

UNIVERSITY OF ZULULAND



DISSERTATION

**CHALLENGES THAT HEADS OF DEPARTMENTS FACE IN MANAGING
TEACHING OF TSHIVENDA HOME LANGUAGE IN RURAL PRIMARY SCHOOLS
OF DZINDI CIRCUIT VHEMBE DISTRICT**

**FOR THE DEGREE OF
MASTER OF EDUCATION
IN THE FIELD OF EDUCATIONAL MANAGEMENT**

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DECLARATION

I, Fhulufhuwani Grace Mulaudzi, student of the University of Zululand, hereby declare that the thesis hereby submitted to the University of Zululand for the degree of Master of Education in the field of educational management has not been previously submitted by me for a degree at any other University, that it is my own work in design and execution, and that all material contained therein has been duly acknowledged.

DEDICATION

On my personal note, I dedicate this project to my parents: Matakuvhona Patrick Mulaudzi and Tshifhiwa Doris Mulaudzi; you were there for me throughout.

Finally, to my family who supported me with after-hour support when I lost sight of the goal; they cheered me on when I was ready to give up. This dissertation is a testimony to your loving presence in my life.

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ABSTRACT

The 1994 democratic government of South Africa brought greater responsibility and growth of school-based management in schools which impacted on the role and workload of school leaders. Principals of public foundation phase school teachers delegated greater responsibility to Heads of Departments who had to ensure that teachers are professionally developed. The assumption was that teachers should be supported and developed professionally to do their best work with learners, and, to be retained. Despite the belief that school-based Teacher Professional Development may have a positive impact, little is known about the challenges Heads of Departments' of Tshivenda Language in a rural context face in managing teachers for them to promote quality teaching and learning. The aim of this study was to investigate the challenges that heads of departments face in managing the teaching of Tshivenda home language in rural primary schools of Dzindi circuit in Vhembe District. This study was positivist in nature following the quantitative research methodology. Self-administered questionnaires were used to collect data from 107 respondents from the 200 who were sampled through simple random sampling procedure. Several challenges that face the HODs were identified. These include the need to supervise teachers in the process of teaching to improve learning in schools. The study points to a strong need for workshops to fully capacitate HODs of Tshivenda in rural primary schools of Dzindi Circuit. However, the various management challenges that have emerged should be considered. Mentoring of Tshivenda Home Language teachers by HODs remains very crucial for the promotion of teaching and learning in rural primary schools of Dzindi Circuit. The study recommends a need for HODs to motivate teachers in their management process.

ABBREVIATION AND ACRONYMS

SPSS	Statistical package for Social Sciences
et al.	And others
HOD	Head of Department
P-E	Person-Environment
STP	state-trait process (STP)
IQMS	Integration Quality Management System
ACTH	Adrenocorticotrophic Hormone
HL	Home Languages
HOD	Heads of department
PAM	Personnel Administrative Measures
MTL	Managing teaching and learning
NCS	National Curriculum Statement
SMTs	School management teams
OBE	Outcome-Based Education
ECD	Early Childhood Development
SPSS	statistical package of social sciences
CAPS	Curriculum Assessment Policy Statement
EEA	Employment of Educators Act
SGBs	School Governing Bodies
LOLT	Language of Learning and Teaching
FAL	First Additional Languages

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 BACKGROUND TO THE STUDY

Managing teaching and learning (MTL) is one of the most important activities for Heads of department (HODs) and other school leaders (Bush, Joubert, Kiggundu & Rooyen, 2009). Heads of Departments' (HODs') roles, have undergone significant changes especially in terms of the professional development of teachers (Adey, 2000). The concept 'Head of Department' is used for different learning areas, phases and departments in South Africa. HODs are former class teachers promoted to the role of supervising teachers to equip them with updated abilities, interests and knowledge in subject teaching.

The principal-ship position provides leadership and management in all areas of the school. HODs influence the quality of teaching and learning to educational scholars and policy-makers, worldwide for professional teacher development (PTD) and support opportunities to enhance knowledge and instructional practice (Mampane, 2018). The principal enables the creation and support of conditions under which high quality teaching and learning take place. They promote the highest possible standards of learners' achievement. While principals and deputy principals have an overall school management responsibility, HODs have the responsibility of ensuring effective teaching and learning across their learning areas or phases.

The responsibility for managing teaching and learning is therefore shared amongst principals and school management teams (SMTs) which include deputy principals and heads of departments and the classroom educators. Heads of department have an important role to play in MTL within the school-wide strategy established by the principal and the SMT while educators manage curriculum implementation in their classrooms.

The middle managers' role is focused on sub-units, based on learning areas or school phase, while the principal and the SMT should take a school wide-view. Killen, (2000) argue that with the introduction of Outcome-Based Education (OBE), the responsibility of school managers has shifted towards instructional activities and accomplishment of high quality outcomes. They also note that, if teaching and learning are to improve significantly. HODs have to spend much more time in supervising the teaching and learning activities that occur daily in their subject or learning area, which, presently, seem to be neglected. HODs monitor the work of educators, notably through checking their lesson plans and learner assessments, while some conduct classroom visits. (Bush, Joubert, Kiggundu, & Van Rooyen, 2010). However, the main emphasis seems to be checking the educators' work, rather than assessing learner achievement. Educators may contradict HODs' claims in terms of the frequency and quality of HODs' observation, scrutiny and support.

Leadership in educational organizations is a significant factor affecting the effectiveness of the school (Nguni, Slegers, & Denessen, 2006) despite its demographic position. The school principal manages the entire school system and creates a tight connection between the different dimensions for helping learners to succeed. However, studies confirm that the rate of educational progress in rural settings has been sparse (Barley & Beesley, 2007; Stephens & Nel, 2016).

The rural context presents challenges in the school system such as access to public transport, school attendance problems and diverse learner background which require close monitoring of teachers by the HODs for them to improve the quality of teaching and learning (Henderson & Mapp, 2002). When such challenges are not addressed, learner performance is adversely affected.

Learners in Tshivenda, in rural primary schools in the Vhembe District seem not to be performing as required. The heads of Department, who should be managing learning and teaching do not seem to be performing their duties to the level of promoting effective teaching and learning. Learners are performing poorly despite the presence of HODs in the schools. HODs seem to spend more time on their own

teaching commitments. As a teacher in one of the primary schools, I have observed that some heads of department have full time classes they teach and never get chance to do administrative responsibilities. It could also be that HODs have poor leadership skills or lack motivation. While poor learner achievement is prevalent, principals, HODs and educators are prone to blame the learners, their parents or lack of progress in previous schools or grades.

Vhembe District is situated in a rural setting where the home language is predominant. Since this study was triggered by learner performance in home language, it is HODs who face contestation since they are the once who manage effective teaching and learning in the subject. Literature I searched is quiet on why learners in Tshivenda Home Language in the rural primary schools are performing poorly. Teaching of the subject is overseen and promoted by heads of department. Observation is that some schools in rural areas do have HODs in their management structure, however, there are concerns regarding learner performance in the home language. Literature is quiet on how heads of Tshivenda Home language in the rural schools of Vhembe are performing in managing the teaching of the subject.

1.2 STATEMENT OF THE PROBLEM

The head of department is responsible for implementing curriculum and, therefore, answerable to education authorities for increasing failure rates Hursh, (2007). The HODs are in a better position to understand the problems of their schools. However, the implementation of the national school curriculum in post-apartheid South Africa is riddled with uncertainties, ineffective classroom management and a general lack of academic performance by learners(Fleisch, 2002; Jansen & Christie, 1999), this is mainly as a result of inadequate training and support for heads of department in managing teachers in the classroom (Fleisch, 2002; Jansen & Christie, (1999). However, observation from where I work, and literature based on the background above, learners and teachers continue to underperform in Tshivenda first language despite the availability of heads of department. Reviewed literature is silent on the effectiveness of HODs in managing the teaching and learning of Tshivenda in rural

schools. The question asked by this study is: what are the challenges facing Heads of Department (HODs) in managing the teachers who are teaching Tshivenda as a first language in rural primary schools where conditions have not improved since the establishment of the democratic education in 1994?

1.3 AIM OF THE STUDY

The aim of this study was to investigate challenges that Heads of Departments face in managing teaching of Tshivenda Home Language in rural primary schools of Dzindi circuit in Vhembe district.

1.4 OBJECTIVES OF THE STUDY

This study was guided by the following research objectives:

- To find out the challenges facing Tshivenda Heads of Department in managing the teaching of Tshivenda Home language in rural schools focusing on the foundation phase in Dzindi circuit.
- To establish the extent to which HODs manage the teaching of Tshivenda Home language in the foundation phase schools.
- To investigate the effect of managing the teaching of Tshivenda Home language in the foundation phase schools;
- To determine strategies to manage the teaching of Tshivenda Home language in the foundation phase schools in Dzindi Circuit.

1.5 RESEARCH QUESTIONS

The following research questions guided this study:

- What are the challenges facing Tshivenda Heads of Department in managing the teaching of Tshivenda Home language in rural foundation phase schools in the Dzindi circuit?

- To what extent are HODs managing the teaching of Tshivenda Home language in the rural foundation phase schools?
- What is the effect of managing the teaching of Tshivenda Home language in the rural foundation phase schools?
- How are HODs managing the teaching of Tshivenda Home language in the foundation phase schools in Dzindi Circuit?

1.6 RESEARCH DESIGN AND METHODOLOGY

Creswell (2009) stated that research designs are plans and procedures for research that inform the decisions of broad assumptions to detailed methods of data collection and analysis. Research design indicates the programme to guide the research in collecting, analyzing and interpreting observed facts, from whom, when and under what condition the data was obtained Kothari, (2004). A research design is a plan of how the study was conducted. The paradigm of this study is positivist in nature following the quantitative research methodology. The study used a survey design and collected data through questionnaires.

1.7 RESEARCH METHODOLOGY

Research methodology refers to a range of approaches used in research to gather data for inference and interpretation to be able to come up with explanation and prediction Kothari, (2004). Research methodology may be the science of methods that contains standards and principles meant to guide the choice structure process and use of methods as guided by the underlying paradigm. The quantitative research methodology followed in this study, which consisted of survey questionnaires, is discussed and includes population of the study, sampling procedures, questionnaire development, pre-testing of the questionnaire, distribution of questionnaires and collection processes, as well as data analysis.

Studies (Wengraf, 2001; Kumar, 2019) describe quantitative research as a form of conclusive research involving fairly structured data collection procedures and large representative samples. Firestone, (1987) and Kumar (2019) indicate that the

quantitative approach emphasizes the measurement relationships between variables and not processes. On the other hand, Balnaves, & Caputi, (2001) define quantitative approach as the best measurement of the properties of phenomena, which is the assignment of numbers to the perceived qualities of phenomenon. The questionnaires were administered to find out the challenges that heads of departments face in managing teaching of Tshivenda Home Language in rural primary schools of Dzindi circuit in Vhembe District.

1.7.1.1 Population

Fraenkel and Wallen (2000) view population as the group of people the researcher uses to generalize the results of the study. Population may be used to denote the aggregate from which the sample is chosen. Mouton (1996), population is a collection of objects, events or individuals having some common characteristics that a researcher is interested in studying. The target population for this study were HODs and teachers from rural based primary schools of Dzindi Circuit in Vhembe district.

1.7.1.2 Sampling procedure and sample

A sample is an element of the population considered for actual inclusion in the study or a subset of measurements drawn from a population one is interested in (Byrne, 1994). A sample can also be defined as a small portion of a total set of objects, events or persons, which together compromise the subject of this study (Seaborg, 1988). In this study, simple random sampling was followed to select participants for this study. One hundred and twenty (120) participants were selected from teachers and HODs from the rural public foundation phase schools. Details regarding the selection process are given in Chapter 3.

1. 7. 1. 3 The questionnaire

The questionnaire is a vehicle for the collection of data (McCormack & Hill, 1997). The self-constructed and self-administered questionnaire consisted of four sections and five Likert-type questions was used to collect data and distributed to participants. Questions were informed by my personal experience as an educator in a rural set-up, and literature reviewed on the management of teachers who teach Tshivenda as a home language. Section A of the instrument consisted of demographic questions, and the other two sections consisted of questions on issues related to managing teaching of Tshivenda as a home language in the foundation phase.

Questions were structured in such a way that HODs and teachers were asked the same questions and with the same response options as postulated by Hofstee (2006). Close-ended questions were used for questionnaires, and these self-constructed questionnaires were pre-tested before being administered to increase validity. Further details regarding the instrument are presented and discussed in Chapter 3.

1. 7. 1. 4 Data Collection procedure

The questionnaires were administered on HODs and teachers from rural based rural Foundation phase schools of Dzindi circuit in Vhembe district. When the questionnaires were distributed, the purpose was discussed with the participants and were collected on different days. I administered the questionnaires personally. The participants were given one week to complete the questionnaires.

1. 7. 1. 5 Analysis of quantitative data

The data collected from the field was given to an expert to capture, edit and analyse. A computer loaded with Statistical Package for Social sciences (SPSS) (IBM SPSS statistics 24) program was used to analyse quantitative data from questionnaires on

the personal computer which showed frequencies and corresponding percentages shown by means of tables and figures, means and cross tabulation to establish the level of significance in the results from data collected. Further details are given in Chapter 3 of this study.

1. 8 SIGNIFICANCE OF THE STUDY

This study is crucial in determining challenges facing Heads of Department in managing the teaching of Tshivenda Home language in the foundation phase in Dzindi circuit's rural schools. Identification of such challenges is a firm foundation necessary to determine strategies that could be used by HODs in addressing problem areas in their management

1. 9 CONTRIBUTION TO THE BODY OF KNOWLEDGE

This study contributes knowledge on how Heads of Department in rural schools can manage educators teaching Tshivenda as a Home language and implementation of any curriculum for quality teaching and learning. The study will, in particular, contribute to knowledge web on issues on management of the heads of department in the teaching of Tshivenda Home language in rural foundation phase schools and why HODs should manage the teaching of Tshivenda Home language. Strategies established of management by HODs will assist in promoting teaching and learning.

1. 10 DELIMITATION OF THE STUDY

This study was conducted focusing in the foundation phase schools in Dzindi circuit of Vhembe District found in Limpopo Province.

1. 11 ETHICAL AND SAFETY ISSUES

The principle of informed consent arises from the subject's right to freedom and self-determination. Being free is a condition of living in a democracy, and when restrictions and limitations are placed on that freedom, they must be justified and consented to, as in research (McMillan & Schumacher, 2001; Cohen, Manion & Morrison, 2007). Consent thus protects and respects the right of self-determination and places some of the responsibility on the participant should anything go wrong in research. As part of the right to self-determination, a prospective participant has the right to refuse to take part, or to withdraw once the research has begun. To comply with the requirements of this principle, all the participants were asked to sign a consent form, and the following were observed: a description of the participants expected discomfort and risks, a disclosure of appropriate alternative procedures deemed to be advantageous to the participants; an offer to answer any inquiries concerning the procedures; an instruction stating freedom to withdraw consent and to discontinue participation in the project at any time without prejudice.

All the participants were assured that all the information they provided would be given the deserved confidentiality. To ensure confidentiality, the following was done: deletion of identities, crude report categories and micro-aggregation, that is, the construction of average persons from data on individuals and the release of these data, rather than data from individuals (Mc Millan & Schumacher, 2006; Cohen, Manion & Morrison, 2007). The principle of equal respect demands that we respect the equal worth of all people (Cohen, Manion & Morrison, 2007). This requires us to regard people as free and rational and accept that they are entitled to the same basic rights as others. Privacy: this involves a right to control information about oneself and protects people from unwarranted interference in their affairs. It also protects the confidentiality of evaluation information. The distributed questionnaires gave room for all respondents to remain anonymous by not including names, (Cohen, Manion & Morrison, 2007).

The essence of anonymity is that information provided by participants should, in no way, reveal their identity (McMillan & Schumacher, 2006; Cohen, Manion & Morrison, 2007; Kumar, 2019). A participant or subject is, therefore, considered anonymous when the researcher or another person cannot identify the participant or subject from the information provided. To ensure anonymity, I avoided using any expression in data analysis that would give information that would directly or indirectly help identify the participants. No one was harmed during and after the collection of data.

1.12 DEFINITIONS OF KEY CONCEPTS

Foundation Phase

Foundation Phase refers to the learners who are in the first three grades in the following Grades: R, 1, 2 and 3 (Department of Education, 2002).

Curriculum

Curriculum is a broad concept that includes all planned activities that take place in the school and includes subject courses that take place during the normal school day (Carl, 2002). According to Marsh (1997), curriculum is a product of a document that includes details about goals, objectives, context, teaching techniques, evaluation and assessment and resources. Sometimes these agencies are documents issued by the government or one of its agencies and prescribe how and what is to be taught.

Curriculum Design:

Curriculum Design – is a phase within curriculum development, which relates to both the creation of a new curriculum as well as the re-planning of an existing one, after more evaluation has been made (Carl, 2002). According to Print (1993), curriculum design is the process of conceptualizing and arranging the elements of a curriculum into a coherent pattern.

1. 13 ORGANIZATION OF THE STUDY

This study is organized in the following structure:

Chapter 1: Orientation of the study

In Chapter 1, the background to the study is introduced and the problem stated. The aims with this research, research questions, research hypothesis, significance of the study, limitations of the study, delimitation of the study and brief summary of literature review are discussed.

Chapter 2: Literature review

Chapter 2 discusses the literature reviewed on how heads of department manage the teaching of Tshivenda Home Language in the foundation phase in rural schools. The first section of the chapter presents the theoretical framework of the study followed by the review of literature.

Chapter 3: Research design and methodology

Chapter 3 discusses how I conducted this research, discussing the research design and methods chosen and how data was collected and analysed.

Chapter 4: Results and discussion

In Chapter 4, analysis and interpretation of the collected data is discussed. These are discussed based on the research questions which have been linked to the topic of this study.

Chapter 5: Summary, conclusion and recommendations

This chapter consist of the summary of the results, conclusions made guided by the research objectives and recommendations for further study.

1. 14 CONCLUSION

Chapter 1 gave the foundation for the study, and contains the introduction, background to the study, problem statement, aim and objectives of the study, significance of the study and ethical considerations.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 presented the introduction to this study. This chapter presents the literature review guided by the research questions on how heads of department manage the teaching of foundation phase Tshivenda Home Language in rural schools. The theoretical framework for this study is well presented. The review of literature is guided by the following research objectives:

- To find out the challenges facing Tshivenda Heads of Department in managing the teaching of Tshivenda Home language in rural schools focusing on the foundation phase in Dzindi circuit.
- To establish the extent to which HODs manage the teaching of Tshivenda Home language in the foundation phase schools.
- To investigate the effect of managing the teaching of Tshivenda Home language in the foundation phase schools;
- To determine strategies to manage the teaching of Tshivenda Home language in the foundation phase schools in Dzindi Circuit.

2.2 THEORETICAL FRAMEWORK

Many have used ratings of leadership and outcomes collected from a single source, leaving their results open to common-sourced-common method bias (Bycio, Hackett, & Allen, 1995). have relied on survey data on both leadership and outcomes collected from multiple, A small number of studies have used multiple sources and multiple methods. These have typically involved questionnaire ratings of leadership and objective performance measures (Avolio, Waldman & Einstein, 1988), or manipulating leadership and measuring outcomes (Barling, Weber, & Kelloways, 1996), yet there remains a need for more rigorous field tests of the impact of transformational leadership on objective performance to establish causality

(Kirkpatrick & Locke, 1996). Sadeghi and Pihie (2013) indicate that in institutions of higher education, heads of departments are first line leaders who directly influence the quality of their departments. They have responsibilities in their CV, which included: monitoring members of the department, motivator and syllabus designer.

Transactional leadership theory emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers. There are three dimensions of transactional leadership contingent reward, management by exception-active, and management by exception-passive (Judge & Piccolo, 2004). Transformational leadership theory on the other hand describes the process of constructing commitment to the organization objectives and making followers more confident to achieve these objectives. Leaders on the other hand describe transformational leadership as a paradigm of leadership that attracts scholars' attention (Sadeghi & Pihie 2013). Transformational leadership theory is an approach that causes change in individuals and social systems (Sadeghi & Pihie, 2013). In its ideal form, leadership creates valuable and positive change in the followers with the end goal of developing followers into leaders. Transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. The concepts of transformational and transactional leadership were introduced in political leadership (Judge & Piccolo, 2004).

There are four dimensions of transformational leadership, three dimensions of transactional leadership and a non-leadership dimension (Sadeghi & Pihie, 2013). The four dimensions of transformational leadership are: Charisma or Idealized influence, Inspirational motivation, Intellectual stimulation and individualized consideration. Charisma or Idealized influence is the degree to which the leader behaves in admirable ways that cause followers to identify with the leader. Charismatic leaders display conviction, take stands and appeal to followers on an emotional level. Inspirational motivation is the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goal attainment, and provide meaning for the task.

The transformational theory approach creates significant change in the life of people and organizations (Sadeghi & Pihie, 2013). It designs perception and values, and changes expectations and aspirations of employees and is not based on a give and take relationship. Transformational leadership theory is idealized in the sense that it is a moral exemplar of working towards the benefit of the team. Transformational leadership does not usually strive for cultural change in the organization but points towards the existing culture while a transformational leader tries to change organizational culture.

The leaders give empathy and support, respect and celebrate the individual contribution whereby each follower challenges assumptions, takes risks and solicits ideas. A leader with this style stimulates and encourages creativity in their followers. The theory encourages nurturing and developing people who think independently. Learning is value and unexpected situations are seen as opportunities to learn. Relating to this study, teachers need to have strong sense of purpose if they have to be motivated. The visionary aspects of the head of department leadership are supported by communication skills that make the vision understandable. It is critical for HODs to communicate their vision well so that educators can adopt and implement that vision. This study was guided by the transformational leadership theory.

Judge and Piccolo (2004) further indicate that the theory has undergone several revisions; in the most recent version. There are four dimensions of transformational leadership, three dimensions of transactional leadership and a non-leadership dimension. The four dimensions of transformational leadership are: Charisma or Idealized influence, Inspirational motivation, Intellectual stimulation and individualized consideration. Charisma or Idealized influence is the degree to which the leader behaves in admirable ways that cause followers to identify with the leader. Charismatic leaders display conviction, take stands and appeal to followers on an emotional level. Inspirational motivation is the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational

motivation challenge followers with high standards, communicate optimism about future goal attainment, and provide meaning for the task.

Some types of studies have examined the relationships between transformational and transactional leadership theories and performance. Overall, there is evidence showing positive relationships between transformational leadership and performance; these relationships are stronger than the relationship between transactional leadership and performance (Timothy, 2004). For this study, transformational leadership theory has been adopted. The HODs, who mentor the teachers who are under their leadership, should transform them into leaders who are able to lead and manage their classes. These are teachers who in turn would be promoted to the positions of leadership. Transformational leadership theory is relevant in finding out the challenges that HODs face in managing teachers for them to be effective in promoting teaching and learning of the Home language as a subject.

2.3 TRANSFORMATIONAL LEADERSHIP AND FOLLOWER DEVELOPMENT

The past two decades have heralded some convergence among organizational behaviour scholars concerning a new genre of leadership theories, alternatively referred to as “transformational,” or “charismatic,” leadership. Despite different emphases in each theory, House and Shamir (1993) asserted that “it can be safely concluded that there is a strong convergence of the findings from studies with charismatic leadership and those concerned with transformational visionary leadership. Such convergence gives an unwavering impression that results from different studies on transformational leadership can be relied upon.

Bass and Avoli (1990) differentiate between transactional and transformational leaders. Transactional leaders exert influence by setting goals, clarifying desired outcomes, providing feedback and exchanging rewards for accomplishments, Transformational leaders exert additional influence by broadening and elevating followers’ goals and providing them with confidence to perform beyond the

expectations specified in the implicit or explicit exchange agreement. Transformational leaders exhibit charismatic behaviour, arouse inspirational motivations, provide intellectual stimulation and treat followers with individualized consideration. These behaviours transform their followers, thus helping them to reach their full potential and generating the highest levels of performance. HODs who employ the transformational leadership style would therefore instil motivation and enhanced performance of the teachers they supervise.

The principal aspect of transformational leadership is its emphasis on follower development (Avolio & Gibbons, 1988). Transformational leaders evaluate the potential of all followers in terms of their ability to fulfill the current commitments, while also envisioning expansion of their future responsibilities. In contrast, transactional leaders expect followers to achieve agreed-upon objectives but do not encourage them to assume greater responsibility for developing and leading themselves and others (Burns, 1978; Bass, 1985). Teachers under the care of transformational HODs can therefore be expected to go beyond the call of duty, thereby making a significant contribution towards learner achievement. Although transformational leaders' develop followers to what Bass and Avolio (1990) called their full potential, which is central to the theory, very little is known about how such leaders so develop followers. This lack of knowledge led House and Adyta to conclude,

“There is little evidence that charismatic, transformational, or visionary leadership does indeed transform individuals, groups, large divisions of organizations, or total organizations, despite claims that they do so. There is no evidence demonstrating stable or long-term effects of leaders on followers' self-esteem, motives, desires, preferences, or values” (1997; P. 443).

This minority claim cannot be assumed to nullify the enhanced performance by teachers under the watchful eye of their respective transformational HODs, as realised in various studies including those already alluded to in this study.

In the absence of theory outlining the developmental aspects of transformational leadership, I integrated different sources to begin building a conceptual framework encompassing three main domains of follower development: motivation, morality, and empowerment. It must be noted that, it is important for leaders to be charismatic in the sense that the subordinates would emulate. HODs must very often set goals, clarify desired outcomes to educators, particularly in the teaching of Tshivenda home language. To this end, transformational leadership and follower development remain crucial in the development of Tshivenda home language in Dzindi Circuit, Limpopo Province. It must further be noted that charismatic behaviours arouse inspirational motivation and provide intellectual stimulation, which are very important in the development of Tshivenda home language among learners

Empowerment: Transformational leadership theory, in contrast to early charismatic theories, has consistently emphasized followers' development towards autonomy and empowerment over automatic followership (Graham, 1988). Earlier on, Klein and House (1995), argued that research had not yet clarified whether or not charismatic or transformational leaders are powerful because their followers are weak. From the literature available, this has not yet been clarified (Steinmann, Klug, & Maier, 2018). Scholars consider a critical-independent approach to be an essential empowerment-related process among followers of transformation leaders. For example, Bass and Avolio (1990) stated that transformational leaders enhance followers' capacity to think on their own, develop new ideas and question old-fashioned operational rules (Steinmann, Klug, & Maier, 2018). Some studies (Avolio & Gibbons, 1988; Allen, Moore, Moser, Neill, Sambamoorthi, & Bell, 2016) posited that a major goal of transformational leaders is to develop followers' ability to manage and develop them. Self-management and self-development. Shamir (1991) similarly had earlier stressed the transformational effects of charismatic leaders on follower independence. The view that a critical independent approach is an outcome of transformational leadership is also consistent with one of the earliest (Kelley, 1992) conceptualization of styles of followership and a much later study (Xenikou, 2017). This implies that the status quo remains. This has not changed.

According to Conger and Kanungo (1988), charismatic leadership is tied to empowerment also through self-efficacy (Shamir et al. , 1993; Katz, Eilam-Shamir,

Kark, 2018) and specified increased follower self-efficiency as developmental effect of transformational leadership. Self-efficiency is a developmental outcome which can be realised through positive influence (Eden, 1990). Teachers serving under transformational HODs can thus be expected to develop self-efficacy: an indispensable ingredient of efficient performance (Ghulam, Richard, & Hanan, 2019).

2.4. THE ROLE OF HODS IN MANAGING THE TEACHING IN THE FOUNDATION PHASE IN RURAL SCHOOLS

The head of department in the school environment has an important role to enforce the language policy in the foundation phase. The HODs assume many roles in the managing process. According to Aldaihaini (2017), HODs are the cornerstones in the school system to enable teachers to perform their roles in the promotion of teaching and learning. Educational institutions nowadays depend greatly on supervision in order to improve the instructional practices undertaken by teachers at different educational levels.

HODs need to be supportive of the use of the mother tongue in the foundation phase (Abelev, Adam, Adamova, Adare, Aggarwal, Rinella, & Ahmad, 2013). HODs need to change their attitudes towards teaching in mother tongue languages. Transformation in the demographics of both teachers and HODs must take place. Managing can contribute significantly to the professional development of teachers by identifying their strength and weakness. The most important one being that of an informative and critical consultant with the aim of improving educational outputs particularly in the teaching of Tshivenda, helping to fulfil teachers' needs and overcoming the various challenges associated with classroom practices.

Among the many roles of HODs in managing the teaching and learning in schools, is improving the overall performance of the school and enhancing the quality of the educational process (Mpisane, 2015). For the managing process to be more effective, HODs must use appropriate strategies in managing teaching in order to improve teachers' performance. Managing can be regarded as one of the most influential factors in the quality of teaching and learning as it plays an important role

of taking on the responsibility of professionally developing teachers and enhancing the quality of the educational process.

2.5 CHALLENGES FACING HODs IN MANAGING THE TEACHING IN THE FOUNDATION PHASE IN RURAL SCHOOLS.

HODs in rural schools face various challenges in the performance of their duties: some of such challenges are due to the work they do, while others are a result of the rural set-up where they operate (Bipath, Nkabinde & Grobler, 2018).

2.5.1 Overcrowded classrooms

HODs, since they are educators in their own personal rights do not only get frustrated when they struggle to manage learners in overcrowded classrooms, but also when teachers who get frustrated by overcrowded classroom come to them in need of assistance. If proper planning and procurement is not taking place, overcrowded classes result creating other problems including seating arrangements which negatively affect learners (Brown, 2019). This implies that HODs should also plan properly even on issues which affect resources as they may have negative impact on teaching and learning.

2.5.2 Unavailability of essential resources

Irrespective of how much HODs may be interested in ensuring learner success, they have their hands tied as they; together with the teachers they supervise desperately need the essential resources to render effective tuition.

2. 5. 3 Lack of parental support

When parents who are essential role players in the learning of their children fail to make a contribution towards the learning of their children due to illiteracy, teachers, and consequently HODs have to carry the burden of ensuring that effective teaching and learning take place for the learners despite absence of one portion of the jigsaw puzzle, namely parental support.

2. 5. 4 Dual responsibilities for HODs

HODs have dual responsibilities, which are: teaching learners in class, as well as managing their respective departments (Blandford, 2000) Moreover, the Employment of Educators Act (EEA) 76 of 1998 stipulates that an HOD should teach learners for a minimum of 85% of a 35-hour week. This boils down to six hours of teaching and one hour of carrying out other responsibilities each day. Ali and Botha (2006) post that improvement in teaching and learning that is substantial can only be realized if HODs can spend more time in their supervising role over the teaching carried out by the teachers. The one hour per day for an HOD to play a supervisory role over teachers is obviously below par for any effective supervision to take place. The desired results of such supervision sessions, which include enhanced teaching and learning with subsequent improved learner performance may fail to be realized, putting a lot of pressure on the HOD concerned.

2. 6 STRATEGIES TO MANAGE THE TEACHING OF HOME LANGUAGE INTHE FOUNDATION PHASE

There are many difficulties facing School Management Team (SMTs) in establishing guidelines and the operation of teams in schools. Cranston (2005) set out five issues that SMTs can consider in managing the teaching of home language as:

- Clearly defining roles and objectives;
- Member must ensure commitment, competency and credibility;
- Develop a team culture, values, beliefs and effective process among the team members;
- Develop good relations with other staff as well as effective communication with them; and
- Ensure learning opportunities for SMT members to operate competently.

2. 6. 1 The setting of performance targets

Setting of targets in reading home languages as a strategy to improve literacy should be introduced. Tomlinson (2004) regards the setting of performance targets as one of the core roles of the management team. It is the task of HODs to articulate and specify exactly what is expected of the respective role players during the implementation process. The setting of performance targets requires a clear system of target-setting, which can be bottom-up, derived from the learners' and the community's needs, or top-down. In other words, this is derived from the HODs' aspirations about the goals and objectives of the implementation processes. Subsequent performance of these role players needs to be managed and the work progress monitored. This study found that Heads of Department hardly set performance targets and even if they set these targets, they hardly achieve them, and learner's progress without knowledge.

2. 6. 2 Capacity building of HODs through communities of learning and practice

A community of learning and practice can be thought of as a group of HODs working together and using a structured process to capacitate teachers to focus on improving Tshivenda home language in the classroom and how to address these in order to raise standards (Dufour, Dufour & Eaker, 2004). Communities of learning can show what interpersonal and organisational capacity building of HODs looks like in practice (Mitchell & Sackney, 2000), and they can impact learner outcomes positively

as well as enhancing the quality and type of professional learning among teachers through collaborative and interdependent learning (Verscio, Ross & Adams 2008). HODs have requisite strategies such as motivation that could be transferred to the teachers in order to improve the teaching of Tshivenda home language in rural schools.

On the other hand, teachers engage in interdependent and collaborative learning and other forms of professional development; these can lead to significant benefits for learners and teachers within, between and across schools (Saunders, Lewis & Thornhill, 2009), irrespective of a school's context and/or its socio-economic profile (Elmore 2002; Goldenberg, 2004). Stoll (1999) provides a 12-point action framework for building individual and organizational capacity by HODs. The results of the studies indicate that it is important for HODs to form a community of learners to improve Tshivenda home language. This could be possible if HODs could form those communities as a way of assisting each other to monitor teachers in their process of improving Tshivenda home language in Dzindi circuit.

Communities of learning and practice can provide opportunities for teachers to show leadership (Jackson, 2003), widen their expertise and share practice (Lewis & Andrews 2004), leading to more effective classroom practice and better results for more learners (Harris & Jones, 2010). Seddon (1999) argues that 'the development of capacity building strategies depends upon consideration of the work by the staff in the changing context, to question both old and new orthodoxies, to think against the grain institutional practices and to draw a new cultural resources to facilitate the remarking of institutional narratives'.

Communities of learning and practice should therefore not be presented as 'catch all' for solving all problems in schools. For example, it has been suggested that simply renaming existing groups—such as departments, working parties or existing curriculum teams – is not sufficient to change classroom practice and lead to improvements in school performance (Dufour et al. , 2009). Furthermore, Hadfield, Chapman, Curryer and Barrett (2002) cautioned that every school needs to develop its own way forward and, as a result, their growing capacity model should be treated as 'basic' rather than 'standard'.

2. 6. 3 REWARDING WELL PERFORMING TEACHERS

Heads of department cannot be dissociated from the schools they manage and academic results of schools. It would therefore be logical to use standardized learners' assessments results as the basis for judging the performance of HODs. HODs and educators celebrate and are rewarded when their schools do well, and the teaching subject such as Tshivenda Home Language is highly ranked. HODs are rewarded collectively when they manage in schools that are identified as high performing by the National Performance Evaluation System of Subsidised Schools. It suggests that the HODs who excel in managing the teaching of Tshivenda subject are not rewarded during the opening of education day held annually in every district while educators are being appreciated and rewarded by producing better results in other subjects. The department should also not escape a portion of blame when learners perform poorly. It has been proved that HODs have an important influence on educators' performance and student academic achievement. They play a crucial role in educational attainment because the HODs are ultimately responsible for translating policy into action and principles into practice during interaction with education.

2. 6. 4 LEADERSHIP THROUGH TEAM WORK

As teams are vital for the success of any organization, it is becoming more and more important for schools to have teams that lead to better teamwork and take the lead in strategic and decision-making within schools (Cranston, 2005). Drach-Zahavy and Somech (cited by Cranston, 2005) mention that in the education sector, team-based structures offer the potential to achieve outcomes better than individuals working alone do.

Individual interpersonal and organizational capacity of HODs plays a very important role in motivating teachers in the learning of Tshivenda home language in schools. The manner in which HODs interact with teachers through respect and eagerness to motivate the teachers is very crucial.

As of now, there is no single approach to building capacity. However, building human and social capital is integral to the strategic interest of any HOD, since it strengthens the HOD's position, promotes self-reliance and increases the chances of the organization meeting its targets. For some HODs, 'capacity building is their exit and sustainability strategy rolled into one', although it requires careful planning to target the right people and build the right skills at the right time over the right period. It is therefore imperative for HODs to put in place a team of teachers who share the same vision and aspirations pertaining to learner achievement.

2. 6. 5 Direct and indirect leadership

Teachers are likely to work hard when HODs apply direct and indirect leadership. When HODs directly interact with teachers by instructing or indirectly when teachers are not able to be effective in teaching Tshivenda. HODs may sometime request the teacher to offer a lesson as an HOD in the learning of Tshivenda home language. The teacher will then be able to see all approaches and dynamics of teaching, and able to teach the learners better. Role modelling is therefore the way to go for HODs, to make an impact on learner achievement.

Direct leadership, or the relationships between focal leaders and their immediate followers, has been studied extensively. In contrast, knowledge of indirect leadership, or the influence of focal leaders on individuals not reporting directly to them, is much more limited. The few attempts to understand indirect leadership have been limited to word-class leaders or highly visible CEOs (Waldman & Yammarino, 1999). It is assumed that transformational leadership at any level can impact both direct and indirect followers (Yammarino, 1994). There are, however, likely to be differences between the processes that influence close and distant followers (Shamir, 1995). The present experiment included direct and indirect followers. Given the dearth of theory and research, we formulated no hypothesis but took advantage of the opportunity to reveal whatever differences there may be between direct and indirect leadership.

2. 6. 6 Encouraging collaboration with the school governing body

There is lack of support by the SGB when HODs try to talk to the parents to support the teaching of Tshivenda. It seems SGB is not supporting the HODs. The South African Schools Act of 1996 hands a great deal of responsibility to the School Governing Bodies (SGBs). They are expected to lead in developing the mission statement of the school, lay down policies and set standards for the quality of education. The SGB consists mainly of parents but also includes teachers, learners' and stakeholders is of the opinion that the "SGB have real power in the running of schools".

They are also responsible for setting the level of school fees, deciding when the school should open and close and under Section 21 of the South African Schools Act can decide what subjects to offer and which textbook to use. However, they are constrained in all the educational decisions in the school. Given the example that SGB cannot determine the language policy at the school as the government sets out admission policies to prevent schools from discriminating against learners.

SGBs may have the responsibility to ensure education is happening in their schools, but do not have decision-making powers in educational matters". She goes on to mention that it is unclear how autonomous the SGB is in relation to the state and can lead to blame being unfairly placed on the SGB for failure to provide quality education.

There has been much controversy as to what the SGB regards as the best actions in the interest of the school, as seen in the court case of MEC for Education in Gauteng Province and Others versus Governing Body of Rivonia Primary School and Others of 2013. In this case, the SGB of Rivonia Primary did not want to admit a learner into the school as the number of intakes for that school in Grade 1 was 120. When the application of a learner was rejected by the school based on the number of admissions, the parent turned to the Gauteng Department of Education

Another court case that has been in the spotlight is that of the Hoërskool Ermelo versus The Head of Department of Education: Mpumalanga in 2009. “Ermelo High School was a single-medium Afrikaans school. The Mpumalanga Department of Education was faced by an alleged space shortage for learners from the district who preferred to be educated in English. The Mpumalanga Department of Education then made a controversial decision to withdraw the school governing body’s competency to determine the school’s language policy. In the matter of Head of Department, Department of Education, Free State Province versus Welkom High School and Athe school adopted pregnancy policies modelled on guidance provided by the Department of Education. The school’s policies determined that pregnant girls were to be excused from school attendance for a certain period. The HOD of the Free State Department of Education intervened and pronounced the school’s policies unconstitutional, which led to an ongoing battle into the Constitutional Court, where the judge ruled in favour of the School Governing Body (Du Toit, 2013). Collaboration between the governance structure (SGB) and the management structures (principal and SMT including HODs) is important for the smooth running of the school. Role players like HODs find themselves under a lot of stress due to a tug of war against the SGB as a result of issues that could have been avoided through collaboration.

2. 6. 7 Training for HODs

Training refers to the acquiring of skills or the process of teaching and learning a skill or job (Fikani, 2003). Training enables the individual to perform one’s duties confidently. White (2000) notes that the lack of training to acquire the leadership and managerial knowledge and skills required for role, is an impediment to the learning area leaders the HODs performing their duties (Blandford, 1997). The importance of training and development for HODs is important as it empowers them about the expectation of their job.

2. 6. 8 Involving the public broadcaster (SABC)

If the SABC could be well-utilised for programmes on teaching Tshivenda home language, that could be a very powerful strategy and mechanism to improve the teaching of Tshivenda home language in schools particularly in Dzindi circuit. The SABC is conscious of the important role the public broadcaster should play in delivering a literacy curriculum in schools situated in rural settings. The role of the SABC is an important strategy to improve Tshivenda home language, especially when one takes into consideration that most of the families, even in rural communities have a radio and a television set. The PanSALB launched the South African Broadcasting Corporation (SABC) delivering national news in African languages and acknowledged that e.TV, through its new satellite channels, would offer news in African languages. Other universities like the University of Venda were likely to follow suit while IsiZulu would be a compulsory course for all first year's learners at the University of KwaZulu-Natal to motivate and inspire learners to learn and speak African Languages. There is willingness to protect and preserve our languages (Venter, 2013). This could go a long way in promoting the marginalised languages like Tshivenda, bringing some relief on stressed HODs.

Jansen (1999) believes that while English is necessary to bring about effective transformation, English itself must also be transformed. According to Jansen (1999), English is the language of choice in schools because indigenous languages are poorly taught. This is where major miscalculation occurs on the part of language activists: simply learning in your mother tongue is absolutely no guarantee of improved learning gains in schools (Jansen, 1999). According to him, the problem is the quality of teaching, the knowledge of curriculum and the stability of the school that determines educational chances in a black school. If schools are properly managed at departmental level, language learning can make it easier for learners in the foundation phase to learn the Tshivenda language. Audio-visual media is a valuable supplement to what teachers and HODs teach in class.

2.7 CONTEXTUAL FACTORS

There are no identifiable guidelines and actions that HODs can follow, and many of these suggestions do not necessarily take into account the operational context of schools (Cranston, 2005). The manner in which HODs manage their schools in a rural environment may not be the same as how those in other areas manage their schools. The different contexts may have an impact on the management of the teachers who are teaching the first language in different areas. Teams are not static and may more likely be involved in responses to their immediate environment and issues affecting them (Cranston, 2005). Factors such as different values, different personalities, past history and ongoing dynamics of members make these teams complex and unique. Another challenge facing school management teams is the fact that the country is not producing enough teachers. South Africa produces about 6000 teachers annually while the replacement number needed is approximately 20 000 teachers annually (Msila, 2014).

2.8 THE EXTENT TO WHICH HODS MANAGE THE TEACHING OF TSHIVENDA HOME LANGUAGE IN THE FOUNDATION PHASE

HOD leadership refers to an effective leader who is able to inspire followers who are educators and learners and tries to nurture their capability to achieve organisational goals Mojem & Scholz (2014). Knowledge of the curriculum and the stability of the school that determines educational chances in a black school because some HODs do not qualify to manage the teaching of Tshivenda due to lack of knowledge of curriculum.

2.8.1 Supervision

HODs supervise to improve the quality of teaching through identification of challenges faced by teachers during the teaching process. HODs guide teachers in developing or selecting instructional material (Stephen, 2018; Mohamed, & Ahmad, 2019). There is a dire need for HODs to supervise teachers to improve the teaching home language. They should therefore be driving supervision of teaching and

learning in schools. Supervision is a learning situation for both teachers and HODs. It often means unlearning old ideas and learning new ways of thinking and doing things. The goal of supervision is to provide teachers with more information and deeper insight into what is happening around the teaching and learning process, particularly in Tshivenda. Supervision helps teachers to act more consciously, and without supervision, teachers will not be able to achieve desired outcomes (Garubo, 1998; Mohamed, & Ahmad, 2019). The vast experience that HODs can be expected to possess should therefore translate into effective supervision of teachers with resultant positive learner outcomes (Stephen, 2018). This implies therefore that supervision of teachers by HODs has been regarded as critical from long, and still is.

HODs have a good perception of supervision for managing the teachers to teach well. Supervision should be implemented as HODs have a positive impact that greatly affects the performance of educators. According to Mughal and Aldridge (2017), the head of department is answerable to education authorities for increasing failure rates. HODs therefore find themselves in very tough situations wherein they have to account for poor performance of learners that came as a result of poor performance of teachers that they offered poor supervision to, as a result of limited supervision sessions.

2. 82 Monitoring of teachers' performance

Work progress, in improving literacy, needs to be evaluated against agreed-upon criteria of improving literacy. Performance management is thus a tool that involves provision of feedback of improvement of reading to monitored people and the determination of the needed improvements of readings where and when possible (Carey, Kehl, Matukas, Pentella, Salfinger, & Schuetz, 2018). This suggests that HODS should constantly supervise teachers for them to effectively promote teaching and learning. Coleman and Graham (2003) claim that such monitoring can promote people's accountability for their work provided it is conducted in a structured and

well-managed manner. They recommend drafting of monitoring policies that clarify aspects such as quality teaching, effective learning, assessment and record keeping.

HODs to devise a classroom observation schedule for the implementation of these policies (Coleman et al., 2004; Carey, Kehl, Matukas, Pentella, Salfinger, & Schuetz, 2018). Earley and Bubb (2004) recommend that data collection instruments, such as questionnaires, observations, participant portfolios and interviews be used for progress monitoring purposes. As a form of performance management, monitoring should be done by trained mentors who are able to provide support regarding teaching, learning and classroom management to the observed teachers before, during and after the observation session (Kleinhenz& Ingvarsonl, 2004; Blanchard, 2018). In this regard, Earley and Bubb (2004) stress the importance of regular and constructive feedback to the monitored and evaluated parties with regard to reading home language. The study suggests that monitoring of progress by HODs is compromised by paperwork, workshops and management of CASS as this is very often demanded by curriculum advisors.

The purpose of feedback in reading home language should be to reflect on practice to identify strengths and weaknesses, with the aim of improving the teaching of the home language. Recommendations need to be made and follow-up reviews scheduled to monitor the implementation of recommendations for teaching. Kleinhenzet al. (2004) believe that, since reflection practices encompass identification of new professional and personal needs, they lead to the emergence of new theories upon which the next planning of teaching activities can be based. HODs are therefore in a better position to improve teaching through monitoring.

2.9 THE EFFECT OF MANAGING THE TEACHING OF TSHIVENDA HOME LANGUAGE IN THE FOUNDATION PHASE

Supervision has become an essential part of the teaching profession (Aldaihani, 2017). It can contribute significantly to professional development of educators by identifying their strengths and weaknesses. Aldaihani (2017) further says supervision can be regarded as one of the most influential factors in the quality of education, as it plays an important role in the improvement of teaching and learning by taking on the responsibility of professionally developing teachers and enhancing academic achievement of learners. According to Karaferye and Agaoglu (2017), the dilemma seen in primary schools' management processes can create problems among academics and managers. Karaferye and Agaoglu (2017) further indicate that the middle management includes department heads who strive towards handling many challenges due to the impact of their strategic position. Supervision of teaching by the head teacher is one of the Head of Departments tasks in developing teachers through monitoring functions (Ashlan, 2017). Supervision is done by heads of departments (HODs), as it is critical in providing guidance, assistance to solve the problems facing education including educators and not find fault with the educators.

Motivation of managing the teaching: Burns (1978), the originator of transformational leadership theory, referred to two developmental continua. The first concerns follower-motivation. Burns proposed that transformational, as compared to transactional leaders motivate followers in such a way that their primary motive is to satisfy self-actualization needs rather than the lower needs in Maslow (1954) need hierarchy. Drawing on Burns, Bass (1985, 1998) transformational leaders expand their followers' "needs portfolios" by raising them or Maslow's hierarchy. Unlike transactional leaders, who concentrate on fulfilling current follower needs, transformational leaders arouse dormant needs. Bass (1985) also posited that followers' extra effort shows how much a leader motivates them to perform beyond contractual expectations. Thus, emphasis on satisfying self-actualization needs reflects the type of needs underlying followers' motivation, and extra effort results

from generating higher levels of motivation (Saracho, 2019). This recent study (Saracho, 2019) indicates that motivation is very important as it leads to extra efforts of teachers. This suggests that motivation has a positive impact on the promotion of teaching and learning. This implies that HODs are in a critical position to motivate teachers in a school if teaching has to be effective.

2. 9. 1 Effective HODs can influence teaching Tshivenda Home Language.

Effective HODs are those who use a schedule to manage teaching of Tshivenda through teachers. Meeting with them per grade, arranging monitoring of learners' books and doing class visits to see where teachers and learners need support from the HODs. HODs stand in the interface of transmission of knowledge, values and skills with the educators in managing teaching of Tshivenda. Educators and learners under that particular HOD's tutelage will achieve inadequate progress academically if the HOD is ineffective (Wright, 1997). According to Gibbs (2013), HODs' involvement increases sophistication and understanding of the way change comes about and how it becomes embedded and secured within organizations. According to Ibrahim, Ghavifekr, Ling, Siraj and Azeez (2014), an effective and dynamic leader can influence the level of teachers' commitment towards their organizational performance. Previous literature indicates that leadership and teacher commitment are influential factors in school organizational and school effectiveness. Most Mpumalanga and Limpopo HODs fail to match this ideal model. They all monitor the work of teachers, notably through checking lesson plans and learner assessment, while some conduct classroom visits. The main emphasis is on managing the teaching through checking their work, rather than assessing learner achievement. Teachers often blame school managers for lack of support. This may be due to the limited time available to HODs for management because of their own teaching commitments, or because they have weak leadership skills and lack motivation (Bush, 2009).

While poor learner achievement is often recognized, principals, HODs and teachers are prone to blame the learners, their parents or lack of progress in previous schools or grades rather than accepting personal and collective responsibility for weak

learner outcome (Hans, 2019). HODs' management leadership in educational organizations is a significant factor affecting the effectiveness of the school. The HODs must see to the entire school system and create a tight connection between different dimensions for learners to succeed.

HODs in different schools emphasize the role they play in supporting teachers and learners in the teaching of Home Language. They also need to deal with challenges associated with limited parental involvement (Mohangi, 2016). Parental involvement in their children's education needs to be a constant in children's academic achievement. Many parents may not be certain how to help their children with guidance and support in home learning activities where they should be actively involved. This affects the managing of teaching. HODs struggle to manage teachers who are teaching learners without support from their parents (Mohangi, 2016). Learners may be given activities to do at home to enlist help from parents. Parents who do not support their children have learners who come to school without having done work given by the teachers. This affects management of teaching as teachers' blame learners for not performing well.

HODs feel that they carry numerous additional tasks as they are involved in too many tasks with no compensation. The other challenge is the social context of children as one of the major challenges HODs are faced with, and it remains a daily battle for HODs to manage the teaching (HOD, Bielaczyc, & Ben-Zvi, 2018). It seems that HODs are aware that one of the main issues that give rise to managing lies in the low levels of formal teaching (Bush, 2009). The responsibility of managing teaching of Home Language is shared amongst HODs, principals and the SMTs as well as educators. This implies that teachers manage curriculum implementation in their classrooms while HODs have the responsibility of ensuring effective teaching and learning across their learning areas or phase. HODs have an important part to play in managing teaching and learning within the school-wide strategy established by the principal and the school management team. HODs have to assess the implementation of the teaching of Tshivenda and show higher levels of implementation of modified practices.

Murray (2017) explains that HODs spend a lot of time supervising teaching and learning activities that occur daily in the learning area. It may be concluded that HODs should spend more time analysing learners' results, jointly develop departmental improvement plans with their educators and monitor teachers' classroom records on a regular basis. In addition, they must also establish direct observation of teachers' teaching as well as set improvement targets with educators. It is assumed that HODs examine educators' portfolio workbooks and check learners' work to see if teachers' claims are matched by learner outcomes. HODs fail to provide feedback to the educators to seek improvement. According to Harris (2000), they have a direct influence on the quality of teaching and learning within subject departments. If the HODs are influencing positively, results may be positive.

Good leadership may bring positive influence while the bad influence from HODs may bring negative results. In South Africa, the work of HODs is guided by the Employment of Teachers Act (Republic of South Africa, 1998). In terms of this Act, their job depends on approaches and needs of a particular school and entails, but is not limited to administration, teaching and extra co-curricular activities and communication. HODs are expected to ensure development and implementation of policies and practices that reflect the school's mission of higher quality teaching and learning. They have to utilize data to identify learners who are poor performers and make means to assist those learners. HODs are responsible for ensuring that there is curriculum coverage and progression in the teaching of Tshivenda. They are expected to ensure that teachers have a clear understanding of the objectives of their lessons and are able to impart that to the learners.

HODs are expected to assist teachers to accomplish positive working relationships with the learners (Nkambule, & Amsterdam, 2018). This implies that they are also expected to appraise their teachers and use that process to personally and professionally develop teachers. They need to assess training needs for their teachers, particularly in teaching of Tshivenda (TTA, 1998). The studies suggest that if teaching and learning are to improve significantly, HODs will have to spend much more time in managing teaching and learning activities that occur daily in their

subject of learning area. It is also suggested that HODs should develop a routine of analysis of results, planning for improvement, monitoring, classroom practice, using observation and target setting (Bush, Tony & Glover, 2016).

HODs should hold regular meetings of the teachers' team to plan teaching, discuss challenges and model good practice by taking lessons while teachers observe. They have to observe teachers regularly and provide structured and constructive feedback to enhance teaching and learning. HODs have to evaluate learner outcomes and design strategies to improve classroom practice. They have to monitor the work of teachers through scrutiny of work plans and learner outcomes.

2.10 CHALLENGES THAT FACE TSHIVENDA HEAD OF DEPARTMENT IN MANAGING TEACHING TSHIVENDA

HODs who are managing teachers in rural areas usually do not have guidelines to manage teaching of a Home language, and there are many changes and challenges in the current education system (Ling, & Amran, 2018). The school leaders should improve the school performance, quality and efficiency. However, the expectation of success is high, not only for the learners but also for educators, parents, and stakeholders and local community. School leaders should therefore play a key role in improving the school outcomes by influencing motivations and capacities of HODs as well as educators and the school climate and environment (Vanblaere, & Devos, 2018). In this regard, an effective HOD is essential to improve the efficiency and equity of schooling. Kruss (2004) says that a new educator may be placed to the school when the term is almost going to commence, thus adding to the challenges.

The Department of Education sometimes gives educators plenty of paperwork. Paperwork such as writing reports of all kind of activities burdens the educators whereas the real implementation of the educators' activities is not emphasized. As a result, educators allocate more time to paperwork than preparing teaching aids. In the long run, this affects learners' process of learning as well as managing by the HODs. The results of this study (Mojam, 2004) suggest that educators are not

trained to do paperwork; they are trained to teach. HODs must do their work of writing reports.

Since the department used to complain that educators are not submitting standardized written reports of good quality, HODs cannot enforce educators to do a they are not trained for. According to Cranston (2004), HODs are feeling the strain of applying new policies, problematic learner's new principals, staffing, low performance of educators, changes in the school environment and educators' numbers. There is also poor coordination between the school and District Education department. Requirements of the district are too demanding and challenging as HODs need more administrative support from the department. For example, HODs only get to know a few hours before that they have to attend a meeting. Furthermore, they are required to hand in reports, which lead to educators rushing these due to time constraints, and sometimes they fail to meet the requirements.

Cranston (2005) focuses on a very important subject when he mentions that there are no identifiable guidelines and actions that members of SMTs can follow; many of these guidelines do not necessarily take into account the operational context of schools. Cranston (2005) goes on to mention that teams are not static and will more likely be involved in responses to their immediate environment and the issues impacting them. Factors such as different values, different personalities, past history and ongoing dynamics of members make these teams complex and unique. Wallace and Hall (cited by Cranston, 2005) are of the opinion that for these reasons, teamwork is problematic even in the most favourable situations.

This indicates that challenges facing the Heads of Department of Tshivenda language could be very serious as there is no single standard of Tshivenda home language depending on the geographical location. This implies that the overall impression is that most of the HODs lack capability or motivation to develop, sustain and monitor teaching and learning effectively.

The results of these studies suggest that the HODs at schools feels that they carry numerous additional tasks and they are involved in too much work with no compensation for that. This affects the HODs because their leadership won't be

effective. The other challenge is the social situation of children as one of the major indicators of the challenges the HODs faced with, it remains a daily battle for the HODs to manage the teaching of Tshivenda Home Language. It seems that HODs are aware that one of the main issues that give rise to managing lies in the low levels of formal teaching of Tshivenda. The responsibility of managing the teaching of Home Language is shared amongst the HODs, principals and the SMTs as well as

HODs will have to spend much more time in supervising the teaching and learning activities that occur daily in the learning area of Tshivenda (Bush, 2009). Bush concludes that HODs should spend more time analyzing learners' results, jointly develop departmental improvement plans with their educators and monitor educator's classroom records on a regular basis. In addition, they must also establish direct observation of educator teaching as well as set improvement targets with educators. Most HODs fail to match this ideal model. They all monitor the work of educators, notably through checking their lesson plans and learner assessments, while some also conduct classroom visits. They emphasis on checking the educators work rather than assessing learner achievement, what seems to be missing at several schools is any collective responsibility for managing the teaching and learning. This study indicates that HODs examine the educator's portfolios workbooks and also check learner's work to see if educators' claims are matched by learner outcomes and HODs fail to provide feedback to the educators and seek improvements.

Bush (2009) shows that many HODs have a weak grasp of managing teaching and learning. They often lack awareness of the requirements of the new National Curriculum Statement and do not have a clear system for evaluating and monitoring teaching and learning. Their instructional leadership is often confined to checking that work has been completed rather than making informed judgment about the quality of teaching and learning. HODs, at all levels, blame the other factors identified by Fleisch (2008), notably poverty, parental illiteracy, language competence, educator capability and motivation, rather than taking initiative to address those factors that are within their control, such as securing and maintaining adequate LTSMs and monitoring classroom practice. They are also weak at generalizing best practices in some classrooms to the rest of the school. HODs have

to grapple with difficult issues arising from unpromising school contexts, weak inherited infrastructure and under-qualified educators. They often fail to use the scope they have to improve learner achievement. I observed that successful HODs are able to raise standards by managing, motivating and inspiring educators to higher standards of performance, by developing and implementing effective evaluation and monitoring of classroom practice and through direct engagement with parents and the local community. Therefore, they have to think of multiple solutions to solve those challenges since appropriate strategies are needed to change or improve the situation.

2. 10. 1 HOD Weaknesses

Every HOD has strengths and weaknesses. Knowing our strengths can help us compensate for our weaknesses. The HODs have a weak grasp of managing, teaching and learning Tshivenda home language.

HODs are responsible for reporting to the headmaster about current issues and challenges in managing of teaching. Moreover, they are also responsible for routine jobs in their department such as teaching, examining and operational administrative work Mojem & Scholz, (2014). There are many changes and challenges in the current education system, and school leaders try hard to give their best efforts in order to improve school performance, quality and efficiency. The expectation of success is high, not only for learners but also for the educators as well as HODs. School leaders play a key role in improving the school outcomes by influencing motivation and capacity of HODs, educators and the school environment. In this regard, an effective HOD is essential to improve the efficiency of schooling.

HOD leadership refers to the effective leaders who are able to inspire their followers (educators and learners) to nurture their capability to achieve organizational goals. The goal of HODs in the process of managing teaching is high performance of the learners, but it does not only yield good yield. What they emphasize more is the

morality of the learners, hoping that all learners will implement learning outcomes of learning Tshivenda as their language of learning.

HODs are that experience challenges during their daily management that are beyond their control. Therefore, they have to think of multiple solutions to solve those challenges, and appropriate strategies are needed to change or improve the situation. This study found that challenges HODs are facing in managing the teaching of Tshivenda as a home language are the new teaching methods from the Department, administrative support, high demanding of paper work by the Department as well as discipline problems. For the past 20 years, even with programmes such as Adult Basic Education (ABET) and Inclusive Education Policies, advancement of education in rural settings particular has been slow. This is despite the establishment of a directorate for rural education outlined in the National Framework for Quality Education in Rural Areas (DOE, 2006).

Furthermore, among the studies that highlight rural education, the Emerging Voice Report (HSRC, 2005), gives attention to challenges associated with reality on various levels (Nkambule, Balfour, Pillay & Moletsane, 2011). Balfour, Mitchell and Moletsane (2008) argue that, despite programmes designed to support education in rural environments, there has not been much change in circumstances surrounding rural education. Researchers confirm that the rate of educational progress in rural settings has been sparse (Nkambule et al. , 2011).

Considering that many rural areas in South Africa are impoverished, access to basic education is challenging. Such limited educational opportunities reduce family capacities for poverty reduction and perpetuate the cycle of poverty throughout generations. In any country, a justified education system that meets the basic learning needs of its citizens is not only a human right, but also a means of reducing poverty, promoting productivity and sustaining development (Zhang, 2006). In South Africa, the need for literacy development has been recognized and the government has identified the need to increase access to Early Childhood Development (ECD) as well as enhance the quality of ECD programmes and services, specifically for those children from disadvantaged backgrounds (Department of Basic Education (DBE), Department of Social Development (DSD & UNICEF, 2010).

In the South African education system, the early childhood sector has been marginalized for many years (DBE, 2010). However, recently the early childhood sector has received attention as an emergent literacy and is the precursor for successful literacy acquisition, especially as it prepares the learner for formal literacy teaching in Grade 1 (DBE, 2011). Regardless of government attempts at addressing the multi-layered challenges associated with delivery of quality education, problems at ECD level persist and it will take a while for them to be fully resolved (DBE, 2010). In particular, while ECD literacy development in general has been slow to receive the necessary attention (DBE et al. , 2010), the need for educational growth and development in rural and semi-rural areas of the country appears supreme (Surty, 2011).

Moletsane (2012) acknowledges that challenges of HODs failing to monitor teachers in the development of Tshivenda home language and learners failing to read and understand home language call for research in rural education, where the focus should be on rural contexts within strength-based paradigms. Hence, the focus inherent strengths, skills, knowledge and resources (Kretzmann& McKnight, 1993) within constrained environments such as in rural setting, is fore grounded. Other researchers consider it important for higher education institutions to promote research on rural education to form a basis for the development of interventions to improve conditions for reality and rural education (Nkambule et al. , 2011).

2. 10. 2 Infrastructural backlog

South Africa has a number of schools situated in various provinces around the country considered rural, and in 2008, it was reported that 62% of all schools in South Africa are situated in rural areas (Surty, 2011). In this study, the context of “rural” pivots on flexible definitions, given the socioeconomic, geographical and personal perspectives and inclusive orientation it encompasses. The rural context most likely presents with it challenges such as the usually isolated setting, access to public transport, school attendance problems and diverse learner backgrounds (some of the challenges are not so unique to urban locations). These challenges were verified by the Deputy Minister of Basic Education in South Africa (Surty, 2011)

in that “rural areas are, to a greater extent, characterized by various factors that negatively influence the delivery of quality education”. Despite challenges mentioned above, it seems there are other challenges that need further research in management by HODs, in the teaching of Tshivenda as a home language. Although the problem of undermining Tshivenda home language as a medium of instruction in the foundation phase cannot be overruled, it must be noted that Tshivenda home language is not the language of teaching so, monitoring by HODs cannot be ruled out.

Typically, rural areas are remote and relatively underdeveloped. As a result, many rural communities and their schools are poor and disadvantaged, thus lacking basic infrastructure for sanitation, water, roads, transport, electricity and information and community technology (ICT). Lester (2012) explains that poverty in rural areas affects educational resources, experience and opportunities significantly. A high number of multi-grade classrooms, with its associated challenges, may be found in rural areas. It is, therefore, imperative that the uniqueness of rural communities be recognized to move forward to provide effective and culturally relevant teaching for learners. It is necessary to consider those issues that affect learning Tshivenda home language in rural areas and educational experiences as it will enable teachers to reach their learners better. Teachers can teach more enthusiastically if they get motivation from the HODs.

2. 10. 3 ATTITUDES OF PARENTS TOWARDSHODs

Parental involvement is often seen as a cornerstone in a child's education. It can make a considerable difference to the child's school life, both in academic success and in general enjoyment at school. As a result, children whose parents stay involved are more likely to have higher self-esteem, are disciplined, have more self-motivation and tend to achieve better grades, regardless of their ethnic, social or racial backgrounds.

HODs are facing unfavourable attitudes from parents as parents shift the blame of literacy challenges to HODs. A shift is needed for HODs and parents to collaborate in addressing literacy challenges (Motshekga, 2013). This study presumed that C2005, NCS, RNCS and CAPS were implemented hurriedly in South Africa for the sake of making changes, at the expense of quality and efficiency. Madden (1997) asserts that the implementation of CAPS was laden problems, and that did not exempt educators teaching Tshivenda Home Language in Rural areas.

2. 10. 4 EARLY GRADE READING ASSESSMENT

The crisis of challenge to manage the teaching of Tshivenda was acknowledged in South Africa in the early 2000s. Development of Early Grade Reading Assessment (EGRA) began in October 2006, when USAID, through its Ed Data II project, contracted RTI international to develop an instrument for assessing early grade reading. The objective was to help USAID partner countries, including South Africa, to begin the process of measuring, in a systematic way, how well children in the early grades of primary school acquired reading and writing skills, particularly in Tshivenda home language. These ultimately spurred more effective efforts to improve performance in this core learning skill (Hollingsworth, 2009). HODs coordinate all educational activities between the top management of the school learners performed poor (Turner, 1996).

- In 2007, the EGR instruments were field tested in 18 schools, in six languages, and 315 learners. It was reported that the results of EGRA and other tests in South Africa showed that learners are not able to read at their grade level. Many learners were also not able to communicate well in English;
- Learners perform lower than their counterparts in many other countries in Africa. Some of the reasons put forward for the literacy failure in South Africa were:
- Many HODs decide to use English as their Language of Learning and Teaching (LOLT). This puts the teaching of Tshivenda at a disadvantage;

- Most learners choose to study non-African languages at the beginning Grade 12, thereby limiting future African-Language teachers. Fewer teachers end up not taking Tshivenda as a major subject;
- Most universities do not have foundation phase (Grade R-3) teacher training programmes and few offer African-language programmes;
- Few teachers willingly choose to teach in the foundation phase;
- Initial and continuing teacher training programs do not focus on teaching reading; and
- Teachers are often not equipped to teach reading in many languages, particularly not in African Languages.

Although the EGRA tests are the only available instruments for assessing reading in all 11 official languages, and the fact that they have been used successfully in a number of other developing countries (Bruns, Filmer, & Patrinos, 2011), their full development and use was not pursued by the Department of Basic Education (DBE) after 2009.

2. 10. 5 LOGISTICS EDUCATION IN RURAL SOUTH AFRICAN

A higher number of multi-grade classrooms, with its associated challenges, may be found in rural areas.

2. 11 SOCIO-ECONOMIC FACTORS THAT AFFECTHODS IN MANAGING EDUCATORS

2. 11. 1 Lack of food in the home

Learners come from home hungry hoping that when they get to school, they will get food. This affects the teachers who find it difficult to teach hungry learners. This has a negative impact on HODs who supervise the teachers with the challenge of

teaching hungry learners as feeding schemes fail to deliver the food due to the bad structure of roads (Nkambule ,2011).

2. 11. 2 Late-coming of learners due to lack of transport

According to Coughlan (2017), most learners in rural areas cannot get to school early. It is difficult for the educator to start the lesson while other learners are still on their way coming to school; this affects HODs who manage the teaching as the teachers and learners are affected by the late coming of the learners.

2. 11. 3 Lack of parental involvement due to illiteracy

This becomes a challenge to the teachers when they give learners work to do at home whereby no one to assist. Parents who may be illiterate cannot help their children with schoolwork and homework. As the number of adults who may be illiterate continues to grow, increasing numbers of learners who perform well is limited. Such learners are deprived of learning (Farris, 1991). This is a challenge to the HODs as it affects the managing of teaching.

Therefore, teachers must understand these challenges and tailor their delivery of the curriculum within these contextual boundaries. White and Kline (2012) emphasize that as a component of teaching education, training should be on the need to raise awareness and understanding of the needs of rural learners, their families and their communities in an effort to deliver quality education for all learners. While there is growing recognition of the need to prepare teachers to better understand learner diversity to effectively deliver pedagogical knowledge, there is little focus on preparing teachers for the diversity of contexts or communities in which these teachers might find them. For transformation to take place in rural education, teachers are the most important elements as they are responsible for the curriculum and teaching of learners. They need to address rural education as a human rights

and social justice issue where rural contexts are seen as diverse, and context-specific solutions need to be found (Hlalele, 2012).

It is imperative that learning of rural learners be improved and central in less developed countries' plans of raising learners' levels of learning home languages (including South Africa). In Zhang's study (2006), reading literacy scores were significantly lower in rural schools; in almost all cases, there were fewer and lower quality resources such as school buildings, facilities and equipment, instrumental resources and teachers' reading proficiency. Zhang (2016) recommends that school processes such as reading teachers assigned to learners, corrected learners' homework, and the frequency of teachers' meetings with parents should be improved. Zhang also points out that support at home for learners' academic work is indispensable. The study suggests that the absence of family support at home for learners' in learning Tshivenda Home Language is worsening the problem.

Challenges facing HODs in managing teaching in schools are categorized as: administration, teachers and parents. HODs are facing challenges of lack of specialized subject teachers Mojem & Scholz, (2014). A teacher who has specialized in teaching Mathematics may have to teach Tshivenda due to shortage of teachers in schools. The most challenging part for HODs are to deal with interpersonal relations between teachers. If teachers are able to work collaboratively, a harmonious working environment can be created.

While some HODs improve themselves, others delegate their work to teachers as a way of helping them to develop. HODs undertake professional dialogues with others with the intention of solving problems through collective intellectual problem solving (Desjardins, & Bullock, 2019). Others used personal strategies to cope, taking work home in order to be free of the work environment where possible. This study suggests that HODs have never received any formal training for their job; the role of instructional leadership is delegated or distributed to them. HODs take initiative to learn about their job. Despite the lack of training, HODs have different roles to play in managing teaching in schools. They have to be administrators who deal with a lot of

paperwork, resource providers who ensure that teachers have the necessary teaching resources, supporters of teachers to keep them motivated, monitors and supervisors of the teachers' work to ensure that there is teaching and learning in teaching Tshivenda, while at the same time they are expected to teach.

They are also expected to be managers who have to ensure that policies are adhered to within their departments. They are developmental representatives who give reports on behalf of their departments. Literature suggests that due to lack of training, HODs are facing many challenges in doing their jobs. These challenges included: lack of understanding of how to fulfil their task of managing.

HODs struggle for time to perform management duties (Fikani, 2003). It was also found that teaching time is negatively affected because of performing some management duties during teaching periods. It also became evident that managing and mentoring of teachers was compromised. Working in isolation dealing with many learners social problems was also identified as a challenge. Assistance from principals and participating in workshops organised by the Department of Education were some of the strategies used by HODs in trying to strike a balance between the roles.

Fikani (2003) says it is stated in the Personnel Administrative Measures (PAM) document that HODs have the following tasks to perform: guiding and supporting teachers, controlling the work of teachers and learners, developing policy and co-ordinating assessment of all subjects within the department, particularly in teaching of Tshivenda. Teachers could not teach and evaluate themselves without the guidance and expertise of the HODs. It was also found that some primary school HODs did not have subject knowledge to help teachers in their departments. This makes it difficult for them to manage and monitor colleagues' work.

According to Saiti (2014), HODs face the challenge of poor cohesion among educators due to regular transfers of school teachers, lack of effective school leaders and the development of a harmonious climate by the HODs. According to Bloom, Nicholars and Lemos (2018), HODs implement a systemic approach to identify good and bad performance, thus rewarding teachers proportionately.

2. 12 MOTIVATION OF TEACHERS BY HODs

HODs from public primary schools are not satisfied with the current teaching situations in their schools (Mlaki, 2015). This suggests that the majority of HODs were dissatisfied and felt like giving up the positions they held. The majority of HODs lack motivation to carry out their responsibilities since they are dissatisfied with the salaries they receive compared to salaries paid to other employees with the same level of education or compared to the amount of work they do.

The results of these studies revealed that most HODs were willing to give up their position due to heightened challenge they encounter in the course of implementing their daily work, particularly in the teaching of Tshivenda. Most HODs complained that due to harsh working and living conditions, it is very difficult for them to accomplish their responsibilities as HODs. The findings confirmed that a challenge can reduce the HOD's motivation and affects the operation of the school and teaching.

2. 13 FREQUENT CHANGES OF THE CURRICULUM

It is important to have a single, comprehensive and concise CAPS that union, school management and teachers are, on the implementation of the National Curriculum Statement (NCS). Literacy will be called Language. As a strategy to improve Tshivenda home language, learners need to learn through play, which develops reading. According to the curriculum assessment and policy statement

(CAPS) for Grade R, the focus is on play-based learning through which integration into other key areas for child development is expected to occur. During these play-based activities, incidental learning opportunities are facilitated by the teacher. Thus, incidental as well as teacher planned and coordinated learning opportunities are expected to enhance literacy learning (DBE, 2011).

Given the challenges experienced with outcomes-based education (Janks, 2014), the curriculum incorporated into the CAPS policy (DBE, 2011) is intended to offer structured guidelines on what is being taught, which in this case, is language and literacy. It seems that minimal attention was given to Grade R teaching prior to 2012. The new curriculum (CAPS) was initiated during 2012 to take the place of Outcomes-based Education (OBE), which included Grade R to 12 (NEEDU, 2012). The content of the CAPS policy is an amendment of the National Curriculum statement (Pinnok, 2011). Work plans are provided for language teaching, and these include listening and speaking, reading and viewing, and writing and presenting (Janks, 2014; DBE 2011). According to the CAPS document (Grades R-3), learning in the foundation phase is in the Home Languages (HL) (6 hours) and First Additional Languages (FAL) (4/5 hours). CAPS documents provide guidelines on how much time should be spent on each topic and which content should be covered in that time.

While teachers' welcome structured guidelines and reduction in time-consuming administrative tasks, as outlined in the CAPS document, compared to the National Curriculum statement, many teachers find CAPS too detailed and overwhelming (Catholic Institute of Education, 2010). There are also concerns raised regarding the nature of the curriculum, which requires teachers to have skills and knowledge (Pollefeyt, & Bouwens, 2010). Proper successful implementation of the curriculum requires teachers to obtain these skills.

Given the background provided, we embarked on this study to provide an overview of the challenges that teachers in selected rural Gauteng Grade R classrooms experience in delivering a literacy curriculum. We were guided in this enquiry by the following research question: What are the contextual challenges and how do this

influence literacy teaching and learning in selected Grade R rural classrooms in South Africa?

2.13 CONCLUSION

In this chapter, literature reviewed concerning the management of teachers teaching Tshivenda Home Language was presented. This was done to identify and review previous work published by other scholars and to illuminate replication of previous research. The next chapter (Chapter 3), presents the research design and methodology followed in this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 2 presented the literature reviewed on the challenges that face Heads of Departments in managing the teaching of Tshivenda Home Language in rural schools. This chapter presents the research design and methodology of this study. The population, sampling, data collection, data analysis ethical consideration, methods and procedures are also presented in this chapter.

3.2 AIM OF THE STUDY

The aim of the study was to investigate the challenges that heads of departments face in managing the teaching of Tshivenda home language in rural primary schools of Dzindi circuit in Vhembe District.

3.3 OBJECTIVES OF THE STUDY

This study was guided by the following research objectives:

- To find out the challenges facing Tshivenda Heads of Department in managing the teaching of Tshivenda Home language in rural schools focusing on the foundation phase in Dzindi circuit.
- To establish the extent to which HODs manage the teaching of Tshivenda Home language in the foundation phase schools.
- To investigate the effect of managing the teaching of Tshivenda Home language in the foundation phase schools;

- To determine strategies to manage the teaching of Tshivenda Home language in the foundation phase schools in Dzindi Circuit.

3.4 RESEARCH QUESTIONS

The following research questions were answered

- What are the challenges facing Tshivenda Heads of Department in managing the teaching of Tshivenda Home language in rural primary schools in the Dzindi circuit?
- To what extent are HODs managing the teaching of Tshivenda Home language in the rural primary schools?
- What is the effect of managing the teaching of Tshivenda Home language in the rural primary schools?
- How are HODs managing the teaching of Tshivenda Home language in the primary schools in Dzindi Circuit?

3.5 RESEARCH DESIGN AND METHODOLOGY

The research design of this study consists of the research paradigm, the methodology, approach and methods is described in the section that follows:

3.5.1. Research paradigm

This study is positivist in nature following the quantitative approach. Data was collected by means of self-constructed and self-administered questionnaires.

3.5.2. Quantitative research methodology

Research methodology refers to a range of approaches used in research to gather data for inference and interpretation to be able to come up with explanation and

prediction (Cohen et al. , 2000). Struwig and Stead (2003) describe quantitative research as a form of conclusive research involving fairly structured data collection procedures and large representative samples. Denzin and Lincoln (1998) indicate that the quantitative methodology emphasizes the measurement relationships between variables and not processes. Babbie and Mouton (2001) and Krathwohl (1998) define quantitative methodology as the best measurement of the properties of phenomena, which is the assignment of numbers to the perceived qualities of phenomenon. In this study, the quantitative methodology, using a survey approach, administered questionnaires to find out the challenges that heads of departments face in managing teaching of Tshivenda Home Language in rural primary schools of Dzindi circuit in Vhembe District. The quantitative research methodology followed in this study, is discussed and includes population of the study, sampling procedures, questionnaire development, pre-testing of the questionnaire, distribution of questionnaires and collection processes, as well as data analysis.

3. 5. 2. 1. Population

Fraenkel and Wallen (2000) view population as the group of people the researcher uses to generalize the results of the study. Population may be used to denote the aggregate from which the sample is chosen. Mouton (1996), population is a collection of objects, events or individuals having some common characteristics that a researcher is interested in studying. The target population for this study were the HODs and teachers from rural based primary schools of Dzindi Circuit in Vhembe district. Dzindi consists of schools which are rural in nature.

3. 5. 2. 2. Sampling procedure and sample

A sample is an element of the population considered for actual inclusion in the study or a subset of measurements drawn from a population one is interested in (Byrne, 1994). A sample can also be defined as a small portion of a total set of objects, events or persons, which together compromise the subject of this study (Seaborg, 1988). In this study, Simple random sampling was followed to select respondents for

this study. One hundred and twenty (120) respondents were sampled from teachers and HODs in the rural public primary schools. Lists of teachers were obtained from circuit office to establish the number of teachers in the circuit and determine the number of teachers to be included in the study. Every third teacher in the list was selected until 112 teachers were reached to take part in the study. Another list of all the HODs in these rural schools was obtained as these were selected separately; there are fewer HODs in the circuit. Every third HOD was also selected from the list until a number of eight participants were reached. Both males and females, regardless of the age, was selected to and included in the sample.

3. 5. 2. 3. The questionnaire

The questionnaire is a vehicle for the collection of data (McCormack & Hill, 1997). The self-constructed and self-administered questionnaire, which consisted of four sections was used to collect data and distributed to respondents. Likert type questions were used. These were informed by my personal experience as a teacher in a rural set-up, and literature reviewed on the management of teachers who teach Tshivenda as a home language.

A self-constructed and self-administered questionnaire was used to collect data on the challenges faced by the HODs in managing the teaching of Tshivenda Home Language in rural primary schools. The first part of the questionnaire consisted of demographical information from the participants which include: age, gender, qualifications and location of schools.

The second part of the questionnaire consisted of 20 five-point Likert-scale items for rating perceptions of challenges faced by the HODs in managing the teaching of Tshivenda Home Language. The items asked participants to rate the extent to which they agreed or disagreed with certain aspects of their management of the teaching of Tshivenda home language in their schools. The rating scale had the following designations: 5=strongly agree; 4=agree; 3=uncertain; 2=disagree; 1=strongly disagree. As described by McMillan and Schumacher (1993:245), the Likert type

scale provided greater flexibility since the scale descriptions varied to fit into the nature of the questions.

The development of the items in the questionnaire was informed by the challenges faced by the HODs in managing the teaching of Tshivenda Home Language guided by literature reviewed in Chapter 2. The items include planning of new curriculum; management of new curriculum; learners' discipline; implementation of the curriculum statement and challenges of curriculum statement. Structured items requested participants to give responses by selecting item response options of their choice. Questions were structured in such a way that HODs and teachers were asked the same questions and with the same response options as postulated by Hofstee (2006). Close-ended questions were used for questionnaires. The questionnaire was pre-tested before being administered to increase validity. It was pretested with 10 teachers from the sampled schools in order to identify flaws and ambiguities while ensuring that the items were clear and easy to answer. All the respondents who took part in the pre-test indicated that it was easy to follow the questions in the questionnaire and that they related to issues of management by HODs in schools in the rural areas.

3. 5. 2. 4. Validity

Validity may be the extent to which an account accurately represents the social phenomena to which it refers. Onwuegbuzie and Johnson (2006) maintain that in qualitative studies, a primary focus with regards to validity is for researchers to capture authentically. The questionnaire used in this study, was validated before being used to collect data. The questionnaire was pre-tested as explained and recommended for use in the study as nothing was found to be a potential source of error of the data that would be collected.

3. 5. 2. 5. Reliability

Reliability refers to the degree of consistency with which instances as assigned to the same category by different observation or by the same observer on different occasions (Silverman, Kurtines, Ginsburg, Weems, Rabian& Serafini, 1999). Neuman (2006) defines reliability as an issue of dependability. The questionnaire used in this study, was reliable. The instrument was put through a reliability test-re-test and no issues were detected that would render the instrument unreliable.

3. 5. 2. 6. Data Collection procedure

The self-administered questionnaires were given to HODs and teachers from rural based primary schools of Dzindi circuit in Vhembe district. Before giving out the questionnaire, I asked for permission from each of the respondents to give them the questionnaire. The respondents were informed that they were not compelled to complete and return the questionnaire and that they should feel free to stop completing the questionnaire should they feel to do so. They were also informed that they should not write their name anywhere on the questionnaire or identify themselves in any way as the questionnaire was meant to be confidential. Respondents were given a week to complete the questionnaires. After a week, I collected the questionnaires from each of the respondents. Though it was difficult to get all distributed questionnaires back, I managed to collect 89. 2% of those distributed.

3. 5. 2. 7. Analysis of quantitative data

The data collected from was given to an expert to capture, edit and analyse. A computer loaded with Statistical Package for Social sciences (SPSS) (IBM SPSS statistics 24) program was used to analyse data from questionnaires on the personal computer which showed frequencies and corresponding percentages shown by

means of tables and figures, means and cross tabulation to establish the level of significance in the results from data collected. The system of analysis was chosen due to its level of accuracy. Once the data were correctly entered according to prescribed instructions, the possibility of errors was vastly reduced. Value labels of each variable, as well as all possible summary statistics, were listed. Where there were some differences, probably due to sampling error percentages based on row totals, column totals or total sample size were computed through cross tabulations. This exercise determines the probable link between a sample and the population from which it was taken.

3. 6. ETHICAL CONSIDERATION

Cohen, Marlion and Morrison (2005) stress that informed consent must include elements such as competence of the level of responsibility and maturity. For a research to be successful, a researcher should obtain informed consent from the respondents. In this study, Consent was obtained from the HODs. The participants were also informed that their participation was voluntary, and that they have the right to withdraw at any time during the process of the research.

3. 7. CONCLUSION

This chapter has provided a broader understanding of the way in which the research was conducted. It has at the same time considered what is entailed in quantitative studies. Generally, this chapter gave the aims of this study, the methodology which included the population, sampling of respondents and outlined the manner in which data was collected, analysed and why the methods were used. Furthermore, the questionnaire was described and a detailed outline of the procedure followed during data collection was provided. The next chapter presents data, interpretation and analysis of the results.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

Chapter 3 presented the research design and methodology of this study. The current chapter presents results showing how Heads of Departments manage the teaching of Tshivenda home language in the foundation phase in rural schools.

The study was guided by the following objectives:

- To find out the challenges facing Tshivenda Heads of Department in managing the teaching of Tshivenda Home language in rural schools focusing on the foundation phase in Dzindi circuit.
- To establish the extent to which HODs manage the teaching of Tshivenda Home language in the foundation phase schools.
- To investigate the effect of managing the teaching of Tshivenda Home language in the foundation phase schools;
- To determine strategies to manage the teaching of Tshivenda Home language in the foundation phase schools in Dzindi Circuit.

The demographic results are presented first, followed by issues related to the challenges facing Heads of Departments in managing the teaching of Tshivenda home language in the foundation phase.

4.2 DEMOGRAPHIC RESULTS

The following demographic results of this study, which consist of gender, age, academic qualifications are presented in the section that follows.

4. 2. 1 Gender

Table 4. 1 presents the gender distribution of the respondents in this study.

Table4. 1 Gender

Gender	Frequency	Percent
Female	62	57. 9
Male	45	42. 1
Total	107	100. 0

Only 107 (89. 2%) of the 120 distributed questionnaires were collected from 8HODs and 99 teachers. The majority (57. 9%) of the respondents were females. The gender distribution was most likely influenced by the fact female educators are in the majority in most schools, especially at foundation phase level.

4. 2. 2 Age of respondents

Table 4. 2 presents results showing the age distribution of respondents who took part in the study.

Table 4. 2 Age of respondents

Age of respondents	Frequency	Percent
20-30 years	6	5. 6
31-40 years	25	23. 4
41-50 years	38	35. 5
51-60 years	33	30. 8
61 year and above	5	4. 7
Total	107	100. 0

The age distribution on Table 4. 2 is widespread. The majority (35. 5%) of respondents are between 41-50 years. The age distribution of respondents indicates that that many had considerable experience, some of whom would retire soon.

4. 2. 3. Highest Academic qualification

Table 4. 3 shows that respondents were requested to indicate their highest academic qualifications.

Table 4. 3 Highest Academic qualification

Academic qualification	Frequency	Percentage
Standard 10 (grade 12)	12	12
First degree	37	37
Bed or Honours degree	46	46
Masters' Degree	10	10
Doctoral degree	2	2
Total	107	100

Table 4. 3 shows that the majority (83%) of respondents have first degree and B. Ed honours degrees while 2% have a doctoral degree. The level of education for the majority of respondents is high enough for the researcher to expect a fair reflection of the experiences of the respondents in question.

If learners continue to perform below average levels in Tshivenda Home Language while teachers are highly qualified, one is tempted to question the subjects done at higher institutions of learning. This needs further intensive research.

4.3 THE CHALLENGES FACING TSHIVENDAHODS IN MANAGING THE TEACHING OF TSHIVENDA HOME LANGUAGE IN RURAL FOUNDATION PHASE SCHOOLS

Several sub-themes were identified regarding challenges facing HODs in managing the teaching of Tshivenda Language teachers. These are discussed in the sections that follow.

4.3.1 HODs' management problems in rural areas

Table 4.4 shows that managing schools in rural areas is a challenge to the HODs, with the results in Table 4.11, I wanted to find out whether HODs experience problems when managing rural schools.

Table 4.4 HODs' management problems in rural areas

	Frequency	Percent
Yes	75	70.1
No	32	29.9
Total	107	100.0

The progress of learners is to an extent dependent on the effective management of teachers' by HODs towards Tshivenda Home Language teachers. In Dzindi circuit, 70.1% agreed that HODs experience management problems from the teachers teaching Tshivenda Home Language in the Dzindi circuit. This explains why learners continue to perform below average in Tshivenda Home Language within the circuit. Fewer respondents (32 out of 107 (29.9%)) disagreed that HODs experience management problems from teachers teaching learners Tshivenda Home Language in rural areas. This suggests that while there could be challenges surrounding management of teachers by HODs of Tshivenda Home Language with regard to teachers teaching Tshivenda Home Language, they may not be critical. It is possible

that HODs in some schools experience management problems, whereas HODs in other schools do not, as reflected from the responses. Information sharing amongst the HODs from different schools on management problems experienced therefore becomes crucial.

4. 3. 2 The effect of paperwork on HODs management of teachers

Table 4. 5 shows that teachers are not trained to do filing like those in the human resource sections; this is one of the skills they should have as filling skills are required. Therefore, if teachers are engaged in paperwork, they are likely to fail as this interferes with the teaching process. I wanted to find out whether paperwork disturbs HODs in managing their teachers.

Table 4. 5 The effect of paperwork on HODs management of teachers

	Frequency	Percent
Strongly agree	50	46. 7
Agree	31	29. 0
Not sure	13	12. 1
Disagree	8	7. 5
Strongly disagree	5	4. 7
Total	107	100. 0

Table 4. 5 shows views of the majority (75. 7%) of respondents which support the performance of learners in Tshivenda Home Language as below average; they agreed that paperwork disturbs Heads of Department in managing their Tshivenda Home Language teachers effectively and eventually. Paperwork negatively affects HODs in monitoring and managing the progress of teachers. Regarding the time spent on paperwork, which includes workshops and management of CASS, only 13 respondents constituting 12. 2% of the total sample of 107 disagreed, while 13 respondents, constituting 12,1% remained unsure. The results suggest that among the challenges the Tshivenda Home Language teachers encounter is that the department of education sometimes gives educators plenty of paperwork. This is in line with Ndashe’s (2016) study. The results found that the challenges that the HODs

are facing in managing teaching of Tshivenda as a home language are new teaching methods from the Department of Education. Regarding disadvantaged learners in the foundation phase, for the past 20 years, it has been acknowledged in programmes such as Inclusive Education Policies, that advancement in education in rural settings has been slow. This is despite the establishment of a directorate for rural education outlined in the National Framework for Quality Education in Rural Areas (DOE, 2006).

4. 3. 3 The effect of workload on HODs in managing the teaching and learning

Table 4. 6 shows that the teacher learner ratio implemented by the department of education does not solve the impasse as learners continue to perform below average where Tshivenda Home Language is compulsory to all learners. I wanted to find out whether workload affects HODs in managing the teaching and learning of Tshivenda Home Language.

Table 4. 6 The effect of workload on HODs in managing the teaching and learning

	Frequency	Percent
Strongly agree	45	42. 1
Agree	39	36. 4
Not sure	10	9. 3
Disagree	10	9. 3
Strongly disagree	3	2. 8
Total	107	100. 0

The results presented in Table 4. 6 show that more than three quarters (78. 5%) of respondents regard class size as critical for positive promotion of teaching and learning. Only 13 respondents, constituting 12. 1%, disagreed while 9. 3% were not sure. The views of the respondents who are in the majority could well be equated with the low performance of learners. The results suggest that if workload is reduced, HODs may be able to manage teachers effectively.

4. 3. 4 Teachers disregard for instructions from their HODs

Table 4. 7 presents results showing teachers' perceptions regarding HODs' instructions.

Table 4. 7 Teachers disregard for instructions from their HODs

	Frequency	Percent
Yes	40	37. 4
No	67	62. 6
Total	107	100. 0

Results (Table 4. 7) show that (62. 6%) disagree that teachers disregard the instructions from their HODs regarding the teaching Tshivenda Home Language; however, 37. 4% agreed that teachers disregard the instructions from the HODs regarding the management of teaching Tshivenda Home Language. In view of the results above, it is assumed that fewer teachers do not co-operate with the Tshivenda HODs in the management of teaching Tshivenda Home Language in Dzindi Circuit; this needs further research to find out why teachers may disregard instructions from their HODs. The results are consistent with the literature; a large number of respondents disagree that teachers disregard instructions from the HODs (Smith, 2013). When HODs realise that their instructions are carried out by the teachers they supervise; it boosts their self-esteem and encourages a friendly interaction between them and those teachers. The burden of educating the learners' ends up shared between the two parties; with no one party getting severely stressed by carrying the whole load unilaterally.

4. 3. 5 The effect of Continuous Assessment demanded by the HODs on the learning of Tshivenda

Table 4. 8 shows that continuous Assessment needs to be demanded by the HODs to see the progress of the learners. I want to find out if Continuous Assessment affects the learning or not.

Table 4. 8: The effect of Continuous Assessment as demanded by the HODs on the learning of Tshivenda

	Frequency	Percent
Quite sure	38	35. 5
Neutral	48	44. 9
Uncertain	21	19. 6
Total	107	100. 0

Continuous assessment is very central to monitor the progress of learners, and Tshivenda home language has no exception in the foundation phase in Dzindi circuit. The respondents' demonstrated wide views about continuous assessment demanded by the HODs with regard as to how it affected the learning of Tshivenda home language. The majority (44. 9%) of respondents was neutral while 19. 6% remained uncertain whether continuous assessment demanded by the HODs affects the learning of Tshivenda home language in the foundation phase in Dzindi circuit. The majority were neutral.

The results suggest that continuous assessment is a positive strategy to maintain the good performance of the learners as teachers assess learners in every activity in class. These results are consistent with Coleman and Graham (2003) who established that the drafting of monitoring policies, which clarifies aspects such as quality teaching, effective learning, assessment and record-keeping, are critical in promoting teaching and learning. However, a large number of respondents are positive that continuous assessment is critical in the process of teaching and

learning Tshivenda. Therefore, HODs need to engage teachers with the knowledge and skills of assessing learners as it is their role (Blandford, 1997).

4. 3. 6 HODs detection of dialectical discourse which affect the learning of Tshivenda Home Language

Table 4. 9 shows that HODs need to detect the dialectical discourse, which affects the learning. I wanted to find out whether dialectical discourse affects the learning of Tshivenda Home Language in rural primary schools.

Table 4. 9 HODs detection of dialectical discourse, which affects the learning of Tshivenda Home Language

	Frequency	Percent
Quite sure	21	19. 6
Neutral	66	61. 7
Uncertain	20	18. 7
Total	107	100. 0

Tshivenda Home Language, like many African Languages, has many dialects. The knowledge of those dialects by HODs is critical for the development of that language in the classroom situation. The minority (18. 7%) of respondents are uncertain as to whether HODs detect dialectical discourse, which affects the learning of Tshivenda. Only 19. 6% of the total samples are quite sure that HODs needed to be familiar with the dialectical discourse. The majority are (61. 7%) neutral; therefore, the impact that will affect learners in the process of teaching and learning is lesser. The results suggested that to detect dialectical discourse by the HODs has a negative impact to the learners as few respondents were uncertain.

4.4 THE EXTENT TO WHICH HODS MANAGE TSHIVENDA HOME LANGUAGE TEACHERS

4.4.1 Ability to manage the teaching of Tshivenda

Table 4.10 shows that HODs have been found to actively involve teachers who teach Tshivenda. The following table presents results showing how HODs manage these teachers.

Table 4.10 Involvement of teachers in the managing of teaching Tshivenda Home Language

	Frequency	Percent
Yes	90	84.1
No	17	15.9
Total	107	100.0

Table 4.10 shows that 84.1% agreed that Tshivenda HODs actively involve teachers in the managing of teaching Tshivenda Home Language. Some respondents (15.9%) disagreed. Bass and Avolio (1990) stated that leaders enhance followers' capacity to think on their own and develop new ideas. Involving teachers in the managing of teaching Tshivenda Home Language makes them feel important and valued. This is instrumental in creating an environment wherein they can perform at their best. HODs who dictates terms to teachers without asking for the teachers input or opinion therefore create out of the teachers, where they end up doing what they have been programmed to do, rather than what they feel can be useful for learners' achievement.

4. 4. 2. Capacity of HODs to manage teachers in rural schools

Table 4. 11 shows that capacity is about improving the ability to learn. I wanted to find out whether HODs have the capacity to improve the managing of teachers in rural schools. The results are presented.

Table 4. 11 Capacity of HODs to manage teachers in rural schools

	Frequency	Percent
Yes	76	71. 0
No	31	29. 0
Total	107	100. 0

Table 4. 11 shows results indicating whether HODs have the capacity to manage teachers in rural schools teaching learners to read Tshivenda Home Language. A total of 76 respondents' constituting 71. 0% agreed that HODs have the capacity to manage teachers in rural schools teaching learners to read Tshivenda Home Language. Some respondents (31: 29. 0%) disagreed that HODs have the capacity to manage teachers in rural schools teaching learners to read Tshivenda Home Language. The performance average is linked to the capacity of HODs, which is currently lacking in rural schools in particular, Dzindi circuit of Limpopo province in RSA.

These results suggest that although there is capacity, there are a number of respondents who do not believe that HODs do not have capacity. The results therefore suggest that a considerable number of teachers who are working with HODs who without capacity, may lack capacity, and may not be effective in the teaching and learning process (Dufour, Dufour & Eaker, 2004). HODs are the most immediate mentors to the teachers they manage. Any failure by HODs to manage the teachers under their care, effectively, would therefore have a detrimental effect on the learners.

4. 4. 3 HODs' understanding the strategies to improve the learning of Tshivenda Home Language

Table 4. 12 shows that understanding the strategies to improve the learning may have a positive effect towards learning. I wanted to find out that HODs understand the strategies to improve the learning. The results are presented.

Table 4. 12 HODs understanding of the strategies to improve the learning of Tshivenda Home Language

	Frequency	Percent
Quite sure	28	26. 2
Neutral	58	54. 2
Uncertain	21	19. 6
Total	107	100. 0

Table 4. 12 presents results showing that 61 respondents out of 107, constituting 57. 5% of the total sample are uncertain about the HOD's level of understanding the strategies to improve the learning of Tshivenda Home Language while 38 respondents constituting 35. 9% of the total sample are sure.

4.4.4 HODs' skills to manage teachers in rural schools to teach Tshivenda effectively

Table 4. 13 shows that HODs need to be skilled to manage teachers in rural schools so that they may be effective in their reaching. I want to find out whether HODs are skilled to manage teachers. The results are presented in Table 4. 17.

Table 4. 13 HODs' skills to manage teachers in rural schools to teach Tshivenda effectively

	Frequency	Percent
Quite sure	28	26. 2
Neutral	50	46. 7
Uncertain	29	27. 1
Total	107	100. 0

Without HODs' management skills, management of teachers teaching home languages including Tshivenda home language is meaningless. However, HODs need to be capacitated with managing teachers teaching Tshivenda home language in rural areas. Table 4. 13 outlines the deduction of the respondents; thus, the respondents who remained neutral are in the majority. The 50 respondents constituting 46. 7% of the total sample of 107 maintained their neutral position against 29 respondents, constituting 27. 1%, who were uncertain; while 28 respondents constituting 26. 2% were sure that HODs are skilled to manage teachers in rural schools to teach Tshivenda home language effectively. If the majority of respondents were neutral, this could suggest that the respondents were not well conversant about the issue of the HODs being capacitated to manage teachers in the rural schools to teach Tshivenda home language, which brings a lot of scepticism around the management process of HODs in Dzindi circuit.

4. 4. 5 Monitoring of teachers by HODs

Table 4. 14 shows that monitoring is a critical skill for motivating teachers by the HODs. I wanted to find out if HODs monitor teachers in order to have quality of teaching and learning. Results are presented.

Table 4. 14 Monitoring of teachers by HODs

	Frequency	Percent
Yes	76	71. 0
No	31	29. 0
Total	107	100. 0

Monitoring of the work of teachers is essential; this is well indicated by teachers who took part in this study as shown in Table 4. 14 where 76 out of 107 respondents sampled constituting 71. 0% of respondents agreed that HODs monitor the work of teachers regularly. With the statement above, 31 out of 107 respondents sampled constituting 29. 0% disagreed that HODs monitor the work of teachers regularly. If HODs were indeed monitoring the work of teachers effectively, the performance of learners, particularly in Tshivenda Home Language in Dzindi Circuit, would have shown some improvement. The performance level continues to record below average. There is a need for further research on the imbalance of responses and the below average performance recorded by learners in Tshivenda Home Language at Dzindi Circuit . HODs ensure professional practice and quality of teaching and learning in the subject through proper dialogue with the class teacher and under the direction of the relative Education officer (Peter, 2013).

If HODs are able to monitor teachers as indicated by the majority of the respondents, it clearly shows that they must be going beyond the call of duty, because they only have 15% of their time meant for supervision and monitoring of teachers, while 85% of their time is for teaching the learners (Employment of Educators Act 76 of 1998).

4. 4. 6 Eagerness of HODs to learn new mentoring strategies

Table 4. 15 shows that new strategies are needed for mentoring Tshivenda Home Language teachers as this is central to improving the performance average level of learners doing Tshivenda in rural areas. I wanted to find out whether HODs are eager to learn new strategies.

Table 4. 15 Eagerness of HODs to learn new mentoring strategies

	Frequency	Percent
Strongly agree	31	29. 0
Agree	54	50. 5
Not sure	20	18. 7
Disagree	1	. 9
Strongly disagree	1	. 9
Total	107	100. 0

Table 4. 15 presents the results suggesting eagerness of HODs to learn new strategies of mentoring Tshivenda Home Language teachers. The majority (79. 5%) of respondents agreed that HODs are eager to learn new strategies of mentoring Tshivenda Home Language teachers. However, 18% did not think HODs need to learn new strategies. This suggests that fewer teachers think that new strategies are critical for improving teachers' skills of language teaching. This may have a negative impact as more things are changing with the curriculum every now and then.

Training and advising new teachers could help a great deal. Between 45 years and more, HODs have a weak grasp of managing teaching and learning and they often lack awareness of the requirements of the new national curriculum statement and do not have clear system for evaluating and monitoring teaching and learning (Fleish,2008). Their instructional leadership is often confined to checking that work has been completed rather than making informed judgment about the quality of teaching and learning. If HODs were eager to learn new strategies of mentoring Tshivenda home language teachers, that would be easily transferred to teachers and

the performance of learners would be much better; and if this is not the case, there is a need for further research to address the contradiction.

4. 4. 7 HODs’ knowledge of teaching strategies

Table 4. 16 shows that HODs need to have the knowledge of teaching strategies in order to manage the teaching effectively. I wanted to find out whether HODs have the knowledge of teaching strategies.

Table 4. 16 HODs’ knowledge of teaching strategies

	Frequency	Percent
Strongly agree	15	14. 0
Agree	45	42. 1
Not sure	30	28. 0
Disagree	13	12. 1
Strongly disagree	4	3. 7
Total	107	100. 0

HODs must be well conversant with all the strategies to assist teachers in the teaching of Tshivenda Home Language in rural areas. As the socio-economic and cultural context of rural life impact on education, the HODs conversancy of the strategies to improve the learning of Tshivenda Home Language is critical. Table 4. 16 reveals that 56. 1% agreed that HODs are conversant with the strategies to improve learning of Tshivenda home language in a rural school.

The HODs are conversant with the strategies but this does not relate with the performance of learners. The majority of respondents are positive that HODs have the knowledge of strategies which improve the teaching of Tshivenda; however, the impact is not visible as reports suggest that learners continue to perform poorly. The results suggest that HODs may not be doing enough to improve teachers’ skills of the teaching of Tshivenda. However, very few think that HODs are not conversant

with the skills. This suggests that the impact for those who are not conversant with the skills may not be substantial (Craxton, 2005; Tomlinson, 2004).

4. 4. 8 Capacitates building of teachers by HODs in managing overcrowded classes

Table 4. 17 shows that overcrowding is a very serious challenge in rural schools of the Dzindi Circuit. It negatively affects teaching, and unless teachers are well capacitated, it has a negative impact towards learning. I wanted to find out whether teachers are capacitated to manage overcrowded classes by the HODs.

Table 4. 17 Capacitates building of teachers' by HODs in managing overcrowded classes

	Frequency	Percent
Strongly agree	17	15. 9
Agree	46	43. 0
Not sure	16	15. 0
Disagree	24	22. 4
Strongly disagree	4	3. 7
Total	107	100. 0

Tshivenda Home Language remains below average in rural areas. Table 4. 17 shows that the process of capacitating teachers is very critical in improving teaching of Tshivenda Home Language in rural areas. If teachers were indeed capacitated, learners would perform better, but if the majority of respondents agree that teachers were capacitated, yet learners continue to perform below average, it is doubtful that the capacity building directed to teachers was effective.

4.5 EFFECT OF MANAGING THE TEACHING OF TSHIVENDA HOME LANGUAGE IN RURAL FOUNDATION PHASE

4.5.1 Co-operation of competent teachers with HODs

Table 4. 18 shows that HODs are critical for success towards the teaching and learning of Tshivenda home language in rural schools. I wanted to find out whether HODs get cooperation from competent teachers.

Table 4. 18 Cooperation of competent teachers with HODs

	Frequency	Percent
Strongly agree	30	28. 0
Agree	43	40. 2
Not sure	28	26. 2
Disagree	5	4. 7
Strongly disagree	1	. 9
Total	107	100. 0

Collaboration between HODs and Tshivenda Language teachers is critical for positive learning to take place. The results show that more than half (68. 2%) of the respondents agreed that HODs get cooperation from Tshivenda home language teachers who are competent in teaching learners. Cooperation and collaboration between teachers and HODs yield better performance of learners in Tshivenda Home Language

4. 6. STRATEGIES TO MANAGE THE TEACHING OF TSHIVENDA HOME LANGUAGE IN THE FOUNDATION PHASE

4. 6. 1 Availability of relevant learning and teaching material in the rural areas

Table 4. 19 shows that availability of learning and teaching materials is critical for promotion of teaching and learning. Results are presented.

Table 4. 19 Availability of relevant learning and teaching material in the rural areas

	Frequency	Percent
Yes	56	52. 3
No	51	47. 7
Total	107	100. 0

Effective teaching is likely to materialise where learning material is relevant. Table 4. 19 shows that 52. 3% agreed that available learning material of Tshivenda Home Language is relevant to teaching in the rural areas. However, 47. 7% disagreed that available learning material of Tshivenda Home Language is relevant to teaching in rural areas. Rural areas are different compared to urban areas, and supply of material should Home therefore consider context on. There is almost an even distribution of respondents who agree with the notion that the available learning material is relevant, composed with those who disagree with it. It is apparent that there is no uniformity on what teaching material is needed for effective teaching of Tshivenda Home Language. Seminars and debates should be encouraged to encourage uniformity. HODs should facilitate such seminars or debates.

4. 6. 2 Provision of resources by the HODs

Table 4. 20 shows that the availability of resources is essential for the development of Tshivenda Home Language at Dzindi circuit.

Table 4. 20 Provision of resources by the HODs

	Frequency	Percent
Yes	41	38. 3
No	66	61. 7
Total	107	100. 0

Results in Table 4. 20 show that there are not enough resources provided by the HODs to be used by teachers during the teaching process. The majority (61. 7%) of respondents disagreed that there are enough resources to be provided by the HODs to be used by teachers during the teaching of Tshivenda Home Language. The performance of Tshivenda Home Language, which recorded below average level in the foundation phase in Dzindi Circuit, could be attributed to lack of resources. Only 41 respondents constituting 38. 3% of the total respondents of 107 agreed that enough resources are provided by the HODs to be used by teachers during teaching.

Resources may, therefore, be available but not sufficient to make an impact in the promotion of teaching and learning. The provision of learning and teaching support material had been a challenge, particularly in rural areas like Dzindi Circuit; and this challenge affects many rural schools in the Limpopo Province. According to Thalami (2016), without resources, rural schools will continue to underperform. Taylor (2013) also found that shortage of relevant material hampered discovery learning. The one who demands that another should do some gardening can logically be expected to provide gardening tools. The teachers would obviously look up to the HODs for such provision of resources before they can be able to perform the required duties. The

bureaucratic procedures to be followed in order to acquire the necessary resources may end up bearing no fruit, to the frustration of the HOD.

4. 6. 3 HODs' motivation of teachers to participate in the workshops

Table 4. 21 shows that teachers need to be motivated to participate in workshops. It is worth finding out whether teachers need motivation to attend workshops organised by HODs. The results are presented.

Table 4. 21 HODs' motivation of teachers to participate in the workshops

	Frequency	Percent
Yes	82	76. 6
No	25	23. 4
Total	107	100. 0

The centrality of motivation by HODs to teachers in the development of Tshivenda Home Language in Dzindi Circuit and elsewhere may positively contribute to positive teaching and learning. Table 4. 21 presents results showing that more than three quarter (76. 6%) of respondents sampled agreed that HODs motivate teachers to actively participate in the workshops of Tshivenda Home Language. It is notable that considerable respondents (23. 4%) disagreed that HODs motivate teachers to actively participate in the workshops of Tshivenda Home Language. Without motivation, teachers may find it difficult to cope with conditions in rural areas, which are considerably not conducive for learning (Mbulaheni, 2016). These teachers need to be highly motivated to teach in the rural area. Workshops would assist teachers to acquire skills for teaching and learning, as eluded by Bass (1998) and Durns (1998). These results suggest that HODs actively motivate teachers to participate in the workshops of Tshivenda Home Language; therefore, it becomes easy for the HODs to manage teachers who are motivated. The results are consistent with Bass (1995) who found that transformational leaders expand their followers' needs portfolio by

raising them. Empowerment of subordinates through workshops can be expected to yield better outcomes on learner achievement, and less stress for every stakeholder involved in grooming the learners.

4. 6. 4 Provision of feedback after monitoring by HODs

Table 4. 22 shows that feedback after monitoring has a positive impact in the teaching and learning process. I wanted to find out if it really has an impact; the results are presented.

Table 4. 22 Provision of feedback after monitoring by HODs

	Frequency	Percent
Yes	67	62. 6
No	40	37. 4
Total	107	100. 0

Feedback after monitoring is very crucial for teaching and learning to take place effectively. Table 4. 22 presents results showing the extent to which feedback after monitoring is provided on time by the HODs to the teachers for the development of Tshivenda Home Language in the primary schools. The majority of respondents constituting 62. 6% agreed that feedback after monitoring is provided on time by the HODs to the teachers. Not all respondents supported the above idea, as 40 respondents sampled constituting 37. 4% disagreed that feedback after monitoring is provided by the HODs to the teachers on time. The fact that feedback is provided very often and on time is not well equated with the performance of learners in Dzindi Circuit as the performance of learners in Tshivenda Home Language is always below average. This strikes an imbalance between performance level and respondents' responses in the foundation phase in Dzindi circuit in particular Tshivenda Home Language. Monitoring improves the teaching and learning process and should be used in schools.

4. 6. 5 Understanding conditions in the rural schools which affect the teaching of Tshivenda Home Language

Table 4. 23 shows that HODs need to understand conditions that affect the teaching of Tshivenda in rural schools. I wanted to find out whether HODs understand conditions, which affects the teaching.

Table 4. 23 HODs' understanding of conditions in the rural schools, which affects the teaching of Tshivenda Home Language

	Frequency	Percent
Strongly agree	22	20. 6
Agree	47	43. 9
Not sure	17	15. 9
Disagree	16	15. 0
Strongly disagree	5	4. 7
Total	107	100. 0

Unless the HODs understand the demographic pattern of an area, they cannot manage teachers teaching Tshivenda Home Language. Understanding the people and conditions prevailing in the rural schools that affect the teaching of Tshivenda home language is critical to the promotion of teaching and learning. Table 4. 23, shows that 64. 5% agreed that HODs understand conditions prevailing in the rural schools that affect teaching of Tshivenda Home Language. They should, therefore, assist the teachers to cope with rural contexts for them to promote teaching and learning. Conditions in rural areas are quite different from those in urban areas, and management of teachers' by HODs would assist in opting for teaching strategies that would promote teaching.

The view of the respondents is very perplexed that learners continue to perform poorly. The results may suggest that although the majority (64%) agree, there are still some who do not. This could be attributed to conditions not known to this study. These results suggest that more HODs understand the conditions in the rural schools and would therefore mentor more teachers regarding teaching skills they need in promoting teaching and learning in rural schools.

4. 6. 6. Eagerness of teachers to learn teaching strategies for learners in rural schools

Table 4. 24 shows that for teachers to learn teaching strategies for learners is an important skill needed in the process of learning. I wanted to find out whether teachers are eager to learn teaching strategies motivated by the HODs. The results are presented

Table 4. 24 Eagerness of teachers to learn teaching strategies for learners in rural Schools

	Frequency	Percentage
Yes	80	74. 8
No	27	25. 2
Total	107	100. 0

I wanted to find out if teachers were eager to learn teaching strategies for them to improve their teaching of Tshivenda from the HODs. Table 4. 24 shows that teachers are eager to learn teaching strategies for learners in rural schools from HODs of Tshivenda Home Language. This is clearly demonstrated by 80 respondents sampled out of 107 constituting 74. 8% that teachers are eager to learn strategies for teaching learners in rural schools from HODs of Tshivenda Home Language. Not all respondents sampled agreed as just a little more than a quarter (25. 2%) disagreed that teachers are eager to learn teaching strategies for learners in rural schools from HODs of Tshivenda Home Language.

The results suggest that a large number of the respondents are teachers in some schools who can make it easier for the HODs to manage teaching in a positive way as there are language policies for HODs to support their teachers on learning strategies of teaching Tshivenda Home Language (Aldaihaini, 2017)

4. 6. 7 Eagerness of HODs to help teachers in teaching Tshivenda Home Language

Table 4. 25 shows that for effective teaching and learning, HODs need to be eager to help teachers in teaching. I wanted to find out if HODs are eager to help teachers.

Table 4. 25 Eagerness of HODs to help teachers in teaching Tshivenda Home Language.

	Frequency	Percent
Strongly agree	21	19. 6
Agree	64	59. 8
Not sure	10	9. 3
Disagree	10	9. 3
Strongly disagree	2	1. 9
Total	107	100. 0

HODs play an important role in motivating Tshivenda home language teachers in rural areas. Helping teachers could be the best strategy to improve teaching of Tshivenda home language. Results in Table 4. 25 show that 79. 4% of respondents agreed that HODs are eager to help teachers in teaching Tshivenda home language. However, 9. 3% are not sure whether HODs are eager to help teachers in teaching Tshivenda home language. There are some teachers who do not regard support by HODs as critical in promoting teaching and learning. The low performance level of learners may be attributed to lack of commitment by teachers since HODs are eager to assist in whichever way possible.

4. 6. 8. HODs understanding strategies of improving the teaching of Tshivenda Home Language

Table 4. 26 shows that HODs need to understand strategies of improving the teaching of Tshivenda. I sought to find out whether HODs understand strategies to improve the teaching.

Understanding strategies of improving the teaching of Tshivenda home language by HODs in rural areas is critical in assisting teachers in the teaching of Tshivenda home language.

Table 4. 26 HODs understanding of strategies to improve the teaching of Tshivenda Home Language

	Frequency	Percent
Strongly agree	28	26. 2
Agree	46	43. 0
Not sure	15	14. 0
Disagree	9	8. 4
Strongly disagree	9	8. 4
Total	107	100. 0

Results in Table 4. 26 show that 69. 2% of respondents agreed that HODs understand the strategies of improving the teaching of Tshivenda home language. However, 16. 8% disagreed, thus suggesting that some teachers still think that HODs do not need to understand strategies in order to help teachers improve teaching to promote learning.

4. 6. 9 HODs' possession of strategies for teachers to teach Tshivenda Home Language

Table 4. 27 shows that a strategy for the teachers to teach is a skill that HODs must have in their managing process. I wanted to find out whether HODs have strategies for teachers to teach.

Table 4. 27 HODs' possession of strategies for teachers to teach Tshivenda Home Language

	Frequency	Percent
Strongly agree	20	18. 7
Agree	47	43. 9
Not sure	17	15. 9
Disagree	17	15. 9
Strongly disagree	6	5. 6
Total	107	100. 0

Unless you have the necessary strategies to teach Tshivenda Home Language, learners may continue to perform poorly. Table 4. 27 shows a very widespread view of respondents who agreed that HODs put strategies for teachers in place for the teaching Tshivenda Home Language. Only 21. 5% disagreed while 15. 9% of respondents were not sure. If HODs put strategies in place but learners perform below average level, it would seem that those strategies are not helping the teachers; therefore, further research is required. The effect of strategies from the HODs must be effective in the promotion of teaching and learning of languages.

4. 6. 10 Tshivenda Home Language teacher's roles of managing teaching

Table 4. 28 shows that learning becomes easier if teachers take their roles seriously in the teaching fraternity. Among the many roles of HODs are: managing the teaching and learning in schools, improving the overall performance of the school and enhancing quality of the educational process. I wanted to find out whether teachers have a role in managing teaching.

Table 4. 28 Tshivenda Home Language teachers' roles of managing teaching

	Frequency	Percent
Strongly agree	21	19. 6
Agree	52	48. 6
Not sure	20	18. 7
Disagree	12	11. 2
Strongly disagree	2	1. 9
Total	107	100. 0

Learning becomes easier if stakeholders take play important roles in the teaching fraternity among the many roles of HODs in managing the teaching and learning in schools, improving the overall performance of the school and enhancing the quality of the educational process remain very central. Results in Table 4. 28 show that more than half (58. 4%) of the respondents agreed that Tshivenda Home Language teachers play their roles, thus making it easier for HODs to manage them to promote teaching and learning. However, fewer respondents (13. 1%) think that they do not play their role in making it easier for teachers to promote teaching and learning.

4. 6. 11 Teachers' support of internal workshops by HODs

Table 4. 29 shows that HODs need to be encouraged to conduct internal workshops. I wanted to find out whether teachers support internal workshops organized by the HODs.

Table 4. 29 Teachers' support of internal workshops by HODs

	Frequency	Percent
Strongly agree	23	21. 5
Agree	43	40. 2
Not sure	22	20. 6
Disagree	18	16. 8
Strongly disagree	1	. 9
Total	107	100. 0

Internal workshops play a very important role in developing teaching Tshivenda Home Language, particularly in rural areas. Through internal workshops, teachers have ample time to be trained so that they can teach Tshivenda home language better; as such, to develop teachers at school and internal workshops is critical. Table 4. 29 shows varying views with regard to conducting internal workshops. Respondents constituting 61. 7% of the sample agreed that conducting internal workshops with teachers is supported by all teachers in the school. Only 22 respondents constituting 20. 6% of the total sample of 107 remained very sceptical about the support of internal workshop by all teachers. It could be that these workshops were not effective.

4. 6. 12 HODs' monitoring the teaching of Tshivenda Home Language

Table 4. 30 shows that the teaching of Tshivenda needs to be monitored by HODs. I wanted to find out whether HODs need motivation to monitor teaching.

Table 4. 30 HODs' monitoring of the teaching of Tshivenda Home Language

	Frequency	Percent
Strongly agree	26	24. 3
Agree	48	44. 9
Not sure	15	14. 0
Disagree	12	11. 2
Strongly disagree	6	5. 6
Total	107	100. 0

Monitoring by HODs is one of the powerful weapons in detecting progress in learning and the teaching of a Home Language in the foundation phase. HODs need to be positive in their monitoring process to motivate teachers teaching Tshivenda Home Language in rural areas. Table 4. 30 above outlines a very interesting scenario where 69. 2% agreed that HODs monitor teaching of Tshivenda Home Language in a manner that promotes positive learning, but if the progress of learners is below average in rural schools in Tshivenda Home Language, it negates the perception teachers have regarding this item. There are fewer (16. 8%) respondents who think HODs do not need to be positive in their monitoring process to make an impact.

The majority of respondents are positive that HODs monitor the teaching of Tshivenda. The results suggest that teachers who are working with HODs who monitor teaching are effective in promoting teaching and learning. When HODs are reported to be monitoring teachers, it is reasonable to expect more learners to perform well as required. For learners and teachers to improve in the learning of Tshivenda home language, HODs must lead in empowering teachers with effective strategies of improving learning in agreement with a study by Jackson (2003).

4.6 CONCLUSION

Several challenges that face HODs were determined. This includes the need for HODs to supervise teachers in improving teaching of Tshivenda home language and effective HODs who can use a schedule on how to manage the teaching of Tshivenda through teachers. Meeting with the teachers per grade for monitoring learners' books and doing class visit to see where teachers need support is crucial.

CHAPTER 5

MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 4 presented results and discussion of data collected for this study. This chapter gives a summary of findings, the conclusion and Beyond that, it highlights the contribution that this study made to the understanding of challenges that HODs face in managing teaching of Tshivenda Home Language. It ultimately touches on the limitations of the study and suggests further related research.

5.2 OVERVIEW OF THE STUDY

The study focused on challenges that HODs face in managing teaching of Tshivenda Home Language and was based on the following research questions:

- What are the challenges facing heads of department in managing the teaching Tshivenda Home language?
- How do HODs manage the teaching of Tshivenda Home language in the foundation phase?
- What is the effect of managing the teaching of Tshivenda Home Language in the foundation phase?
- What are the strategies of managing the teaching of Tshivenda Home language in the foundation phase?

In order to answer these questions, the following objectives guided this study:

- To find out the challenges facing Tshivenda Heads of Department in managing the teaching of Tshivenda Home language in rural schools focusing on the foundation phase in Dzindi circuit.

- To establish the extent to which HODs manage the teaching of Tshivenda Home language in the foundation phase schools.
- To investigate the effect of managing the teaching of Tshivenda Home language in the foundation phase schools;
- To determine strategies to manage the teaching of Tshivenda Home language in the foundation phase schools in Dzindi Circuit.

5.3 SUMMARY OF THE MAIN FINDINGS

The following is a summary of findings from the study:

5.3.1. DEMOGRAPHIC FACTORS

There were more females than males who took part in the study. The majority of participants fall within the 41 to 50 years old category. The majority of respondents hold an Honours degree with fewer having Master's and doctoral degrees.

5.3.2. THE CHALLENGES FACING TSHIVENDAHODS IN MANAGING THE TEACHING OF TSHIVENDA HOME LANGUAGE IN RURAL PRIMARY SCHOOLS

- HODs' management problems in rural areas

The progress of learners is dependent on effective management of teachers by HODs towards Tshivenda Home Language teachers. This explains why learners continue to perform below average in Tshivenda Home Language.

- Paperwork disturbs Heads of Department in managing their Tshivenda Home Language teachers

Paperwork negatively affects HODs in monitoring and managing the progress of teachers. The majority suggest that among challenges HODs of Tshivenda Home

Language encounter is that the Department of Education sometimes give educators plenty of paperwork.

- Workload affects Tshivenda Home Language HODs in managing teaching and learning

The views of respondents who are in the majority could well be equated with the low performance of learners. The results suggest that workload must be reduced for HODs to manage effectively.

- Teachers disregard instructions from their HODs

HODs are the most valuable resource for teachers in the managing of teaching. The majority of respondents disagree that teachers disregard instructions from their HODs regarding the teaching Tshivenda Home Language. This suggests that these teachers follow instructions from their HODs. When teachers follow instructions from their HODs, it is easy for HODs to manage teaching. However, they fail to translate these efforts to promoting teaching and learning as learners are reported to be performing poorly.

- Continuous Assessment demanded by the HODs affects the learning of Tshivenda

The respondents demonstrated wide views about continuous assessment demanded by the HODs with regard to how it affected the learning of Tshivenda home language. Large numbers of respondents are positive regarding continuous assessment in the process of teaching and learning Tshivenda. Therefore, HODs need to engage teachers on skills of assessing learners.

- HODs detect dialectical discourse, which affects the learning of Tshivenda Home Language

The knowledge of dialects by HODs is critical for the development of language in the classroom situation. HODs need to be familiar with the dialectical discourse.

5.4. THE EXTENT TO WHICH HODS MANAGE TSHIVENDA HOME LANGUAGE TEACHERS

- Ability to manage the teaching of Tshivenda

The majority of respondents agree that some Tshivenda HODs are able to actively involve teachers in managing of teaching Tshivenda Home Language. The HODs give their best efforts to improve school performance, quality and efficiency. When HODs manage their teachers, results are good.

- HODs have the capacity to manage teachers in rural schools

Capacity is about improving the ability to learn. The performance average is linked to the capacity of HODs currently lacking in rural schools. The majority suggest that although there is capacity, there are a number of respondents who do not believe that HODs do not have capacity to manage teachers in rural schools.

- Understanding the strategies to improve the learning of Tshivenda Home Language

The majority are uncertain about the HODs' level of understanding the strategies to improve the learning of Tshivenda Home Language. The level of understanding may not be effective. More teachers are teaching with little support from the HODs, and the skill that they have is not supplemented.

- HODs are skilled to manage teachers in rural schools to teach Tshivenda effectively

Without HODs' management skills, management of teachers in the home languages including Tshivenda is meaningless. However, HODs need to be capacitated with managing teachers teaching Tshivenda home language in rural areas.

- HODs monitoring the teaching of Tshivenda Home Language

HODs need to be positive in their monitoring process to motivate teachers teaching Tshivenda Home Language in rural areas. Nevertheless, if the progress of learners is below average in rural schools in Tshivenda Home Language, it negates the perception teachers have regarding this item. HODs must lead in empowering teachers with effective strategies of improving learning.

- HODs are eager to learn new mentoring strategies

The majority of respondents agreed that HODs are eager to learn new strategies of mentoring Tshivenda Home Language teachers. Fewer teachers think that new strategies are not critical for improving teachers' skills of language teaching. This may have a negative impact as curriculum changes every now and then. If HODs were truly eager to learn new strategies of mentoring Tshivenda home language teachers, that would be easily transferred to teachers, and the performance of learners would be much better; if not, there is a need for further research to address the contradiction.

- HODs' knowledge of teaching strategies

HODs must be well conversant with all the strategies to assist teachers in the teaching of Tshivenda Home Language in rural areas. The majority of respondents are positive that HODs have knowledge of strategies to improve the teaching of Tshivenda; however, the impact is not visible as reports suggest that learners continue to perform poorly.

- HODs capacitate teachers in managing overcrowded classes as they are a challenge in teaching Tshivenda Home Language

The majority shows that the process of capacitating teachers is very critical in improving teaching of Tshivenda Home Language in rural areas. If teachers are capacitated, learners would perform better.

5.5 EFFECT OF MANAGING THE TEACHING OF TSHIVENDA HOME LANGUAGE IN PRIMARY SCHOOLS

- HODs get cooperation from competent teachers

Collaboration, in particular between HODs and Tshivenda Language teachers is critical for positive learning to take place. The majority show that more than half of the respondents agreed that HODs get cooperation from Tshivenda home language teachers who are competent in teaching.

5.6. STRATEGIES TO MANAGE THE TEACHING OF TSHIVENDA HOME LANGUAGE IN THE FOUNDATION PHASE

- Availability of relevant learning and teaching materials in the rural areas

Effective teaching is likely to materialize when learning materials are relevant. Rural areas are different compared to urban areas, and supply of materials is rare. In rural schools, there are no relevant materials for Tshivenda. Results show that when learning and teaching materials are not available, HODs find it difficult to mentor and support teachers they are managing under their division.

- Provision of resources by the HODs

The availability of resources is essential for the development of Tshivenda Home Language. The majority of respondents indicate that there is lack of resources for teachers to use during the teaching of Tshivenda Home Language. The provision of learning and teaching support materials has been a challenge, particularly in rural areas; this negatively impacting on the management activities of HODs in managing teachers to promote teaching and learning.

HODs' motivation of teachers to participate in the workshops

Teachers need to be motivated to participate in workshops. Without motivation, teachers may find it difficult to cope with conditions in rural areas, which are not conducive for learning. The majority suggest that when HODs actively motivate teachers to participate in workshops of Tshivenda Home Language; they (teachers) are capacitated and it becomes easy for teachers who are motivated and capacitated to promote teaching and learning.

- Feedback after monitoring is done by the HODs

Feedback after monitoring is very crucial for teaching and learning to take place effectively. The majority of respondents agreed that feedback after monitoring is done on time by the HODs to the teachers. Monitoring improves teaching and learning process and should be used in schools.

- Understanding conditions in the rural schools that affect the teaching of Tshivenda Home Language

Understanding the people and conditions prevailing in rural schools that affect the teaching of Tshivenda home language is critical to the promotion of teaching and learning. HODs should, therefore, assist teachers to cope with rural conditions for them to promote teaching and learning of this home language.

- Teachers are eager to learn teaching strategies for learners in rural schools

The majority show that teachers are eager to learn teaching strategies for learners in rural schools from HODs of Tshivenda Home Language. Large numbers of respondents show that there are teachers in some schools who can make it easier for the HODs to manage teaching in a positive way as there are language policies for HODs to support their teachers on learning the strategies of teaching Tshivenda Home Language.

- HODs are eager to help teachers in teaching Tshivenda Home Language

Helping teachers' by HODs could be the best strategy to improve the teaching of Tshivenda home language. There are some teachers who do not regard support by HODs as critical in promoting teaching and learning. The majority suggest that HODs design strategies that are most helpful in teachers to achieving good outcomes.

- Understanding strategies of improving the teaching of Tshivenda Home Language

Understanding strategies of improving teaching of Tshivenda home language by HODs in rural areas is critical in assisting teachers in the teaching of Tshivenda home language. However, the majority do not think understanding strategies of improving the teaching of Tshivenda home language by HODs in rural areas is critical in assisting teachers. This suggests that some teachers still think that HODs do not need to understand strategies in order to help teachers improve teaching to promote learning.

- HODs have strategies for teachers to teach Tshivenda Home Language

If HODs put strategies in place but learners continue to perform below average level, it would seem that those strategies are not helping teachers. Therefore, further research is required. HODs must be effective in the promotion of teaching and learning of home languages.

- Tshivenda Home Language teachers play their role for HODs to manage teaching

Learning becomes easier if stakeholders take seriously their roles in the teaching fraternity. Among the many roles of HODs in managing the teaching and learning in schools are: improving the overall performance of the school and enhancing the quality of the educational process.

- Conducting internal workshops with the teachers is supported by all teachers in the school

Through internal workshops, teachers have ample time to be trained so that they can teach Tshivenda home language better. As such, to develop teachers at school and internal workshops is critical. The majority remained very sceptical about the support of internal workshops by all teachers.

5.7. CONTRIBUTION TO THE BODY OF KNOWLEDGE

This study contributes knowledge on how Heads of Department in rural schools can manage educators teaching Tshivenda as a Home language and implementation of any curriculum for quality teaching and learning. The study also contributes to knowledge on the implementation of the in particular teaching Tshivenda Home language in the foundation phase in rural schools.

5.8 LIMITATIONS OF THE STUDY

This study used the quantitative methodology using a survey approach, questionnaires were administered to find out the challenges that heads of departments face in managing teaching of Tshivenda Home Language in rural primary schools of Dzindi circuit in Vhembe District. This limits the extent of the study and makes it less comprehensive. The interference of the participants observed may not necessary be expected between other home languages making it irrelevant in different settings. The restricted nature of the study makes it unsuitable for its findings to be generalized over broader contexts. A comparative study of challenges that HOD face in managing teaching of Tshivenda Home Language in rural primary schools of Dzindi circuit in Vhembe District compared with those faced by learners from a township school is suggested by the researcher.

5.9 CONCLUSION

The study points to a strong need for workshops to fully capacitate HODs of Tshivenda in rural primary schools of Dzindi Circuit. The success of learners in Tshivenda Home Language in rural schools is solely dependent on sound administrative capacity and quality leadership by HODs. Effective leadership mentioned above must have adequate management and administrative skills to improve the teaching of Tshivenda Home Language successfully in rural schools of Dzindi Circuit. This study suggests that many HODs in their leadership capacity are taking seriously the obligations are placed on them, in particular, managing the teachers teaching Tshivenda Home Language.

The management of teachers' by HODs remains very crucial only if we embark on improving all Home Languages in the South African teaching fraternity. Furthermore, it presents an opportunity for accelerated management skills of HODs of Tshivenda Home Language in the South African schools, in particular, rural schools of Dzindi Circuit. However, the various management challenges that have emerged thus far should be taken seriously, interrogated and addressed. Outlined below are some of the recommendations emerging from the findings articulated above.

5.10 RECOMMENDATIONS

This study makes the following recommendations:

- Capacity development of teachers

The Department of Basic Education should capacitate the HODs of Tshivenda Home Language to fully understand all dynamics around the management of teachers. The Department must ensure that all HODs of Tshivenda have the necessary skills to manage teachers teaching Tshivenda Home Language. This training would

capacitate HODs in their management duties and maximize the performance average level of learners in rural primary schools of Dzindi Circuit.

Developing management and leadership capacity

The study revealed a very serious need for capacity building of HODs in the leadership of management of teachers of Tshivenda Home Language. This would rapidly address a number of areas identified such as underperformance by learners. The success of capacity building is dependent on sound management capacity and high quality of leadership of the HODs of Tshivenda. HODs of Tshivenda must have adequate management skills to manage teachers successfully. The support and guidance of teachers' by HODs in this regard remains very critical.

- Co-operation between HODs and teachers

This study revealed a serious need for co-operation between HODs of Tshivenda Home Language and teachers for creation of conditions conducive for better management and better teaching. When such expectations are not met, teachers become disillusioned, disgruntled and lose interest in the teaching process. The Department of Basic Education should ensure that there is mutual understanding between HODs and teachers of Tshivenda Home Language regarding need and benefits of learners.

- Workshops to motivate teachers by HODs

The study furthermore put forward a need for HODs to motivate teachers in their management process. It must be noted, however, that learning from each other's strengths and collective wisdom can guarantee better results. Therefore, motivation through workshops of teachers of Tshivenda Home Language remains very crucial

for the improvement of performance level of learners in rural primary schools of Dzindi Circuit

5. 11. RECOMMENDATIONS FOR FURTHER STUDIES.

It is suggested that a more broadly-based further studies is needed to aid the generalization made earlier, on which focus should be made on challenges that Heads of Departments face in managing teaching of Tshivenda home language in rural primary schools Such studies should include the following:

- That the Model for Tshivenda Home Language in Rural Areas be piloted with one of the provinces where there are considerable schools with challenges when recruiting Tshivenda Home Language teachers.
- A study on the types of incentives that the Department of Education can introduce for teachers of Tshivenda Home Language in rural areas.
- Most teachers in rural areas come from other areas. A study on why there are few who are from the rural areas who are trained as teachers should be done. This could assist the government when managing resources that would attract teachers to rural areas.
- A study on the effect of resources in rural schools on recruitment of Tshivenda Home Language teachers needs to be conducted.

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ANNEXURE A: QUESTIONNAIRES

CHALLENGES FACING HEADS OF DEPARTMENT IN MANAGING THE TEACHING OF TSHIVENDA.

The purpose of this study is to find out the challenges facing the heads of department in managing the teaching of Tshivenda Home Language. It is an opportunity for you to reflect on what you are doing and the extent to which you are performing in relation to the challenges faced by the HODs.

1. Gender

Female	1
Male	2

2. Age

20-30 years	1
31-40 years	2
41-50 years	3
51-60 years	4
61 and above	5

3. Highest academic qualification

Standard 10 (Grade 12)	1
First Degree	2
B. Ed or Honours' Degree	3
Masters Degree	4

Doctoral Degree	5
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SECTION B: For each of the following statements regarding the level of educators' participation in the teaching of Tshivenda by making a mark in the appropriate box.

	YES	NO
1. Tshivenda HOD actively involve teachers in the teaching Tshivenda Home Language.	1	2
2. Educators undermine instructions from their HODs regarding the teaching of Tshivenda Home Language.	1	2
3. HODs motivate educators to actively participate in the workshops of Tshivenda Home Language.	1	2
4. There are enough resources provided by the HODs to be used by educators to teach Tshivenda Home Language.	1	2
5. Learning materials of Tshivenda Home Language are relevant to the new changes	1	2
6. HODs monitor the work of educators' time.	1	2
7. Feedback is done by the HODs to the educators on time.	1	2
8. HODs experience problems from the educators' in teaching learners Tshivenda Home Language.	1	2
9. Educators are eager to learn more to teach Tshivenda Home Language.	1	2
10. Educators have the capacity to can make learners read Tshivenda Home Language.	1	2

SECTION C: STRATEGIES TO IMPROVE THE TEACHING OF TSHIVENDA HOME LANGUAGE.

This section deals with the importance of each of the issues to you relating to the challenges facing heads of department in managing the teaching of Tshivenda home language.

To what extent do you agree or disagree with each of the following statements?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. Giving learners extra work to do in the process of teaching learning is the best strategy to promote the teaching of Tshivenda Home Language.	1	2	3	4	5
2. Learners have enough time to complete their daily Tshivenda tasks.	1	2	3	4	5
3. Educators have time to teach Tshivenda Home Language.	1	2	3	4	5
4. Paperwork disturbs educators in teaching Tshivenda Home Language effectively.	1	2	3	4	5
5. Teachers who teach Tshivenda honour their heads of Educators departments .	1	2	3	4	5
6. HODs detect dialectical discourse to affects the learning of Tshivenda Home Language	1	2	3	4	5
7. Workload prevents educators from giving feedback to learners.	1	2	3	4	5
8. Educators who teach Tshivenda are always on time in their classroom.	1	2	3	4	5
9. Tshivenda Home Language educators conduct oral work with learners.	1	2	3	4	5
10. Workload disturbs teachers from marking	1	2	3	4	5

Tshivenda Home Language tasks.					
11. Learners are eager to learn Tshivenda Home Language	1	2	3	4	5
12 HODs fail to manage overcrowding which creates a serious problem in learning Tshivenda Home Language.	1	2	3	4	5
13 HODs put strategies for teachers in place for them to improve Tshivenda Home Language teaching.	1	2	3	4	5
14 HODs have enough time to monitor Tshivenda Home Language	1	2	3	4	5
15. Paperwork distributed by the HODs to the educators disturb the teaching of Tshivenda Home Language.	1	2	3	4	5
16. Workload prevents HODs from giving feedback to the educators.	1	2	3	4	5
17. Tshivenda Home Language conduct internal workshops with the educators.	1	2	3	4	5
18. HODs understand the best monitoring tool to improve the teaching of Tshivenda Home Language.	1	2	3	4	5
19. HODs are eager to help educators in teaching Tshivenda Home Language.	1	2	3	4	5
20. HODs understand the best strategies to improve the learning of Tshivenda Home Language	1	2	3	4	5

ANNEXURE B: PARTICIPANT INFORMED CONSENT DECLARATION **INFORMED CONSENT DECLARATION**

(Participant)

Project Title: Challenges Facing Heads Of Departments In Managing Teaching Of Tshivenda In Rural Schools Of Vhembe District (Fulufhuwani Grace Mulaudzi) from the Department of Educational Management, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to investigate how heads of department of Tshivenda manage the teaching of Tshivenda as a home language in the foundation phase in rural schools.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing on how heads of department in rural schools can managing educators teaching Tshivenda as a Home language and implementation of any curriculum for quality teaching and learning. The Study will also contribute knowledge on the implementation of the Curriculum Assessment Policy Statement (CAPS) in particular teaching Tshivenda Home language in the foundation phase in rural schools.
4. I will participate in the project by Completing a questionnaire.

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. There may be risks associated with my participation in the project. I am aware that
 - a. the following risks are associated with my participation: (issues of confidentiality) . .
 - b. the following steps have been taken to prevent the risks: No name will be written on the questionnaire.
 - c. there is a 0% chance of the risk materialising
8. The researcher intends publishing the research results in the form of **journal articles**. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
9. I will receive feedback in the form of results regarding the results obtained during the study.
10. Any further questions that I might have concerning the research or my participation will be answered by Fulufhuwani Grace Mulaudzi (0714001913).
11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....

Participant's signature

.....

Date

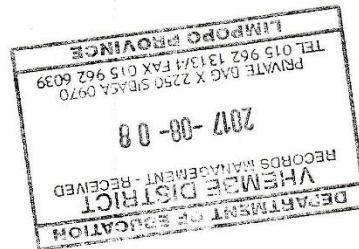
ANNEXTURE C REQUEST FOR PERMISSION

P O BOX 1
UNIVERSITY OF ZULULAND
KWADLANGEZWA CAMPUS
1 MAIN ROAD
VULINDLELA
KWADLANGEZWA
3886

*M. Ngwenya
Please attend
L. Mphahlele*

07 AUGUST 2017

The Manager
Vhembe district
Thohoyandou
0950



DEAR SIR/ MADAM

REQUEST FOR PERMISSION TO CONDUCT MY STUDIES IN SCHOOLS OF VHEMBE DISTRICT

I Mulaudzi Fulufhuwani Grace a Masters student at University of Zululand would like to request permission to be allowed to collect data from schools in Vhembe District as from September 2017 to September 2018.

Topic: Challenges facing Heads of Departments in managing teaching of Tshivenda in rural schools of Vhembe District.

I hope my request will be taken into consideration.

Yours in service

Mulaudzi F. G

ANNEXTURE D PERMISSION LETTER FROM THE DISTRICT

**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: MdutshaneN@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2017/453		
Project Title	Challenges facing heads of departments in managing teaching of Tshivenda in rural school of Vhembe district		
Principal Researcher/ Investigator	Mulaudzi FG		
Supervisor and Co- supervisor	Prof AP Kutame	Dr IS Kapueja	
Department	Educational Management		
Faculty	EDUCATION		
Type of Risk	Medium risk – Data collection from people		
Nature of Project	Honours/4 th Year	Master's	X Doctoral
			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 2 years from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-01 July 2018]
 - (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.

ANNEXTURE F

23 Elfin Glen Road, Nahoon Valley Heights, East London, 5200

Professional
EDITORS
Group

To whom it may concern:

This document certifies that the dissertation whose title appears below has been preliminary edited for proper English language, grammar, punctuation, spelling and overall style by Rose Masha, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.