



**CHALLENGES FACED BY PRINCIPALS IN MANAGING HEADS OF  
DEPARTMENTS FOR PROMOTION OF QUALITY TEACHING AND LEARNING  
PROCESSES IN UMKHANYAKUDE SECONDARY SCHOOLS**

**BY**

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**SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF**

**DOCTOR OF EDUCATION**

**IN EDUCATIONAL MANAGEMENT: UNIVERSITY OF ZULULAND**

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**2020**

## DECLARATION

I, Dion Sibanda, hereby declare that challenges faced by principals in managing heads of departments for promotion of quality teaching and learning processes in uMkhanyakude Secondary schools is my own work, both in conception and execution, and that all the sources I have quoted have been indicated and acknowledged by means of complete references.

Signed by \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_ 2020.

## **ABSTRACT**

Percentage pass rate is a serious problem in uMkhanyakude schools which is attributed to problems principals face in managing HoDs to ensure that there is effective teaching and learning. The aim of this study was to investigate the challenges faced principals in managing heads of departments in the promotion of quality teaching and learning processes in uMkhanyakude Secondary Schools. Mixed method research design was used. Findings from the study reveal that most school principals exercise total power over the entire administration. HoDs hardly receive internal guidance and training in schools to make them better managers, milestone setting is a challenge with most principals. There is little follow up being done on supervision data. Most principals rarely prioritise motivation as means of stimulating drive to achieve more. Principals have neglected setting and consistently maintaining the tone in shaping up the desired school culture. Principals limit the process of resource mobilisation as means of strengthening their financial muscle. Little time is given to policy planning and administration which makes the school derail from its vision. HoDs participation needs to be enhanced through collaborative participation with the principal in drawing up the vision within the organisational scope. The study recommends that principals apply change management strategy for any development strategy. Following the principle of decentralisation, decision making principals' transformational leadership helps them to impart authority to the HoDs and the staff. This will improve instruction in schools hence learners will obtain good results.

## **ACKNOWLEDGEMENTS**

I wish to extend my sincere gratitude and appreciation to the following:

Dr I.S Kapueja, the promoter of this research study, for her academic guidance, scholarly advice and motivation drive toward the completion of this study.

Prof A.P Kutame, the co-promoter of this research study, for his guidance and scholarly advice towards the completion of the study.

The KwaZulu-Natal Department Education for granting me permission to access schools and conduct this research.

The school Principals for their support throughout the research project.

My class mates and friends, for assisting me in various ways.

Sethabile M Zondo for the support and company in this academic journey.

My family members: my wife, Joyce; my sister, Angela; my children, Shekinah, Ebyathar, Ntombi, Hesed and Asher for their emotional support and sacrifice.

All glory goes to God, omniscient, all knowing God the source of life and wisdom.

## **DEDICATION**

This dissertation is dedicated to my mother Gladys Sibanda, Dawuduna, Jamela, Vodloza clan, apostle Mkhululi Sihlola and the late Bishop Sibusiso Donga.

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## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 INTRODUCTION**

The principal is the head of school placed in a position of influence, directing the running of the school systems. His/her mandate is to provide expertise in regard to curriculum management and supervision of human and resource material. Ishak and Yunus (2012) asserts that for the school to function well the principal must be able to make use of the available resources so as to create a healthy environment for the heads of department and teachers. The principal has authority to set standards for academic achievement by liaising with the heads of department in ensuring that there is efficiency in teaching and learning.

#### **1.2 BACKGROUND TO THE STUDY**

Observed trends of educational provision inefficiency in KwaZulu-Natal (KZN) call for a revolutionary approach in leadership. Capacity building for the school principals and HoDs towards efficiency in teaching and learning require a transformational leadership approach to manage dynamic transitions in teaching and learning. Leadership incompetence and negligence is seen as an educational concern that may paralyse teaching and learning (Leona Edward & Mbohwa, 2013).

From what the researcher has observed as a school principal, uMkhanyakude District secondary schools are not performing as required by the Department of Basic Education. Despite the efforts being made by the Department to improve the percentage pass in schools, the problem remains (Khan, 2014). Some schools still perform below the set targets for the year – below 60%, and even 35%.

Serving as a principal, one has been privileged to be involved in some of the Department's mitigation strategies set to assist underperforming schools. Principals

are given support through focal meetings, workshops and organised leadership seminars. Through these efforts one would expect a massive improvement in the quality of results, but still schools fail to reach the minimum required percentage pass. After the publication of matric results, meetings are held with the principals to analyse school performance. Underperforming school principals are cautioned and warned about the results. Furthermore, in trying to assist principals to identify the problems and then address them. The Department demands that the principals draft a turnaround strategy; after all these mitigation strategies have been put in place, schools are still seen to be performing below the bar.

The curriculum management system has HoDs whose duty is specifically to manage the teaching and learning in schools. This should be an advantage to the principals to achieve a higher percentage pass, but surprisingly, it is not the case with some secondary schools in uMkhanyakude, whose percentage pass is still below the expected level. Perpetuating trends of The ongoing low percentage pass rates and the human resources provided by the government to enhance teaching and learning expose the apparent inadequacy of the principals' leadership initiatives and management. Abdulrasheed and Bello (2015) highlight the importance of HoDs in ensuring quality teaching and learning as core drivers of curriculum and quality management. The researcher is left with questions on how, then, the principals manage their HoDs and the challenges they encounter in order to obviate the stigma that goes with uMkhanyakude schools of being known for high failure rates.

### **1.3 THE PURPOSE OF THE STUDY**

The focus of the study was to investigate the challenges faced by secondary school principals in managing HoDs for the provision of quality teaching and learning.

### **1.4 STATEMENT OF THE PROBLEM**

Learners' academic achievement in KwaZulu-Natal secondary schools has been a major national concern. Most principals and teachers have been receiving much blame from the education stakeholders for the poor results. Little has been attributed to the interaction between the principals and HODs, who are in charge of curriculum planning and implementation, and thus have a direct and profound influence on academic

achievement. In their interaction with the circuit and district supervision teams, principals draft and approve comprehensive mitigation strategies. One would therefore seek to investigate how the turnaround strategies tool kit is administered on the ground to bring about collaborative effort with the HoDs. School experience shows that the HoDs remain dormant, or become hardly more than passive participants in the struggle of trying to bring about efficiency in the provision of quality teaching and learning. Questions linger on how principals are engaging the HoDs so as to engineer and strengthen the team to collaborate and become visionary leaders. From the above discussion the question stated below arises:

- How do principals manage HoDs for the quality of teaching and learning in uMkhanyakude District?

The following research questions will be followed to get data from respondents:

- How do principals manage their HoDs for effective teaching and learning?
- How do principals ensure efficiency in promoting teaching and learning?
- What challenges do principals encounter in managing HoDs for effective teaching and learning?

## **1.5 DEFINITION OF OPERATIONAL TERMS**

The operational terms in the study are defined so as to give the reader their clear contextual meanings.

### **1.5.1 PRINCIPALS**

The principal is the most senior person in a school, governing the running of activities, programmes, and human resources. In simple terms, the principal is referred to as the head of the school.

### **1.5.2 MANAGING**

Managing is the act of having control over subordinates. That is of executing set responsibilities by giving employees direction towards the goals to be achieved.

### **1.5.3 HoDs**

These are curriculum managers appointed to be overseers in the stipulated departments of a school. Their role is centred on the supervision of teaching and learning, ensuring that classes are attended by both educators and learners. HoDs are responsible for running the subject departments in schools to ensure their efficiency.

## **1.6 DELIMITATION OF THE FIELD OF STUDY**

The study area is uMkhanyakude District in the province of KwaZulu-Natal (KZN). KZN is one of the nine provinces in South Africa, and consists of four educational regions: Zululand, Ukhahlamba, Durban and Pietermaritzburg. Zululand has more schools with a low percentage pass rate in matric examinations. The region is sub-divided into three educational districts, which are uMkhanyakude, Empangeni, and Vryheid. The study focus area was uMkhanyakude (Obonjeni) and its administrative divisions known as circuits. These were Hlabisa, Mtubatuba, Ingwavuma and Ubombo. All the circuits were part of the sample study which targeted all secondary school principals in the district.

## **1.7 RESEARCH DESIGN AND METHODOLOGY**

The research design and methodology followed to collect data are outlined below.

### **1.7.1 Description and selection of participants**

Participants were purposively selected so as to ensure the quality of data collected. Selection of the schools was based on five schools classified as T 60 schools at secondary level, and five which are high achievers. The targeted population of respondents amounted to a total of 10 secondary school principals. A small sample size was considered sufficient since there are similarities between the two school categories, that is the T 60 and the excelling schools. The curriculum followed is the same, and principals have the same role, as do the HoDs. The researcher was guided by the concept of theoretical saturation in large population sample sizes. Full discussion is in Chapter 3.

## **1.7.2 Research design and instrumentation**

Empirical research done for this study consist of the following research design and instrumentation. Full discussion is in Chapter 3.

### **1.7.2.1 Mixed method.**

Mixed method research design was used in this study. Full discussion of methodology is in Chapter 3.

## **1.7.3 Quantitative research**

Numerical data were generated by quantifying problems into statistics used to generalise results on defined variables for the selected school principals. This helped to formulate facts in the research so as to uncover existing patterns.

## **1.7.4 Research instruments.**

Structured questionnaires were used to collect information. Full discussion of the instruments is in Chapter 3.

### **1.7.4.1 Structured questionnaires**

In gathering data, following quantitative design, the researcher used a structured questionnaire as a tool.

## **1.7.5 Description and selection of participants**

Principals from uMkhanyakude District were selected to represent all secondary school principals in KZN. Purposive sampling was used to select secondary school principals as participants.

## **1.7.6 Quantitative data analysis**

The quantitative approach was used on quantifiable questions by measures of central tendencies. The researcher used statistical software SPSS (statistical package for social sciences) to help come up with data analysis.

### **1.7.7 Qualitative research**

Exploratory research was used to gain an understanding of the underlying reasons for a particular phenomenon. It helped to derive hypotheses and develop new ideas on observed trends.

#### **1.7.7.1 Semi-structured interviews (research instrument)**

Semi-structured interviews were used as research tools for qualitative design. Semi-structured face-to-face interviews were used to gather in-depth data through the probing technique.

### **1.7.8 Qualitative data analysis**

Recorded interview data were to be transcribed first. Thematic data collection method was used to analyse qualitative data. Data coding was then applied to data collected using interviews after formulation of main themes from data gathered. Subthemes were generated from the main nodes to form child nodes which constituted the topics generated from the main nodes. Qualitative information derived from the respondents was categorised into homogenous groups relevant to the study. Categorising the information helped in identifying what was relevant to the research objectives and questions of the study

## **1.8 CHAPTER DIVISION**

Chapters are in the format outlined below

### **Chapter 1: Orientation**

Chapter 1 gives the background to the study and the research problem. In addition, it gives an outline of the research design and methodology of the study, the research aims and objectives, and the delimitation of the field of study.

### **Chapter 2: Literature review and theoretical framework**

A theoretical framework for the study is provided in this chapter. Literature is reviewed in establishing how principals manage HoDs for quality teaching and learning.

### **Chapter 3: Method of investigation**

This chapter presents the research methodology used to gather data from the respondents. The research design, research tools, description of methods and procedure in the selection of the respondents are clarified. The researcher describes the research data collection procedure, how ethical requirements were met, and how participants were selected. An outline on how data were presented and analysed is provided.

### **Chapter 4: Data presentation, data analysis and interpretation**

This chapter outlines the presentation, analysis and interpretation of empirical data.

### **Chapter 5: Summary, conclusions and recommendations**

This chapter summarises the research findings on the challenges faced by principals in managing HoDs. Conclusions are drawn and recommendations made. The chapter integrates the data analysis and literature review in order to derive the conclusion and recommendations.

## **1.9 CONCLUSION**

The chapter presented the study's rationale. The problem under investigation was highlighted, followed by the aims and objectives of the study. Relevant terms concerning the challenges faced by principals in managing HoDs for quality teaching and learning were defined. In the next chapter a historical and conceptual framework on how principals manage HoDs for effective teaching and learning will be discussed.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

This chapter provides a comprehensive literature review of diversified challenges that are a hindrance in schools between the principals and the heads of department (HoDs). Theoretical frameworks of school governance and management were examined so as to draw conclusions as to the most appropriate one to be used to alleviate the challenges. In this study, transformational leadership theory is followed. The leadership and management continuum is discussed so as to look into what management and leadership entail, thus answering the research question: how do principals manage their HoDs for effective teaching? This is to ensure that a thorough investigation is made in order to understand the challenges faced by principals in managing HoDs. This will help in coming up with coping strategies that can be employed to promote efficiency in teaching and learning.

#### 2.2 Theoretical framework

As noted above, the theory that will be used is the transformational leadership theory. This theory was developed by James Macgregor (Burns, 1978). McCleskey (2014:161) defined a transformational leader as “one who raises the followers’ level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes.” Bass (2008) anticipated McCleskey’s (2014) view that the theory seeks to move the followers from Maslow’s (Luthans, Avolio, Avey & Norman, 2007) hierarchy of needs of safety and security to achievement and self-actualisation.

This theory was initially used to offer an explanation of political leadership. Of late the theory has been widely used in management. The aim of the theory is based on transforming followers into leaders. The transforming approach brings about remarkable transformation in followers’ lives, as well as significant changes in the school organisation. The transformational approach is based on the leader’s

personality development, his/her traits, and ability to effect change through setting an example, articulate the organisational vision, and set its goals' Bass's (2008) modified theory of transformational leadership encompasses four components: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration.

The magnitude of a leader being transformational is firstly measured by the influence he has on his followers. The followers gain trust, admiration, loyalty, and respect. Developed qualities prompt followers to work harder than before. The results of hard work occur because the transformational leader provides followers with a clear mission and vision which followers are able to live for. Transformational change is achieved through the ability of a leader to motivate and stimulate followers to come up with new ideas to challenge and alter the environment for success. As applied in this study, the transformational leadership theory holds that the independent variable (transformational leadership construct) is measured by the multifaceted leadership questionnaire to influence or explain job satisfaction, because the transformational leader (the principal) has the ability to bring his/her followers (HoDs) into believing the vision so that their self-interests are infused into the organisational vision. The principal leads to impress the followers so that the HoDs wish to emulate some of the attributes exhibited by the principal (Sadeghi & Pihie, 2012).

### **2.3 How do principals manage HoDs for effective teaching and learning?**

Recent research on educational reform centre on improving student achievement to obtain quality results (Alkarni, 2014). The shift of focus on quality results and efficiency in teaching and learning pushes the school principals to move from the traditional approach to management and leadership towards instructional leadership. In the endeavour to achieve quality in teaching and learning, principals are expected to use a collaborative approach in implementing the curriculum and developing management staff (Geleta & Ababa, 2015). As a result, the transformation of the school in teaching and learning is enhanced.

Olowoselu and Aishatu (2015) allude to principals as custodians residing in a position of influence to provide expertise in regard to human resources, curriculum management and teaching methods. This assumes that the successes and failures in schools largely depend on principals.

### **2.3.1 Distribution of school leadership roles**

The distribution of leadership roles plays an important part in understanding how principals manage HoDs for effective teaching and learning. According to Manaseh (2016), the roles and duties of school leaders need to be specific, clearly set out and revised to measure up to the current developments in an organisation. It is the mandate of the principal to draw up a duty load for the HoDs, and come up with specific responsibilities which make work easier for them, and at the same time provides a way of measuring effectiveness in job performance.

### **2.3.2 Distributed leadership**

Firstly, leadership is a process of sharing a puzzle for which specific individuals bring the pieces together to form a whole. Secondly, leadership emanates from the effective interaction of different individuals who, when brought together, form a group or team that builds a network where essential decisions and quality are produced (Dampson & Mensah, 2018). Amongst other researchers, Manaseh (2016) says distributed leadership is viewed as a developing process which includes different forms of leadership practices. The process of distributed leadership has been identified as comprising six categories: “distribution formally, pragmatically, strategically, incrementally, opportunistically, and culturally,” (Dampson & Mensah, 2018:114). and these categories provide a different view about leadership, and a clear guide to the process of leadership distribution).

The concept of distributed leadership is built upon principals working together rather than working in isolation. Teamwork was one of the structural changes that supported the introduction of new curriculum content and methodologies. Mostly leadership expertise and knowledge are best tapped where there is combined effort rather than

at the individual level, though this depends on the task given. Manaseh (2016) gives an explanation in the school context as to how this interdependence exists between the principals, HoDs, teachers and learners. Dampson and Mensah (2018) gives a further explanation pertaining to leadership distribution by detailing three types of co-leadership practice: collaborative, collective and coordinated.

Collaborative leadership distribution is executed with people found in one geographic setting at a specific period. Collective leadership distribution entails a situation whereby the leaders are found in different geographic locations, but there is intercept or interdependence in what they do in their respective areas. Principals might be working with the HoDs, doing summative evaluation while the HoDs do the formative evaluation. Coordinated leadership distribution refers to routines or way of leadership done in a more orderly and sequential way (Manaseh, 2016). The distributed leadership perspective is a discipline that focuses on administrative leadership and seeks improvement.

### **2.3.3 Challenges of distributed leadership**

There is a high possibility that distributed leadership could lead to abuse of power by the senior authorities. HoDs can be overburdened by shared decision making. In that case, the benefits of participation will not contribute to developing the school or to effective teaching and learning. Azorin, Harris and Jones, (2019) conclude that distributed leadership has its uncertainties as it sometimes might result in incompetence. Sibanda (2018) outlines some more challenges in distributed leadership. Dampson and Mensah (2018) emphasises the issue of school structure and some barriers operating at school which could be a hindrance for some leaders to show their leadership commitment. Distributed leadership might be viewed as a way to lighten the weight in leadership, as people might end up fighting for power, and newly appointed HoDs might fail to actively express their opinion. Sibanda (2017) says that it is understandable that teachers who are used to working with their colleagues as friends and equals would be apprehensive about what is expected of them, particularly by the headmaster/headmistress, when they are placed in a leadership role. This is especially evident in the Irish context, where collegiality is highly valued,

and sometimes misunderstood. Finally, in a climate of accountability, headmasters/headmistresses may be less willing to relinquish power as it might leave them vulnerable owing to lack of direct control. This may be particularly true in relation to financial, legal and human resource issues, as well as the educational operation of the school (Azorin, Harris & Jones, 2019)

#### **2.3.4 Reducing burden on principals**

School principals who are conservative and traditional face challenges in identifying competent HoDs. Principals need to keep up with new developments in education and leadership so as to be in a position to monitor and supervise continual developments in teaching and learning. Literature supports that where roles are distributed in the management of education, the principals' role remains strong (Olowoselu & Bello, 2015). When the principal distributes power and authority to HoDs, this does not reduce or diminish his power to influence the running of the school. Rather it extends the scope of management and shared vision, at the same time reducing the burden on his part. The failure of principals to distribute power in leadership will affect efficiency in teaching and learning. Preliminary observations indicate that principals seem to be overloaded with work, but the literature shows that overloading is a result of their leadership. Dampson and Mensah (2018) shares the view that reducing the principals' burden is actually the art of how they decide to lead. He says that principals are most likely to face challenges in managing HoDs as a result of how they choose to use the human resources at their disposal. Sibanda (2017) points to the use of leadership structure in schools. When school leadership structure is prudently observed, automatically there is a reduction in the weight most likely to be carried by the principals in school administration.

#### **2.3.5 leadership and sustainability**

Team structures or committees are widely used to bring about sustainability in leadership. However, efficiency in distributed leadership proves to be about expertise in doing the job rather than in occupying a formal traditional position at work, or having years of experience in autonomous practice. Teams may be built in response to

current leadership challenges or opportunities. Encouraging distributed leadership helps to develop leadership capacity in potential leaders, thus strengthening succession planning in case of transfers or promotion. This type of leadership approach is more applicable in a climate where there is trust and support, but in situations where the aim is to bring change and confront challenges, this will not yield positive results (Manaseh, 2016). This assertion of Manaseh's makes one perceive that inefficiency in teaching and learning is linked to the way in which principals manage HoDs. Azorin et al. (2019) concur with Manaseh (2016) that teamwork has the ability to tap into dormant abilities within the leadership team. Principals are able to duplicate themselves through the HoDs when distributed leadership is encouraged.

### **2.3.6 Leadership development**

The Wallace Foundation (2013) views leadership as a lifelong learning process, which relates to the continuum of school leadership. Leadership capacity building is crucial, especially in critical times where acute decisions need to be made. Leaders need to familiarise themselves with the environmental dynamic, hence there is a need for formal and informal support at all stages of the leadership cycle. This support needs to base its tenets on a developed and profound instructional leadership framework that aligns with the vision of the institution. Leadership development should be part of an ongoing activity for professional skills development and individual growth in leadership, especially in the early stages of training and induction, but also in in-service training to improve how principals manage HoDs. Subramony, Segers, Chadwick, and Shyamsunder (2018) emphasise that no matter how broad the vision is, or how good the policies are in achieving the intended goals, skilled leaders are needed for effective design and implementation of policy, and management of subordinates' attitude and behaviour. Subramony et al. (2018) suggest that leadership development generates excitement at work and expectations in principals, and builds optimism and passion, which in turn builds principals' confidence in the vision set before them, and self-confidence in their subordinates.

### **2.3.7 Supervisory role of the principal**

The principal is the chief executive officer, the overseer in charge of all school programmes and activities. According to Francis and Oluwatoyin's (2019) descriptive explanation of a principal. It is the principal's role to supervise the entire school programme and be responsible for quality in performance, proficiency and effectiveness. The principal as a supervisor in the secondary school plays a critical role through effective and strategic planning and facilitating staff development training programme based on desired goals. The principal organises and facilitates the provision of appropriate induction training for the newly appointed HoDs, and helps the team to remain focused on the provision of quality teaching and learning. In addition, the principal, working with the HoDs, mobilises funds for procurements and help in coming up with the budget for the year (Manaseh, 2016).

Supervision is a technique viewed by Tshabalala (2013) as a way to promote job performance, hence it improves efficiency in teaching and learning. Supervision is a vicious cycle of preparation, observation and evaluation. The supervision process prompts the principal (supervisor) and the HoDs (supervisees) to maintain close communication at all times. It has to be noted that the attitudes and perceptions of the HoDs play an important role in how principals manage the HoDs for effective teaching and learning to take place. This means that principals need to prepare HoDs by drilling them on the importance of the exercise, how it impacts on their individual development and improvement of teaching and learning.

### **2.3.8 Leadership and management**

Leadership and management are core in trying to investigate how principals manage HoDs for efficiency in teaching and learning. The principal's office helps in the functionality of the school, the running of the educational business, and its effectiveness is dependent upon the proficiency and the enlightenment of the principal in leading the institution. Leadership is the guiding component in how principals govern HoDs, activities and programmes in schools, hence it must be treated with great respect to ensure there is progress towards and achievement of the set goals (The

Wallace Foundation, 2013). Leadership and management are sometimes viewed identical in the South African context, but literature shows that the two are different (Mampane, 2017).

Although leadership and management are different, there exists common ground between the two: the key aspects are influence on and assistance rendered to people for goal achievement. Goals are easily achievable if leaders work together with their followers. The purpose of the leadership and management process is to drive individuals toward specific motivation, the ability to lead others to achieve certain goals, and the ability to take calculated risks. In their endeavour to help people solve problems, managers do not invest their emotions, whilst leaders are not passive recipients of information, but with their emotions, they refine and shape ideas to bring about something new and more desirable (Mampane, 2017).

Mampane (2017) asserts that the common ground between leadership and management is influence rather than authority, but both are concepts of power. Bambi (2017) looks at both leadership and management and attributes great value to them both because the schools need the objective angle of the manager in management, as wise and transformational leaders are more vision and commitment oriented. Principals gain leadership muscle to enforce policy in the leadership of HoDs, while giving support where they need it. In a more profound way, Van Deventer (2016) says that management and leadership activities should be directed towards effective and efficient use of resources.

Situated leadership contributes positively on organisational learning outcomes in teaching and learning. Educational leaders are in a position to bring about holistic transformation of performance in teaching and learning. Improved research and school effectiveness reinforces the importance of situated leadership in sustaining and securing effective teaching and learning in schools. Experimentation help principals and HODs to discover new ways of improving teaching and learning through inquiry and problem solving techniques (Alma & Michelle, 2018).

### **2.3.9 Autocratic leadership**

Autocratic leadership is commonly known as dictatorship or coercion. In this style, the decision making is centralised. Only the principal makes decisions, and the subordinates make limited contribution to the day-to-day running of the institution (Lydia & Nasongo, 2009). Literature asserts that most of the principals still employ the traditional, coercive style of leadership. This is said to cause problems in managing the HoDs as it hinders the development and processing of new ideas. This suggests that the style of leadership may promote an unhealthy atmosphere in school administration.

Emily (2015) concurs with the notion that an autocratic leadership style is a wayward form of governance. School principals exercise total power and dominion over the entire staff, and HoDs, as part of the management team, have little or no opportunity to contribute in the form of making suggestions, even if it is in the best interest of organisational development. However, autocratic leadership, despite its antipathy towards building teamwork, has got incredible results in facilitating quick decision making and help in making sure work gets done. The challenge is that most HoDs resent being side-lined in running school affairs. Autocratic leadership is predominantly used in scenarios where quick decisions have to be effected, especially in crisis management (Emily, 2015).

Kalu and Okpokwasili (2018) affirm the authoritarian style of leadership as ideal when there are certain decisions that need to be made speedily. These principals are able to make use of their leadership style to convey instructions that need conformity. Janse (2018) alludes to the excessive use of authority as decreasing productivity in the long term. HoDs become resistant as bossy principals are prone to threaten their subordinates, and punish them for wrong or unbecoming behaviour. The authoritarian leader prefers to focus on tasks and results rather than on the employees who make the results possible. Employees are thought to have little ambition, and to be irresponsible and egocentric in nature, focusing on pursuing individual goals. The perception that employees choose not to themselves from what they like doing influences the leaders to tolerate little or no dialogue. Discussions are despised and

total control accredited only to the leaders (Janse, 2018). The concentration of authoritarian principals is on tasks performed rather than on employees who are the drivers. Little attention is given to feedback from HoDs, and there are no discussion panels open to the staff to table matters that concern them.

Janse (2018) proposes that the effects of autocratic leadership show a lack of creativity. Leaders are the ones who ultimately decide everything. Employees are not engaged in decision making, and in perfecting or polishing their performance of a task; only the authoritarian leader can make the rules. Employees' creative skills are hardly discovered and developed, which disadvantages both the employees and the institution. The outcome of creativity is growth and innovation which ensure that there is increased productivity.

Amanchukwu, Stanley and Ololube (2015) share the sentiment that an autocratic style of leadership demotivates people owing to a lack of a creative platform for development, and the dominant fear of sanctions. HoDs do what they have been given as orders, nothing more, which kills their sense of responsibility. Employees feel unworthy, adding no value to the institution, because as they try to engage themselves their voice is not heard, and their efforts not appreciated. Achievement is hardly celebrated – a tongue-lashing is what they are rewarded with when things go wrong (Janse, 2018). Making clear what kills the teamwork between the principals and the HoDs. Zareen, Razzaq and Mujtaba (2015) say an authoritarian style kills the bond between the principals and the HoDs. Everything remains secretive, as there is no room for discussion.

### **2.3.10 Visionary leadership style**

Visionary leadership is commonly used to achieve a short term-task to meet the set objectives (Breevaart, Bakker, Hetland, Demerouti, Olsen Espevik & 2014). This is a transformational leadership which has the ability to inspire principals having emotional attachment and commitment to work in line with the vision of the institution. In visionary leadership, the principal's focus is on the future mission and motivation of the HoDs in order to obtain the desired results of the school vision (Cheema, 2015). This

leadership style helps principals and the HoDs to translate and interpret the vision of the school in line with the curriculum needs. This sets the vision of the school as the guiding principle and a motivational tool towards the promotion of quality teaching and learning which will reflect improved standards of achievement. Literature supports that HoD participation is enhanced if there is a supportive relationship with the principal. This requires the principal to pay particular attention to their interpersonal relation skills in management (Breevaart et al., 2014).

## **2.4 Challenges faced by principals in managing HoDs**

Abdulrasheed and Bello (2015) look at principals as the heads of institutions who are firmly in authority. Their position requires them to break ground through initiatives and skill to bring about efficiency in teaching and learning. This poses a challenge to the principals to search for effective ways that will bring about job satisfaction on the part of the HoDs, which will spread to the teaching team for quality results. There are various challenges faced by principals in management. These include supervision-related challenges, insufficiencies in supervision, lack of in-depth curriculum knowledge, and training and role conflict.

### **2.4.1 Insubordination**

Abdulrasheed and Bello (2015) refer to insubordination as a failure to take instructions. Disciplinary action needs to be as evidence as it forms a part of critical decisions pertaining to the employee. Policies govern the act of insubordination if the act contradicts the set policies. HoDs need to be aware of policies so that any failure to adhere to them can be called an act of insubordination. Sometimes staff refuse to work and become confrontational with the supervisor. Tingle, Corrales and Peters (2019) give a reason for the act of insubordination: that it is a sign shown by the HoDs concerning certain tendencies or traits displayed by the principal which are not, in their view, favourable for work progress. These tendencies are commonly related to leadership proficiency principals should display when executing their duties.

## **2.4.2 Supervision-related challenges**

Celal (2014) views supervision as an indicator of organisational development and leadership, which gives feedback to the instructional leader (principal) so as to measure the extent to which HoDs manage the curriculum. Management coordinates different administrative activities and processes aimed towards the achievement of goals and organisational development. This causes the principal to unfreeze, freeze and unfreeze so as to bring about change. Celal (2014) says that equipping leaders with administration-related power to discipline works as leadership means activity directed towards the creation of a new society. For principals to obtain requisite change when managing HoDs, there is a need to be consistent in supervision

Based on his experience as a principal, and knowledge gathered from Celal's (2014) explanation as to effective supervision in relation to how principals manage HoDs on the ground, the researcher deduces that there is a need for principals to define supervision and know its purpose. From the above discussion one understands that supervision is an essential administrative tool to check for inefficiency, giving room for principals to change or modify any strategy or plan towards achieving a goal. Supervision can be viewed from different perspectives – human relations, the teaching process, or leadership (Glickman, Gordon, & Ross-Gordon, 2017). An in-depth understanding of supervision shows that there is a great need for motivation and human capital development with regard to the subordinates on the part of the principal. Human relations with profound professional communication procedures become a vehicle for the transfer of ideas and information within the leadership system. Principals need to establish a broader perspective on supervision so as to monitor HoDs. The supervision continuum reveals that challenges will always emerge in leadership, the challenge is in how principals manage to prevent existing threats from becoming barriers to management. Hence the process of supervision is done to identify gaps for training purposes (Glickman et al., 2017).

In trying to highlight some common challenges that hinder effectiveness in the principal's role of supervision, Celal (2014) cites workload as being one of the key reasons for inefficiency. Principals in secondary schools with fewer learners are

entitled to teach as subject specialists with a full duty load. This may result in inadequate supervision on their part as their focus is divided. This is the major challenge faced by the principals in managing the HoDs. The administrative function of HoDs suffers owing to pressure exerted on them as subject specialists with full teaching loads. Sindu and Fook (2010) look at supervision as a developmental, human-centred approach in leadership capacity building. This supports the above discussion, which calls upon principals to broaden their administrative skills of supervision.

### **2.4.3 Clinical supervision**

Sarfo and Cudjoe (2016) looks at supervision as an overseeing role played by principals as a base component for effective counseling. Sarfo and Cudjoe emphasises the interrelationship between the supervisor and the supervisee as the former cascades fundamental information to the less skilled practitioner with the aim of developing or fostering growth so as to attain a celebrated professional touch. Sarfo's take on clinical supervision shows that it is a hands-on professional intervention undertaken with the intention to help improve knowledge and skills. Khalid, Komuji and Veloo, (2013) state that clinical supervision is a face-to-face interaction between the HoD and the supervisor. The supervisor uses observed data to analyse professional behaviour to build the next step towards improved leadership qualities and teaching and learning.

Philemon (2019) argues that supervision plays a significant role in educational management. Effective teaching and learning occur when the supervisor (principal /HoD) is in contact with the subordinates to provide mediated help which improves instruction in management. Principals guide the HoDs and the teachers as they perform their duties to help them align with the goals and objectives set by the school. Strengthening supervision builds and improves the HoDs' performance, and helps in achieving the goals easily. The downfall of learners' academic achievement is a result of lack of supervision. Supervision is a process whereby a supervision report gives information for further mediation. Results of the supervision give information for further discussion, and act as checks on the extent to which the vision has been followed.

#### **2.4.4 In-depth curriculum knowledge and training**

Principals lack knowledge to keep pace with the curriculum and methodology changes. Kyahurwa (2013) argues that principals lack adequate skills in managing curriculum. They do not know what is to be done to bring about transformation in curriculum management. Training rendered to the principals has nothing to do with curriculum management. A principal's knowledge of curriculum management is critical as the HoDs need to be trained in curriculum leadership so as to bring about transformed curriculum understanding and delivery. Alias, Zainudin and Nasri (2018), complementing Kyahurwa (2013), emphasise the importance of curriculum competence in principals, which is one of the practices in Malaysia.

Alias et al. (2018:1103) show strategies the Malaysian government has put in place as a way of focusing on curriculum management and training. These include: practising intellectual teaching and learning, providing guidelines to help principals play a role as curriculum leaders, ensuring all prospective principals undergo the National Professional Qualification for Educational Leads course, and strengthening the implementation of Quality Standards Malaysian Education at all schools. To further develop the principals' curriculum competence, they are to pursue their continual development through attending short courses and workshops to keep up with changes in policy and practice.

#### **2.4.5 Role conflict**

Kyahurwa (2013) says most principals fail to understand their roles in curriculum management as they have a shallow understanding of them. Principals share conflicting role understanding of curriculum management with the HoDs. Kyahurwa's (2013) research findings postulate that principals see the appointment of HoDs as an indication that they are unable to manage curriculum. Alamassi and Al Jneibi (2015) says HoDs as curriculum managers struggle in drawing a line between what their responsibilities are and what the principal must do. Staff development workshops and monitoring cut across the senior management and the middlemen/women (HoDs),

hence duty assignment is not effectively managed, which creates problems in educational management (Alamassi & Al Jneibi, (2015).

#### **2.4.6 Attitudes**

Positive attitude yields positive results in cases where there is a need for educational reforms in teaching and learning. This means that the principals must consider HoDs' values, beliefs, practices and interests when implementing new strategies, a need which this is not normally taken into account (Tshabalala, 2013). For principals not to consider HoDs values and beliefs it becomes a block as the HoDs may not understand the foundations of the strategies put in place. Celal (2014) points out that people are different, hence they have different ways in which they adapt to new changes. Attitudes' effectiveness in hindering quality teaching and learning will depend on the leadership position to influence change. Kareem and Kin (2018) state that the education system can be kept vibrant, attractive and relevant through educational reforms which have become top priority worldwide. Not all reforms have been successful. In his research which was based in Malaysia, Kareem and Kin (2018) found that the major limitation to the success of educational reforms is resistance to change. Indeed, individuals' attitude and behaviour is a good predictor of change readiness in any organization.

Attitude supporting change, in turn, push subordinates to commit themselves to change. In Malaysia, a positive attitude to change was found to be one of the tools used to bring about transformation. For new programmes to kick-start in schools, positive attitude has played a significant role, with measures and strategies being easily adopted. The effect of indifferent or antipathetic attitudes towards change is poor behaviour like absenteeism, leaving work undone, or hindering the progress of initiated programmes (Kareem & Kin, 2018).

#### **2.4.7 HoDs duty load**

Otieno (2015) asserts that the workload of HoDs is a challenge posed to educational management. Time is limited for the HoDs to execute administrative duties. Teaching

becomes the key result area, even for the HoDs. The trend has resulted in inefficiency in the management of the curriculum. Principals end up encroaching on the duties that are supposed to be rendered by the HoDs. Slowly this eliminates the HoDs function in school administration, eventually neutralising the office of the HoDs, leaving the principal as the sole player in administration. Interaction between the HoDs and the principals are neutralised into a teacher-principal relationship owing to the HoDs teaching duties which burden them in schools. Abdulrasheed and Bello (2015) views the HoD position as a promotion given to long- serving members as a financial incentive in teaching. This supports Otieno's (2015) findings that owing to their heavy teaching load, HoDs function as administrators has been overlooked.

Syllabus coverage has become a major challenge to principals and HoDs with classes (Otieno's, 2015). Minimal time is left for them to set standards and benchmarks. Little research has been done to discover what is needed to bring about a turning point in work performance. Little time is allocated to policy planning and administration, which detracts from its vision as objectives need to be coined in policies which will act as guiding principle for consistent action which will translate into efficiency.

#### **2.4.8 Human resource development challenge**

Kiat, Tan, Heng, and Lim-Ratnam (2017) highlight human capital as a central anchor in human resource development in an institution. The skills, knowledge, experience, and competence make human capital a driving force for the success of the institution. Mutuva (2012) suggests that the success of principals in managing HoDs in schools lies in their competence as school leaders and the provision of lifelong learning to HoDs. As principals manage HoDs by emphasising human capital development it empowers the team to rise above the ordinary and be in a position to effectively execute their duties.

Human resource development (HRD) is defined as a process of enhancing the knowledge and skills of people in an institution (Becker, 1964:234). Abdallah (2009) points out that HRD refers to a number of time-framed activities designed to develop expertise for the purposes of producing behaviour change and improved team performance. One deduces that if educational leaders are not frequently exposed to

staff development, difficulties will arise when dealing with new work. This emphasises the importance of developing HoDs and the principal so as to get aligned with the vision of the institution.

Naidoo (2019), alludes to training as a core attribute of human capital building, resulting in the acquisition of skills, knowledge and changed behaviour in both the teaching and non-teaching areas. This was raised by Abdullah (2009), who concurs with the need for training so as to produce academics who have a high profile, and can deal with new methodologies, techniques and technological advances. The profound gaps highlighted by Abdullah (2009) are the motive behind the HoDs and the principals in training. The focus is on job security and benefits, or accrued points that will result in promotion or increased remuneration.

Lack of commitment and participation, especially in internal organisational development seminars, hinder the organisation and progress of the scheduled seminars. Attaining full attendance for development training is not possible. Service delivery, which high-grade achievement in teacher performance, is not a priority. Abdullah (2009) looks at HoDs and principals in schools working as employees, not as leaders, such as when they take emergency leave for no reason at all, or they frequently absent themselves from duty. One deduces that attitude plays a vital role in training aimed to spearhead transition in an organisation. Training HoDs with pessimistic attitudes results in resistance to change, which translates into individuals being immune to acquiring new skills, greater competence and coping with increased reliance on technology.

#### **2.4.9 Lateral transfers and promotion**

Abdulrasheed and Bello (2015) state that principals in disadvantaged communities suffer from high HoD turnover, as they leave their stations after being provided with training. This has become a common trend in remote communities. Abdulrasheed and Bello (2015) say that trained HoDs poached by education managers in other stations with more fringe benefits to offer; and HoDs with profound leadership skills are promoted to deputy principal or principal posts. This then means that principals will

suffer from training new HoDs to adapt to the vision and working environment in the affected institutions. This affects the quality of teaching and learning in susceptible schools.

## **2.5 How do principals ensure efficiency in promoting teaching and learning?**

Different ways are used to ensure efficiency in the promotion of teaching and learning. These include monitoring and evaluation, goal setting, structured school programmes and conflict resolution.

### **2.5.1 Mandated change**

Educational challenges in schools faced with a high failure rate prompt the government to try different models and policies that would help to alleviate the challenges. Principals of schools as educational managers are faced with mandated change, also referred to as an external approach or top-down change (Bowe & Gore, 2012). Tabrizi and Rideout (2019) note that this management strategy aimed towards effective teaching and learning is implemented rapidly without mobilisation of adequate resources or without consideration of the HoDs or even teachers. This is seen as a politically motivated policy imposed on principals so as to bring about change in schools. HoDs are most likely to be frustrated, confused and unresponsive to change. Time constraints leaves HoDs with no opportunity to internalise the change themselves in accordance with the environmental demands for the particular challenges at hand (Bowe & Gore, 2012).

Jennifer (2014) emphasises the importance of including the HoDs' perspective on educational change. HoDs play a pivotal role as they are involved in both teaching and management. This means that they have a profound understanding of what is happening in teaching at all levels as they are directly in contact with the teachers and the students. When the model of change is not managed properly, school principals are most likely to be faced with resistance from the HoDs.

Tabrizi and Rideout (2019) view principals as transformational leaders who need interpersonal skills to instil change in HoDs and teachers as much as technical skill is required for effective planning and evaluation. In the process of building leaders, top-down decision making is not recommended. Principals need feedback from the HoDs and the rest of the stakeholders. This can only be accomplished through a two-way communication system, both top-down and bottom-up.

### **2.5.2 School-oriented approach to mandated change**

Studies undertaken with the aim of fostering change in the management of HoDs in schools by principals have come up with an alternative approach to the management of mandated change. Jennifer (2014) recommends that principals and HoDs define their own strategic reforms based on government policies in such a way that they will maintain ownership. This brings about a link between the school and the system in operation. If the HoDs and the principals work together to bring about change in respect of their priorities and their sensitivity to their working environment, it will bring about satisfaction at work. A school-oriented approach to educational change positions the school as the drivers in defining mandated change in terms of the school's vision and goals. This gives HoDs and the principals time to understand and cope with change.

Yaqun, Meng and Zelong (2017) look at bottom-up management as a process of strategic planning and decision making done by the lower level management (HoDs), whereby they gather information from the ground and express their opinion to the principal. Principals are able to gather information needed for the development of the school when there is the opportunity for the HoDs to report their findings through active research done when they execute their duties every day.

### **2.5.3 HoDs professional development**

Jennifer (2014) cites the importance of staff development as a way of bringing about educational reform so as to alleviate challenges faced by principals in managing the HoDs for effective learning and teaching. The assertion of HoD development in schools is viewed as an important approach towards enhancing learning outcomes.

Principals are viewed as drivers for drilling the importance of continuous learning and development into the HoDs. Bowe and Gore's (2012) assertion is based on profound design brief as baseline in HoD development schedules. Jennifer (2014) uses an objective-based argument on HoD development. The process of identifying and listing professional development schedules as a way of equipping the leadership staff in schools is said to be easier than their implementation. Hence the principal's task in a dynamic and complex school situation is to create and maintain a positive and healthy teaching and learning environment. Tingle, Corrales and Peters (2017) view principals as instructional leaders responsible for creating their own definition of instructional leadership based on the setting and the context of the particular school. Principals are supposed to develop their staff as well as provide the right atmosphere that will help the HoDs to fully commit to the school's vision and programmes. Tingle et al. (2017) argue that principals do not need to hire the best personnel, but it is their duty to develop and produce the best personnel.

#### **2.5.4 Ethical leadership**

Moturi, Wambua and Kimeli. (2019) allude to changes as experienced everywhere owing to some legislative changes and technological influence. Principals are to come up with long-term strategies that inspire the HoDs. A working strategy should have a list of resources and a detailed plan on how the resources would be used.

Harris et al. (2017) say that effective change requires leaders and subordinates to adhere to ethical standards in their setting. Leaders need to be proactive to deal with challenging behaviour. Diversity in ethnicity and background demands more than general judgment in social justice and ethical behaviour. Ethical leadership is centred on understanding cultural diversity. Circumstances are viewed as per context not generalised. Ethical leaders are called on to demonstrate honesty and trustworthiness as instructional leaders in order to influence change in their followers. The ethical concept includes fairness in decision making, and trusting interpersonal relationships between the employees and the supervisor. Ethical leaders transform leadership through the planned action of influencing members to develop the mind set to bring about change by creating a felt need for change. Ethical leadership affects the beliefs

and attitude of members and their commitment, job satisfaction and innovation, which ultimately improve school performance.

### **2.5.5 In-service training of principals**

Ongoto, Joel and Malusu (2019), in his findings on the effectiveness of in-service training of principals, concludes that an induction course for principals should be mandatory. An induction course administered in Kenya complements the discussion by Boniface, Alfred and Dieudonné (2019), based on the Rwandan context, on the effective use of workshops to improve principals' management techniques. The method and intensity of administering in-service training in Kenya may work as a good comparative education model for South Africa in the provinces, districts, circuits and schools. The business of setting up an induction course in educational management creates in-depth knowledge and profound experience. All we have in the region under study are impromptu workshops which are not closely monitored and without feedback to find out how effective they are in equipping the principals. On the other hand, the above induction courses make it impossible for principals to opt out of these intervention strategies towards effective leadership. Principals have no other obligation than to attend and complete the course. It as an effective way of building a good leader.

The school of management, administration and leadership believes that principals often run short of ideas to confront new challenges (Boniface et al., 2019). Devon and Paul (2018) conclude that the education system is poorly managed, and job execution is inefficient. Principals have great expectations, but many of them are not prepared to take up the task of making their schools effective. Case study by Ongoto et al. (2019) state that only 30% of the countries in Africa have training programmes in educational leadership for principals. The broader regional look gives the researcher a window to see how educational management practice depends on effective job performance for the principal. Ongoto et al. (2019) and Boniface et al. (2019) share the same notion of effective and monitored training for the principals leading to more efficient and sustainable leadership. Ongoto et al. (2019) in their idea, suggest that, newly appointed principals should have induction courses for the job.

The training for the principal's induction course in Nigeria is focused on skills development in financial management, data analysis, monitoring and evaluation (Ongoto et al., 2019). More of the deliberations are centred on strategic thinking and analysis as well as the ability to work as a team. (Emily, 2015) has the more focused viewpoint that even though principals have developed strategic planning skills, the tendency is that they sometimes lack understanding of the education process. This, in the researcher's view, is one key aspect that demands in-service training to keep the principals well informed about the changes and developments that might pose challenge in their interaction with their HoDs.

Promotion of principals has been based on experience gained over the years in Nigeria, though other countries invest in training principals for their post. Various bodies call for professional training to prepare leaders marked for positions, yet in such an atmosphere, training principals has not been a serious endeavour. Principals in high school in Nigeria have been blamed for decades for lapses and offenses. All inefficiency and failure to provide direction and effective leadership are blamed on the principals, as is the deteriorating school results, yet still formal and professional training has not been an option to be considered for them. (Christine, 2017).

The system of appointment of principals in South Africa resembles the Nigerian style as indicated by Emily (2015). The researcher's experience as a school principal has helped him to draw conclusions from the way principals are appointed. Teaching experience is taken into account when appointing principals as to what is the case in Nigeria. It is a different case with the Kenyan education system discussed in Ongoto's (2019) research, where education managers have introduced in-service training courses for the principals. Christine (2017) says that principals in uMkhanyakude are said to be inefficient, and accused of failing to administer their leadership responsibilities and attend to the falling standard of education. The researcher believes the accusation can be attributed to the lack of support given to principals in preparation for the job, inefficiency in leadership and chronic administrative challenges in institutions. A contributing factor is associated with the traditional approach used when appointing principals, which is to value effective classroom management, high-level results, active involvement in curriculum activities, and a good record of service

as a teacher. But all these attributes have little to do with leadership; they are only applicable for classroom-related discipline (Christine, 2017).

The appointment of principals by the Teachers Service Commission (TSC) is based on exposure: the longer the experience in teaching, the greater are the chances for one to be appointed as a principal. Cheruiyot (2018), however, says, the newly appointed principals assume duty without any formal training taking place to help them to adapt to the expected levels and standards. Christine (2017) states that to be appointed principals have to be qualified teachers, and must be a deputy principal or HoD, which are administrative posts. Background requirements as stipulated are seen as a way of screening in those with management experience, though teachers without experience are sometimes appointed, depending on how the candidate performed in the interviews. To become a principal in Kenya one should have been in the teaching field for more than ten years (Emily, 2015).

Christine (2017) states that in other African countries the number of years teaching seems to be a major consideration in appointing the principals, as it is in South Africa. It seems from observation in the teaching field, and from the relevant literature that. Training courses in leadership for the newly appointed principals and those in the system already is mandatory. What Emily (2015 and Christine (2017) emphasise on the selection of principals is that it jeopardises the preparation process, which then gives rise to various problems faced by principals when managing the HoDs. The issue of preparing principals for their duties does not seem to be prioritised.

Following the high demand for education after the end of apartheid in 1994, there was a sudden shift in the education system. The change brought about major challenges in school management. Notable changes were experienced as there was a demand for more principals to be deployed in various schools (Emily, 2015). Christine's (2017) survey of principals shows that this was seen as a time when training was supposed to be done to prepare the principals, sustainable ways set up of equipping principals in a way that could be evaluated.

### **2.5.6 Monitoring and evaluation**

Boniface et al. (2019) look at monitoring and evaluation as a systematic way of checking the programme continually to define what monitoring entails. Evaluation entails judging, appraising to determine the worthiness of the programme. Evaluation compares the present situation against the laid down goals in order to determine the extent to which objectives have been achieved. Hence systematic way of effectively and consistently making use of monitoring and evaluation in school programmes ensures quality in teaching and learning. In managing HoDs principals are compelled to have profound knowledge of monitoring and evaluation as Boniface et al (2019) give highlights on the importance of the concept. Beatrice, Gathu and Bomett (2015) continues with the emphasis on the importance of quality of feedback in influencing how principals manage HoDs. Principals are able to harvest much-needed information in managing HoDs through the process of monitoring and evaluation.

### **2.5.7 Performance measurement**

Bonilla and Dee (2017) gives an analysis of America based on the effective use of performance measurement reforms. For years America has been affected by the performance gap between the blacks and whites, and also between rich and poor families. According to the National Assessment of Educational Progress (NAEP), the achievement gap has been a matter of concern. The federal government established and enforced accountability reforms to measure the performance of learners. Reforms were mandated to identify the performance of each group of learners and put to task those schools which failed to make remarkable progress in improving the levels of those learners having difficulties. The power of performance measurements helps to identify gaps and related challenges, at the same time coming up with suitable solutions.

To supplement the above, Brandon, Hollweck, Donlevy and Whalen (2018) in a study conducted in Canada of Canadian school principals affirms the importance of checking the files as a way of evaluating the jobs done in schools that have to be done

systematically. The checking of files addresses the management challenge, the complexity challenge, and the learning challenges faced by principals in schools.

Time constraint is the challenge faced by principals attending to parents' concerns, students report budgeting, and preparation of reports which take precedence, leaving insufficient time for principals to supervise, check files, evaluate and perform instructional leadership.

### **2.5.8 Resource and budgeting**

Farzaneh, Mashayekhi and Graham (2019) view budgeting as a process of prioritising, spending, and reporting and reviewing make principals face challenges in channeling resources accordingly, and in the end, failing to achieve crucial things. Poncy, Fontenelle and Skinner (2013) emphasises the issue of budgeting as playing a significant role in how principals manage HoDs. Budgeting is said not to be traditional, but new forms of budgeting, like result-based approaches, are used. Poncy, Fontenelle and Skinner (2013) describes result-based budgeting as a form of financial allocation that looks into the programmes and their resulting contribution to effective teaching and learning. This helps in prioritising programmes which result in improved teaching and learning outcomes. Zero-based budgeting is identified as one of the reflective forms of financial allocation which have no bearing on running programmes. This begins at zero: all programmes are evaluated to see their importance and contributions towards the organisational goals (Van Deventer, 2016). Respondents need to be equipped and move from a traditional view of the scope of financial management to reflective forms that allow innovations, promoting minor loss and major gain.

### **2.5.9 Record keeping**

Record keeping for analysis is said to be vital in the event of trying to ensure the sustainability of quality teaching and learning (Onuma, 2016). A data collection sequence should be an ongoing process so as to bring about quality analysis of observed behaviour. Principals as education managers should always have data collection tools so as to rate every action in planned activities with the HoDs'.

Improvement as a product of what has been previously recorded, analysed and modified in a more appropriate manner than before. As Onuma (2016) emphasises, the importance of record keeping and analysis, and provision of data collection tools in all the facets of the teaching and learning process would bring about change in working towards effective teaching and learning.

#### **2.5.10 Goal setting**

If principals work together with the management team and stakeholders in designing and maintaining school vision and goals, there would be collaborative effort in the planning and implementation of goals (Leona Edward & Mbohwa, 2013). This cultivates teamwork, which in turn gives birth to efficient teaching and learning. In principals' effort to appraise their HoDs, goal setting must be done and agreed upon by both parties, the appraiser and appraisee. This ensures that the principal and the subordinates collaboratively focus on key results, and plan on how to circumvent projected challenges. Goals centred on teaching and learning result in improved quality of teaching and learning. Principals' discussion of goals with the HoDs helps in keeping track of the school's annual plan and strategic plans in accordance with the school vision (Onuma,2016).

#### **2.5.11 Conflict resolution.**

Devon and Paul (2018) say conflicts will promptly prop up as an acute challenge faced by principals in the management of HoDs. Prolonged or unresolved conflicts will affect efficiency in teaching and learning. Principals are able to detect conflict at its early and manageable stage, which makes it easy to alleviate such projected abnormalities. This helps in maintaining a conducive environment and platform ripe for everyone to contribute views aimed at improving the school. The process of conflict resolution is looked at as the opportunity for further learning. Disagreements and challenging conversations are seen as an important part of collaborative knowledge building, which is a good practice that needs to be cultivated so as to bring out the best resolutions between the principals and the HoDs (Onuma, 2016).

### **2.5.12 Structured school programme**

Performance measurement by principals of HoDs provides information which could be used to measure efficiency in teaching and learning. Data gathering and evaluation is one of the most used tools in ensuring that there is effective teaching and learning. Principals use performance measurement tools to gather up information that could be scaled against performance standard ratings to reflect HoDs' efficiency in the provision of quality teaching and learning. Systematic means of data collection, monitoring and evaluation are established and coordinated throughout the cycle of teaching and learning. This helps in identifying needs for improvement in teaching and HoDs' and principals' development. Challenges are easily identified, and hence intervention strategies can be implemented to resolve such principals and HoD management challenges (Tshabalala, 2013).

### **2.5.13 Benchmarks**

Benchmarks is an all-round or holistic approach used as an assessment tool by experienced principals to provide in-depth development. Benchmarks provide leaders an opportunity to identify the gaps that need to be sought out in order to develop essential and crucial skills for effective teaching and learning (Sabone & Addo-Tenkorang, 2016), (Herman & Baker,2006). The researcher views benchmarks as a good tool for building and mending damaged relationships in an institution, helping develop a balance between personal life and work, and a direct way of confronting problems. Performance measurement is essential in judging the effectiveness of policies and methodologies used in trying to achieve the set goals. Measurements are needed to monitor, project and enable principals to deal with the challenges or threats in any given situation. Benchmarking is widely used to compare yourself with the best competitors (Adeyemi & Masalila, 2016). "Benchmarking can help increase the sector's performance because it allows the continuous improvement of the organisations and their processes, by comparing and evaluating their performance relative to best practices in the sector" (Sabone & Addo-Tenkorang, 2016:231). Adeyemi and Masalila (2016) identify benchmarking not only as a way of helping to

improve the results, but also as a way of identifying problems encountered in the running of programmes and projects by school principals.

#### **2.5.14 Delegation**

Hutchings (2016) looks at delegation as a way of decentralising authority in an organisation. Decentralisation is supported by Jones (2013) as a management strategy that respects organisational hierarchy. The top management in a school (the principal) hence delegates the middle management (the HoDs) to make decisions and be flexible in planning short- and long-term goals. Decision-making authority is given to the HoDs. Yukl (2010) highlights the benefits of delegation to the principals as a tool that lessens overload and gives principals more time to focus on other matters. Delegation results in quality decision making, raises confidence, and improves HoDs' commitment. Lahtero, Lang and Alava (2017) in their research across European countries discovered more autonomy in school distributed leadership. The common findings assert that principals mostly work independently in deciding on budget allocation. Kenyan researchers Masaku, Muola and Kimiti (2018) outline the importance of delegation as being one of the tools helping principals to deal with most chronic administrative challenges. Wan, Edmond and Chan (2018) say delegation entails the assignment of responsibilities or authority to the next person, which engages every member of an organisation, as all would be sharing the same vision. Dissatisfaction levels are bound to decrease where delegation is professionally administered; principals have more time to deal with other developmental aspects in an organisation which takes the school to a better level. More work is effectively done over a shorter space of time where the principal prioritises delegation of duties.

#### **2.5.15 Incentives**

Elumah, Ibrahim and Shobayo (2016) look at incentives as forms of motivation rendered on the employees as extra income upon fulfilment of given targets. Financial incentive is the major way or rewarding good behaviour instantly. Teachers are given bonuses upon reaching set targets. Moral incentive also plays a major role in aligning the HoDs with the vision. Moral incentive brings about emotional and psychological

balance in people's work life. Subordinates need entertainment, certificates of achievement and training so as to stimulate a love for the job. Using incentives brings about loyalty in the workers as they are motivated to achieve more (Elumah & Peter, 2016).

#### **2.5.16 Summative evaluation and formative supervision**

Hvidston, Range, Anderson and Quirk (2019) in one of their motivation and development strategies look at formative supervision as a vital tool aimed at growth, coaching and action research, while summative evaluation is a performance indicator used to measure the presence of some behaviours. This means that formative supervision is a supporting tool which relies on feedback to improve principal instruction. Summative evaluation measures ability, the extent to which job execution has been done, and helps in giving out scores and merits as per work achievement.

### **2.6 Conclusion**

This chapter discussed the challenges faced by principals in managing HoDs. It is evident that there is a co-relationship between the impact of challenges faced by principals and expertise in the leadership practice employed. Viewing leadership as a continuous process is seen as a solution to skills development in leadership which eliminates challenges faced by principals in managing HoDs. The chapter also looked at the theoretical framework of leadership in how principals manage their HoDs. The literature reviewed in this chapter indicates that principals have authority or act as drivers towards the attainment of effective teaching and learning in schools. Their position requires them to have a cutting edge in breaking ground through initiatives and skill to bring about efficiency in teaching and learning. The next chapter describes the methods and procedures used in investigating the research questions.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The main aim of this chapter is to give a clear outline of the methodology employed in the study. In particular, the method used to collect, present and analyse data in order to achieve the aims of the study. The focus is on research design, target population, sample used, method of data collection and analysis, research instruments and administration of instruments.

#### **3.2 Delimitation of the study**

The study sample area is uMkhanyakude District in KwaZulu-Natal province (KZN). KZN is one of nine provinces in South Africa, and consists of four educational regions: Zululand, Ukhahlamba, Durban and Pietermaritzburg. Zululand has the most schools with a low percentage pass rate in matric examinations. The region is sub-divided into three educational districts: UMkhanyakude, Empangeni and Vryheid. The study focus area was uMkhanyakude District (Obonjeni). Its administrative divisions are known as circuits, namely: Hlabisa, Mtubatuba, Ingwavuma and Ubombo. All the circuits were part of the sample study which targeted all secondary school principals in the district.

#### **3.3 Research design and instrumentation**

The research paradigm and instrumentation are discussed below.

##### **3.3.1 Research paradigm**

In the process of gathering data on the challenges faced by principals in managing HoDs, the pragmatic paradigm has been used. This paradigm gives room for further discovery on how principals manage HoDs in order to achieve quality results in schools' performance levels. The pragmatic paradigm's function is to break down the dualism between realism and idealism (Morgan, 2014). Pragmatic focus is on the

characteristics of post-positivism and constructivism approaches to enquiry. The philosophy creates its own world of research, different feelings and distinct standards for the nature of the research inquiry used. Pragmatism disqualifies the assertion that knowledge is abstract. Instead it is a continuous process, with back and forth movement between beliefs and actions (Morgan, 2014).

### **3.3.2 Research design: mixed method.**

In order to collect reliable data on challenges faced by principals in managing HoDs for efficiency in teaching and learning, a mixed-method approach was used in this study. Alkarni (2014) looks at three research designs in social science research, which are, qualitative, quantitative and mixed approaches. Based on merits attributed to the mixed-method approach, which combines qualitative and quantitative design, this design was chosen for the present study. The mixed-method approach helps the researcher to overcome eventualities that emerge during the course of the research process. Alkarni (2014) also mentions that the use of the mixed approach has a high level of reliability. Furthermore, the integration of qualitative and quantitative design has the strength to overcome the unforeseen challenges that may arise when using one approach. The use of a mixed-method approach ensured that the necessary and relevant in-depth data were gathered and analysed to give reliable information so as to address how principals manage HoDs for effective and efficient teaching and learning.

## **3.4 Research Instruments**

Research data were collected using questionnaires and face-to-face interviews. These are fully discussed in the sections that follow:

### **3.4.1 Quantitative research**

Numerical data are generated by quantifying problems into usable statistical data (Olowoselu & Aishatu, 2015). Quantitative research was used to generalise results on

defined variables for the selected school principals. This helped in the formulation of research facts so as to uncover existing patterns.

### **3.4.2 Research instruments: the questionnaire**

A structured questionnaire was used to collect information.

A questionnaire is a systematically developed document with a list of questions designed to gather information with the aim of analysing and drawing from its conclusions, lessons and recommendations (Alkarni, 2014).

A structured questionnaire was developed based on research questions anchored by the broader framework of the study, which is an investigation into challenges faced by the principals in managing HoDs. A questionnaires seemed to be appropriate for finding out the acute challenges faced by principals in managing the HoDs.

Ghavifekr and Rosdy (2015) emphasises the use of questionnaires as having the capacity of exposing the existing challenges which enable the researcher to articulate the challenges and relationships of the phenomena in question. This was of great help in discussing challenges encountered by principals in managing HoDs for effective teaching and learning, which is objective number three of the research questions.

### **3.4.3 Format of the questionnaires**

The questionnaire for principals was constructed. It was divided into two sections, focusing on the questions of the study. Section A consisted of questions 1 to 4, and focused on general information and demographic data. Section B consisted of two sets of closed-ended questions. The first set addressed the extent to which respondents agreed or disagreed with how principals manage HoDs for effective teaching and learning. Section B, question 1 consisted of 15 items. Five responses were presented with a scale of 1 to 5, that is: strongly agree, unsure, agree, disagree and strongly disagree. Section B which consisted of question 2 also had closed-ended items which in total amounted to 17 items. The scale given in question 2 indicated the

evaluation of principals in ensuring efficiency in promoting teaching and learning in schools. There were three possible responses: yes, unsure and no.

### **3.5 Pre-testing questionnaire**

The questionnaire was pre-tested with five respondents. The researcher had to personally deliver the questionnaires to the respondents. After two days, he collected the completed questionnaires. No weaknesses were noted in the comprehension of items as respondents were providing relevant responses that confirmed that the questionnaire was user-friendly.

### **3.6 Data collection**

In collecting data, the study comprised 166 questionnaires which were distributed to all 166 selected high school principals in uMkhanyakude District. The researcher made use of field workers (who were also educators) and clerks to distribute questionnaires. He targeted principals' meetings. This accelerated the researcher's endeavour in reaching out to the respondents, minimising time constraints and time-lapse in accessing feedback. After the meetings, completed questionnaires were collected. Not all respondents were able to complete the questionnaires: 87% returned them. This was a workable and satisfactory response.

### **3.7 Target population**

In this study, the target population comprised school principals in uMkhanyakude District. All the high schools in uMkhanyakude were included in the sample since there were 166 high schools registered for matric for that year in the district, with four circuits: Hlabisa, Mtubatuba, Ingwavuma and Ubombo. Principals are the managers in schools who are responsible for ensuring efficiency in teaching and learning.

### **3.8 Sampling**

Purposive sampling was used to select secondary school principals as participants. It placed participants in groups relevant to criteria that fit the research question. Through purposive sampling, the study attempted to investigate and understand the challenges faced by principals in managing HoDs so as to ensure that there is effective and efficient teaching and learning.

### **3.9 Quantitative data analysis**

The quantitative approach was used on quantifiable questions by measuring central tendencies. The statistical software, the statistical package for social sciences (SPSS) was used for quantitative data analysis. Qualitative information was arranged and organised into similar themes. The intercorrelation coefficients were computed to investigate the challenges faced by principals in managing HoDs. Descriptive statistics such as mean and standard deviation were used to measure the average response and difference between the responses (Olowoselu & Aishatu, 2015).

### **3.10 Qualitative research**

Kumar (2019) describes qualitative research as a systematic means of gathering information, and presents findings in words, not in a quantitative format of numerical data. Cohen, Manion and Morrison (2011) argue that qualitative research is a scientific endeavour used to answer questions by means of prearranged platforms for meetings where participants are engaged in a dialogue guided by predefined procedures for collecting evidence, to produce findings which are applicable for use beyond the study. The qualitative approach was used to gain an understanding of the underlying reasons for a particular phenomenon. It helped to derive hypotheses and develop new ideas on observed trends.

### **3.11 Interview schedule**

In examining the challenges faced by principals as they manage HoDs for efficiency in teaching and learning, a qualitative design was used. Semi-structured interview schedules were used as research tools for qualitative design. Semi-structured face-to-face interviews were used to gather in-depth data through the probing technique as supported by Alamassi (2015). Unstructured face-to-face interviews were used so as to award the respondents an opportunity to express their views, perceptions and opinions on challenges facing principals in managing HoDs.

### **3.12 Sampling procedure**

Selection of schools was based on five schools classified as T 60 schools at the secondary level and five which are high achievers. The targeted population of principals was identified in 10 secondary schools.

### **3.13 Sampling**

Participants for the qualitative procedure were purposively selected to ensure the quality of data to be collected. A small sample size was considered since there are homogenous characteristics within the two categories of school, the T 60 and the excelling schools. The curriculum followed is the same and principals and the HoDs have the same role to execute. The year 2017 was used for Grade 12 examination results obtained from the Hlabisa circuit office. From the T 60 schools, the five last schools on the list were selected, and the top five schools in the excelling schools. Principals in 10 selected schools who could best provide relevant information and enhance understanding of the research questions were selected as participants in this study. The researcher was guided by the concept of theoretical saturation in large population sample sizes. Alamassi (2015) asserts that in a large sample size new data end up not bringing any additional insight to the study. This is termed theoretical saturation.

The following were the main questions in the interviews:

1. What are the challenges affecting principals in managing HoDs?
2. What can be done to overcome such challenges?
3. How do human resource development initiatives challenge the principals' role in empowering HoDs?
4. How do you plan to supervise HoDs for effective teaching and learning?
5. What are the challenges emanating from the HoDs supervision process?

### **3.14 Pre-testing the instrument**

A pre-test was conducted where three principals were sampled and interviewed in the Mtubatuba circuit. The reason for the pre-interview was to determine the extent to which the developed questions would collect the required data before they were administered in the study. Pre-interviews were done in order to try and refine the research questions, and estimate the time that was needed for the face-to-face interviews. Kumar (2019) says that this helps to assess the feasibility of the tools used in research. In this case, it was face-to-face interviews. Potential problems, protocol, procedures, constraints and unforeseen deficiencies in the instrument were able to be identified. Questions were found to be aligned to the research questions and the aim of the study.

### **3.15 Qualitative data collection procedure**

Appointments with the principals in selected schools were made. The first visit was for familiarisation. Principals were given an overview of the study, and the importance of their interviews in the research. They were also assured of confidentiality in anything discussed during the interview sessions. The second visit was for interviews at the times agreed upon. Participants were requested to sign informed consent forms, and the researcher explained that the participants were free to withdraw at any time.

### **3.16 Qualitative data analysis**

Recorded interview data was transcribed first. A thematic data collection method was used to analyse qualitative data. Data coding was applied to data collected using interviews, which were preceded by the formulation of main themes from data gathered. Subthemes were generated from the main themes, which constituted the topics generated from the main themes. Qualitative information derived from the respondents was sorted into homogenous groups that were relevant to the study, thus categorising the information to help identify the information that is relevant to the research objectives and questions of the study

### **3.17 Ethical considerations**

Adu-Gyamfi (2015) advises to ethical procedures as an important research principle to help guard against unforeseen problems as well as to protect the rights of participants. Permission was granted by the provincial Department of Education (Basic Education) to conduct research in schools. Applying for ethical clearance from the ethics committee of the Zululand university was mandatory, and the certificate was granted. The researcher got permission to conduct research from the principals. There was a guarantee to the respondents on issues of confidentiality and anonymity through a letter of consent that would be drafted assuring the respondents that they were free to withdraw from participating if they so wished.

To protect the respondents, their names and those of their schools were not required. The completed thesis would be made accessible to those who wished to peruse it to overcome challenges faced by principals in managing HoDs. This was done so as to clear the misconception that the researcher might be an investigator, not a student carrying out research.

Ethical considerations provide assurance that research has many contributions to make in improving the quality of teaching and learning. The researcher ensured that the participants understood that the purpose of the study was to investigate the challenges faced by secondary school principals in managing HoDs, and not to

interrogate them on their work-related issues (Adu-Gyamfi, 2015). This would help boost participation levels, and relieve any suspicions of the respondents, hence in-depth truthful information could be openly obtained.

Participants were assured that their identity would not be disclosed, and all information would be kept confidential. A statement on the ethical considerations was inscribed at the beginning of the questionnaire as opening remarks before the issuing of questionnaires and conducting of face-to-face interviews.

### **3.18 Conclusion**

The main focus of this chapter was on the research methods used in gathering information. The chapter described the target population, research tools, sampling procedure and methods of data analysis. It then focused on the methodology that has been used by other researchers so as to assure the authenticity and accuracy of the information gathered.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 INTRODUCTION

The focus of this chapter is on analysis, presentation, and interpretation of data acquired from respondents and participants. Questionnaires and interviews were used as research tools to analyse presented items. One hundred and forty-seven respondents completed the questionnaire, and 10 respondents were interviewed. The researcher had to give responses identification numbers. Descriptive statistical data were used to interpret quantitative data. Data were presented in frequency tables and graphs where applicable.

#### 4.2 PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This section presents findings from the field. Raw information will be analysed and interpreted to establish its significance for the study.

##### 4.2.1 The Questionnaire

Tabulated responses are presented following common themes.

##### 4.2.1.1 Demographic and general information

All the respondents completed this section on demography and general information, which gives a picture of the nature of the respondents in relation to their experience and qualifications.

**Table 4.1: Gender of respondents**

<b>Gender</b>	<b>Number of respondents</b>	<b>%</b>
Female	54	37%
Male	93	63%
Total	147	100

Gender sensitivity remains a major concern in management. Imbalance exists amongst the number of promoted principals in the Department of Basic Education. In Table 4.1 a total of 147 respondents in the sample population of the study participated positively in research. The analysis in Table 4.1 reveals that 63% of the respondents were male, while 37% of them were female.

Reed (2012) affirms male leadership as a norm in the society. According to Redmond, Gutke, Galligan, Howard and Newman (2017), a gender perspective on leadership is viewed as having great bearing on how women decide to take up responsibilities in school leadership, as shown in the unequal number of women and men in educational leadership. Society norms limit female ambition to take up leadership responsibilities, yet advantage males to do so.

The researcher deduced that there are more male school principals than female principals in UMkhanyakude District, even after the rally by many activists in the promotion of equality. Leadership dynamics are still much influenced by environmental factors. Principals have not reached a significant breakeven point in leadership to override these factors Tradition seems to have much impact on leadership in this context.

**Table 4.2: Age group of respondents**

<b>Age</b>	<b>Number</b>	<b>%</b>
Under 30	3	2
31 – 40	25	17
Above 40	119	81
<b>Total</b>	<b>147</b>	<b>100</b>

Age and experience mostly work hand-in-hand as they show how experienced an individual is in a particular field. Table 4.2 shows that 81% of the principals are over 40 years old, 17% are between 31 and 40, and only 2% are younger than 30.

The findings agree with Emily’s (2015) observation that experience or maturity is part of the criteria used to appoint principals. The greater percentage of principals fall in the 40s and above, few principals who are below 40s. One would expect a greater

matric percentage pass since most principals prove to be mature and experienced. This then poses the question as to how maturity has a bearing on the way principals manage the HoDs, especially considering that the matric percentage is low.

The interpretation of the distribution gives an insight that most principals in UMkhanyakude are experienced in the field of education. Experience is one of the top requirements needed for one to be appointed as a principal. The number of years' principals have served has a positive bearing on the validity and reliability of the information provided based on literature studies. In this context looking at the issue of low matric results shows that years of experience have not contributed positively to ensuring there is effective teaching and learning. A simple number of years in the field does not mean someone is proficient in management. More is needed to develop an individual into becoming a transformational leader so as to maintain effective teaching and learning.

**Table 4.3: Educational qualifications**

<b>Qualifications</b>	<b>Number of respondents</b>	<b>%</b>
Standard 10 (Grade 12)	0	0
Diploma	12	8
B.Ed. or Honours' Degree	116	79
Master's Degree	19	13
Doctoral Degree	0	0

Educational qualifications play a major role when appointing principals in schools. Table 4.3 outlines the basic qualifications of principals in their leadership role. 92% of the principals have degrees, and 8% are diploma holders. Kiat and Lim-Ratnam (2017) emphasise human capital development as key in an institution, but the question remains as to what really causes the reported inefficiency in teaching and learning. If educational qualifications aid better school management, one has to ask what it is that gives rise to inefficiency in managing the HoDs towards effective teaching.

Literature and the results show that the promotion of individuals depends on their educational qualifications and their experience acquired in managing schools. However, a first degree might make one an effective classroom manager, but not necessarily an effective school administrator. Though qualifications play a major role in management, the continued low pass rate implies that there is focus needed as to what qualification would enhance skills in how principals manage their HoDs so as to reduce or eradicate challenges faced by education managers.

**Table 4.4: How do principals manage HoDs for effective teaching and learning?**

		<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>TOTAL</b>
1. The principal draws a plan for a school turnaround strategy with the help of HoDs	N	06	09	00	56	76	147
	%	04	06	12	38	52	100
2. The HoDs are involved in the planning process.	N	19	25	12	17	40	147
	%	13	17	08	35	27	100
3. The principal shares the vision of the school with HoDs.	N	79	28	06	15	28	147
	%	54	19	04	10	19	100
4. Principals use benchmarking in managing HoDs to achieve the desired goals	N	06	15	28	65	51	147
	%	04	10	19	44	35	100
5. Principals formulate policies with staff members to bring about sustainability in managing HoDs.	N	22	15	06	59	46	147
	%	15	10	04	40	31	100
6. Principals delegate specific duties and supervision to HoDs.	N	15	22	13	62	37	147
	%	10	15	09	42	25	100
7. The principal conducts workshops to capacitate HoDs for effective work.	N	09	28	00	68	43	147

	%	06	19	00	46	29	100
8. Leadership capacity development workshops in the schools are a part of an ongoing activity for professional skills development.	N	15	37	00	71	25	147
	%	10	25	00	48	17	100
9. The principal uses a collaborative approach when making key decisions regarding promotion of teaching and learning	N	12	22	06	56	51	147
	%	08	15	04	38	35	100
10. The principal organises appropriate induction training for the newly appointed HoDs.	N	28	34	03	65	19	147
	%	19	23	02	44	13	100
11. The principal prepares HoDs for the supervision process so as to cultivate a positive attitude.	N	09	28	19	68	25	147
	%	06	19	13	46	17	100
12. The principal schedules dates for supervision.	N	71	56	00	15	06	147
	%	48	38	00	10	04	100
13. Supervision tools are used as records for the development of HoDs.	N	09	22	13	65	40	147
	%	06	15	09	44	27	100
14. The principal works with the HoDs in coming up with the budget for the year.	N	06	22	15	71	34	147
	%	04	15	10	48	23	100
15. The principal does not consult with HoDs in making decisions.	N	40	40	00	62	25	147
	%	15	27	00	42	17	100

#### **4.2.2.1 The principal draws up a plan for a school turnaround strategy with the help of HoDs**

For any change to be effected it is mandatory for principals to involve the HoDs in drawing up a turnaround strategic plan in Table 4.3 the record shows that 52% of the respondents strongly disagree and 38% disagree with the involvement of HoDs in the drawing of a school turnaround strategy. This implies that 90% of the principals are not incorporating HoDs in drawing up a school turnaround strategy.

Kalu and Okpokwasili (2018) assert that most of the principals whose traditional, coercive style of leadership dominates their entire activity hinder the development and processing of new ideas within the institution. Emily (2015) anticipates Kalu and Okpokwasili's (2018) view that an autocratic style is a wayward form of leadership in spearheading change in an institution

It is worrying that 90% of the principals do not involve the HoDs in drawing up their school's strategic turnaround. The concern is about how the principals understand what a strategic turnaround entails. The mere 10% of principals who involve the HoDs is a smaller percentage which raises the question of what hinders principals building teamwork. If only the principal takes decisions, and the subordinates contribute relatively little to the day-to-day running of the institution, this gives rise to some unforeseen challenges within the school management system.

School principals lack understanding of how to employ strategic planning to bring about change in schools. One of the principals in an interview on the involvement of HoDs in strategic planning proudly expressed the view that the Department demands that he submits the turnaround strategy This indicates that to him this is one of the documents required the use of which he does not even understand HoDs as part of the management team have limited opportunity to bring on board some of the observed practices and strategies which could aid in effective teaching. A principal's autocratic leadership tendencies result in teamwork decay and inefficiency This would mean for a turnaround strategy would not yield positive results for the school. Most

HoDs are being side lined in the running of school affairs, which cripple their function in ensuring there is efficient teaching and learning.

#### **4.2.2.2 The HoDs are involved in the planning process**

The planning process in an organisation involves all the stakeholders if the plan is to yield positive results. Table 4.4, item 2, reveals that 62% of the principals agree that HoDs are largely not involved in the planning process. Principals work independently with the management team and stakeholders in developing the school vision and goals. Only 30% of the principals see the need of involving the HoDs in the planning process.

Contrary to the common practice depicted by respondents who do not involve the HoDs in their planning process, Onuma (2016) asserts that collaboration between the principals and HoDs cultivates teamwork, which in turn gives birth to efficient teaching and learning.

The principals' experiences at work as have made a minority of them notice the importance of involving the HoDs in the planning process, although it is surprising that the majority does not see the need for cooperative planning. Team building is not a priority amongst the principals, which remains a concern as to how principals make use of their HoDs in the management system.

A notable minority of the principals have noticed that individual planning kills collaborative effort in the school management system. The involvement of HoDs in planning could contribute to achieving quality matric passes in these few schools in UMkhanyakude. Principal and the HoDs if they collectively draw specific focus points on how to circumvent projected challenges matric results would be good.

#### **4.2.2.3 The principal shares the vision of the school with HoDs**

Visionary principals should make their vision clear to their HoDs so that everyone is able to run with it. Principal and HOD relationship has a notable bearing in school

management. Findings in Table 4.4, item 3, show that 54% of principals agree and 19% strongly agree that they do share their vision with the HoDs, this means that 73% of the principals do share the vision with the HoDs. Literature study supports the practice by many principals who share vision with the HoDs and literature supports them. Cheema (2015) sees the vision of the school as the guiding principle and a motivational tool towards the promotion of quality teaching and learning. Which results in improved standards of achievement.

Surprisingly, in 4.2.2.3 the majority of the principals do not involve the HoDs in the planning process, but in this case it is the majority who share their vision with the HoDs. This could mean that HoDs are presented with a vision which they hardly understand, or sharing the principals' vision means something else to them. Vision posters which are seen pasted on their office walls could be what principals understand by sharing vision. Literature supports that vision shared leads to greater results, which is not the case in this study. Here the majority of the principals share a vision, yet the performance of learners remains questionable.

This brings us back to section 4.2.2.3, which mentions that HoDs participation is enhanced if there is collaboration with the principal in drawing up the vision within the organisational scope. HoDs are most likely to distance themselves from running with the vision set by the principal, perhaps because they do not sufficiently understand it, or they might feel they are being undermined as they are not involved in the planning process. As transformational leader principals need to have a deeper understanding of effective channels of knowledge dissemination and establish the checkpoints to measure the effectiveness of the ways used to transfer information.

#### **4.2.2.4 Principals use benchmarking in managing HoDs to achieve the desired goals**

Benchmarking is a unique yet specific assessment tool used by experienced principals to foster development in schools. Despite the importance of benchmarking, Table 4.4, item 4, gives a total of 79% of the principals who are not employing benchmarking in their leadership; so only 21% make use of benchmarking.

Contrary to the common understanding of principals derived from the responses on benchmarking, Sabone and Addo-Tenkorang (2016) say benchmarking provides leaders an opportunity to identify the gaps that need to be sought out in order to develop essential and crucial skills for effective teaching and learning. Adeyemi and Masalila (2016) highlight benchmarking as a tool that can help increase the school management performance as it can be used as an evaluation tool by bringing in comparison of the past best practices to what is happening in an institution.

Principals lack management techniques which could enable them to effectively manage HoDs. Based on the importance of benchmarking, it is worrying that still the greater percentage of the principals are not making use of the technique. Literature and the researcher's experience concerning the strengths of benchmarking in leadership clearly show that benchmarking ensures a high degree of goal achievement. Despising benchmarking reflects the possibility of principals failing to evaluate HoDs' performance to meet the desired goals. The challenges principals face is as a result of their not properly engaging the HoDs using effective techniques to project, measure and evaluate their performance.

#### **4.2.2.5 Principals formulate policies with staff members to bring about sustainability in managing HoDs**

Not only is policy formulation an aid to effective management, but also how policies are formulated, and with whom these policies are formulated. When principals involve the HoDs in policy formulation, it instils ownership and effective implementation of the policies.

In Table 4.4 item 5, the responses on policy formulation reflect that this is largely the duty of the principal. 71% of the principals do not see the need to draw up policies governing the running of the school with the HoDs. Emily (2015) noted a critical resistance by principals who align themselves with the autocratic style of leadership in policymaking. Clearly, the majority of the principals divorce themselves from transformational theory in their leadership, which is supposedly based on transforming followers into leaders. The transforming approach creates remarkable life transformation in followers as well as significant changes in the schools by replacing

challenges with solutions. This means that policies formulated in an authoritarian manner are foreign to the HoDs, which promotes misunderstanding, misinterpretation and resentment, which lead to inefficiency in teaching and learning.

#### **4.2.2.6 Principal delegates specific duties and supervision to HoDs**

Duty delegation is one of the techniques used by transformational principals when managing HoDs which is shunned by principals who have no trust in their HoDs.

According to the information gathered from respondents, duties are centralised. Only the principals are said to be hands-on with supervision of general administration. 69% of the principals in Table 4.4 item 6 agree that decision making and supervision are centralised.

In contrary to the norm of the majority of the principals who do not rely, on delegation of duties, Hutchings (2016) looks at delegation as a way of decentralising authority in an organisation and as a management strategy that respects organisational hierarchy. Wan, Edmond and Chan (2018) highlight the benefits of delegation to the principals as a tool that lessens overload and gives principals much time to focus on other things.

69% of the principals not effectively delegating duties raises concerns as to how the principals work with HoDs. This could mean that principals are not carrying out supervision in school because if the principal is effectively executing supervision, HoDs should be involved in the process. Literature gives a clear picture that delegation is one of the flexible tools to be used by principals as a way of decentralising decision making to the HoDs. In order to transform leaders, principals need to have much understanding of delegation and begin to decentralise authority, and engage HoDs in supervision. 31% of the principals who delegate HoDs for supervision account for those few schools that produce quality matric results. Delegation is one principle that leads to quality decision making, confidence and improved HoD commitment. If principals continue not delegating HoDs for supervision, learners' matric results will continue being a cause for concern.

#### **4.2.2.7 The principal conducts workshops to capacitate HoDs for effective work**

Capacity building for HoDs by the principals seems not to be a priority in schools. This is shown by 75% of the principals in Table 4.4, item 7 who point out that workshops are not held in schools to develop HoDs. Jennifer (2014) supports the importance of staff-development as a way of bringing about educational reform in schools. The functionality of schools without the principals workshopping the HoDs and other members of staff is much in question. If 75% of the principals are not conducting workshops in their schools, then the results of matric can nowhere be improved. Could it be that the principals were just ticking boxes so as to complete the questionnaire? Otherwise it is a matter of concern if there are no programmes set to develop the HoDs so that school objectives and strategies can be dealt with effectively.

The matter of HoD development through internally arranged workshops is an important approach towards enhancement of learning outcomes. In interviewing some of the principals concerning workshops held at school, one of the why workshops are not a common practice in schools was that the Department arranged workshops for the HoDs. This shows that principals lack the skill of cultivating institutional values and standards within the school so as to create a unique culture. There are no specifications and focus directed to the HoDs concerning the school culture, vision and structural developments. This implies that failure to capacitate HoDs gives room for more challenges in management, consequently depressing the matric results. Capacity building alleviate challenges faced by principals in managing the HoDs for effective learning and teaching. Principals are set as drivers in drilling the importance of continuous learning and development into the HoDs, the HoDs into the teachers, and ultimately teachers into the learners. Knowledge is dynamic; principals should always be assimilating new ideas and skills so as to achieve effective teaching and learning.

#### **4.2.2.8 Leadership capacity development workshops in the schools**

Leadership capacity development workshops in the schools are distinctly not part of an ongoing activity for professional skills development. Table 4.4, item 8 above

indicating that 65% of principals share that view against 35% who do not show that workshop developments are not conducted as often as possible. Kiat and Lim-Ratnam (2017) align their arguments with the minority of the principals who frequently plan for capacity building workshops. Capacity building is viewed as a core attribute of human capital building, resulting in acquisition of skills, knowledge and changed behaviour in teachers and non-teachers alike. Abdullah (2009) concur with the need for training to produce leaders who have a high profile and are able to manage the new methodologies, techniques, and technological advances. The 65% of principals who reported that workshops are not conducted regularly in their schools is a cause for concern. Results indicate that there is great work that needs to be done to transform leadership in schools. Principals as transformational leaders need to be equipped to equip HoDs as well to improve quality education and eliminate challenges in management. Hence any desired change needs principals to understand that they are transformational in nature, therefore they cannot avoid organising workshops as frequently as possible.

#### **4.2.2.9 The principal uses a collaborative approach when making key decisions regarding promotion of teaching and learning**

The principals are not fond of using a collaborative approach when making key decisions regarding the promotion of teaching and learning. 75% of the respondents in Table 4.4, item 9 above agree that principals are not consistently collaborating in management. This means that the principal is mostly the one making decisions in the institution, or nothing is being done at all; each person will do as it pleases him or her. Principals fail to develop structure and values within the management which weakens the organisation, hence a lot of challenges that make the system crumble, thereby perpetuating weak matric results.

Geleta and Ababa (2015) says that in the endeavour to achieve quality in teaching and learning, principals are expected to frequently use capacity development in achieving effective implementation of the curriculum and developing management staff. Olowoselu and Aishatu (2015) allude to principals as people of influence who

are vested with authority and influence to provide expertise in regard to capacity building, curriculum management, and effective leadership.

This clearly shows that success and failure in schools largely depends on principals, how they tap into and unleash potential in given resources. Challenges faced by principals are largely influenced by how they respond to environmental demands, and how they manage the HoDs.

#### **4.2.2.10 The principal organises appropriate induction training for the newly appointed HoDs**

The orientation period plays an important role for the newly appointed HoDs. It gives clear guidelines into what one is expected to do when, how and for how long. 53% of the respondents in Table 4.4 do not organise appropriate induction training for the newly appointed HoDs. This means that 47% of the respondents take time with newly appointed HoDs, but are outweighed by 53% of the respondents who do not prioritise training. However, 47% of the principals who prioritise training is a substantial proportion which should yield great results in management and efficiency in teaching and learning.

The Wallace Foundation (2013), in support of induction training programmes, views leadership as a lifelong learning process related to the cycle of school leadership development. Induction and training should be part of an ongoing activity for professional skills development and individual growth in leadership, especially in the early stages of leadership.

An increase in the percentage of principals who are involved in training HoDs who assume their office for the first time is an indicator of quality improvement in teaching and learning as well as principals' management of HoDs. The main worry is the imbalance shown by the slightly positive responses as compared to the lamentation in the nation over substandard matric results obtained by learners in UMkhanyakude. This is a two-way system: a principal could be doing well at the beginning of the journey with the other new principals, but fail to sustain the good habit. On the other

hand, principals could be lacking in-depth understanding of what induction entails. Induction training gives clear guidelines and establishes appropriate standards to be met. Induction is essential in a principal's leadership: it create a platform and set the tone and culture of the school for the principal to give clear direction for the institutional goals. Failure to welcome the HoDs professionally shows loopholes to the ones assuming the office. The first impression has a long-lasting impact; hence principals as transformational leaders should lead by example.

#### **4.2.2.11 The principal prepares HoDs for the supervision process so as to cultivate a positive attitude**

The emphasis on supervision is based on it being a continual process of preparation, observation and evaluation. This demands that the principal (supervisor) and the HOD (supervisee) maintain close communication at all times throughout the supervision process. Table 4.4, item 11 reveals that more than half of the principals (63%) disagree with the notion that HoDs are prepared for supervision. Only the minority (27%) of the principals have a clearly defined understanding that supervision is a process that has steps to be followed in order to achieve intended results.

The responses are contrary to what is deduced from literature concerning supervision. Tshabalala (2013) defines supervision as a process used to improve job performance, hence it improves efficiency in teaching and learning. Celal (2014) says that the attitudes and perceptions of the HoDs play an important role in managing HoDs for effective teaching and learning to take place. Hence one can assume that preparedness is a virtue in the supervision process.

Surprisingly a huge percentage of principals are not aligning to transformational leadership. The management techniques used by principals are of major concern. Also, the level of engagement of HoDs in management leaves a lot to be desired especially looking at the issue in the light of low percentage passes in uMkhanyakude District.

There appears a great need for principals to prepare HoDs for supervision by drilling the importance of supervision exercise, and highlighting the impact of supervision on individual development and the improvement of teaching and learning. The emphasis on the effects of debriefing as a technique effectively designed for preparedness underlines the importance of alerting the subordinates before any implementation.

#### **4.2.2.12 Principal schedules dates for supervision**

Time-framed objectives enable principals to move from the general to the specific, and become able to manage the HoDs through time limits or set dates. Table 4.4, item 12 revealed that the majority of the respondents (86%) schedule the dates for supervision.

Celal (2014) emphasises the time factor in supervision as a resource that plays a major role in making sure that matters scheduled are implemented. Lingering concerns need to be addressed. According to the literature, if dates are scheduled for supervision the teaching and learning challenges should be eliminated, and HoD and teacher management should improve. This is not the case with this study. There is still much lamentation nationwide regarding unpleasing matric results in UMkhanyakude. The responses of 86% of principals who schedule dates for supervision prompted the researcher to ask what really happens after the dates for supervision have been set. Some of the responses obtained from face-to-face interviews were that HoDs and the teachers do not cooperate with regard to the planned date. The results in 4.2.2.3 show that the principals do not engage HoDs in the planning process, and do not delegate HoDs to supervise, which contributes to ineffective teaching and learning.

It is the principals' duty to incorporate the HoDs in managing the school. Drawing of these mild stone gets things done, and those who operate in a vacuum struggle with getting things done. Principals need to delegate and effectively train and monitor the HoDs who will also monitor the teachers for effective teaching and learning.

#### **4.2.2.13 Supervision tools are used as records for development of HoDs**

Records obtained from supervision act as a base for the next step in management. Training needs are derived from the gathered supervision information records, and behaviour management is easily modified when analysis of data is effectively used. The data in Table 4.4, item 13 indicates that 75% of the principals are not using supervision tools as records for further development of HoDs. Philemon (2019) argues that supervision plays a vital role in educational management. Effective teaching and learning occurs when the supervisor (principal/HoD) is in contact with the subordinates to provide help which improves instruction in management. Principals guide by strengthening supervision, which builds and improves the HoDs execution of their duties, and helps in easily achieving the set goals. Supervision is a process whereby a supervision report gives information for further mediation. Results on the supervision form give information for further discussion, and act as checks on the extent to which the principal's vision is being followed.

Khalid, Komuji and Veloo (2013) stress the importance of using supervision tools in clinical supervision to analyse and prepare for the next intervention. Sarfo and Cudjoe (2016) looks at clinical supervision as a face-to-face interaction between the HoD and the supervisor.

It is worrying that after supervision has been done, information obtained is not made use of for the development of the management team. Only a minority (25%) of the principals understand the use of gathered supervision information. The principal must use observed and recorded data to analyse observed behaviour to build HoDs' professional leadership skills. The behaviour of staff is modified when supervision tools are effectively used, their competence is improved. The downfall of learners' academic achievement is a result of lack of supervision.

#### **4.2.2.14 The principal works with the HoDs in coming up with the budget for the year**

Financial resources play a significant role in schools. Principals will gain recognition and honour if they prioritise setting budgets with the HoDs. The majority of the principals (71%) indicated that budgeting in schools is done without the involvement of HoDs. School principals who dictate and do everything without the involvement of the HoDs find difficulty in identifying the strengths of their HoDs. Manaseh (2016) points out that the practice of not involving HoDs results in failure to tap and unleash leadership potential for the provision of quality teaching and learning.

It is a matter of concern if only 29% of the principals do budgeting with the HoDs. The concern is on how the organisation's needs are assessed and prioritised if skilled personnel are not counted in budgeting. Involving HoDs in budgeting ensures effective and efficient teaching and learning. Role distribution questions the principal's ability in dissecting and sharing roles to suit the school's micro-environment so as to merge it with the vision and the turnaround strategic planning and set objectives. The researcher can safely say that budgeting works smoothly for the organisation if it involves the HoDs.

#### **4.2.2.15 The principal does not consult with HoDs in decision making**

More than half of the principals (59%) work alone in making decisions without consulting the HoDs. Celal (2014) alludes to the importance of teamwork in an organisation. If principals involve HoDs in running the school, it builds trust and combined effort, which enhance service delivery. The involvement of HoDs in decisions creates room for quality decision making, and it encourages ownership in institutions. Sadeghi and Pihie (2012) emphasise how teamwork has the power to create room for critical thinking and innovation as followers will begin to question and modify existing policies, and invent and apply new policies. One can conclude that teamwork in decision making has the power to drive away criticism and allow openness and confidence in problem solving.

### 4.2.3 How do principals ensure efficiency in promoting teaching and learning?

The table below shows principals' responses on how they ensure efficiency in schools.

**Table 4.5: How do principals ensure efficiency?**

		Yes	Unsure	No	
1. Mandated change (top-down change) leads to effective teaching and learning.	N	93	19	38	147
	%	63	13	25	100
2. Principals hire educators, paid by the school, to lessen the involvement of HoDs in teaching thereby increasing their effective involvement in management.	N	25	03	119	147
	%	17	02	81	100
3. Inclusion of HoDs' perspectives on educational change enhances effective teaching and learning.	N	46	22	79	147
	%	31	15	54	100
4. A school-oriented approach to mandated change brings about a clear understanding of the system introduced.	N	25	82	40	147
	%	17	56	27	100
5. Principals organise staff development initiatives as a way of bringing about educational reform.	N	34	12	101	147
	%	23	8	69	100
6. Principals develop HoDs to enhance effective learning.	N	34	06	107	147
	%	23	04	73	100
7. Principals are consistently making use of monitoring and evaluation tools in-school programme to ensure quality in teaching and learning	N	31	19	98	147
	%	21	13	67	100
8. Principals work together with the HoDs in designing school vision and goals.	N	43	22	94	147
	%	29	10	64	100
9. Discussion of goals between principals and HoDs helps in keeping track of the school's	N	25	06	113	147
	%	17	04	77	100

annual plan in accordance with the school vision.					
10. Is data gathering and evaluation one of the most used tools in ensuring that there is effective teaching and learning?	N	25	3	119	147
	%	17	2	81	100
11. Principals check HoDs' file as per an agreed plan.	N	22	09	113	147
	%	15	06	77	100
12. In planning for appraisal, principals agree with HoDs in setting goals.	N	34	25	94	147
	%	23	17	64	100
13. Principals encourage open participation of members in meetings.	N	25	19	101	147
	%	17	13	69	100
14. Principals provide tools for collecting data throughout the cycle of teaching and learning.	N	85	22	40	147
	%	58	15	27	100
15. Principals provide training for HoDs.	N	34	03	110	147
	%	23	02	75	100
16. Staff members are given incentives so as to encourage hard work.	N	22	03	122	147
	%	15	02	83	100
17. The principal cautions members of staff who are not complying with the set standards.	N	42	22	82	147
	%	29	15	56	100

#### **4.2.3.1 Mandated change (top-down change) yields to effective teaching and learning**

Leaders' ways of communication matters most in change management. In schools, top-down communication is mostly used rather than bottom-up communication. In Table 4.5, item 1 only 63% of the principals believe in mandated change having the power to bring about change in schools. Yet 37% of the principals believe that top-down direction is not effective in bringing about change in schools.

Bowe and Gore (2012) allude to mandated change as a politically motivated strategy used to address educational challenges in schools faced with high failure rates. Yet Tabrizi and Rideout (2019) note that top-down management strategy is implemented rapidly without mobilising adequate resources or considering the HoDs and even

teachers, which leaves a lot to be desired. Yaqun, Meng and Zelong (2017) recommend a bottom-up interrelation between the principals and HoDs in order to confront challenges leading to inefficiency in schools. Principals are able to gather information needed for the development of the school when there is opportunity for the HoDs to report their findings.

HoDs are most likely to be frustrated, confused and to respond by disengaging from change being fostered in the system for want of time to internalise the change themselves in accordance with the environmental demands for the particular challenges at hand. Principals need to approach change holistically, whereby all the stakeholders are involved. HoDs need to be provided with the available information on the ground so as to confront the practical issues within the school before moving to new discoveries.

#### **4.2.3.2 Principals hire educators, paid by the school, to lessen the involvement of HoDs in teaching, thereby increasing their effective involvement in management**

Principals need to create more time for the HoDs to concentrate on administrative work rather than teaching. In Table 4.5, item 2, more than 81% of the respondents assert that in their school they solely depend on staff employed by the government. Only 21% of the principals engage teachers employed by the School Governing Body to give principals more time for dealing with administrative issues. Otieno (2015), in conjunction with the minority of principals who support the hiring of external teachers, points at the workload of HoDs as a major challenge influencing performance and efficiency in educational management. HoDs have more work to do as classroom controllers than as administrators. Abdurashed (2015) supports the idea of employing support teachers so as to ease the duties of the HoDs. This is believed to be one of the solutions that allow HoDs to have more time for management than teaching.

The time allocated to duties rendered by the HoDs and the demand for a higher pass rate are difficult to reconcile. HoDs are biased towards teaching as compared to

administration. Teaching becomes the key result area in schools, even for the HoDs. Principals end up encroaching on the duties that are supposed to be rendered by the HoDs. Slowly this eliminates the HoDs administrative functions, eventually neutralising the office of the HoDs, leaving the principal as the sole administrator. Interaction between the HoDs and the principal is replaced by the teacher/principal relationship owing to the duty load for HoDs. Principals have the mandate of educating HoDs on time management so as to do administrative duties in schools where there are no resources to hire additional staff.

#### **4.2.3.3 Inclusion of HoDs' perspective on educational change enhances effective teaching and learning**

Collaborating in management yields positive results. Principals and HoDs need to work together to introduce new systems and programmes. In Table 4.5, 54% of the respondents do not include HoDs' viewpoints on educational change. Only 46% of the principals recognise the need to include HoDs

Studies undertaken by Jennifer (2014) with the aim of fostering change in schools by principals have come up with an alternative approach to the management of change. Principals and HoDs are recommended to define their own strategic reforms based on government policies in such a way that they will create self-ownership. It is disturbing to find that more than half of the principals do not see the need to involve the HoDs in management. Clearly most principals are divorced from a transformational approach in their leadership. No wonder most of them support top-down as compared to bottom-up communication.

Working towards change in schools will require the aid of the HoDs as they are central to curriculum management in schools. HoDs involvement in change management brings about a link between the school and the system under operation. Working together with the principals in fostering change brings satisfaction at work. Failure to involve HoDs in change strategy will result in their frustration, which ultimately will give birth to behavioural challenges at work, and a decline in the quality in teaching and learning.

#### **4.2.3.4 A school-oriented approach to mandated change brings about a clear understanding of the system introduced**

Understanding everything from its contextual point of view is an important matter for principals to be taking note of when dealing with management challenges in schools. Table 4.5, item 4 shows that 57% of the respondents are not sure if a school-oriented approach to mandated change brings about clear understanding when introducing something new. Only 43% of the respondents agree with the school-oriented approach to mandated change. If more than half of respondents have not been using a school-oriented approach in bringing about change, one wonders how they expect to change a situation if the approach is foreign to the school environment.

A school-oriented approach is based on the vision and the mission of the school. HoDs and the principal are provided with the technique that helps them to explore the vision and bring about intended efficiency in teaching and learning. If approach to change is not school- -centred it brings about confusion, and leads to decay of school values and eventually a high failure matric rate.

#### **4.2.3.5 Staff development initiative**

Development initiatives bring about change in promoting efficiency in teaching and learning. The majority of the principals in their responses indicate that in striving to bring about educational reform in schools, staff development has not been one of the techniques used. Jennifer (2014) is concerned about the dynamics in this world that experiences accelerated growth owing to interdependence caused by globalisation. The responses are contrary to how Jennifer (2014) looks at the importance of staff development in bringing about educational reform.

Development of HoDs and staff need to be a top priority in change management. Principals need to prepare the staff for change. Inefficiency in teaching and learning is a result of principals overlooking important aspects of leadership. Mostly the challenges faced in schools are the result of principals failing to identify the causes,

and at the same time taking time to prepare to address those challenges before they get out of hand.

#### **4.2.3.6 Principals develop HoDs to enhance effective learning**

HoDs development enhances effective teaching and learning in schools. The majority of the principals, that is 73% do not plan to develop the HoDs. Only 27% of the principals who takes time to develop the HoDs by sharpening their leadership skills for effective teaching and learning.

Abdullah (2009) ascertain that lack of commitment and participation, especially in leadership development initiatives on seminars and workshops, hinder effectiveness in teaching and learning. Training HoDs is proved to result in driving away of resistance and negative attitude to change, which creates a platform for individuals to be in a position to acquire new skills and become competence in coping with increased staff resilience to change.

27% of the principals who develops the HoDs in their leadership is a smaller percentage. This reveals that there is a gape which principals need to fill under the transformational frame work in leadership. Sadeghi and Pihie, (2012) provides performance indicator on transformational leadership that the magnitude of a leader being transformational is firstly measured by the influence he has on his followers. Principals need to invest in developing HoDs in becoming effective leaders who are able to bring about the desired changes in teaching and learning.

#### **4.2.3.7 Principals are consistently making use of monitoring and evaluation tools in-school programme that ensures here is quality teaching and learning**

Consistency is key in monitoring and evaluating school programmes. Principals are supposed to ensure there is efficiency in teaching and learning through regular checks It is the minority of the principals (33%) who consistently make use of monitoring and evaluation tools to measure the effectiveness of teaching and learning The majority

(67%) of respondents were against constant use of monitoring and evaluation tools as a way of promoting quality in teaching and learning.

Beatrice et al. (2015) commends the use of monitoring and evaluation as a systematic way of checking that the programme is sustainable. Evaluation entails judging, appraising to determine the value of the programme. Evaluation compares the present situation against the laid down goals in order to determine the extent to which objectives have been achieved.

The fact that 67% of the principals do not make consistent use of monitoring and evaluation makes one suspect that there are submerged challenges causing this inconsistency.

The use of supervision tools will help modify behaviour and show the direction supervisors should take to improve leadership competence. Comparison between the old and new can be easily accessed and assessed to generate new policies and modify the existing ones. Not using monitoring tools as often as possible builds a culture in schools that hinders effective teaching and learning.

#### **4.2.3.8 Principals work together with the HoDs in designing school vision and goals**

Goal setting projects a logical path to be followed and also it gives a clear picture on resources that would be required to achieve the needed outcomes. 64% of the principals showed that they do not involve the HoDs in designing school vision and goals. It is only the 39% of the principals who include the HoDs in design process of the school vision and goals.

It is the smaller percentage of the principals who have the understanding on the impact of involvement of HoDs in the design process. This could be an indication or a pointer to the problem of high failure rate in matric learners in uMkhanyakude district.

Dampson and Mensah (2018) share the sentiment that involvement of everyone in planning defines, leadership as a process of sharing a puzzle for which specific

individuals bring the pieces together to form a whole. Secondly, leadership emanates from the effective interaction of different individuals who, when brought together, form a group or team that builds a network where essential decisions and quality are produced. Amongst other researchers, Manaseh (2016) says distributed leadership is viewed as a developing process which includes different forms of leadership practices.

Hence in transformational leadership it doesn't matter how goals and vision of the school may look good but the issue of involving every leader in the planning process gives better results in goal achievement.

#### **4.2.3.9 Discussion of goals between principals and HoDs helps in keeping track of the school's annual plan in accordance with the school vision**

Regular meetings held by the principals and the HoDs help in ensuring that there is effective evaluation of the set goals for the year. 77% of the respondents do not give themselves time to discuss the goals regularly. It is the lesser percentage of the principals who discuss the goals with the HoDs.

23 % of the respondents who have time dedicated to the review and evaluation of the set goals constitute the lesser percentage in ensuring that there is effective teaching and learning taking place. This is a cause for concern in the endeavour to provide effective teaching and learning.

Hvidston et al. (2019) supports and looks at discussion of goals between principals and HoDs as summative evaluation which is a performance indicator used to measure the presence of some behaviours. This means that this form of evaluation process is a supporting tool which relies on feedback to improve principal instruction. Ability and the extent to which job execution has been done can be measured, and helps in giving out scores to quantify the extent to which achievement have been made.

Principals need to work together with the HoDs in evaluation process which should be done frequently so as to ensure that there is high level of minimisation of compromised service delivery which could results in poor performance of schools.

#### **4.2.3.10 Data gathering and evaluation**

Collection of data at any given point helps principals to analyse, evaluate and obtain information needed to address school challenges. 81% of the participants showed that they do not see the necessity of evaluation tools to improve teaching and learning and eliminate challenges in management. The minority (18%) of the principals seemed to be enlightened on the importance of evaluation tools in addressing the challenges hindering school performance

A small minority of the principals (19%) understand the use of data gathering and evaluation tools in addressing the challenges faced by principals. This is worrying, as challenges are always inevitable in management, but it takes an individual who has mastered the techniques of dealing with the challenges to do so before they become a crisis.

Beatrice et al. (2015) stresses the effectiveness of principals using performance measurement tools on HoDs. Performance measurement tools provide information which could be used to measure efficiency in teaching and learning. Bonilla and Dee (2017) also give detailed evidence of research done in America on accountability reform performance measurements. Accountability performance measurement helps to identify gaps and related challenges, and indicates suitable interventions.

Principals using data gathering information and evaluation will ensure that there is effective teaching and learning in schools. The high failure rate is a result of principals failing to master the environment by keeping track of everything to find meaning and establish trends that will help in solutions for the management of schools.

#### **4.2.3.11 Principals check the HoDs' management file as per the agreed plan**

Principals have the duty of checking files as a way of job performance evaluation. An appropriate plan drawn up by the two parties, the principal and the HoD, needs to be followed

77% of the principals have a problem in complying with the strategy of checking files for HoDs. Only 23% of the principals have access to the files. Having so small a number of principals who are able to monitor the filing system shows that there are challenges encountered in accessing the files. File checking is an instrument that gives principals oversight of what is happening, and an opportunity to assist where there is need to change or modify anything before the end of the programme and project life cycle.

Reviewed literature supports the act of monitoring the files. Glickman, Gordon and Ross-Gordon (2017) conclude by saying monitoring and supervision are essential administrative tools used to check efficiency in school management. Canadian school principals affirmed the importance of systematically checking the files as a way of evaluating job performance in schools. Checking the files addresses the management, complexity and learning challenges faced by principals as instructional leaders

Monitoring the files improves performance in schools. Principals who are able to mobilise the staff in submitting the files for checking have a better understanding of the progress and problems of the school. Failure to check the files means the principal has some specific activities which are displacing his/her core activities. Failure to check files may be caused by the HoDs who are not cooperating with the principal, but eventually it affects the performance of learners.

#### **4.2.3.12 In planning for appraisal, principals agree with HoDs in the setting of goals**

Appraisal planning is important as it creates a platform for the HoDs to understand what their duty entails. More than half of the respondents (64%) exclude the HoDs in

planning for appraisals. This means that the appraisal system might be foreign to more than half of the target population. 34% of the principals plan for appraisal with the HoDs. In support of planning appraisal with the HoDs, Onuma (2016) looks at the importance of identifying key areas of what is to be achieved by all the parties involved.

Whenever there is collaboration between the HoDs and the principal in planning for appraisal management, competence is enhanced. Principals who appraise HoDs without engaging them in a discussion beforehand fail to improve the school results. More challenges are encountered if the principal is not planning for appraisal with the HoDs.

#### **4.2.3.13 Principals encourage open participation of members in meetings**

Principals who cultivate a free atmosphere in meetings have the advantage of gathering more information which is of use in dealing with challenges hindering efficiency in teaching and learning. Table 4.5 shows that 69% of the principals resent open discussions in meetings. Only 31% approve of them.

Principals who do not allow open discussion are committed to autocratic leadership, which Emily (2015) shoots down as a wayward form of governance. School principals dominate the entire meeting, leaving the subordinates with little or nothing to contribute. School principals exercise total power and dominion over the entire meetings. HoDs, as part of the management team, have little or no opportunity to contribute, even if it is for in the best interest of organisational development.

Cheema (2015) also rejects the autocratic style in favour of a participatory approach when convening meetings. All members here have full assurance of freedom of speech. On the other hand, autocratic leadership, despite its disadvantages needed, and in making sure work gets done.

Open participation in meetings helps transformational leaders to collect necessary data concerning what is happening on the ground. Challenges are addressed in such meetings; hence efficiency is improved. Principals who do not allow active and free participation in meetings are contributing to possible rebellion.

#### **4.2.3.14 Provision of data collecting tools throughout the cycle of teaching and learning**

The development of schools requires principals to carry out action research. Data need to be collected frequently throughout the teaching and learning. Table 4.5 shows that 58% of the respondents issue data collection tools to their subordinates

Onuma (2016) supports the provision of data collection tools throughout the teaching and learning process, data collection tools build up a database of information necessary for analysis and drawing up topics for further discussion, or different agenda for the meetings – even topics for capacity building workshops.

The fact that it is the majority of the principals who administer the tools for data collection gives the impression that principals understand the importance of data collection for improving a school. Also, it seems to show that principals support transformational leadership. The question is, if tools are being issued to gather information on what transpires in the teaching and learning process, then why are learners still underperforming? This means that a gap still exists between educational reality and the ideal. The discussion in 4.2.3.3, and observations made, show that principals do not involve HoDs in the planning process, HoDs do not provide feedback after being issued with the tools.

When principals develop and make use of records, challenges faced in education resulting from inefficiency will be dealt with. Improvement springs from a given base of information which has been recorded and analysed

#### **4.2.3.15 Principals provide training for HoDs**

HoDs continuous training will help in these times, defined by each unique setting and school context, which require one to have mastered them to be efficient at work. Most principals (75%) do not provide training for their appointed HoDs. Arrangements are made to train the HoDs as explained by a few respondents (35%) in Table 4.5. Bowe and Gore (2012) support HoD training as a base for profound coaching and guidance

for understanding operations in the school context. Tingle, Corrales and Michelle (2017) argue that principals do not need to hire the best personnel but it is their duty to develop and produce the best personnel.

Transformational leadership is questionable in schools as only a minority of the principals understand about being instructional leaders. Lots of challenges would remain unattended to if training HoDs was reserved for the government.

The literature shows principals as drivers in drilling and giving HoDs direction in line with the set vision and goals for the institution. Training HoDs makes them master the school context, and empowers them to overcome its challenges. A high failure rate is attributed attributable to a lack of planning to train HoDs to become effective managers.

#### **4.2.3.16 Staff members are given incentives so as to encourage hard work**

Motivation is key in areas where results need to be achieved. Principals need to come up with incentives to reward positive contributions in schools.

(83%) of the principals do not use incentives in motivating staff to work hard.

Elumah and Peter (2016) advocate paying employees extra income when they reach given targets. Financial incentive is one of the major ways of instantly rewarding good behaviour. Teachers are given bonuses upon reaching set targets. Elumah and Peter (2016) say moral incentive also plays a major role in aligning the HoDs with the school vision

Motivation strategies seem to be at stake here. If incentives are not a priority HoDs are not motivated to give their all at work. The literature shows that moral incentives bring about emotional and psychological balance in people's lives. But little is known about the system of incentives in schools. Lack of incentives cripples the morale of HoDs, which results in curriculum challenges. Subordinates need entertainment, certificates of achievement and training to stimulate a love for the job.

#### **4.2.3.17 The principal cautions members of staff who are not complying with the set standards**

Principals play a significant role in discipline. Members of staff need appropriate disciplinary measures taken so as to correct bad habits or unbecoming behaviour. Table 4.5 shows that 59% of the respondents overlooks the importance of cautioning in management when dealing with insubordination.

Abdulrasheed and Bello (2015) say wrong should be treated as wrong. Failure to take instruction is actually insubordination. Disciplinary action needs to be accompanied by the record of evidence as it forms a critical part of decision making pertaining to the employee. Principals should make the HoDs aware of the disciplinary policies – for example, that any failure to adhere to policy would be referred to as an act of insubordination. Principals should professionally reward employees in all instances of following the code of conduct. Rewarding HoDs motivated them to do more good, and encourages their dedication to their work. Educational challenges are minimised when HoDs are motivated. Lack of discipline creates chaos in schools, transformation cannot be attained, and learners will continue verbally or in writing, helps to curb wrong behaviour amongst the team.

### **4.3 INTERVIEWS**

Themes were derived from interviewees' responses, and data were coded accordingly. For the purposes of anonymity, the researcher used R1 to R10 in order to identify the respondents. Thematic analysis was used to analyse data.

#### **4.3.2 Challenges affecting principals in managing HoDs**

Principals are faced with various challenges in managing HoDs, which contribute to inefficiency in teaching and learning. The themes derived from principals' responses are discussed below.

#### **4.3.2.1 Responsibilities versus position**

The findings from the principals show that HoDs lack a sense of responsibility for their duties as they concentrate on the benefits that go with the post. Being an HoD is viewed as an elevated position given to long-serving members of staff, or to the hustlers in a teaching career (R1 – R8). At the end of the day these HoDs are overwhelmed by the responsibilities of being an HoD. Respondents R1 – R8 viewed HoDs as teachers who have only a superior title to other educators. Responses show that HoDs are content with the change from being at post level 1 to post level 2, nothing more. In small rural schools, HoDs are just senior teachers who are seen as acting principals only in the absence of the principal.

H2 said: “HoDs are so content with being post level 2. What they mind about is status, not the responsibilities on their shoulders”. The researcher found, after probing, that surprisingly little is being done to equip the HoDs to have a broader understanding of their duties. Surprisingly despite the challenges presented by principals, it was observed that not much has been done to equip the HoDs, enlightening them on what their duties are. According to the SMT Handhook (2014) HoDs are viewed as leaders of specified subject disciplines appointed to improve the quality of results under the supervision and guidance given by the principals – which is different from what the principals are practising. The issue is centred on the principals not being transformational leaders. It has to be the duty of principals to find ways to mould HoDs to become givers of technical assistance to educators as far as curriculum development is concerned. Transformational leaders are able to give instructions, lead, equip and manage for the betterment of the individual and the institution. When principals take up their duty to equip and make leaders out of the team they will have HoDs will excel in their duties, and learners’ performance will improve.

#### **4.3.2.2 Undermining the principal’s authority**

Principals say that they have lost control over their HoDs, who are not complying with orders given, and they do not know the best way to regain their authority (R4, R6, R2). The orders respondents give to HoDs are not obeyed. It was mostly the female

respondents who complained a lot about the challenge. R 3 said: “These HoDs don’t listen, they don’t take orders at all, they undermine my authority as their principal.’

McCleskey (2014), in contrast to the views of most of the principals, looks at principals as transformational leaders in authority, who need to lead as trustees of the Ministry of Basic Education in schools on behalf of the government. He (she?) defines a transformational leader as one who makes his followers aware of the importance of the desired outcomes and gives a clear and defined way of reaching those outcomes. Bass (2008) emphasises that the principal has the ability to stimulate effective teaching and learning based on the theoretical frame of transformational leadership.

The transformational leader (principal) has the ability to persuade his followers (HoDs) to believe that their self-interest is infused into the organisational vision. The principal needs to explore techniques that will engage and motivate the HoDs to become effective leaders. Clearly, principals need to carry out research to get feedback through the question approach in leadership, especially in this context where there is a public lament on poor matric results in uMkhanyakude. Principals need to ask questions like: “Why these challenges?”, “What challenges?”, and “How can I solve them?” Challenges look as if they are part of leadership growth and organisational development. Development seems to be interpreted as the ability to overcome challenges or extinguish the threats so as to achieve efficiency in educational leadership.

#### **4.3.2.3 Contentment**

Principals assert that HoDs are content with being addressed as HoDs. Anything more than that is foreign to them. HoDs are not willing to explore new ground, hence they resist any new developments. A comfort zone is their preferred site of activity, where routine is the order of the day (R1 – R8). Respondents said that when subordinates get there they have their duty load reduced to compensate for their years of hard work.

Interaction with the principals shows that after the promotion of HoDs there is a gap in their understanding of the transition that needs to be filled. According to Bass’s (2008)

transformational leadership theory, the assumption is that the principal's views and actions are divorced from the transformational leadership approach. McCleskey, (2014), building on Bass, writes that the theory of transformational leadership seeks to move the followers from Maslow's (Luthans et al., 2007) hierarchy of needs, from safety and security to achievement and self-actualisation.

The implication is that aligning with transformational theory as the base of leadership drives subordinates (HoDs) out of their comfort zone to efficiency in teaching and learning. Bass's (2008) modified the theory of transformational leadership encompasses four components: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. When principals establish transformational theory as the base of operation, HoDs efficiency in teaching and learning is promoted, and results will change remarkably.

#### **4.3.2.4 Threats**

Principals say they receive threats from HoDs who believe that they are being pushed too much to deliver above their capacity. Respondents said that there are reported instances of assault and murder of principals, which are assumed to emanate from work-related conflicts. Principals say such reports makes them sceptical when dealing with HoDs (R1, R3, R5, R7, and R8).

The researcher observed that principals have a way of not confronting challenges. When probing on threats received, it was apparent that threats were generalised, and derived from rumours and speculations. Yet principals need to take the initiative and drive away fear as professionals. Sadeghi and Pihie (2012) say that principals should lead so as to impress their followers, and convince the HoDs to emulate some of the attributes exhibited by their principal. Principals need to be sources of inspiration to their HoDs through skilful use of motivational tactics to share their enthusiasm and positive attitude. Threats are challenges, just another hindrance encountered by principals in managing HoDs for effective teaching and learning. Principals as professionals need to be well versed in law which will help them know the best ways of dealing with such challenges to teaching and learning.

#### **4.3.2.5 Late submission and substandard work done**

Respondents face the challenge of late submission of work. HoDs do not value time, or honour the submission schedule (R1 – R8). To get the required documents principals have to hunt high and low, and in the end may hardly find what they are looking for. Things are either not done on time, or not done at all. Principals say the HoDs have a habit of ticking boxes whenever they have a task to perform. HoDs do not have love for their duties, especially with new school development initiatives scheduled to take place to improve efficiency in teaching and learning (R1 – R5). Respondents said there is no extra effort needed in what has been tabled for the HoDs. The HoDs are confined by duty, with no pleasure in what they do (R6 – R8).

Observations and what was harvested in these discussions with the respondents show that principals have neglected setting and consistently maintaining a wholesome tone in the school. The system of rewarding positive behaviour needs to be put in place by the principals consistently and fairly. School culture needs to be set and developed for HoDs to comply with it. Kyahurwa (2013) makes a vital point on the importance of the principal's knowledge and training needed for the growth and development of the organisation. Principals are responsible for setting the pace in an institution not being subjected to external forces.

R9 and R10 had something different from the rest. They use a composite calendar with scheduled dates for submissions, HoDs and the rest of the teachers comply. This shows that when principals effectively and efficiently execute their duties HoDs will have no problem fitting to the set trend. Principals have a mandate to create a school culture of getting things done

#### **4.3.2.6 Financial challenges**

Financial challenge is a common problem for all the principals. It takes skill and dedication for one not to be hindered by a financial crisis to lead the school in producing good results. From the interviews the researcher observed that R9 and R10 were independent school principals with a slightly different management structure.

R10 speaks of heads of academics (HOA), though duties are the same as HoDs' in public schools. Principals are faced with financial challenges in giving incentives. There is a reward system to motivate the HoDs to get work done. Principals say HoDs work so hard that the school ends up facing challenges in honouring their pledge. One principal (R9) said: "It is evident that if we had means of raising more funds we would be assured of outstanding achievement in terms of quality matric results."

"Financial aid received from the Department does not allow us to do what we intend to do at the end of the day. This is the reason we are blamed for poor results. But look who is to be blamed here? Obviously the government. How do they expect us to perform miracles when things are like this?" (R3)

Observations from the interviews reflect that respondents expect to gain much financial support from the government. There is little effort made to source funds from elsewhere.

Contradicting the principals' financial protest, Ngwenya and Sibanda (2017), in their study on strategies to be used by rural principals to mobilise funds, suggest that there are various ways of doing so that can improve efficiency. Dyllick (2015) says principals fail to funds for fear of violating the code of ethics in financial management. Fundraising has to be strategic and legalised through following all the legal steps with the Ministry of Basic Education.

Incompetence displayed by the principals in handling funds becomes a block to the mobilisation of necessary resources to enhance efficiency in teaching and learning. Poncy, Fontenelle and Skinner (2013) emphasises the issue of result-based budgeting as playing a significant role in competent financial management.

As principals budget together with the HoDs it becomes easy to prioritise programmes that result in improved teaching and learning. Evaluation of activities using zero-based budgeting is identified as one of the effective forms of financial allocation which look at the activities' importance, and their contribution towards the organisational goals. Principals need to move from the traditional view of financial management to forms that allow innovations, promoting minor lose and major gain. Incorporating HoDs in

budgeting and duty delegation creates transparency and motivates teachers to produce outstanding results. Financial accounting knowledge enables principals to give an account of the annual spread of income and expenditure. Lack of financial accounting knowledge hinders activities that support effective teaching and learning.

#### **4.3.2.7 Poor attendance at meetings**

Respondents are facing the challenge of poor attendance at scheduled meetings. One principal (R2) said: “I no longer have time to call for meetings to embarrass myself before these headstrong HoDs, they will not attend meetings organised internally. These HoDs only attend Departmental workshops and meetings where they will have excuses for being off duty.”

Respondents views pointed out that it is no use attempting to have meetings with the HoDs since their non-attendance is disheartening. Attempts to have successful and productive meetings have been a flop, which has been the reason why meetings are not a common practice (R3, R4, R6, R7 and R8). Despite the challenge presented of poor attendance, the researcher observed that most principals centre on emotions rather than critically engaging in strategic planning to overcome the challenge. Vision-oriented principals are authoritarian by virtue of the knowledge and integrity they display, which makes their followers submit to their leadership.

As the chief executive officers, the principals are mandated to cultivate positive behaviour which will drive their followers towards job satisfaction and effectiveness. The way in which the principal unpacks the institutional vision and inspires the HoDs into upholding it will lead either to efficiency in teaching and learning, or academic failure. Benchmarking through policy formulation and standard measures in the management of HoDs is a drive towards the creation of a friendly and cooperative work climate.

Hvidston et al., (2019), who sympathize with the principals about poor attendance at meetings, admit that there are challenges in leadership, but say that formative supervision is a vital tool aimed at growth, coaching and research into activity but summative evaluation is a performance indicator used to measure the presence of

some behaviours. This means that formative supervision is a supporting tool which relies on feedback to improve the principal's instructions, while summative evaluation measures ability, the extent to which jobs have been done, and helps in giving out scores and merits as per work achievement.

School principals are transformational leaders with a duty to lead, guide, conduct, direct and provide motivation to encourage the HoDs to execute their duties efficiently. If the principal understands the role and authority vested in him/her, there would no room for the followers to boycott meetings.

#### **4.3.2.8 Traditional or conservative mentality**

Principals R9 and R10 raised the notion that it takes dedication and consistency to introduce their vision to HoDs. Some of the respondents (R1 – R5) said that HoDs only stick to the knowledge gathered from general workshops organised by the Department. HoDs resist adapting to the technological, strategic and intramural changes which align to specific objectives of the school for the achievement of efficiency in teaching and learning. It was observed that respondents mostly lack a change management strategy. R6 sounded too demotivated to push towards change:

“Here it is difficult to introduce anything. Everyone is demotivated, people are used to their daily routine. I have tried this and that but these children, it's like failure is generational, inherited by one generation from the other, because the pass rate is constantly very low.”

“We still teach the same way we have been doing for the past 17 years. No one can tell me what to do, I am experienced enough with my job. These HoDs fail to follow the way we have been doing things. As long as they still think they know better than everyone, nothing will change here.” (R8)

R 8 was apparently under pressure to adapt to new changes and ideas from the newly appointed HoDs. Gundersen, Hellesoy and Raeder (2012) support intellectual stimulation as one driver of criticism, and allowing openness and building confidence

in problem-solving in individuals or groups, which in turn promotes quality teaching and learning.

Harris, Jones, Soon, Cheah, Devadason and Adams (2017) contend that principals need to change their approach, for effective change requires leaders and subordinates to adhere to ethical standards. Leaders need to be proactive so as to deal with emerging challenging behaviour. Diversity in ethnicity and background demands more than a general judgement on social justice and ethical behaviour. Ethical leadership is centred on understanding cultural diversity, the beliefs and attitudes of members and their commitment, job satisfaction and ability to innovate which ultimately improve school performance.

Mentoring the HoDs helps them to attain their full leadership potential. Providing coaching lessons and creating a conducive environment for growth and development provides both the principals and HoDs a platform for improvement as transformational leaders. Change is gradual, and a process that needs to be understood well so as to reach the desired goals. When they follow the guidelines for change HoDs will adopt new behaviour, and school practice will change, meaning the pass rate will improve. Desired change is not only for the HoDs, but for the principals. who need to gain new pathways and understand that new discoveries are not attacks on their leadership, but intended only to cover gaps.

#### **4.3.2.9 Maintaining set standards**

Change is somehow attainable with most school principals, but sustaining change is one challenge encountered in school management and leadership. Participant R9 said:

“To introduce change is somehow a minor challenge in managing HoDs. The greatest challenge is in the maintenance of set standards within the confinements of teaching and learning. HoDs tend to have ups and downs: everything takes off with high velocity, but with time it’s like the gravitational pull exceeds the upward movement towards the set goals.”

R5 – R8 are in agreement with the difficulties in sustaining change in saying that the beginning seems to be promising in most endeavours directed towards a change in teaching and learning, but the end result is poor compared to the beginning. Quality management is a principle that should be considered by the respondents so that they can develop a cutting edge in introducing quality standards.

Tshabalala (2013) looks at performance measurement, complementing respondent R9's view that principals need to make use of HoDs as a way of providing information that could be used to measure efficiency in teaching and learning. Data gathering and evaluation is one of the most used tools in ensuring that there is sustainable teaching and learning. When principals use performance measurement tools to gather information that can be compared with performance standard ratings to check on HoDs' efficiency in providing quality teaching and learning, matric results improve. Transformational leaders can solve challenges when monitoring and evaluation are established and coordinated throughout the cycle of teaching and learning. This helps in identifying how to improve staff development. Challenges are easily identified, and hence intervention strategies can be implemented.

#### **4.3.2.10 Promotional movement**

Promotions are mostly in favour of the one promoted and the receiving school. Mostly the school where the one who is due for a promotion is leaving is bound to face challenges in trying to replace the lost member of staff. R1 to R6 indicated that most HoDs move from small schools to schools with high enrolment. Dedicated HoDs are usually absorbed by other schools with defined streams (R5). It is a notable trend within rural schools with small enrolments that HoDs are mobile. Once HoDs are appointed they gain experience in small, upcoming schools, and in time transfer to other more established schools. Abdulrasheed and Bello (2015), notwithstanding the principals' objections, take a radical stance in saying that HoDs will always be moved to other schools due to promotions. Movement does not give room for principals to justify inefficiency in schools.

Transformational leaders are seen in times when there is a need to raise champions. In good times, with personnel that can work with minimum supervision, transformational leaders cannot be seen flying above the normal field of play. Principals are the schools' engines, who are loaded with the skills to bring out the best from the given team. This means that the principals' role is to do with the development of subordinates, and this has to be an ongoing process.

#### **4.3.2.11 Staffing and HoD teaching load**

The number of lessons allocated to HoDs has a significant bearing on efficiency in teaching and learning. Most of the principals (R1 – R8) share the view that the HoDs teaching load affects their administrative function. HoDs end up concentrating on teaching, and overlooking their administrative function as curriculum managers. Principals end up functionally dissolving the HoDs role in such instances, which brings about a different organogram, a centralised system of administration.

In trying to alleviate HoDs teaching load, some principals end up source teachers paid by the School Governing Board (SGB). Although the majority of the principals complain of having limited authority over and influence on the appointment of more teachers into the system. SGB members are said to be reluctant to hire staff to ease HoDs' task in teaching (R1 to R7). Most SGB members are not literate, hence they do not understand the pupil-teacher ratio. This is a hindrance in trying to bring the idea of employing into reality.

Teaching has become the core business even for some of the HoDs. The trend has resulted in inefficiency in the management of the curriculum. Principals find themselves encroaching on the duties that are supposed to be rendered by the HoDs. This slowly eliminates the HoDs' administrative function in some schools, eventually neutralising the office of the HOD, leaving the principal as the sole player in administration.

Otieno (2015) supports the assertion that the workload of HoDs is a challenge in educational management. It causes the HoDs to have a limited time to execute

administrative duties. However, observations and the researcher's experience in teaching differ from the responses given by the principals. HoDs apparently have fewer duties than post level one educators. The reduction is made so that HoDs will find time to attend to administration. This shows that the duty load cannot be the primary reason for inefficiency in teaching and learning. There are other management issues that need to be identified and rectified by the principals in managing HoDs so as to improve the matric results in uMkhanyakude District.

When principals employ more teachers in addition to those employed by the government, the HoDs' teaching load becomes easily manageable they have more time for administration. School performance improves. HoDs love their job and gain respect and honour from their colleagues. Where HoDs are recognised as education managers by being exempted from teaching duties or given few classes, quality results are attained.

#### **4.3.3 What can be done to deal with such challenges**

Principals made suggestions on how challenges they face managing HoDs can be dealt with.

##### **4.3.3.1 Charges and penalties**

Discipline plays a major role in management. Subordinates learn to consistently do the right thing, which brings excellence in management and teaching, hence quality results in schools. In trying to overcome challenges, most principals believe that HoDs should receive cautions, accompanied by a charge in the event that quality is compromised. R3 said: "The only language understood by HoDs is to infringe on their income through charges for any act of insubordination."

R4 suggested penalties as an effective way of exercising authority when submissions are due. Another strategy used by some principals is to quarantine HoDs and staff, whereby gates are locked until submissions are done. These suggestions reveal that respondents have lost heart for bringing out the best in their subordinates. Instead,

they use force or intimidation to get what they require. This has destroyed the HoD/principal relationship.

Mutuva (2012) contends that the success of an organisation lies in hiring competent leaders with the right attitude in the provision of lifelong learning. Human capital development is viewed as a better counterattack against insubordinate challenges rather than reprimanding the offenders. This empowers the team to rise above the ordinary and be in a position to effectively compete with its competitors.

Naidoo (2019) holds that rather than imposing charges and penalties for insubordination, training is essential for developing expertise, knowledge and better behaviour in teaching. Training produces competent academics who are able to apply new methodologies and techniques, and bring about changes in behaviour, motivated achievers and advances in technology.

If education leaders are not frequently involved in staff development, difficulties will arise when dealing with new subordinates, new methods, and applying skills and knowledge in their working environment. Trained HoDs have fewer insubordination problems and are efficient in executing their duties. Punishment and penalties work effectively to reprimand HoDs and staff, though this has to be a last resort in trying to correct unbecoming behaviour.

#### **4.3.3.2 Fund raising and appraisal**

Finances help the school to acquire resources needed to improve academic achievement. R10 suggested the use of school fundraising activities in order to raise more funds specifically for appraisals as a way of motivating staff to attain individual targets and those set by the school. In contrast, R1, R2, R5, and R7 said the government needs to raise the amount allocated for educational activities. R10 said:

“Everything happens even more than one would expect if motivated achievers rally for incentives, and in the event it becomes who they are. Hard workers, enemies of mediocracy, results-oriented horses.”

Tshabalala (2013) provides a profound understanding of appraisal as a systematic means of data collection, monitoring and evaluation established and coordinated throughout the cycle of teaching and learning. This helps in identifying needs for improvement in HoDs and principals' development. Challenges are easily identified, and hence intervention strategies can be implemented to resolve them.”

Transformational leaders are not moved by the conditions of the environment, but create their own environment conducive for the goals set. They are able to find resources for any plan that they have, aimed at improving school performance. Incentives help in finding challenges, and at the same time work as a motivation strategy for the HoDs and staff.

Most principals have a shallow knowledge of appraisal and fundraising. Too much dependency on resources provided by the government cripple the education system in most schools. No wonder uMkhanyakude has matric results which are a concern to the nation. Knowing that the government provides the minimum resources for the progress of the school is key in helping the principals to get out of their comfort zone and search for other financial streams that will empower the school. to aim higher.

#### **4.3.3.4 Internal workshops**

A school needs to help its members through skills development programmes that are organised internally rather than rely on government programmes which mostly deal with common issues that might not even be applicable to the school context. R8, R9 and R10 believe that internal workshops can be a strategy to identify and develop individuals to become experts in their field. HoD development is viewed as an important approach towards enhancing learning outcomes.

Tingle, Corrales and Michelle (2017) that principals are instructional leaders responsible for creating their own definition of instructional leadership based on the setting and the context of the particular school. Principals are said to be in a position to develop their staff as well as provide the right atmosphere that will help the HoDs

to fully commit to the school vision and programmes. Principals' who understand their tasks in a dynamic and complex school environment are able to create and maintain positive and healthy teaching and learning. Without workshops organised in the school teaching and learning are affected, and results are poor.

#### **4.3.4 How do human resource development initiatives challenge the principals' role in empowering HoDs?**

Many are the challenges faced by the principals in implementing developmental programmes for the staff. If not addressed, they end up affecting school achievement.

##### **4.3.4.1 Demotivated principals**

Motivation is key in ensuring that the job is done effectively. All the principals raised demotivation as a concern in their leadership role. Mostly demotivation arises when HoDs hinder any developmental initiatives through uncooperative attitudes. R3 lamented: "Being a principal is one of the challenging roles, especially where one strives to foster change in HoDs' behaviour."

Nwangwa and Omotere (2013) also indicate that attitudes displayed by subordinates are part of the challenge to a principal's leadership. They say that attitude is the manifestation of an incompatible rebound in relation to the effort rendered by principals. This calls for principals to always evaluate their policies, strategies and approach. Attitude displayed must be used as an indicator to evaluate the deficiencies and effectiveness of the leadership. The researcher discovered that respondents cite the issue of being demotivated in driving HoDs and the organisation towards effective teaching and learning. This was observed to be linked with the approach used as the base of their leadership style. The researcher noticed that principals in their talk use "I" a lot, meaning that they lean towards the coercive approach in their leadership instead of the instructional approach, which allows effective participation and collaborative ownership. Transformational principals meet organisational challenges which reshape methods used to bring about new solutions, and make everyone –

HoDs, teachers and learners –change their attitude in order to bring about a positive change in academic performance.

#### **4.3.4.2 Budget strain**

Principals who take budgeting as an important matter for school progress mostly perform well. All the principals interviewed considered that any success in developing initiatives aimed at equipping HoDs for effective teaching and learning generally faces financial constraints. R9, giving words of advice and testimony as to how they achieve good results, said:

“Quality costs. Hence if the school has no financial support it will always be a challenge for the principal to motivate HoDs towards effective teaching and learning.”

Dyllick (2015) says that respondents need to move from traditional views of financial management to forms that allow innovations, promoting minor loss and major gain. Poncy, Fontenelle and Skinner (2013) supports the use of result-based budgeting in seeing how it is worth budgeting for development programmes. Principals hide behind budget constraints to exclude activities that will develop their HoDs' job performance. Priority plays a major role in effective teaching and learning. When major activities are a priority school performance improves, but when they are side-lined, the pass rate is compromised.

#### **4.3.4.3 Time constraints and scheduling events**

Time is a critical resource which calls upon the principals to work guided by time for effective teaching and learning to take place. Most principals feel discouraged in getting things done. Fear of threats, reported violent attacks on principals, and also the profound involvement of unions is said to be some of the acute challenges affecting principals in planning and scheduling events (R1 to R7).

Respondents had concerns about the time for conducting workshops specifically for the HoDs. Principals were concerned that educational demands are so overwhelming that there is no room for other activities. Scheduling HoD workshops causes strain in teaching and learning as HoDs have too much work to deal with. The main focus of HoDs is in making sure that they finish the work schedule before the exam period (R1, R2, R4, and R5). R1 said:

“There is limited time to host development workshops in schools for HoDs owing to the tight schedule in schools, especially with us, where there are few educators. HoDs are always preoccupied with teaching, hence there is limited time for other activities, for which no one is willing to be at work after hours.”

Nwangwa and Omotere (2013), in response to time constraints in scheduling events, believe that time is not a challenge. The challenge is in how you use your time. The researcher observed that the principals do not know how and when to fit in workshops for HoDs. Time is one resource that needs proper management; lost time cannot be regained. This means principals need to plan in order to manage activities within the given time. Failure is a result of mismanaged time, and success in attaining effective teaching and learning lies in being wise with time.

#### **4.3.5 Challenges emanating from HoDs’ supervision process**

Supervision needs principals and those being supervised to have a profound understanding of it. A few of the challenges faced by principals in supervision are summarised below.

##### **4.3.5.1 Planning for supervision**

Planning gives principals and staff direction towards achieving goals that need to be attained. Collaboration between the principal and the HoDs in planning has better results in bringing about quality teaching and learning. Principal R6 in his response indicated that they work together with the HoDs in managing the school. However, the researcher probed further in trying to establish a common understanding of the phrase

“working together”. The definition of the phrase revealed that there were practically no indications that planning implementation, monitoring and evaluation involves the whole staff. Respondents had no clear supervision planning for HoD (R1, R2, R3, R6 and R7). The reason cited by a few principals was that there are few HoDs in remote rural secondary schools. Most of the principals said that HoDs have the wrong perception when it comes to supervision. They say supervision is a mechanism for fault-finding. Respondents face resistance in managing changes in school administration. Principals also find it awkward to follow a sequential supervision to the HoDs. This was evident when respondent R3 said that: “supervision is a technique used to gather evidence when you are doubting the competence of the HoD.” It seems difficult for principals to administer planned supervision for HoDs as it appears like a way of showing a lack of trust and confidence in the HoDs’ ability.

Respondent R2 in his response it said that HoDs have a tendency to distance themselves from the supervision process. HoDs perceive concern for effectiveness as pressure exerted on them, and become resentful, which hinders cooperation in teaching and learning. The resentment grows, and creates a gap between the principal and the rest of the staff. The tendency is for HoDs to gang up with the other staff against the principal, thus jeopardising schoolwork. R9 and R10 said that if HoDs do not gang up against the principals they simply do things to fulfil duties, and every exercise becomes unfruitful.

In trying to clear the confusion, Glickman at al. (2017) say supervision can be viewed from a different perspective, that of human relations, or a teaching process in leadership Human relations with profound professional communication procedures become a vehicle for the transfer of ideas and information within the leadership system. When principals as transformational leaders establish a broader perspective on supervision to monitor HoDs, they are able to effectively lead the school and improve the school pass rate. The supervision process reveals that challenges will always emerge in leadership. The crucial challenge is in how principals manage to prevent existing threats from becoming barriers to management. Hence the process of supervision is done to identify gaps for training purposes, as indicated by Glickman at al. (2017). Principals say that owing to a busy schedule at work it is not feasible for

dates to be made. This nullifies the importance of designing and implementing a supervision plan.

It looks as if for effective supervision to take place there has to be a number of HoDs yet responsibility cannot be substituted to anything whether how much people are. Consistency and standardisation have to be factors governing the role of principals to maintain high standards in leadership, as said by Onuma (2016) in support of planned supervision.

Observation clearly showed that some principals have lost authority through incompetence. When principals partner with others from different schools it is easier for them to identify and deal with challenges. Sharing information with other principals in a school cluster, or with schools which have almost the same methods of action helps principals to manage HoDs easily, as they use a case study method to find out how the other schools deal with challenges, and use the same method. Effective teaching takes place when principals are good at networking with other schools. The system of school adoption or subscribing to other bodies is of great help. Educational bodies have standards to be met, and they effectively monitor the progress of a school. This enhances the principal's role as an instructional leader, and eventually school performance improves.

#### **4.3.5.2 Conflict**

Principals need to manage conflict before it yields negative results in teaching and learning. It was common to all respondents that conflicts emerge during the supervision process, as principals and HoDs will not always be in agreement. This tends to interrupt the leadership process. Eventually, this leads to the death of the supervision process and to degenerate education as respondents fail to manage the situation.

Onuma (2016) views conflict as something normal in an organisation; conflicts will inevitably occur as an acute challenge faced by principals in the management of HoDs.

When conflict is not viewed as a benefit but as a problem, although in an organisation people will always have conflicting ideas, managing of HoDs becomes a challenge, and school performance goes down. Hence conflict should not be considered a threat, but as a contributing factor towards the generation of new ideas through the critical thinking process

Prolonged or unresolved conflicts in the management of HoDs by their principals will affect efficiency in teaching and learning. Principals as transformational leaders should be able to detect conflict at its early and manageable stage, which makes it easy to alleviate such abnormalities. This helps in maintaining a conducive environment for everyone to contribute views aimed at improving the school. The process of conflict resolution is looked at as an opportunity for further learning. Disagreements and challenging conversations are seen as an important part of collaborative knowledge building. Conflict resolution is a good practice that needs to be cultivated to bring out the best relationship between the principals and the HoDs.

#### **4.4 CONCLUSION**

The chapter dealt with empirical analysis and presentation of the research findings. Questionnaires were used to assess how principals manage HoDs for effective teaching and learning, and to find out how principals ensure that there is effective teaching and learning. The researcher conducted interviews and administered questionnaires. The purpose of the interviews was to understand the challenges faced by principals in managing HoDs. After the statistical data were interpreted, a literature study was used to substantiate findings, as well as observations from the research process, and knowledge acquired from leadership experience. Probing questions into empirical data helped the researcher to identify how principals manage HoDs in uMkhanyakude for effective teaching and learning. The final chapter summarises and discusses the findings throughout the study. The findings will help to arrive at specific conclusions and recommendations.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This chapter presents a summary of the study, together with conclusions and recommendations derived from it. The empirical research conducted as described in Chapter 3 and the data analysis that follows in Chapter 4 are integrated in order to present the conclusion and recommendations. An attempt has been made to collate responses from individual response so as to arrive at specific conclusions and recommendations that may hopefully help to solve the problems identified in the study.

#### **5.2 SUMMARY OF THE STUDY**

The study was guided by the following research questions:

- How do principals manage their HoDs for effective teaching and learning?
- How do principals ensure efficiency in promoting teaching and learning?
- What challenges do principals encounter in managing HoDs for effective teaching and learning?

The main objective of the study was to investigate the challenges faced by secondary school principals in managing HoDs for the provision of quality teaching and learning. The guiding statement was: How do principals manage HoDs for quality teaching and learning, with specific reference to uMkhanyakude District? The researcher used face-to-face interviews and questionnaires in trying to gather answers in this study. Information gathered from the interviews was coded and arranged into themes for analysis and interpretation into research findings. Answers from questionnaires were tabled, followed with brief interpretation and analysis. Below is the summary of the research findings:

Responses throughout the study reveal a trend in top-down management in decision making and policy formulation. The outcome from the responses from both the questionnaires and face-to-face interviews shows that the HoDs are not consulted when acute decisions are to be made (cf. 4.2.1.2). The responses that only a small percentage of respondents involve HoDs in change management and decision making. Interviews reveal that principals end up sidelining the HoDs. Responses show that the traditional, coercive style of leadership dominates the principals' entire leadership. School principals are revealed as exercising total power and dominion over the entire administration. HoDs, as part of the management team, have little or no opportunity to contribute or make suggestions, even if it is in the best interest of organisational development (cf. 4.2.1.3). Many of the responses show that principals resent open discussions in meetings. This means that the principal controls participation in gatherings.

Respondents approve of that HoDs are not actively involved in the planning process. Principals work independently with the management team and stakeholders in designing the school vision and goals. Individual planning kills collaborative effort in school management. There is limited collaborative participation of HoDs in drafting the school vision and setting policies. According to the information gathered from interviews and questionnaires, duties are centralised. Only the principals are said to be hands-on with supervision over general administration. Respondents support that decision making and supervision is centralised. Administration is not fully delegated to HoDs (cf. 4.2.1.7).

The study reveals that capacity building for HoDs by principals seems not to be a priority. The study has revealed that there are few workshops held in schools to develop HoDs. Responses also prove that HoDs experience less professional elevation in the field of management by the school principals. Principals indicated that in striving to bring about educational reform, staff development has not been one of the measures considered to bring about effective teaching and learning (cf. 4.2.2.1.4). Most of the respondents revealed that they do not schedule the dates for supervision. At the same time, it was revealed that supervision tools are not commonly used as records for the development of HoDs (cf. 4.3.5.1).

The study shows that HoDs are overburdened with teaching, load which paralyses their administrative function, though it is thought that they are not given the same teaching load as the rest of the teachers to cater for administrative duties. Analysis of the literature and observations show that poor time management causes inefficiency. In regard to the need to create administration time for HoDs, interviews held and responses to the questionnaire revealed that a handful of principals are able to hire support teaching staff, but the majority cannot do so. An SGB committee is said to have the power to direct school affairs. This poses a great disadvantage in remote rural schools, as most of the SGB members are illiterate. This hinders the process of hiring more staff (cf. 4.2.2.2).

The empirical survey of the situation in uMkhanyakude District also confirmed that most principals have lost control over the HoDs, who are not complying with orders given, and they do not know the best way to regain their authority. Principals complain that their voice is not heard. Mostly this was noted among the female respondents (cf. 4.3.2.7).

From the research findings, it is revealed that principals face the challenges of late submission of work, and poor attendance at scheduled meetings. HoDs are said not to be concerned with valuing time or honouring the schedule for submissions. Principals struggle with obtaining feedback from the HoDs when submissions are to be done. In the summary of the findings, principals admit that there are no more attempts to schedule meetings (cf. 4.3.2.5). The study shows a cold-hearted attitude to getting the job done. HoDs are in the habit of merely ticking boxes whenever they have a task to perform. The outcry revealed is that HoDs' love for development initiatives to improve efficiency in teaching and learning has grown cold.

### **5.3 CONCLUSION**

In this section the findings on how principals manage HoDs for efficiency in teaching and learning will be dealt with.

### **5.3.1 How do principals manage HoDs?**

The study reveals that mostly principals make decisions, and the subordinates make limited contributions to the day-to-day running of the institution. Emily (2015) asserts that most of the principals still employ the traditional coercive style of leadership. Naturally empirical findings reveal that most school principals exercise total power and dominion over their entire administration. HoDs, as part of the management team, have little or no opportunity to contribute or make suggestions, even if it is in the best interests of organisational development. Most HoDs end up being side-lined in the running of school affairs, which cripples their function in ensuring there is efficient teaching and learning. Only the principals are said to be hands-on with supervision over general administration.

The conclusion is that the traditional style of leadership poses challenges in managing the HoDs as it hinders the development and processing of new ideas within the institution. Individual planning affects quality decision making, and it kills collaborative effort in school management. Duty centralisation leads to ineffectiveness in running the school. Principals are demotivated and withdraw from most planned activities, which makes room for unforeseen challenges within the school management system. This means there is a need for principals to desist from coercive leadership, and align with the transformational theory of leadership.

### **5.3.2 Capacity building**

Capacity building is attested by Naidoo (2019) as a core attribute of human capital building, resulting in the acquisition of skills, knowledge and changed behaviour in teaching and non-teaching areas. This is not a priority with most principals. HoDs hardly receive internal guidance and training in schools to make them better managers. Principals as transformational leaders need to have a training manual for the HoDs. Naidoo (2019) emphasises the importance of capacity building in producing leaders who have a high profile and are able to accommodate the dynamic shifts experienced in the management of schools, curriculum, teaching techniques and technological advances, such as e learning.

### **5.3.3 Milestone for supervision**

The study reveals that scheduling events is hardly practised and followed in the supervision process. This response shows that most principals have a problem in specifying the time in which activities are scheduled to take place. According to the responses from interviews and questionnaires, principals are mostly not strategic in their approach to supervision. They rarely measure the activities they have lined up against the given and projected time. Time is hardly considered as a resource that measures efficiency in the management of HoDs. Celal (2014) emphasises the time factor in supervision as a resource playing a major role in making sure that things scheduled are implemented. This means that principals who draw up the timetable or set a milestone produce celebrated results and those who operate in a vacuum struggle to produce good matric results and get things done.

### **5.3.4 Use of supervision data**

The data collected for this study reveal that few principals effectively supervise HoDs. In the case of the few who do, the findings show that there is little being done as follow-up to supervision data. Glickman et al. (2017) attest that an effective supervisor should use observed data to analyse professional behaviour to build the next step towards improved leadership. It is clinical supervision which relies on gathered information to develop the next step in the supervision cycle. Emily (2015) digs deeper in support of effective supervision, illustrating that file monitoring and supervision are essential administrative tools used to monitor efficiency in school management and staff development.

### **5.3.5 HoDs participation and development**

Close analysis shows that the majority of the principals resent open discussion in meetings. This means that the principal controls participation in meetings. Emily (2015) shoots down the autocratic leadership style as a wayward form of governance. School principals exercise total power and dominion over the entire meetings. HoDs

as part of the management team have little or no opportunity to contribute, even if it is in the best interest of organisational development.

The study shows that there is little participation from the staff, which contributes to planning challenges and eventually ineffective teaching and learning. Jenifer (2014) brings about an objective-based argument in HoD development. HoDs are promoted educators who mostly understand teaching more than administration, Guidance acts as a means of bringing about clarity in understanding how school management works. As there is little intervention in transforming HoDs from being senior teachers into administrators, matric results will suffer.

### **5.3.6 Principle of motivation**

Research reveals that most principals rarely prioritise motivation as a means of stimulating effort to achieve more and enjoy rendering services. Most principals think of fringe benefits in monetary terms, which enables them to believe that HoDs and staff are not entitled to motivation. Financial constraints are everybody's excuse not to reward good behaviour and positive effort. Elumah, Ibrahim and Shobayo (2016) provide a broader view citing moral incentive as playing a major role in aligning the HoDs with the school vision. A moral incentive is said to bring about emotional and psychological balance in people's working lives, and to be a fair way to reward subordinates. Subordinates also need entertainment, certificates of achievement and training so as to stimulate a love for the job. The use of incentives encourages HoDs to be loyal and hardworking, hence when staff is motivated effective teaching and learning take place. Research highlights that intellectual stimulation drives away criticism and allow openness and build confidence in problem-solving to individuals or groups which in turn promotes quality teaching and learning.

### **5.3.7 Coaching**

The summary of findings shows that the provision of coaching lessons and the creation of a conducive environment for growth and development prompt hard work, excellence and commitment in HoDs and staff. Studies show that principals have shifted from the

aim of being instructional leaders who want to develop their subordinates into becoming effective leaders, but findings reveal that transformational leadership is not the springboard for most principals' leadership. In accordance with the research conclusions, what principals as transformational leaders in authority need to do is to unleash their authority in schools as trustees of the Ministry of Basic Education on behalf of the government. McCleskey (2014, p.1) defines a transformational leader as "one who raises the followers' level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes." The concluding summary of findings gives a clear picture that principals lack the drive, skills and understanding to develop HoDs into becoming effective leaders who will ultimately direct the institution towards effective teaching and learning. When HoDs are equipped to fully perform their function, it becomes easy to manage the staffs' and learners' performance.

### **5.3.8 School culture**

The study reveals that institutional challenges faced by principals are mostly due to negligence in establishing and consistently maintaining school culture. School culture needs to be set and developed for HoDs to comply with the set frame of operation with clear vision and direction. Mostly the operational environment affects the running of the school since the majority of the principals issue guidelines for the school. When principals guide the schools and maintain the set standards without compromise, staff members develop a way of doing things, and efficiency in teaching and learning is achieved. Principals are responsible for shaping the way things are to be done, and at what pace.

### **5.3.9 Financial crises**

Financial management poses critical challenges for the majority of the principals. Research findings from literature, interviews, and questionnaires show that it is not finance that is hindering the management of HoDs for effective teaching and learning. The challenge is in how financial management as a discipline is interpreted. Sourcing,

planning and use of mobilised funds plays a major role in aiming for quality education. Finances are mostly a driving force towards the change desired in schools.

There is no effective budgeting by most principals. The literature shows that there are new forms of budgeting like the result-based approach which are not used by the majority of the principals. Result-based budgeting is described as a form of financial allocation that looks into school programmes and their resulting contribution to effective teaching and learning (Poncy, Fontenelle & Skinner, 2013). This helps in prioritising programmes that result in improved teaching and learning. Dyllick (2015) alludes to zero-based budgeting as one of the effective forms of financial allocation which has no bearing on running programmes. This begins at zero: all programmes are evaluated for their importance and contributions toward the organisational goals. Principals need to convene a meeting with the HoDs when budgeting for the best ways to improve teaching and learning. When result-based budgeting is used key areas are given adequate attention, which improves learner performance.

Even though it has been observed that budgeting is either not adequately calculated, or done with the staff, principals are unenterprising when it comes to sourcing funds. Research results show that fundraising is a discipline that has not been embraced by most principals. The major concerns the researcher found are relying on government funds and side-lining the HoDs in financial management. Principals wait for the government-allocated funds which limit them to purchasing stationary.

The conclusion is that that failure to include HoDs in financial management cripples' decision making in budgeting. The traditional approach in financial management is not effective, does not allow innovation, and major activities that have a positive impact on improving teaching and learning end up suffering. Principals limit the process of resource mobilisation by not using fundraising strategy as a means of strengthening their financial muscle. Fundraising should be looked into so that objectives are fulfilled.

### **5.3.10 Time management**

Principals and HoDs in small schools are faced with duty load challenges which affect their role as curriculum managers. Duty load has been an excuse raised by the majority of principals for poor teaching and learning. Otieno's (2015) says that the challenge with management is not duty load per in itself, but time management. Minimal time is allocated to the set standards and benchmarks to show what is to be covered within the stipulated time.

There is a lack of commitment in management to work diligently and discover what is needed to be done to bring about a turning point in work performance. Little time is given to policy planning and administration, which makes the school derail from its vision and national goals. It is true that a reduced teaching load might give principals and HoDs time to manage curriculum and develop educators to a level of competence. Developed educators allow principals and HoDs to focus on management and supervision, which improves the school pass rate.

The literature, interviews and questionnaires indicate that ineffective management of HoDs and the staff contributes towards uncooperative attitudes displayed by subordinates. Conclusions show that attitude displayed at the workplace is the manifestation of how principals lead. The majority do not perform this duty with sufficient determination, which lowers the school performance. It is true that a principal's diligence and competence in leadership and time management eliminate challenges that might be faced in managing HoDs.

## **5.4 RECOMMENDATIONS**

Institutional leadership and management is essential for effective teaching and learning. Although much has been written on the topic of challenges facing principals in managing HoDs for promotion of quality teaching and learning in uMkhanyakude secondary schools, many principals are still finding it difficult to manage HoDs for that purpose. It remains a challenging task to assist principals of secondary schools in KwaZulu-Natal in implementing management policies, building teamwork, and

enabling HoDs to understand the role they need to play in the school management system. In the light of these conclusions, the following model is recommended:

#### **5.4.1 Capacity development programme for principals and HoDs**

School principals are key players in determining the efficiency and success of the school. Effective teaching and learning can be attained under certain leadership conditions. The researcher strongly recommends that capacity development training programmes for principals and HoDs should include some of the recommendations below:

#### **5.4.2 Team building**

Principals and HoDs should constantly work together to achieve efficient teaching and learning. Teamwork should be effected all the way from planning to monitoring and evaluation.

#### **5.4.3 Principals should be trained in HoDs involvement strategies**

Through active research at work principals are able to develop and become effective leaders. From his experience as a principal, the researcher understands that little has been discovered about how high school principals are professionally equipped to manage the HoDs. There is little attention given to how the principals may collaborate with the HoDs in managing the institution, yet principals are expected to work with HoDs amicably. The lack of preparation, planning and clear guidelines makes the HoDs' involvement in school administration uncomfortable to most principals.

It is therefore a recommendation to the responsible authorities that capacity building for principals is a priority. HoD involvement is a critical issue that needs relevant stakeholders' attention, as principals have no formal training in how to effectively incorporate the HoDs in ensuring there is effective teaching and learning. The training should include disciplines like bridging the information gaps, decision making, time

management and budgeting. HoD participation needs to be enhanced through collaborative participation with the principal in drawing up the school vision.

#### **5.4.4 Benchmarking**

Conclusions drawn from the study show that principals rarely make use of benchmarking as a strategic planning technique. It is highly recommended that the principals should make use of benchmarking in managing the HoDs and the staff; this will benefit the whole system. Targets can be set and met as benchmarking prompts the leaders to draw up objectives and use performance indicators to measure the success of the laid-down activities. Benchmarking is holistic approach used as an assessment tool by experienced managers to provide in-depth development. It provides leaders with an opportunity to identify the lessons that need learning and the gaps that need to be sought out in order to develop essential skills for effective teaching and learning.

#### **5.4.5 Change management**

HoDs are most likely to be frustrated and confused, and will disengage themselves from change being fostered in the system owing to unplanned change management. Data analysis indicated that the majority of the principals do not involve HoDs and staff in planning, so change is abrupt, which leaves them unable to understand desired change. Principals are recommended to apply change management for any development strategy. HoDs are part of the management team, so principals are advised to practise effective communication with the HoDs and the staff. Effective communication and engaging the HoDs in any move will build team effort.

#### **5.4.6 Delegation**

Delegation in this context is understood as a principle that leads to good decision making, confidence and improved school management. When decentralisation is not effectively done, it means that decision making be compromised. Delegation is a way of decentralising authority in an organization which needs to be considered in the

management of schools. It is viewed as a flexible tool to be used by principals as a way of decentralising decision making to the HoDs. Following the principle of decentralisation, decision making principals' transformational leadership helps them to impart authority to the HoDs and the staff. This will improve instruction in schools, and learners will obtain good results.

#### **5.4.7 HoD training**

Principals are recommended to capacitate HoDs and other relevant authorities. Capacity building programmes for HoDs help alleviate challenges faced by principals in managing the HoDs for effective learning and teaching. Failure to capacitate HoDs will give room for more challenges in the management of HoDs. Principals are set as drivers in drilling the importance of continuous learning and development into the HoDs. Environmental dynamics call for principals to be transformational; this will allow HoDs and the staff to assimilate new ideas and skills so as to achieve effective teaching and learning.

#### **5.4.8 Initiation and use of HoD supervision tools**

Research shows that most principals are not using supervision tools designed to measure the performance of HoDs. There was little evidence that there is effective supervision going on in management. Principals are recommended to make use of supervision data collection tools. Ways to improve would during the discussions before and after supervision, and records can be used to derive further training needs. The use of supervision tools will help modify behaviour, and show the direction which supervisors should take to improve leadership competence as well.

#### **5.4.9 Initiate active research.**

The study shows that there is little that is being done to find out the root cause of the challenges faced by principals in managing HoDs. Once challenges have been dissected it is easy to seek for solutions to mitigate the situation. As principals are the drivers of organisational goals, it is recommended that principals should engage in all

research active as a means of solving problems. Principals need to explore techniques that will engage and motivate the HoDs to partake in problem identification and solving.

#### **5.4.10 Principals need to initiate and maintain the appraisal system**

Research developments reflect that appraisal is not a common practice with most school principals. Research analysis and conclusions show that there is little understanding of the appraisal system as a management tactic used to improve teaching and learning. Appraisal is a discipline that looks alien in performance management.

The recommendations are that principals need to acquire a profound understanding of appraisal as a systematic means of data collection, monitoring and evaluation established and coordinated throughout the cycle of teaching and learning. This helps in identifying needs for improvement in HoDs' and principals' development and job performance. Challenges are easily identified, and hence intervention strategies can be implemented to resolve such principal and HoD management challenges.

#### **5.4.11 Make use of motivation techniques**

Motivation plays a significant role in generating enthusiasm in job performance. A system of rewarding behaviour accordingly in education management by the principals propels the subordinate to perform to the best of his/her ability. In the study, there are no clear guidelines generated showing different motivation strategies employed by the principals to trigger HoDs and the staff to develop love for the job and find satisfaction in what they do. Hence principals are recommended to explore various means of motivation that can engage the HoDs to be self-propelled to be effective and efficient in teaching.

As professional transformational leaders, principals need to take the initiative and extinguish any fear of change in the HoDs and the staff. Principals need to be sources of inspiration through skilful use of motivation tactics to stir enthusiasm in HoDs.

#### **5.4.12 Financial management**

A commonly observed tendency is that principals use the traditional ways of sourcing and managing funds. Basically, schools rely on government support as the sole source of funding. Little is being done to engage the management in sourcing funds to ensure that there is effective teaching and learning. The trend in financial management shows that principals run the show with little or no involvement of the HoDs, which is a sign of inefficiency in management. Principals need to be transparent when dealing with school finances. This means that they need to work hand-in-glove with the HoDs in planning. Hence there is the need for financial management training for HoDs so that the management will speak the same language and have one common understanding. Principals need to be equipped in financial management so they can move away from the traditional view of financial management to effective forms that allow innovations and involvement of all stakeholders.

Principals are recommended to prioritise budgeting at the beginning of each financial year. New forms of budgeting like the result-based approach is preferable. Result-based budgeting looks into the programmes and their contribution to effective teaching and learning. This helps in prioritising programmes that result in improved teaching and learning. Zero-based budgeting is identified as one of the effective forms of financial allocation which have no bearing on running programmes. This budgeting begins at zero: all programmes are evaluated to see their importance and contribution towards the organisational goals (Dyllick, 2015). Of more importance is that budgeting should be a collective effort from the management team, including all key stakeholders.

#### **5.4.13 Pace setting**

Research has shown that a school's success depends on the principal's ability to set the tone and establish the climate suitable for the growth and development of the institution. Shared vision gives direction and helps in the formulation of school policies which create the determining culture of operation in schools. One of the setbacks is that principals mostly do not involve the HoDs in sharing the vision and coining of school policies, yet they expect HoDs to align with what they are not aware of. Principals are therefore recommended to share their vision with the HoDs, and

incorporate them in the formulation of school policies. Shared vision and internalisation of school policies set the subordinates up to perform their duties exceptionally well, thus helping to enact the projected school culture, which will promote quality teaching and learning. However, these policies need to be reviewed frequently, and distributed to everyone.

#### **5.4.14 Legal perspective issues**

Research shows that most principals are dominated by fear in their leadership, regardless of gender. Principals attest to receiving various kinds of threats in schools. These threats are apparently one of the main causes of inefficiency in teaching and learning. Although the threats are not gender-based, research shows that they are common for the female principals who are victimised by the male HoDs. This has crippled most principals in their leadership. Conclusions have shown that principals lack legal advice when dealing with these threats

Principals as professional practitioners are therefore recommended to be well versed in relevant laws governing threats, and find comfort in law enforcement agents. This will help them to make decisions from an informed perspective, knowing what Acts govern their safety.

#### **5.4.15 The Department of Basic Education to empower principals**

The biggest role in capacity building lies with the Department of Basic Education, since principals are faced with challenges in the management of HoDs. Mostly newly appointed principals are usually the most affected as they struggle in bridging the gap between post level 1 or 2 and the principal ship. In that regard, the Department of Basic Education is recommended to empower principals, especially those who are newly appointed, by giving them induction courses in educational management. Circuit managers who work closely with principals need to empower principals to gain the relevant skills required to ensure there is quality teaching and learning. In the event of changes occurring in education, principals must continually receive training in those that are taking place.

## **5.5 CONCLUSION**

In this chapter the entire study has been reviewed, a comprehensive summary has been drawn from the literature reviewed, and the data gathered from interviews and questionnaires. Recommendations have been outlined, which include the following:

- The Department of Basic Education should offer capacity development training programmes for principals and HoDs.
- Principals should collaborate with HoDs, which cultivates teamwork.
- Principals should be trained in HoD involvement strategies.
- Principals should make use of benchmarking in managing the HoDs.
- Principals are recommended to apply change management strategy in any developments.
- Capacitating HoDs is recommended for principals and other relevant authorities.
- Initiation and the use of HoD supervision tools
- The principals to initiate active research.
- Principal should initiate and maintain an appraisal system.
- Principals should prioritise budgeting at the beginning of each financial year.
- Principals share their vision for the school with the HoDs, and include the HoDs in the formulation of school policies.
- Principals should be well versed in the legal issues relating to the threats they receive.

## **5.6 LIMITATIONS OF THIS STUDY, AND RECOMMENDATIONS FOR FURTHER STUDY**

This study was successfully conducted, although was confined to high school principals in uMkhanyakude District, which is a limitation that cannot be overlooked. The other shortcoming is that challenges faced by principals in managing HoDs might be emanating from either side. This means that there is a need to investigate the challenges faced by HoDs when dealing with principals. There are various factors influencing quality teaching and learning since there are many variables involved. These include the curriculum, learners,

parents, resources and many more, but this study focused on challenges faced by principals when managing HoDs to ensure there is quality teaching and learning. It would be of interest if we could investigate challenges faced by HoDs when dealing with principals to ensure there is quality in teaching and learning. This would provide in-depth knowledge of the principals' inefficiency in managing HoDs. However, the study's limitations have little bearing on its validity.

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APPENDIX A  
QUESTIONNAIRE

MANAGING HEADS OF DEPARTMENTS QUESTIONNAIRE

The purpose of this questionnaire is to investigate the challenges facing principals in managing Heads of Departments for promotion of quality teaching and learning.

The following research questions will be followed to get data from respondents:  
How do principals manage their HoDs for effective teaching and learning?  
How do principals ensure efficiency in promoting teaching and learning?  
What challenges do principals encounter in managing HoDs for effective teaching and learning?

SECTION A: DEMOGRAPHIC FACTORS

For each of the following items, indicate what applies to you by making a mark in the appropriate box:

1. Gender

Female	1
Male	2

2. Age

21 – 30 years	1
31- 40 years	2
41-50 years	3
51-60 years	4
61 years and older	5

3. Highest academic qualifications

Standard 10 (Grade 12)	1
First Degree	2
B.Ed. or Honors' Degree	3
Master's Degree	4
Doctoral Degree	5

4. Teaching experience in years

0 – 10 years	1
11 – 20 years	2
21 – 30 years	3
31 – 40 years	4
41 and more	5

Indicate the extent to which you agree or disagree with each of the statement given below on how principals manage HoDs for effective teaching and learning. Mark your response with X.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	1	2	3	4	5
The principal draws a plan for a school turnaround strategy					
The HoDs are involved in planning process.					
The principal shares vision of the school with HoDs.					
Principals uses benchmarking in managing HoDs to achieve the desired goals					
Principals formulate policies to bring about sustainability in managing HoDs.					
Principal delegate HoDs to specific duties					
The principal conduct workshops to capacitate HoDs for effective work.					
Leadership capacity development workshops in schools, are a part of an on-going activity for professional skills development.					
Principal use a collaborative approach when making key decisions					
The principal organises appropriate induction training to the newly appointed HoDs.					
The principal prepares HoDs for supervision process so as to cultivate a positive attitude.					
Principal schedule for supervision					
Supervision tools are used as records for further development.					
Principal work with the HoDs in coming up with the budget for the year.					
Coercive style dominate the principal's entire leading.					

How principals ensure efficiency in promoting teaching and learning

Use the scale given below to indicate the evaluation of how principals ensure efficiency in promoting teaching and learning in schools

3 = Yes	2= Unsure	1= No
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Mandated change (top down change) yields to effective teaching and learning.	1	2	3
Principals hire educators payed by the school, to lessen involvement of HoDs in teaching there by increasing their effective involvement in management.	1	2	3
Inclusion of HoDs' perspective on educational change enhance effective teaching and learning	1	2	3
School-oriented approach to mandated change bring about link between the school and the system under operation	1	2	3
Staff development initiative is a way of bringing about educational reform.	1	2	3
Leadership development is an important approach towards enhancement of effective learning.	1	2	3
Consistently making use of monitoring and evaluation in school program ensures quality in teaching and learning	1	2	3
Principals work together with the HoDs in designing of school vision and goals.	1	2	3
In ensuring efficient principals' effort to appraise HOD, goal setting must be agreed upon by both parties.	1	2	3
Discussion of goals between principals and HoDs help in keeping track of school annual plan in accordance with the school vision.	1	2	3
Disagreements or challenging conversations are an important part of collaborative knowledge building.	1	2	3
Data gathering and evaluation is one of the most used tools in ensuring that there is effective teaching and learning.	1	2	3
Systematic means of data collection, monitoring and evaluation is established and coordinated throughout the cycle of teaching and learning.	1	2	3
The school considers training of HoDs as part of its organization and development strategy	1	2	3
Principals check HoDs file as per agreed plan	1	2	3

## APPENDIX B

### INTERVIEW SCHEDULE

Topic

#### CHALLENGES FACING PRINCIPALS IN MANAGING HEADS OF DEPARTMENTS FOR PROMOTION OF QUALITY TEACHING AND LEARNING.

1. What are the challenges that affect principals in managing HoDs?
2. What can be done to deal with such challenges?
3. How does human resource development initiatives, challenge principal's role in empowering HoDs?
4. What are the challenges emanating from HoDs supervision process?

## APPENDIX C

### Consent form for principals

I ..... agree to participate in the research project investigating: challenges facing principals in managing heads of departments for promotion of quality teaching and learning: A study of UMkhanyakude secondary schools in Kwa-Zulu Natal”.

I am aware of the contents of this exercise, aims, objectives, inconveniences as well as the benefits entitled to this research project.

I understand my stand in this study. I voluntarily participate without anyone pushing me to take part in this research exercise, and I understand that I can withdraw at any anytime.

I understand how confidentiality and anonymity will be maintained during this research project.

I understand the anticipated used of data, especially with respect to publication, communication and dissemination of results.

I have carefully studied the above and understand my participation in this agree, I freely consent and voluntarily agree to participate in this study.

The aim of the study is to examine how principals, manage HoDs for effective teaching and learning. To examine challenges encountered by principals in managing HoDs for effective teaching and learning and to investigate on how principals, ensure efficiency in promoting teaching and learning.

DATE..... SIGANATURE.....

APPENDIX D  
ETHICAL CLEARANCE

**UNIVERSITY OF ZULULAND  
RESEARCH ETHICS COMMITTEE**  
(Reg No: UZREC 171110-030)



**RESEARCH & INNOVATION**

Website: <http://www.unizulu.ac.za>  
Private Bag X1001  
KwaDlangezwa 3886  
Tel: 035 902 6731  
Fax: 035 902 6222  
Email: DlaminiA@unizulu.ac.za

**ETHICAL CLEARANCE CERTIFICATE**

Certificate Number	UZREC 171110-030 PGD 2018/231				
Project Title	CHALLENGES FACING PRINCIPALS IN MANAGING HEADS OF DEPARTMENTS FOR PROMOTION OF QUALITY TEACHING AND LEARNING IN UMKHANYAKUDE SECONDARY SCHOOLS				
Principal Researcher/ Investigator	D Sibanda				
Supervisor and Co-supervisor	Dr IS Kapueja		Prof AP Kutame		
Department	Educational Foundations and Management				
Faculty	Education				
Type of Risk	Medium Risk- Data collection from people				
Nature of Project	Honours/4 <sup>th</sup> Year	Master's	Doctoral	x	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:
- (1) This certificate is valid for 1 year from the date of issue.
  - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-30 August 2019]
  - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
  - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

  
Professor Gideon De Wet  
Chairperson: University Research Ethics Committee  
Deputy Vice-Chancellor: Research & Innovation  
30 August 2018



## APPENDIX E

### PRINCIPAL LETTER

Lot 220 Cotton wood  
Mtubatuba  
3935

28 August 2018

The Principal

---

Dear Sir/ Madam

#### REQUEST FOR YOUR PERMISSION TO PARTICIPATE

I hereby requesting for the permission to conduct a research with school principals. This research project is towards my Doctoral of Education (Educational Foundations and Management) degree at the University of Zululand (main campus), under the supervision of Dr I.S Kapueja and Prof A.P Kutame.

The research topic is: challenges facing principals in managing heads of departments for promotion of quality teaching and learning in UMkhanyakude secondary schools. The research will be administered through questionnaires and interviews. A copy of a questionnaire is attached. The information obtained will greatly assist the Department of Education to improve the quality of management in schools.

I guarantee that the information gathered during research will be treated with confidentiality.

Yours sincerely

\_\_\_\_\_ Dion Sibanda

Contact Details: 0786097341

APPENDIX F

Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions



**Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions**

**1. Applicants Details**

Title: Mr Surname: Sibanda  
Name(s) Of Applicant(s): Dion Email: sibandadion@yahoo.com  
Tel No: N/A Fax: N/A Cell: 0786097341  
Postal Address: KCC P O Box 1228 Mtubatuba 2935


**2. Proposed Research Title:**

**CHALLENGES FACING PRINCIPALS IN MANAGING HEADS OF DEPARTMENTS FOR PROMOTION OF QUALITY TEACHING AND LEARNING IN UMKHANYAKUDE SECONDARY SCHOOL.**

**3. Have you applied for permission to conduct this research or any other research within the KZNDoe institutions?**  No  X

If "yes", please state reference Number: \_\_\_\_\_ N/A \_\_\_\_\_

**4. Is the proposed research part of a tertiary qualification?**  Yes  X

If "yes"  
Name of tertiary institution: University of Zululand  
Faculty and or School: Education  
Qualification: Doctoral (PhD)  
Name of Supervisor: Dr I S Kapueja  
Supervisors Signature:   
If "no", state purpose of research:

**5. Briefly state the Research Background:**

Perpetrating trends of educational provision inefficiency in kwaZulu Natal (KZN) calls for a revolutionary approach in leadership. Climate change result in introduction of new technological advancements, instruction, means of communication and periodic monitoring. Re-engineered leadership will need a new approach so as to keep up with the changes in teaching and learning. Leadership incompetence and negligence paralyse teaching and learning. Leadership, structure, approach, style and duty allocation is pivotal in ensuring efficiency in promotion of quality teaching and learning.

Mostly the concern is low percentage pass rate in secondary schools with specific reference to UMkhanyakude district. This has subjected education managers under great pressure in trying to compete with the other achieving schools so as to meet the set targets. Fire brigade methods of approach towards improving results have been the order of the day. Effort have been made in trying to import strategies used by other achieving schools to increase percentage pass rate. Team work is crippled in trying to come up with quick ways of attaining the benchmark. Holistic approach, collaborative in nature encompassing internal leaders more especially HODS in planning and implementation would likely bring about a permanent lasting solution of a new culture in schools and improved quality of teaching and learning (Leona, 2013).

**6. What is the main research question(s):**

The following research questions will be followed to get data from respondents:

- How do principals manage their HOD's for effective teaching and learning in UMkhanyakude secondary schools?
- How do principals ensure efficiency in promoting teaching and learning in UMkhanyakude?
- What challenges do principals encounter in managing HOD's for effective teaching and learning?

**7. Methodology including sampling procedures and the people to be included in the sample:**

The researcher will use an interpretivist paradigm approach. Mixed method approach would be used in this study. Alkarni (2014) concur with international and regional social science researchers in that, there are generally three approaches in social science research, which are, qualitative, quantitative and mixed approach. Based on merits attributed to the mixed method approach, of dual combination of qualitative and quantitative design the researcher saw it worth to use this design. Mixed method approach will help the researcher to overcome eventualities that may arise during the course of research process.

UMkhanyakude district, KwaZulu Natal province in South Africa would be used to represent all secondary school principals. Purposive sampling will be used to select secondary school principals as participants because it places participants in groups relevant to criteria that fit the research question. Therefore, through purposive sampling the study will attempt to investigate and understand the challenges faced by principals in managing HODs  
Selection of the schools would be based on 10 selected schools classified as T 60 schools in secondary level and 10 which are high achievers. The targeted population of respondents will amount to a total of 20 secondary school principals.

**8. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?**

This research seeks to establish internal challenges that hinder efficiency in secondary schools. Further more suitable ways of bringing out turn around in performance management would be identified so as to attain positive outcome in academic achievement. Hope this will bring about dynamic approach in management of HOD, cheering and maintaining the sustainable movement towards change in educational provision efficiency. The aim is to try engage the HODs and the principals through team building, a collaborative approach instructional leadership in order to improve the provision of quality teaching and learning. The outcome of this piece of work can be used as baseline information to implement efficient and effective leadership paradigms that will capacitate education managers to enhance their attributes in leadership. Internal leadership access to the affairs governing the school cultivate willingness to seek all the means that will drive away notable blocks for development and efficiency in educational provision. The hope is to instil ownership, prestige, commitment and heritage in bringing about celebrated achievements in education fraternity. The study is targeted at raising committed principals who are able to lead HODs in becoming progressive in nature, able to cope with dynamics encountered in leadership (Manaseh, 2016).

**9.KZN Department of Education Schools or Institutions from which sample will be drawn – If the list is long please attach at the end of the form**

Jevu secondary school	Msiyane secondary school	Igugu Lesizwe Secondary
Somfula Secondary	Sibongasonke Secondary	Shiyinkosi Secondary
Nondumiso Secondary	Ngebeza Secondary	Ndabazamanina Secondary
Namaneni Secondary	Mzibuli Secondary	Mvusomuhle Secondary
Mtuba high school	Mtshakela Secondary	Mtshalekwane Secondary
Mthambalala Secondary	Mshudu Secondary	Msiyane Secondary
Mshanguzana Secondary	Mpiyakhe Secondary	Moses Zikhali Secondary

**10. Research data collection instruments:** *(Note: a list and only a brief description is required here - the actual instruments must be attached):* In gathering data, following qualitative design the researcher will use structured questionnaire as a tool. In trying to examine how principals manage HODs for effective teaching and learning and to investigate on how principals ensure efficiency in promoting teaching and learning, qualitative design would be used. Semi structured interviews would be used as research tools for qualitative design.

**11. Procedure for obtaining consent of participants and where appropriate parents or guardians:**

The researcher will need to seek permission from the provincial Department of Education (DOE) to conduct research in the schools. Applying for ethical clearance from the ethics committee of the university is mandatory. The researcher will have to seek permission to conduct research from the principals.

**12. Procedure to maintain confidentiality (if applicable):**

There would be a guarantee to the respondents on issues of confidentiality and anonymity through a letter of consent that would be drafted assuring the respondents that they are free to withdraw from participating out of their own volition. To protect the respondents, their names and those of their schools will not be required.

**13. Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable):**

N/A

**14. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable): N/A**

**15. Research Timelines:**

- 24 May - 16 June 2017 – work on the topic and finalise the research questions.
- 17 June – 20 August 2017- Finalize research proposal and submission.
- 31 August – 25 November 2017 – Application for ethical clearance certificate. Work on chapter 2 and chapter 3
- 7 January 2018 Submit Chapter 2 and 3
- 31 January 2018 Meeting with supervisors and make corrections
- 15 February 2018 Data collection.
- 16 March 2018 Submit results
- 31 March 2018 analyse data and submit chapter 4.
- 12 April 2018 Make corrections and resubmit chapter 4
- 30 April 2018 Work on chapter 5
- 30 May 2018 Corrections Chapter 3 and 4, finalize Chapter 5 and resubmit
- 30 June 2018 Working on Chapter 6
- 31 July 2018 Submit Chapter 6
- 15 August 2018 Corrections Chapter 2, finalize Chapter 3 and 4 and resubmit
- 07 September – Working on conclusions
- October 2018 Meeting with supervisors
- November 2018 Writing Introduction and Conclusion
- December - January 2019 Corrections and finalizing chapters 5 and 6, editing
- February – March 2019 Finalizing
- April 2019 Submission

**16. Declaration**



**Signature of Applicant**

**Date: 26/08/17**

**17. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.**

I agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.



**Signature of Applicant(s)**

**Date: 26/08/17**

**Return a completed form to:**

Connie Kehologile – Tel: 033 392 1004  
Office of the HOD; KwaZulu Natal Department of Education

**Hand Delivered:**

Office 318; 247 Burger Street; Anton Lembede House; Pietermaritzburg; 3201

**Or**

**Ordinary Mail**

Private Bag X9137; Pietermaritzburg; 3200

**Or**

**Email**

[kehologile.connie@kzndoe.gov.za](mailto:kehologile.connie@kzndoe.gov.za) / [Nomangisi.Ngubane@kzndoe.gov.za](mailto:Nomangisi.Ngubane@kzndoe.gov.za)

**Or**

**Fax**

033 392 1203

Appendix G  
Permission of the regional Chief Director of Zululand Region



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:2/4/8/1330

Mr D Sibanda  
PO Box 1228  
Mtubatuba  
2935

Dear Mr Sibanda

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

Your application to conduct research entitled: **"CHALLENGES FACING PRINCIPALS IN MANAGING HEADS OF DEPARTMENTS FOR PROMOTION OF QUALITY TEACHING AND LEARNING IN UMKHANYAKUDE SECONDARY SCHOOL"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 04 September 2017 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMkhanyakude District

  
Dr. EV Nzama  
Head of Department: Education  
Date: 04 September 2017

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa  
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201  
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