UNIVERSITY OF KWAZULU-NATAL

The Role of HODs in curriculum management in a secondary school in KwaMashu, Durban

By

Barbara Zodwa Madonsela

210552227

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Supervisor: Prof. Cecile Gerwel Proches

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College of Law and Management Studies

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DEDICATION

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ABSTRACT

The Head of Departments (HODs), as managers of secondary schools, manage curriculum and while doing that, they encounter challenges that hinder them from taking informed decisions and these challenges require various skills and knowledge in order to overcome them. However, these challenges begin from the day that HODs are appointed because they are never trained for their new demanding roles of managing curriculum, in as much as there is no support and mentoring after induction and follow up training. It has been assumed that newly appointed HODs know what is expected of them. This research sought to examine the roles of the HODs in curriculum management in secondary schools. The objectives of the research were to examine the challenges that HODs face in relation to curriculum management, to identify the leadership traits and attributions that are required for the HOD position, to determine the strategies that can be developed to improve HODs training to effectively handle curriculum management.

The qualitative research approach was followed, using the semi-structured interviewing instrument to collect data. A qualitative sample of fifteen stakeholders, eight were School Management Team (SMT) and three representative of the School Governing Body (SGB) teacher component, two from circuit office and the other two from the district office (all permanently employed by the Department of Education), were selected through purposive sampling, to participate in the study.

The key findings of the study indicated that the HODs induction used to be conducted, thereafter, the DoE focused only at schools that were identified as underperforming schools, which were under 30% (T30) matric pass results for this study. That was when the department paid attention to assist the SMT with the challenges that they were facing, and these included the fact that the teachers were not punctual in honouring periods, late submission of evidence to HODs (which identify early problems in curriculum management), lack of team work, as well as more loads of administration (which was adding more work to HODs work load). Based on these findings, the following recommendation were made: the HODs need to plan, consult and follow Annual Teaching Plan (ATP), ensure that assessment standards are up to standard, motivate and mentor teachers to perform to their maximum and it is important for inductions, training and development to take place all the time to ensure quality of education.

Key words: curriculum management; Head of Department; secondary school

GLOSSARY OF TERMS

ATP	Annual Teaching Plan
CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
DoE	Department of Education
EEA	Educators Employment Act
ELRC	Education Labour Relations Council
HOD	Head of Department
IQMS	Integrated Quality Management System
LRA	Labour Relations Act
PAM	Public Administration and Management
PL	Post Level
SASA	South African Schools Act
SBA	School Based Assessment
SMT	School Management Team

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CHAPTER ONE
INTRODUCTION

1.1 Introduction

Educational institutions, like all other organisations, require continuous specialised care to recognise areas for prospective improvement. This demands the fact that commercial enterprises, non-profit organisations, service industries, government instrumentalities and educational institutions, all experience change (Badenhorst, Calitz, Van Schalkwyk, Van Wyk & Kruger, 1996). The National Education Policy (Act 27 of 1996) that provides that South Africa's equitable government acquired a separate and unequal education system (Branson, Garlick, Lam & Leibbrandt, 2012). Before 1994, South Africa had nineteen diverse educational departments isolated by race, geography and philosophy. This education system equipped children in diverse ways for the positions they were anticipated to occupy in their social, economic and political life under politically-sanctioned racial segregation (Alexander, 2009; Maringe & Moletsane, 2015).

Aasen (2012) states that in order to comprehend the connection linking education and authority, it was necessary to concentrate on the debates and vested interest in the policy-making process and in the application of educational policy and transformations. Consequently, the connection is similarly distinguished by politics, which is a procedure by which the public formulates collective decisions. The word usually refers to the art or science of managing government institutions, but likewise, directed to etiquette inside civil governments. Politics can clearly be detected in other groups like academic institutions. Each and every educational department contributed to inequality in the management of curriculum in education (Joseph, 2015).

Furthermore, Adu and Ngibe (2014) posit that curriculum change in post-politically sanctioned racial segregation South Africa began quickly after the election in 1994, when the National Education and Training Forum started a process of syllabus review and subject justification. The purpose of this process was for the most part to establish the frameworks for a solitary national centre syllabus. Notwithstanding the rationalisation and union of existing syllabi, the National Education and Training Forum curriculum developers expelled clearly bigot and other harsh dialect from existing syllabi. For the first-time, curriculum choices were finalised in a sharing and representative manner. Be that as it may, that procedure was not, nor did it plan to

be a curriculum development method. The brief of the appraisal was the structure and proposal of the curriculum design, teacher induction, training and development, learning support materials, provincial support to teachers in schools and implementation time-frames (National Education Policy Act, 1996).

However, Dalton, Mckenzie and Kahonde (2012) state that the policy had to guarantee the achievement of national standards set by the Revised National Curriculum Statement, policy guidelines for applicable and appropriate learning programmes that were recognised at national level in collaboration with provinces. Those guidelines emphasised the principle of integrated learning and the achievement of an optimal relationship between integration across learning areas and conceptual progression from grade to grade. The National Education Policy (Act 27 of 1996) enabled the Minister of Education to decide, in addition to other things, such a national policy guideline for the development of learning programmes.

This chapter is an overview of the study. In view of that the following issues are described: providing background information, location, problem statement, motivation, focus of the study, aims, objectives, research questions, limitations, research methodology and the structure of the dissertation.

1.2 Study Background

HODs are leaders within schools, whose roles involve managing departments according to their areas of specialisation. For instance, the secondary school used as the case study for this research is in KwaMashu and it comprises five departments which are the Department of Languages, Humanities, Services, Commerce and Maths, as well as Sciences. In view of this, an important question in this regard is: what skills and knowledge are required for the incumbent of the position of an HOD in managing curriculum in secondary schools? Turner (2000) suggested that most of the HODs do not have the necessary skills and are not competent enough to fulfil their roles. Moreover, Stephenson (2010) noted that in New Zealand, the challenge is that they are not professionally developed and while subject teachers receive training for the subjects that they specialised in, the HODs are not properly and professionally developed for the new roles of leadership and management, hence, they learn while performing their tasks or duties as managers. In the United Kingdom, four areas were identified for subject leadership and these are stipulated by the Teacher Training Agency (TTA) as the strategic

direction and development of the subject, teaching and learning, managing staff, efficient and effective deployment of staff and resources (TTA, 1998).

In the same way, then Kenyan Education Management Capacity Assessment (2010) reported that HODs (middle level ranks) were unable to translate the vision to the top-level managers and even the written vision and mission lacked clarity. It was also reported that training and development differ according to each organisational needs and each organisation responds differently, according to the emerging challenges. As a result, Mbaka (2010) observes that HODs cannot achieve the desired academic excellence if they are dealing with difficult teachers.

In South Africa, Kyahurwa (2013) found that there were less training and workshops for school management and they become demotivated due to the lack of support and limited resources to meet the school needs. Moreover, the DoE introduced various education systems over the years and it was difficult to implement in the schools, especially because the teachers were unhappy about it. The implication is that South African managers of the curriculum need to be prepared in order to improve the quality of schools' academic standards.

1.3 Motivation for study

Mohapi, Mogano, Mathipe, Motlabe and Mapotse (2014) suggest that managing curriculum requires SMT and the teachers to work as a team to ensure effective quality curriculum delivery. They further stated that the fact that HODs are also involved in teaching compromises their effectiveness in managing curriculum. However, this study aims to identify the roles of the HODs, the challenges they are faced with, as well as to establish whether the training offered by the DoE is enough for HODs to lead and manage curriculum.

1.4 Focus of the study

This study focused on the leadership roles of HODs in managing curriculum in secondary schools. Specifically, the study aims to address the HODs challenges relating to managing curriculum at Zakhe Secondary School in KwaMashu, Durban. As managers of schools, HODs are responsible for managing curriculum and in the process, they encounter challenges that hinder them from taking informed decisions. From the researcher's perspective, these challenges require various skills and knowledge in order to overcome them.

1.5 Problem Statement

HODs need to go through an induction course in order to familiarise themselves with the position they are in, because they encounter challenges during the transition from being post level one teachers who are supposed to manage class work and activities, becoming post level two managers, who, in addition to their current duties, are also expected to manage people and attend to lots of administration work. In this regard, Nthenya (2012), in his quantitative study, suggests that the Department of Education is unable to provide proper induction to school management teams due to the lack of time to offer comprehensive induction, work overload and financial constraints, hence, the lack of skills and knowledge is a significant contribution towards the daily challenges faced by HODs. In view of this, the current study aims to identify the challenges and suggest mechanisms to resolve the problem (Hopkins, Meyer, Shera & Peters, 2014).

Leadership and management are important for curriculum management. It is very important for the HODs not to separate the two skills because they complement one another. According to Clarke (2007), leadership is about direction and purpose, while management includes managing people, executing tasks effectively and also about structure and processes (Jaca, 2013). Virtuous leadership can positively contribute to school development by supporting the motivation, participation and coordination of teachers. However, studies that have been done are broadened in the range of school leadership investigation at different organisational levels such as school management, department heads, coordinators and teachers (Glodhaber, 2002; Harris, 2004).

Moreover, leaders and managers must be able to influence people, inspire them to follow goal settings based on mission and vision through effective planning, organising, implementing policies and making informed decisions within their schools. Unfortunately, most HODs are not trained to deal with many employees under their supervision and this poses a great challenge, especially if one is promoted within the school, because some employees might take an advantage of the newly appointed HOD by not adhering to the policies. There has not been much attention on the skills and knowledge management challenges, subject knowledge, interaction with colleagues, developing staff and the type of leadership required for the position. Bush, Glover, Bischoff, Moloi, Heystek and Joubert (2006) argue that most of the research in leadership and management is not theoretically rich and proclaim that more leadership theories should be suggested to suit the South African context. The dominating

features of the education system in South Africa is that of an educator who specialised in education management and curriculum.

1.6 Aims and Objectives

The main aim of this study is to identify and address the challenges relating to curriculum management by HODs in secondary schools.

The objectives of the study were:

- To examine the HODs' challenges relating to curriculum management in a Secondary School in KwaMashu, Durban.
- To identify the leadership traits and attributes that are required for the HOD's position in a Secondary School in KwaMashu, Durban.
- To determine the strategies that can be developed to improve HOD's training to effectively handle curriculum management in a Secondary School KwaMashu, Durban.

1.7 Research Questions

The study was aimed at answering the following questions:

- What are the HOD's challenges relating to curriculum management in a Secondary School in KwaMashu, Durban?
- What leadership traits and attributes are required for the HOD's position in a Secondary School in KwaMashu, Durban?
- What strategies can be developed to improve HOD's training to effectively handle curriculum management in a Secondary School KwaMashu, Durban?

1.8 Significance of the study

The DoE officials may gain insights by learning the benefits and shortfalls from the HODs because they are the people who are liaising with school managers and the designers of the curriculum and monitor curriculum management by visiting schools. Learners may benefit from this study through the methods of teaching that may be put in place and contribute in their learning performance and achievements. Universities may benefit by receiving candidates who are knowledgeable enough to adapt into to the new academic environment, with competitive advantage to learners globally.

1.9 Location of the study

Zakhe High School is a public school situated in KwaMashu in the Pinetown District of eThekwini Region in KwaZulu-Natal. It draws its learners from Section L, M and H of KwaMashu Township and from the informal settlements of Nanda, Bester, as well as Ntuzuma Reconstruction and Development Programme (RDP) areas. These areas are characterized by high rates of unemployment and poverty. This therefore makes it almost impossible for some parents to afford financial school angagements and obligations, thus, the school is classified as Quintile 3, meaning that it is a no-fee-paying school. Hence, the school gets full funding from DoE and has a feeding scheme (NSNP), which seemed to have changed the learners' lives because some of them depend on this one meal for the entire day. The school was founded in 1973 and its current enrollment stands at one thousand three hundred and forty-eight (1348) learners, forty-six (46) teaching staff, one (1) Administrator and one (1) general worker. There are also two (2) security guards, one (1) assistant Admin Clerk, one (1) grounds man and seven (7) food handlers who provide voluntary services at the courtesy of the School Governing Body (SGB).

The school buildings consist of twenty-three (23) classrooms, two (2) laboratories, that is, the Science and the Computer Labs, which are adequately furnished and equipped. There is also a Consumer Studies Center, which is utilized to equip learners with Education and Consumer Studies Skills and information.

Figure 1.1: Zakhe Secondary School
Source: Google.co.za/maps/place/Zakhe+High+School

1.10 Limitations of the study

The study did not include parents and learners, because the focus was mainly on SMT. Furthermore, financial constraints, as well as the fact that some of the respondents were difficult to reach, were also huge obstacles. The study focused on one secondary school in KwaMashu. On that note, the information generated from the study may not be generalised to similar situations or settings.

1.11 Research Methodology

The qualitative research approach was adopted for this study, because it enquires the use of literature in a manner consistent with the assumptions of learning from participants, where participants narrate their stories based on work experience in their natural environment (Sekaran & Bougie, 2013). Research methodology is the method that is scientifically solve the research problem. Furthermore, research methodology includes; target population, sample size, research instruments, validity and reliability, data collection, analysing and ethical considerations (Creswell, 2012). Purposive sampling was selected for this study, hence school's HODs were chosen as respondents because through semi-structured interviews, they were expected to provide rich information. The qualitative data collected were analysed using transcription analysis and supported by literature review, as a results, themes and sub-themes were created in order to draw conclusion and recommendations (Dlamini, 2016).

1.12 Structure of the Dissertation

Chapter 1: This chapter presents the background of the study and explained the problem statement, supported by previous literature. The location of the study was identified, while the aims and objectives of the study were also highlighted.

Chapter 2: This chapter focuses on the literature review, based on problem statement, the objectives and research questions of the study. the purpose of the literature review is to gain more insights into the challenges faced by HODs in curriculum management, in the context of secondary schools. also described alongside the challenges include leadership traits or attributes, as well as the training required for the position of the HOD.

Chapter 3: This chapter highlights research methodology which is a method that is scientifically solve research problem. The approach that is giving an overview of the study is research paradigm, study settings, research approach, research design, data collection, interviews, sample design, data analysis, reliability, validity and ethical consideration. This approach is to ensure that the researcher understand the study from the information provided by participants.

Chapter 4: This chapter presents the findings of the study, based on the objectives as described in the methodology chapter.

Chapter 5: This chapter highlights the interpretation of the findings and compares them with literature review and theory from other scholars.

Chapter 6: This chapter provides the conclusion and recommendations of the study, based on the findings of the study. the chapter also evaluates the research questions and objectives, to ascertain if they were properly addressed.

1.13 Conclusion

Among other things, this chapter highlights the following: motivation of the study, problem statement, aims and objectives, significance of the study, location and limitations of the study. In the next chapter as mentioned above the literature review will be discussed addressing relevancy of the objectives and research questions of the study.

CHAPTER TWO

LITERATURE REVIEW

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2.1 Introduction

This chapter comprises the literature addressing the roles of HODs in secondary school curriculum management. The study considers the existing information regarding the South African curriculum, as provided by the Department of Education. Furthermore, the literature review addresses the objectives of the study by looking at the challenges experienced in managing curriculum and how those challenges can be addressed. Additionally, the study also addresses the issue of leadership traits, leadership styles and leadership theories.

2.2 The South African curriculum

Curriculum can be defined as what should be taught, how and when it should be taught and as a result, in the midst of that process, learners are expected to master their studies and practices (Department of Education, 2012). The National Curriculum Statement (NCS) serves to prepare learners to become critical thinkers and able to analyse and resolve learning problems by applying meaningful skills and knowledge that would lead them to gain access to higher education, hence, preparing them for the working industry.

The Department of Education highlighted six elements of curriculum management which are, supervising the curriculum taught in the classroom, HODs evaluate and monitor if the curriculum is implemented accordingly, they provide resources to their staff and support them, while also developing teachers according to the required skills, they also need to create relevant programmes of quality learning activities and provide quality assurance relating to learning and assessment (Department of Education, 2012).

Out of the six elements mentioned above, there are four core elements of curriculum management as demonstrated below:
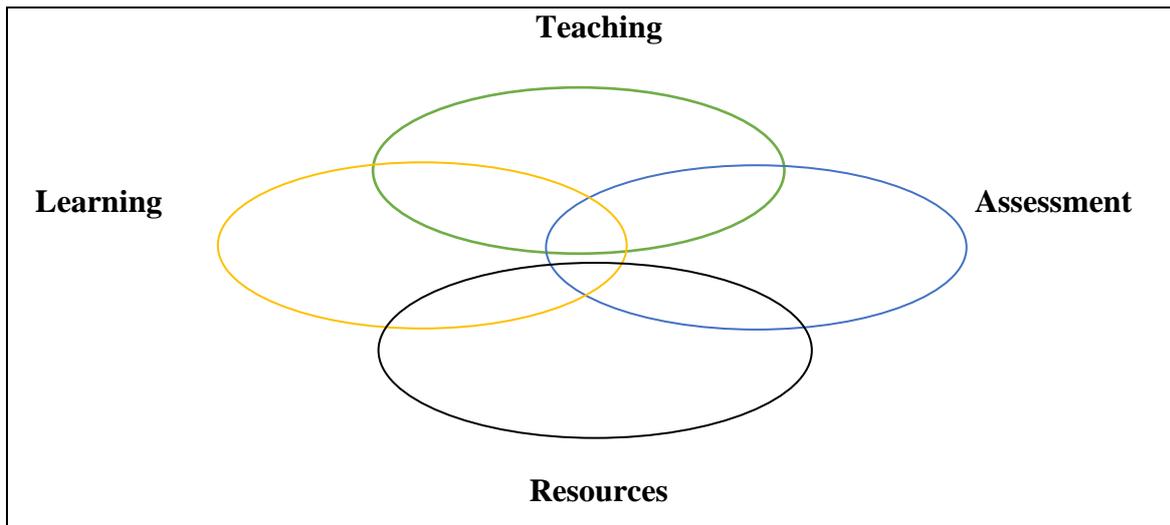
Figure 2.1: Core elements of curriculum management
Source: Department of Education (2012)

The Department of Education (2012) states that the above four elements are used for teaching and learning and the diagram outlines the relation linking these elements. Moreover, it explains that core elements of curriculum management involve a strategic planning associated with its human and physical assets, as its resources are further related to internal and external environment, hence, management moves towards attaining collaborative effective curriculum implementation. Consequently, it is expected to achieve the following:

- *To improve the achievement of all learners*
- *To maintain quality teaching and learning in all schools*
- *To use resources, including time, effectively and efficiently*

2.3 Curriculum management and leadership

Bantwini and Letseka (2016) identify that leadership plays a critical job to make considerable return from devoting time and energy investing in the organisation. It is sometimes confusing when we explore the role of district leadership as middle leadership amongst government and schools, more specially the leadership styles that are implemented in South African schools for school improvement. However, the consequence of district leadership in enhancing schools and student learning is intermediate to manage education changes and successfully bring about considerable educational quality in the transpired economies. Therefore, the system that was adopted is the decentralised system within the South African education management, starting from national to province to district and to local schools. The Department of Basic Education

(2013) further mentions that its policy on the organisation, the roles and responsibilities of education district managers, distinctly states the important role these support the success of school by making sure that every learner has an opportunity to gain entrance to high quality education. Moreover, the policy warrants district-based managers to "work collaboratively with principals and educators in schools, with the vital assistance of circuit offices, to improve educational access and retention, give management and professional support, and help schools achieve excellence in learning and teaching" (Department of Basic Education, 2013:11).
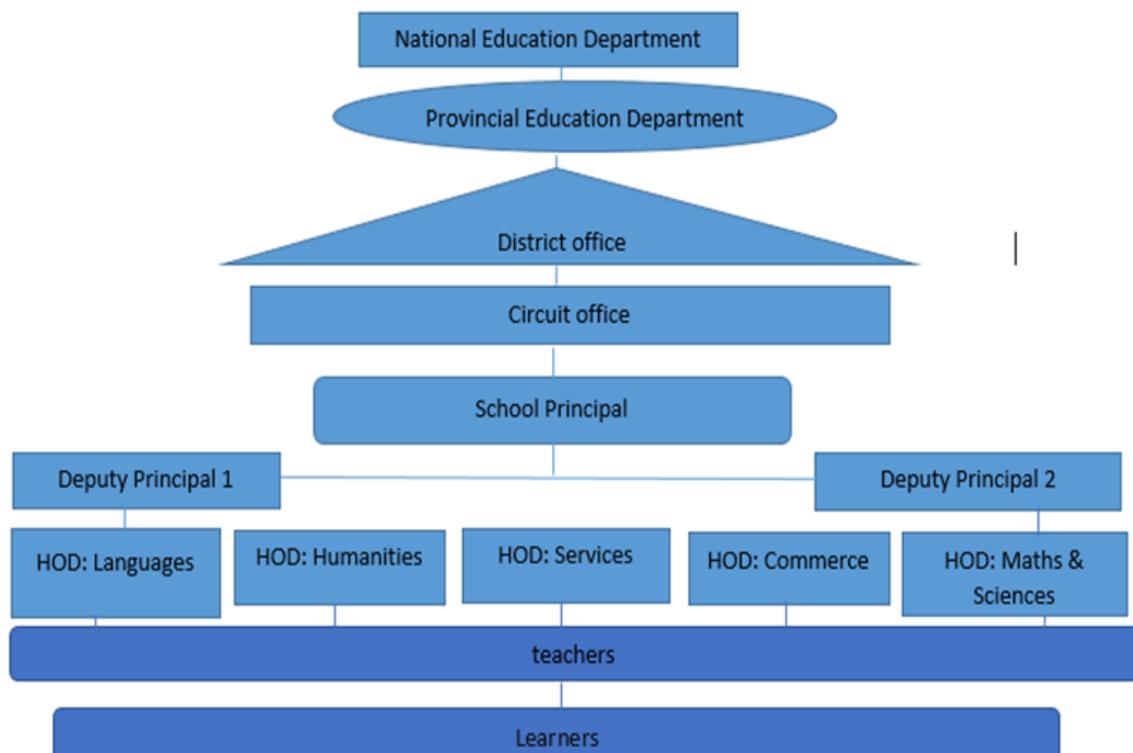
Figure 2.2: Organogram of South African Public-School Education System
Source: Constructed by the researcher

Government Gazette Notice 300 of 2013 described the role of education district offices as the local centres of Provincial Education Department (PED) and liaised between provincial head office, circuit offices and work collaboratively with Principals and their deputies, Head of Departments and educators in schools, in order to improve the quality of education through curriculum management (Vos, van der Westhuizen, Mentz & Ellis, 2012). District officials visited schools to do classroom observation, consultation to share curriculum matters in cluster meetings, discuss assessment standards and suitable feedback. Districts were also responsible

for providing conducive working environment and professional development for School Management Teams (SMT), educators and administrative staff members (Jaca, 2013).

Naidoo and Petersen (2015) suggest that curriculum management is about managing systems and procedures, as well as people, to ensure successful learning and teaching and to promote increasing levels of learner achievement in a school. Leading and managing a subject / learning area or phase is also about managing people. It was therefore important to maintain a balance between being task-centred and people-centred. Curriculum management means managing curriculum delivery at school level (Department of Education, 2008).

Curriculum management is a phrase used by several academics to define leadership and the management of the core determination of teaching and learning. Curriculum management and leadership cannot be separated because they are intertwined, hence required for curriculum implementation processes in secondary schools (Tshiredo, 2013). Therefore, Wiles (2009) stated that curriculum leadership can be defined as "a facilitating process in which the leader works with others to find common purpose, build collaborative teams, structure a way of working, and coordinating many complex activities". Curriculum leaders, also known as middle leaders, Head of Departments or curriculum managers, were responsible for leading and managing their departments, like the Department of Languages, Maths and Sciences, Humanities, Commerce and or Services. For these departments to work, leaders need to effectively maintain sustainable connections and trust, hence skills and knowledge of teaching and learning are important. Furthermore, skills and knowledge shape management practices (Robinson, Hohepa & Loyd, 2009).

Kyahurwa (2013) concur that leadership qualities, skills and knowledge needed to be developed therefore robust training involvement is important to enhance curriculum leader's capabilities and further recommend for the Department of Education to prepare training for the generations to come. However, curriculum management involves lots of administrative work load, hence, the explanation of the meaning stated that it involved the effective resources for the implementation of the policies, processes and procedures in the secondary schools, which involves planning, organising, coordinating and controlling. Therefore, curriculum managers require leadership expertise to motivate and support teachers to achieve the desired curriculum outcome stipulated by the policy. Marianne, Graham-Jolly and Middlewood (2003) argue that the school management team played no role in taking any decision-making for how curriculum

should be managed, except distributing syllabus as per the Department of Education's instruction.

However, Dalton, Mckenzie and Kahonde (2012) state that the main determination of education is teaching and learning, which is about imparting skills and knowledge of the subject content to learners to meet learning objectives and that required the school governance to provide a conducive environment to support curriculum implementation processes. Therefore, common national or provincial curriculum implementation and support is important, starting from effective content planning and method curriculum implementation, hence, that is the responsibility of the districts, circuit and schools to follow the monitoring of curriculum coverage and curriculum support (Jaca, 2013). Moreover, the effective assessment and quality of curriculum implementation are also needed to be monitored and supported. The school also needs to collect curriculum feedback from motoring and support of the syllabus coverage, assessment and moderations on quarterly bases, hence, these processes require evidence such as learners' exercises books per learning area, performance and progress per learner, which provided feedback on whether the implementation processes meet the intended outcome (Department of Education, 2012).

Strong leadership and management role for curriculum implementation is vital, starting from district and circuit offices, to schools, hence, they need to collaboratively engage teachers and school communities to explain what is expected from learner achievement. However, not only the Head of Departments are expected to be curriculum leaders or managers, but even the head office officials, district managers, circuit managers, subject advisors, school Principals, deputies, HODs and teachers, are all expected to become curriculum leaders and managers, thus their roles and responsibilities may differ due to their leadership positions (Department of Education, 2012).

Nwangwa (2013) stated that school managers are expected to plan in advance, ensuring that learners have enough teachers assigned to teaching the classes, to equip teachers with enough skills, knowledge and resources for the tasks assigned to them and support them, as well as monitoring the learners' work using the policy as a guideline. Moreover, to offer constant training and development to teachers. However, it is emphasised to authorise only qualified teachers to be assigned to teach learners and meet curriculum requirements set by the policies of the DoE.

The schools are mandated by the DoE that SMT holds integrity, so as to encourage a school culture of constructive teaching and learning as professionals, hence, they shall cooperatively work with SGB for effective school governance. The SMT, each member is responsible for specific duties that require leadership skills and knowledge for making decisions and formulating policies that confirmed effective quality education. Teachers as professionals are qualified for the appointment to senior management position and expected to effectively assume the roles and responsibilities (Tseipobi, 2012).

2.4 Roles of Head of Department in managing curriculum

The Employment of Educators Act (76 of 1998) stipulates that HODs are responsible for the effective functioning of their departments and organise the relevant extra-curricular activities so as to ensure that the subjects, learning areas or phase and the education of the learners, is promoted in a proper manner. It is very important:

To co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school. To collaborate with educators of the schools in developing the department and conducting extra-curricular activities. To be in-charge of the subjects, learning areas or phase. To jointly develop the policy for the department their in-charge with. To co-ordinate, evaluate, assess homework, written assignments of all the subjects within the department. To control tests, examination papers and memoranda. To meet parents and discuss with them, the progress and conduct of their children. To participate in the departmental and professional committees, seminars and courses in order to contribute to and or update one's professional views or standards. To co-operate with Further and Higher Education Institutions in relation to learners' records and performance and career opportunities. To maintain contact with sporting, social, cultural and community organisation. To have contacts with the public on behalf of the Principal. To advise the Principal regarding the division of work among staff in that department. To provide support for the professional growth of educators within an appraisal programme (PAM, 2016).

Furthermore, Urio (2012) concur in most aspects of the national policy and added that school's management is required to empower HODs in order to improve the quality of teaching and learning by observing classrooms in order to improve learner performance. Moreover, to

enhance teaching skills. Therefore, when they are provided with support, there should be a clear vision that is available to everyone in the school and for that reason, the staff members could be explicitly comprehend that statement. School management needs to make sure that HODs' duties and responsibilities are clearly defined so that they carry out this tasks accordingly and hence, make them accountable. It is also mentioned that delegation and shared leadership enhance a sense of belonging. However, school leaders have to provide resources so that evidence of learners; records are kept safe and to ensure that learner performance is effectively improved (Urio, 2012).

2.5 Challenges facing HODs in secondary schools

Curriculum management processes come with challenges which can be caused by any internal or external factors that hinder newly appointed managers' capabilities to effectively perform their duties and should they not be addressed, might cause more obstacles to the existing problematic experiences. This automatically impacts on the quality of educational management. Consequently, the lack of experience, lack of the required training and support, block effective curriculum management. Hence, scholars identified induction, as well as training and development, as not being adequate to address the challenges being faced by the newly appointed HODs (Tseipobi, 2012).

2.5.1 Induction and training processes

2.5.1.1 Induction

Zey (1984) stated that the induction theory was a mutual benefit model that is extracted from the social exchange theory, which is evident that people enter and continue to be part of the relationships in order to meet certain criteria and as long as parties continue to profit from it. For this reason, the mentor and the mentee in the school environment benefit from exchanging knowledge. Therefore, HODs' induction is different from when a teacher is training in preparation for becoming a teacher. However, when the teacher should fulfil the duties of the promotional position in which it requires one to attend to additional professional development and that is considered as a bridge between existing knowledge and unknown. These theoretical discrepancies can easily become unclear in real life (Ingersoll & Strong, 2011).

Similarly, for school managers, the content of their training and or length of induction processes vary from one potion to another and it has never been clear how much long those inductions can take, even from the research itself. That is why it is needed to critically evaluate

teacher induction, so that the value for it is known, in order to adopt them and make decisions that would have been useful for managers (Ingersoll & Strong, 2011). However, Wanous and Reichers (2000) argue that induction should take place within one month of the appointment.

Both theories are evidence that the quality and quantity of induction are imperative. Hence, induction programs that are lengthier and further comprehensive appear to be more supportive (Hendricks & Louw-Potgieter, 2012). However, how much long induction programs that are needed is unclear. For that reason, the value of these programs is questionable because even if the best time and mentoring are invested in the induction, the value seemed moderate due to the amount of contact between the mentors and the mentees (Ingersoll & Strong, 2011). Consequently, due to financial constraints, the funding for induction programs is crucial because policy makers have a hard time in deciding on which program is a priority above the other hence, induction policy provides useful information regarding the skills and knowledge required in order for teachers to perform their job responsibly (Villar & Strong, 2007).

Jaca's (2014) study revealed that the Principal and HODs differed in their explanation, in terms of how induction is conducted. The Principal explained that school and district conducted induction differently, but the HODs did not mentioned anything. Furthermore, it was also highlighted that HODs equipped themselves for the new position through acting on vacant post, by volunteering as subject head and or supporting the SMT. However, teachers disproving of the HODs, where they explained that they support teachers and on the other hand, teachers claimed that they received support from other colleagues, as well as coaches.

2.5.1.2 Training and development

Hendricks and Louw-Potgieter (2012) state that training employees result in positive professional work performance and it has been a motivational influence which improves knowledge and skills in their positions and consequently lead to better results. Furthermore, training entails assisting employees to cope with the changes adopted from the introduction of technological inventions, structuring of the organisation, competition amongst other organisations and most significantly, it plays a vital role in improving employee performance (Zahid, 2013).

Hendricks and Louw-Potgieter (2012) suggest that employee commitment enhances organisational performance, which depends on how well human resource department policies are implemented. The findings of their study presented the that training of employees was

important for managers because recently, organisational trends demanded more proficiently, accurateness and triumph in less cost and time, so because of that, it could have been accomplished by implementing developing designs and arranging excellent training workshops for employees. Therefore, employees become more involved in getting knowledgeable about their work, which leads to looking forward to any promotional position. Moreover, it is vitally important to strengthen training and development as part of the organisational support, in order to reached organisational goals (Zahid, 2013).

Owino and Oloko (2015) recommended that the management in public secondary schools ought to consider implementing training during tactical plan implementation. That would have been allowing management to generate a complete understanding that could have been leveraged to influence stakeholders and produce better results (Hendricks & Louw-Potgieter, 2012). The study further recommended that it is very vital that public secondary schools conduct an assessment on the tactical plans that would help the institutions to gather valued information that would have provided valuable perceptions in the strategy implementation (MacLennan, 2012). They added that the management kept on monitoring, as well as re-assessing the outcome of the strategic plan that was approved. That helped to distinguish whether the approved corrective procedures are making any adequate difference. Therefore, it is important that resource differences on tactical planning implementation training in public secondary schools in Kenya are well observed, so that school managers get the skills from the training on the use of finances and other resources, thereby ensuring effective tactical planning of schools (Owino & Oloko, 2015).

Okechukw (2017) suggests that it may be convincingly specified that training and development contributed to enhance employee performance, but it cannot be working alone. Instead, it should combine with other factors like training program design and development. Furthermore, leadership and management factors are also unique and equally paramount in preparing employees for better performance, because managers or leaders can contribute to either improved or destroyed the value of training, which leads to how well employees perform their duties (Iqbal, Anwar & Haider, 2015). Over and above another contributing factor which leads to poor performance is the way in which the employees are remunerated, consequently low salaries lead to less performance and more salaries lead to high performance. Therefore, it is important to pay employees accordingly (Zahid, 2013).

Jaca (2013) argues that HODs do not have specific training to manage curriculum, but instead, they are trained simultaneously with teachers whom they are supposed to lead and support. Because of that, the HODs are expected to be more knowledgeable. Therefore, in his findings, the Principals mentioned that districts do not provide HODs with enough workshops and there is a lack of support from the DoE. However, the participants in his study claimed that even though they received training, it was not sufficient enough for them as implementers of the curriculum. Hence, they were worried that subject advisors were uncertain about Curriculum Assessment Policy Statements (CAPS) which made it difficult to help teachers and HODs. Furthermore, it is complicated for teachers to understand what is required from them, since there is a lack of resources and insufficient training (Badugela, 2012).

Jaca (2013) further stated that participants claimed that due to the inadequate training, they are not prepared with the necessary skills, therefore more training is required in order to prepare for the implementation of CAPS. The lack of resources leads to poor implementation of curriculum in school classrooms (Smith, 1993). HODs have to deal with undesirable behaviour from teachers who have challenges in implementing curriculum due to the constantly changing policies (Nunalall, 2012). Proper skills and knowledge are vital for teachers, so that they are able to proficiently implement new curriculum (Mncube, Thaanyane & Mabunda, 2013).

2.5.1.3 Skills Theory

Wolinski (2010) stated that the skills theory suggested that the important factors in the execution of constructive leadership requires learned knowledge and skills. Moreover, the skills theory recognises the link between hereditary traits and the ability to guide adequately, yet acquired skills and knowledge are the actual solution to leadership performance. Furthermore, the skills theory emphasises the need for extensive effort to utilise resources to be dedicated to leadership training and development.

Leadership is more than management and or leading people, but it is the skill to motivate and encouraging other individuals so that they can endeavour towards goals and success for leading (Robbins, 2003; Carter, 2007; Algahtan, 2014). Furthermore, leadership is an intricate process because a leader inspires others to achieve the school's vision and mission. For this reason, skills and traits approach took a "leader-centered" standpoint on leadership. Therefore, the skills approach which frequently stresses on skills and capabilities, can be learned and created. An individual ability plays an important role on leadership because the skills approach

recommends that knowledge and capabilities are required for constructive leadership, also technical, conceptual and human skills are necessary for constructive leadership (Mazlan, Mazlan & Esa, 2014). Katz (1955) also revealed that each leader comprises three unique types of leadership skills and that leads to diverse leadership qualities.

According to the hierarchy within the organisational structure, every employee shows that they require diverse types of skills. Top management requires more human and conceptual, than technical skills. However, middle managers need all three types of skills in similar levels. Whereas, supervisors like head of subject in schools need human and technical skills, more than conceptual skills (Mazlan, Mazlan & Esa, 2014).

Knowledge of work and proficiencies for the precise type of work is called the technical skill because leaders or managers with that kind of skill are proficient in certain things and able to analyse techniques for organisational activities (Katz, 1955). For example, Management Information Systems (MIS) can be taught to assist managers to plan and organise themselves using computers, so that information can be retrieved for future plans. Hence, they have the strategy, whatever is necessary for the organisation (PSU, 2014).

Katz (1955) stated that human skills are also called interpersonal skills, which means they are about people skills and knowledge. It helps to understand others in the way of how they behave and encourage others to cope within the group and with individuals. This consequently assists leaders to manage and achieve organisational goals promptly. Therefore, human skills deal a lot with people, therefore they need to be sensitive and able to encourage others, because they are working with human beings. An effective organisation requires top and middle managers, as well as employees, to support one another in applying good human skills. Bush (2012) added that middle managers not only manage people, but also manage resources such as administration work. Moreover, leaders who regularly value others in decision-making and their well-being possess human skills.

People who think critically through ideas and not afraid of asking critical questions are using conceptual skills because they can take advantage through ideas, to constructively plan for the organisation. Therefore, conceptual skills allow individuals to comprehend and able to take decisions and assess the importance of what is decided for the kind of activity or work (Virkus, 2009). Furthermore, middle managers encourage subordinates to successfully prepare and

implement the strategic ideas of the organisation in order to ensure objectives are met. More importantly, they need to critically think about the challenges that learners and supervisors are facing in making decisions (Mazlan, Mazlan & Esa, 2014).

However, the most needed human skills for the middle managers within the organisation is communication, because it builds strong association with others in order to effectively pursue common goals of the organisation. Over and above, that they needed conceptual skills to lay down school's targets that lead to reach critical objectives. Thus, leadership is an essential feature for the school and that is why middle managers need more of technical skills than other skills like conceptual, hence, they are working closer to the supervisors (Hussin, 2013). Middle managers are also teacher leaders because as much as they teach, they are also expected to manage and monitor other teachers' tasks within their departments (Wise & Bush, 2006).

For this reason, Mazlan et al. (2014) state that a leader is the effective protagonist who encourages others to become better performers than they have ever been. Moreover, a leader is also a facilitator and enabler to the business, because a leader novitiates idea, is resourceful and creative in order for the business to improve its performance or succeed. Furthermore, they also state that even though middle managers need technical skills more than others, all skills are equally important and are therefore required in order to meet the objectives for producing quality education.

Blueprint and Malaysia (2013) posit that managing colleagues not only needs visionary middle managers, but also people with human skills. Consequently, in their findings, they discovered that in vocational schools they were hands-on, hence, technical skills are important because it is about having skills, knowledge and experience, which are similarly required for middle managers. For this reason, in Malaysia, it was claimed that in order to produce competitive learners who are fully equipped with knowledge, the education department needs to advocate them to think critically, to be innovative and possess leadership skills which are measurable amongst other learners, globally.

Similarly, Zulkifli and Zafri (2006) assert that the pupils' prosperousness is inspired by the quality of curriculum management. Hence, the success of learners in vocational school is an impact of how well middle managers and teachers are evolved with leadership skills, so that

they are able to develop and plan for exceptional curriculum that is to develop school learners in order to prepare themselves with careerism for the future. Wise and Bush (2006) claimed that the expectations that came with new roles as middle managers is challenging to execute effectively, due to the reason that they are expected to priorities teaching, as much as managing curriculum within a short space of time in a day (Jaca, 2013). Therefore, middle managers are also teachers who also possesses leadership skills needed for vocational school (Boateng, 2012; Sacks, 2013).

Vocational school teachers are well-informed, thus they have specialised skills and knowledge in specialisation areas that require them to apply their abilities to pass-on information through acquired knowledge and experiences, while building physiognomies or characteristics as teachers (Guo & Zhan, 2013). Hence, the theory of human, technical and conceptual. Leadership skills are required because they advance teacher leaders with suitable criteria required for vocational school, so that they develop learners to specialise in the employment that they want to pursue in their future (Kats, 1955).

Vijayalakshmi (2016) states that teachers with excellent leadership skills make a distinction towards delivering quality education because they not only produce knowledgeable and competitive learners but are also leaders. As a result of that, industry players related to the soft skills like "positive work ethics, communication skills, team work and decision making, as well as leadership" (Vijayalakshmi, 2016:2859) the findings further explain that there are paramount elements that enable the opportunity to influence the value of the Malaysian graduates. Therefore, leadership has to be acquired by middle management as a crucial skill to practice to the learners. Hence, Mazlan et al (2014) recommended that middle managers need to have knowledge, experience and leadership skills, because they are expected to produce skilled learners.

With reference to skills and knowledge of the HODs, it is evident that there has been a lack of curriculum knowledge and or subject knowledge related to the subjects they are leading. Because of that, there is a lack of management issues such as shortage of teaching resources. Therefore, it gives an indication the knowledge of specialised subjects in the departments in which they are leading is important because teachers would have been allocated adequate resources and mentorship (Jaca, 2013).

Consequently, Jaca (2013) concurs with Katz (1955) on the lack of curriculum knowledge from HODs, which impacts on the teachers who need the support of a specialist in the subjects that they teach. This resultantly leads to poor delivery of the quality of curriculum to learners and demotivated teachers. The curriculum changes in education needs educators to develop their skills and knowledge because the schools where the teachers are employed demand them to be more intricate in the subject they specialised in and as a result, they need to prepare learners with extensive knowledge and skills necessary for competitive advantage and to grow in the world. Therefore, teachers need to develop competence in teaching and learning, because initial teacher education cannot provide the teachers with life-time skills and knowledge required by their profession (Kyahurwa, 2013).

2.5.2 Management support

At school level, school managers have been looking at the opportunity to enhance professional and developmental way in which teachers are performing in order to improve teaching and learning, through supervision of the curriculum management by HODs hence, leading to better teacher performance (Simin & Mohammed, 2014).

2.5.2.1 Support and mentorship from the Department of Education

Jaca (2014) highlighted that CAPS implementation process is challenging to track down. Therefore, the findings recommended that CAPS is suitable and or practical policy, but the execution is wrong. Furthermore, CAPS is imperfect due to the lack of suitable resources, professional experienced teachers and the lack of support from the DoE. This is a result of inappropriately trained teachers who then become unsuitable for curriculum implementation. Again, the lack of contact with experts in curriculum management also resulted in the failure of CAPS. Consequently, teachers felt that they were not informed before CAPS was executed (Jaca, 2014).

According to Jaca (2014), HODs claim that some of them concentrated more on mentoring and referred to that as checking lesson plans, checking if learners have enough relevant activities, pacing, adherence to the stipulated formal assessment, work schedule coverage and interventions. Furthermore, they also provided teachers with support in the subjects that they specialised in, while another HOD explained that she/he is not teaching mathematics and is unable to provide support, therefore she/he organised experts to give support to his

subordinates. Additionally, Jaca (2014) highlighted that there are challenges, whereby some teachers lack the curriculum knowledge and the HODs lack the subject knowledge, therefore, teachers receive support from knowledge sharing and are also provided with teaching aids.

2.6 Leadership traits and attributes

2.6.1 Leadership traits for the HOD position

A considerable amount of leadership necessitates in several organisations and because of that, HODs within their departments and schools need considerable amount of skills of leadership to manage constructively (Salleh & Grunewald, 2013). Therefore, it has to be considered that not every leader has similar leadership traits, but the leadership style adopted by HODs may have an impact on his subordinates' morals, thus leading to the outcome of quality education. Moreover, Cox (2016) stated that leadership style contributed to disagreement with employees hence, leading to incompetent team-work over time. However, leadership style is the regular conduct designed for leaders to exploit when they are working with employees. Eagly and Johannesen-Schmidt (2001) explained leadership style as a relatively stable pattern of behaviour exhibited by leaders. People in leadership apply different styles of leadership, which are often influenced by the followers and the business environment.

Amanchukwu, Stanley and Ololube, (2015) review the trait theory recognises certain personality or behavioural attributes that are apportioned by leaders. However, many people raised questions about this theory. Therefore, the question was raised as to how did they explain people who had those qualities, yet were not leaders. The lack of consistencies in leadership traits and leadership success have finally showed that there is a paradigm shift in academics to explore recent clarification for constructive leadership (Clack, 2017).

2.6.2 Situation leadership

Daft and Lane (2015) highlight three elements which can be favourable or not favourable to a leader and these are; leader and member relationship, task structure and position power. Leader and member relationship refers to the relationship between followers and the leader and in this regard, when the attitude is good and acceptable, followers trust the leader with confidence (Islam, Rehman & Ahmed, 2013). On the other hand, task structure refers to the manner in

which followers perform clear defined goals and when the task is well defined, as well as good for the structure, is considered favourable (O'Donnell, Yukl & Taber, 2012). Moreover, position power refers to that power which the leader has the formal authority over the followers. When the leader has power, he plans for his followers and evaluates their work and rewards them, this means that positioning power is high and when low, it means the positioning power is low and less favourable (Daft & Lane, 2015).

2.6.3 Autocratic leadership style

Shriberg and Shriberg (2011) assert that autocratic leadership is more oppressing than transactional leadership, hence, leaders have absolute control over employees. Furthermore, employees and group team players have minor possibilities to recommend anything, regardless of whether the suggestions favoured the employees, neither the business. Therefore, the advantage of autocratic leadership is that it is amazingly well-organised, meaning that the leader is efficient in making and implementing decisions. However, the negative part about autocratic leadership is that employees are displeased to deal with them because they are frequently used in situations that require immediate attention without disagreement (Amanchukwu et al., 2015).

Autocratic leaders use the least consultation from employees and make the most decisions. Furthermore, they do not even request anyone to represent them to do their functions, but rather do them themselves. Therefore, this style of leadership is utilised by a number of leaders across the world, because it is natural for many leaders (Sun & Anderson, 2011; Iqbal, Anwar & Haider, 2015). Autocratic leaders have the least faith that employees can effectively execute work assigned to them and see payment as a reward and motivation. Therefore, they demand job delivery from employees without enquiries or clarification. Additionally, employees do what they are instructed to do without any sense of accountability for performance. Accordingly, it is believed that production decreases without the presence of the manager or the leader (Ukaidi, 2016).

2.6.4 Bureaucratic leadership style

Ojokuku, Odetayo and Sajuyigbe (2012) state that bureaucratic leadership style ensures that all employees follow the policies of the organisation and demonstrate objectives and relationships with colleagues in the business. Moreover, rules and regulations of the business

give the leaders a sense of authority for the position they are holding, because rules give employees unquestionable benefits. Employees are expected to perfectly and consistently adhere to the instructions and principles stipulated by the top managers, hence, this type of leadership has been adopted by big companies, both old and new (Sun & Anderson, 2011). Bureaucratic leaders meticulously model the rules and it is easy for the staff to follow them. Moreover, this type of leadership is beneficial in businesses where colleagues do repetitive responsibilities (Schaefer, 2005). However, participating within teams or groups in businesses where innovation is important, has been a disadvantage for bureaucratic leadership (Santrock, 2007).

2.6.5 Charismatic leadership style

Charismatic leadership refers to leaders with vision and who motivate followers to complete defined tasks (Ojokuku, Odetayo and Sajuyigbe, 2012). Committed and motivated teams are inspired by charismatic leadership style and they are enthusiastic to encourage workers, since they make sure that the teams are productive and a great asset to the business. However, the disadvantage of charismatic leadership is it is too overly confident by investing in their leadership, instead of the employees and for that reason, the organisation is in a greater risk to disintegrate when the leader decides to quit. Moreover, charismatic leaders refuse to believe that they can be incorrect, regardless of whether others alert them about their approach, while the feeling of being untouchable can also disintegrate an organisation and or teams (Amanchukwu et al., 2015).

Örgev (2013) and Apprey, et al. (2014) state that charismatic leadership has a successful imagination on how the future of the followers should be like and moreover, they are prepared to offer everything in order to display their dedication. Because of that, it is established that there is a favourable relationship linking charismatic leadership and organisational accomplishments. Likewise, Voon, Nguil and Ayob (2011) explain that scholars reported that there are four attributes of charismatic leaders, which are taking risk in order to accomplish the vision, leaders caring about follower's needs and leaders displaying unusual behaviours.

2.6.6 Democratic leadership style

Cox (2016) states that democratic leadership plan generates policies in order to accomplish the planned objectives and thereafter, leaders provide them with accomplishment feedback. This type of leadership promotes liability and trustworthiness, since the vigour of the style is the

participation of team followers in making some conclusions. Consequently, leaders promote a territory of trust and confirm that teams' ideas are appreciated. However, the disadvantage of this leadership style is that a period of time is required to assist the followers. So, democratic leadership delays the pace in involving team members in solutions that are effective and rewarding leaders and followers. Similarly, Sun and Anderson (2011) concur in their findings that democratic managers encourage the division of duties through frequent allocation and discussions with employees. Moreover, teams discuss ideas with democratic managers, thereafter the recognition of those ideas, they draw-up policies. Therefore, it is vivid that admiration and faults are a matter for the teams or followers. Additionally, where the organisation is located, managers encourage followers to become leaders by organising leadership development, hence, feedback on the results is accepted.

Once again, Amanchukwu et al. (2015) concur that democratic leaders discuss ideas with employees and agree with them, but final decisions making is done by the leaders. Furthermore, team members are innovative, taking decisions and are extremely involved in activities. Additionally, teams are more involved in productivity, hence members have high job fulfilment. Moreover, democratic leadership assists teams to advance their skills and because of that, teams are encouraged by something bigger than financial rewards because they feel needed and part of something that makes sense. However, it is not suitable for other activities when speed and productivity is important. Furthermore, this style of leadership tends to waste time collecting information in cases of difficulties. Additionally, another drawback in team members is the lack of knowledge to constructively offer quality ideas.

Ukaidi (2016) indicated that democratic leadership style revealed a leader to team members' relationship because the ideas and decisions are shared. Therefore, the duty of accountability is established, hence, it improves productivity and because of that, accomplishments are normally high. Moreover, disapproval and admiration are accurately specified and that is how new ideas and changes are created. Liphodzi, Aigbavboa and Thwala (2015) posit that democratic leadership style improves responsiveness between followers. Thus, autocratic leaders expect their followers to quickly resolve any complications (Ukaidi, 2016). Therefore, when comparing democratic leadership versus autocratic, democratic leadership team members are more productive than autocratic ones (Day & Robert, 1964).

2.6.7 Transactional leadership style

Middle managers made sure that their roles and responsibilities are given adequate attention throughout transformation of knowledge, hence transactional leadership style is adopted by middle management. Moreover, middle managers, together with employees, debate the practicality of the objectives and communicate them with relevant stakeholders so that proposals are presented to top management. Because of this, the middle managers are given a change to make sure that the objectives of the business are not undermined, instead they are achievable (Sun & Anderson, 2011). Burns (1978) argues that transactional leadership engages in discussion with followers for a temporary period and most of the time it generates dissatisfaction between the members with the organisation. Additionally, certain scholars critique the transactional leadership style because they claim that it utilises the one-size-fits-all universal approach which ignores circumstantial factors in relation to the business difficulties (Beyer, 1999; Yulk & Mahsud, 2010; Yulk, 2011).

Transactional leaders stipulate the objectives of the organisation and they effectively assign and explain responsibilities. Therefore, the leaders of the organisation draw-up policies and monitor discrepancies. Consequently, they reward the best achievers for good performance. Hence, transactional leadership style is an interchange relation linking the leaders and the followers (Sun & Anderson, 2011). This type of leadership style begins soon when the idea proposed by management for the task at hand is accepted and followed by employees. Thus, leaders reward team members for their efforts and abidance. On the other hand, transactional leaders have a right to penalise followers if their job is below the expected standards (Amanchukwu, Stanley, Ololube, 2015).

2.6.8 Transformational leadership style

Transformational leadership style encourages employees to be part of, and achieve organisational objectives by illustrating a future prospect of the organisation. Additionally, this type of leadership style develops a sense of responsibility within the business and it emphasises new ways of attacking challenges and motivate members for training and development. Hence, they are concerned with the areas of needs in terms of development of the individual followers. As a result, transformational leaders are based on changing the principles, beliefs and desires of the followers (Sun & Anderson, 2011; Ukaidi, 2016).

Transformational leadership motivates team members to scrutinise alternative ways of responsibilities and different options to learn. Hence, it inspires followers to be innovative, to attend to every follower's requirement, provide mentorship and or coaching. Moreover, the leadership opens lines of communication to everyone in order to deal with problems and give subsistence and preservation. As a result, it incorporates the prerequisite for respect and acknowledgement for every single contribution made by team members. Furthermore, it is how transformational leaders persuade followers that is interesting and encouraging to team members. Additionally, leaders set and communicate higher forthcoming goals, provide an understanding for every task required and they are motivated to test team members with high expectations. Therefore, leaders are role models for team members, since members are confident towards their leader and trust them by adopting their style and ideas (Ukaidi, 2016).

Dlungwane (2012) states that the goal of transformational leadership is to develop the employees into leaders and by so doing, they produce valuable and constructive change in the organisation. Therefore, this type of leadership does not concentrate on developing their department only, but the entire organisation because they pay attention to change. Moreover, transformational leadership easily transforms from model to new ways of doing things that employees share. Adaptation to the new ways of doing things is imperative, since learners need leaders who guide them through life leaning experiences. Because of this, transformational leadership implements listening skills and has an open-door policy, not authoritarian. Transformational leadership is approachable for new suggestions and the employees are free to state new ideas and allows the managers to lead with integrity (Dlungwane, 2012).

2.6.9 Theory of curriculum management

This study used the theory of Fanwick W. English, which explains management practice as key to curriculum leadership. English (1979) states that management is the science of leadership. He further refers to a set of ideas and procedures that when documented and implemented, allow most leaders to increase their effectiveness. Without management, even great leadership is compacted in its magnitude, because features of the leadership design are not replicable by subsequent organisational generations. Curriculum leaders are therefore likely to make mistakes each time they experience challenges, then again leaders may come and go, but management practice remains unchanged (Heystek, 2016). There are three primary functions in the school for curriculum development, firstly, to form the mission that is replicable and

measurable, secondly, to organise resources in order to achieve the mission effectively and efficiently and thirdly, to use response obtained to make alterations in order to preserve the mission within approved costs. The aim of a system's curriculum is to specify what favourable results learners need to achieve, how it should be taught and what should be taught (Department of Education, 2012).

2.7 Conclusion

This chapter reviewed the literature on this subject, in order to get more insights into, and an understanding of the roles of HODs in managing curriculum in secondary schools. The literature reviewed the roles of the HODs in managing curriculum, which stipulated that they manage what should be taught, how it should be taught, and when it should be taught, analyse the learners progress and performances. It also emphasised that HODs are also expected to teach, as much as they are responsible for administration. The scholars revealed that induction, training and development are never enough to equip the HODs in their newly appointed positions, because they need more support and mentoring from the DoE, in order to be competitive in their positions. Leadership traits and or styles of leadership are important for people who are dealing with human beings. Certain human skills are essential, especially when incorporated with technical and conceptual skills. Lastly, Katz (1955) concluded that acquired skills and knowledge are necessary in order to lead effectively. The following chapter explains the research methodology of this study.

CHAPTER THREE

RESEARCH METHODOLOGY
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3.1 Introduction

The previous chapter described the literature review concerning the roles of the HODs in managing curriculum. This chapter focuses on the research methodology and the systems adopted in collecting data that answer the research questions and similarly address the objectives of the study. Du Plooy-Cilliers, Davis and Bezuidenhout (2014) describe research as a method of investigation, through data collection, with the aim of discovering new reality and detailed information. The intention is to gain valuable data from the respondents, about their challenges relating to curriculum management.
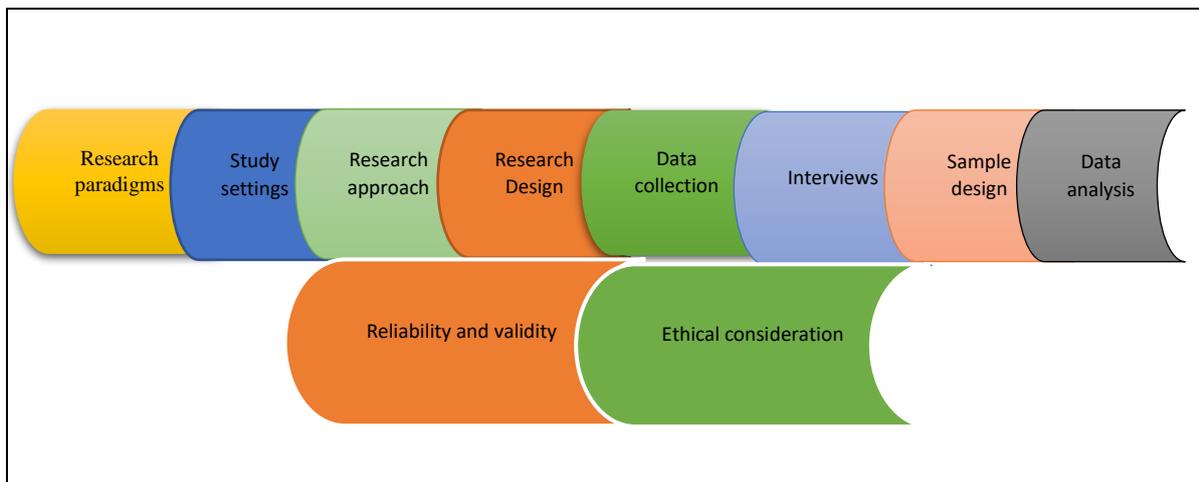
Figure 3.1: Research Methodology
Source: Adapted from Creswell (2014)

3.2 Research paradigms

Bryman (2012:630) describes a paradigm as a "cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done and how results should be interpreted". The main paradigms are positivism, interpretivism, pragmatism and post-positivism. However, the paradigm chosen for this study was interpretivism because people discuss information based on the environment that they are in.

3.2.1 Interpretivism

Interpretivism was established as a response to the inadequacies and limitations of positivism, precisely in its application to social sciences. The key idea on which this paradigm recreation is that people are essentially diverse from objectives. Therefore, we cannot learn about human beings in the same way as we can learn about objects in the natural sciences. This is because unlike objects, human beings transform every day and the environment in which they find themselves always influence them (Du Plooy-Cilliers, et al., 2014). Interpretivism is influenced by many intellectual traditions but there are three that dominate than others, namely; hermeneutics, phenomenology and symbolic interactions. Hermeneutics interprets the theory and method of human beings, whereas, phenomenology focuses on the way people make sense of the environment around them. The responsibility of the researcher in this regard is to understand, interpret, report the collected data about the people's viewpoints being studied. Furthermore, symbolic interactions argue that human acts have little intrinsic meaning, but humans are capable of understanding one another through a shared language (Du Plooy-Cilliers, et al., 2014).

Therefore, the interpretivist paradigm consents researchers to view the world through the insights and practices of the participants. In search of the answers for research, the investigator who tracked interpretive paradigm used those experiences to construct and interpret her understanding from collected data. Precisely, interpretivism supported researchers in terms of exploring their world by interpreting the understanding of participants (Thanh & Thanh, 2015). This study adopted the interpretivist paradigm because of its methodological assumption which allows the study to explore the roles of the HODs in managing curriculum. This paradigm addresses the viewpoints of individuals or groups ascribing to a social or human problem. The data analysis used by the researcher was inductive method that was establishes themes and sub-themes. Therefore, the final presentation of the data includes the transcription of participants, the reflexivity of the researcher, a complex description and interpretation of the problem and its contribution to the literature or a call for change (Creswell, 2014).

3.2.2 Positivism paradigm

Rahi (2017) states that the alternative to interpretivist paradigm was the positivist paradigm. Positivist paradigm is a scientific method to get the truth and the researchers in this paradigm believe that they can have true understanding of the phenomenon through observation and

experiments. Du Plooy-Cilliers, et al. (2014) state that positivism assumes that science can inform individuals about the method of making the environment they live in a better place, so they believe that humans can change their world through educating themselves. Therefore, positivism is concerned about the accuracy and replicability of research, the reliability of observation and the generalisability of findings. Deductive reasoning is put to test, in order to measure predetermined research design and objective measures. Positivism highlights the use of experiments and tests through manipulation and observation, hence observation is their goal (Sekaran & Bougie, 2013).

3.3 Research approach

Du Plooy-Cilliers, at al. (2014) indicate that there are three approaches to research: quantitative, qualitative and mixed methods. The difference between the qualitative and quantitative research methods is outlined in terms of using words (qualitative), rather than statistics (quantitative), or using closed-ended questions (quantitative hypotheses), rather than open-ended questions (qualitative interview questions). The more comprehensive way to view the progression of the differences between them is in the basic philosophical assumptions that the researcher conveys to the study, the types of research approaches used in the research. The mixed method approach integrates the elements of both the quantitative and qualitative approaches (Creswell, 2014).

3.4 Study Setting

Refer to Table 3.1, this was a qualitative study aimed at examining the roles of HODs in managing curriculum in a secondary school in KwaMashu, Durban. Fifteen managers were interviewed and stated their views based on their experiences in their natural environment and themes and sub-themes emerged from the transcription of data collected from interviews (Sekaran & Bougie, 2013).

Table 3.1: Differences among the three research methods

Quantitative Methods	Mixed Methods	Qualitative Methods
Pre-determined	Both pre-determined and emerging methods	Emerging methods
Instrument-based questions	Both open and closed ended questions	Open-ended questions
Performance data, attitude data, observational data and census data.	Multiple forms of data, drawing on all possibilities	Interview data, observation data, document data, and audio-visual data
Statistical analysis	Statistical and text analysis	Text and image analysis
Statistical interpretation	Across databased interpretation	Themes, patterns interpretation.

Source: Creswell (2014:17)

3.4.1 Quantitative research

Creswell (2014) states that quantitative research is an approach for testing objective theories by studying the connections between variables, which can be analysed using statistical method measured for the purpose of testing theories deductively and able to generalise the findings. Rose, Spinks and Canhoto (2015) concur that quantitative research entails examining the connection between variables and measures, characteristically on instruments so that statistical data can be analysed using statistical measures. Therefore, like qualitative researchers, those involved in a form of investigation have expectations about testing philosophies, deductively constructing protection against prejudices, directing for alternative explanations and able to generalise and duplicate the findings (Khalid, Hilman & Kumar, 2012).

3.4.2 Qualitative research

Creswell (2014) states that qualitative research approach discovers and recognises the meaning that groups or individuals attribute to a societal or human problem. This type of research explains detailed information about the subject phenomenon emerging from questions, data typically collected in the respondent's environment, data analysis inductively building from themes and sub-themes (Du Plooy-Cilliers, et al., 2014). Therefore, the researcher interprets and analyses data using non-numerical data and ultimately generate theories based on the respondents' insights (Sekaran & Bougie, 2013).

Patton (2014) and Rahman (2016) highlighted that the benefits of using the qualitative research was that the researcher asked open-ended questions through interview processes so that more rich information was collected based on respondent's experiences. Salkind (2012) also mentions that qualitative research studies human behaviour in the social, cultural and political setting in which they transpire. Hence, it is done through interviews, case study, ethnography and also historical methods. The results usually emerge from non-numerical primary data. Therefore, qualitative research pay attention to a method that is of interest to the researcher so as to understand the views of the respondents (Du Plooy-Cilliers, et al., 2014).

Guest, MacQueen and Namey (2012) explain that thematic data analysis are pattern themes, coded from systematically text analysis emerged from data interpretation of the content collected from the respondents. Creswell (2013) added that the limitations of using the qualitative approach is that it is severely reliant on the skills of the researcher and can be simply influenced by personal peculiarities and biases of the researchers. Moreover, inflexibility is harder to assess, establish and sustain, whereas the quantity of data makes interpretation and analysis time-consuming.

3.4.3 Mixed method

The mixed methods approach involves the combination of qualitative and quantitative research and data in a study (Creswell, 2014). For this reason, the qualitative data would be open-ended and without encoded responses, while the quantitative maintain close-ended responses. (Sekaran & Bougie, 2013). Leedy and Ormrod (2014) explained that the mixed method is not easy, therefore, researchers are advised to firstly use other methods then after they have gained an experience, they can use the mixed method.

3.5 Research Design

The research design entails the blueprint which serves as a plan that determine how the research will be conducted (Sekaran & Bougie, 2016). Creswell (2014) recommended that qualitative researchers should choose among possibilities such as narratives, phenomenology, ethnography, case study and grounded theory. Furthermore, in designs, the study may use narrative and or phenomenology when studying individuals; or use the case study and or grounded theory to explore the processes, activities and events, or use ethnography to learn about individual behaviour in a cultural sharing environment. Hence, this study adopted phenomenology because individuals were interviewed, with the aim to understand the roles, challenges, traits and attributes of the HODs in managing curriculum in secondary schools.

3.6 Data Collection

Qualitative researchers operate under the assumption that reality is not easily divided into discrete, measurable variables. Some qualitative researchers describe themselves as being the research instrument because the bulk of their data collection is dependent on their personal involvement in the setting. Rather than sampling a large number of participants with the intent of making generalisations, qualitative researchers tend to select few participants who might best shed light on the phenomenon under investigation. Both verbal data (interview responses, documents, field notes) and even body language can be detected which is called nonverbal data (drawings, photographs, videotapes) may be collected (Leedy & Ormrod, 2013).

3.6.1 Primary data: face to face interviews

Primary data collection method is the way in which the information is collected from the primary sources for the specific study (Du Plooy-Cilliers, et al., 2014). The popular tools for this type of data collection can be collected from interviews, observation and questionnaires. The source of information for collecting data for the study are from human respondents (Sekaran & Bougie, 2013).

Data collection steps include setting the boundaries for the study when collecting the information through semi-structured interview questions (Appendix 2). Creswell (2009) states that it creates a smooth communication between the researcher and the respondent and it is better used when conducting a research from a smaller number of interviewees and consequently the researcher gains in-depth information from the respondents. In this study, the respondents were interviewed at the time allocated by them and at this took one hour forty-five

minutes to two hours. The researcher had face to face interviews with the respondents, as well as establishing the protocol for recording and taking interview notes.

The researcher identified the purposefully selected participants who helped to understand the problem and research questions (Sekaran & Bougie, 2013). The SMT, SGB and DoE officials were purposefully selected with the assumption that they would provide rich information about this study. The Circuit and District based officials carried out inductions, training and development for schools and their views about curriculum management were also important and some were once working in schools and formed part of the management. The data collection was voice recorded and hand-written notes were made, allowing the participants to provide historical information based on their experiences. The interviews took place during the months of August to October 2017 within the school environment and the participants were prepared to participate (Creswell, 2014). The researcher came across two challenges, respondents had back to back meetings and lots of administration work, which was required by DoE from school. To overcome this challenge, the interviews took place after work, from half past three until around half past five. However, initially it was planned that they would take place during lunch time.

Creswell (2014) states that it is helpful to consider the complete range of options of data collection and to organise these methods. The choice of methods is based on whether the intent is to stipulate the form of information to be collected in advance of the study or to let it emerge from participants in the project. Also, the type of data analysed is non-numeric information, gathered from semi-structured interview questions recording. The researcher interprets the themes or patterns that emerge from the data.

The main benefit of the face to face interviews was that the researcher was able to clarify unclear information and ensure that data collection was clearly understood and this was done by repeating the questions and rephrasing the questions (Appendix 1). The participants became defensive and aggressive, even the body language was dictated (Sekaran & Bougie, 2013).

The demerits of the of face to face interviews were geographical limitations, which were not limitation for this study. Moreover, it is expensive and other challenges is that respondents may not be confident about the anonymity of their answers when they are interviewed face to face (Sekaran & Bougie, 2013). The researcher utilised open-ended interview questions (Appendix 1) to interview 15 respondents for this study, where themes and sub-themes were generated

because it allowed the respondents to openly explain their answers to the questions without limitations hence, the researcher gained more insights from the information. Managers who are experiencing challenges have an opportunity to voice out their frustration and able to suggest how they can be assisted so that they perform to the best of their abilities (Sekaran & Bougie, 2013).

Qualitative interviews brought some preliminary issues to surface. Open-ended questions were asked that were limited in number, which planned to elicit understanding and opinions from the participants which allowed them to freely state their viewpoints (Creswell, 2014; Sekaran & Bougie, 2013).

3.6.2 Secondary data

Kumar (2014) explains that secondary data entails some previously collected data which are used to obtain more clarity in some of the phenomenon that was shared by the respondents. The DoE manager provided the researcher with documents to use in order to gain a deeper understanding of the phenomenon of the study. Journal and DoE documents were read in order to gain past literature review and guidance for schools respectively. Therefore, Gqadi (2013) also mentioned that documents kept for clarity can be drawn and used where necessary, to reach the conclusion.

Table 3.2: Demographic details for the respondents

Respondents	Designation	Gender	No of years' experience in position
M1	Manager 1 SMT	Male	3
M2	Manager 2 SMT	Female	4
M3	Manager 3 SMT	Female	6
M4	Manager 4 SMT	Male	15
M5	Manager 5 SMT	Male	1
M6	Manager 6 SMT	Male	9
M7	Manager 7 SMT	Female	12
M8	Manager 8 SMT	Female	2
M9	Manager 9 DoE	Male	5
M10	Manager 10 DoE	Male	2
M11	Manager 11 DoE	Male	23
M12	Manager 12 DoE	Male	18
M13	Manager 13 SGB	Female	2
M14	Manager 14 SGB	Male	19
M15	Manager 15 SGB	Male	1

Source: Constructed by Researcher

3.7 Sampling design

3.7.1 Population of the study

Sekaran and Bougie (2013) state that the target population refers to the whole group of people, events or things of interest that the researcher wishes to investigate. For this study, the sample size was drawn, which represented the whole population for this study because it was impossible or rather prohibitive to investigate the whole population due to time, cost involved and other human resources issues. As a result of that, drawing the sample from the population was likely to produce more reliable results (Sekaran & Bougie, 2013). The population was extracted from 46 educators of which 11 were selected as respondents within the school, with an additional four members from circuit based and district-based offices.

3.7.2 Sampling

Sampling is a subset of the population. It comprises the members selected from it and by studying the sample, the researcher is able to draw conclusions using purposeful sampling for this study (Sekaran & Bougie, 2013). Purposeful sampling is a method commonly used in qualitative research for the identification of a variety of information-rich cases for the effective use of inadequate resources (Patton, 2002). That included identifying and choosing individuals or groups that were especially knowledgeable about, or experienced with the phenomenon of interest (Creswell & Plano, 2011). The sample was purposefully selected and situated in one of the schools in KwaMashu Township, with total number of forty-six teachers, there were four DoE managers were requested to participate, three SGB members representing the teachers in the school governance and eight SMT who constituted the Principal, two Deputy Principals and five HODs.

3.8 Data Analysis

Qualitative data analysis is defined as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns (Hsieh & Shannon, 2005). Qualitative researchers make a considerable use of inductive reasoning. They make many specific observations and then draw inferences about larger and more general phenomena. Furthermore, their data analysis is more subjective in nature. They scrutinise the body of data in search of patterns (Leedy &Ormrod, 2013). Moreover, any qualitative data reduction and sense-making effort takes a volume of qualitative material and attempts to identify core consistencies and meanings (Patton, 2002).

Sekaran and Bougie (2013) concur with Mayring (2000) that qualitative data are in a form of text and could be derived from a variety of data such as primary and secondary data, such as individual interviews, focus groups, company records, government publications and the internet. Thus, qualitative data analysis derives from the past extracting objective data to create meaning like themes and patterns that are manifested from the investigated data (Sekaran & Bougie, 2013).

The data analysis in this case involved the interpretation of audio and interviews written notes, sorting out data and arranging it into different sources of information. This lead to the overall sense of evidence and gave the researcher the chance to reflect on its general meaning. Therefore, the type of themes and coded information was formed, based on past literature. Furthermore, once themes were presented, they led to the final stage of the research, where

data analysis involved the interpretation of the investigated findings, thus, leading to either being adapted for change or used for researched based (Creswell, 2014).

3.9 Reliability and validity

Sulkind (2012) states that the reliability occurs when the test gives the same results more than once and realised the same outcome, whereas, validity refers to the test results and must be interpreted within the context in which the test occurs. The qualitative and quantitative have a diverse methodological style and quality measures (Cope, 2014). Therefore, for the qualitative research approach, the researcher offers data trustworthiness by including questions that researchers and critics may enquire to evaluate the quality of the study (Street & Ward, 2012). The qualitative validity takes place when the researcher examines the accuracy of the findings by engaging certain procedures and on the other hand, qualitative reliability strongly suggests that the researcher's approach is consistent throughout individual researchers and individual projects (Sekaran & Bougie, 2013). Cope (2014) and Marshall, Cardon, Poddar and Fontenot (2013) state that the standpoints of the qualitative research study are credibility and trustworthiness.

Du Plooy-Cilliers, et al. (2014) state that reliability and validity are used differently in quantitative research, as compared to qualitative research. However, qualitative research's predominant term is trustworthiness, which is separated into credibility, dependability, confirmability and transferability:

- Credibility is the accuracy in which the data collected from the participants are interpreted by the researcher and it increases when more the time is spent with the participants. In this study the researcher is able to spend more time with participants because it happened that they are working in the same environment and had no limited access to interact with them.
- Dependability refers to the quality process of collecting and analysing data and the interpretation of the findings by the researcher. In this study emerging themes and sub-themes will be explained in detailed from the emerging data collection.
- Confirmability occurs when data collection is linked with the findings and interpretation by the researcher and it helps future researchers to support their findings. In this study the researcher will link the findings with the literature review in order to gain an understanding of the study based on previous reviews so that the information can be utilised by future researchers.

- Transferability occurs when the findings can be used in other similar research. This study can be utilised for future studies within a similar context.

In order for the study to be reliable, the researcher records the interviews while at the same time jotting down some notes, in case the recordings fail. Moreover, the written notes are kept during data collection to establish confirmability and all steps were taken to confirm transparency in order to establish dependability (Cope, 2014).

The qualitative research also considers internal and external validity, so this is done by the researcher in order to establish creditability, therefore data collection entails that the respondents' demographics must be included (Cope, 2014; Yilmaz, 2013).

3.10 Ethical considerations

In order to collect data for this study, the gatekeeper letter was granted by DoE Province of KwaZulu-Natal and ethical clearance was granted by University of KwaZulu-Natal. Moreover, the permission was requested and granted by the school Principal, where the participants took part in the study and the Principal requested not to use teaching and learning periods but to check whether the participants had free periods and during lunch breaks (Creswell, 2012). The letters where distributed to the participants inviting them to take part in the study. The respondents were requested by the researcher to participate and issued an informed consent letter (Appendix 1) to ensure that the respondents understand what the research was all about.

Sekaran and Bougie (2013) state that ethics are codes of conduct or the expected social norms of behaviour during the research study. For this study, there were various ethical considerations that were adhered to, so that quality research study was produced:

- The University of KwaZulu-Natal (UKZN) ethical guidelines were provided by the Graduate School of Business and Leadership to the researcher, to uphold ethical standards.
- UKZN requires the researcher to acquire gatekeepers' letters, ethical clearance approval letter before conducting the research, which was granted by the employer (see Appendix 3).
- The school Principal further permitted the researcher to conduct the study during the time when the research did not interfere with teaching and learning periods.

- The respondents volunteered to participate in the study, to which they signed the informed consent form (see Appendix 1). They were informed that they may withdraw from the study anytime. The interviews took place at a time of their convenience within the school.

- The information provided by respondents was kept safely and remain highly confidential.

- During the interview processes, the researcher did not influence the respondents in any way, except asking for clarity and elaboration in certain matters.

- To ensure the confidentiality of the respondents, their positions were not specified but instead were represented as managers.

3.11 Conclusion

This chapter outlined the research methodology adopted for the study, which was set as a blue print for the researcher to plan the process that was adopted for the study. It is important to reiterate that this research was a qualitative one, which used semi-structured interviews to collect data and the finding were thematically analysed to support different reviews from the literature. The next chapter presents and discusses the findings of the study, based on the objectives.

CHAPTER 4

PRESENTATION OF RESULTS

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4.1 Introduction

The previous chapter delineated the research design that was used for the study. This chapter concentrates on presenting the results of the research study, which represents non-numeric data which emerged from the semi-structured interviews conducted. A total of fifteen interviews were conducted and transcribed, themes were identified and also presented. Several characteristics of the challenges faced by HODs in curriculum management in a secondary school in KwaMashu, Durban, were identified. The data that emerged from the interviews were interpreted and analysed. The discussion concentrated on several themes that emerged from data analysis.

The themes and sub-themes addressed the following objectives of the study:

(a) To examine the challenges faced by HODs in curriculum management for secondary schools.

(b) To identify the leadership traits and attributes that are required for the HOD's position.

(c) To determine the strategies that can be developed to improve HODs' training in order to enable them to effectively handle the curriculum management in secondary schools

4.2 Themes and sub-themes

Table 4.1 below shows the outline of the themes and sub-themes that were derived from the analysis of the data.

Table 4.1: Themes and sub-themes

Theme 1	Duties of the HODs
Theme 2	Transition from being a teacher to the HOD position
Theme 3	Multiple-tasking of HODs in curriculum management
Sub-theme 3.1	Induction process
Sub-theme 3.2	Programmes in place to enable HODs
Sub-theme 3.3	Essential skills and knowledge
Theme 4	Effective leadership
Sub-theme 4.1.	Leadership skills to address curriculum management
Sub-theme 4.2	Responses relating to challenges
Sub-theme 4.3	Expected leadership and support
Theme 5	Recommendations to enhance curriculum management

4.2.1 Theme 1: Duties of HODs

Most of the respondents indicated that their responsibilities included making sure that teaching and learning was taking place in a proper manner, through monitoring the scope coverage and providing guidelines on teaching aligned with ATP. They needed to assess question papers before and after the paper had been written, in order to analyse the results so that there would be interventions to discuss how the results can be improved. Furthermore, they were accountable for all the teaching and learning materials of the subjects for each department.

"*Duties of HOD depends on the needs of our school and consider mostly the school's vision and mission, even though not different from the duties as schedules in the Public Administration and Management (PAM). They control work of educators and learners and submit to senior management of the school, like marksheets, to moderate question papers and memorandum (pre-moderation) and learners' scripts and marking (post-moderation) and also perform all the administration duties of the department.* [M8]

HOD's are also responsible for his or her departmental budget (income and expenditure) and make requisitions for the departments. Moreover, they are responsible to act on behalf of the principal or deputy principal in the case where both were absent." [M11]

Another respondent was of the view that HODs are expected to do different tasks in addition to curriculum management, hence, they were expected to go an extra mile and engaged in extra-curricular activities. They were also accountable as grade controllers in order to establish the functionality of the grade. They were also expected to teach learners, as well as manage teacher's work. Below were some of the responses from the participants:

"Curriculum management, doing work programmes aligned with the syllabus, recovery plans, assisting in developing educators, responsible for other human resource matters, discipline, pastoral duties, forecast planning and setting of targets." [M11]

"...they need to give feedback to their juniors about new developments in curriculum." [M14]

The respondents explained that HODs must have a year planner and use it to monitor curriculum coverage, on which it has dates for individual teacher submissions and one-on-one sessions with them, where they discuss curriculum matters. They added that they monitor the learners' work like exercise books and or portfolio files, to see if the teacher's work corresponds with what he/she said was already covered in class as evidence and sometimes the HODs do collect exercise books themselves from learners, for scope coverage evaluation per subject. If the information submitted by the teacher does not tally with that of learners' portfolios and exercise books, a written report is compiled. Therefore, the HOD arranges some one-on-one sessions with the subject teachers, they report back to the educators in a written report form and report to senior management in a discussion seating. They hold departmental meetings to discuss curriculum matters like lesson plans, assessment tasks that are planned and tracker issues are discussed. They also mentioned that they provide coaching sessions for the new and inexperienced teachers.

"As an HOD, I monitor controlled test and deadlines of the School Based Assessment (SBA), conduct Integrated Quality Management System (IQMS) within my department, I also organise prize giving day with the curriculum committee and as an HOD, I schedule meetings for my department. I ensure that teachers go to classes prepared, they cover ATP and I support them so that they perform to the maximum." [M2]

The other respondent summarised the HODs' roles, indicating that they run workshops for the teachers, collaborative leaderships matter of improvement of systems in place, reviewing testing, checking assessments and moderating marked learners' scrips. They also order prescribed textbooks, issue them to learners and they ensure that those textbooks are retrieved on time. Moreover, HODs provide the necessary documents to the teachers, for effective learning and teaching.

"I provide ATP to teachers, making sure subject policies are in place and they should complement each other because they elaborate the expected duties of teachers and what needs to be covered in terms of curriculum." [M1]

"..must be able to control people, communicate, coordinate, time management and give feedback on assessment." [M7]

One of the respondents was concerned that teachers do not finish the syllabus, hence, effective monitoring and support was vital. They also need to monitor the amount of language code-switching during teaching and learning and was of the view that teachers are using more vernacular (IsiZulu) than the language of instruction (English). On top of that, there was a lack of parental support and an increase in late coming.

"HODs need to be vigilant and know what is working for curriculum management and what needs to work to improve curriculum delivery and scope coverage and because of that, they need to be able to identify the teachers who are stuck and need help, those who are on track and those who are behind and find a way to help them by reaching consensus of what actions can they take to improve and support." [M8]

"I also ensure that each educator in the department has a subject improvement plan that is detailed and covers all areas of weakness, such a plan must be comprehensive and have an input from me." [M4]

"..they need to give dates to their juniors, about the submission and encourage teamwork teaching or cross teaching of educators from other schools within our ward and do class visits." [M14]

4.2.2 Theme 2: Transition from being a teacher to the HOD position

The respondents indicated that HODs do both teaching and managing, thus, teaching and curriculum supervision were part of the HODs' responsibilities. However, teachers (PL1) are

also managers. Therefore, they also have responsibilities to manage the learners' attendance registers and their class welfare matters. The other respondents highlighted that PL2 focus area were advanced as compared to the PL1, in that the scope of work is mainly managing, leading, mentoring and supervising both educators and learners and curriculum, core-curricular and extra-curricular activities. The PL2 makes reports and submits them to senior managers, hence, transition was not easy as one moves from a close sphere to a broader one, for example, dealing with his or her subject and learners. However, the concentration is of a group of teachers, group of learners, group of subjects and a number of learners to be responsible for different subjects. For that reason, transition requires that one needs to change adaptively. They also need comprehensive leadership and management skills. Moreover, they have the responsibility to interact and account to officials for and on behalf of the teachers in his or her department, which is a duty not common with PL1.

"Being a Post Level 2 is slightly challenging because it requires you to became a leader in such a way that you always lead with an example in every occasion, motivate teachers, take care of the challenges they face, observe and resolve those challenges, ensure discipline is always well maintained. It is not the same as being Post Level 1." [M4]

"PL1 have more periods to be attended to, with more classes and learners. However, moving from PL1 to PL2 means less periods, less classes, less learners but more work in terms of monitoring, motivation and supervising of other educators under his / her watch." [R14]

"I had an eye-opening lesson because it was different from being post level 1 and now I had to manage people. I had to be able to give them clarity and support so that there was a smooth running of the department. I was expected to assist learners with reading difficulties, so I arranged people from outside school, whom we considered experts, to come and assist us especially in grade eight and nine. It was going to help grade 10-12 teachers by receiving learners who are ready to adapt into the new phase." [M1]

The other respondent stated her views, arguing that it was not easy to move because the HOD position comes with greater responsibilities and no one has trained her/him about the new expectations:

"I struggled because my new position was from the same school in which another person was acting. Therefore, giving instructions to people who were bitter and angry due to the fact

that the person had contested for the post and was unsuccessful. When one acts in a position, they feel that the post is theirs by virtue of the amount of work done while acting." [M2]

However, the other respondent was of the view that staff development sessions organised at school level may assist HODs a lot, for example:

"I was once invited here in the school for staff development but it was organised for the whole staff and even HOD sessions may be organised by senior management if they see a need." [M4].

4.2.3 Theme 3: Multiple-tasking of HODs in curriculum management

Another respondent explained one of their biggest challenges, that they needed to do various duties such as teaching and many administrative requirements at the same time. Another challenge was poor management skills, because not everyone was trained to become a manager, it had to be observed from previous HODs, backlog in covering the curriculum, team management, lack of resources and lack of punctuality and consistency.

Another respondent mentioned that people were not honouring submission dates like lesson plan, question papers with memorandum for monitoring and moderation respectively, and that makes it difficult for the HODs to do the job effectively. Also, the absenteeism of teachers causes them not to finish the syllabus, which leads to adverse results.

"...even though I am a manager, but I am also teaching as well and teach for teachers who are absent from work. I ended up being stretched in all the classes. Since the language department is huge, it becomes a challenge hence, half of the staff are language teachers." [R1]

"*Based on my observation, the challenges are incompetent educators, time frames are not followed, which leads to submission dates not being met, learners with low marks are not assisted properly and conflict management, due to educators' class allocation of duties."* [M11].

"*…negative attitude shown by certain members of staff within the department, lack of motivation, late coming and lack of resources. The working environment is not conducive to allow teacher-to-HOD privacy for meetings.*" [M4]

"*…lack of support from parents to discuss learner's progress and conduct and to perform one more non-teaching administrative duties such as staff and learners 'welfare.*" [M6]

The other respondent was concerned and explained that many issues that were challenging the HODs included the fact that older teachers were using the same old method of teaching and content that was not CAPS compliant, resulting in a lot of content not covered. The teachers go to classes unprepared and not covering work as prescribes in the ATP, while some teachers are not comfortable teaching some aspect of the syllabus and not even asking for help. They also indicated that some teachers do not teach the relevant subjects (their majors), thus failing to deliver and thereby leading to incompetence. Another challenge was the lack of team teaching and support, where necessary. in addition, some parents do not come to school when invited to discuss their children's performance, thus, not meeting the school half-way in efforts towards managing the learners' work. Learners have the rights, but are not responsible for their education, some of the challenges brought about by the learners include not doing their homework, not submitting tasks and activities, many days of absenteeism without valid reasons, few of them were not attending classes, hiding around the school and not prepared to learn.

4.2.4 Sub-theme 3.1: Induction process

The majority of the current HODs explained that they were never inducted until such a time the school was one of the underperforming schools which obtained 30% matric results and was referred to as T30 school. Therefore, the DoE designed workshops that assisted HODs to manage curriculum, following the standard policies. However, those who were appointed long ago were of the view that the DoE conducted induction workshops for them soon after they were appointed. One may argue as to why the DoE stopped conducting those induction workshops and realised the need after they observed a decline in the learners' matric results and DoE choose the schools that perform before 30% which they call T30 schools and neglect those performing more than 30% even though they also need induction and also training and development.

One of the respondents who was appointed long before becoming the Principal of the school highlighted that when she was in induction process conducted at school by senior management (former Principal and Deputy Principal), within the week of her appointment, whereby educator was trained and made aware of the duties and roles of the HOD, according to the Public Administration Management document. Which highlights that HODs be in charge of a subject, learning area or phase, coordinate evaluates/assessment, homework, written

assignments for all subjects in her department, provide and co-ordinate guidance on the latest teaching methods to inexperience teaching staff. Moreover, the respondent was invited by the DoE to a training workshop organised by the district office for the newly appointed HODs and they were empowered on curriculum matters like improvement of school functionality and educational outcomes at all levels, implementing Quality Assurance Measures Assessment policy and Systems to monitor the success of learners.

"*Induction was conducted at school level by senior management, the Deputy Principal and the Principal and the circuit office also inducted us on curriculum management and administration.*" [M6]

"*The DoE at district level opted for three days away workshop designed for newly appointed HODs, but it was meant for those schools referred to as T30 schools.*" [M5]

"*I found myself at the deeper end since I was not previously inducted and the DoE saw a need after the school failed to produce better results.*" [M2]

"*...there was constant training and development from my mentor, a meeting once a month and workshops for training.*" [M11]

4.2.5 Sub-theme 3.2: Programmes in place to enable HODs

The respondents from senior management had a similar view with other respondents, that HODs attended induction course through invitation by DoE, then execute training and workshops on the roles and responsibilities of the HOD. Consequently, management was one of the major items in that training workshop session. Recently "*Jikimfundo*" which is a pilot project in order to enhance quality of education and it has emerged as one of the programmes empowering HODs about the real scope of mastering curriculum management and delivery of learning outcomes. Furthermore, the Education Labour Relations Council (ELRC) also provided seminars/workshops to HODs, on labour issues and legislative matters, as well as transition in so far as education processes and procedures are concerned. Professional development workshops are put in place for SWOT analysis and for the HODs to enable them, lead and guide without fear or favour. HODs are empowered on serious and less serious misconduct issues by the Department of Basic Education (DBE) district and provincial officials, according to South African Constitution (Act no. 108 of 1996), Labour Relations Act (LRA) (no. 66 of 1995) as amended, South African Schools Act (SASA) (no. 84 of 1996) as amended and the Employment of Educators Act (no. 76 of 1998) as amended.

"...cluster meetings, workshops run by the circuit and districts are taking place." [M11]

"When I was appointed as an HOD, I was placed in another school and there were no workshops whatsoever until I came to this school, where I was capacitated under T30 schools. However, there is a lack of induction, may be due to lack of funds or poor budget management and when I was post level one teacher, I heard about induction but now that I am promoted to be an HOD there is nothing. Therefore, it is important to have veterans who would equip us with new positions." [M1]

"...the circuit officials always visit schools to supervise school management and the district organised workshop on curriculum management, legislative issues pertaining LRA and SASA and many other acts." [M5]

"...other organisations, in partnership with DoE, to assist HODs to carry out their duties effectively and networking with neighbouring HODs from other schools to exchange leadership skills and ideas, is helping as well." [M6]

"I attended "Jikimfundo" workshops, where they prepare certain modules related to leadership and management, in order to solve problems of curriculum coverage." [M2]

4.2.6 Sub-theme 3.3: Essential skills and knowledge

The respondents explained that HODs need to be competent, dedicated and caring. Hence, they need to have good communication skills, listen to other people's ideas. They need to have good command of the subject matter and willing to explore teaching methods for effective teaching. Most importantly, they need to recognise the abilities of their staff.

"I need to have leadership skills. I have to know the subjects and if I don't know the subjects, I consult DoE documents to equip myself. I have a year plan because I need to plan meetings, class visits and submission dates. Moreover, I need to know where and when should I develop the teacher. I do have all necessary documents for all the subjects under my department." [M2]

"Proper understanding and background of the subjects that I'm monitoring, is important and that is when the subject heads come to my rescue when my knowledge is lacking. We usually have face-to-face meetings, providing clarity and guidance to me as an HOD, thus this task has to be delegated to people with experience." [M1]

One of the respondents was of the view that HODs need to understand DoE policies and be able to share the information with colleagues, interpret and apply what needs to be implemented

for curriculum purposes. For that reason, the HODs must be able to develop a supervisory plan with dates to check the teacher's files, focus of the day and feedback dates. Moreover, they need to have curriculum coverage monitoring skills, strong management and leadership skills. Another respondent highlighted that there was a long list of the required skills and knowledge that HODs must have and were as follows:

"...time-management skills, planning and management, responsibility and accountability, monitoring, target settings and performance, assessment and evaluation, policy formulation and implementation, be able to follow systems and procedures, classroom management, reporting procedures, feedback and reporting, moderation processes, receiving and recommendations, analysing and data capturing, coordination and controlling and finally, mentoring and induction." [M8]

"...they need to be expertise in the subjects they are leading/monitoring. They need to know the challenges faced by educators and they need to assist educators with a variety of methods of teaching." [M11]

4.2.7 Theme 4: Effective leadership

The respondents were of the view that an effective leader is supposed to have integrity because teachers need to trust their managers. It was important to have a full knowledge of work or job description. They need to have good relations with human resource. Moreover, one of the respondents explained that it was important to apply various leadership skills in order to assist managers to be punctual and consistent as leaders.

Another respondent emphasised that one needs to be physically fit and able to go an extra mile. Moreover, the HOD may never be certain about making the right or wrong decision when it comes to people and they only need to become good communicators and good listeners. They also need to work harmoniously with one another and avoid fights. For example, in one department, there was a misunderstanding between the HOD and the teachers under supervision regarding taking learners to participate in a debate. The HOD was concerned that learners need to prove themselves in the classroom first, before participating in any other activities outside school. That takes a collective effort that do not favour any group. Therefore, there was a need to have a programme in place to enhance the learners' performance and improve progress results, at least level 5 and 6 (60% and 70%).

Other respondents were of the view that to become an effective leader, one must be responsible, accountable for the duties entrusted to her/him. HODs must be able to motivate, evaluate, mentor the staff, need to be innovative, initiator, goal setter, to have a clear vision and mission of the schools, to be a counsellor to learners and staff and strategic planner, mediator, decision maker, control process and procedure, empower and develop others, manage time, organised and delegate accordingly and effectively, provide support to PL1 teachers and senior managers and understand the abilities of his/her staff, in terms of their strengths and weaknesses:

"By being able to keep things under control at all times and make sure that everyone is involved in decision making. Being transparent, leading by the example, being a role model to the department teachers. Also ensuring a healthy relationship between the HOD and staff to allow being more observant, providing support and attending to the needs of the staff." [M4]

"HODs should be able to good listeners, flexible, open to change and to have a broader shoulder. It was mentioned that time management and organisational skills were also important to be able to survive the demands of their work. Delegation skills was also important so that the HOD develops team members and assist in reducing his or her work load. The appraisal was another important role of HOD as a leader because it improves practical of members of the department through diagnosed areas of need." [M1]

"...always make juniors feel acknowledged, worthy, important and recognised. Treating everyone equally and be professional." [M14]

4.2.8 Sub-theme 4.1: Leadership training to address curriculum management

The respondents were of the view that HODs need to attend training development workshops and made aware of the DoE expectations. However, some of them leave work for training, but instead of attending the training, they see the opportunity to escape and attend to their personal matters. They also need to upgrade their skills so that they can be able to develop their teams. Furthermore, they need to be on par with understanding and interpreting policies of the department, so that they can share information with the members of their departments. Moreover, they need to schedule regular meetings, in an information sharing meeting. They also need communication skills because they are role-players in their departments. They need to be computer literate because HODs were allocated laptops so that all documents necessary for curriculum management were typed and learners' results were captured for future retrieval.

For this reason, they need to discuss what needs to be captured in those laptops in an SMT meeting.

Another respondent argued that HODs need to ensure that each subject teacher has ATP for each subject they teach, which must be adhered to by completing syllabus according to the prescribed dates. Therefore, HODs need to have evidence in writing, of what has been taught, when it has been taught and how it has been taught. For this reason, HODs must keep evidence of interventions undertaken to achieve the set goals.

Another respondent was concerned about the training and development that was taking place during teaching and learning time, because the DoE contradicts itself when it interferes with the teaching and learning schedule prescribed by ATP, since it was never accommodated. Moreover, the respondent emphasised that HODs need to upgrade their skills, therefore, it was important not to wait for the DoE's training and development programmes, but they can enrol for short causes which were also available online as well. Another concern was the lack of offices for HODs in the school, the situation which makes them mingle with their junior staff.

"...they need constant training, monitoring and support." [M11]

"DOE needs to fully implement induction programmes for every school whether T30 or not and provide an on-going support." [M1]

4.2.9 Sub-theme 4.2: Responses relating to challenges

The respondents highlighted that HODs should work hand in hand with structures within the school at departmental level, senior management level (Deputy Principal and Principal). They should consult the DoE officials such as subject advisors, ward managers and circuit managers, depending on how others dealt with the matter. One respondent pointed that they need to first of all network amongst themselves within the school or neighbouring schools, before they report the matter to senior management, or even consults subject advisors. Another way, they can sit in one on one sessions with the teacher concerned and resolve the matter.

"I tried to deal with the matter on my own by having one on one meeting so that I can find out the causes of the problem first and if I fail to resolve it, then I consult the senior management." [M1]

"If teachers do not do their work, I call one on one meeting as part of the monitoring. However, if they do not comply I used the document provided by DoE (disciplinary code and procedures) but fortunately enough, it has never come to that. I can just follow the document which is outlining the misconduct and serious misconduct." [M2]

Another respondent highlighted that by being democratic and transformational leaders, HODs must first know and understand their strengths and have a vision. They need to deal with the problem, not the person. Moreover, they need to put structures and systems in place:

"Personally, I'm expecting teachers to be good initiators, good communicators and good listeners because they will be able to deal with challenges in a manner that is acceptable and fair to resolve the problem in consultation with the school policies. In so doing, they need to identify the challenge, invite people who were affected in a schedule meeting, either for staff or individual staff member, learner and or the parents in order to resolve the matter and they need to consult other stakeholders like experienced HODs and senior management and or even report the matter to the higher structure for help and support, if the school was unable to resolve the matter." [M7]

The respondent believed that they have ability to lead and make an example that if one can manage a class, therefore it was possible to manage the staff. The other respondent believed that the interview processes were based on selection criteria which one was expected to meet.

Whereas, the other respondent was of the view that not all HODs have what it takes to become an HOD, because some of them lack the subject knowledge of the other subjects they are managing and hence, they fail to assist teachers with content challenges. Moreover, they see the promotional post as a financial booster, but they lack the commitment necessary for the job. Furthermore, others feared some of the teachers because they overpower them, since they were friends and do not want to take instruction from people who were equal to them within the school. Because of that, it had an impact on the way the HODs manage them, since they were unable to face the teachers, which means that they lack the knowledge, as well as the leadership skills. HODs who have friends in the school tend to favour their friends more and shield them, instead of disciplining them equally as other staff members and that causes tension amongst staff members. The ones who get privileges ended up not following the policies of the DoE and school. For this reason, it showed that they lacked the managerial skills which enable them to do their job efficiently and effectively.

"...yes, they do since they undergo a very intensive interview which looks at their experience, majors in their subjects, ability to communicate at all levels with everybody" [M14]

"Yes, we can handle the issues that have to do with our discipline, but this is not to say we do not need any further development." [M4]

However, the other respondent had two different views that sometimes the schools get diligent, enlightened HODs but on the other hand, there were those who were HODs by default, with very little knowledge of their responsibilities or willingness to commit to the role. It was also highlighted that the DoE should have a set of recommended questions for interviews, which were available to anyone and because of that, people come well prepared to answer any of those questions. Hence, anyone can give right answers, but with little knowledge and commitment.

Another respondent explained that chances were 50/50 because some HODs were born with leadership abilities and skills, while others need to acquire leadership abilities to perform their duties. For those HODs who were born brilliant, it was easy for them to master curriculum knowledge and were to perform to the expected levels. The principal further explained that when HODs were going for interviews, very few questions were about content-related, most of the questions were personal, community related and professional development, which makes it a bit difficult to have a clear distinctive answer or yardstick, as to whether the person does have the necessary leadership abilities. Moreover, the qualifying HODs are those who has one or two major subjects or specialised subjects, in so far as curriculum was concerned and most of them need to be trained and empowered through workshops and seminars to have the necessary leadership abilities to perform their duties. Some were appointed based on the number of years that they had been teaching the subject, but leadership abilities were not considered. Therefore, the HOD with the necessary leadership abilities can easily be reflected in his / her subordinates' responses, performance and success.

One of the respondents highlighted that a sound knowledge of the subject in his or her department would assist HODs to effectively execute their leadership abilities. They need to provide all the support that is needed for the teachers to perform to the best of their abilities. Moreover, DoE member added that communication skills, as well as listening to other people, was important for the smooth running of the department.

4.2.10 Sub-theme 4.3: Expected leadership and support

The respondents indicated that the success of any programme in a school environment lies on collaborative management, a clear vision and setting of high standards. If HODs model good behaviour and good governance, displaying exceptional knowledge of the curriculum and equipping their colleagues with success will be huge.

"...yes, South African education needs a huge revamp or overhaul, as we rated two from the bottom, globally. There must be a push to teach all subjects, with the exception of English, in mother-tongue, as South Africa has eleven official languages." [M14]

"...time, space and lack of resources results in poor management of the curriculum, only the Principal has an office, but the rest of the management team share space with all members of staff, but we try our best to attend to every problem." [M4]

4.2.11 Theme 5: Recommendations to enhance curriculum management

It was also highlighted that HODs need to have pedagogical knowledge, subject knowledge and assessment knowledge, which is also important. Therefore, HODs develop their departments through the use of team development by providing different types of appropriate and relevant roles for HODs. It was also pointed that they need to learn from others, consult with senior management and read education related and management books, and or manuals.

"...through staff development, random class visits by HODs to classroom, even though the teachers do not like that idea because it is as if they are being watched and moreover, a visit by department of education officials" [M4]

Other respondents' emphasis was that HODs need to ensure that all systems were in place to monitor curriculum coverage by all teachers and encourage parents to support teachers, as well as the learners. They need to attend workshops and to develop themselves through research from the library, read newspapers and other materials. They may also consult university lecturers on their subjects. Moreover, they can even consult subject advisors or senior HODs.

The other respondent explained that HODs need to be lifelong learners, they should never stop developing themselves in order to keep abreast with educational issues and or curriculum matters, while at the same time providing intervention and remedial strategies in order to improve the learner's results and use diagnostic analysis were necessary, for the slowly progressing learners. It was indicated that HODs need to ensure that everyone within their departments adhere to the assessment programmes for subjects and account accordingly.

Engaging in teams for professional development is important because it enhance the quality of education through collaborative discussions.

"I attended different workshops and enrolled in an institution to develop myself as a lifelong learner. I take criticism as a mirror that will be reflective and not allow challenges as my weakness but my strength" [M1]

4.3 Conclusion

The responses emerged from interviews with the management of the school. The findings suggested that the HODs who do not specialise in all the subjects which they were supervising had challenges because they needed to seek special assistance from other people within the school environment, or outside the school environment. Moreover, it was suggested that they needed to acquire more knowledge from the DoE documents, which serves as curriculum management guidelines.

It was further suggested that HODs' work was too much since they were expected to teach, while at the same time being accountable for all departmental administration, involving both learners' and teachers' work. Furthermore, leading people require the necessary communication skills in order to interpret the DoE and school policies in meetings and in discussing any curriculum matters in their departments, collaboratively with the staff under their supervision. The study also suggests that training and development programmes were important for HODs to enhance their management skills, because it was highlighted that some people were born with leadership skills, and others needed to acquire leadership knowledge through training. Therefore, leadership styles can be incorporated for the roles and duties expected from HODs. The next chapter presents the discussion and interpretation of the findings.

CHAPTER FIVE

DISCUSSION

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5.1 Introduction

The previous chapter focused on the results of the study. This chapter interprets and discusses the findings of the study in detailed themes and sub-themes.

5.2 Key Findings

5.2.1 Duties of HODs

The findings of the study highlight that HODs plan, organise, implement and control teachers', as well as learners' work, through monitoring the scope coverage, making sure that the prescribed syllabus has been covered and is up to date. For this reason, it would ensure that question papers and memorandum cover all the work when learners were assessed, ensuring efficiency and quality education. The findings also revealed that the respondents were concerned more about the amount of administration work that they were expected to do, which includes teaching, scheduling departmental meetings, attending to teachers with curriculum challenges by giving them support, as well as participating in extra-curricular activities.

Kyahurwa (2013) supports the above findings, that curriculum management involves a lot of administrative work load, hence, the explanation of the meaning stated that it involved the effective resources for implementation of the policies, processes and procedures in the secondary schools, which involves planning, organising, coordinating and controlling. Therefore, curriculum managers require leadership expertise to motivate and support teachers to achieve the desired curriculum outcome stipulated by the policy. The school needs to obtain curriculum feedback from mentoring and support of the syllabus coverage, assessment and moderations on quarterly basis, hence, these processes require evidence such as learners' exercises books per learning area, performance and progress per learner, which provides feedback on whether the implementation processes meet the intended outcome (Department of Education, 2012).

The findings showed that HODs must have a year planner to use for monitoring curriculum, which has deadlines for SBA and that can be done through checking the learners' exercise

books, portfolio files for scope coverage indicated from ATP and also evaluate marked tests and examination scripts. The results are in line with Jaca's (2014) views that HODs claim that some of them concentrated more on evaluating teachers' and learners' work and referred to that as checking lesson plans, checking if the learners have enough relevant activities, pacing, adherence to the stipulated formal assessment, work schedule coverage and interventions. HODs report back to subject teachers regarding the evaluation of learners' work and that has to correspond with teacher's files. By so doing, the HOD indicates the quality assurance of the teacher in the IQMS report which measures how well the teacher is doing in the classroom, administration and extra-curricular activities. This is supported by Ukaidi (2016), who indicates that the democratic leadership style reveals the leader to team members' relationship, while ideas and decisions are shared. Therefore, the duty of accountability is established, and it improves productivity and because of that, accomplishments are normally high. Moreover, disapproval and admiration are accurately specified and that is how new ideas and changes are created.

The findings also revealed that sometimes teachers do not finish the syllabus as planned due to learners having problem in understanding the content of the lesson and this causes a delay and creates challenges for learners who would be writing external assessments. Therefore, teachers are compelled to work extra hours in order to finish the syllabus and HODs need to support them. This is confirmed by Amanchukwu et al (2015), who noted that democratic leadership assists teams to advance their skills and as a result of that, teams are encouraged by something bigger than financial rewards because they feel being needed and part of something that makes sense. However, it is not suitable for other activities when speed and productivity are important. Furthermore, this style of leadership tends to waste time collecting information in cases of difficulties. Additionally, another drawback in team members is the lack of knowledge in order to constructively offer quality ideas. Therefore, Nwangwa (2013) recommends that school managers are expected to plan in advance, ensuring that learners have enough teachers assigned to teaching the classes, to equip the teachers with the necessary skills, knowledge and resources for the tasks assigned to them and support them, as well as monitoring learners' work using the policy as a guideline.

5.2.2 Transition from being a teacher to the HOD position

The results of the study also revealed that the transition from PL1 (teacher) to PL2 (HOD) comes with greater responsibility and accountability due to the fact that PL1 concentrate on teaching with less administrative work, as compared to PL2, which has greater administrative work than teaching. Because of that, the transition is not easy because the induction is also lacking until such a time the school becomes a T30 school. As a result, as an HOD, one is expected to attend to different challenges that teachers are facing on a daily basis and to motivate, mentor them so that they perform to the best of their abilities. HODs not only maintain their departments, but they also maintain discipline by ensuring that teachers, under their supervision, honour their teaching and learning periods on time and submit the necessary documents on time for quality assurance. Kyahurwa (2013) confirmed that leadership qualities, skills and knowledge need to be developed, therefore, robust training involvement is important to enhance curriculum leader's capacities and further recommends that the DoE prepares training for the generations to come. Even though the literature was silent about induction that is no longer implemented for the newly appointed HODs, but only available for HODs who are working in under-performing schools or the so called T30 schools. Similarly, Jaca (2014) highlighted that HODs equip themselves for the new position through acting on vacant post, by volunteering as subject head and or supporting the SMT.

5.2.3 Multiple-tasking of HOD in curriculum management

The findings of the study revealed that HODs complained that they were expected to do administrative work, apart from teaching. Wise and Bush (2006) confirmed that HODs are also leaders because in as much as they teach, they are also expected to manage and monitor other teachers' task within their departments. It was also mentioned that other HODs lack the management skills and blamed the DoE for not providing training before one was appointed as HOD and they learned their work from observing the outgoing HODs or the experienced veterans within the school. However, HODs also have challenges of their own, like teachers who fail to finish the prescribed syllabus due to the implementation of old methods of teaching, not finishing the syllabus within the prescribed dates due to high levels of absenteeism and not honouring submission dates for things like lesson plan and assessment documents for moderations and evaluation. Therefore, it is recommended that teachers need to develop competence in teaching because initial teacher's educational level cannot provide the teacher with life time skills and the knowledge required by their profession (Kyahurwa, 2013).

HODs lack the subject knowledge for the subjects they supervise, hence they need to consult subject heads, network with the neighbouring school and or subject advisors. Similarly, other staff members teach subjects which they did not specialised in and this leads to poor delivery of curriculum. This was confirmed by Jaca (2013) who concurs with Katz (1955) that the lack of curriculum knowledge by HODs impacts on the teachers who need support of the specialist in the subjects they teach, which leads to poor delivery of the quality curriculum to learners and demotivated teachers. The curriculum changes in education require educators to develop their skills and knowledge because the schools where teachers are employed demand them to be more intricate in the subjects they specialise in and as a result, they need to prepare learners with extensive knowledge and skills necessary for competitive advantage and grow in the world.

5.2.3.1 Induction process

The findings of this study indicated that induction is a thing of the past until such time the newly appointed HODs under T30 schools were required to attend training programmes due to the fact that their school matric results were under 30% pass rate in 2016. This meant that the school did not meet the expected results by the DoE. One of the respondents even compared his previous and the current school, arguing that he was first appointed as HOD but was not inducted at all. Instead, he was relying on the experienced veterans in the subject to provide coaching, mentoring and guidance. Jaca (2013) confirmed that HODs equip themselves for the new position through acting on the vacant post, by volunteering as subject head and or supporting the SMT. However, teachers disapproving of the HODs claimed that they received support from other colleagues, as well as coaches.

However, when he was asked to move to the school that was degraded to T30, that was when he could get induction, training and development, which he appreciated because it enhanced his skills and knowledge related to curriculum management. On the other hand, other respondents explained that during their time, induction was offered immediately after they were appointed by the school, circuit and district offices, but now only the school offers induction through senior management because they also need to allocate responsibilities to the newly appointed HODs. in contrast, Jaca (2013) mentions that the results from the findings from the Principals and HODs differed in their explanation, in terms of how induction is conducted. The Principal explained that the school and the district conducted induction differently, but HODs did not mention anything.

5.2.3.2 Programmes in place to enable HODs

The findings revealed that the DoE has programmes in place to enhance the skills and knowledge of the School Management Teams, like Jikimfundo, to assist HODs in their curriculum management skills. ELRC provides seminars and workshops related to labour issues and legislative matters, for instance, DBE, LRA and SASA, to empower them on serious and less serious misconduct. Jaca (2013) argues that HODs are not given specific training on how to manage curriculum, but instead, they are trained simultaneously with the teachers whom they are supposed to lead and support. Because of that, the HODs are expected to be more knowledgeable. Therefore, Jaca (2013), in his findings states that the Principals mentioned that districts do not provide HODs with enough workshops and there is a lack of support from the DoE. However, the participants in his study claimed that even though they received training, it was not sufficient enough for them as implementers of the curriculum. Hence, they are worried that subject advisors are uncertain about CAPS, which made it difficult to help teachers and HODs. Furthermore, it is complicated for teachers to understand what is required from them, since there is a lack of resources and insufficient training (Badugela, 2012).

5.2.3.3 Essential skills and knowledge

The findings also reveal that communication skills are important. However, the main challenge was that HODs who lack subject knowledge need assistance from either neighbouring schools, consulting the DoE documents, or from subject heads within the school. Most of the time, not all HODs specialised in all the subjects that they are supervising, sometimes they know one or two things, then the rest, they rely on other people for assistance. These results are in line with those of Jaca (2013), who confirmed that HODs lacked the curriculum knowledge and or subject knowledge related to the subjects they are leading. Because of that, one can argue that there is a lack of important resources, for instance, the teaching resources. Therefore, it gives an indication that knowledge of specialised subjects is important because teachers would have been allocated adequate resources and mentorship.

Moreover, they need to be able to interpret the DoE policies and they need to have curriculum coverage monitoring skills, strong management and leadership skills, so that they can manage time, while planning curriculum matters and being accountable. Cox (2016) pointed that employees under the democratic leadership plan and generate policies in order to accomplish the planned objectives and thereafter, leaders provide them with accomplishment feedback. Moreover, this type of leadership promotes accountability and trustworthiness since the vigour

of the style is the participation of team followers in making some conclusions. Therefore, HODs need to adopt various styles in order to accomplish different tasks. However, bureaucratic leaders are different from democratic ones because they meticulously model the rules and it is easy for the staff to follow them. Moreover, this type of leadership is beneficial for the school environment, where colleagues do repetitive responsibilities (Shaefer, 2005). Moreover, participating within teams or groups in schools where innovation is important has been a disadvantage for bureaucratic leadership (Santrock, 2007). Leadership is more than management and or leading people, but it is the skill to motivate and encourage other individuals so that they can endeavour towards the goals and success for leading (Robbins, 2003; Carter, 2007; Algahtan, 2014).

However, the main challenge is that the HODs are just appointed and have never been trained for their new and demanding roles of managing curriculum. In addition, there is not enough support, mentoring and follow up training after induction. It has been assumed that the newly appointed HODs know what is expected from them by observing the former HODs. Cardno (2003) claims that most HODs lack the skills and knowledge to successfully manage curriculum, which means that they are not well-positioned to afford positive leadership required for curriculum management.

5.2.4 Effective leadership

The study results showed that effective leaders need to have integrity so that the followers will trust them. It is also important to have knowledge of their roles so that the staff will adhere to all the requirements set by them and the school. The findings are in line with Tseipobi (2012), who explained that schools are mandated by the DoE, that School Management Team (SMT) hold integrity as to encourage the culture of constructive teaching and learning as professionals, hence, they shall cooperatively work with School Governing Body (SGB) for effective school governance.

Furthermore, it revealed that acquiring leadership styles mostly favoured HODs' management abilities in a manner that would work for them in order to implement strategies that would enhance learner performance and empower and develop others by providing support. An effective leader gives other staff members some roles to play through delegation and share ideas for common goals, which requires one to be a good listener, to be able to manage time, reduce work load, strengthen support for everyone and develop strong teams. Most of all,

HODs need to be role models and open to change because when people are delegated to do the job, they communicate new suggestions and ideas that must

be adopted to improve learner performance, which lead to quality of teaching and learning. School management needs to make sure that HODs' duties and responsibilities are clearly defined so that they carry out the tasks accordingly and hence, make them accountable. It is also mentioned that delegation and shared leadership enhance a sense of belonging. However, school leaders should provide resources so that evidence of learners' records are kept safely and to ensure that learner performance is effectively improved (Urio, 2012).

5.2.4.1 Leadership skills to address curriculum management

Jaca (2013) mentioned that the HODs need to attend workshops and be trained for their leadership roles, so that they are able to develop their teams. They need communication skills as leaders and must be able to interpret and share information. It was also highlighted that information needed to be captured and stored in computers so that they may retrieved it when necessary, as evidence. Another finding revealed that DoE training programmes take place during teaching and learning time and affect the Annual Teaching Plan (ATP) schedule, thereby causing delays in completing the syllabus in time. Therefore, it was suggested that HODs enrol themselves in online training so that they can develop the skills required for their position. A concern was raised that other people do not attend workshops scheduled to assist them, but they see it as an escape to attend to personal matters.

Therefore, the scholars suggest that knowledge of work and proficiencies for the precise type of work was called the technical skill, because leaders or managers with that kind of skill were proficient in certain things and were able to analyse the techniques for organisational activities (Katz, 1955). For example, a management information system (MIS) can be taught to assist managers to plan and organise themselves using computers so that information can be retrieved for future plans. Hence, they have the strategy, whatever is necessary for the organisation (PSU, 2014). Cox (2016) mentioned that employees under the democratic leadership plan and generate policies in order to accomplish the planned objectives and thereafter, leaders provide them with accomplishment feedback. Moreover, this type of leadership promotes liability and trustworthiness since the vigour of the style is the participation of team followers in making some conclusions. Consequently, leaders promote a territory of trust and confirmed that team's ideas are appreciated. However, the disadvantage for this leadership style is the period of time

required to assist followers. So, democratic leadership delays the pace in involving team members in solutions that are effective and rewarding to the leader and their followers.

5.2.4.2 Responses relating to challenges

The findings indicated that the first step that HODs should take is to deal with challenges was to evaluate the problems themselves, before referring to senior management. For that reason, they are supposed to address problems by scheduling meetings for their department and remind the staff about the requirements of the policies and then, if the challenge does not involve the majority of the staff within the department, then they invite the person concerned and have a one-on-one meeting with him. One of the HODs mentioned that they write down everything as to why she/he invites the teachers for the meeting and ask him or her to sign, so that when they repeat the same mistake, the HOD refers the matter to senior management. Similarly, they refer matters that they are unable to resolve, to senior management. It was also mentioned that should the HOD not be familiar with a certain challenge, they should consult other experienced HODs within the school, or from neighbouring schools. Sometimes the matter needs the HOD to consult the subject advisor, which is relating to curriculum matters. The results are in line with Sun & Anderson (2011), as well as Ukaidi (2016) who highlighted that transformational leadership style encourages employees to be part of, and achieve organisational objectives by illustrating the future prospect of the organisation. Additionally, this type of leadership style develops a sense of responsibility within the business and it emphasises new ways of attacking challenges and motivate members for training and development. As a result, transformational leaders are based on changing the principles, beliefs and desires of the followers (Sun & Anderson, 2011; Ukaidi, 2016).

HODs need to deal with the problem, not the person. Firstly, they need to be good initiators, communicators and good listeners. Before dealing with a challenge, they need to consider school policies so that they will have an action in place to resolve the problem. Secondly, they need to be able to identify the challenge, participate in the challenge by inviting the staff for the meeting and or one-to-one meeting and if the matter involves another staff member or a learner, then the parent may also be invited. After that, the HOD may propose or suggest a solution and monitor the progress. Thirdly, if all of that do not work, then the HOD may consult other stakeholders for suggestions, like HODs within the school and or report the matter to senior management. Lastly, the matter may be reported to higher structures of the DoE, like

the circuit and district office, in order to get help and support. These results suggest that strong leadership and management roles for curriculum implementation are vital, starting from the district and circuit offices to schools, hence they need to collaboratively engage teachers and school communities to explain what is expected from learner achievement. However, not only the head of departments was expected to be curriculum leaders or managers, but the head office officials, district managers, circuit managers, subject advisors, school principals, deputy principals, HODs and teachers, are also expected to become curriculum leaders and managers, but their roles and responsibilities may differ due to their leadership positions (Department of Education, 2012).

The HODs believe that they do have the abilities to manage and the findings concur with Tseipobi (2012), who mentioned that teachers as professionals are qualified for the appointment to senior management position and expected to assume the roles and responsibility effectively. The SMT is also responsible for specific duties that require leadership skills and knowledge for making decisions and formulating policies that confirm effective quality education.

However, on the other hand, the other respondent in senior management position revealed that HODs lack the subject knowledge and fail to assist their staff with their challenges. Moreover, they see their positions as financial boosters, instead of understanding their responsibilities. Others even fear their fellow staff members, which leads to poor leadership skills. It was also mentioned that as managers, they failed to balance friendship and work responsibilities, thereby leading to inequality and the lack of managerial skills. Therefore, it was suggested that an individual's ability plays an important role in leadership because the skills approach recommends that knowledge and capabilities are required for constructive leadership. Hence, technical, conceptual and human skills are necessary for constructive leadership (Mazlan et al., 2014). Katz (1955) in his theory, states that human skills are also called interpersonal skills, which means they are about people skills and knowledge. It helps to understand others in the way they behave and encourage others to cope within the group and with individuals, and this consequently assists leaders to manage and achieve organisational goals promptly. Therefore, human skills deal with people and they need to be sensitive and able to encourage others, because they are working with human beings.

The findings also highlighted that some HODs were appointed by default, with very little knowledge of their responsibilities or willingness to commit to their roles. On the other hand, the school might get diligent and enlightened person who performs to his maximum and is committed to his role. it was however revealed that some people were born intelligent, while others need to acquire skills and knowledge for the positions they are holding as HODs. Therefore, Kyahurwa (2013) suggested that leadership qualities, skills and knowledge need to be developed, therefore, robust training involvement is important to enhance curriculum leaders' capabilities. It was further recommended that the Department of Education prepares training for the generations to come.

5.2.4.3 Expected leadership and support

The finding presented that HODs need to model the implementation of curriculum management so that they would be successful. The results also revealed the concerns of lack of resources which hinders HODs from effectively managing their roles because they do not have offices or private spaces where they can discuss matters concerning their departments with the supervisees. Instead, they share space with all other members of staff, except the Principal who has an office. In this view, the Department of Education (2012) mentioned that one of the core elements in managing curriculum was to have physical resources.

5.2.5 Recommendations to enhance curriculum management

The results suggested that HODs need to have pedagogical knowledge so that they can demonstrate it to other colleagues. They need to have subject knowledge for all the subject they are supervising, so that they can fully implement curriculum management as prescribed and for that reason, the assessment knowledge will be easy to implement. Concern was raised that HODs who did not specialise in the subjects that they are supervising encounter challenges because they need to consult more often, otherwise the teachers are unable to get the support they need, like class visits and sharing lessons. However, others did not like the class visit by HODs and felt like they were being watched. HODs need to motivate teachers about delivering quality education and in so doing, they also need to attend workshops and do research in order to enhance their knowledge and able to monitor assessment programmes accordingly. The findings are in line with what Zahid (2013) highlighted, that training teachers result in positive work performance and it has been a motivational influence which improves the knowledge and skills in their positions, consequently leading to better results. Furthermore, training entails

assisting the employees to cope with the changes adopted from the introduction of technological inventions, structuring of the organisation, competition amongst other organisations and most significantly, it plays a vital role to improve employee performance (Zahid, 2013). Moreover, HODs, together with teachers, debate the practicality of the objectives and communicate them with relevant stakeholders so that proposals are presented to top management. Because of this, the HODs are given a chance to make sure that objectives of the school are not undermined, but instead they are achievable (Sun & Anderson, 2011).

5.3 Conclusion

This chapter interpreted and discussed the findings of the study in detailed themes and sub-themes which highlight the role of HODs in managing the curriculum. The findings were related to the relevant literature to support the study. The following chapter presents the conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

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6.1 Introduction

This chapter documents the conclusion and recommendations of the study. The study focused on the duties of the HOD, the transition from being a teacher to HOD position, the multiple-tasking of HOD in curriculum management, induction processes, programs in place to enable HODs, essential skills and knowledge, effective leadership, leadership skills to address curriculum management, dealing with challenges, expected leadership and support and recommendations to enhance curriculum management. The aim was to examine the challenges that HODs face in relations to curriculum management in secondary schools. The study also aimed to identify the traits and attributes required for the HOD position, as well as to determine the strategies that could be developed to improve HODs' training for effective curriculum management.

In order to achieve the objectives, purposive sampling was done and semi-structured interviews were conducted, data were collected from primary and secondary sources and analysed into themes and sub-themes.

6.2 Key findings

The purpose of this study was to examine the role of HODs in curriculum management and the key findings are discussed in addressing the objectives of the study. Themes and sub-themes emerged from data collected from interviews.

6.2.1 Objective 1

- To examine the challenges that HODs face in relation to curriculum management in a secondary school in KwaMashu, Durban.

The findings revealed that the HODs were concerned about the amount of administration that is expected from them, even though they are also responsible for teaching and learning. The Department of Education (DoE) does not have institutions or centres that are preparing teachers for the HOD position. Instead, the HODs rely more on observation and acting for the position.

Moreover, the study shows that there must beintensive training and development, but it was highlighted that the little we have never enough nor effective to address their challenges. The results also pointed out that not everyone was trained to became an HOD, therefore they were relying on experience, previous and existing HODs and from networking with other stakeholders within the DoE. The study further revealed that lack of resource hinders them from effectively managing curriculum as expected. The teachers contributed to the challenges through late submissions of curriculum document. The lack of support from parents was also mentioned, while it was also indicated that learners have the right, but were not responsible for their education. Teachers who teach subjects which did not specialised in also created challenges because they fail to deliver as expected, thereby showing high levels of incompetence. Induction and training programmes were not enough to equip them for the responsibilities they were expected to perform.

6.2.2   Objective 2

- To identify the leadership traits and attributes required for the HOD's position.

The study also identified leadership traits and attributes required for the HOD position and these included the different leadership types that may be adopted for various functions, for instance, dealing with teams require one to be situational, charismatic, democratic and transformational, in order to share ideas for collaborative goals and objectives per department within the school. They can also adopt the autocratic leadership style in order to execute challenging task that the staff do not want to adhere to. For that reason, the most leadership style that cannot be left out for this position is transformational leadership, because HODs need to motivate employees, inspire them to be innovative, attend to every teacher's requirements, provide mentorship and coaching. They need to have open lines of communication and acknowledge everyone's contribution.

6.2.3 Objective 3

- To determine the strategies that can be developed to improve HODs' training to effectively handle curriculum management.

The key findings of the study recommended that training and development starts within the department, provided by the HOD because through assessment, mentoring and coaching, they

can identify areas of concern and assist their staff in many ways. HODs need to attend workshops scheduled by the DoE in order to enhance their skills and knowledge for curriculum management. It was also recommended that they should not wait for the DoE to organise workshops for them, but they may also enrol with any institution of their choice, even online studies, in order to improve their ability to manage effectively. Networking with other HODs within and outside their schools is also important because they can share ideas and be able to resolve challenges.

6.3 Recommendations

6.3.1 Duties of HODs

It is recommended that HODs must plan, organise, coordinate, control and monitor the implemented scope coverage by consulting ATP, which stipulates the dates, topics and content for prescribed syllabus for every subject taught in the school. They also need to ensure that assessment programmes are up to standard, ensuring the quality of education and intended outcome. It is further recommended that HODs maintain the quality of teaching and learning through evaluation of learners' exercise books, learners' profiles, together with the teachers' files and assessment profiles, so as to ensure that ATP is being implemented and support teachers were necessary.

6.3.2 Transition from being a teacher to the HOD position

It is recommended that HODs must be able to motivate and mentor teachers to perform to their maximum. They also need to evaluate curriculum documents as stipulated by ATP, while also making sure that teachers do honour their periods in order for teaching and learning to be effective. It is recommended that acting or volunteering as subject heads equips teachers to prepare themselves for the HOD position.

6.3.3 Multiple-tasking of HODs in curriculum management

Lack of subject knowledge had an impact on curriculum delivery hence, teachers need support and mentorship and also need to be encouraged to develop their skills and knowledge so that they will be intricate to the subject they are teaching. They should also rely on the DoE for resources so that they can perform their duties effectively.

6.3.3.1 Induction process

There were different views about induction, which the participants said it was only offered to under-performing schools. However, when the school in question underperformed in 2016, the DoE organised workshops to assist HODs with human resources and curriculum management. It is therefore recommended that induction takes place all the time, to equip HODs with the skills and knowledge related to curriculum management.

6.3.3.2 Programmes in place to enable HODs

The DoE should continue working with "*Jikimfundo*" in order to enhance skills and knowledge for curriculum management through training and development for all schools. Also, Education Labour Relations Council should provide seminars and workshops related to labour issues and legislative matters. Labour Relations Act and the South African Schools Act empower HODs on serious and less serious acts of misconduct. It is further recommended that strategies that can be developed to improve HODs training to effectively handle curriculum management matters and suggestions stated that each department must conduct departmental meetings and collaboratively draw up their own policies, over and above the ones required by the DoE.

6.3.3.3 Essential skills and knowledge

It is recommended that HODs should be able to understand and interpret DoE policies. The monitoring skills for scope coverage are also essential, strong management skills and leadership skills are also important because they need to manage time and plan for curriculum matters, as well as being accountable for every responsibility assigned to them.

6.3.4 Effective leadership

It is recommended that HODs need to have integrity and be knowledgeable about their roles so that the employees under their supervision trust them. An effective leader gives employees an opportunity to share ideas for common goals through delegation. It develops strong teams, reduce wasted time, strengthen support and reduce work load for individual HOD. Furthermore, an effective leader is open to change and encourages fellow employees to adapt to the changes in the manner that would improve learner performance and quality of education.

6.3.4.1 Leadership skills to address curriculum management

It is recommended that HODs need not to wait for DoE to train them, instead they should enrol themselves with private institutions so that they can enhance their leadership skills. They need to adopt technical skills so that they can be able to be proficient.

6.3.4.2 Responses relating to challenges

It is recommended that they first need to identify the challenge and invite the people affected in a meeting, either a departmental staff meeting or one-on-one meeting. The HOD may propose or suggest a solution and monitor the situation. However, if that does not work, he/she may refer the matter to senior management and or consult other stakeholders such as other HODs within or outside school. They can even consult subject advisors from district offices for support.

It is recommended that HODs need to have technical, conceptual and human skills, where necessary, for constructive leadership role because it requires one to have knowledge and be capable to lead. They also need people skills in order to understand other people's behaviour and able to motivate them so that they can cope with the environment. Therefore, the DoE needs to provide a robust training to enhance curriculum leadership capabilities so that they can deal with curriculum matters. Moreover, the DoE must ensure that training and development programmes should continue for future generations.

6.3.4.3 Expected management and support

It is recommended that HODs need their private offices in order to work effectively, as the sharing of space with junior employees might affect their performance. This sitting arrangement might have a great impact in the sense that they are unable to critically discuss matters of their department privately without everyone hearing the conversations.

6.3.5 Recommendations to enhance curriculum management

It is recommended that HODs should attend workshops in order to enhance curriculum management. For that reason, they can easily adapt to change and fully implement curriculum management. They need to consult more often, need to continue visiting classes, sharing lessons and identifying teachers with challenges so that they can assist and mentor them.

6.4 Recommendations for future research

Future studies may include other post level one teacher, parents and learners. However, this study only focused on SMT, teacher component and DoE members. Therefore, other topics that may be looked at, which relate to the roles of the HODs are: the competencies and commitment of teachers before they are appointed to the managerial position, what can school managers learn if DoE introduces a compulsory programme of HODs crossing to a success school for a period of six months to a year. The further research can be conducted with much bigger sample size for South African higher learning institutions. The study offers an opportunity to re-look into the collaboration of South African stakeholders (DoE. Public, NGO, NPO, Business, Labour Movements etc.) with education sector to ensure excellent education from nursery schools.

6.5 Conclusion

This study sought to examine the roles of HODs in managing curriculum in a secondary school in KwaMashu, Durban. The research revealed various challenges, leadership traits, attributes and the importance of organising training programmes, so that curriculum management skills are enhanced for quality education. These challenges include leadership skills and the knowledge required to manage curriculum, lack of subject knowledge, lack of resources like SMT offices. Other challenges are caused by late submissions, absenteeism of teachers, teachers not specialising in subject. Furthermore, the DoE policy changes has its own impact on curriculum management, because employees resist change and delay the effective implementation processes.

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APPENDIX 1: INFORMED CONSENT LETTER

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MBA Research Project
Researcher: Mrs Barbara Zodwa Madonsela (0726216195)
Supervisor: Dr Cecile Gerwel Proches (0312608318)
Research Office: Ms P. Ximba (0312603587)

Dear Respondent,

I, Barbara Zodwa Madonsela am a Master in Business Administration student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled: "The role of HODs in curriculum management in a secondary school in Kwamashu, Durban". The aim of this study is to identify challenges that HODs face with respect to curriculum management in Zakhe Secondary School, KwaMashu.

Through your participation I hope to understand challenges relating to curriculum management. The results of the interview are intended to contribute in addressing the challenges of the HOD's in the school and provide assistance where necessary, working hand in hand with the School Governance Body and even the District Curriculum coordinator(s).

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this interview. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about participating in the interview or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The interview should take about 45 minutes to an hour. I hope you will take the time to participate.

Sincerely

Investigator's signature_____ Date_____

This page is to be retained by the participant

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MBA Research Project
Researcher: Mrs Barbara Zodwa Madonsela (0726216195)
Supervisor: Dr Cecile Gerwel Proches (0312608318)
Research Office: Ms P. Ximba (0312603587)

CONSENT

I…………………………………………………………….(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby consent/do not consent to record the interview.

SIGNATURE OF PARTICIPANT   DATE

………………………………………………………………………………………

This page is to be retained by the researcher

APPENDIX 2: INTERVIEW QUESTIONS

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MBA Research Project
Researcher: Mrs Barbara Zodwa Madonsela (0726216195)
Supervisor: Dr Cecile Gerwel Proches (0312608318)
Research Office: Ms P. Ximba (0312603587)

The role of HODs in curriculum management in a secondary school in KwaMashu, Durban

Interview Questions

1. What are the general duties of a HOD at Zakhe Secondary School?

2. What is the role of the HOD in Managing Curriculum?

3. What are the challenges facing the HOD in managing curriculum?

4. What skills and knowledge are required in managing curriculum?

5. Are there any programs in place to enable the HOD's? Please elaborate.

6. How do HODs deal with challenges?

7. Describe the transition from being post level one educator to become a post level two educator (HOD)? Describe the differences.

8. How were you inducted into the HOD role?

9. Do you believe that HODs have the necessary leadership abilities to perform their duties? Please elaborate.

10. What was recommended for you to enhance the quality of education?

11. In your own words, what does it take to become an effective leader?

12. What can be done to enhance curriculum management? Who should be involved?

13. How can HODs be better equipped with leadership skills to address curriculum management?

14. Is there anything else that you would like to add?

APPENDIX 3: GATEKEEPER'S LETTER

education
Department:
Education
PROVINCE OF KWAZULU-NATAL

_____

Enquiries: Phindile Duma   Tel: 033 392 1041
Ref.:2/4/8/1239
_____

Mrs BZ Madonsela
73 Blairmont Avenue
09 Blairmont Mews
Bellair
4094

Dear Mrs Madonsela

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE ROLE OF HODs IN CURRICULUM MANAGEMENT IN A SECONDARY SCHOOL IN KWA-MASHU, DURBAN",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1.   The researcher will make all the arrangements concerning the research and interviews.
2.   The researcher must ensure that Educator and learning programmes are not interrupted.
3.   Interviews are not conducted during the time of writing examinations in schools.
4.   Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research. 5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6.   The period of investigation is limited to the period from 01 June 2017 to 07 November 2019.
7.   Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8.   Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9.   Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10.   Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

 Zakhe Secondary School

_____
Dr. EV Nzama
Head of Department: Education
Date: 01 June 2017

...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX 4: ETHICAL CLEARANCE APPROVAL LETTER

UNIVERSITY OF ™
KWAZULU•NATAL
INYUVESI
YAKWAZULU-NATAL

08 June 2017

Mrs Barbara Zodwa Madonsela (210552227)
Graduate School of Business & Leadership
Westville Campus

Dear Mrs Madonsela,

Protocol reference number: HSS/0711/017M
Project title: The role of HODs in Curriculum Management in a secondary school in KwaMashu, Durban

Full Approval — Expedited Application In response to your application received on 07 June 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be appl!ed for on an annual basis.

I take this ooportunity of wishing you everything of the best with your study.

Yours faithfully
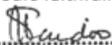
....
Dr Shamila Naidoo (Deputy Chair)
/ms
Cc Supervisor: Dr Cecil Gerwei Proches
Cc Academic Leader Research: Dr Muhammad Hogue
Cc School Administrator: Ms Zarina Bullyraj'

APPENDIX 5: CERTIFICATE OF LANGUAGE EDITING

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TO WHOM IT MAY CONCERN

Re: LANGUAGE EDITING

I, THE UNDERSIGNED, hereby confirm that I have edited the Dissertation titled **THE ROLE OF HODs IN CURRICULUM MANAGEMENT IN A SECONDARY SCHOOL IN KWAMASHU, DURBAN,** by **Barbara Zodwa Madonsela,** for the degree of **Master of Business Administration.**

Regards

HMapudzi

PhD (Communications), M. A (Journalism & Media Studies), PGDip (Media Management), B.Soc. Science. (Hons) (Communications), B. Applied Communications Management.

APPENDIX 6: TURNITIN REPORT

The role of HODs in curriculum management in a secondary school in Kwamashu, Durban

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UNIVERSITY OF KWAZULU-NATAL

THE ROLE OF HODS IN CURRICULUM MANAGEMENT IN A

SECONDARY SCHOOL IN KWAMASHU, DURBAN

By

BARBARA ZODWA MADONSELA

210552227

A dissertation submitted in partial fulfilment of the requirements for the

degree of Master of Business Administration