraints were the challenges experienced by HoDs in the study by Bennet (2008). In a study conducted in Kenyan by Atebe (2009) the HoDs recommended that their teaching loads should be reduced so that they could perform their HoD duties effectively.

In this current study the participants saw limited time as a barrier to their ability to perform their teaching and management and leadership roles effectively and efficiently. Although some participants believed that their teaching load was reduced and another participant reported that s/he had been exempted from extra-curricular activities, they still felt overwhelmed because they felt that they had insufficient time to perform their roles efficiently.

The challenge of time constraints in the transition experiences of the HoDs in this study is consistent with what Jong (2006) found in Singapore, i.e., that time was a major problem for HoDs. In New Zealand Chetty (2007) found that middle managers were overburdened because expectations exceeded the time available to meet them. This finding was also confirmed in the findings by Barnett *et al.* (2012) in the US who studied the experiences of beginning and experienced assistant principals; they found that some of their participants were frustrated by not being able to manage their time to complete their tasks efficiently and effectively.

The challenges related to time constraints seem to fit in the "new beginning" stage of Bridges' (1991) theory of transition where some people freeze instead of performing their new role as expected. It seems that the participants in this study who were overwhelmed by their workloads did not spend enough time learning how to balance their time to perform both their teaching and management and leadership roles as the Bridges' (1991) theory implies. One participant seemed to be in the new beginning stage of transition but s/he has accepted the reality that being the HoD means being able balancing both teaching and HoD responsibilities.

5.2.2.6   Tension in performing dual roles

According to the findings of this study, participants experienced a tension between the dual roles they were expected to perform and this double accountability was considered to be a problem. There was a common concern that the HoD responsibilities were dominant over those of teaching which led to participants having to choose between the two. The participants indicated that they were frustrated because they wanted to spend more time with learners in the classrooms and their

HoD responsibilities were making it difficult to do that. They also indicated that, at times, they felt that they had to prioritise their teacher role over that of HoD. The finding corroborates that in Bennet's (2008) study in New Zealand where it was discovered that first-time subject leaders experienced tension between their subject leader role and that of teacher. Some subject leaders felt that the tension had an impact on their teaching responsibilities that, ultimately, negatively impacted their learners.

Some participants in this study indicated that they wished that being the HoD would allow them to spend more time with the learners. The fact that participants were more concerned about teaching the learners is illustrated by the sentiment that one participant expressed: "(his/her) passion is with learners." Another participant who had misconceptions about being the HoD asserted that becoming the HoD had isolated him/her from what s/he enjoyed most in his/her personal life: the classroom environment. S/he indicated that s/he used to be based in class as a class teacher and that she was a sports coach outside school hours. When s/he became the HoD, s/he was moved to an office and s/he was not allowed to be involved in extracurricular activities by the school. According to this participant, s/he was deprived of his/her passion which led to a feeling of isolation and experiencing stress; s/he confessed that "it is not as nice as I thought."

This finding implies that some participants were not coping with the dual roles and accountability. Participants felt that the dominance of their management and leadership over teaching was causing a tension for them as they struggled to fulfil both equally well - as expected. Evidently, it also seemed that participants were in need of time management skills which led to them struggling to use their time effectively to balance their teaching and management and leadership duties. The finding also implies that the tensions that participants experienced because of their inability to balance time in their dual role prevented them from "mov(ing) on" to the HoD role. The participants were stuck between two identities, namely, that of a teacher and that of the HoD.

The finding regarding the dominance of one role over another is similar to that of Jong (2006) who discovered that HoDs who were responsible for the schools as well as the clusters had to prioritise their cluster work over their school work. They also had to

prioritise administration over management tasks owing to the lack of time to do both. The finding corroborates the findings of the Nigerian study by Nwangwa and Omotere (2013) where the emerging roles that were played by SMTs in managing changes in schools were investigated and it was discovered that the SMTs had difficulty in meeting the expectations of their new managerial role.

The finding supports the suggestion that there is a need for improved time management skills to help HoDs cope in balancing their two roles. The tension that seemed to result from participants' dual roles and accountability appears to be a major source of frustration which delayed their transition to the HoD role.

5.2.2.7   Isolation

The isolation that was indicated by one participant suggests that s/he felt lonely in the HoD role because s/he could not continue doing what used to make him/her happy. In two studies conducted in Australia and Ontario Davidson (2016) and Hohner (2016) both confirm a feeling of isolation experienced by those in new positions of responsibility and accountability. Davidson (2016) found that new principals experienced loneliness in their role while, according to Hohner (2016), new vice-principals experienced isolation and loneliness in their new roles.

This finding confirms Bridges' (1991) theory in the sense that it postulates that letting go of an old identity results in frustration. In the context of this study the participants were frustrated by being taken away from their safe environment, the classroom, and put in an unfamiliar one, a management and leadership position. A concern raised by most participants - that the new role was taking most of their time at the expense of learners' time implies that the participants were still "holding on" to their teacher identity and that they had not "mov(ed) on to" their HoD identity. The feeling of isolation, as expressed by one participant, resonates with Bridges' theory where he maintains that in a new environment people feel isolated when leaving their old identities; this participant was no longer based in his/her classroom where s/he felt safe and s/he could no longer enjoy sport activities as s/he used to.

5.2.2.8   Negative attitude of teachers

Another challenge of transition revealed in this study was the negative attitude of teachers and their resistance to the authority of the HoD. The study revealed that some participants experienced resistance from teachers who did not want to accept their authority. Some participants believed that jealousy was the source of resistance because the teachers and participants were peers before the promotion and that was no longer the case. Other participants believed that teacher resistance was due to teachers wishing to undermine their former peers' credibility to lead; they wanted the newly appointed HoDs to be perceived as incompetent.

This finding suggests some self-doubt on the part of newly appointed HoDs regarding the competency needed in their position and a lack of confidence in asserting their power and authority in working with the teachers. The teachers seem to lack of a sense of accountability and commitment and reflect a poor work culture which contributed to making the work of the HoDs strenuous and slowed the process of them moving on to their new identity as a leader and a manager. What seems to be missing from this finding is the role played by school principals and, in some cases, deputy principals in ensuring that HoDs receive recognition and the support they need in asserting the power and authority that comes with their position. This finding also implies that the participants did not have the necessary skills to deal with insubordination and misconduct from the teachers they supervised. Evidently, the finding suggests that teachers may have felt that they had the power to intimidate and could sabotage the work of the HoDs without fear of any consequences of their behaviour. It appears that in certain such schools there could be a culture of disrespect for leadership authority and general poor work accountability. From the finding it may also be inferred that HoDs may not have a clear understanding of policies and procedures to address the misbehaviour of teachers.

In Ontario Clark (2009) found that HoDs experienced resistance from teachers who refused to buy-in to the HoDs' new initiatives. The finding is also supported by what Beam *et al.* (2016) in Virginia found; that new school-leaders lacked credibility in the eyes of their colleagues because some were promoted in the same schools where they were previously teachers and others were new to the schools. Their study found

that newly appointed school-leaders in schools experienced difficulty in dealing with problem teachers who were reluctant to take criticism from them; also those who were promoted from outside said that their credibility, background and ability to lead were questioned by the teachers. In this study, the participant who was promoted from outside did not mention any similar problem. Moreover, this finding confirms that of another South African study by Maboe (2013) where middle managers described their experiences of challenges from difficult teachers who resisted their authority by not adhering to deadlines that they set.

This finding correlates with Bridge's (1991) theory which maintains that when people move into a new role they struggle as they explore and experience new settings. This study revealed that participants struggled to exercise their authority over teachers who were previously peers and after their promotion to the HoD position, they were subordinates. The theory posits that this is a stage where people need to learn how to perform their new role which implies that newly appointed HoDs need to be trained on how to handle teachers in terms of management and leadership.

5.2.2.9   *Inadequate support*

 A further challenge that was identified from this study was that of inadequate support. The participants expressed concern about support from the Department of Education as some perceived it to be inadequate and they maintained that it did not address their needs in their HoD role. It appears that there were no structured DoE support systems for HoDs during their transition from a teacher the HoD as the participants expressed their dissatisfaction with the little support that they did receive. More specifically, the finding suggests that there is a need for clarification on how the DoE should support newly appointed HoDs and that the DoE is not aware of the actual needs of the HoDs to provide the required support.

This finding resonates with those of several New Zealand researchers, including Chetty (2007), Bennet (2008) and Murphy (2011). Chetty (2007) found that middle managers and HoDs lacked support to carry out their roles effectively. According to Bennet (2008), no structured support existed to assist HoDs understand their role and cope with role tension. Murphy (2011) added that the CPD needs of HoDs in terms of induction and on-going leadership development and training to overcome challenges,

such as people management and heavy workloads of HoDs, were not being met. This finding is also consistent with the findings in the Hong Kong study by Shun-wing Ng and Chan (2014) which indicates that there were insufficient training opportunities for middle leaders in primary schools. In South African studies Jaca (2014) and Du Plessis (2014) found that HoDs received inadequate and irrelevant support from the DBE; the support that was given did not address the actual challenges that HoDs faced in performing their role.

This finding contradicts Bridges' (1991) theory that postulates that the first state of transition, i.e., the ending, results in people being disoriented and unclear about how to do the job. The theory further posits that this stage requires role clarity which was found to be missing in this study. The theory also emphasizes that when people move to a new role and are in the second stage of transition, the neutral zone, they require to be given learning opportunities because this is the core stage of transition. More importantly, the theory stresses the need for support and encouragement for people to learn what the new role requires and to be able to move to the new beginning stage. According to the theory, lack of support and encouragement delays the transition process. The next section describes the strategies that HoDs use to cope with challenges of transition.

5.2.3   Coping with challenges during the transition process

This study found that in an attempt to cope with challenges of transition from a teacher to the HoD role, participants resorted to various strategies. It implies that even though the participants were overworked they accepted the situation and implemented certain strategies in order to get the work done and that the SMTs are not sensitive to the workloads of participants. Participants were aware that there were no alternative measures forthcoming from management to lighten their workloads. In the absence of experienced mentors it is possible that the participants were not trained in, or accustomed to, their new roles and responsibilities which made performing their responsibilities time-consuming. The participants, therefore, appear to have implemented different strategies for creating time to do their work where there was an imbalance between the workloads and the time available to complete the work.

5.2.3.1   Extended working hours

Some participants decided to work extra hours instead of disputing their new responsibilities. Extra work included working more hours than those officially allocated for the HoD role as well as taking work home and, for some, using various methods of working until they found one that worked best.

This finding resonates with those of Stephenson (2010) in New Zealand who found that HoDs did their unfinished work at home as a coping strategy. However, the finding from this study contradicts Bennet (2008) in New Zealand who believed that subject leaders allocated time away from work to balance their work and personal lives.

5.2.3.2   Support from school management and family

The second coping strategy that emerged in this study that the participants used to cope with the challenges of transition was that some sought support from their school management and families. This finding shows that there was an inability to manage work-related stress experienced by the participants in the absence of support structures in the school. Informal strategies, such as sharing the causes of stress with certain SMT members and family, were used. Moreover, the lack of induction and training during the transition process seemed to be a source of stress. Principals were consulted by the participants as a coping mechanism but the support that they received did not, necessarily, ensure the development of the knowledge and skills they required to perform their HoD roles. The findings of this sub-theme show that participants needed support and empowerment from other SMT members in order to be able to assert their power and authority in performing their roles and responsibilities. The finding also implies the prevalence of few structured forums that the participants could use as outlets for their stress and frustrations. Participants needed more than professional support; they also required empathy and management support from their schools. The participants apparently believe that having unity within the SMTs would minimise situations where teachers took advantage of them and sabotaged or belittled them. This finding is consistent with the finding of Beam *et al.* (2016) in Virginia who studied the challenges of novice school leaders and found that even though the school leaders wanted to ask for assistance they were scared to do so because they felt that they might be perceived as weak which could put their new position at risk.

5.2.3.3   Self-empowerment and sharing challenges with other HoDs

This study identified a third coping strategy whereby some participants resorted to empowering themselves by registering for courses, such as stress management and postgraduate studies, in an attempt to cope with stress and their lack of management and leadership skills. In addition, the participants reported that they shared their challenges with other HoDs within and outside the schools in order to learn from them.

The finding suggests that there was a serious lack of school-based stress management initiatives as well as that the participants were awareness of their lack of skills to cope with stress related to the roles and responsibilities of a HoD. However, participants were proactive in seeking alternative ways of coping and empowering themselves through sharing problems with others who were in the same situation as themselves. The coping strategies seemed to involve sharing experiences with colleagues who were perceived to have an in-depth understanding and experience of the challenges that the novice HoDs had to overcome.

This finding suggests that there is a need for mentorship during the transition process to help newly appointed HoDs cope with the demands and expectations of their roles and responsibilities. The fact that the participants indicated reaching out for support from other schools implies that there may have been a lack of expertise in their school or a lack of peer support as they adjusted to their work as HoDs. There also appears to be no structured support systems for teachers who are transitioning from a teacher role that appeared to create a situation of uncertainty and stress. Furthermore, registering for stress management courses indicates an inability to cope with the new demands of a HoD position but reflects a desire to manage the causes of the stress being experienced. Bridges' theory is silent on strategies of coping with transition. To some extent the finding is consistent with that of Yong (2006) in Singapore who found that the participant HoDs collaborated with colleagues within their cluster in order to share challenges and to develop themselves professionally. It is also consistent with the findings of Stephenson (2010) who found that the HoDs worked together to solve problems.

5.2.3.4   Trade unions

Trade unions were considered to be a structure of support by some of the participants in this study. Although there were different views regarding the support sought and received from teacher unions, the unions appear to have been useful in terms of assisting participants to cope with their new responsibilities. One participant felt that the teacher unions were helpful in getting teachers to cooperate and respect the authority of the participants. However, another participant argued that when teachers became HoDs, the support of the union tended to favour the teachers over the HoDs even if they were members of the very same union which resulted in division in union solidarity. The participant felt that HoDs did not receiving the assistance they required to deal with teacher challenges which made it difficult for them to cope.

From the findings of this study, it seems that there is a culture of lack of respect for the authority and the power of HoDs in schools. Reaching out to seek help from the teacher unions shows that the participants did not feel confident to manage the attitude and behaviour of the teachers as there was a lack of internal support concerning the enforcement of the HoDs' authority. The findings also suggest that the participants recognised the role of teacher unions and their ability to resolve conflict and influence the behaviour of teachers. Furthermore, the participants' responses indicated a collaborative effect between the school and the teacher unions in resolving conflicts. Evidently, this different view of the involvement of teacher unions on teacher relationships in schools suggests that there is no clear understanding of the role of unions with regard to ensuring that teachers and SMTs work together in delivering quality education for all learners. As a result, the researcher could not find evidence in the literature that to indicate that transitioning people sought support from teacher unions in terms of coping. It is possible that this unique finding from this study will make a significant contribution to the existing body of knowledge.

5.2.3.5   Teamwork and delegating tasks

The participants in this study believed in teamwork and delegated tasks to their teams as a strategy of reducing their workloads. They used delegation as a form of developing teachers. One participant indicated that s/he only delegated work to teachers willing to do it because s/he was aware that s/he was still accountable - even

for delegated tasks. The value of delegating tasks may imply that although some participants viewed the distribution of work as a strategy to minimise the volume of their workloads it empowered teachers under their supervision.

Some participants believed that trust could assist teachers take ownership of their departments which should be operational – even in the absence of the HoD. Although the participants seem to entrust their teachers with carrying out delegated responsibility as part of an empowerment process, the trust did not always seem to be reciprocal. The delegation aspect of this finding confirms the finding by Bennet (2008) who reported that some HoDs used the delegation of work to other staff members to cope with the transition to this more responsible role of HoD. Delegation was perceived to help in building the skills of others and as part of the development of teachers. However, as much as delegation is seen as to be a coping strategy, HoDs also worry about the quality of delegated work. The participants expressed a concern that delegated work needed monitoring which entailed extra work for them; it also depended on a trust that those to whom work was delegated would do the job. Stephenson (2010) also found that delegation and self-improvement were used by HoDs to cope.

The different strategies that participants used to cope with challenges during transition implies that there was no standard training and development in place to equip HoDs with coping skills to make them ready for the transition process. It also means that individual participants used what worked best for them in particular situations and contexts.

Despite its value in underpinning this study, Bridges' (1991) theory is limited in a sense that it only recommends one strategy of coping with challenges of transition in the neutral zone. The theory postulates that when people are in the neutral zone, some decide to continue to embrace their old identity because they feel that although they have moved away from it they are not yet really in their new one - which this finding does not confirm. However, the theory emphasises the importance of support during the transition process to enable or strengthen the coping mechanism.

5.2.4   The kind of support needed by HoDs during the transition process

In this study it emerged that most participants needed CPD on how to perform their HoD responsibilities. They expressed a desire for mentoring and feedback to guide them in performing their role as HoDs. They also indicated a need for school-based workshops. Some contended that there should be HoD collaboration within schools to support one another. One participant felt that if SMTs worked together in a united way, it would assist HoDs in dealing with challenges, such as those that they experienced with teachers. However, a contradictory finding was in the response of one participant who acknowledged an increase in workload but maintained that s/he did not need support because of the experience that s/he had acquired when acting as the HoD before his/her official appointment. However, s/he felt that new HoDs should be trained on policies related to their work.

The finding implies that not all the participants perceive themselves as incompetent to manage and lead teachers. However, despite the efforts that some schools seem to make in terms of providing support to transitioning HoDs, there is still room for improvement as the support provided seems to be inadequate or irrelevant to the actual responsibilities of the HoDs. A possible explanation could be that schools are not aware of what HoDs go through during the transition process and, therefore, their needs are unknown. The findings of this study show that some of the participants had reflected on their work and appeared to feel that they were not effective and that they were open to learning. Nevertheless, there is also a possibility that some of the participants might not have been willing to inform the SMTs directly of areas of weakness where training was needed, fearing that they might be regarded as unsuitable for the position. They might also have personal standards that they are unable to reach due to a lack of training and/or mentorship that the SMTs are unaware of. Alternatively, a likelihood is that some SMTs might not be in a position to mentor the HoDs owing to their own shortcomings in terms of management and leadership skills.

With regard to the participant who indicated that s/he did not need support, there is a possibility that his/her previous experience as acting HoD enabled him/her to learn about the HoD responsibilities and s/he believed that she was prepared enough to

handle any challenge s/he faced. Another explanation could be that the participant was not being honest with the researcher for fear of being perceived as a struggling HoD. The participant also mentioned a need for understanding policy on the role and responsibilities of HoDs which means that this is a gap in the transition process that may cause the anxiety and uncertainty that some of the participants spoke about in the interviews. Certain aspects of this finding confirm the finding of Chetty (2007) that middle managers admitted that they required mentoring in order to fulfil their roles effectively. This finding confirms the neutral zone of the theory that maintains that people require support and encouragement when they are learning about their role. However, Bridges' theory does not specify what kind of support.

The researcher argues that the transition process depends on the context in which it occurs. In the case of the participant who reported that s/he did not need support, it seemed that s/he was in the new beginning stage of transition. In this stage, the theory postulates that while some people cannot move forward, others succeed - which seemed to be the case with the participant. The researcher accentuates that most participants in this study seemed to linger between the ending and neutral zone which are the first and second stages of transition. Another need that emerged from this study was CPD from the DBE.

Most participants in this study indicated that they required support in the form of CPD from the DBE. They expressed a need for the DBE to equip them with generic as well as well as subject specific management and leadership skills. Some participants also expressed a concern that support from the DBE lacked continuity and that the workshops that were arranged for HoDs were more theoretical than practical. One participant recommended that the DBE should provide schools with additional teachers in order to reduce the teaching loads of HoDs.

It appears that the orientation provided by the DBE does not address the core challenges identified by the participants, namely, managing teachers; leading teaching and learning; and their inability to use allocated time effectively and efficiently in balancing their teacher and HoD responsibilities. In other words, it lacks practicality. Participants appeared to feel unprepared for the HoD post and hold the DBE accountable for not preparing them for their positions, roles and responsibilities. The

identified needs indicate that there is limited, if any, training from the DBE to empower newly appointed HoDs and, furthermore, that it lacks continuity. Participants also seemed to lack adequate knowledge and skills to empower teachers as was expected of them. Some participants appeared to feel that they needed exposure to the management and leadership environment as they learned about their roles.

Some aspects of this finding are consistent with the findings of the Kenyan study by Atebe (2009) who reported that some HoDs felt that their teaching load should be reduced in order to enable them to perform their HoD duties effectively; others felt that their HoD duties should be reduced. The finding also relates closely to that of Shun-wing Ng and Chan (2014) in Hong Kong who suggested a need for training middle leader to equip them with skills to perform their jobs. The other need that emerged in the findings of this study was that for emotional support.

While most participants indicated a need for CPD, some felt that they also needed emotional support. They expressed that some things that they experienced in transitioning to the HoD role negatively affected them emotionally. More importantly, they believe that emotional support would be helpful in dealing with the challenges they experienced in the HoD role. One participant cited available resources that could be used for this kind of support but were not being tapped. This finding implies that when participants are appointed, they struggle with emotions emanating from the double identities attached to the role of the HoD and that they require more than just training related to the responsibilities of the position.

Transitioning from a class-teacher to the HoD position is experienced as an academic and emotional journey. The transition process seemed to negatively influence the participants emotionally as they fought to leave behind their previous roles as teachers and "move on" to the management and leadership roles; the nature of their jobs did not appear to allow this to happen. The finding suggests that during the transition, participants need compassion as they form their new leadership and management identities. However, they did not seem to be receiving the kind of support that is required.

Increased workloads and changed power relationships require emotional support. The participants who could access emotional support did not seem to be aware of how they should go about using the available support while for others that kind of support seemed to be missing. More importantly, the researcher could not find evidence in the literature concerning the need for emotional support during the movement to a new role. Bridges' theory emphasises the provision of support even though it is not specific about the kind of support.

5.3   A model that explains transition from a teacher to the HoD role

The following section contains a model that explains transition from a teacher to the HoD role, particularly in a South African context. It was adapted from Bridges' (1991) transition theory which was used as a framework to underpin this study. Bridges' (1991) theory postulates that transition occurs in three stages, namely: the ending, neutral zone and the new beginning. In this study it was found that transition from a teacher also occurs in three stages, namely: the beginning of the HoD role, adopting the HoD role and acquiring the HoD role.
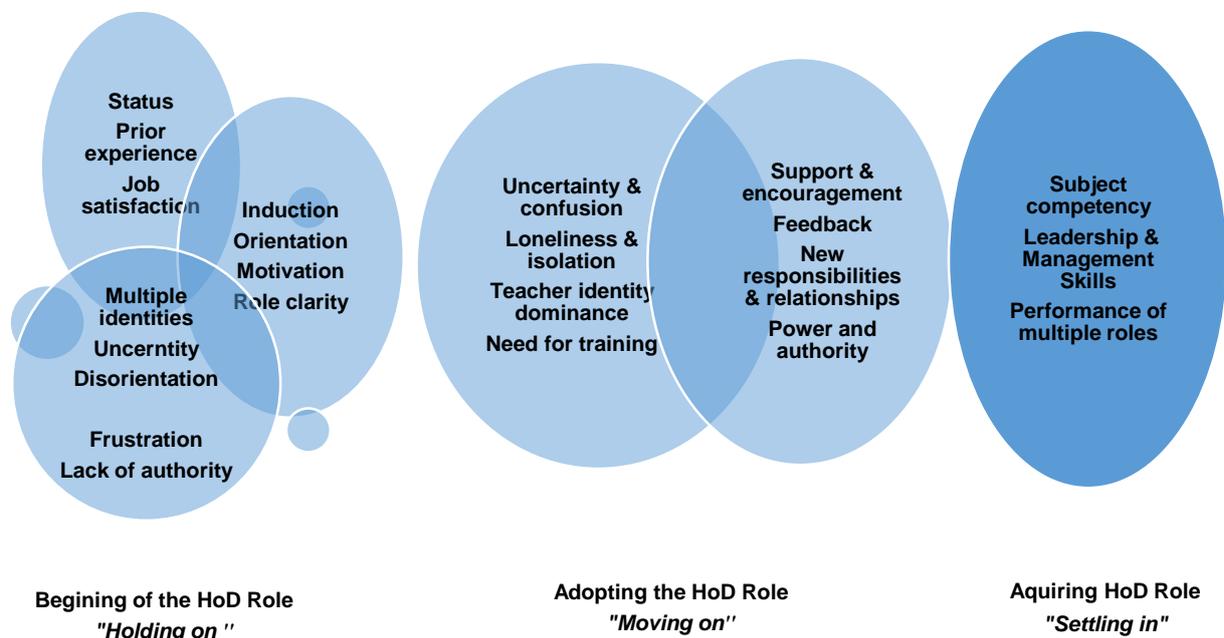

Figure 5.1: Jaca's (2018) Model of Transition from a Teacher to the HoD Role
Adapted from Bridges' Theory of Transition (1991)

5.3.1 Beginning of the HoD role

In Bridges' theory the first stage of transition is the ending where people are supposed to leave behind their old identities and create new ones. They experience a sense of loss, frustration, anxiety, disorientation and uncertainty and they require role clarity. The current study found that the first state of transition from a teacher to the HoD role is the beginning of a new role. Furthermore, according to findings, during the transition to the HoD role, participants did not leave behind their teacher identity because even though they were promoted to management and leadership positions, they continue to teach. Instead of leaving behind their teacher identity, HoDs begin their new jobs in a state of dual identities, teacher and manager/leader identities.

With their promotion HoDs' financial benefits and status change in that they acquire both a manager status and a teacher status whereby some experience a sense of achievement and satisfaction. However, others expressed feelings of uncertainty, frustration, disorientation and a lack of authority. Such mixed experiences made participants indicate being in a state of "holding on" to the teacher identity, role and expectations. Jaca's model shows that HoDs need role clarification, induction, orientation and motivation despite possible previous experiences of management and leadership in order to be able to move on to second phase and adopting the role of HoD, also called "moving on".

5.3.2 Adopting the HoD role

According to Bridges' theory, the second stage of transition is the neutral zone where people experience uncertainty, confusion, loneliness and isolation. They require support and encouragement, reorientation, and a learning opportunity. If they do not get the required support and learning they embrace their comfort zone, their old identity. In this study the findings show that the second stage of transition from a teacher to the HoD role is the adopting stage. HoDs are faced with new responsibilities of managing and leading phases/departments and some experience feelings of confusion, uncertainty, loneliness and isolation. During the adoption stage, in order for HoDs to adopt a manager identity, they need subject specific, and leadership and

management, training. They require support, encouragement and feedback from school seniors, colleagues and teacher unions as well as the DBE. If HoDs could be provided with training in both subject and management and leadership duties, they will acquire a competency to manage and lead teaching and learning in their departments; their increase competency will also allow them to assert their power and authority in their leadership. They will have the necessary management and leadership skills to "move on" to the next stage, which is acquiring the HoD role - also described as "settling in".

5.3.3 Acquiring the HoD role

In this stage HoDs feel competent to perform both teaching and management and leadership duties. In other words, it is a stage where HoDs acquire the multiple identities of the HoD and, consequently, perform multiple roles effectively and efficiently. However, according to the findings of this study, without spending time in the adoption stage learning their new responsibilities as well as how to balance their teaching and management duties, HoDs tend to embrace the identity of a teacher more than that of the manager and leader. In other words, they regress to the beginning stage. The study also revealed that the transition from a teacher to the HoD role is not a linear process. Some participants were appointed when they were in the adopting stage because they had performed the management duties prior to the actual appointment. During the transition process the HoDs may move from one phase to the next and then regress if the needed support and motivation is not forthcoming. The CPD of the HoDs is vital if they are to be continuously effective and competent in their role and avoid losing confidence in their leadership and management skills. The "settling in" phase needs to be sustained through continuous CPD.

5.4   Contribution of the study

A central contribution of this study is the proposed model of transition adapted from Bridges' (1991) theory of transition which underpinned this research. The proposed model explains transition from a teacher to the HoD role in a South African context. Bridges' (1991) theory of transition states that transition occurs in three stages, namely: the ending, neutral zone and new beginning. The model developed by this

researcher presents three transitional phases from a teacher to the HoD role: beginning of the HoD role (holding on); adopting the HoD role (moving on); and acquiring the HoD role (settling in). According to Bridges' theory, every transition begins with an ending. Transitioning people are supposed to leave behind their old identity and create new identities. It further says that when people have to leave behind the old identities, they feel a sense of loss, anxiety, disorientation, frustration and uncertainty. At this stage, transitioning people require their role to be clarified. It is only when people have left behind their old identities that they are able to move to the second stage, the neutral zone, where they must spend sufficient time learning about the new role. In this stage, people feel uncertain, confused, lonely, and isolated. They need re-orientation, support and encouragement. The theory also postulates that if people have not left behind their old identity, they tend to embrace it while in the neutral zone. After the neutral zone, people are supposed to move to the last stage of transition, the new beginning. Bridges' theory posits that the new beginning stage marks the ending reality. In other words, people start realising that their old identity has been left in the past and they have to assume their new identity. At this stage, for some people, the old anxieties are reactivated; they start doubting their own competence and freeze. On the other hand, some people accept the reality and new responsibilities and they succeed. People need guidance at this stage of transition.

The findings of this study challenge some aspects of Bridges' transition theory. It was found that when HoDs transition from a teacher to the HoD role, the context of their job does not accommodate the letting go of their teacher identity. Instead of leaving behind their teacher identities, they assume a state of multiple identities where they adopt the identity of a manager in addition to that of a teacher. Therefore, the first stage of transition has no ending; instead, it is the beginning of newly appointed HoDs' multiple identities. The study shows that when teachers are promoted to the HoD role as managers and leaders they also continue to be teachers. Therefore, evidence from this study suggests that as much as Bridges' theory may be used to explain the transition process in other contexts, based on the results of this study, it needs to be modified to include leadership transition in a school context in order to explain how people who assume multiple identities go through transition.

Bridges' (1991) theory of transition postulates that the first stage of transition is the ending. In the ending stage, the theory stresses that transitioning people are supposed to leave behind their old identities and create new ones. In the context of this study, when teachers become HoDs the nature of the job does not allow them to leave behind their teacher identity because as much as they are moving into the management and leadership position, they continue to teach. Instead of leaving behind an old identity, they acquire a second one, making theirs a double identity. The researcher argues that in the context of leadership transition of teachers to the HoD position, leaving the old identity behind does not appear to be applicable. Bridges' theory also underscores the fact that in the ending stage when people are leaving old identities behind, they experience a sense of loss, anxiety, disorientation, frustration and uncertainty and they require role clarification. This finding confirms the frustration one participant experienced who felt that as a HoD s/he was not compensated in proportion to his/her workload.

Aspects of new knowledge that have emerged from this study include a finding in the response of one participant who indicated that senior management had reduced his/her score - based on his/her leadership and management style that they perceived as inappropriate. The participant had prior management and leadership experience. The researcher did not find similar or any related finding in the relevant literature. In addition, most studies maintain that HoDs are overwhelmed by their increased heavy workloads whereas in this study one participant stated that s/he was not overwhelmed because an increase in workload was part of being the HoD. While other studies found that HoDs need support in performing their role, in this study a participant indicated that his/her prior management and leadership experience equipped him/her and, therefore, s/he did not need support. Instead, s/he believed it was the teachers who need training in terms of work-related policies. Various studies indicate that HoDs use different strategies to cope with challenges. In this study, one participant indicated that what assisted him/her cope was the fact that s/he was nearing retirement.

This study has contributed a model that explains how HoDs experience transition from a teacher to the HoD role in a South African context. More importantly, it has also contributed in sharing insights regarding challenges that have not been identified in

other studies as well as how some HoDs cope with challenges during transition - which is not in the relevant available literature.

5.5   Conclusion

This chapter has discussed the main findings of the study and aligned them with findings of other studies. The findings were presented *per* theme related to the research questions. The chapter also correlated the main findings with the theory that underpinned this study, namely, Bridges' (1991) transition theory and it also highlighted the contribution that the study has made to help bridge gaps in the existing body of research. It discussed a proposed model, Jaca's (2018) model of transition from a teacher to the HoD role.

The next chapter gives a summary of the findings; discusses the limitations and delimitations of the study; draws conclusions; and makes recommendations.

CHAPTER 6

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1   Introduction

This study investigated the experience of transition from a teacher to the HoD in terms of the perspectives of HoDs in selected primary schools in the Tshwane District of Gauteng. Chapter 1 presented the background, problem statement and rationale for the study as well as its significance, purpose, objectives and research questions. The chapter also presented a summary of the research methodology that was used to conduct the study.

Chapter 2 discussed the relevant available literature related to experiences of transition. The literature review explored the concept of transition from different perspectives in terms of themes, such as preparation for transition; development during transition; challenges of transition; and coping strategies. Chapter 2 also presented the theoretical framework that guided the study based on Bridges' (1991) theory of transition that involves three stages of transition, namely, the ending stage, the neutral zone and the new beginning. The chapter discussed the theory in relation to the experiences of HoDs as they transitioned from the role of a teacher to a HoD in primary schools.

Chapter 3 included a detailed discussion of the methodology used for the study as well as the philosophical assumptions underpinning the study. The research approach and methods, including the design, sampling, data collection and analysis, chosen by the researcher were justified in terms of the context of the study. Measures of ensuring the trustworthiness of the findings as well as ethical issues were also discussed.

Chapter 4 dealt with presentation, analysis and interpretation of data while Chapter 5 discussed the main findings and aligned them to research in the existing literature. This chapter presents a summary of the study's findings and it considers the limitations and delimitations of the study as well as the contribution it makes to an existing body

of knowledge. It also draws conclusions and makes recommendations for both practice and future research.

The main research question for this study was: *How do HoDs experience transition from a teacher to the HoD role in selected primary schools in the Tshwane South District in Gauteng Province?* The question was answered mainly through the use of the following sub-questions:

- *What are the changes experienced by HoDs during the transition process from a teacher to the HoD role?*
- *What are the challenges experienced by HoDs during the transition process?*
- *How do HoDs cope with challenges during the transition process?*
- *What kind of support do HoDs need during the transition process?*

6.2   Summary of the research findings

A summary of the findings is arranged in terms of the above research questions.

6.2.1   The changes experienced by HoDs during the transition process from a teacher to the HoD role

In this study participant responses to the first research question indicate that they experienced two major changes during their transition from a teacher to the HoD role which included personal- and work-related changes. The personal changes entailed changes in financial benefits and status while work-related changes were in the form of responsibilities and relationships. With regard to personal changes, the majority of participants perceived the appointment to a HoD position as an achievement even though one participant felt some dissatisfaction. More notable was the fact that while the majority of participants, including those with prior management and leadership experience, felt frustrated by their additional management and leadership responsibilities, one participant felt that s/he was well equipped for them while others were not certain of their new roles and responsibilities. There was consensus from the majority of participants that, after being appointed as HoDs, their relationships with teachers changed, mostly, in a negative way. One participant described how s/he had

to change the way s/he talked to the teachers; s/he also felt that s/he was obliged to protect the SMT.

The researcher believes that when teachers decide to become HoDs, they have some misconceptions about the role; they only learn what it is really about when they are already in the role; and some end up being frustrated by the reality of the role. Furthermore, the researcher contends that although prior management and leadership experience is helpful, it does not necessarily guarantee that HoDs are prepared for their actual roles. The findings of this study suggest that most participants were not well prepared for their management and leadership roles that resulted in an inability to handle tension in their relationships with the teachers. This both confirms and contradicts the first and second stages of Bridges' (1991) theory of transition, respectively, namely: the ending and the neutral zone.

In the ending stage the theory postulates that people leave their old identities behind and create new ones. It also states that during this stage people experience frustration, uncertainty, disorientation and a need for role clarity. The findings of the study confirm HoDs' experiences of frustration, disorientation and their need for role clarity. The first contradiction, however, is that some participants experienced a sense of satisfaction in the first stage of transition which Bridges' (1991) transition theory does not address. The second contradiction is that Bridges' (1991) theory posits that at the beginning of transition people leave their old identities behind and create new ones. However, the findings show that HoDs 'hold on" to their old identities while "moving on" to the HoD role.

Findings on changes in responsibilities and relationships relate to the neutral zone in Bridges' (1991) theory of transition. According to Bridges' (1991) theory, in the neutral zone people are faced with new responsibilities. They experience uncertainty, confusion, loneliness and isolation, the need for support and reorientation. Bridges (1991) maintains that the above feelings emanate from leaving an old identity behind when a new one has not yet been acquired. The findings of the study confirm feelings of uncertainty, confusion and a need for support and reorientation. However, in terms of this study additional management and leadership responsibilities as well as tension in relationships were the source of those feelings. With regard to Jaca's proposed

141

model, this finding relates to the first stage of transition, the beginning of the HoD role. According to the proposed model, instead of leaving behind the teacher identity, HoDs begin in a state of multiple identities: teacher, manager and leader identities. During the beginning stage, the model posits that even though there are people who experience feelings of uncertainty, frustration, disorientation and lack of authority, there are also those who experience a sense of achievement and satisfaction owing to improved changes in their financial benefits and status. This finding also relates to the first stage of the proposed model; Jaca's (2018) transition model indicates that when teachers are appointed as HoDs they do not leave their teacher identity behind. Instead, they continue to teach even though they have been promoted. When they are appointed they enter a state of multiple identities where they become both teachers and managers. HoDs experience changes in financial benefits and status which leads to a sense of achievement and satisfaction for some while for others it is a source of dissatisfaction. During this stage, some HoDs experience uncertainty, frustration, disorientation and lack of authority; they get stuck in a state of "holding on" to their teacher identity and expectations. This is also a stage where HoDs require role clarification, induction, orientation and motivation despite previous experience of management and leadership in order to be able to move to the second phase, adopting the HoD role.

6.2.2 *The challenges experienced by HoDs during the transition process*

From the responses of participants in the study to the second research question, six major challenges were identified in the narration of their experiences during their transition from a teacher to the HoD role. The challenges included lack of role clarity, lack of subject knowledge, lack of management and leadership skills, heavy workloads, time constraints, tension between management and leadership and teaching responsibilities, resistance from teachers and inadequate support. The majority of the participants reported that they did not have a full understanding of what was expected of them as HoDs and expressed feelings of frustration, stress and uncertainty. The findings revealed that most participants did not have the knowledge of some of the subjects under their supervision and expressed an inability to assert their authority and they lacked confidence to perform their supervision responsibility.

The researcher also found that most participants lacked management and leadership skills to perform the HoD responsibilities.

The participants appeared to struggle to balance teaching and management and leadership responsibilities; some reported feelings of guilt and frustration about their HoD responsibilities dominating their teaching duties. It was also found that at times, participants would abandon their management and leadership responsibilities in order to fulfil their teaching duties. Some participants admitted that they preferred their teaching responsibilities to their management and leadership duties. One participant indicated feeling isolated because when s/he became the HoD, s/he was moved to an office, thereby removing him/her from the classroom environment. S/he felt unhappy that in becoming the HoD, she was no longer able to continue coaching netball even though s/he was recognised as a provincial champion. S/he felt that being the HoD had deprived him/her of doing what used to make him/her happy, both professionally and personally.

The majority of the participants were unanimous in their responses about experiencing an overwhelmingly heavy workload that they believed was caused by their additional HoD responsibilities. Some participants also cited time as a barrier to balancing both teaching and leadership responsibilities. Moreover, the reduction of teaching duties and their exclusion from extra-curricular activities did not ease some participants' workloads. One participant saw the increased workload as part and parcel of being the HoD and did not seem to be as overwhelmed as some of the others.

There were interpersonal challenges, such as resistance from some teachers who did not want to accept that the participants (the HoDs) had authority vested in them. A shared belief amongst participants was that teachers were resistant because of jealousy as well as HoDs' lack of confidence in terms of credibility and competence to manage and lead them. The findings also indicated some participants felt that the support they received from the Department of Education was inadequate and did not address HoD role-related needs. This finding suggests that appointing HoDs based on an assumption that they are capable of being managers because they have teaching experience is a contradiction of the reality. In reality it is expected that HoDs should have the skills required for their new responsibilities; this study found they do

not have them. The finding further suggests that being promoted internally is likely to make it difficult for HoDs' authority to be accepted by former peers. The findings confirm that there is a lack of teacher recognition of HoD authority. It also appears that not being prepared for multiple identities results in HoDs being caught between two identities. In other words, they "hold on" to their teacher identity when they are expected to "move on" and adopt their HoD identity. It also seems that HoDs may lacked interpersonal skills which makes it difficult for them to interact properly with other stakeholders, such as their teachers.

The findings support Bridges' (1991) neutral zone in his transition theory in that when HoDs are in the process of learning about the new responsibilities, they experience uncertainty regarding how to perform their additional tasks and responsibilities; there appears to be a dire need for training. The participants expressing being overwhelmed by heavy workloads and the limited time in which to do the job that confirms Bridges' (1991) new beginning stage. According to Bridges (1991), at this stage some people freeze instead of performing, especially if they had not spent much time in the neutral zone learning how to perform their new responsibilities; the tendency, then, is for them to move backwards to their comfort zone. The majority of participants in this study were in a freeze mode and experiencing self-doubt. However, one participant showed that s/he had accepted the reality that s/he had multiple identities and had somehow learned to perform as expected.

In Jaca's (2018) transition model this finding relates more specifically to the second stage of transition: adopting the HoD role. Appointed HoDs are faced with management and leadership responsibilities in various phases/departments in this stage and some begin to experience confusion, uncertainty, loneliness and isolation. This stage is emphatic that HoDs should be provided with subject, leadership and management training. It also stresses that HoDs require support, encouragement and feedback from their seniors, colleagues, teacher unions and the Department of Education. The model suggests that it is only when HoDs have been trained in their subject, management and leadership duties that they will be able to acquire the competency and relevant skills needed to perform their management and leadership duties in their phases/departments. The acquired competency and skills will also enable HoDs to assert power and authority over their subordinates. Moreover, the

model posits that it is only after the acquisition of required competency and relevant skills that HoDs will be able to "move on" to the last stage of transition, acquiring the HoD role which is also called the "settling in" stage.

6.2.3   How HoDs cope with challenges during the transition process

The findings in responses to the third research question reflect five strategies that participants used to cope with challenges in their transition from a teacher to the HoD role. The strategies included less verbal expression of their frustrations and more commitment to their work; seeking support from school management and family; self-empowerment and external support; and seeking support from teacher unions as well as delegating tasks and using teamwork.

Some participants reported that instead of verbally venting their frustrations, they committed themselves to their work by putting in extra hours and by taking work home. One participant apparently experimented with various working methods until s/he found the one that suited him/her best. Furthermore, the findings also showed that some participants sought support from members of senior management and their families. Others empowered themselves by registering for stress management courses and postgraduate studies. They also shared their challenges with colleagues at and outside their schools in an attempt to learn from one another. Some participants said that they sought support from teacher unions; one participant considered the teacher unions to be of assistance in getting teachers to respect the HoDs' authority but another participant maintained that teachers' unions tended to take the teachers' side instead of assisting HoDs - even if the they belonged to the same unions as teachers. The study also revealed that some participants delegated tasks to teachers and encouraged teamwork; while one participant reported that s/he did it to develop teachers, another indicated that s/he only delegated work to teachers who were willing to accept it because s/he was aware that s/he was still accountable for the delegated tasks. A notable finding was in the response of one participant who reported that the only thing that helped him/her cope was the fact that s/he was nearing retirement. As a result, the researcher is of the opinion that despite being overworked, HoDs accept their situation and develop different strategies to ensure that they get the job done.

From participant responses, it appeared that SMTs are insensitive concerning the workloads of HoDs; they offer little, if any, alternatives to reduce the workloads of HoDs. In addition, the participants evidently seemed to lack training, specifically on time management that would enable them to use their time effectively rather than experiencing time constraints. It also appeared that there was a mismatch between the workloads of participants and the time provided for them to perform the work which led to participants having to create their own strategies to get the job done. There appeared to be a lack of any structured support system in schools which made it difficult for participants to manage work-related stress that emanated from a lack of induction and training during the transition process. In the transition process HoDs need empathy, a sense of unity within SMTs as well as structured forums for them to learn from, and develop, one another.

Bridges' (1991) theory does not explain how people cope with challenges of transition. However, the theory postulates that in the neutral zone, when people are faced with new responsibilities - if they are not provided with the required support to help them learn how to perform those responsibilities - they start embracing their comfort zone which, in this case, is a teacher role that seems safer and more familiar. Jaca's theory (2018) posits that training and support is of the utmost importance in the adopting stage as a lack of it could lead HoDs to embrace their teacher identity and neglect the manager identity.

6.2.4   *The kind of support HoDs need during the transition process*

The findings from responses to the fourth research question on the support HoDs need during the transition process include concerns about school-based CPD-related to HoD responsibilities, CPD from the Department of Basic Education and emotional support. The majority of participants reported a need for CPD in terms of how to perform their HoD responsibilities, especially their developmental needs, including mentoring, giving feedback to teachers, school-based workshops and HoD collaboration within the schools. One participant noted that it was important for SMTs to present a united front; s/he believed that it would be helpful for HoDs when they had to deal with challenges, such as managing the conduct of difficult teachers. Another participant maintained that s/he did not need support despite an increase in his/her

workload because s/he had acquired experience when acting as HoD before his/her official appointment. However, s/he felt that new HoDs should be trained on policies related to their work. The findings also suggest that most participants have a need for the DBE to train them in generic and subject-specific management and leadership skills. Some participants indicated that support from the DBE was not sustainable and that the workshops it arranged were more theoretical that practical. One of the participants expressed a need for additional teachers to be appointed to reduce HoDs' teaching loads while another participant felt that the DBE should develop teachers in order to ease the HoD's burden. Lastly, the findings suggests that participants need emotional support in addition to CPD because they perceived some challenges as having a negative effect on their emotions.

Some participants expressed their incompetence to manage and lead teachers as expected. Although it appears that some schools do their best to support HoDs during transition, there seems to be a dire need for improvement because the support provided is considered to be inadequate and irrelevant. Moreover, it is deemed that it does not actually address the needs of HoDs in improving their management and leadership capabilities. It seems likely that schools do not clearly understand what newly appointed HoDs go through during the transition process and, therefore their actual needs are unknown. The finding concerning support relates to the neutral zone in Bridges' (1991) transition theory because this stage emphasises the importance of support but it is not specific about the kind of support needed. This finding, however, relates to the adopting stage in Jaca's (2018) transition model that also emphasises training, support, encouragement and feedback.

6.3   Summary of the proposed HoD transition model

Jaca's (2018) transition model was proposed to explain the transition from a teacher to the HoD role in a South African context. The model has three stages, namely, the beginning of the HoD role, also called the "holding on" stage; adopting the HoD role, also called "moving on" stage; and acquiring the HoD role, also called the "settling in" stage. Jaca (2018) asserts that at the beginning of the HoD role, promoted teachers do not leave their teacher identity behind. Instead, they assume a state of multiple identities where they are both teachers and managers. The changes they experience

are both personal and work-related. Different HoDs experience the changes differently; while some have a sense of achievement and satisfaction, others experience a sense of dissatisfaction, uncertainty, frustration, disorientation and lack of authority. These emotions result in some HoDs holding onto their teacher identity and neglecting their HoD identity. The model postulates that at the beginning stage HoDs require role clarification, induction, orientation and motivation regardless of their previous experiences of management and leadership in order to be able to move on to the second phase, adapting to the role of HoD - also called "moving on".

In the second stage of transition, Jaca's (2018) model posits that HoDs are faced with the additional responsibilities of managing and leading phases/departments. This is a stage where HoDs have to adopt HoD responsibilities in addition to their teaching duties. At this stage, some HoDs experience uncertainty, loneliness and isolation because, as much as they are managers, their initial training was to teach learners. The model suggests that for HoDs to adopt their HoD role that involves managing the teaching and learning of different subjects in their department, they need training that is both subject-specific as well as training in leadership and management skills. HoDs need support, encouragement and feedback from their more senior colleagues, their peers, teacher unions and the DBE. Providing training for, and support to, HoDs will enable them to acquire the required competencies for the HoD position. In addition, competency and the possession of management and leadership skills will enable HoDs to move on to the last stage of their transition, the acquiring stage.

The acquiring stage, also described as settling in stage, is a stage where HoDs acquire and embrace their multiple identities by feeling competent to perform their teaching, management and leadership duties. This is a stage where HoDs require support and motivation which can only be successful if they spent sufficient time in the second stage, adopting the HoD role; if not, some may regress to the beginning of the role stage and revert to their teacher identity where they feel more comfortable. Therefore, it is vital that HoDs are provided with continuous and sustainable CPD to enable them to "settle in" and avoid regression.

Some aspects of Jaca's (2018) transition model are similar to those of Bridges (1991) in that they both maintain that at the beginning of the transition process there are

148

feelings of disorientation, uncertainty, frustration and a need for role clarity. Another similarity between the two is that both models and their theory agree that people need to spend more time in the second stage of transition where they learn about the new roles and responsibilities in order to avoid regression to the first stage of transition. However, a difference between Jaca's (2018) transition model and Bridges' (1991) transition theory is that Bridges' theory is relevant for transition, in general, whereas Jaca's model is specific to leadership transition from a teacher role. In Bridges' theory the first stage is the ending of the old identity whereas in Jaca's model the first stage is the beginning of multiple identities. Bridges' theory focuses on people who leave behind their old identities in the first stage whereas Jacas' model is about those people who cannot leave their old identity behind but also adopt a new one.

6.4   Limitations of the study

Leedy and Ormrod (2010) assert that the limitations in a study are possible weaknesses that are beyond the researcher's control. This study had the following limitations: it was a small-scale qualitative study and, as is typical of qualitative research, conducted in a natural setting. According to Polit and Beck (2010), in qualitative research the goal is to provide a rich and context-based understanding of human experience and, therefore, researchers are rarely concerned about results being generalised. The results of this study cannot be generalised and the study cannot be replicated. However, the results may be used in similar contexts. Insufficient triangulation of data was also a limitation because the researcher only used semi-structured interviews to collect data. The researcher acknowledges that using more research methods could have enhanced the trustworthiness of the study (Cohen *et al.* 2011).

In an attempt to ensure the trustworthiness of the study the researcher selected seven schools and asked the participants the exact same questions, which provided different perspectives on their experiences of transition from a teacher to the HoD role. This study used a case study design and, therefore, the results could not be inferred, as there was a possibility of alternative explanations. The researcher had difficulty gaining access to all the identified schools and, so, opted to conduct this study in schools that were willing to grant her access. The behaviour and experiences of the participants in

this study do not reflect the behaviour of all HoDs in all schools. However, the findings from this study provide insight into participant experiences of transition from a teacher to the HoD role in the context of the schools involved in this study.

6.5   Delimitations of the study

Delimitations are related to the choices that researchers. The first delimitation of this study was the research problem, particularly the fact that several previous studies focused on the role of HoDs and the challenges they face. In this study school principals could have been included as they supervise HoDs. However, the interest of the researcher was on how HoDs experience the transition process. Therefore, this study only concentrated on experiences of transition from a teacher to the role of the HoD. Secondly, instead of using mixed methods in which both qualitative and quantitative approaches apply, the study was delimited to qualitative research. Because the study was about how HoDs experienced transition, the qualitative approach was deemed appropriate to obtain an understanding of the phenomenon from the perspective of HoDs in a natural setting - which only a qualitative method could do. The study was conducted within a constructivist/interpretive paradigm. While acknowledging the existence of other paradigms, choosing the constructivist/ interpretivist paradigm was based on the researcher's belief in multiple realities that can be only interpreted by people who are experiencing the phenomena, which in the context of this study were HoDs.

Bridges' (1991) theory of transition was the theoretical framework underpinning the study. The researcher could have used other theories of transition, such as Schlossberg's (1981) transition theory or Nicholson's (1986) work role transition theory. However, Bridges' (1991) transition theory was more understandable to the researcher and seemed to fit well with the researcher's purpose of conducting this study. The study was also bound to one case, namely, HoDs' experiences of transition. The researcher's interest was in HoDs, based on her experience as a HoD and the limited available literature on how HoDs experience the transition process. Besides primary schools, this study could have included secondary schools. However, based on recommendations by Bennet (2003), that further research should be focused on secondary schools, the issues raised are applicable to primary schools as well.

Therefore, the study was specifically conducted in seven primary schools in Tshwane South District. The number of schools was determined by the researcher's access to them; the Tshwane South District was selected in terms of convenience and financial implications.

6.6   Conclusions from the research

The overriding aim of this qualitative study was to investigate HoDs' experiences of transition from a teacher to the HoD role in selected primary schools in the Tshwane South District in Gauteng Province. In order to reach the above goal, it seemed necessary to achieve some identified objectives. The first objective of this study was to establish changes experienced by HoDs during the transition process. The second was to identify challenges experienced by HoDs during the transition process. The third objective was to identify coping strategies used by the HoDs during the transition process and the fourth and last objective of this study was to determine the support needs of HoDs during the transition process.

Semi-structured interviews were conducted with 15 HoD participants in seven primary schools. In response to the first research question: *What are the changes experienced by HoDs during the transition process from a teacher to the HoD role?,* this study found that participants' experienced personal and work-related changes. Personal changes included a change in benefits and status while work-related changes included the addition of management and leadership responsibilities to teaching duties. Inevitably, participants' attitudes to these changes were varied. The change in financial benefits and status brought a sense of achievement and satisfaction to the majority of the participants.

However, for one participant the personal changes were rather disappointing given that they were perceived not to be as rewarding as s/he had anticipated. The addition of HoD responsibilities to teaching duties was overwhelming for the majority of participants which gave rise to feelings of frustration and uncertainty because participants felt incompetent to meet their heavy workloads. Consequently, their incompetency resulted in a lack of authority over teachers who they were expected to manage and lead. The majority of participants were frustrated by the change they

experienced in their relationships with fellow teachers, particularly those who were promoted internally.

Based on this finding, it may be concluded that the transition process from a teacher to the HoD role is a complex and difficult process. Evidently, participants became aware that promotion to HoD was accompanied by changes that affected both their personal and professional lives. They were not thoroughly prepared to deal with those changes which led to an inability to perform their duties as expected and, thereby, they lost credibility with their subordinates. It seems that when some participants were promoted internally, it was difficult to change the way they related to other teachers as they continued to be teachers as well as fill a position of authority. The following section contains recommendations to assist newly appointed HoDs in the transition process from a teacher to the HoD role.

The findings from the second research question: *What are the challenges experienced by HoDs during the transition process?* show that the majority of participants experienced six major challenges. The challenges identified by the majority of participants were: the lack of role clarity; lack of subject knowledge; lack of management and leadership skills; heavy workloads and time constraints; tension between management and leadership and teaching responsibilities; and resistance from teachers as well as inadequate support from higher authorities. Although some participants had prior experience of management and leadership, the majority cited feelings of uncertainty, frustration and stress. Only one participant felt prepared for the challenges brought about by the transition to the HoD role; s/he was one of participants who had prior management and leadership experience.

From the findings it may be concluded that newly appointed HoDs lack the necessary knowledge to perform their multiple roles effectively and being appointed to the HoD role without the required relevant skills jeopardises the transition process of new appointees. Prior experience in management and leadership should not be viewed as a guarantee that the newly appointed HoDs are capable of performing their multiple roles.

In response to the third research question: *How do HoDs cope with challenges during the transition process?* it was found that the majority of participants used a variety of strategies. These included resorting to less verbal expression of their frustration and more commitment to the work; seeking support from school management and family; embarking on self-empowerment; finding external support from other HoDs, both internally and externally, and from teacher unions; as well as the delegation of tasks and encouraging teamwork.

It may be concluded that successful teacher applicants lack coping skills that would prepare them to address challenges brought about by their promotion to the HoD position and that schools do not have structured programmes in place to assist HoDs through the transition process. It also seems that the role that teachers' unions are expected to play in assisting HoDs through the transition process is unclear.

The responses of participants to the fourth research question: *What are the support needs of HoDs during the transition process?* indicate that during the transition process newly appointed HoDs require school-based support, support from the DBE and emotional support. Even though some participants confirmed that they received support from their schools, others maintained that it was either inadequate or absent. Some participants perceived the support they received from the DBE to lack continuity and fail in address their actual job-related needs.

It may also be concluded that being responsible for the performance of whole departments in schools impacts on the emotional beings of newly appointed HoDs who require relevant support. It seems that some schools are totally unaware of the emotional needs of their HoDs; if they are aware of HoDs needs, either they do not have relevant structured support systems in place or the support structures are not utilised by HoDs. Support from the DBE is considered to be insufficient to equip successful applicants for the role they are expected to play as HoDs as it lacks sustainability.

6.7   Recommendations

It has been established that the transition from a teacher to the HoD role comes with personal and work-related changes and that people respond differently to the changes. Therefore, it is recommended that

- when schools prepare selection interview questions they should consider including scenarios that require candidates to provide insights on their awareness of the changes involved in transitioning to the HoD role and how ready they are to deal with those changes.

- schools should develop mentoring programmes that may be implemented throughout a teacher's transition to the HoD role. The content of the programmes should include how the HoD should deal with personal changes brought about by his/her move to the HoD role - whether the changes were anticipated or not. Programmes should also include how HoDs can come to terms with their multiple roles without compromising either one. Mentoring should be included in the programmes to help HoDs with their relationships with teachers when performing both roles. This should reduce feelings of frustrations when they exercise their authority over teachers who are sometimes their peers.

- as the majority of participants reported experiencing challenges, including the lack of role clarity; lack of subject knowledge; lack of management and leadership skills; heavy workloads and time constraints; and tension between management and leadership and teaching responsibilities as well as resistance from teachers and inadequate support, schools should develop induction programmes when appointing new HoDs. The induction programmes should clarify their new HoD roles - regardless of whether or not the appointees are aware of the prescribed roles and responsibilities, which should be incorporated in school policy. This would assist in making the legally prescribed roles more practical and context-based to implement. In as much as subject-specific workshops for teachers are presented by the DBE, it should also develop workshops specifically for HoDs. The workshops should be continuous throughout the transition process of the new appointees and should include equipping them with subject content in all their subjects. HoDs are expected to

supervise teachers whether or not there are senior teachers because HoDs are accountable for the performance of their phases/departments. This would facilitate HoDs knowing what happens in the classrooms so that they are able to assist teachers - thereby establishing their credibility. The workshops should also include management and leadership in general to provide HoDs with the required skills to manage and lead their departments; the skills will enable HoDs to appropriately handle difficult teachers in their phases/departments. If, for some reason, teaching loads cannot be reduced to allow HoDs to focus more on their management and leadership duties, workshops should include time management to enable them to perform their multiple roles without compromising either one. The department and schools should develop and offer follow-up programmes to monitor the effectiveness of their workshops. These recommendations would assist in ensuring the success of the transition process.

• after identifying the various strategies used by HoDs to cope during the transition process, that DBE workshops and mentoring programmes in schools should provide coping-skills training for HoDs. HoDs should be continuously monitored to ensure that they are coping during the transition process. The role of the teachers' unions in supporting the promoted teachers during the transition process should be clarified and encouraged. In order to cater for the support needs of HoDs schools should also include emotional support in their mentoring programmes and monitor their emotional wellbeing. The DBE should ensure the relevance, sustainability and continuity of their support programmes for HoDs throughout the transition process in order to ensure that HoDs reach the acquiring stage of transition.

6.8   Recommendations for further research

It is also recommended that further research should be conducted that focuses on various aspects of the HoD role. The following are recommendations for further studies:

• Since this was a small-scale qualitative study, it is recommended that a further study be conducted on a larger scale using mixed methods to ensure that the findings may be generalised. It is also recommended that the study should be

conducted in both primary and secondary schools in order to identify whether there is a difference in the transition experiences of secondary and primary school HoDs. The study should consider the size of the school in terms of teacher population and compare the experiences of different genders and HoDs promoted internally and externally as well as their experiences in township or rural with urban schools.

- Another study should be conducted that examines how schools address the challenges experienced by HoDs in schools and the role played by the DBE.
- Research should be undertaken to find out what teachers' unions do to support HoDs who are going through the transition process.
- Lastly, it is recommended that research should be undertaken to find out how schools take care of the emotional well-being of their HoDs as they transition to their new role.

6.9   Conclusion

Chapter 6 started by presenting a summary of all the chapters of this study. It summarised the findings of this study in terms of the following four research questions:

- *What are the changes experienced by HoDs during the transition process from a teacher to the HoD role?*
- *What are the challenges experienced by HoDs during the transition process?*
- *How do HoDs cope with challenges during the transition process?*
- *What are the support needs of HoDs during the transition process?*

Based on the findings, conclusions were drawn and recommendations were made for both practice and further research.

LIST OF REFERENCES

Adey, K. & Jones, J. (1997). The CPD Co-ordinator: Obstacles to Effective Role Performance, *Educational Management and Administration*, 25(2), 133-144.

Adey, K. (2000). CPD priorities: the views of middle managers in secondary school', *Educational Management and Administration*, 28 (4), 419-431.

Adey, K. (2000). Professional Development Priorities: The views of Middle Managers in secondary schools, *Educational Management, Administration & Leadership*, 28(4), 419-431.

Ali, A. F. & Botha, N. (2006). The role, importance and effectiveness of heads of department in contributing to school improvement in public secondary schools in Gauteng. *Matthew Goniwe School of Leadership and Governance*, Johannesburg.

Allen, V. L. & Van de Vliert, E. (Eds.). (1984). *Rote Transitions: Explorations and Explanations.* New York: Plenum Press.

Anderson, M., Scott, G. & Coates, H. (2008, September) A tight balancing act: Leadership challenge for university heads. Paper presented at British Education Research Conference, Edinburgh.

Armstrong, D. E. (2012). Connecting personal change and organizational passage in the transition from teacher to vice principal. *Journal of School Leadership*, 22(3), 398-424.

Ary, D., Jacobs, L. C. & Razavieh, A. (2006). *Introduction to Research in Education.* (6th Ed). London: Wadsworth Publishing Co.

Ashforth, B.E. and Saks, A. M. Organizational Socialization: Making Sense of the past and present as a prologue for the future, *Journal of Vocational Behavior*, 51, 234-279.

Atebe, I. N. (2009). The actual and expected role of the Head OF Department as Perceived by head teachers and secondary schools Heads of Departments in Kakamega East District, Kenya, (Masters thesis) Universty of Kenyata.

Azimian, J., Negarandeh, R. and Fakhr-Movahedi, A. (2014). Factors Affecting Nurses' Coping With Transition: An Exploratory Qualitative Study. Resources. *Global Journal of Health Science*, 6 (6), 88-95.

Bak, S. O. S. (2010). Competencies of secondary school Heads of department; Implications on continuous professional development, *European Journal of Social Sciences*, 14(3), 464-470.

Bambi, A. (2012).The role of head of departments as instructional leaders in secondary schools: implications for teaching and learning (Masters Thesis). University of Johannesburg, South Africa.

Barker, R. L. (2003). *The Social Work Dictionary*, Washington, DC: NASW Press.

Barnett, B. G., Shoho, A. R. & Oleszewski, A. M. (2012). The job realities of beginning and experienced assistant principals*, Leadership and Policy in Schools*, 11,92–128.

Barole, T. D. (2010). Management and leadership functions of Heads of Departments in Technical high schools,(Masters thesis), North-West University.

Bauer, M. (1996). The Narrative interview: Comments on a technique for qualitative data collection. Papers in Social Research Methods Qualitative Series, 1, London School of Economics and Political Science Methodology Institute.Bennett.

Beam, A., Claxton, R. L. S. & Smith, S. J. (2016). Challenges for Novice School Leaders: Facing Today's Issues in School Administration. Faculty Publications and Presentations. Paper 233.

Bennet, J. (2008). An examination of the issues facing first time subject leaders during their first year of appointment in New Zealand secondary schools, (Masters thesis), Unitec Institute of Technology.

Bennett, N. (1995). *Managing Professional Teachers: Middle Management in Primary and Secondary Schools, London, Paul Chapman. Scott, G., Coates, H. & Anderson, M. (2008). Learning Leaders in Times of Change: Academic Leadership Capabilities for Australian Higher Education*. Carrick: Strawberry Hills, NSW.

Bennett, N., Newton, W., Wise, C., Woods, P. A. & Economou (2003). *Research report.*

Bird, C. M. (2005). How I stopped dreading and learned to love transcription. *Qualitative Inquiry*, 11, 226-48.

Blandford, S. (2006). *Middle leadership in schools: Harmonising leadership and learning,* (2nd ed.) Harlow: Pearson Education.

Blaxter, L., Hughes, C. & Tight, M. (2006). How to Research. (3rd Ed.) New York: McGraw-Hill Education.

Bloomberg, L. D., & Volpe, M. (2008). *Completing your qualitative dissertation: A roadmap from beginning to end,* Thousand Oaks, CA: Sage

Bosetti, L., Kawalilak, C. and Patterson, P. (2008). Betweex and between: Academic women in transition, *Revue Canadienne d'enseigiment superieur*, 38 (2), 95-115.

Bowen, G. A. (2005). Preparing a qualitative research-based dissertation: Lessons learned. *The Qualitative Report*, 10(2), 208–222.

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.

Brenner, M. E. (2006). *Interviewing in educational research. In Green, J. L., Camilli, G. & Elmore, P., (eds.). Handbook of Complementary Research Methods 357-370,* London: Lawrence Erlbaum Associates Publishers.

Bridges, W. (1991). *Managing Transitions Making the Most of Change*, Addison-Wesley, Reading, MA.

Brown, M. & Rutherford, D. (1998). Changing Roles and Raising Standards: new challenges for heads of department, *School Leadership & Management*, 18(1), 75-88.

Brundrett, M. & Crawford, M. (2008) *Introduction: Educational leadership in a global environment. In M. Brundrett, & M. Crawford (Eds.). Developing School Leaders: An international perspective* (pp.1-6). London, UK: Routledge.

Buckingham, D. (2008). Introducing Identity. In D. Buckingham. Youth, Identity, and Digital Media. The John D. & Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press, 2008. 1–24. doi: 10.1162/dmal.9780262524834.001

Bush, T. & Jackson, D. (2002). A preparation for school, leadership: International Perspectives. *Educational Management and Administration and Leadership*, 30(4), 417-429.

Bush, T. (2005) 'School leadership in the twenty-first century: Seychelles and international perspectives', keynote paper at the first School Leadership conference, Victoria, May.

Bush, T. (2007). Educational leadership and management: theory, policy, and practice. *South African Journal of Education*, 27(3):391-406.

Bush, T. (2009). Leadership development and school improvement: Contemporary issues in leadership development. *Educational Review*, 61(4), 375-38.

Bush, T., Joubert, R., Kiggundu, E. & Van Rooyen, J. (2010). Managing teaching and learning in South African schools. *International Journal of Educational Development* 30(2):162–168.

Busher, H. (2005). Being a middle leader: exploring professional identities, *School Leadership and Management,*25(2), 137-153.

Carl, F. & Hicks Jr. (2012). The Human Side of Management a Work in Progress. The Growth Group.

Cartwright, R. (2002) *Mastering team leadership. Basingstoke*: Palgrave.

Chang, E. M., Hancock, K. M., Johnson, A., Daly, J. & Jackson, D. (2005). Role stress in nurses: Review of related factors and strategies for moving forward. *Nursing and Health Sciences*, 7, 57-65.

Charmaz, K., 2006, *Constructing grounded theory: A practical guide through qualitative analysis*, Sage, Thousand Oaks

Chetty, P, (2007). The role and professional development needs of middle managers in New Zealand secondary schools, (Masters thesis), Unitec.

Chick, N., & Meleis, A. I. (1986). Transitions: A nursing concern. In P.L. Chinn (Ed.). Nursing research methodology, Boulder, CO: Aspen Publication.

Clarke, K. A. (2009). Secondary School Department Heads as Teacher Leaders: A Study in Suburban Ontario, (Masters thesis), Brock University.

Coffey, A. Relationships: The key to successful transition from primary to secondary school, *Improving Schools*, 16(3), 261–271.

Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in Education*. 6th ed. London: Routledge.

Crawford, M. C. M. (2008). "Being" a new principal in Scotland, *Journal of Educational Administration,* 46 (6), 676 – 689.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: SAGE Publications.

Creswell, J. W. (2009). *Designing a qualitative study: Qualitative, quantitative and mixed methods approaches,* (3rd ed). Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, (4th edn), Pearson, Boston.

Da Silva D. G. V., Da Silva de Souza, S., Trentini, M., Bonetti, A., Mariza, M. & Mattosinho, S. (2010). The challenges coped by the novice in nursing practice, *Rev Esc Enferm USP*, 44(2):504-509.

Daresh, J. & Male, T. (2000). 'Crossing the border into leadership: Experiences of newly appointed British head teachers and American principals', *Educational Management and Administration,* 28(1), 89–101.

Davidson (2016). I feel like a principal now South Australian primary school principals reflect on their experiences and support during their socialisation into the principalship, (Doctoral thesis), University of South Australia.

De Bruyn, P. P. 2007. *Education management and governance development. A handbook for school management teams*. North-West Department of Education.

De Clercq, F. (2008). Teacher quality appraisal and development: The flaws in the IQMS. *Perspectives in Education*, 26 (1), 7-8.

De Jong, T. & H. Kerr-Roubicek. (2007). Towards a Whole School Approach to Pastoral Care: A Proposed Framework of Principles and Practices, *Australian Journal of Guidance and Counselling*, 17(1), 1-12.

De Vos A. S., Strydom, H., Fouché, C. B. & Delport, C. S. L. (2011). *Research at the grass roots for the social sciences and human service professions*. 3rd ed. Pretoria: JL Van Schaik Publishers.

Department of Education. 1998. Employment of Educators Act 76 of 1998. Pretoria: Government Printers.

Department of Education (DoE). Educators' Manual, (2005). Integrated Quality Management Systems. Mpumalanga Department of Education: Government Printers.

De Vilbiss, S. E. (2014). The transition experience: Understanding the transition experience from high school to college for conditionally-admitted students using the lens of Schlossberg's transition theory, (Masters thesis), University of Nebraska.

Dieronitou, I. (2014). The ontological and epistemological foundations of qualitative and quantitative approaches to research with particular reference to content and discourse analysis of textbooks, *International Journal of Economics, Commerce and Management*,2(10), 1-17.

Dinham, S. (2007). The secondary Heads of department and the achievement of exceptional student outcomes, *Journal of Educational Administration*, 45(1), 62-79.

DiPaolo, M. & Tschannen-Moran, M. (2003). The principalship at a crossroads: A study of the conditions and concerns of principals. NASSP Bulletin. 87(634), 43-65.

Duchscher, J. E. B. (2001) Out in the real world: newly-graduated nurses in acute-care speak out. *Journal of Nursing Administration*. 31(9):426–439.

Du Plessis, A. (2014). The role of the Heads of Department in the professional development of educators, Masters' thesis, University of Pretoria.

Earley, P. & Fletcher-Campbell, F. (1989). *The Time to Manage: Department and Faculty Heads at Work*. Windsor: NFER-Nelson.Routledge.

Earley, P. & Weindling, D. (2004) *Understanding School Leadership*. London: SAGE Publications.

Earley, P. & Weindling, D. (2007). *Understanding School Leadership*. London: Paul Education Labour Relations Council, (2003). Integrated quality management system. Collective Agreement No. 8 of 2003.

Ellis, A., Vriesendorp, S. and Galer, J. B. (2005). *Managers who Lead. A Handbook for Improving Health Services*. Cambridge: Massachusetts.

ELRC, (2003). Intergrated Quality Management System.Pretoria: Government Printers.

Ertmer, P. A. & Newby, T. J. (2013). Behaviourism, cognitivism, and constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43-71.

Feeney, E. J. (2009). Taking a look at a school's leadership capacity: The role and function of high school department chairs, The clearing house: *A Journal of Educational Strategies*, 82(50), 212-219.

Feldman, M. S., Skoldeberg, K., Brown, R. N. & Horner, D. (2004). Making sense of stories: A rhetorical approach to narrative analysis. *Journal of Public Administration Research and Theory*, 14 (2), 147–170.

Fitzgerald, T. (2000). Middle managers in secondary schools: Who are they and what do they need to know? *New Zealand Journal of Educational Administration*, 15, 71-75.

Fitzgerald, T. & Gunter, H. (2006). Leading learning: middle leadership in schools in England and New Zealand, Management in Education, New Zealand Journal of Educational Administration,20(3), 6-8.

Fitzgerald, T., Gunter, H. & Eaton, J. (2006). The missing link? Middle leadership in schools in England and New Zealand. New Zealand *Journal of Educational Leadership*, 21(1), 29-43.

Fleming, P. (2000). *The art of middle management in secondary schools*. Great Britain: David Fulton.

Fletcher, L. & Bell, D. (1999). Subject leadership in the primary school: Views of Subject Leaders, Paper presented at the British Educational Research Association Annual Conference, University of Sussex at Brighton, September 2-5.

Flick, U. (2006). *An introduction to qualitative research*, (3rd ed). London: SAGE.

Flückiger, B., Lovett, S., Dempster, N. & Brown, B. (2015) Journal of the Australian Council for Educational Leaders, *Leading & Managing*, 21(2) 60-74.

Galer, J. B., Vriesendorp, S. & Ellis A. (2005). *Managers who lead, A Handbook for Improving Health Services. Management Sciences for Health*, Cambridge, Massachusetts, ISBN: 0-913723-95-9. Chapter 1, pages: 1-20.

Gentry, W. A., Logan, P. & Tonidandel, S. (2014). Understanding the leadership challenges of first-time managers: Strengthening your leadership pipeline [White Paper]. Greensboro, NC: Center for Creative Leadership.

Ghavifekr, S. & Ibrahim, M. S. (2014). Head of Departments' Instructional Supervisory Role and Teachers' Job Performance: Teachers' Perceptions. *Asian Journal of Social Sciences and Management Studies*, 1 (2), 45-57.

Goodyear, M. & Golden, C. (2008), Leadership transitions: Keys for success, *Educause Quarterly*, 1. 1-52.

Grinnell, R. M. & Unrau, Y. A. (2008). *Social work research and evaluation: quantitative and qualitative approaches*. New York: Peacock.

Gurr, D. & Drysdale, L. (2013). Middle-level secondary school leaders: Potential, constraints and implications for leadership preparation and development. *Journal of Educational Administration*, 51(1), 55 – 71.

Hart, C. 2007. *Doing a Literature Search: Releasing the Social Science Research Imagination*. London: SAGE Publications.

Hart, C. 2009. *Doing a Literature Search: Releasing the Social Science Research Imagination*. London: Sage Publications.

Heng, M. A. & Marsh, C. J. (2009): Understanding middle leaders: closer look at middle leadership in primary schools in Singapore. *Educational Studies*, 35(5), 525-536.

Henry, P. (2015). Rigor in Qualitative research: Promoting quality in Social Science Research. *Journal of Recent Sciences*. 4,25-28.

Hesketh, M. E. (2014). The CPD of primary school teachers with leadership responsibilities in a New Zealand context, (Masters thesis), Victoria University of Wellington.

Hill, L. A. (2007). Becoming the Boss, *Harvard business review*, 2-10.

Ingvarson, L., Kleinhenz, E., Beavis, A., Barwick, H., Carthy, I. & Wilkinson, J. (2005). Secondary teacher workload study report. Australian Council for Educational Research. Retrieved from http://research.acer.edu.au/workforce/2.

Isopahkala- Bouret, U. (2008). Transformative learning in managerial role transitions, *Studies in Continuing Education*, 30 (1), 69-84.

Jaca, N. I. (2014). The leadership role of the Head of Department in the teaching of Mathematics, Masters' dissertation, University of Pretoria.

James P., Spillane, J. P. & Lee, L. C. (2013). Novice school principals' sense of ultimate responsibility: Problems of practice in transitioning to the principal's office. *Educational Administration Quarterly*, 1(35).

Johnson, B. & Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approaches.* Thousand Oaks, CA: Sage Publications.

Johnson, B. & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches*. Los Angeles, CA: SAGE publication.

Jonker, J. & Pennink, B. (2010). *A concise Guide for Master and PhD Students in Management Science. In: The Essence of Research Methodology*. Berlin: Springer-Verlag.

Jonker, J. and Pennink, B. (2010). *The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science*, Springer, Heidelberg.

Kalargyrou, V., Pescosolido T. & Kalargiros, E. M. (2012). Leadership skills in management education. Academy of Educational Leadership Journal,16(4), 39-64.

Kralik, D., Visentin K. & Van Loon, A. (2006). Integrative literature reviews and meta-analyses, transition: A literature review. *Journal of Advanced Nursing*, 55(3), 320–329.

Krauss, S. E. (2005). Research paradigms and meaning making: A primer. The Qualitative Report. 10(4):758-770.

Kumar, R. (2011). *Research Methodology, a step-by-step guide for beginners*, SAGE, Los Angeles.

Kvale, S. (2007). Dominance Through Interviews and Dialogues, *Qualitative Inquiry*, 12(3), 480-500.

Leedy, P. D., & Ormrod, J. E. (2005). *Practical Research Planning and Design* (5th ed.). New Jersey: Pearson Merrill Prentice Hall.

Leedy, P. D. & Ormrod, J. E. (2010). *Practical Research: Planning and Design*. (9th ed.)

Leedy, P. D. & Ormrod, J. E. (2013). *Practical Research, planning and design*, 10th ed, Pearson.

Ling, L. H. (2010). Impact of instructional leaders' roles on work culture in a Malaysian Private College: A case study, online publication, 3(1), 73-85, http://www.online review. SEGI.EDU.MY.

Locke, E. A. (1991). *The essence of leadership*. New York: John Wiley & Sons.

Lucas, S. R. (2001). Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects, *The American Journal of Sociology, 106(6), 1642-1690.*

Maboe, K. E. (2013). (2013). The roles of middle managers in schools: A study conducted in the Itsoseng Circuit (Masters thesis), North-west University.

Malinga, C. B. B. (2016). Middle management and instructional leadership: a case study of Natural Sciences' Heads of Department in the Gauteng Province, Doctoral thesis, University of Free State.

Maree, K. (Ed.). (2012). First steps in research. Pretoria: Van Schaik.

Marzano, R. J., Waters, T. & McNulty. B. (2005). School leadership that works. Alexandria. VA: Association for Supervision and Curriculum Development.

Mayer, R. H. & Zepeda. S. J. (2002). High school department chairs: Role ambiguity and conflicting change, NASSP Bulletin, 86(632), 49-46.

McMillan, J. H. & Schumacher, S. (2010). Research in Education: Evidence-Based, (7th ed.) Pearson.

McRoy, I. & Gibbs, P. (2009). Leading Change in Higher Education, *Educational Management Administration & Leadership*, 37(5), 687–704.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation* (2nd ed.). San Francis-co, CA: Jossey-Bass.

Monyatsi, (2006). Motivating the motivators with developmental appraisal, *Journal of Social Sciences*, 13(2), 101-107.

Mugweru, W. (2013). Promotion of Secondary School Teachers by Gender, Experience and School Type, a Case in Kenya. *Middle Eastern & African Journal of Educational Research*, (6).

Murphy, K. (2011). The complexity of pastoral care middle leadership in New Zealand secondary schools, Masters' dissertation, Unitec Institute of Technology.

Neuman, W. L. (2011). *Social Research Methods: Qualitative and Quantitative Approaches*. USA: Allyn and Bacon.

Ng, S. & Chan, T. K. (2014). Continuing CPD for middle leaders in primary schools in Hong Kong. *Journal of Educational Administration*, (6): 869 – 886.

Nguyen, T. L. H. (2012). Identifying the training needs of Heads of Department in a newly established university in Vietnam, *Journal of Higher Education Policy and Management*, 34(3), 309-321.

Nicholson, N. & West, M. A. (1988). *Managerial Job Change: Men and Women in Transition*. Cambridge: Cambridge University Press.

Nicholson, N. (1984). A theory of work role transitions. *Administrative Science Quarterly*, 29, 172-191.

Nieuwenhuis, F. J. (2010). *Managing values, human rights and democracy in education*. Pretoria: University of Pretoria.

Nkabinde, M. M. B. (2012). The roles and responsibilities of Foundation Phase Heads of Department, Masters' dissertation, University of Pretoria.

Noe, R. A. (2008). *Employee Training and Development*, McGraw-Hill/Irwin, New York.

Northfield, S. (2013). The novice principal: Change and challenges. *Canadian Journal of Educational Administration and Policy*, 142.

Nwangwa, K. C. K. (2013). The new roles of school managers in managing educational changes in Nigerian schools. *European Scientific Journal*, 9 (25).

Nwangwa, K. C. K. & Omotere, T. (2013). The new roles of school managers in managing educational changes in Nigerian schools, *European Scientific Journal*, 9 (25).

Nxumalo, V. N. 2009. Investigating middle management's roles in implementing the new curriculum at Grade 10-12 level. A case study of two schools in the KwaZulu-Natal Midlands. Masters' dissertation, University of KwaZulu-Natal.

Padgett, D. K. (2009). Qualitative and mixed methods in social work knowledge development. *Social Work*, 54(2), 101-105.

Paese, M. & Mitchell, S. (2006). Leaders in Transition: Stepping up, not off, DDI Pennsylvania.

Peak, R. (2010). Middle leadership of teams in large New Zealand secondary schools, Masters' dissertation, Unitec Institute of Technology.

Peak, R. (2010). Middle leadership of teams in large New Zealand secondary schools, Masters' dissertation. Unitec Institute of Technology.

Plakhotnik, M. S. & Rocco, T. S. (2010). Challenges of first-time managers: Implications for workplace learning. In S. M.. Brigham & D. Plumb (Eds.), Proceedings of the 29th Annual Conference of Canadian Association for the Study of Adult. Education

Ponelis, S. R. (2015). Using interpretive qualitative case studies for exploratory research in doctoral studies: A case of Information Systems research in small and medium enterprises. International Journal of Doctoral Studies, 10,535-550. Retrieved from http://ijds.org/Volume10/IJDSv10p535-550Ponelis0624.pdf.

Poultney. (2007). The role of effective subject leader: perspectives from practitioners in secondary schools, British Educational Leadership, *Management & Administration Society*, 2(2), 8-14, www.sagepublications.com.

Republic of South Africa. (2000). South African Council for Educators Act, Government Printers.

Robinson, V. M. J. (2006). Putting education back into educational leadership. *Leading & Managing*, 12(1), 62-75.

Rochester, S. F. & Kilstoff, K. K. (2004). Hitting the floor running: transitional experiences of graduates previously trained as enrolled nurses. *Australian Journal of Advanced Nursing*, 22(1), 13-7.

Rosenfeld, P., Ehrich, L. C. & Cranston, N. (2008). Changing roles of Heads of Department: a Queensland case. In: Australian Association for Research in Education Conference. 30 November-4 December. Queensland University of Technology. Brisbane.

Roth, D. & Swail, W. S.(2000). Certification and Teacher Preparation in the United States, Improving educational policy & practice through research. Washington DC: Sage Publications.

Saldaña, J. (2013). The coding manual for qualitative researchers, 2nd edn., Sage, London.

Saunders, M. N. K., Lewis, P. & Thornhill, A. (2009). Research Methods for Business Students (5th Edition). London Pearson Education.

Schlossberg, N. K. (2011). The challenge of change: the transition model and its applications. Journal of Employment Counselling. 48: 159-162.

Scotland, J. (2012). Exploring the Philosophical Underpinnings of Research: Relating Ontology and Epistemology to the Methodology and Methods of the Scientific, Interpretive, and Critical Research Paradigms. *English Language Teaching*, 5(9),9 - 16.

Scott, G., Coates, H. & Anderson, M. (2008). Learning leaders in times of change: Academic leadership capabilities for Australian higher education. University of Western Sydney and the Australian Council for Educational Research

Shoho, A. R. & Barnett, B. G. (2010). The realities of new principals: Challenges, joys, and sorrows. Journal of School Leadership, 20, 561-596.

Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15, 1–22.

Sirkis, J. E. (2011). Development of leadership skills in community college department chairs. Community College Enterprise, 17(2), 46-61.

Sloane, P. (2007). The innovative leader. London: Kogan Page.

Smith, K. & Davies, J. (2010). Qualitative data analyses. In Dahlberg L and McCaig C (eds.), Practical researcher and evaluation: A start to finish guide for practitioners: 145–158. Sage: London.

Southworth, G, (2004). Primary School Leadership in Context: Leading small, medium and large-sized primary schools, London, Routledge Falmer.

Spillane, J. P. & Seashore, L. K. (2002). School improvement process and practices: Professional learning for building instructional capacity. In J. Murphy (Ed.).,

The educational leadership challenge: Redefining leadership for the 21st century (pp.83–104). Chicago: University of Chicago Press.

Spillane, J. P. & Lee, L. C. (2013). Novice School Principals' Sense of Ultimate Responsibility: Problems of practice in transitioning to the principal's office, Educational Administration Quarterly. 50(3): 431–465.

Stephenson, A. (2010). An examination of the issues facing Heads of department in New Zealand secondary schools, (Masters thesis), Unitec Institute of Technology.

Strauss, A. & Corbin, J. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park, CA: Sage Publications Inc.

Struwig, F. W. & Stead, G. B. (2001). Planning, designing and reporting research. South Africa, Maskew Miller Longman (Pty) Ltd.

Teacher Training Agency. (1998). National Standards for Subject Leaders. TTA.

Teunissen, P. W. & Westerman, M. (2011). Opportunity or threat; ambiguity in the consequences of transitions in medical education. Medical Education, 45(51),59-60.

The Constitution of the Republic of South Africa. (1996). Government Printers.

Thomas, G. (2011). Doing research: Pocket study skills. New York: Palgrave Macmillan.

Thorpe, A. & Bennett-Powell, G. (2014). "The Perceptions of Secondary School Middle Leaders Regarding Their Needs Following a Middle Leadership Development Programme." Management in Education, 28 (2): 52–57.

Topping, K. Primary–secondary transition: Differences between teachers' and children's perceptions, Improving Schools, 14(3), 269-285.

Trochim, W. M. (2000). The research methods knowledge base. Retrieved November 13, 2003, from http://www.socialresearchmethods.net/kb/.

Tucket, A. G. (2005). Applying thematic analysis theory to practice: A researcher's experience. Contemporary Nurse, 19, 75-87.

Turner, C. (2000). Learning about leading a subject in secondary schools: Some empirical evidence. School Leadership & Management, 20(3), 229-313.

Turner, C. (2006). Subject leaders in secondary schools and informal learning: towards a conceptual framework, School Leadership & Management: Formerly School Organisation, 26(5), 419-435.

Urio, P. J. (2012). The Role of Heads of Departments in Enhancing The Quality of Education in Secondary Schools in Tanzania, Journal of Education, Humanities and Sciences, 1(2), 89-123.

Vrazel, J. (2013). Managing change and leading through transitions: A guide for community and health practitioners. Spring: Leverage Points Consulting.

Wahyuni, D. (2012). The research design maze: Understanding paradigms, cases, methods and methodologies. Journal of Applied Management Accounting Research, 10(1): 69-80.

Weindling, D. & Dimmock, C. (2006). Sitting in the "hot seat": new head teachers in the UK. Journal of Educational Administration, 44(4), 326 – 340.

Wong, P. M. & Wong, C. S. (2010). Promotion Criteria and job Satisfaction of School Teachers in Hong Kong. Educational Management and Administration Journal, 33 (4), 423-447.

Yeasmin, S. & Rahman, K. F. (2012). 'Triangulation' research method as the tool of Social Science Research. Bup Journal, 1(1).

Yin, R. K. (2012). Applications of Case Study Research. Thousand Oaks, CA: Sage.

Yin, R. K. (2009). Case study research: Design and methods (4th Ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2008). Case Study Methods. 4th ed. New York: Sage Publications.

Yong, G. L. C. C. (2006). The role of Heads of Department in cluster secondary schools in Singapore. Doctoral thesis, University of Leicester.

Young, A. & Lockhart, T. (1995). A cycle of change: The transition curve. Cranfield School of Management.

Zepeda, S. J. & Kruskamp, B. (2007). Perspectives on instructional supervision, The high school Journal, 90(4), 44-54.

ANNEXURE A: PERMISSION LETTERS

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no: D2016 / 118
enquiries: Diane Buntting 011 843 6503

GDE RESEARCH APPROVAL LETTER

Date:	18 June 2015
Validity of Research Approval:	18 June 2015 to 2 October 2015
Name of Researcher:	Jaca N.I.
Address of Researcher:	225 Hamilton Street; Arcadia; 0083
Telephone / Fax Number/s:	072 115 3598
Email address:	sipho.mangi@gmail.com
Research Topic:	Investigating transitional experiences of Heads of department (HoDs) from a teacher to the HoD role in Gauteng Primary schools.
Number and type of schools:	TWO Primary Schools
District/s/HO	Tshwane South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter;
2. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB);

Halcedo
2015 / 06 / 22

1

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

171

3. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned;

4. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, SGBs, teachers and learners involved. Participation is voluntary and additional remuneration will not be paid;

5. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage;

6. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year;

7. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.

8. It is the researcher's responsibility to obtain written parental consent and learner;

9. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources;

10. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations;

11. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management with one Hard Cover, an electronic copy and a Research Summary of the completed Research Report;

12. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned; and

13. Should the researcher have been involved with research at a school and/or a district/head office level, the Director and school concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

[signature]
....

Dr David Makhado

Director: Education Research and Knowledge Management

DATE: .....2015/06/22....................................

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

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

My name is Nosipho Immaculate Jaca, a Doctoral student at the University of Pretoria in the Faculty of Education in the Department of Education Management and Policy Studies. The research I wish to conduct for my Doctoral thesis is entitled **Investigating Experiences of Transition from a Teacher to the Head of Department.** The purpose of the study is to investigate how HoDs experience transition from a teacher to the HoD role.

Semi–structured interviews will be conducted after school hours so that there will be no disruption to teaching time or the daily management of the school. Participation in this study is voluntary and the participants have the right to withdraw at any stage of the study with no negative consequences. All the participants will be given letters of informed consent which will explain the nature, purpose and objectives of the study. The letter will also include the title of the study as well the details of the researcher. Confidentiality of all participant responses will be guaranteed as no identifiable information will be disclosed in the research report or transcripts. There are no known risks to participants resulting from their participation in this study. To minimize any risk that may arise, one-on-one interview will be conducted.

This project will be under the supervision of Dr T. A. Ogina and the co-supervision of Dr S. T. Mampane (University of Pretoria). I hereby seek your permission to approach the educators in your school to ask for their participant consent.

Upon completion of the study I undertake to provide the school with information about the availability of the research report. If you require any further information, please do not hesitate to contact me on Cell: 0720564776 and Email: sipho.mangi@gmail.com or, my supervisor, Dr Ogina on taogina@up.ac.za.

Thank you for your time and consideration in this matter.

Yours sincerely

Nosipho Immaculate Jaca

Student number: 24523349

Signature: ………………………………………….

Supervisor's Signature: …………………………..

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

Dear Participant

INVITATION AND INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT

You are cordially invited to participate in a research project for my doctoral degree entitled **Investigating Experiences of Transition from a Teacher to the Head of Department**. The purpose of the study is to investigate how HoDs experience transition from a teacher to the HoD role.

Semi–structured interviews will be conducted after school hours so that there will be no disruption to teaching time or the daily management of the school. Your participation in this study is voluntary and confidential. You will not be asked to reveal any information that will allow your identity to be established, unless you are willing to be contacted for any necessary individual follow-up interviews. Should you declare yourself willing to participate in an individual interview, confidentiality will be guaranteed and you may decide to withdraw at any stage should you wish not to continue with an interview.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e., that you willingly participate in this project and that you understand that you may withdraw from this research project at any time. Participation in this phase of the study does not obligate you to participate in follow-up interviews; however, should you decide to participate in follow-up interviews your participation is still voluntary and you may withdraw at any time. Furthermore, confidentiality will still be guaranteed.

The research will be conducted in English. However, I will provide a translator if you feel more comfortable communicating in another language. If you have any questions about this research project, please contact me, Nosipho Immaculate Jaca, on Cell:

0720564776 and Email: sipho.mangi@gmail.com or my supervisor, Dr. T. A. Ogina on taogina@up.ac.za

Thank you for your time and consideration in this matter.

Yours sincerely

Nosipho Immaculate Jaca

Student number: 24523349

Signature: ……………………………………….

Supervisor's Signature: …………………………..

CONSENT: I have read the information on this page and I understand that I am not waiving any of my legal rights by signing this form.

Name _____

Signature_____

ANNEXURE D: SAMPLE OF DATA ANALYSIS TABLE

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

INTERVIEW PROTOCOL FOR HEADS OF DEPARTMENT

1. How long have you been a HoD?

2. What was your job description as a teacher?

3. How different is the HoD position from that of a teacher?

4. What are your expectations in terms of HoD support?

5. How have those expectations been met - if they have?

6. What do you do to cope with the change from the role of a teacher to that of the HoD?

ANNEXURE E: RESEARCH QUESTIONS, THEMES AND SUB-THEMES

Research questions	Themes and sub-themes
1. What are the changes experienced by HoDs during the transition process from a teacher to the HoD role?	**Theme 1: Changes experienced by HoDs during the transition process from a teacher to the HoD role** Personal changes: • Change in benefits and status. Work-related changes: • Change in roles and responsibilities • Change in the relationships with other teachers.
2. What are the challenges experienced by HoDs during the transition process?	**Theme 2: Challenges experienced by HoDs during transition process** • Lack of role clarity • Lack of subject knowledge • Lack of management and leadership skills • Intense and heavy workload and time constraints • Role tensions • Resistance from teachers.