



**The role of contextual intelligence in leading the instructional
programme for Grade 12 Economics**

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DISSERTATION

Submitted in partial fulfilment of the requirements for the degree of

MAGISTER EDUCATIONIS

in the

FACULTY OF EDUCATION

UNIVERSITY OF PRETORIA

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JANUARY 2019



DECLARATION

I declare that the Mini-dissertation, which I hereby submit for the degree Magister Educationis in Educational Leadership at the University of Pretoria, is my own work and has not Previously been submitted me for a degree at this or any other tertiary institution.

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DEGREE AND PROJECT	M.Ed The role of contextual intelligence in leading the Instructional Programme for Grade 12 Economics
INVESTIGATOR	Mr Sam Morowane
DEPARTMENT	Education Management and Policy Studies
APPROVAL TO COMMENCE STUDY	21 May 2019
DATE OF CLEARANCE CERTIFICATE	17 January 2019

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The author, whose name appears on the title page of this Mini-dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that he has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers* and the *Policy guidelines for responsible research*.

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To whom it may concern

Confirmation of editing

This is confirm that I have edited the dissertation titled, The role of contextual intelligence in leading instructional programme for Grade 12 economics, of your student Mokgapego Sam Morowane. I have corrected directly edited the document for errors of grammar and style or pointed out where improvements could be made.

Yours faithfully



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DEDICATION

I would like to dedicate this study to my late mother who did everything she could to send me to school. My mother did not complete her education but she made us to see the importance of education. Thank you for the seed of education you planted in us. We will live to cherish it.



ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to the following:

- Almighty God for good health, protection and wisdom.
- My wife for the love, support and the patience.
- To my children, thank you for your support and lending me the time I should have spent with you to complete this qualification
- Thanks to my supervisor, Dr Nylon Marishane, for your expertise throughout this study.
- Dr Marishane, your endeavour to bring the best out of me was amazing. Your support, mentorship and professionalism have made me the person I am today. You taught me among others, the importance of paying attention to detail, striving for quality and excellence.
- You pruned me, I am now a better person.
- I would like to thank Dr Nthontho and Dr Mohlakwana for broadening my horizon with elective subjects they so passionately taught us.
- My colleagues, Mr Monageng, Maphoke, Mphahlele and Shayi, thank you for availing yourself when I needed you most.
- I wish also to extend my sincere gratitude to my classmates for their words of encouragement.
- To all the people who supported me physically and emotionally, thank you for your unconditional love.
- To the church, thank you for your prayers.



ABSTRACT

Recent trends in the field of Economics have led to renewed interest in the teaching and learning of Economics. According to the Curriculum and Assessment Policy Statement of the South African Department of Basic Education, the teaching of Economics intends to empower learners to become responsible citizens who can use their resources wisely. This suggests that Economics must be taught to equip learners with skills, knowledge and values of how best they can use limited resources to improve their socio-economic conditions. For this reason, good leadership is needed to support Economics teachers in schools. Such leadership requires knowledge and understanding of the context in which the teaching and learning of Economics take place. Against this background, this study sought to examine how heads of departments (HoDs) use contextual intelligence in leading the instructional programme for Grade 12 Economics. A qualitative research methodology, based on a case study design, was followed in collecting data through semi-structured interviews with Economics HoDs and teachers purposively selected from three secondary schools in Riba Cross District, Limpopo province. Findings suggest that HoDs experience contextual challenges in leading instructional programme for Grade 12 Economics and tend to have little understanding of how contextual intelligence can assist in dealing with challenges affecting the effective teaching and learning of the subject in their schools.

Keywords: instructional programme, contextual intelligence, instructional leadership, academic performance

LIST OF ABBREVIATIONS

HoD	Head of Department
LTSM	Learner teacher support material
SGB	School governing body
GDP	Gross domestic product
CAPS	Curriculum and assessment policy statement
SMT	School management team
OECD	Organisation for Cooperation and Development
NDP	National Development Plan
STD	Secondary Teachers Diploma
HED	Higher Education Diploma
B.COMM	Bachelor of Commerce
BED HONS	Bachelor of Education Honours
ACE	Advance Certificate in Education



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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION AND BACKGROUND

School leadership is fast becoming a key instrument in the education policy agenda internationally. According to (Pont, et al.2014:1), good school leadership can improve learner performance by improving the conditions and climate in which teaching and learning takes place. However, the Organisation for Cooperation and Development (OECD,2013) believes that to improve learner performance school leaders should be afforded an opportunity to develop their leadership competencies that will support their strategic thinking, planning and management (European Commission, 2013:51). Tanzanians also agree that developed school leaders play an important role in achieving the goals of developing people, political stability and economic competencies. In South Africa, school leadership includes the entire school community in a shared vision (Naidoo & Perumal, 2014:10).This means the recognition of stakeholder participation for the growth and development of schools.

Recent developments in the South African economy have hightened the need for economic growth (OECD, 2017:10). Economic growth is based on the fundamental questions of what to produce, how to produce and for whom to produce (Levin & Bantjes, 2011:26). These are important questions that can to a larger extent be answered through the teaching and learning of the subject of Economics. Knowledge of the subject of Economics will help economies that are currently experiencing challenges, such as high unemployment rates, poverty, high levels of inequality and inflation, among others (Nahman, et al., 2009:350). Economics is vital in this regard to give nations the following: economic growth prospects, give learners the background from which to build their financial future, to empower consumers with economic knowledge to improve their socio-economic status and to serve as an investment to strengthen economies (Oleabhiele, 2015:9). Economics is therefore a key subject in helping people to know how to use scarce resources to satisfy their wants. In the new global economic trends, Economics has become a central issue

for a country's economic development. *Economic development* refers to an improvement in the standard of living of the people (Bantjes, et al., 2013:117). Leadership in Economics is therefore important for the future development of the economy (NDP, 2011:110). A developed economy is an economy that is able to meet the needs of its population.

Recent trends in the field of Economics have also led to the renewed interest and approach in the teaching and learning of Economics. According to the Curriculum and Assessment Policy Statement (Department of Basic Education: 2012:4), the teaching of Economics intends to empower learners so that they can become responsible citizens who can use their resources wisely (Department of Basic Education, 2012:4). This suggests that Economics must be taught to empower learners so that they can be able to improve their socio-economic conditions. Efficient leadership of instructional programme (teaching and learning) for Economics will assist learners with the basic knowledge of being rational, prudent and effective in the management of scarce resources (Oziegbe & Maxwell, 2016:1563). Resources are scarce in relation to wants and therefore must be used efficiently. The better use of scarce resources means the ability to satisfy unlimited wants (Khumalo, 2012:597). Economics is critical in helping learners know how best they can use limited resources to satisfy their unlimited wants.

Despite its importance, academic performance of learners in the subject is unsatisfactory nationally. The National Senior Certificate Exam Report 2016 indicates that learners who passed Economics at 30% in 2015 were 68, 2% and those who passed at 40% were 39.1%. In 2016, those who passed at 30% were 65, 3% while those who passed at 40% were 34.4%. This shows a significant decrease in performance in this subject. Based on this statistic, there is a need to improve academic performance in Economics.

The Heads of Departments (HoDs) can play a key role in leading the instructional programme to improve performance in the subject. *Instructional programme* defines the implementation of the learning programme of the school (Gurly, et al., 2016). Instructional programme entails three leadership functions which are: coordinating

the curriculum, supervising and evaluating instruction and monitoring student progress (Hallinger, 2012:5). Coordinating the curriculum means aligning the objectives of the curriculum with the subject content, assessment standards and the continuity of the curricula series across the grades (William, 2013:15). This works to ensure that teaching and learning is intentional. Supervising and evaluating instructions, on the other hand, refers to the visibility of the HoDs in terms of monitoring classroom practices by teachers (Sharma, 2012:5). Finally, instructional programme is about measuring learner's progress through tests, assignments, projects and examinations.

The HoDs, as instructional leaders, must be vision-driven and goal-orientated to effectively lead the instructional programme for Economics. The vision and the purpose will enable them to design activities that help realise progress in leadership for instructional programme in Economics. In order to achieve this, the HoDs will be expected to excel in leadership practices, which include setting directions, developing people, redesigning the organisation and managing the instructional programme (Leithwood, et al., 2006:18). In setting directions, the HoDs must show the ability to set and clearly articulate the vision and goals of the organisation. This will ensure that teachers and learners embrace the vision and contribute towards achieving it.

The HoDs are also required to capacitate Economics teachers in terms of content knowledge, classroom management and assessment, among others, so that the instructional programme for Grade 12 Economics can be carried out successfully. Effective leadership in the subject will also depend on the visibility of the HoDs. This means the availability of the HoDs in terms of curriculum coordination, monitoring and evaluation, content delivery, conducting class visits and providing the required support resources for teachers and learners.

The visibility of the HoDs will also help in creating and maintaining a hospitable environment under which high quality teaching and learning will take place. This suggests that, as Economics is important, the context under which is being led is also important. Context involves change in patterns and dimensions in environments. Teaching and learning become more effective and meaningful when they take place

in an appropriate environment (Westera, 2011:201). However, understanding context is not for everyone, it needs HoDs with ability to tap into their contextual intelligence. “Contextual intelligence is the ability to quickly and intuitively recognise and diagnose the dynamic contextual variables inherent in an event or circumstances and result in intentional adjustments of behaviour in order to exert appropriate influence in that context” (Kutz,2008:5). The desire to consider context will help in promoting the highest possible standard of learner achievement (Bush, et al., 2009:1). Successful leadership of the instructional programme will be measured against the improvement in the academic performance of the subject.

1.2 PROBLEM STATEMENT

The performance in Grade 12 Economics is poor despite the use of the same Curriculum and Policy Statement (Department of Basic Education, 2012). The results for Economics in 2015 and 2016, according to provinces, are poor. The comparative results for Economics in 2015 and 2016 confirm it, as shown in Table 1.1. This academic performance in Economics shows a decrease of 2,9% for those who passed at 30% and 2,7% for those who passed at 40%. Learners at 30% and 40% are at level 1 and 2 respectively, which indicates poor results. The report also indicates that the Eastern Cape and Limpopo provinces recorded the lowest percentage pass rate in Economics as compared to Gauteng and Western Cape. This shows a level of disparity in terms of performance in the subject of Economics.

This disparity happens despite the use of the same curriculum because the context is not the same across provinces. The disparities in the subject performance suggest that HoDs appear not to be dealing with teaching and learning of Economics well in some provinces. However, literature says that contextually intelligent HoDs lead teaching and learning better than others (Kutz, 2008:24). Contextual intelligence is the ability to apply common sense to influence real life contexts (Kutz, 2008:23). Contextually intelligent HoDs are those able to apply their common sense to efficiently influence teaching and learning (Atlee, 2015:2). This means the ability of HoDs to recognise patterns and the shifting of dimensions in the subject of Economics.

Table 1.1: The performance of provinces in Grade 12 Economics for 2015 and 2016

	Wrote	No Pass 30-100%	40-100%	%pass 30-100%	%pass40- 100	Wrote	30-100	40-100	%pass30- 100	%pass40- 100
Eastern Cape	23020	12419	6117	53,9	26,6	21948	11966	5631	54,5	25,7
Free state	8 384	5511	2728	65,7	32,5	7112	4885	2413	68,7	33,9
Gauteng	29015	23748	15223	81,8	52,2	26242	20984	13577	80,0	51,7
KwaZulu-Natal	41626	25291	13746	60,8	33,0	37911	24812	14512	65,4	38,3
Limpopo	30742	21036	12128	68,4	39,5	31928	17048	8335	53,4	26,1
Mpumalanga	13630	9696	5216	71,1	38,3	13102	9001	4673	68,7	35,7
North west	7348	5999	3539	81,6	48,2	6729	5209	2942	77,4	43,7
Northern cape	1894	1351	798	71,3	42,1	1712	1270	681	74,2	39,8
Western cape	9983	7811	5285	78,8	52,9	9224	6612	4030	71,7	43,7
TOTAL	165642	112922	64780	68,2	39,1	155908	101787	56794	65,3	36,4

Source: Adapted from the Department of Basic Education (2016)

1.3 AIM AND OBJECTIVES

Main aim: The aim of the study is examining the role of contextual intelligence in leading the instructional programme for Grade 12 Economics.

Study objectives: The following are the objectives emerging from the main aim of the study:

- To consider contextual factors experienced in the teaching and learning of Grade 12 Economics
- To identify contextual challenges Grade 12 Economics teachers face in teaching Economics
- To examine how HoDs address contextual challenges teachers face when teaching the subject

- To develop strategies for improving the leading of the instructional programme for the teaching and learning of Grade 12Economics.

1.4 QUESTIONS FOR THE RESEARCH

Main research question: The key research question for the study is stated as follows: What role does contextual intelligence play in leading the instructional programme for Grade 12 Economics?

Secondary questions: The following are the secondary questions emerging from the main research question:

- What are contextual factors experienced by HoDs in leading teaching and learning of Grade 12Economics?
- What contextual challenges do HoDs face in leading the teaching and learning of Grade 12Economics?
- How do HoDs address contextual challenges that teachers face when teaching Economics?
- What strategies can be developed to improve the HoDs' leadership of the instructional programme for the teaching of Grade12Economics?

1.5 RATIONALE FOR THE RESEARCH

The study is motivated by the need to improve performance in Economics for Grade12. Economic performance in Economics is poor and this is a growing concern. The need to improve performance in the subject is critical because Economics is a key subject to help in improving the economy. The teaching and learning of Economics must be contextualised (Marishane, 2016a:164). If it is contextualised, it will resonate with the learner's desires and abilities.

The idea is to shift the mind-set in terms of leading the instructional programme for Grade 12 Economics. As the HoDs become contextually sensitive, that sensitivity will enhance teaching and learning of Economics. The HoDs will reconfigure and find new ways of leading the subject to improve its performance. This will ensure that

learners' desires are aligned to the instructional programme, and that will bring the best out of the learners. The best learners produced may likely contribute towards a stable economy; improve socio-economic conditions and global economic competitiveness.

1.6 CONCEPTUAL FRAMEWORK

The study was based on the contextual intelligence model (Kutz & Bramford-Wade, 2013:26). The proposition for this contextual model was that having an intelligence to recognise changes in teaching and learning environment, contextual intelligence had a positive influence over the instructional programme (Kutz & Bramford-Wade, 2013:26). This simply means that HoDs with contextual awareness can influence teaching and learning better.

The contextual intelligent model suggests that, with the recognition of the facts derived from the past, HoDs can redesign the present so that it suits the prevailing conditions with regard to the leading of Economics (Kutz, 2011:7). As and when the HoDs have control and influence over the present, they were be able to determine the future terms of leading the teaching and learning of Economics. Controlling and influencing means that HoDs must ensure that teachers honour their teaching time, assess learners as per the annual teaching plan, give feedback to the learners, create and maintain an environment conducive to teaching and learning and also pay attention to the quality of the content from planning to assessing. This would ensure consistency and sustainability in terms of the teaching and learning of the subject. The reason for choosing this contextual intelligence model is because the subject is not static but dynamic (Levin & Bantjes, 2011:11). This simply means that in order to lead the teaching of Economics effectively, HoDs were expected to apply their intelligence by quickly diagnosing changes in the teaching of Economics and be able to intentionally adjust their leadership strategies. This had helped effect contextual awareness and improvement in the teaching and learning of the subject.

Table 1.2: Contextual Intelligent Model

Consideration of the past	Taking cognisance of the Present	Planning ahead
<ul style="list-style-type: none"> • Effective use of influence • Multicultural leadership • Culturally sensitive • Critical thinker 	<ul style="list-style-type: none"> • Communication • Mission-minded • Consensus builder • Diagnose environment 	<ul style="list-style-type: none"> • Intentional leadership • Change agent • Future-minded • Influencer

Source: Kutz and Bramford (2013)

Contextual intelligence as a conceptual framework applied in my study, would help HoDs in setting directions by applying the leadership behaviour of being vision-driven. It would also help them in communicating the vision to teachers and enable them to be part of the change process. The teaching and learning of Economics needs flexibility and this model is meant to provide HoDs with that strength. Understanding the model would enable HoDs to reflect on how Economics was taught in the past, how it is currently being taught and what improvements can be considered going into the future.

1.7 RESEARCH DESIGN

1.7.1 Qualitative paradigm. This study is underpinned by interpretivism. Interpretivism is a paradigm that views the world through the perceptions and experiences of the participants (Thanh2 &Thanh1, 2015:24). The choice of this paradigm is based on the fact that truth exists and its impact on people's lives and work depends on their interpretations (Joubish, et al., 2011:2083). My ontological understanding will be guided by the assumption that truth is what people see it to be (Ritchie, et al., 2013:4). The researcher, believe that HoDs have contextual intelligence and the interpretation of what contextual intelligence entails depends on how they perceive it. Leading instructional programmes for Economics would rely heavily on their points of view with regard to the instructional programmes for Economics.

According to (Creswell, 2013:37), the social world is fundamentally different because it is open to subjective interpretations. The participants would interpret the social reality of instructional programmes differently because it depends on their perceptions. However, these different perceptions are recommended because they would help in gaining an in-depth understanding of the social reality that exists and further construct meanings and interpretations based on the participant's views.

Epistemologically, the researcher assumes that knowledge is personal, subjective and uniquely created by participant's different views (Labbas, 2013:5). Knowledge will be produced by exploring and understanding the social world of the HoDs being studied, focusing on their meanings and interpretations of leading the instructional programme for Economics.

1.8 CASE STUDY

In this study, the researcher used a case study research design. A "case study research design is an empirical enquiry that investigates a contemporary phenomenon in depth and within its real-life context" (Yin, 2014:16). The reason for choosing a case study is because it deals with real-life issues that people can associate with (Harrison, et al., 2017:13). In this study, the case was, leading the instructional programme for Grade12 Economics through contextual intelligence (Westera, 2011:201). Through this design the researcher got an analysis of multiple perspectives from different voices of participants (Maree, 2007:75). This ensured that an in-depth understanding of the experiences of these HoDs in their leadership capacities and the meaning they attach to the situation was found.

Case studies however, have their shortcomings, which include being dependent on a single case and therefore incapable of providing a generalising conclusion (Maree, 2007:76). This shortcoming was countered by ensuring that the purpose of case study was fulfilled, which was to gain insight and understanding of the situation. A case study is also selective, biased, personal and subjective (Cohen, et al., 2007:256). This was addressed by observing the ethical dimensions and also through total adherence to the trustworthiness and credibility of the study. The researcher would have to ensure that insight and perspective gained through the case study added value to those who would have access to it and would use it.

1.9 RESEARCH METHODOLOGY

The research was conducted through a qualitative research methodology. Qualitative research methodology studies the perceptions and experiences of people about a particular phenomenon in a real-life context (Yin, 2011:8). It is a research methodology that relies on participants opinions to effect change in their day-to-day activities. The reason for choosing this research methodology is because it deals with real-life issues that affect people's decision-making on a daily basis (Creswell, 2014:32). It confronts issues that people grapple with and also affords them an opportunity to express their feelings about such issues.

1.10 DATA COLLECTION METHOD

Individual interviews were used as data collection strategies in this study. An individual interview was informed by the induction approach chosen, which explains the importance of direct interaction with the case under study (Schultze & Avital, 2011:1). Individual interviews also enabled the researcher to gather first-hand data. The scope of the research was also limited, which allowed the researcher to interact with few individuals.

As much as interviewing is a powerful way of getting insights into a phenomenon, it has to be supported by other data-collection methods. This is because in an interview interviewees will only give what they are prepared to reveal about their perceptions of events (Alshengeeti, 2014:41). This simply suggests that the responses of the participants may be at a considerable distance from the truth. On the other hand, interviews have a high potential for subconscious bias and potential inconsistencies. However, in making the interview meaningful the researcher ensured that the following happened: establishing an appropriate atmosphere through which interviewees felt at ease and thus talked freely; ensuring that there was a mutual relationship between me and the participants; and also clearly explaining the purpose of the interview (Montoya, 2016:822). The researcher also prepared open-ended questions to give participants an opportunity to express their views (Torkar, et al., 2011:46).

In this study, data was collected from participants through semi-structured interviews. A semi-structured interview is an interview in which pre-determined questions are set for the interview and it also provides probing and clarification of answers (Maree, 2007:87). In order to avoid loss of important data and to remember what participants have said during the interviews, voice recording and field notes were used with prior permission from the participants. The interviews were conducted in a private setting to ensure that the participants felt secure to talk freely, to observe the ethical dimensions of confidentiality and privacy and to minimise the risk of stage fright between the interviewer and the interviewee (Cohen, et al.,2007).

1.11 POPULATION AND SAMPLE

Three secondary schools offering Economics from Driekop circuit in Riba Cross District were selected. The HoDs and Economics teachers were sampled from the selected schools. The HoDs were selected by virtue of being leaders of teaching and learning processes. The Economics teachers were selected for being responsible for teaching the subject. The selected schools were those that had achieved below 60% in the 2016 Grade 12 examination results in Economics. The published report of the results for 2016 was used to identify such schools.

1.12 SAMPLING STRATEGY

Purposive sampling was used to sample the participants. Purposive sampling “means that participants are selected because of some defining characteristics that make them the holders of the data needed for the study” (Maree, 2007: 79). The decision to use purposive sampling was to obtain the in-depth data needed in the research to answer the research questions. The sample size was three schools from which an HoD and an Economics teacher were sampled. This sample size was informed by the fact that this is a dissertation of limited scope.

1.13 DATA ANALYSIS

Qualitative thematic analysis was used in this study for data analysis. Thematic analysis is defined “as a research data analysis method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hashemnezhad, 2015:58). The reason for choosing this method was because it is inductive in nature, which means it is grounded in the data the participants will provide. It helped me as researcher because I was analysing what the participants provided.

The following analytical procedures were followed, as outlined by (Yin, 2011:176), which are: gathering the data, disassembling the data, reassembling the data, interpreting the data and drawing conclusions. In analysing the data, The researcher firstly compiled and sorted the field notes and the voice recording collected from the field work. When the compilation process is finished, the researcher then broke down the compiled data into smaller units. To the smaller units that added value to my study, the researcher allocated codes or labels. When the coding was finished, the researcher developed themes through which the coded units were categorised and sequenced. The themes were also identified through name allocations. This helped in finding patterns and determining how they are related to the conceptual framework.

When the data was being grouped into themes, the researcher began with the interpretation of the data. This means attaching meaning to the themed data. When the interpretation process was completed, researcher drew a conclusion based on the entire analytical process.

1.14 TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY

To determine the trustworthiness and the credibility of the study the following

strategies were used:

1.14.1 Member checking: In my study, member checking was used to bolster credibility (Gunawan, 2015:10). The HoDs and the Economics teacher were offered a chance to see the transcripts of the interviews in which they had participated. They could then decide whether the transcripts reflected their views, feelings and experiences. The research findings were therefore exposed to the participants for data verification. The researcher worked hard to ensure that there was credibility and trustworthiness, by maintaining that correspondence occurs between that which is being researched and the participants' viewpoints.

1.14.2 Peer debriefing: In this study, credibility and trustworthiness is ensured by exposing research findings, conclusions and analyses to my peers who impartially viewed the study. Peers then provided feedback that improved the quality of the research findings. The study was open to peer perceptions and criticisms so that it could be refined to become trusted and credible.

1.14.3 Triangulation: Triangulation involves collection of data from multiple sources with the intent to obtain diverse views (Anney, 2014:276). The aim is to enhance the credibility and trustworthiness of the study. As applied in this study, it helped to reduce bias and to cross examine the integrity of participant's responses.

1.15 LIMITATIONS AND DELIMITATIONS

1.15.1 Limitations

Limitations are "potential weaknesses in the study and are out of the researcher's control" (Simon, 2011:2). Due to practical constraints, this study may not reach its fullest capacity. The identified constraints are: Participants that may withdraw from the study, participants who underperformed and wouldn't like to be exposed and those who are not trustworthy to give accurate information.

Time limits in-depth data collection. This is because the scope of the study is huge in relation to time available. Due to limited time, the scope of the study had to be reduced so that it may be completed within the given time.

The study may also be limited by its cost effects. The reason was that the researcher may not have sufficient money to meet the cost obligations e.g. Transport, editing, data and printers. Political and economic conditions in the country may stand in the way of the research reaching its fullest potential e.g. Service delivery protests, strikes, retrenchments and economic recessions

1.15.2 Delimitations

The delimitations are those “characteristics that limit the scope and define the boundaries of the research” (Simon, 2011:2). However, delimitations are within the researcher’s control. The study was conducted in Riba Cross District. The study focused on the secondary Schools in Driekop Circuit within the Riba Cross District. The study was also confined within the interpretivism philosophy. This was to ensure that the study was not broadened to a point at which it overlapped into other philosophies. The study also ensured that one theory of contextual intelligence was maintained.

1.16 ETHICAL CONSIDERATIONS

In this study, consideration was given to the following ethical matters:

1.16.1 Permission: The study was conducted as and when the permission by the University of Pretoria, the Limpopo Department of Education, selected schools and the participants was granted.

1.16.2 Informed consent: The participants have to give formal agreement whether they want to partake in the research or not. For the participants to give informed consent, the researcher explained clearly the purpose of the research. The participants could then decide, based on the information provided, to participate or not to participate. The researcher then requested an informed consent from the participants, in writing, for their participation.

1.16.3 Voluntary participation: Participants were informed in advance that participation in the study would be voluntary and therefore those who wished to withdraw would be free to do so. In order to make the participants comfortable and free to participate, the participants were assured of the following:

Privacy: participants were assured that their privacy will not be invaded.

Anonymity: means that participants were given assurance that their identity will not be divulged to the public.

Confidentiality: this means that participants were assured that the proceeds of their participation will not be revealed to the public. If revealed, it will be out of their consent.

1.16.4 Social values: participants were assured of their protection, regardless of their social status. This means the participants were treated fairly. They were made to understand that they would not be taken advantage of due to their status.

1.16.5 Safety and security: The participants were assured of no leakages of information and that the data would be placed in a safe place at the University of Pretoria as it is the product of the university.

1.15 SIGNIFICANCE OF THE RESEARCH

The study provides an opportunity to assist HoDs in leading from a different context. The study will help in identifying contextual factors that affect teaching and learning. When the contextual factors have being identified, strategies will be developed to improve the teaching and learning of Economics. Better leadership in Economics will improve its quality. The study intends to also awaken HoDs to the importance of context and make them aware of its impact in teaching and learning economics.

CHAPTER 2 LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a review of the literature on the role of contextual intelligence in leading the instructional programme (teaching and learning) for Grade 12 Economics. In order to achieve this, the chapter begins with the definition of contextual intelligence. The chapter further reviews the role of contextual intelligence in leading the instructional programme for Economics. The chapter will proceed *by* exploring the importance of context in the teaching and learning of Economics. The academic performance in Economics as well as challenges experienced in leading the instructional programme for Economics will also be reviewed. The chapter will continue to outline support systems needed for improving the instructional programme for Economics and development of leadership to improve the instructional programme for Economics and finally a summary of the literature reviewed will be provided.

2.2 CONTEXTUAL INTELLIGENCE

“Contextual intelligence can be defined as the ability to adapt to, shape and select the environment” (Sternberg, 2005:193). *Adapting* means the change of behaviour to suit the environment. *Shaping* on the other hand refers to changing the environment to suit oneself, while *selection* involves the decision to find another environment that matches needs, abilities and desires. Kutz (2008:18) presents contextual intelligence as the “ability to adapt to changing environmental conditions so as to maximise one’s strength over the environment”. Contextual intelligence enables a person to find practical solutions to problems. Real problems emerge as a result of changing environments. Contextual intelligence is an invaluable construct required to deal with changing environments.

2.3 RELATIONSHIP BETWEEN CONTEXTUAL INTELLIGENCE AND THE INSTRUCTIONAL PROGRAMME

To understand how contextual intelligence is linked to the instructional programme to improve the leading of Economics, reference is made to the theory of contextual intelligence. The theory as outlined by (Kutz 2008:18) “encompasses an intuitive understanding of relevant past events, clear awareness of present contextual factors and the awareness of preferred future”. This means being able to integrate experience and new knowledge so that a better future may be attained. In recent times, however, experience is measured in terms of years of service. Unfortunately, years of experience without adapting to the present and shaping the future is undesirable. Due to the changing context, it is apparent that, to lead the instructional programme successfully, leaders cannot rely on experience alone but must rely also on recent developments that will enable them to predict the future. HoDs, who know where they come from, can be able to diagnose what led to the present conditions. If the instructional programme is not effectively implemented, a contextually intelligent HoD can be able to find contextual factors from the past and present environments.

According to Sternberg (2005:189), successful individuals demonstrate the ability to set goals, capitalise on strengths to adapt to, shape, and select the environment through analytic, creative and practical abilities. The successful implementation of the instructional programme depends on the ability of the HoDs to combine and harness these qualities in order to exert influence over the environment. HoDs that are contextually intelligent have a better chance of adapting to the environment than less contextually intelligent HoDs (Zamora & Losada, 2014:39). The reason is that such HoDs can relate to the environment with ease, through selection, adapting and shaping.

The view presented by (Kutz 2008:19) points out that such leaders need to remain effective regardless of the changing context. This will enable them to transition successfully into a different context. This implies that HoDs have to maintain a

certain level of consistency in leading the instructional programme for Economics. As a teaching and learning programme is context based, contextually intelligent leaders are in a better position to apply, use and employ strategies that are aligned to the present demands of the instructional programme. The instructional programme, as it is context driven, goal oriented, HoDs who can change their strategies to achieve the set goals, can manage the instructional programme better.

2.4 THE ROLE OF CONTEXTUALLY INTELLIGENT HOD'S IN LEADING THE INSTRUCTIONAL PROGRAMME FOR ECONOMICS

According to (Marishane, 2016b:28), the role of leaders (HoDs) is based on four broad categories of leadership practices, which are setting directions, developing people, restructuring the organisation and managing the instructional programme. These leadership practices are discussed in detail in the following paragraphs.

Setting direction: A leader must give direction to followers and make them follow the direction. The reason is that there is no leader without followers. Leadership implies followership (Heystek, 2016:1). Contextually intelligent HoDs place and engage all stakeholders in the teaching and learning process. The instructional programme is a complex and demanding programme that cannot depend on the intelligence of one individual, but on the entire school community. The HoDs empowered with this knowledge will view the vision, values and goals to lead Economics as a collaborative effort. The shared vision, values and goals may as well serve as incentives to motivate teachers to give their best in the teaching and learning of Economics (Sayed & Mcdonald, 2017:2). Teachers are directly interacting with learners and for that reason they need to be recognised for the role they play. A contextually intelligent HoD will recognise and make people aware of their potential and assist them in maximising that potential. When this potential is realised, the followers will carry out the vision, uphold the values and work effectively to achieve the set goals.

Developing teachers: Developing teachers is one of the main functions of HoDs. HoDs are the leaders with the responsibility to implement the instructional programme for Economics (Van der Merwe, 2016:3). It is apparent that HoDs should spend much of their time capacitating teachers (Smith & Tyler, 2011:326). This function is clearly linked to contextual intelligent theory in the sense that for HoDs to lead the instructional programme successfully, they must know and understand the teachers they are working with. This means being able to understand their past, their present conditions and their plans. This will serve as an important initiative to build a strong collaborative capacity to lead the teaching and learning of Economics (Marishane, 2015: 195). Capacity building will enhance the quality of teaching and learning. This is because teachers will have a good knowledge of the subject they teach and cognitive competence. The argument here is that teaching and learning is achievable when HoDs are instructionally focused and are located closer to the classroom (Manaseh, 2016:32). This involves improving the working conditions of the teachers, motivating teachers, building interpersonal relationship and ensuring that the right content is delivered to the learners. Efficient content delivery is reason enough to develop teachers. A contextually intelligent HoD acknowledges that productive teachers are made.

Restructuring the organisation: Teaching and learning cannot take place in a hostile environment. Creating a positive teaching and learning climate is also the core function of the HoDs. This implies putting measures in place, such as disciplinary policy, safety standards, team building and restoring the culture of learning and teaching. This, however, must be done with due consideration of the external environment (Regenesys, 2016:7). The external environment is an environment outside of the organisation that has an impact on the operational activities of the organisation. This external environment includes changes in technology, changes in economic climate, changes in curriculum and changes in legislations. Though these environments are outside of the organisation, they have an impact on the internal affairs of the organisation. An example is the introduction of e-learning. This will mean restructuring the whole conventional manner of teaching and learning. Contextually intelligent HoDs have to ensure that the teaching and

learning of Economics is not delinked from the national economic climate and global trends. In order to fulfil this, contextually intelligent HoDs have to ensure that there are Wi-Fi connections, as teaching and learning move from the traditional setup to a modern setup.

Focusing on teaching and learning; Teaching and learning are the main focus of the school's activities. As the main activity of the school it must be done effectively. However, it may happen that teachers teach but learners do not learn (National Development Plan, 2011:303). The reason is that learners turn to depend on teachers and this has made teaching and learning a one-sided activity. This is attributed to the fact that teachers are the bearers of knowledge while learners are reduced to vessels waiting to be filled. This further explains that the teaching environment is not yet transformed into a learner-centred environment (Barakabitze, 2014:83). Teaching and learning have to involve learners, as teachers simply facilitate the process. This state of affairs seems untenable.

Organising the environment for a constructive interaction between teachers and learners contributes to the discourse on improved teaching and learning (Van der Merwe, 2016:2). This involves, among others, communicating high expectations to learners, efficient use of time, facilitating curriculum content delivery through careful selection of teaching methods and assessment practices (Gurr, 2015:138). HoDs are well positioned to carry out these functions because their main function is to lead teaching and learning. To keep HoDs focused on this core business, they must adapt, select and shape the context in which teaching and learning takes place (Marishane, 2016:167). A contextually intelligent HoD reads contexts better and adjusts behaviour accordingly. Adjusting behaviour accordingly implies being sensitive to the context, as it influences teaching and learning of Economics (Westera, 2011:202). As contextually intelligent HoDs become sensitive to context, appropriate strategies are set in place to sustain effective teaching and learning. The continual change of strategies is warranted to cope with a dynamic context. Contextually intelligent HoDs do not expect context to remain the same, but act proactively to manage emerging changes.

2.5 CONTEXTUAL FACTORS AFFECTING THE TEACHING AND LEARNING OF ECONOMICS

Teaching and learning are influenced positively and negatively by contextual factors. These contextual factors influence how teachers teach and how learners learn (Marishane, 2016:166). This in essence means that the quality of teaching and learning depends on the efficient management of these contextual factors. This is the reason contextual intelligence is a leadership construct for effective teaching and learning. This consideration is informed by the fact that contextually intelligent HoDs can influence others regardless of who they are and the role they play (Kutz, 2008:22). The influence, however, is often hindered by contextual factors. These contextual factors make each context unique. The uniqueness of the context requires contextually intelligent HoDs to adapt, select and shape the environment (Gage & Smith, 2016:2). The contextual factors that impede effective teaching and learning of Economics include a content knowledge gap, socio-economic status, a culture of teaching and learning, de-motivated teachers, the use of technology and the availability of resources.

2.5.1 Content knowledge gap

Content knowledge means having sufficient knowledge of the content. According to (Ball, et al., 2008:390), content knowledge refers to an “ability to know and understand a specific content”. In case of teaching, this means being able to know and understand the subject content the teacher is required to teach. Content knowledge is a prerequisite for a teacher to teach. There is, however, the problem of a content knowledge gap among teachers. A content knowledge gap means insufficient knowledge of content to teach a subject effectively. Ball, et al. (2008:389) regards a content knowledge gap as a missing paradigm. This implies that a content knowledge gap is a huge drawback in improving teaching and learning. A content knowledge gap has compromised the quality of learning and teaching (Spaull, 2013:24). It has subdued the confidence of many teachers. It is a source of poor-quality teaching and learning. A content knowledge gap has become a missing link to effective teaching and learning.

2.5.2 Poor socio-economic status of the learners

Poor socio-economic status refers to the poor living condition of the learners. It means individuals' and families' economic and social position as measured by the level of income, education and jobs (Okiogo, 2013:38). The socio-economic status of learners plays a major role in the level of their concentration in class and ultimately their performance. Learners from lower class families lack money to purchase scientific calculators, school uniform, study guides, laptops and other materials required in their learning activities. This has effectively affected their morale and led to poor performance despite the fact that the school is adequately equipped with resources (Mupa & Chinnoneka, 2015:127). Socio-economic status affects the mental strength of learners and negatively affects their performance.

Some learners' socio-economic conditions affect them to a point at which they cannot concentrate in class. Due to their impoverished conditions, most of them cannot afford breakfast before school, their uniform is worn out, some head families, and many depend on income from social grants, which cannot sustain them till the end of the month. They lack study motivation and self-esteem (Bayat, et al., 2014:184). Consequently, these learners cannot cope with academic demands. Their poor socio-economic status affects their dignity and confidence to learn and this ultimately affects their level of performance.

In a similar way, learners with parents who are not educated have their school work affected because they lack motivation and parental support. These learners will perform poorly even if they are being taught by highly qualified teachers (Mupa & Chinnoneka, 2015:127). Limpopo province is dominated by poor rural communities with low socio-economic positions, while Gauteng and Western Cape are better off socially and economically. These prevailing conditions have resulted in learners from poor provinces not doing well in Economics compared to better off provinces. It can be concluded that better teaching and learning is happening to those who are well off than to those who are not. As a result, effective teaching and learning is hampered by a high degree of socio-economic disparity experienced in provinces.

2.5.3 Eroded culture of teaching and learning

Teaching and learning have lost their meaning. Teachers find it easy to absent themselves from school, bunk classes, organise union meetings during school hours and go to class unprepared. Learners on the other hand, dodge classes, disrespect teachers, disrupt classes, abuse drugs and disobey school rules. “Despite all the attempts to restore the culture of teaching and learning, the desire to teach and learn remains at all-time low” (Weeks, 2012:332). Teachers have lost the desire to teach while learners have lost the desire to learn.

Parents, communities and business people have also lost interest in the education of their children. Parents no longer attend school meetings and do not want to serve on the School Governing Bodies (SGBs) because they have lost interest in education. If parents are not participating in the education of their children, the efforts of teachers will not yield good results. This is because teaching and learning has to be a collaborative effort to achieve the desired outcomes. If it is not a collaborative effort, it is doomed to fail. Until the culture of teaching and learning is fully restored, better results in the teaching and learning of Economics will remain unattainable.

2.5.4 Motivated teachers against de-motivated teachers

Motivation is a process of influencing or inspiring people to do their best to achieve desired goals (Ofojebe & Chinelo, 2014:401). The positive outcomes of teaching and learning process depend on motivated teachers. Teacher’s motivation can to a certain extent increase the level of academic performance (Nyam & William-West, 2014:1). “Motivation may be classified into intrinsic or extrinsic” (Nyam & William-West, 2014:2). *Intrinsic motivation* refers to self-motivation. This is where teachers perform their work because they are emotionally attached to it. They do their work out of their own free will. In recent times, intrinsic motivation has been totally absent. *Extrinsic motivation* on the other hand is transactional. Teachers only perform their duties when there are potential benefits. This is what is keeping them at work. They have actually lost the passion to teach.

Motivation can play a big role in restoring the culture teaching and learning. Motivation is an important factor to use in improving teaching and learning (Vero & Puka, 2017:58). Motivation has the power to shift the unproductive mind-set of learners and teachers to productive mind-sets. It has the power also to inspire teachers to give their best. Unfortunately, there is little that has been done to motivate teachers. Teachers are being treated equally regardless of the unequal effort they put in their work. There are teachers who are passionate about their work and will put more effort in their work than others. However, the hardworking teachers are not recognised and feel that they are being undermined for the effort they have exerted in their work. Motivated teachers are productive teachers. Teacher motivation is certainly a key to quality education (Ofojebe & Chinelo,2010:400).To achieve quality teaching and learning motivated teachers are needed.

The failure of the provincial department of education, districts, circuits and the schools to honour the sterling job of educators de-motivates them and this compromises the quality of teaching and learning. De-motivated teachers are those who lack the passion, effort and the desire to teach (Aydin, 2012:2). “There is clear evidence that if teachers personal needs are not met such as decent housing, optimal standard of living, general benefits, good pay and sufficient vocational period, their motivation to teach is negatively affected” (Adu, 2015:1). This means that teachers will no longer plan and prepare their lessons. Teachers will rely on their experiences and learners will have nothing new to learn from them. If lack of motivation is not addressed, it will continue to compromise the quality of teaching and learning.

2.5.5 Technology

Technology refers to an ability to generate new ideas and be able to put such ideas into practice. Technology has become a way of doing things throughout the world (Jantjies & Joy, 2016:1). Teaching and learning is no exception. Technology has to be incorporated as a teaching and learning mechanism. Most schools, especially in rural areas, however, have not fully incorporated technology in their teaching and

learning process. Technology in rural schools has become a teaching and learning barrier (Padayachee, 2017:37). Teaching and learning in rural schools is textbook-centred. Many schools, in this time and age, do not have computers and those that have them are unable to use them because of lack of computer skills. Teachers and leaders are struggling to introduce technology in their teaching and learning because they lack the knowledge of how to integrate it (Jantjies & Joy, 2016:1). If leaders are not computer literate, it becomes a challenge for a school to adopt technology as a way of teaching and learning. At some schools learners are not allowed to bring cell phones to school because the school has yet to adapt to the use of technology. Companies like Ngululu Carriers have donated computers to our school. To date the computers have not being used. The conventional way of teaching and learning is maintained at our school while computers are gathering dust in the storeroom.

The teaching and learning of Economics needs internet accessibility because the content of Economics changes each day. For example, the teaching and learning of exchange rates, economic growth (GDP), inflation, unemployment, foreign exchange markets and public sector provisioning need to be updated regularly. Failure to adapt the teaching and learning of the Economics to the changing economic climate compromises the quality of Economics (Ajayi, et al., 2013:12). To improve on the quality of the Economics, technology as a way learning and teaching new content must be swiftly introduced into the teaching and learning process.

A significant number of teachers and HoDs, however, are not competent in this area and this has hampered the incorporation of technology into the teaching and learning of Economics. This is the reason the academic performance of Economics is poor, especially in Limpopo and Eastern Cape schools. Economics is dynamic and, without the use of technology, it will be poorly taught and learnt. Technology, if integrated effectively into teaching and learning, will help in bridging the gap between theory and practice (Padayachee, 2017:38). However, the slow incorporation of technology into teaching and learning has affected the quality of teaching and learning Economics.

The slow incorporation of technology into the teaching and learning in our district has rendered the teaching and learning process monotonous. The teaching and learning of Economics is no longer appealing to both teachers and learners. Many learners perform below average because they are unable to apply what they have learnt in the class. With the questions in the examination that require them to express their opinions, they fail to answer because they are used to rote learning. Rote learning occurs when a learner is required to memorise facts and reproduce them in a test or examination without understanding them. This means context doesn't matter, as teachers follow the text books to the latter. Teachers could not exploit the space available for innovation. Teachers could not embrace technology because they have become instruments of bureaucratic agenda. This means they stick to what they are used to doing and this limits their innovative ability. The use of technology can, however, broaden teaching and learning and make the process interesting and effective.

2.5.6 Workload

The speed and the intensity of the work to be done by teachers and HoDs have increased in schools and this has brought pressure and stresses on educators and HoDs. Work load means carrying more than the expected amount of work (Omolayo & Omole, 2013:238). The HoDs are allocated more subjects and periods, while still expected to lead their departments. This state of affairs is distressing them. It is rendering them less productive. HoDs are overloaded. Due to this work load, the performance of HoDs in many schools has diminished or is non-existent (Seobi & Wood, 2016:1). Their leadership role is invisible. They spend much of their time in the classroom teaching, with limited time to lead.

As they spend much of their time teaching, they often fail to monitor and evaluate the work of the teachers as part of their leadership responsibilities. Teachers, as a result, take advantage and begin to bunk classes, give less time to the learners, go to class without proper planning and preparations and also fail to complete their syllabi. This will happen without anyone noticing. Due to this lack of monitoring and evaluation, learners are exposed to poor teaching and learning, as well as poor assessment. This has led to learners being promoted to the next class without fully satisfying the

requirements of the previous class. Work load negatively affects and reduces the ability of HoDs to perform leadership roles to the best of their abilities (Kurata, et al., 2015:3361). There is nothing wrong in HoDs assuming teaching roles, however, such roles must be balanced against their leadership roles so that the department they are leading becomes functional.

2.5.7 Teaching and learning climate

The teaching and learning climate is an environment in which teaching and learning takes place. Effective teaching and learning depend on the positive environment created to motivate everybody involved to give their best (Macneil, et al., 2009:75). This is an environment that, among others, enforces discipline, full observance of rules and regulations, availability of resources, better working conditions, a good working relationship among stakeholders and transparent leadership practices. If all these are adhered to, it will be a good recipe for effective teaching and learning.

Teaching and learning, however, take place in a hostile environment. An environment in which there is lack of discipline in schools, strained relationships between teachers and learners and limited physical and human capital. All these contribute to a poor teaching and learning environment. When the climate for teaching and learning is negative, it will lead to poor quality teaching and learning (Weeks, 2013:3). If the quality of teaching and learning is compromised, it will impact negatively on the performance of Economics. In the same breath HoDs finds it difficult to exercise their leadership roles.

2.5.8 Bureaucratic compliance with limited space for innovation

Bureaucratic compliance means observing government rules and procedures at the expense of people's needs. The Department of Basic Education prioritises adherence to rules and procedures rather than meeting the needs of teachers and learners. For example, the department takes time to hire teachers due to rules and procedures that have to be followed. The process takes a long time to complete and learners are left without teachers. Consequently, quality teaching and learning does not take place and learners ultimately fail. This status quo has for many years

delayed the effectiveness and the efficiency of instructional programmes. At the same time, HoDs are expected to comply with and implement rules and procedures without giving their inputs (Naidoo, 2015:23). Due to this bureaucracy, HoDs are not being given space to exercise their innovative abilities. They are subjected to bureaucratic principles that are not aligned with the contextualisation of teaching and learning. “Bureaucracy discourages innovation”(Cameron& Milner, 2011:19). This means HoDs fail to bring change due to bureaucratic practices applied in teaching and learning process. Their thinking is limited to the directive given by the Department of Education to implement.

Economics is dynamic and therefore requires HoDs who can think on their own to adapt to changing economic conditions. The content for Economics has drastically changed since the phasing-in of the Curriculum and Assessment Policy Statement (Department of Basic Education, 2012). This means the approach to teaching and learning should also change. This simply means it should be contextualised rather than bureaucratically bound. Unfortunately, the HoDs are being captured by bureaucratic principles and hence the poor performance in Economics especially in Limpopo and the Eastern Cape. This conventional approach to the teaching and learning of the Economics has led to the sustained decrease in the performance of the Economics.

2.6 ACADEMIC PERFORMANCE IN ECONOMICS

The purpose of teaching and learning is to achieve better academic performance. Academic performance is measured through the continuous assessment of a teaching and learning process. The extent to which teaching and learning process is measured is known as *academic performance* (Arshad, et al., 2015:160). The measure of high academic performance affirms effective and productive teaching and learning. However, low academic performance in Economics suggests an ineffective teaching and learning process. This means failure to achieve the subject goals.

Economics as a subject must be taught to achieve particular goals, which are to equip learners with values, skills and knowledge to use scarce resources efficiently; to maximise the satisfaction of wants; to use knowledge and skills they have acquired to interpret economic events and how they impact their lives; to take the initiative for the development of the country; to make this country globally competitive; and to use resources equitably for the benefit of all (Department of Basic Education, 2012:9).

Academic performance should be measured against these objectives.

If academic performance is not aligned to these objectives, it is deemed insufficient, if not poor.

At schools targets are set each year for Economics in order to drive teaching and learning activities towards achieving the set target. The target differs from one school to another however; the target for Economics at the school where I am working is 80% for 2018. The target serves as an incentive to work hard and to be productive to improve performance. This target initiative is an idea aimed at improving teaching and learning (Leithwood, et al., 2006:20). This is a means to strive for excellence as a strategic intent towards better performance.

Since the introduction of CAPS, academic performance in Economics has dropped considerably nationally. Both the quantity and the quality of the results in Economics have dropped. The majority of those who pass Economics are within the category of 30%. This is at level 2, which by any standard is poor. Academic performance according to provinces is shown in Table 2.1

Table 2.1: Performance of provinces in Economics for 2016 and 2017

PROVINCE	NUMBER WROTE	%ACHIEVEDAT30%AND ABOVE
EASTERN CAPE	17 324	60.1
FREE STATE	6 441	74.7
GAUTENG	23 778	83.5
KWAZULU-NATAL	31 177	71.5
LIMPOPO	23650	60.0
MPUMALANGA	10 317	71.1
NORTH WEST	6 314	77.4
NORTHERN CAPE	1 445	77.0
WESTERN CAPE	8350	78.9
NATIONAL	128796	71.0

Source: Department of Basic Education (2017)

The results from the table indicate that the Eastern Cape and Limpopo have performed poorly compared to Gauteng and the Western Cape. The Eastern Cape achieved 60.1% while Limpopo had obtained 60.0%. Gauteng and Western Cape have achieved 83.5% and 78.9% respectively. Instructional programmes in these provinces take place under the same curriculum (CAPS) but the performance is not the same. This indicates that though the curriculum is the same, the context under which the curriculum is implemented is not the same. If the context is not the same, the results in all likelihood will differ. It is therefore important that context be given serious attention in order to influence academic performance across the provinces.

HoDs should begin to embrace “contextualisation as a mechanism to rise above contextual challenges” (Gurr, 2015:139). If context is recognised, the necessary resources and strategies will be found to adapt to the prevailing context. The HoDs proactive minds in this regard will assist in taking charge of the contextual factors.

Limpopo and Eastern Cape are rural provinces with a lack of teaching and learning resources. The conditions under which teaching and learning take place in these provinces differ vastly from those of Gauteng and Western Cape. There is great

disparity in terms of teaching and learning resources and this has negatively influenced academic performance in Economics (Heystek, 2016:1). It is important that HoDs become aware of these contextual differences by activating their contextual intelligence. Contextually intelligent HoDs will view context as a contributing factor towards effective teaching and learning. Until context matters in the teaching and learning process, the results in Economics will continue to deteriorate. In 2016 and 2017, in the National Senior Certificate examinations, Greater Sekhukhune District performed poorly in Grade 12 economics. To draw a better picture of how this district performed, one may compare it with the performance of Gauteng Province in the same year, 2016 and 2017 National Senior Certificate for economics Grade 12. The performance of different districts in Limpopo and Gauteng is presented in Table 2.2.

Table 2.2: Performance according to districts in Limpopo and Gauteng

	ECONOMICS	AT 30% AND ABOVE		ECONOMICS	AT 30% AND ABOVE
Capricorn	7 627	59.4	Gauteng West	1 104	91.9
Greater Sekhukhune	5 544	47.5	Joburg East	1 316	87.7
Mopani	4 043	67.5	Sedibeng West	2 034	77.3
Vhembe	5 031	69.3	Joburg North	1 350	86.1
Waterberg	1 405	57.7	Tshwane North	1 115	83.8

Source: Department of Basic Education (2017)

The districts in Limpopo have performed below 70% in Economics. Greater Sekhukhune region achieved 47.1% in Economics, which is the lowest compared to other regions, such as Capricorn at 59.4%, Mopani at 67.5%, Waterberg at 57.7% and Vhembe at 69.3%, within the same province. All the regions in Gauteng have performed above 70% in Economics. It suffices to say that Gauteng province has performed well in the Economics compared to Limpopo province.

Though the curriculum is the same, the results in Economics suggest otherwise. The results suggest that the context under which Economics is being taught in Gauteng is better than the context in Limpopo. This means that it is necessary for the HoDs to be sensitive to context in leading the instructional programme. This means linking teaching and learning with real-life situations experienced by learners. Learners learn better when they can relate theory with real-life situations and experiences. It is also important that HoDs encourage the contextualisation of the learning and teaching process to optimise performance in Economics (Mouraz & Leite, 2013:2). This means HoDs taking the initiative to adapt to, select, and shape the environment to improve performance in Economics. Adapting to the environment means the HoDs must be able to respond positively to changing conditions in order to improve teaching and learning.

2.7 CHALLENGES EXPERIENCED IN LEADING THE INSTRUCTIONAL PROGRAMME FOR ECONOMICS

2.7.1 Contextual challenges

A school cannot exist in isolation. It is part of the broader context. It is surrounded by external and internal factors which impact its operations (Wolhunter, et al., 2016:5). Internal factors are factors found within the school's own internal processes which include poor retrieval of textbooks, shortage of teachers, disciplinary problems and disintegrated staff. External factors on the other hand are factors outside the school's operational processes, which include community participation, changes in technology, changes in economic climate, socio-economic factors and changes in legislation. In all likelihood these forces have a positive or negative influence on teaching and learning process. HoDs have failed to understand that what works in one context may not work in another context (Heystek, 2016:1). Environments are not repeating themselves, but continually change. As the context changes, it becomes a challenge to many HoDs, especially those who do not understand the dynamics of their situation. HoDs who do not understand their school situation cannot adapt to, select, and shape this situation. These HoDs tend to lose control of the context and when that happens their followers also get confused (Gillet, et al., 2016:593). This confusion will not end with the HoDs and the teachers, but it will also

affect the learners. This means the quality of teaching and learning will be compromised. When this happens, the performance of Economics declines. This decline in Economics performance is attributed to the changing context to which HoDs are unable to adapt.

2.7.2 Teaching methods challenges

There are serious pedagogical problems in the teaching of Economics. Pedagogy refers to the “manner in which knowledge is transferred to the learners and the substance it has to impact their lives” (Ozden, 2008:634). It is an interactive engagement between learners and teachers. Economics is a complex subject which requires that various approaches be applied to unpack the subject. Approaches such as a learner-centred approach by which learners play an active role in the teaching and learning process is no longer used. An educational excursions approach by which learners visit, among others, foreign exchange markets and industrial zones in order to expose them to the world of economy are not undertaken anymore. An approach in which the teacher is the only bearer of knowledge has made teaching and learning of Economics less appealing. As much as content knowledge is important, the method to teach is equally important. The HoDs are, however, faced with the challenge of having teachers who are highly qualified but not competent enough in their content delivery.

Teachers still regard themselves as bearers of knowledge and this attitude makes it difficult for HoDs to bridge the gap between teachers and learners. The failure to bridge that stereotype has resulted in learners being reduced to dependent components of teaching and learning (Fataar, 2012:56). This has created a lack of synchrony between teachers and the learners. This means learners are playing little or no role in the teaching and learning process. There is a pedagogical gap that needs to be addressed by the HoDs. The reason is that the teaching and learning of Economics cannot be confined to experience but to pedagogical engagement.

2.7.3 Monitoring and evaluation challenges

Effective teaching and learning depend on consistent monitoring and evaluation programmes. It is through monitoring and evaluation of a teacher's work that the standard for effective teaching and learning is established (Ndungu, et al., 2015:15). This implies that monitoring and evaluation serve as a benchmark to measure the level at which teaching and learning take place. Monitoring can be defined as "a continuous process aimed at producing a report on the work in progress" (Mbiti & Kiruja, 2015:12). Monitoring involves regular feedback to measure the success and failures of the teaching and learning process. Evaluation on the other hand refers to a "once off activity aimed at measuring achievement of the set objective and also to determine the efficiency and the effectiveness of the instructional programme" (Mbiti & Kiruja, 2015:12). HoDs are expected to monitor and evaluate the following: lesson plans and preparations, content delivery through class visits, moderation of teacher's assessment tasks, content completion and physical attendance of classes. The leadership of HoDs in this regard is not good. HoDs are failing to hold teachers to account for poor work performance.

Teachers view monitoring and evaluation as a witch-hunt or a fault-finding mission to discredit them. As a result, they do not cooperate. As teachers fail to cooperate, HoDs give up on monitoring and evaluation. This behaviour then compromises the quality of teaching and learning. Teaching and learning processes eventually produce poor academic performance. In schools where monitoring and evaluation seem to be happening, it is for record purposes. Teachers' work is not monitored and evaluated by HoDs. As a result, they are not held accountable for poor quality work. When nobody is held to account, it becomes a culture which is transferred from one generation to the other. This is the reason most schools in rural areas are not performing, because teaching and learning is not monitored and evaluated.

2.7.4 Capacity building challenges

Leadership development is an important element in quality teaching and learning. To lead effectively, HoDs should possess the necessary skills and knowledge. The possession of skills by the HoDs would enable them to execute their duties effectively. Unfortunately, most of the HoDs, if not all, have never been capacitated when promoted to their positions. They find it challenging to separate their classroom work from leadership roles. Leadership development is a process through which leadership skills and knowledge are transferred. In many instances, HoDs do not receive training when assuming their leadership responsibilities. As a result, most of them lack leadership capabilities (Naicker & Mestry, 2016:3). The subjects they lead tend to underperform because HoDs in charge do not know how to give direction, develop people, recreate the environment and implement the instructional programme (Marishane, 2016:28). Failure of HoDs to fulfil these leadership practices affects teaching and learning negatively.

This lack of leadership development is compounded by the fact that the support system is minimal from the district, circuits and from the school itself. There is no continuous interaction between province, districts, circuits and schools. The contact that normally happens is when directives are issued and the HoDs implement the directives. Support from the circuits is not forthcoming and HoDs are left on their own to lead the instructional programme, which has become a difficult process for HoDs to implement (Naicker & Mestry, 2016:4). HoDs do not know who to approach in terms of bridging the content gap, shortage of learner teacher support materials (LTSM), designing annual teaching plans, assessment programmes and dealing with disciplinary challenges of both teachers and learners.

2.8 SUPPORT SYSTEM FOR IMPROVING INSTRUCTIONAL PROGRAMME ECONOMICS

Teaching happens when a teacher imparts knowledge to learners. Learning on the other hand takes place when a learner demonstrates their knowledge when they are assessed. As teaching takes place in many schools, learning is largely compromised; hence, more support is required to improve both teaching and learning (National Development Plan, 2011:303). Teaching and learning can be improved through unwavering support by circuit offices and district offices.

As much as support is needed externally, it must also be initiated within the school. This simply means that members of the school management team (SMT) must support one another to create an environment attractive to leading teaching and learning (Bojuwoye, et al., 2014:1). This further means that the HoDs and the school governing body (SGB) must work jointly in an endeavour to promote teaching and learning. This will ensure that HoDs dedicate their time to leading the instructional programme than other matters, such as infrastructural developments. Stakeholders will offer support services for HoDs to have enough time to lead. Providing support will take the form of making resources (human and physical) for teaching and learning available, conducting workshops for capacity building, providing emotional support and also addressing challenges swiftly (Bojuwoye, et al.,2014:2). If the school can succeed in supporting teachers and HoDs, the results in Economics may likely improve.

A recent study has found that teachers and HoDs are poorly supported by administrators working within the education department (Marishane, 2014:369). Due to an inadequate support system, HoDs lack self-confidence and self-belief. They have lost direction and in reality they do not know what their roles are (Krishnan, 2012:554). This implies that the whole school system of teaching and learning is gradually collapsing. The symptom has become visible as the performance in individual subjects has been constantly declining, especially in Economics. Learners

who pass are at 30%, which indicates how poor is teaching and learning. Until an instructional programme becomes a collaborative effort, it will remain a hindrance towards better academic performance (Moorosi & Bantwini, 2016:1).

2.9 DEVELOPMENT OF LEADERSHIP TO IMPROVE THE INSTRUCTIONAL PROGRAMME FOR ECONOMICS

Leadership is influence and wisdom. It is through leadership that excellence can be achieved in Economics. Excellence cannot happen accidentally, but has to be intentional. This necessitates development of leadership (Naicker & Mestry, 2016:3). Leadership development is a process through which leaders are continually developed for efficient execution of their duties. Leaders in the 21st century need to be flexible and ready to venture into the unknown. Venturing into the unknown means being able to think creatively and act proactively. HoDs are expected to act proactively so that their decision making is aligned to the context. Development of leadership should be based on the main practices of leadership as outlined by Marishane (2016:194) which are setting directions, developing people, redesigning the organisation and leading the instructional programme.

Setting direction—where there is no vision, there is no purpose. The vision can be to achieve excellence and quality teaching and learning. It is important therefore that HoDs be developed on how to set clear vision and goals for Economics. This means convening meetings to set goals and strategies to achieve the goals. As much as they need to give direction to their departments, the HoDs also need to learn how to communicate such visions so that those involved can carry out the mission to improve the instructional programme (Moorosi & Bantwini, 2016:3). If teachers understand what is required of them, as they grow up, they will support the vision and run with it for an improved instructional programme.

Developing people: HoDs need teachers to work with and it takes a great leader with wisdom to recognise the potential of teachers. “When dealing with people, patience, empathy, endurance and passion are important requirements which cannot happen on their own but need to be developed in a person” (Barret & Breyer, 2014:5). Instructional programme, as an interactive process, involves people and where people are involved conflict is likely to occur. It is through development of leadership that HoDs can learn how to manage conflict and build a sustainable relationship for effective teaching and learning. Leadership is also not self-centred but people-centred. This cannot happen by itself but leaders must be taken through intensive training to begin to realise that individualism does not apply in a teaching and learning environment but rather that team work will lead to better results. Developing people entails setting an example and being unselfish with transferring skills, knowledge and values to others.

Leading instructional Programme

The instructional programme is a process through which teachers and learners interact. Learners in this regard must demonstrate willingness to learn and teachers demonstrate willingness to teach. The purpose is for teachers to freely transfer knowledge, skills and values to the learners. The purpose of teaching and leading will be achieved when HoDs understand what their roles are and how to enact such roles.

“Leading instructional programme involves among others supervising, planning and preparations of lessons, content delivery, monitoring and evaluation, moderations of tests, class-work, projects, assignments and examinations, contextualisation of the subject content and ensuring that the subject content is achieved”(Gurr,2015:138). To do this with absolute excellent, HoDs must be trained to cope with the demands of effective teaching and learning. HoDs continuous training in terms of how to lead teaching and learning is paramount. Leadership training should be included in the strategic plan of the school. This will be a continuous process to ensure that the school flourishes in this contextualised teaching and learning world (Story, 2011:375). In a contextualised environment, teaching and learning would meet the needs of those willing to receive it.

2.10 SUMMARY

This chapter has presented the role of contextual intelligence in leading the instructional programme for Economics. In unpacking this role, the following were discussed: the reasons for considering context in teaching and learning of Economics, the importance of context in teaching and learning of Economics, and the academic performance of Economics. The challenges experienced in leading Economics and the support system required for improving the teaching and the learning of the Economics were also reviewed. The development of leadership to improve the instructional programme for Economics was also reviewed. The chapter emphasised the following: the importance of HoDs leadership qualities as curriculum implementers to improve teaching and learning, the importance of setting goal as a foundation for effectiveness, the importance of finding steps or strategies towards the realisation of the set goals and finally acknowledging that context matters and teaching and learning should be aligned to the prevailing context. Research methodology will be discussed in the next chapter.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The preceding chapter, focused on the review of the literature on contextual intelligence and the role of contextual intelligence in leading the instructional programme for Grade 12 Economics. The following topics were reviewed: the importance of contextual intelligence in leading the instructional programme for Grade 12 Economics, the academic performance of the subject Economics, challenges experienced in teaching the subject Economics, strategies to improve the instructional programme for Economics and the development of leadership to improve the instructional programme for Economics. In this chapter, the research methodology is presented and described in detail. The topics to be discussed in this chapter are research methodology, research paradigm, research design, research process, ethical issues, ensuring quality of the research and finally the conclusion.

3.2. RESEARCH METHODOLOGY

This study adopted a qualitative research methodology. Qualitative research focuses on how people respond to changes in their own environment. This methodology acknowledges people's contributions and offers them an opportunity to make inputs about a particular phenomenon. In this case, it was the role of contextual intelligence in leading the instructional programme for Grade 12 Economics. Qualitative research studies the perceptions and experiences of people about a particular phenomenon in a real-life situation (Yin, 2011:8). In light of this, it was clear that a qualitative research methodology is a one-on-one conversation. This means the methodology acknowledges a person's potential to effect change in their own situations. This methodology can be used as an opportunity to add value to human life.

A qualitative research methodology was preferred because it was a convenient platform for the researcher and the participants to interact meaningfully. As change is inevitable, meaningful change rests with the people themselves. It is through people views that change may become relevant and meet people's needs. A qualitative

research methodology is confined to context because it views people's opinions in a serious light (Sullivan & Sargeant, 2011:449). This implies that a qualitative research methodology acknowledges the independence of the participants by allowing them to participate in refining the phenomena they experience daily. It is a methodology that addresses issues that people are faced with daily so that the outcome of the engaging process will add value to their lives.

The methodology was chosen for its strength. First, a qualitative research methodology probes real issues. It is through its rich description that intensive interaction with the participants affirms the reality that exists (Rahman, 2017: 104). This implies that it confronts issues of common interest and brings them to light for further engagements. Second, a qualitative research methodology is conducted in a setting that resonates with people's understanding of events. It is a natural setting methodology in which human behaviour and events are scrutinised (Creswell, 2014: 9). This is reflected in the importance of human contacts that is emphasised in this research methodology. Thirdly, a qualitative research methodology gives people a chance to make sense of their own lives. This is because it is interpretive, as it seeks to find the deeper meanings of the phenomena confronting people. It therefore endeavours to understand not one but a multiple of realities (O'Neil & Koekemoer, 2016:2). This indicates that the methodology is multidimensional in that it offers participants with different views the opportunity to contribute towards social change. Fourthly, this research methodology is practical. This is confirmed by the face-to-face conversation between the researcher and the participants that results in data collection (Creswell, 2014:9). This confirms that the output from the interactive process was as a result of a collaborative and integrative process. This in essence suggests that a qualitative research approach cannot be confined to the intelligence of the researcher alone but to the intelligence of the participants as well.

As much as a qualitative research methodology has its advantages, it also has its disadvantages. The major disadvantage for this methodology is that it tends to focus on the meanings and experiences of the participants and leave out contextual variables (Rahman, 2017:104). As the focus was on listening to people's views and experiences, the environment under-which such experiences occurred, was often

ignored.

3.3. RESEARCH PARADIGM

This study has adopted an interpretive paradigm. An interpretive paradigm is a paradigm by which people are given an opportunity to express their convictions about real-life issues. It is a paradigm that promotes free expression of perceptions and experiences relating to a particular phenomenon, in this case teaching and learning (Thahn2 & Thahn1, 2015:24). It recognises people's perceptions as a way to the truth. An interpretive paradigm was chosen because it reflects a set of ontological and epistemological assumptions. The ontological assumption of this study was guided by the fact that reality is what people perceive it to be (Ritchie, et al., 2013:14). Reality would be what HoDs and educators perceive it to be. Epistemologically, knowledge is personal, subjective and uniquely created by participants who do so by giving their own insight and views (Labbas, 2013:5). This paradigm has helped in understanding how HoDs and educators interpret the truth about the teaching and learning of Grade12 Economics. It relies on people knowledge and experience to improve the teaching and learning of Economics.

Interpretivism is underpinned by people's opinions. This implies that without people, qualitative research is virtually impossible. As a result, the focus of interpretivism was to work with people and how they derive meaning from life experiences (Goldkuhl, 2012:5). Interpretivism reliably acknowledges the generation of new ideas that, when clearly interpreted and understood, can effect positive change in the way people think and approach cases in their daily lives. This paradigm therefore acknowledges that people are creative enough to generate new ideas that can be used to improve instructional programme for Economics (Ponelis, 2015:538). The interpretive paradigm will enable the researcher to gain deeper meanings constructed by different perspectives offered by HoDs and educators. There will be different meanings constructed because an interpretive paradigm emphasises that multiple realities occur and are subjectively presented as multiple voices of participants.

An interpretive paradigm, as applied in this study, aimed to understand how HoDs and educators feel about teaching and the learning of the subject of Economics and

how this consciousness came to be. The realities and knowledge about the phenomenon were tested through interviews. The views of the participants were used to unlock the truth as they express their own interpretations of events. The HoDs and educators were better placed to give their realities and knowledge with regard to the importance of contextual intelligence in leading the instructional programme for Grade 12 Economics.

3.4 RESEARCH DESIGN

In this study, a case study research design was adopted. A case study research design is a design that focuses on the case that people were aware of, in order to establish its real and deeper meaning for developmental purposes (Yin, 2014:16). Many people perceive the world as meaningless because they have, through many attempts, tried to derive value out of it but failed. A case study research design seeks to reveal the world to people so that they begin to understand it and use it to their advantage.

The reasons for choosing a case study research design were that it echoes people's sentiments and subjects itself to them. It focuses on particular instances that people can relate to (Harrison, et al., 2017:13). These points to the fact that a case study deals with issues that peoples grapple with daily, issues that resonate well with people's aspirations. The case in this study was the instructional programme for Grade 12 Economics. A case study research design captures the imaginations of participants and makes them feel obliged to be part of the research initiative.

A case study research design was also chosen, bearing in mind that it has its strength in setting boundaries. Its strengths, as mentioned by Yazan (2015:108), are outlined as follows: it allows the researcher to examine a particular instance in depth; it focuses on the complex relations within the case and the wider context around the case as it affects the case; and it is undoubtedly intensive. Through this research design, the perceptions and experiences of HoDs and educators within the context of the role of contextual intelligence in leading the instructional programme were examined. A case study is also known for its ability to capture important characteristics that may be lost in large scale data. In this study, even if just three

schools were selected, the researcher was able to obtain interesting and valuable information which would not have been possible if the selected schools were six or seven.

A case study research design as applied in this study was open to various methods that can be used to think through a particular phenomenon (Baxter & Jack, 2008:544). It was not confined to one particular data-generating source. This explains an intention to reach the full exploration of the phenomenon. It was through a case study research design that the researcher would not drift away from the case but work through it to see its completion.

A case study, however, was limited to the people it was intended. This means it cannot be opened to the general public. Its focus was not to generalise, but to explore meanings which participants place on the social situations they encounter on a daily basis. It can only be used to develop a theory. In this study, information obtained from the selected schools was not generalised to the broader spectrum of the education society but to the theoretical proposition of the previous studies. The case study was therefore confined to case at hand and will only benefit those involved within a particular context. Case studies are also criticised for bias on the part of the researcher and this can be avoided by reporting all the evidence fairly and justly.

3.5. RESEARC PROCESS

3.5.1 Research site

In this study, the selected case was three secondary schools that are offering Economics in Riba Cross District of the Limpopo Province. The three schools selected are located in the Driekop Circuit in Magakala Cluster. These three schools are situated in the rural communities of Ga-Kgwete, Mashishi and Ga-Manyaka. These communities are ruled by chiefs. The district where the schools are situated experiences scarcity of economic resources and poor infrastructure. Lack of developments in these communities renders the schools vulnerable to failure as the schools could not attract competent teachers and the provision of quality physical resources. These schools were selected on the basis of being dysfunctional in their

performance for Grade 12 Economics.

Despite the district's scarcity of resources and lack of infrastructure, it has growth potential because it is surrounded by platinum and chrome mines. The establishment of the mines has brought hope to the people of the area. The mines, however, have contributed little with regard to the development agenda in the area. The existence of the mines has instead led to learner drop outs. The learners could easily secure employment at the mines with only a Grade 10 report. Enrolments as a result have dropped in these schools. The enrolment figures for the schools selected ranges from 300 to 500 learners. The circuit where the research was conducted performed poorly in the year 2017. This study offered an opportunity to the researcher to make invaluable recommendations for growth and development.

3.5.2 Sampling

Purposive sampling was selected for this study to decide who the participants would be, based on the research questions. The decision to use purposive sampling was to obtain in-depth data needed to answer the research question. Purposive sampling refers to the selection of participants based on distinguished characteristics aligned to the purpose of the research (Gentles, et al., 2015: 1778). These participants were purposively selected because they possessed the characteristics sought and the information the researcher required to answer the research questions. These were the people who were in direct contact with the case, namely, HoDs and Grade 12 Economics teachers. These teachers and HoDs were not coerced to take part in the study, but they voluntarily chose to participate. Three schools, three HoDs and three teachers were included in the sample, leading to a sample size of six participants. The sample size was informed by the fact that the study was of limited scope.

3.5.3 Data collection

Data collection entails the specification of procedures to be followed in finding relevant data for the study. *Data collection* is defined as the process by which the researcher identifies and selects participants for a study and secure permission to interview them (Creswell, 2008:10). The main objective for obtaining data was to

gain a sense of the participant's perspective of the study. Semi-structured interviews were used in this study to collect data.

3.5.3.1 Interviews

An interview is a communication that involves two people involving the researcher and the participants engaging in a conversation, with the researcher intending to gather data in relation to the identified case. In the process of the interview, ideas, views and opinions were shared that culminated in data collection. Alshengeeti (2015:40) described an interview as an extendable conversation between partners that aims at generating information about a particular phenomenon.

The reason for using an interview was to create a dialogue for data collection purposes. This means that it would not have been possible to understand certain events without interacting with the people involved. Talking to people would be an effective way of attaining and exploring the case. Apart from its effectiveness in terms of attaining and exploring the case, interviews have various advantages as outlined by (Alshengeeti, 2015). An interview can increase the scope of understanding the investigated phenomenon because it is more naturalistic, which means that it is not bound by stringent rules. Interviews are interactive, meaning that they provide an opportunity for the interviewer to probe for complete, clear answers and to probe further into the topic. An interview enables interviewees to discuss their interpretations of their own world and express their own opinions with regard to their own experiences. As a data generating tool, an interview allows the transferring of pure information and this implies that interviews give the interviewees a chance to share their lifetime experiences and define the situation in their own subjective way.

As much as an interview is a powerful tool for getting insights into a phenomenon, it has its limitations. Interviewing is restricted to a small-scale study. This suggests that interviews cannot be relied on to collect data from larger studies. In an interview, there is also a high potential for subconscious bias and inconsistencies that may compromise the quality of the research process. Interviews need to be allocated a large amount of time and, where there are time constraints, they may be rendered ineffective.

In order to get detailed information from the participants, semi-structured interviews were used. A semi-structured interview is an interview in which questions are prepared before the interview and also provides an opportunity for probing and clarification of answers (Maree, 2007:87). In the light of this, semi-structured interviews allow the interviewer and the interviewee to have a one-on-one conversation, which gives the interviewer an opportunity to probe and expand on the interviewee's responses.

3.5.4 DATA ANALYSIS

Data analysis aims to make sense of unprocessed data. Unprocessed data is the data that needs further processing so that it makes sense to the reader and is applied in real-life situations. Data was analysed to be stored as a finished product, readily available for future use. According to (Mouton, 2011:108) data analysis involves "breaking down" the data to establish meaning and relevancy to the phenomenon. This means unpacking the data so that it is clearer and usable. In this study, thematic analysis was used. Thematic analysis is a method through which themes from the data are identified, analysed and patterns discerned are reported (Clarke & Braun, 2006:6). It is a method that sifts and classifies the data so that answers to the research questions may be found.

The thematic analysis method was chosen for its practicality in finding the truth about the phenomenon. It was linked to the interpretive paradigm because of being confined to the perceptions and experiences of people. The use of thematic analysis was necessary because it assisted in locating key ideas within the general data. It is a method that allows the researcher to explore themes through the application of different strategies (Clarke & Braun, 2006:7). The themes are generated from the data. The steps used in analysing the data, as outlined by (Clarke & Braun, 2006:16), are discussed below.

The first step followed was data familiarisation and data transcription. This means the researcher should have a clear understanding of the data from the beginning to the end. To accomplish this, the researcher must actively read the data. Having a better understanding of the data will enable the researcher to better transcribe the

verbal data. Data generated through verbal methods, such as interviews, needs to be transcribed into a written form for thematic analysis. The data derived from verbal data was transcribed verbatim so that its original character was retained rather than lost.

The second step was generating and using codes. Data as it was generally collected may have obscured meaning. The researcher needs to clearly understand the main ideas from the data set. When the ideas are clearly identified and understood, the researcher will then allocate codes to the list of key ideas. This is referred to as categorisation of data into meaningful segments (Hashemnezhad, 2015:58).

The third step was about allocation of themes to the coded data. This starts immediately after the coding and the collating of data was done. This is the stage in which the coded data were classified into themes. In organising coded data into themes, mind maps and tables were used. However, it was not all the codes that fitted into the main themes and such codes that could not fit were classified into the miscellaneous theme. This was a theme created to accommodate codes that could not fit into the main themes. The reason for this theme was that the researcher may have needed this data later and therefore it was advisable not to discard such data.

The fourth step to data analysis was reviewing the themes. This means subjecting the themes to refinement. Refinement means subjecting the themes to a test. The test result was that some themes could stand as independent themes while others were dependent themes. The purpose of refinement was that dependent themes should be merged into the independent themes. The themes merged were those that may not have had sufficient data to keep them as independent themes and therefore such themes were incorporated into the independent themes. The data within the themes should gel meaningfully so that there is a distinction between the themes. Data that could not cohere clearly within the theme was therefore a mismatch and was moved into the miscellaneous theme.

The fifth step was defining and naming the themes after the researcher was satisfied within the thematic map of the data. This was where the refined data was analysed. From each theme, a detailed analysis was written. This in real terms means

explaining the essence of the data each theme holds.

The last step was the production of the report. When the themes had been fully analysed, a comprehensive report was written. This was an account of the data captured within and across the themes. The report should be presented in a short, coherent, logical and interesting manner.

Thematic analysis is embedded in themes to generate the best data analysis. Each datum generated has to fit into a particular theme or else it should be discarded. However, data deemed to be a mismatch should not be discarded at an early stage of the analytical process because thematic analysis is highly flexible. This means such data may be needed along the process. Thematic analysis is not a one-way process but a back-and-forth method of data analysis.

3.6. ETHICAL CONSIDERATIONS

The researcher made a commitment to respect the participants by adhering to the code of ethics. This was to ensure that the researcher, participants and the institutions involved are protected. The University of Pretoria, the selected schools and even the participants themselves deserve to know what the researcher intends to do, the conditions of the research and the possible results (Densin & Lincoln, 2011:66). The researcher was expected to act ethically and in the best interests of everybody involved. Ethical considerations are a form of research integrity (Yin, 2016:43). This means the researcher must act in a manner that keeps the image of the university, the schools and that of the participants intact. In this study, consideration was given to the following ethical matters:

3.6.1 Permission to conduct research

The research was conducted as and when permission had been granted by the University of Pretoria and other institutions involved. Letters of requests were written to ethics committee of the University of Pretoria requesting ethical clearance, Limpopo Department of Education, selected schools, circuit office of the Department of Education, the district department of education and to the participants themselves.

3.6.2 Informed consent

Consent letters were written and issued to the participants to whom the research purpose of examining the role of contextual intelligence in leading the instructional programme for Grade 12 Economics was fully explained. The participants were also asked to give consent relating to the use of a tape recorder during the interview. The participants had to sign the letters of consent as an indication that they agreed to participate in the study. The participants voluntarily gave consent to participate in the study. The signing of the consent letters was done when the participants had satisfied themselves with regard to the aims, purpose, possible consequences and benefits of the study (Silverman, 2014:149). This study involves mature HoDs and educators who could take an informed decision to participate or not to participate.

3.6.3 Confidentiality

The identity of the schools and participants were treated as confidential. The identity of the school and that of the participants were protected by using pseudonyms to keep the identity confidential. Participants have a right to privacy as enshrined in the constitution of the Republic of South Africa. The participants were assured of their identities not being revealed to the public.

3.6.4 Anonymity

In this case, the true identity of the participants remained a secret. Pseudonyms were used to keep the names of the participants from the public, for example, Respondents number 1 or 2 at school A or B. This information was clearly explained in the letters of invitation to the participants.

3.6.5 Vulnerable participants

Participants were assured of their protection regardless of their social status. They were treated fairly and justly. They were not taken advantage of and manipulated for the researcher's personal gain. They were also made aware that in case they saw an element of exploitation, they were free to withdraw from the study.

3.6.6 Safety and security

Participants were assured of no leakage of information as the data would be placed in a safe place at the University of Pretoria as it is the product of the university. The researcher assured the participants of their participation being voluntary. They were also assured that their participation would not harm them in any way and to this effect pseudonyms were used during both the data collection phases and reporting phases of the study. The participants were made aware of the opportunity to verify the transcriptions of the discussions with the researcher (Creswell, 2014:250).

3.7 TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY

Recent trends in qualitative research have led to the proliferation of studies that question the trustworthiness and the credibility of studies. Many studies were conducted and published with little interest in the quality of that work. In recent times, however, it was no longer about quantity of studies conducted but the quality of the work. To measure the quality of the study, trustworthiness and credibility must be adhered to. According to Gunawan (2016:17), for assessing the quality and the believability of qualitative research procedures and results, the term “trustworthy” becomes important. The studies conducted by academics should be subjected to trustworthiness and credibility tests so that they may be accepted beyond reproach. These studies are likely to improve people’s lives provided trustworthiness and credibility are accepted as a matter of priority. This was because trustworthiness and credibility will add value to the study and the study will prove its worth.

To determine the trustworthiness and the credibility of the study, the following strategies were followed: if the study was to receive a clean bill of credibility and trustworthiness, it should be open to the members involved. This highlights reading through the study materials by the respondents who provided the researcher with the data. In this study, member checking was used to bolster credibility (Gunawan, 2015:10). The HoDs and the educators will be offered an opportunity to view the transcripts of the interviews in which they participated. They could then decide whether the transcripts reflected their views, feelings and experiences. The research was exposed to the participants for data verification. This transparent process

indicates that the researcher had no ulterior motives but to improve the instructional programme for Grade 12 Economics.

Peer debriefing: The quality of the study was confirmed by peer evaluation on the research methodology, data analysis and interpretation of the study. Peer debriefing was used as it was expected to improve the credibility and trustworthiness of the study by subjecting the work to a peer (Carcarry, 2009:15). Peer debriefing is a method in which the entire study had to be evaluated by a peer, without fear or favour (Carcarry, 2009:15). One of the conditions to apply on peer debriefing was impartiality of the peers. Peers were expected to be impartial and provide an honest feedback that would assist in improving the quality of the research findings. The study was subjected to peer perceptions and criticisms so that it could be refined to become a trusted and credible product.

Triangulation: Trustworthiness and credibility would not be justified due to one source used. If one source has been used, the study's credibility and trustworthiness remains the subject of uncertainty. Triangulation entails collection of data from multiple sources with an intention to obtain diverse views (Anney, 2014:276). The aim was to improve the credibility and trustworthiness of the study by reducing permanent bias associated with a single source (Carcarry,2009:4). As applied in the study, it assisted in reducing bias and in cross examining the integrity of participant's responses.

Audit trail: An unqualified audit report was expected when the study had gone through the audit process. It described a transparent description of research steps (from research problem to development of theory) that reflect on what happened throughout the study Carcary (2009:15). As this process unfolded, people should be able to pass their judgments on the quality of the study. The reader, due to the transparent nature of the process, has been able to follow on the researcher's decision trail and been able to link it with their own conclusions. The readers would have a word of opinion on the quality of the study. This is justifiable because they are the beneficiaries of the research findings.

3.8 SUMMARY

This chapter discussed the research methodology employed to explore the role of contextual intelligence in leading the instructional programme for Grade 12 Economics. This exploration took place in sampled secondary schools in Limpopo province, Magakala Cluster Area, Riba Cross District. The data collection techniques that were used to collect data for this study were appropriate. This chapter discussed in detail the research design, data collection, data analysis and methodology. The sampling strategy, interviewing instruments and document analysis procedure to conduct the research were equally appropriate. The trustworthiness and the credibility instruments used to collect the data were also explained. Ethical considerations taken to ensure that the rights of the participants were not violated and the research realities were also explained in the chapter. Data interpretation is explained in the next chapter.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter discussed the research methodology as well as collection of data and the strategies applied in the data-collection process. This chapter presents the results derived from the data collection process. Guided by the concept of thematic analysis, data was grouped into themes. These themes were created according to research questions, namely:

- (i) What are contextual factors experienced by HoDs in leading the teaching and learning of Grade 12 Economics?
- (ii) What contextual challenges do HoDs face in leading the teaching and learning of Grade 12 Economics?
- (iii) How do HoDs address contextual challenges that teachers face when teaching Economics?
- (iv) What strategies can be developed to improve the HoDs leadership of the instructional programme for the teaching of Grade 12 Economics?

Applying the reviewed literature as a point of reference, the collected data was analysed and interpreted. The codes which represent participants as indicated in Table 4.1 are used when referring to quoted extracts from the interviews.

4.1 CHARACTERISTICS of HoDs

Table 4.1.1 Characteristics of the HoDs

Characteristics	HoD 1	HoD 2	HoD 3
Gender	Male	Male	Female
Age	40	33	47
Qualifications	STD; HED;B.COMM;BED(HONS)	BED (ECON & ACC)	STD;ACE&BED(HONS)
Years of experience as a teacher	25	9	27
Years of experience as an HoD	10	2	2
Further study	0	HONSINEDUCATION MANAGEMENT	0
Number of lessons taught per week	16	12	27
Subjects led	ACCOUNT; B STUDIES & ECONOMICS	ECONOMICS & ACCOUNTING	ECONOMICS & BUSINESS STUDIES

4.1.2 Detail characteristics of teachers

Table 4.1.2 Characteristics of the teachers

Characteristics of educators	Teacher 1	Teacher 2	Teacher 3
Gender	Female	Male	Male
Age	60	54	48
Qualification	STD; ACE	BED	B.COMM
Years of experience	22	18	10
Further study	0	Clinical Psychology	Honours
Number of lessons per week	27	36	28
Subject taught	Economics & Accounting	Economics	Economics & Accounting
Grades teaching	10, 11 & 12	10, 12	10, 11 & 12

4.1.3 Data on the demographics of the participating schools

Table 4.1.3 Demographics of the participating schools

Characteristics of schools	School A	School B	School C
Province	Limpopo	Limpopo	Limpopo
District	Riba Cross	Riba Cross	Riba Cross
Circuit	Leolo	Leolo	Dilokong
Type of school	Ordinary Public School	Ordinary Public School	Ordinary Public School
Grading	Post Level 4	Post Level 4	Post Level 2
Section	21	21	21
Quintile	1	1	1
Date of visit	28.06.2018	2.07.2018	5.07.2018
Staff Enrolment	37	30	9

The schools have similar characteristics except in terms of grading and staff enrolment. They are all located in Limpopo in the rural district of Riba Cross. It can be noted also that the schools are all quintile 1 schools, which means they depend on government grants to function effectively. They operate in a similar context which disadvantages them in terms of accessibility of resources.

4.1.4 Data describing the results obtained by each participating school from 2013 to 2017

Table 4.1.4 Results obtained by participating schools from 2013 to 2017

Years	School A	School B	School C
2013	42.8%	78%	56%
2014	52.6%	90%	47%
2015	47.4%	63%	27%
2016	41,2%	58%	13.5%
2017	32.0%	83.3%	11.5%

The results for the schools visited above indicate poor performance in Economics except for school B. School B's performance is an isolated case.

4.2 ANALYSIS AND INTERPRETATION OF COLLECTED DATA

The data was analysed using thematic analysis. Themes were developed from the data collected.

4.2.1 Theme 1: Contextual factors affecting leading teaching and learning of Grade 12 Economics

The HoDs response to the questions on contextual factors pointed mainly to a lack of physical resources (for example, computers, textbooks and projectors), financial resources and human resources (for example, lack of competent teachers) to support the teaching and learning of Economics. The HoDs found it difficult to lead because of resource constraints. Resource constraints meant that the fundamental requirements for effective teaching and learning could not be met. If resources are insufficient, the quality of teaching and learning will be negatively affected. They also pointed out that lack of resources made the teaching and learning of Economics unreal because it was just theoretical. They believed that for Economics to be understood, it must be practical. Lack of resources, however, had confined the teaching and learning of Economics to theory and reproduction of facts. The HoDs seemed not to have a way of overcoming those contextual factors because HoD1 had continually said it was a serious problem, as if a solution would never be found.

HoD 1's argument was:

"I would, how I wish to lead successfully but you see resources are a very serious problem, financial resources together with human resources. We don't have enough computers to engage the learners here. And learners sometimes would wish to see reality teachers also would wish to see reality and also to convey to the learners".

In Riba Cross District, as indicated by HoD1 resource constraints were a serious problem. Learners would go to class without books or even teachers. This shortage of

resources has negatively impacted teaching and learning. Shortage of resources has led to ineffective teaching and learning.

HoD 2 support of HoD1 said:

“So, we are lacking resources. What is important is that we are lacking resources. But remember the resources cannot take themselves from where they are to our school. We as teachers we must always interact our subject within the situation that we are facing. That’s where we need to provide a useful tool that will help our learners to understand what we are talking about”.

The HoDs were speaking with one voice on the issue of resources. This meant it does not affect one individual school but it has become a district problem. This is what HoD3 had to say:

“Alright, there are several uhm, contextual factors which leads to poor performance in the subject. Number one is uhm, lack of resources. In our school, or in schools, we experience that learners do not have uhm, enough, enough actually materials are there but it’s not enough for all to support teaching and learning. The materials I am referring to is the availability of textbooks. We don’t have textbooks that meet the required number of learners;in other words, the learners they don’t own the textbook of which it becomes a problem because textbook is primary basis of instruction at school”.

It was difficult for learners to cope with Economics due to lack and insufficient resources. As a result, the delivery of the Economics content was based on rote learning and learners were expected to reproduce the fact. The independent thinking of the learners was not tested. Learners were subjected to teaching and learning that does not resonate with their daily experiences. Learners in rural schools, who are far from economic hubs, found it difficult to make sense of the teaching and learning process. Teacher 2 revealed the following:

“Firstly, I need to have visual stimuli in that environment so that learners can identify with what we are going to be doing. For instance, I am going to be talking about Economics, I have all the illustrations on the wall that depicts anything else other than the subject matter, which is not helpful. It means the school needs to invest in promoting the establishment of this attractive

environment. That is to create that physical environment I am talking about”.

Lack of teaching and learning resources had become a serious problem to many rural schools. The lack of instructional materials such as textbooks was an input cost affecting learner performance (Okongo, et al., 2015: 135). Teaching and learning resources are fundamentals to effective teaching and learning. The unavailability of teaching and learning resources means inadequate education was provided to learners. Benjamin & Orodho (2014:112) indicated that challenges of availability and adequacy of learning resources negatively affect teaching and learning. Effective teaching and learning depend on the availability of resources and the appropriateness of such resources.

Findings from the study had indicated that unavailability of teaching and learning contributes towards poor teaching and learning. Lack of resources did not only affect effective interaction between teachers and learners but also the learner performance in Economics. This warranted drastic measures that must be taken to address the problem of teaching and learning resources. To improve the quality of teaching and learning in the disadvantaged Riba Cross District, resources must be made available. To arrive at satisfactory output in the teaching and learning process, the inputs must not only be of the right quantity but also of the right quality.

HoDs believed that the use of technology could improve the teaching and learning of Economics. However, the use of technology in most of the rural schools was non-existent. There was no prospect of integrating technology into teaching and learning process.

“It was mentioned that technology is a key component in the teaching and learning of Economics because Economics links to what is happening in reality, our learners do not have access to technology. This makes it difficult for us to deliver quality teaching and learning” (HoD3)

Technology will make Economics accessible beyond the classroom. Both teachers and learners will access information from the internet. Due to lack of technology, learners relied on textbooks. Information from the textbooks was mostly old and irrelevant to the current developments in Economics. The use of technology in the teaching and learning of Economics would have exposed it more widely to the learners. HoD2 revealed that due

to lack of computers most teachers cannot operate a computer. He indicated that nowadays using chalks and dusters is no longer necessary.

In an endeavour to improve the instructional programme, technology must be incorporated into the teaching and learning process. This is because contextualisation of teaching and learning has become a complex issue, which requires the use of technology (Westera, 2011: 201). To unpack the complexity of Economics, the use of computers, overhead projectors, and access to internet must be part of teaching and learning process. However, technology in rural schools was limited because of traditional methods being used in teaching and learning, and operational and strategic problems (Padayachee, 2017:37). The stakeholders in education must work together to address these strategic problems.

The empirical data has revealed that technology was not fully incorporated into the teaching and learning process. The delay in the incorporation of technology into the teaching and learning process has led to poor outcomes. The incorporation of technology into teaching and learning will improve educational outcomes. If technology could not be incorporated into teaching and learning as was the case in Riba Cross District, the quality of teaching and learning will continually be poor (Ajayi, et al., 2013:12). It is through the use of technology that most classroom activities can be well prepared and presented.

Economics as a dynamic subject needs both teachers and learners to realise how disadvantaged they were without technology. Teaching and learning of Economics had become book oriented to a point at which learners were unable to respond to the questions that need external knowledge of Economics. Teaching and learning of Economics that was confined to the prescribed textbook has disadvantaged learners, especially in rural areas. Most of the learners did not own smart phones or have TV sets at home. They solely relied on what the teacher provides and the theory they learn from text books. The absence of technology has become a huge disadvantage to the teaching and learning of Economics. Both teachers and learners are not coping without researching the recent economic trends. Teachers on the other hand have insufficient knowledge to impart to learners due to lack of technology.

It has emerged from the empirical data that the socio-economic status of the learners was poor. However, there were few learners from well-resourced families. Learners from well-resourced families have an advantage compared to those from destitute backgrounds. This was because those from well-off families had good support systems in comparison to those from underprivileged backgrounds. The viewpoint by T2:

“In this regard is that you can produce any desired outcome in a given environment. That being said, it means we acknowledge that learners come from different backgrounds and first thing is that we need to do is to harmonise the learning environment in which they have to come to, so that everybody is on an equal footing. What I mean is, we have learners who come from resourced homes. You would have learners who come from desperate backgrounds”.

Learners from poor backgrounds usually have low self-esteem and this hampers their ability to participate fully in the teaching and learning process. The desire of such learners to learn was compromised because they were often preoccupied with their family conditions. HoD3 agreed by saying:

“Ok, one of the other issue is the issue of uhm, what is that, socio-economic issues such as, for example, learners are from disadvantaged backgrounds, so as a result causes too much absence from school of which is a serious issue that we are experiencing at our school. So always, every time we have to ensure that we cover the content because of these learners who are always absent”.

It had been revealed that there were a high number of child-headed families. This has led to many learners absenting themselves from school. They would eventually perform poorly in the subject because they could not catch up on their own. The socio-economic status of the learners influences their ability to cope with teaching and learning.

The literature reviewed indicated that socio-economic status plays an important role in the development of competence which was important for academic achievements (Cedeno, et al., and 2015:258). If the socio-economic status of a learner was that poverty-stricken, it will become a barrier for such a learner to succeed academically. Learners were often hungry and ill, did not have proper school uniform, lack study

facilities, parental support, study motivation, self-esteem and language proficiency (Bayat, et al., 2014:184). This implied that learners from poor backgrounds normally lack the confidence they need to cope with the demands of academic activities. There were, however, learners who drew strength from their poor backgrounds to achieve more.

The data that emerged from the study revealed socio-economic status as an evidence of disparity to teaching and learning. Most children attending rural schools did not have parents. Those with parents were left to head their families because parents have migrated to towns and cities to look for employment. The parents who remained in their rural homes were mostly illiterate and they contributed little to the education of their children. Teachers were unable to harmonise the environments to accommodate the disadvantaged learners. Learners from desperate backgrounds were often stigmatised and that affected their ability to learn. Teachers struggled to ease the tension and create an environment attractive to teaching and learning. *“The environment needs to be harmonised and the inequality brought by these different backgrounds eliminated”* (T2).

Motivation had to be an integral part of teaching and learning. Teaching and learning is a demanding process that needs continuous inspiration. To bring out the best in teachers and learners, they need to be motivated so that the quality of teaching and learning is realised. In the absence of motivation; whether intrinsic or extrinsic, little will be achieved from teaching and learning. Intrinsic motivation refers to self-motivation, while extrinsic motivation is motivation received from outside sources. HoD2's perspective on motivation is that: *“Ok the other thing that I can think of is the issue of motivation, both to teachers as well as learners. There is lack of motivation to learners. There is a lack of motivation, both to teachers as well as learners”*.

Motivation is a key component of teaching and learning (Ofogbe & Chinelo, 2010). It is one of the key components of quality education. Motivation encourages teachers and learners to give their best. It was through motivation that teachers and learners were aware of their goals and begin to work towards achieving them. Motivation had the power to transform the unproductive mindset into a productive mindset. This meant using the resources available to make teaching and learning beneficial. De-motivated

teachers and learners derail effective teaching and learning. De-motivated teachers and learners lack passion to succeed (Aydin, 2012:2). The data showed that, unless motivation was considered an important component of teaching and learning, quality of education would be undermined.

Findings from the data collected indicate that motivation plays an important role towards effective teaching and learning. HoDs spoke with one voice that motivation was a necessity. This was because teachers and learners came from different backgrounds. If those backgrounds were not considered in the teaching and learning process, they would work against the purpose of teaching and learning. It was important therefore that learners without support system be motivated by teachers to cope with the demands of school work. At the same time teachers who were not paid well, working under bad conditions, felt undermined and therefore gave less in promoting teaching and learning.

It was recorded that motivation is an important factor in improving teaching and learning (Vero & Puka, 2017:58). It is important therefore to pay attention to motivation as stimuli towards effective teaching and learning. In harmonising different environments from which learners come, motivation can mediate and establish a common ground. This was necessary to ensure that learners learn in a non-threatening environment. The issue of motivation is presently a missing link because teachers do not fully cover the content for Economics but still good performance seems unattainable. The HoDs emphasised the need to motivate both teachers and learners for positive results.

4.2.2 Theme 2: Contextual challenges hampering teaching and learning for Grade 12 Economics

The data collected during the interview revealed a number of challenges with regard to teaching and learning of Grade 12 Economics. The challenges that emerged from the interviews were the following: language barrier, lack of support from parents and district and incompetent educators.

English as a medium of instruction had become a language barrier to most of the learners in our schools. Learners found it difficult to understand the Economics content because they cannot express themselves in English. HoD1 revealed that:

“The challenge in teaching, the challenges is our learners are not knowledgeable, that is the problem. Our learners also cannot uhm, must I talk about the language of teaching and learning. They cannot express themselves in English, that’s the problem. Especially when answering the section C part of our question paper where learners have to express themselves writing an essay; that’s a very serious problem. And unfortunately they cannot relate the subject and write in their mother tongue, that’s the problem”.

The language of teaching and learning was indeed a challenge to many learners in the district. It had grown from just being a challenge to being a barrier. Due to this language barrier, teaching and learning failed to produce the desired outcomes, which was good performance in Economics. English is the second language to most of the learners in rural areas. The content as it was presented to learners was not comprehended because the language of teaching was a barrier. Equally some of the teachers were battling to use English throughout their lessons because they also have a language problem.

In teaching and learning, communication is a significant and critical factor for transmitting information from a teacher to a learner and from a learner to a teacher (Kocaman, 2016:1780). If the transmission of content from a teacher to a learner had to take place in English, which is not their home language, language became a barrier. The purpose of teaching and learning was defeated due to a communication breakdown. The outcome of teaching and learning was eventually unreachable. English as a medium of teaching and learning in our schools determines the outcome of teaching and learning processes (Li, et al., 2013:267). The positive or the negative outcomes will depend on the use and understanding of the language of teaching and learning.

The findings have shown that effective teaching and learning was impeded by the language of teaching and learning. Most learners in rural school performed poorly in Economics due to the language barrier. When Economics content did not make sense to the learners, they resorted to rote learning. The current state of Economics content requires that learners have a deeper understanding of the content rather than

memorisation of the content. Memorisation of the content had become a way of learning because the language of teaching and learning is a barrier. As a result, learners were unable to interpret questions in tests, projects, case studies and examinations and ultimately they fail.

It is important for parents to be involved in the education of their children. This will make children aware of the importance of education. Parents can participate actively in the education of their children regardless of the level of their education. Parents, who cannot help their children with their daily homework because of their level of education, can offer their children parental support and show interest in what they are doing. The tendency, however, was that parents have shifted all their responsibilities to teachers. This kind of arrangement has reduced the value of teaching and learning. Teaching and learning of good quality cannot be confined only to teachers. It has to be a collaborative effort that involves all the stakeholders, particularly the parents. It is through parental support that values are inculcated that will keep learners grounded as they pursue their futures. These values will go a long way in ensuring that teaching and learning takes place because values assist in maintaining discipline. HoD3 revealed that:

“Most children come from child headed families. When parents are called to the meeting, very few parents come because the children themselves are the parents due to lack of parental involvement. Most children absent themselves from school. This high level of absenteeism caused most of the learners to perform poorly in the subject.”

The HoDs also indicated that they are not supported by Senior Education Specialists in their districts. As a result, the HoDs were not being capacitated to improve their leadership capabilities. Most leaders lack leadership capabilities (Naicker & Mestry, 2016:3). HoDs’ lack of leadership capabilities had negatively influenced their performance because they do not know how to give direction, develop their staff, invest in the environment and implement the instructional programme successfully (Marishane, 2016: 28). This lack of support, according to the HoDs, had influenced teaching and learning negatively. HoD3 discloses the following:

“Ok, number one which is the major one, we don’t get support from the circuit or

from the district. There is no support especially in our district currently. We don't even have educational senior specialists. We don't get support from them. Some of the learners, the majority of them are parents at their homes. We do really find it difficult. When we try to get support from parents, you find that these learners do not have parents, which is a serious measure".

Teaching and learning is a process that cannot be achieved by disengaged stakeholders. Schools have a responsibility to promote effective learning by creating a conducive and supportive learning environment (Bojuwoye, et al., 2014:1).Learners must be supplied with the necessary learner-teacher support materials. Teachers on the other hand must be capacitated by district Senior Education Specialist. Teachers as parents do have family problems that may affect their ability to discharge their duties with excellence. They need support in all spheres of life so that their focus remains in teaching learners.

Lack of support from parents had rendered teaching and learning an incomplete undertaking. There were disciplinary problems encountered, due to a lack of parental support. There was no effective teaching and learning that could take place in a hostile environment. Teaching and learning need parental involvement so that it can effect complete change in the lives of learners. The HoDs have also indicated that support from the district was weak. HoDs need to be equipped and provided with the necessary tools to manage their departments in school but this was not happening. Teachers fend for themselves and mistakes are committed in the process that badly affects teaching and learning.

The data that emerged from the HoDs was that they were applying various strategies to deal with contextual challenges. Experts are called to schools to assist teachers and learners in their areas of difficulty. This was an attempt to bring in new ideas to augment what HoDs will normally do on a daily basis.HoD1 indicated that:

"We are trying lot of things. We are roping in experts in various fields to orientate these learners. We are trying to expose them to reality. We normally take them to mines to see what is happening in the mines".

It was also revealed from the participants that control books were set to monitor and evaluate teacher's work. It was through monitoring and evaluation that the standard for effective teaching and learning was established (Ngungu, et al., 2015:15). This was to ensure that there is thorough preparation by teachers going to class and that the content in the class is correctly delivered. Internal moderation was regularly conducted to deal with areas of weaknesses in teaching and learning. This was to ensure that strategies are developed to deal with areas of weaknesses and to develop areas of good performance. The participants also indicated that they build teams because it was through team effort that more could be achieved.

The participants maintained that extra classes were organised, for they were necessary for content coverage purposes. However, it was not every teacher who supports the need for extra classes because they are not always compensated for. Teachers were not willing to work for free. These extra classes were organised by HoDs as curriculum implementers.

Participants also indicated that they organise educational excursions for both teachers and learners. This was to try and expose both teachers and learners to the world of Economics. The mines in the area were also visited for exposure purposes. HoD2, when interviewed, gave this view: *"Yeah, you see, I have created my own control book to control for every teacher. I have said, after you have completed a topic, just give me a feedback and sign for me"* HoD3's views are that, *"We work together as a team, Grade 10, 11 & 12 teachers. Then we do internal moderation within the school and then, then in order to give support to these learners"*.

HoD2 provided the following information:

"The behaviour of learners contribute towards that because you see in rural areas, uhm, the situation is not the same like in urban areas because the mind-set of our learners is somehow structured in a way that they will always think low".

Quality teaching and learning depends on the quality of teachers. If teachers are struggling to comprehend the content they have to deliver to the classroom, the ultimate goal of teaching and learning will never be achieved. There is a content knowledge gap as well as inability to deliver content to the class by most teachers. (Ball, et al., 2008:390).

It was indicated by HoD1 that some teachers were not competent in teaching Economics. This meant they find it difficult to explain some of the topics to the learners. Due to lack of content and pedagogic ability the teaching and learning of Economics remains a problem. This suggests that there was a need to develop teachers. Developing teachers would focus on content knowledge, content delivery, assessment, invention and innovation. This development had to be continuous so that the knowledge which teachers acquire remains relevant and meets the expectations of the learners. The HoDs have to play their roles in this regard to ensure that teachers are developed. In doing this, HoDs will be fulfilling their leadership practice of developing people.

4.2.3 Theme 3: Strategies to address contextual challenges

It is a fact that English is a language of teaching and learning. However, English is not a home language to many learners especially in rural schools. The use of English as a medium of teaching and learning is a challenge to many learners who are not English-speaking learners. This arrangement was based on the viewpoint that English in South Africa is a medium of teaching and learning. HoD1 said:

“Our learners also cannot uhm, must I talk about the language of teaching and learning. They cannot express themselves in English, that’s the problem, especially when we come to section C part of our question paper where learners have to express themselves”.

Economics is an English content subject. This meant it had to be taught and learnt in English. However, learners were not proficient in English and teachers are responsible for an inadequate language input due to their own limited English proficiency. Teachers themselves are not

proficient in the language of teaching and learning (Zamani & Ahangari, 2016:70). HoD1's viewpoint reflected the following:

"We are trying man to let this learners practice this language. We are engaging them in sort of presentations, in sort of debates for them to improve their competency in English and there is a problem because it leads to our learners cramming; that's the problem".

T2 in support of HoD1's viewpoint said:

"I assume I might not have taught these learners in the previous grade and that conceptual progression is not guaranteed and so that is another challenge that comes with. There comes the issue of language barrier. You know each subject has its vocabulary and if find a Grade 12, hypothetically are supposed to be at the exit of the FET band. There is a certain language efficiency that I would expect learners at that level to have achieved".

There is a need to improve language proficiency so that learners can understand the content presented to them. Failure to do so will keep the performance of economics in the dysfunctional category.

To further improve the language proficiency of learners, curricula should aim to integrate the learning content with a particular second language, like English. This means that learners should meet the necessary proficiency level, which includes cognitive academic language skills to enable them to learn effectively across the curriculum.

According to Kotze, et al., (2017:2), cognitive academic language proficiency must be adopted in schools to assist learners in coping with teaching and learning. Cognitive academic language proficiency refers to the academic language that is needed to enable learners to construct meaning of the tasks in the classroom (Kotze et al, 2017: 2). This means that learners have to master academic language so that they can be able to carry out instructions and respond positively to questions. In order to improve proficiency, scaffolding and explicit language instruction is necessary to assist learners in understanding the content and the language at the same time (Dallinger, 2016:23). Scaffolding means achieving language proficiency by moving from the known to the unknown. It is about building language from what learners know to what they do not

know.

It is true that the content delivered to the learners did not reach them, due to the language barrier. This is normally detected when the outcome from assessment tasks are negative. This is an evidence of content not captured. It was noted that most teachers are not proficient in the language of teaching and learning. I would like to agree with the finding that suggests that language development is necessary for effective transmission and receiving of content. The failure to develop language proficiency simply perpetuates the problem of poor performance in Economics. The researcher believes that, through practice, as suggested by HoD1, and consistent monitoring and evaluation, language proficiency would improve overtime.

HoDs and teachers complained about a lack of support from parents and Senior Education Specialists (SEs) from districts. They mentioned the difficulty of trying to cope with the demands of work without support from parents and SES. When they encounter problems in terms of teaching and leading Economics, they have no one to turn to. They are hardly capacitated and as a result the teaching and learning of Economics is compromised. HoD3's view on this issue was that:

“Ok, number one which is the major one, we don't get support from the circuit and from the District. There is no support especially in our district currently. We don't even have education Senior Education Specialists. We don't get support from them”.

HoD3 further pointed out that:

“The other one as I have mentioned, too much absenteeism from the learners. Some of these learners, the majority of them are parents at their homes. We do really find it difficult getting support from parents. You find that these learners do not have parents, which is a serious measure”.

Parent's participation in the education of their children is viewed as a protective factor for children's school trajectories (Berti et al., 2016:544). This implies that the smooth educational progress of learners depends on parent's interest in the education of their children. Parents have a responsibility to create an attractive

environment, encourage and make their children have hope and make them see the importance of education.

The literature further explains that parent's active participation in the education of their children can make a significant difference in the educational attainment of those children (Okeke, 2014:1). Parents are expected to give support to their children about safety and healthy environment. Equally so, SESs are expected to give support to HoDs and teachers.

Lack of support from parents and SESs has contributed to poor quality teaching and learning. Stakeholders were working in isolation and this had negatively influenced teaching and learning. Parents are expected to buy school uniforms for their children, learning materials, provide a conducive environment for learning at home and also attend school meetings. Parents however, have neglected their role of supporting their children.

The findings also indicated that SES support was poor. Due to a lack and absence of SESs, teachers could not be capacitated in Economics. The absence of SESs also meant that there was no monitoring and evaluation conducted to improve teaching and learning. If teachers and HoDs are not supported, they would not be fruitful in their endeavour to improve the quality of teaching and learning. To improve teaching and learning of Economics, teachers and HoDs must get enough support in terms of capacity building, monitoring and evaluation, provision of resources and motivation.

Teaching and learning are subject to change. The HoDs and teachers have to seek information in order to adapt to the changes. Changes in the economy mean that educators and HoDs have to improve themselves in teaching and learning of economics. HoD 1 perception was:

“Unfortunately, I don't have that and some of the teachers are not that competent in teaching the subject. They are less qualified but we are trying everything to make sure that we improve the knowledge of the subject”.

This showed that there was content knowledge gap for the effective teaching and

learning of Economics. HoDs on the other hand could not lead effectively because they too needed to be capacitated. HoD1 said, *“But sometimes going out there to interact with some seniors to come and develop them in certain areas, it’s sometimes becomes a problem”*. HoD1 further said, *“HoDs are not fully equipped. Somewhere, somehow, they need assistance; they need support from their superiors”*.

The SESs were unavailable to capacitate HoDs in leading Economics. HoDs were struggling on their own and this had negatively impacted on the quality of teaching and learning (Naicker & Mestry, 2016: 4). To enhance the quality of teaching and learning, HoDs must be capacitated.

The teaching and learning of Economics evolve. The reason is that Economics itself is a dynamic subject. It therefore changes from time to time. In order for the HoDs to lead Economics effectively, leadership development is important. HoDs need continuous development to acquire the necessary skills and knowledge. The skills and knowledge acquired will ensure that HoDs adapt to changing concepts in Economics. Workshops must be conducted to continually capacitate teachers.

The finding from the empirical data indicated that HoDs lack the capacity to lead. It had been shown that SESs are unavailable to support teaching and learning process. This suggests that in order to improve teaching and learning for Grade 12 Economics, leaders of good quality were needed. These are leaders who can give direction, transfer their vision to others, set up an attractive teaching and learning environment and also ensure that quality teaching and learning takes place. These aspirations, however, cannot be realised until there is leadership development and leaders embrace the initiative. It was through the leadership qualities of HoDs to harmonise a disconnected learning environment. This means leaders who can bring the best out of people and strive to achieve the greatest results. In rural schools there are shortages of teaching and learning resources and this is where focused leaders are needed to drive forward effective teaching and learning. Quality teaching and learning guarantees quality outcomes.

4.2.4 Theme 4: Instructional leadership to improve teaching and learning for Grade 12 Economics

According to the data captured, leading people is not an easy task. It needs, among others, patience, commitment and vision. HoD2's concern is that:

“Leading people is very crucial task. If you cannot handle it in a good manner, because we are dealing with people who have different feelings, who are behaving differently, so it may be a challenge for you if you find people who are not willing to work or maybe cannot offer a maximum potential to the learners, we are leading today”.

This points to the reality that HoDs must know what their roles are in teaching and learning. When they know what their roles are, they will exercise them to achieve the objectives of teaching and learning. HoD2 further said that,

“He created a control book to control the work of teachers. For every teacher, I have said that after you have completed a topic, just give me a feedback and sign for me. For every topic that a teacher has completed will come and sign so that at any given time I can go assess the learners whether to see if that's true teachers have done the topic”.

The monitoring and evaluation of teaching and learning is important. It will assist in identifying areas of weaknesses and strength in the teaching and learning process. Monitoring and evaluation is not witch-hunt but the role HoDs should play to achieve quality teaching and learning. HoD3 in agreement with HoD2 said, *“We normally do the internal moderation within the school. We work together as a team, Grade 10, 11 and 12 teachers; then we do internal moderation, in order to give a support to these learners”.*

This gives an impression that HoDs have a role to play for effective implementation of instructional programmes. They indicated that they are using work books to monitor attendance at periods and to ensure that the topics taught align with the annual teaching plan. They also conduct pre- and post-moderation to check whether the tasks to be given to the learners are standardised. Teaching and learning cannot happen overnight; HoDs must provide leadership. This means being able to

diagnose problems in teaching and learning and deal with them effectively.

According to Pont (2014:11), an exercise in effective instructional leadership includes the following: supporting and evaluating and developing teacher quality. This entails improving teacher quality in terms of coordinating the curriculum and teaching programme, monitoring and evaluating teachers' practice, promoting teacher professional development and supporting a collaborative culture. The HoDs alluded to the fact that teachers are incompetent and monitoring and evaluation is weak. The literature points to the fact that it is important to develop and support teachers for effective teaching and learning. Setting learning objectives and implementing intelligent assessment system: this highlights an important point of goal setting and assessing learners against the set objectives. The HoDs spoke about giving enough written work to the learners, which is an intelligent assessment system that can be applied to determine the level of learners understanding. Working collaboratively with educators: HoD3 indicated that they work with teachers in the lower grade for progression purposes. T2 spoke about conceptual gap which can be addressed through lesson integration. Strengthen leadership responsibility in curricula decision making: this implies adapting teacher programmes to the needs of the learners. HoDs must come to the decision of contextualising teaching and learning so that it becomes relevant to the needs of the learners and it also resonates with their daily experiences.

The literature further added to the fact that leader's professional development was important towards promoting teaching and learning and raising learner's attainment (Barzano & Maretti, 2015:227). This emphasised the fact that the achievement of learners depends on the leader's developmental levels. Failure to develop leaders would lead to poor adherence and deviation from the purpose that the teaching and learning programme has to achieve.

HoDs, as curriculum implementers, spoke about the importance of teachers preparing themselves before they go to class. However, they found it strange to find teachers going to class unprepared. This tendency had to a greater extend

compromised the quality of teaching and learning. This is what HoD2 had to say:

“Yeah, having that plan, you must have monitoring. You must monitor the actions by doing what, first thing. There must be teacher to specifically address this challenge. You just be there, be around so that you monitor whether the teacher is doing justice to that”.

It is through monitoring and evaluation that weaknesses can be identified that affect the quality of teaching and learning of Economics. HoD2 further said that, *“I have created my own workbook to control for every teacher. I have said after you have completed a topic, just give me a feedback and sign for me for every topic that a teacher has completed”.*

It is through monitoring and evaluation that the standard for effective teaching and learning is established (Ngungu, et al., 2015:15). This means that monitoring and evaluation serves as a benchmark to work towards effective teaching and learning. The diligence and commitment from both teachers and learners are awakened through monitoring and evaluation. Monitoring is about checking the work in progress while evaluation entails measuring achievement of the learners in line with set objectives.

Findings from the data have shown that the work of the teachers has not being evaluated or monitored. Data has shown that teachers go to class unprepared, for there is no monitoring and evaluation. HoDs have failed in this regard to assist teachers and hold all the stakeholders accountable. HoD1’s perspective is that, *“As a manager I will monitor they will perform those duties. Some of the teachers are not competent and teaching and learning is not monitored and evaluated, these discrepancies will not be known”.* As a result, the outcome, which is to produce learners who can impact their world and the world of others, will not be realised. Lack of monitoring and evaluation has derailed teaching and learning. In the process learners are subjected to poor quality teaching and learning without anyone being held accountable.

The data presented by the participants suggested that teachers are de-motivated. This is due to a lack of support from the SESs and the parents as well. The lack of teacher development and leadership development diminished their confidence. HoD3's viewpoint in this regard is that: *"Teachers I can say they are not motivated because they are, I think to my understanding, they are not giving enough to the learners. They are not giving enough; I think, yeah, such kind"*.

When teachers are highly motivated, they can teach beyond their regulated times. This would normally benefit learners because the annual teaching plan will be completed early in the year and there will be enough time for revision. However, when they are not motivated, work of poor quality is offered.

Achieving the outcome of teaching and learning depends on the HoDs and the educator's level of motivation. Teacher motivation can increase the level of teacher determination, productiveness, thereby improving learner academic performance (Nyam & William-west, 2014:1). It is not enough just to have knowledge of how to teach but motivation plays a key role in improving teaching and learning.

Participants revealed that motivation played a key role in teaching and learning. This is because motivation can inspire HoDs and teachers to give their best. In many instances, however, teachers were de-motivated due to a lack of support, incentives and poor working conditions. It is apparent that without motivation, knowledge and skills possessed by teachers and HoDs may not yield expected results. HoDs must express their leadership by being good motivators. They must inspire teachers to go beyond their regulated times in assisting learners. As teachers begin to demonstrate a passion for teaching and learning that spirit will be transferred to learners and the desired quality of teaching and learning shall be achieved. However, if teaching and learning are dominated by teachers who are not motivated, the outcome of teaching and learning will be poor regardless of the amount of input invested in the process. Motivation can ignite the potential of HoDs and teachers. Lack of passion, effort and desire in teaching and learning should be dispelled at all costs (Aydin,2012:2)

The HoDs were aware of the contextual factors that impact negatively on teaching and learning. They were, however, not decisive in dealing with such factors. They were generally shifting the blame onto other stakeholders who were not directly

participating in the process of teaching and learning, such as, parents and Senior Education Specialists. HoD2 revealed that:

“The behaviour of learners contribute towards that because you see in rural areas, uhm, the situation is not the same like inurban areas because the mind set of our learners is somehow structured in a way that they will always thinklow”.

HoDs were saying rural learners cannot think rationally and therefore it was difficult to influence them and make them understand the importance of teaching and learning. They further explained that the challenge was compounded by the fact that most rural schools have not yet integrated technology into the teaching and learning process. HoD3 had this to say, *“We are very much behind especially in our district concerning the use of technology. We are very, very much behind.”*

Most of the teachers and HoDs in rural areas are computer illiterate. This meant they would not be able to integrate technology into the teaching and learning process. It is a drawback because, in teaching Economics, technology is highly recommended. This is because Economics is a dynamic subject; it requires the speed of technology to adapt to it.

HoDs in all earnest seemed not confident enough to lead through challenges. They seemed to be running out of ideas in addressing challenges that affect teaching and learning. HoD1 said, *“I am somehow pessimistic that I would find, because I am currently engaging with the curriculum advisors to come and help.”*

There are external and internal factors that impacts on teaching and learning (Wolhunter, et al., 2016:15). It is the responsibility of the HoDs to identify such factors and deal with them decisively to improve teaching and learning. The HoDs lacked the power to initiate measures to influence teaching and learning. There was lack of confidence in them, which limits their abilities to improve teaching and learning. The HoDs were aware of the conditions under which they work, incompetent educators, lack of physical resources, lack of support from parents and SESs, technology, socio-economic problems and lack of learner-teacher support

materials, but their responses were generally seeking to blame others. They were not decisive because the rural nature of their schools renders them incapable of taking a lead and making unpopular decisions.

They were unable to tap into the potential that is lying within them to influence teaching and learning. It is a fact that performance in Economics has dropped since the inception of Curriculum and Assessment Policy Statement (Department of Basic Education, 2012). They are even aware that the number of learners taking Economics has dropped because learners have lost confidence in the teaching of Economics. However, the courage to move beyond the circumstances seems to be lacking.

4.3 SUMMARY OF FINDINGS

Findings relating to the roles of HoDs in leading an instructional programme for Grade 12 Economics emerged from the data. These findings are discussed in more details in the chapter that follows. These findings are:

Finding 1: There are several contextual factors hampering teaching and learning for Grade 12 Economics.

Finding 2: There are contextual challenges identified that hamper teaching and learning for Grade 12 Economics.

Finding 3: There are strategies initiated to address contextual challenges.

Finding 4: There are strategies outlined to improve instructional leadership for Grade 12 Economics.

4.4 CONCLUSION

In Chapter 4, the data collected on the role of HoDs in leading the instructional programme for Grade 12 Economics through contextual intelligence was presented. In the presentation of the data, the researcher provided the views of the HoDs and Economics teachers on how they lead and teach Economics. Teachers indicated how they teach Economics in their respective schools. The presentation of the data was based on the themes that emerged from the data collected.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter discussed data presentation, analysis, interpretation and the findings. This chapter focuses on a summary of the findings, recommendations and conclusion. The chapter will discuss the interpretation of the findings based on the views of HoDs about their role in leading the instructional programme for Grade 12 Economics through contextual intelligence. The main findings that emerged from the HoDs responses were in line with the primary and the secondary research questions. The primary research question, as stated in Chapter 1, was: How do HoDs lead the instructional programme for Grade 12 Economics? The secondary questions were: (a) What are the contextual factors experienced by HoDs in leading the teaching and learning of Grade 12 Economics?; (b) What contextual challenges do HoDs face in leading the teaching and learning of Grade 12 Economics?; (c) How do HoDs address contextual challenges that teachers face when teaching Economics?; and (d) What strategies can be developed to improve the HoDs leadership of the instructional programme for the teaching of Grade 12 Economics?

This chapter further discusses the limitations and significance of the study relating to the role of HoDs in leading the instructional programme for Grade 12 Economics through contextual intelligence. The areas for further study are also presented. These can have an impact on the current and future state of teaching and learning.

5.2 DISCUSSION OF THE FINDINGS

5.2.1 Finding 1: Contextual factors influencing teaching and learning

The HoDs have identified contextual factors that affect teaching and learning in the Riba Cross District. These factors include a lack of teaching and learning resources, technology, socio-economic status of the learners and lack of motivation. This study has established that a lack of teaching and learning resources have a negative influence on teaching and learning. The HoDs interviewed have acknowledged that

resource constraints affect teaching and learning. This is in line with the literature that points out that a lack of availability and the inadequacy of learning resources were found to affect teacher effectiveness (Benjamin & Orodho, 2014:112). The small budgets of the schools, the lack and dilapidated infrastructure and shortage of human resources affect teaching and learning. The main concern the HoDs expressed was the shortage of textbooks, which makes teaching and learning difficult to carry out. The quantities of textbooks supplied are not enough to supply every learner. In most cases, learners have to share the available textbooks and this makes teaching and learning difficult for both teachers and learners. This lack of teaching and learning resources was echoed by Okongo, et al., (2015:125), who indicated that a lack of instructional materials affects the quality of teaching and learning.

Economics is a complex subject, the knowledge of which cannot be derived only from textbooks. Additional resources, such as computers, television sets, overhead projectors and photocopiers are needed to enhance the teaching and learning in this subject. These resources are, however, not accessible in many rural schools. This situation has rendered Economics complex and as a result the performance of learners in the subject has declined in recent times.

It has emerged from the data collected that technology was not yet part of teaching and learning in most schools in the Riba Cross District. It is derailing in particular the advancement in the teaching and learning of Economics. This finding is in line with the view of Padayacgee (2017:37), that technology has become a teaching and learning barrier. However, HoDs support and value the use of technology in schools and its incorporation into teaching and learning. The evidence is further provided by Shah (2011:613) who pointed out that technology, as and when incorporated, allows greater access to information and becomes a source of knowledge. This will benefit learners who are doing Economics because learners will be in touch with economies of other countries and also be able to follow economic trends that are ever changing. Teaching and learning will also be transformed from a chalkboard-and-duster approach to the use of projectors. Technology can make learners become active information architects, rather than being passive sponges soaking up information

(Shah, 2011:613).

The study has found that, though the socio-economic background of learners influences their performance in Economics teachers appeared to be lacking support from their HoDs to address this problem. HoDs who were interviewed indicated that they were aware that learners from well-resourced families, which own equipment such as TV sets, computers and smart phones, showed higher levels of self-confidence than those coming from poor backgrounds. This finding is in line with literature (Mupa & Chinnoneka, 2015:127), which shows that socio-economic conditions like poverty have an influence on learners' self-esteem. Despite the HoDs' awareness of the influence of socio-economic conditions on learners, they appeared not to have strategies to support teachers in enhancing the self-confidence of learners from disadvantaged backgrounds.

The finding has revealed that teachers have lost the motivation to teach. HoDs have indicated that lack of motivation is attributed to poor working conditions, absence of incentives and a general lack of teaching and learning resources. Due to a lack of motivation, teachers lack the desire to teach and this ultimately affects the performance of learners. It is important that HoDs take initiatives to motivate teachers for excellence in the performance of their duties. This is because where there is motivation there is passion to achieve more and where there is no motivation there is no commitment to achieve more. According to Vero & Puka (2017:58), motivation can contribute towards the productive execution of teaching activities. Though motivation is an important factor towards effective teaching and learning, HoDs seem to be paying little attention to it. If this was not the case, we would not be taking about poor performance in Economics. Teachers who are unmotivated tend to bunk classes, absent themselves from school, go to class unprepared and have less interest in the work they are doing. This state of affairs leads to poor quality teaching and learning.

5.2.2 Finding 2: Contextual challenges affecting teaching and learning in Grade 12 Economics

This study has found that English as a medium of instruction has negatively affected

teaching and learning of Economics. HoDs interviewed have indicated that the language of teaching and learning has become a barrier. They further indicated that it is even a bigger problem when learners have to answer paragraph questions, opinion seeking questions and essay questions. They were unable to do so due to a lack of a command of the language. Economics is an English subject that needs to be taught in English. Teachers must have a good command of the language so that they can be able to transfer the content efficiently for the benefit of the learners. This finding is in line with (NDP2011:194), which indicated that teachers must have a good knowledge of the Economics they teach and a cognitive competence in the language in which they are required to teach. Poor command of language has resulted in poor response to teaching and eventually poor results in Economics.

This study has found that HoDs are not satisfied with the kind of support they are getting from both parents and Senior Education Specialists (SES). The HoDs have indicated a lack of support has affected their ability to perform their duties. HoDs are unable to focus on the core activity of the school, which is teaching and learning. This is because they find themselves attending to disciplinary issues when they should be in class teaching. This lack of support discourages teachers and often yields poor results. Teaching and learning is a collective and therefore all the stakeholders must be actively involved in the teaching and learning process. This is supported by (Bujowoye, et al.2014:1) who promoted the view that it is through the support of stakeholders that effective teaching and learning may be experienced. It has, however, shown that parents and SESs do not support teachers and let alone capacitate them for effective teaching. There is collaboration gap that HoDs are unable to close. Teaching and learning has become an individualistic endeavour which at the end produces poor results.

The study has also found that the Senior Education Specialists are not active in guiding, advising and capacitating HoDs. As a result HoDs fail to guide teachers on how to set question papers, plan and prepare lessons, apply different assessment techniques and effective delivery of the content. This lack of interaction between the SES and HoDs has affected teaching and learning negatively. The literature pointed out that district office should ensure communication and information sharing between

the stakeholders (NDP, 2011:194). SESs are expected to visit schools to identify areas of development in order to give support to these schools. The SESs have to provide the HoDs with an annual teaching plan and a programme of assessment so that teaching and learning can be orderly. These key programmes must be discussed and be given to HoDs as a form of support to teaching and learning. This, however, is not happening and teachers fend for themselves.

5.2.3 Finding 3: Strategies to address contextual challenges

A number of strategies were presented by HoDs to deal with contextual challenges, namely, a language proficiency initiative, programmes to garner support from parents and Senior Education Specialists, capacity building and instructional leadership development.

The study has found language to be a barrier to teaching and learning. The HoDs have proposals to improve language proficiency. HoDs have proposed that debates must be reconsidered in each subject. The literature pointed out that cognitive academic language proficiency must be promoted in school to address the language barrier (Kotze, et al., 2017:2). If learners may be engaged in debates, language proficiency will improve overtime. Debates on the topic of Economics topic must be organised so that Economics learners may familiarise themselves with Economics language. One HoD proposed that learners should prepare and present speeches relating to Economics which will give them an opportunity to adapt to changes in contemporary economic issues.

It was further found that, to improve language proficiency, HoDs should have a programme for class visits to ensure that the use of English is maintained during teaching and learning. It is important therefore that the language of instruction be maintained throughout the teaching and learning process (Dallinger, 2016:23). This is because on many occasions teachers present their economics lessons using their home language, which does not help learners in understanding Economics. Monitoring and evaluation will ensure that English becomes a language of teaching and learning and it is maintained.

The study has found that there is a plea from HoDs for parents to support the education of their children. This support may come in the form of buying proper school uniforms for their children and attending school meetings. Children who are not in a good school uniform feel inferior and are often stigmatised by other children. These negative comments from their peers affect them mentally and affect their ability to cope with their school work. Children also need additional books and scientific calculators, which the Department of Basic Education normally does not supply. It is the responsibility of the parents to provide these necessities as a way of supporting the education of their children. This is in line with Okeke (2014:1) who indicated that parent's involvement in the education of their children will add value and significantly transform the perspective of children towards education.

The HoDs have also mentioned that most of the parents in the district are illiterate, hence their support is minimal. It is important for the HoDs to invite such parents to school to equip them with simple methods to assist their children. This means to assist them on how to count the number of tasks per week and to check whether those tasks were marked or not. The HoDs may recommend adult basic education to parents who cannot read and write. This programme, if accepted, will open their eyes and assist them in making valuable contributions to the education of their children. The HoDs must also make it their duty to call parents on a quarterly basis to update them on the progress of their children. If this can be consistently done, it will awaken the ability of parents to check the work of their children on a regular basis.

It was further noted that support from parents may be in the form of creating an attractive home environment for children to learn. Parent's involvement at home has a more significant impact on children than it does at school (Ankrum, 2016:167). Children are often pre-occupied with household chores, thereby neglecting their school work. Parents can assist in this regard by setting up an environment conducive to learning. When parents begin to show interest in the teaching and learning of their children, children see the relevance and the value of teaching and learning in their lives. Parental support also helps in instilling discipline, which is a good ingredient to effective teaching and learning. An environment that is attractive to teaching and learning often produces the desired outcomes. However, an

unattractive environment brings disastrous results. It is important therefore for parents to support teaching and learning regardless of the level of education.

The HoDs have also indicated that there are child-headed families. This condition places a huge burden on children because they have to grapple with family responsibilities and school work at the same time. Learners in such conditions are often left behind in teaching and learning processes. It is important therefore that such children be identified by the HoDs for assistance. When they are known, the HoDs may source the assistance of social workers to support these children so that their teaching and learning process is not hampered by family responsibility matters, which are normally beyond them. The HoDs may also have remedial programmes of their own, such as after-hours classes to assist these learners in case they miss lessons due to family responsibility issues.

The study has revealed that HoDs were hardly capacitated in leading Grade 12 Economics. The HoDs interviewed indicated that they lack the capacity to lead and as such teaching and learning is negatively affected. Developing people is one of the leadership practices that must receive attention. The reason was that the quality of teaching and learning depends on capacity building (Naicker & Mestry, 2016:4). The SESs must ensure that HoDs are fully capacitated so that they can also transfer that knowledge to the teachers. This is because the quality of teaching and learning depends on the quality of content and its delivery. The SES has to use this opportunity to strengthen instruction and leadership capabilities (Mayotte, et al., 2013:264). If SESs can take the initiative to support HoDs, teaching and learning will improve.

The SESs can also support HoDs by creating an enabling environment for teaching and learning. By this the researcher means they should ensure that working conditions are good, both physical and human resources are available and there is a good working relationship among the stakeholders involved. This simply means meeting the needs of the people directly involved in teaching and learning. Finally, SESs must give support in terms of monitoring and evaluation. The SES has an influential role, which includes ensuring quality teaching, effective assessment, and

increased learner performance and achievement (Bantwini, 2011:226). This will ensure that content is well paced, assessed and outcome-analysed, reported and reviewed for developmental purposes. In essence this is ensuring that teaching and learning is effectively implemented.

The HoDs have revealed that some teachers are incompetent in the teaching and learning of Grade 12 Economics. It was found that leadership development is important in improving the skills and knowledge of the HoDs, in particular. This means workshops must be organised and the HoDs be compelled to attend such workshops for capacity building. This leadership development will be confined to four leadership practices as explained by Marishane (2016:18), which are setting direction, developing people, redesigning the environment and implementing the instructional programme. The HoDs have to be developed in terms of setting short- and long-term goals for their departments. This in essence suggested drawing a roadmap that direct teaching and learning.

It has to be the initiative of the HoDs to develop teachers. This, however, will be effective if the HoDs themselves are fully capacitated. If they are capacitated, they will be able to give direction and make a difference. As it stands, HoDs do not know what they are doing. It is a question of trial and error, which has yielded poor results for Economics. Due to the lack of capacity of the HoDs, teachers bunk classes, content is not covered, and learners are not assessed according to their cognitive levels, because HoDs do not know how to deal with these matters. It is through leadership development of HoDs that their confidence may be restored and begins to carry out their responsibilities. It is through capacity building that the HoDs will be able to set direction, develop others, set attractive environments and finally implement instructional programmes.

5.2.4 Finding 4: Instructional leadership important to improve teaching and learning for Grade 12 Economics

This study has found that teaching and learning was regarded as the main activity of the school. As the main activity, it had to be organised in such a way that it yields

good results. It was also found that quality teaching and learning need quality leadership. This finding was in line with the literature (Barzano & Maretti, 2015:227) that says leadership development is a key factor towards effective teaching and learning. This means the HoDs must be capacitated to communicate teaching and learning plans to teachers, promote teachers' professional growth in relation to what was planned to be achieved and also foster teacher reflection. It was found, however, that leadership practices, among others, setting direction, developing are not properly carried out. At the beginning of the year, the HoDs are supposed to sit with their departments to allocate human resources and books for effective teaching and learning. They must make available the annual teaching plans, assessment programmes, recording and reporting plans, and content coverage mechanisms and this must be well communicated to the relevant people.

The study has found that HoDs neglect their duties of conducting monitoring and evaluation. Monitoring and evaluation is a leadership activity that will ensure that the instructional programme is efficiently carried out. This finding is in line with the literature (Ndungu, et al., 2015:15) that indicates that consistent monitoring and evaluation initiatives may set the standard for effective teaching and learning. This means they have to organise class visits for effective delivery of the content and also to provide feedback to teachers. This will ensure that learners are not only taught but also assessed to determine the extent of content delivery. They must, however, provide leadership on what, how, and when to teach and assess. The outcome of assessment should be analysed so that areas that need development with regard to the teaching and learning of Grade 12 Economics may be addressed.

As Economics is a complex subject, it needs dynamic leadership. The HoDs must provide resources such as television sets, computers and internet connectivity in order to expose learners and teachers to contemporary economic issues. These are the issues that normally feature in our examinations. Transforming the approach to the teaching and learning of the Economics will go a long way to yielding sustainable results for Economics.

This study has found that motivation can play a key role in improving teaching and learning for Grade 12 Economics. This is because knowledge of Economics content is not enough if teachers are not motivated to teach. The HoDs must introduce sessions in which the motivation of teachers takes place. This finding connects well with the view of (Mestry2017:258) that says motivation is a necessity in enhancing the best instructional practice. Motivation stirs up passion, persistence, determination and commitment to teach. There are many factors, such as overcrowding, lack of parental support, disintegrated management structures and lack of incentives that have the potential to de-motivate both HoDs and teachers. When HoDs and teachers are de-motivated, their work tends to be poor. However, when they are motivated, are likely to give their best.

Motivation can be intrinsic or extrinsic. Intrinsic motivation means the desire and the willingness of the HoDs to perform their duties. Intrinsic motivation will be triggered when HoDs are assured of their roles to lead and commended for their significant role in improving teaching and learning. HoDs, like any other person, need to be appreciated for the work well done. Appreciation of the HoDs will go a long way in inspiring them to achieve more. When they are driven to achieve more, teaching and learning improves. The literature further points out that motivation brings about determination and productiveness, which are the right tools for effective teaching and learning (Nyam & William-West, 2014:1). The reason is that motivation overshadows the circumstances that may discourage teachers from teaching and HoDs from leading.

Extrinsic motivation is material based. This means acknowledging the good performance of the HoDs through material things, such as money and trophies for good performance. At the end of the year, award ceremonies may be organised to acknowledge good performance by the HoDs. This should be done to motivate HoDs to work even harder.

This study has found that contextual intelligence can play an important role in helping HoDs to adapt to various contexts. As a result of the constantly changing context, HoDs are required to operate in a context full of economic uncertainties and

technological changes. In this case, a drastic change in leadership perception is necessary (Kutz, 2008:23). The views presented by the HoDs have indicated that they have the ability to diagnose contextual factors. They are, however, not able to adjust their behaviour to influence, to adapt and to be creative in finding the right mechanism to improve teaching and learning. They have generally expressed a level of pessimism that they will never overcome the challenges they are facing. This hopelessness on their part seems to suggest that they are unable to apply their contextual intelligence effectively to teaching and learning to deal with their ever-changing contexts.

The HoDs, through contextual intelligence, may learn to be decisive, inventive and innovative in dealing with a given contextual ethos. This means that, through contextual intelligence, informed decisions will be taken which are based on current contextual variables and factors. The HoDs, through contextual intelligence, will think and rise above the context rather than succumbing to the context. This implies being able to develop new concepts and ensuring that teaching and learning of Economics is not hampered by such factors and variables. As much as they can be able to generate new concepts, they can also be able to develop strategies to apply the concepts. This means, behind the ideas they generate, contextual intelligence will enable them to develop an action plan to make their concepts work. In other words, contextual intelligence can help delineate some strategies on how that change can be implemented.

HoDs are aware that performance for Economics has dropped since the inception of the Curriculum and Assessment Policy Statement (Department of Basic Education, 2012). This is because CAPS has brought new concepts to the teaching and learning of Economics. However, HoDs did not follow suit but continued with the traditional approach of teaching and learning Economics. If contextual intelligence was fully applied, they should have adapted to the changes brought by CAPS. This did not happen; hence, performance in Economics has dropped drastically.

5.3. RECOMMENDATIONS

5.3.1 Contextual disparities must be considered in order to meet the demands of disadvantaged districts

The researcher noted from the HoDs' views that rural schools are at a disadvantage compared to urban schools. This is because rural schools are treated the same way as urban schools, when their conditions are not the same. Most of these schools are overcrowded due to shortages of classrooms; there are no libraries and no computer centres; textbooks are delivered late and those that are delivered are not enough for every learner. These have a negative impact on the teaching and learning of Economics. I want to recommend that in order to bring rural schools on par with urban schools and to improve teaching and learning, rural schools must be prioritised in terms of the provision of physical resources, human resources and financial resources. The second recommendation to this effect is that qualified and competent educators must be employed for Economics. This is because the HoDs have indicated that some of the educators are not competent.

Thirdly there must be a plan by the HoDs to integrate technology into teaching and learning. HoDs have indicated that the use of technology in the schools within the district is a problem. HoDs mentioned, however, that, if it is embraced, technology will greatly transform the dynamics of teaching and learning. The reason is that teachers and learners will be connected to the global economic trends that normally form part of an assessment for Economics. There is a clear and urgent need for a full policy review, which has not been done in the information and computer technologies (ICT) sector (NDP, 2011: 194). Programmes such as Computer Information Technology must be introduced to educate teachers and learners with regard to the use of computers.

In case of child-headed families, HoDs may seek the help of social workers. They may invite social workers to school to assist learners with the challenge of schoolwork and family responsibilities. If the school is strong financially, which is not the case with our rural schools; they may employ a life coach to attend to learner's challenges on a daily basis. Life orientation in schools may also be intensified to

transform the lives of learners affected by an indigent socio-economic status.

5.3.2 Collaboration is needed to overcome challenges affecting teaching and learning for Grade 12 Economics

In light of the challenges described that affect the teaching and learning, English must be integrated with Economics. Economics and English teachers must agree on the use of English as the medium of teaching and learning. If possible, this arrangement may be escalated to the policy of the school. If adopted as a policy, it will become the culture of the school to have English as a medium of teaching and learning.

The researcher also recommends that HoDs work more closely with the Senior Education Specialist. This will assist in the area of development with regard to content knowledge, monitoring and evaluation and moderation of tasks. It will also be profitable for HoDs to create a platform for parents' involvement in the education of their children. Meetings must be organised at least quarterly by HoDs to discuss the progress of the learners in relation to Economics. This generally means there must be a continuous consultative process among all the stakeholders involved. Teaching and learning is a huge initiative that cannot be confined to HoDs alone. It must be a collaborative effort.

5.3.3 Leadership development is required to improve teaching and learning of Grade 12 Economics

The perspectives of the HoDs have suggested that there is an instructional leadership gap. This, according to the HoDs, is the reason teaching and learning of Economics has declined in recent times. In order to close this instructional leadership gap, the researcher recommends that HoDs be developed with regard to leadership practices. These leadership practices will assist them in implementing an instructional programme effectively.

The leadership practices as described by (Pont, 2014:11) are the following: working with, supporting and developing teacher quality. HoDs can make a difference in the teaching and learning of Economics by recognising and believing in the potential of the people they are working with. The HoD's must strengthen collaboration as a means to improve teaching and learning. In order to achieve this, teachers must be involved in the key decision making of the subject. At the same time, teacher quality as an important factor towards effective teaching and learning must be given special attention by the HoDs. This will be achieved through teacher development initiative that HoD's must facilitate. Teachers however, need support and this can be done by ensuring that the curriculum and teaching programme are well coordinated, monitoring and evaluation of teaching practice do take place and that there is enough support as a way of strengthening collaborative work culture. The support should come in the form of making teaching and learning resources available, teacher development and creating attractive teaching and learning environment.

The reason for this recommendation is that leadership development was found to be the most important factor in improving teaching and learning outcomes (Obadara, O 2013:69). Improved teaching and learning outcome will be achieved if the HoDs are empowered to execute this leadership practice with excellence.

5.4 SIGNIFICANCE OF THE STUDY

The study has gone some way towards enhancing an understanding of the role of HoDs in leading the instructional programme for Grade 12 Economics. It has emphasised the need to develop leadership skills of HoDs so that their roles improve significantly. In realising this, the study has reiterated the importance of four leadership practices advocated by Marishane (2016:194). These leadership practices are setting direction, developing people, redesigning the environment and implementing the instructional programme.

When these leadership practices are clearly understood and applied, they will offer some insights into key elements that are specifically linked to instructional programmes. These elements include designing annual teaching plans, drafting

programmes of assessment and having monitoring and evaluation plans. The study has made it clear that planning without an action will not yield desired results. This is the reason HoDs have to ensure that teaching and learning yield results through class visits, moderation of tasks, conducting written work audits and content coverage mechanisms. The study has shed light on how important it is for HoDs to be more knowledgeable in order to influence teaching and learning.

5.5 RECOMMENDATIONS FOR FUTURE SEARCH

The most obvious areas in need of further study are related to the research question for this study. As this study only focused on a small number of participants and relied only on interviews as a data gathering tool, a similar study involving a much larger number of participants and more detailed data-gathering processes is needed to be able to generate generalised findings.

This study only focused on how HoDs lead the instructional programmes for Grade 12 Economics and only made superficial findings on how HoDs lead the instructional programmes, how important context is in leading the instructional programmes and how to overcome contextual challenges in order to have a progressive and developmental instructional programme. Research regarding the training of HoDs and the minimum leadership-skills set required by HoDs is needed. Leadership ability is an area in need of further research because HoDs are key curricula implementers and their skills and knowledge will impact positively on the success of an instructional programme. Much research still needs to be done to determine the impact of leadership development of HoDs.

5.6 LIMITATIONS OF THE CURRENT STUDY

A number of important limitations need to be considered. First, the study focused on the role of HoDs in leading the instructional programmes for Grade 12 Economics through contextual intelligence. As such, the study was done in fulfilment of the requirement for a course-work Master's degree, with a limited scope assigned to the research project. Second, this study was limited to a case study confined to HoDs in Riba Cross District. It was further limited to the use of semi-structured interviews as a

data gathering technique. Third, the study focused on three HoDs and three educators and as such it was fairly limited in its scope. However, although it is a study of limited scope, its findings shed light on the role of HoDs in leading the instructional programmes for Grade 12 Economics through contextual intelligence.

5.7 SUMMARY AND CONCLUSION

This study has shown that since teaching and learning is the main activity of the school, all forms of resources must be committed to it to improve academic outcomes. However, findings from both the literature and this empirical study have indicated that there are a number of contextual factors that appear as challenges that hamper the effective teaching and learning in Grade 12 of Economics. The challenges include leadership development, language proficiency, monitoring and evaluation and motivation. In the light of these findings, the researcher has suggested possible strategies to address the identified challenges effectively. Prominent among these strategies is the professional development of HoDs. Given that achievement in Economics in the Riba Cross District has declined in recent times and that this is attributed to ineffective leadership of HoDs, as this study has found, this study proposes leadership development for HoDs in instructional leadership. This is proposed for promoting effective teaching and learning, which may likely lead to the improved academic achievement of learners in Economics.

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Ethics Committee

21 May 2018

Mr Sam Morowane

Dear Mr Morowane

REFERENCE: EM 18/03/01

This letter serves to confirm that your application was carefully considered by the Faculty of Education Ethics Committee. The final decision of the Ethics Committee is that your application has been **approved** and you may now start with your data collection. The decision covers the entire research process and not only the days that data will be collected. The approval is valid for two years for a Masters and three for Doctorate.

The approval by the Ethics Committee is subject to the following conditions being met:

1. The research will be conducted as stipulated on the application form submitted to the Ethics Committee with the supporting documents.
2. Proof of how you adhered to the Department of Basic Education (DBE) policy for research must be submitted where relevant.
3. In the event that the research protocol changed for whatever reason the Ethics Committee must be notified thereof by submitting an amendment to the application (Section E), together with all the supporting documentation that will be used for data collection namely; questionnaires, interview schedules and observation schedules, for further approval before data can be collected. Non-compliance implies that the Committee's approval is null and void. The changes may include the following but are not limited to:
 - Change of investigator,
 - Research methods any other aspect therefore and,
 - Participants
 - Sites

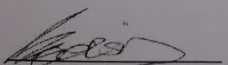
The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Upon completion of your research you will need to submit the following documentations to the Ethics Committee for your Clearance Certificate:

- Integrated Declaration Form (Form D08),
- Initial Ethics Approval letter and,
- Approval of Title.

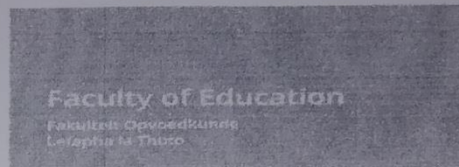
Please quote the reference number **EM 18/03 /01** in any communication with the Ethics Committee.

Best wishes



Prof Liesel Ebersöhn
Chair: Ethics Committee
Faculty of Education

LETTER TO SCHOOL PRINCIPAL



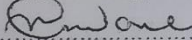
Dear Principal

My name is Morowane Sam Mokgapego and I am a Master's student in the Department of Education Management and Policy Studies at the University of Pretoria. I am undertaking research into *The Role of Contextual Intelligence in Leading Instructional Programme for Economics Grade 12* under the supervision of Dr Nylon Marishane. I am requesting for permission to interview two educators (one HoD and one teacher) in your school as part of my research. The interview, which will last for 45-60 minute, will be scheduled according to the educators' availability, and will take place at your school.

Educators' participation in this study is completely voluntary and educators will be free to discontinue their participation at any time during the research process. All the discussions in the interview and the data emerging from the interviews will be kept confidential. The name of your school HoDs as well as teachers will be kept anonymous to meet the requirements for research ethics. At the end of the study a copy of the results in the form of a dissertation copy will be sent to you.

If you are willing to grant me permission to conduct this study in your school, please sign the attached consent form

Yours sincerely,



Morowane Sam Mokgapego

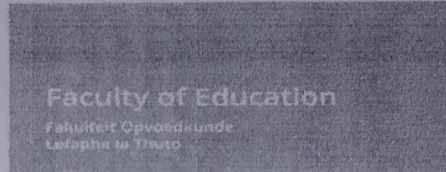
E-mail address: morowanesam@yahoo.com

Contact no: 0839657166

Supervisor: Dr Nylon Marishane

E-mail: nylon.marishane@up.ac.za

Contact: 012-420 5513



CONSENT FORM

I, MAEPA PUDIETWANA DAVID.....hereby give permission to Morowane Sam Mokgapego to interview Economics teachers and their HoD in his study on ***The role of contextual intelligence in Leading Instructional Programme for Economics Grade 12.***

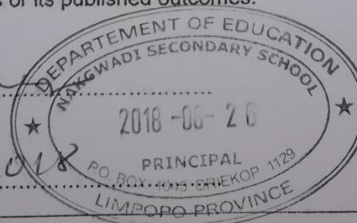
I understand that the interviewed on the topic highlighted above will last for 45-60 minutes and will take place in my school. I also understand that the planned interview will not interfere in any way with educators' work schedule or teaching and learning activities.

I understand that the researcher subscribes to the following ethical principles:

- a) *Voluntary participation in research:* The participants may withdraw from the research at any time.
- b) *Informed consent:* The research participants must at all times be fully informed about the research process and purposes, and must give consent for their participation in the research.
- c) *Safety in participation:* The respondents will not be placed at risk or harm of any kind.
- d) *Privacy:* The confidentiality and anonymity of respondents will be protected at all times.
- e) *Trust:* The participants will not be respondent to any acts of deception or betrayal in the research process or its published outcomes.

Signature: Milla

Date: 20/06/2018



Interview Schedule

The following interview schedule will be used to collect data.

1. Conducting the interview

1.1. Opening Remarks

- All participants will be welcomed.
- Introductions will be done.
- Confidentiality will be confirmed.
- Permission requested to record the interview.
- The purpose of the interview will be explained to cause interviewees feel at ease.
- Participants will be informed of their rights to refuse to answer any question or discontinue at any time during the interview.

2. Data collection instrument: Semi-Structured interview schedule

3. Data collection method : Individual interview

4. Research Participants : HoD's and Educators

5. Research Interview Questions

5.1. What are contextual factors that make it difficult for you to lead economics successfully?

5.2. What challenges do you encounter in leading the teaching of grade 12 economics?

Probe: What strategies have you adopted to deal with such challenges?

5.3. Economics performance has declined since the introduction of CAPS, what do you think are the reasons for such a decline?

Probe: What do you think can be the solution to this constant decline in economics results?

5.4. What informs your Subject Improvement Plan (SIP)?

Probe: How is it implemented?

: What challenges do you experience during the implementation process?

How do you rate the support from the circuit and the district?

: Why are you rating it that way?

5.5. What strategies do you use to determine the quality of content delivery in the classroom by economics educators?

Probe: How do you think content knowledge and delivery influence teaching and learning of economics?

: What measures are you using to improve content knowledge and content delivery?



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**DEPARTMENT OF
EDUCATION**

RIBA CROSS DISTRICT

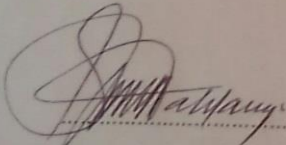
Reference: 81360151 Enquiries: MJ Mokota Contact: 013 231 0100 Date: 28 /05/2018

FROM: ACTING DISTRICT DIRECTOR
RIBA CROSS DISTRICT

TO: ALL CIRCUIT MANAGERS
PRINCIPALS OF SCHOOLS
RIBA CROSS DISTRICT

SUBJECT: PERMISSION TO CONDUCT RESEARCH: MOROWANE SM

1. Therefore – quoted matter has reference.
2. Permission is hereby granted Mr Morowane to conduct research on “The role of Contextual Intelligence in Leading Instructional Program for Economics Grade 12” within Riba Cross District.
3. Mr Morowane is based at Makopi High School under Driekop Circuit.
4. Trusting that he will be given the necessary support.


.....
ACTING DISTRICT DIRECTOR

29. 05. 2018
.....
DATE

