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THE ROLE OF SUBJECT ADVISORS IN ENHANCING INSTRUCTIONAL LEADERSHIP PRACTICES IN SCHOOLS: THE CASE OF ONE EDUCATION DISTRICT IN KWAZULU – NATAL

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BY

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This dissertation has been submitted with/without my approval

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Mr Siphiwe Eric Mthiyane (Supervisor)

March 2014

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DEDICATION

This study is dedicated to my late grandmother Ngenzeni Kheswa (MaMkhize) and also my late brother Siphesihle Dimba. You believed in me and your love inspired me to continue with my studies. Rest in peace.

ABSTRACT

The role of the subject advisors as instructional leaders in South Africa has not been a field which has been given much focus. Few studies have been conducted on the role of the subject advisors even though the international literature shows that in developed countries much research has been done on the role of subject advisors. This study aimed at understanding the role of subject advisors in the South African context using one Education District in KwaZulu – Natal. In 2011 the Department of Basic Education introduced the *Guidelines on The Roles and Responsibilities of Education Districts* with the aim of addressing the functioning of the education districts. So it is also important to know how the subject advisors understand their roles.

This research utilised a qualitative, case study approach. Data was generated through semi-structured interviews. Three subject advisors were the participants of this study. Data was analysed utilising Hallinger and Murphy's model of an instructional leader. The findings suggest that the subject advisors understand their roles of enhancing instructional leadership in schools. Through the findings it emerged that subject advisors understand their roles to be supporting educators through the implementation of the curriculum which includes conducting workshops, providing educators with the educator support materials and class visits. Class visits enable the subject advisor to understand what is actually happening in class so that he/she would be able to understand the nature of support that might be needed. There were challenges that the subject advisors experienced as they performed their duties. It emerged through the findings that the subject advisors involved other people in supporting teaching and learning in schools because of different reasons, which included the shortage of subject advisors in certain discipline and also the subjects which were introduced in schools when these subject advisors were already employed. Other challenges which emerged from the findings included the shortage of computers for the subject advisors which forced them to use one computer and also educator support materials like duplicating papers which were used for workshops and the materials that were to be used in the classroom. Recommendations to address these challenges include organising more workshops for subject advisors so that they would have the necessary skills, employing more subject advisors, partnerships with local private sector to address the shortage of educator support materials.

TABLE OF CONTENTS

PAGE

CHAPTER ONE

INTRODUCTIONAND BACKGROUND TO THE STUDY

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

CHAPTER FOUR

DATA PRESENTATION AND DISCUSION

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

LIST OF APPENDICES

CHAPTER ONE

BACKGROUND AND ORIENTATION

1.1 Introduction

Since the birth of democracy in South Africa in 1994, we have seen many changes in our education system especially in the way the district offices function. In the past we had inspectors, who would come to school at any time in a convoy of cars, and they would stay at school for the whole day and focus on the files of the teachers, exercise books of the learners and they would also observe teachers in class. During that period there were problems with the way Education Districts were functioning, which resulted in the stoppage of those school visits by the teacher unions in certain areas. The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) enabled the teachers the rights to join teacher unions, so the teachers were able to use their unions to stop the inspectors. The Department of Basic Education in its mandate and scope of the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011) states that some district offices understand their roles well but many do not, and it is further stated that it has emerged from a research findings that the roles and the delegated powers of district offices are not clearly formulated, understood and exercised.

So that is why now we have subject advisors who are expected to be subject specialists, according the policy on the *Guidelines on the Roles and Responsibilities of Education Districts* (2011). These subject advisors are expected to workshop teachers and keep on monitoring the work of the teachers and also monitor the performance of the learners. In cases where the school does not perform well, the subject advisors intervene and also expect the inputs from the school as to how the performance can be improved. This indicates the importance of the work of the education district offices in the performance of the learners, and that is why the Department of Basic Education has introduced the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011). These guidelines give clear direction as to what is expected of the subject advisors, when carrying out their duties. This then brings to light the focus of this study which is to explore the role of subject advisors in enhancing instructional leadership practices in schools, in one education district in KwaZulu-Natal.

1.2 Purpose and rationale of the study

Over the past years I have observed the changes which have occurred in the Department of Education. These changes included the change in names and job description. Personally I was able to see how the inspectors carried out their duties in schools as I have been a teacher since 1990, and during this period I worked at three different schools. I observed that the inspectors did visit schools but there were problems with their visits. It was just a fault finding mission to the extent that support and guidance was not given where it was needed. When workshops were conducted it was only when there were changes in the curriculum, and after all workshops the teachers were left on their own in terms of implementation (teaching and learning). Since 1990 I had one class visit from the subject advisors and three workshops, and one of those workshops was during the start of Outcome Based Education (OBE). That is why I became interested in the workings of the subject advisors; especially in exploring their role in enhancing instructional leadership.

As a teacher I noticed that teachers did not welcome the school visits of the subject advisors. It seemed as if their role in schools was not understood by the teachers because they felt uncomfortable and became happy once the subject advisors had left the school. In terms of the *Guidelines on the Organisation, Roles and Responsibilities of Education District* (2011), one of the roles of the subject advisors is to support teachers. The attitude of many teachers in schools does not indicate that the teachers expect the subject advisors to support them in their teaching and learning. That is also compounded by the fact that South Africa as a developing country does not have rich research knowledge about the instructional leadership in South Africa. In explaining this limitation, Christie (2010) states that the research base that we have is not enough for instructional leadership. Most research has been done in developed countries.

Hoadley, Christie and Ward (2009) concur with the above statements when they say the study is very limited on the instructional leadership. That was emphasised by the recent policy documents which were produced by the Department of Basic Education: *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011), followed by the *Policy on the Organisation, Roles and Responsibilities of Education Districts* (2013). This indicates the importance the Department of Basic Education has on the functioning of the education district and also aims at closing the gap between practice and theory in terms of instructional leadership in South Africa.

Presently, I am an HOD- Science, so that enables me to interact with different subject advisors who deal with science subjects like, physical science, mathematics and mathematical literacy, life science, natural science and technology. So I had a working relationship with the participants and as an SMT member, I normally visited district offices on issues which related to human resource and the subjects which fall under the science department. As I am an HOD, the issue of instructional leadership involves me directly, and during the period of February 2009 up to April 2011, I was an acting Deputy Principal and one of the duties during that period was to monitor teaching and learning at school. This research would benefit the policy makers, district directors and the subject advisors, as it contributes to the body of knowledge on instructional leadership in South Africa.

1.3 The statement of the problem

The statement of the problem of this study is to explore the role of subject advisors and the challenges that they experience as they enhance instructional leadership practices in schools.

1.4 Research aims and critical questions

- To explore the role the subject advisors play in supporting instructional leadership in schools.
- To explore the challenges that the subject advisors experience as they support instructional leadership in schools.
- To investigate how subject advisors navigate the challenges they experience as they support instructional leadership.

This study was underpinned by the following critical questions:

- What do subject advisors do to enact their roles of supporting instructional leadership in schools?
- What are the subject advisors' experiences as they support schools?
- How do subject advisors navigate the challenges that they experience as they support instructional leadership in schools?

1.5 Definition of key concepts

The section below discussed the key concepts of this study, namely instructional leadership and transformational leadership.

1.5.1 Instructional leadership

Sharma (2012) describes instructional leadership as the leadership for holistic development of learners. Pansiri (2008) says instructional leadership enables the management and the staff to work together with an aim of improving the results. Instructional leadership could then be viewed as the leadership which is focused on improving the performance of learners through the use of the available data, supporting and monitoring the work of teachers and promoting effective teaching and learning.

1.5.2 Transformational leadership

It is about enhancing the performance of the followers, thus improving the performance of the organisation as a whole, through motivating the followers (Shadraconis, 2013). Transformational leadership motivates employees to work at a higher level and focus on the interest that will benefit the organisation, not the individual (Argia & Ismail, 2013).

1.6 Background to the study

The *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (Department of Basic Education, 2013) outlines the roles and responsibilities of a subject advisor. These include the fact that a specialist is available to provide and or source relevant teaching and learning materials to improve performance in the subject. To support teachers in effectively delivery of the curriculum in the classroom. During the first quarter of the academic year, when the subject advisor visits schools he/she is expected to discuss the previous year's performance and the strategies to improve performance (Department of Basic Education, 2011). During the second and third quarters, the subject advisor has to visit classrooms during teaching time to assess quality of classroom interactions and also build capacity for teachers in areas in which they need professional development support. These roles and responsibilities of a subject advisor enable him/ her to enhance instructional leadership in schools. Janney (2010) points out that leadership is crucial in determining school and district success in the performance of students and also that by focusing on instructional leadership that will make teaching and learning to be a success. It is also crucial to note the guidelines of Leithwood on district leaders about underperforming schools. Leithwood (2010), states that district leaders should understand that different schools have different reasons as to why they underperform. So different schools should be approached differently.

There is a need for looking at how subject advisors through their interaction with schools enhance the instructional leadership. In Botswana they have placed much emphasis on the role of the subject advisors in instructional leadership, as they are responsible for instructional supervision in schools, and not the principals (Moswela, 2010). It is also important to note that, as part of their responsibilities, these field officers (as they are called in Botswana) conduct workshops for teachers, which is in line with the role and responsibilities of the subject advisors in South Africa (Employment of Educators Act, 1998).

There are factors which emerged from different studies about the role of subject advisors on instructional leadership, which then affect the performance of learners in schools. One of those factors is district reform, which guide how the subject advisor engages schools. Umekubo (2012) point out that the No Child Left Behind Act of 2001, which not only holds the school accountable for student performance, but there is also an increase in focus on districts reforms. This focus is on district reforms, and the influence of these reforms on instructional leadership. The five most important factors for a successful district reform (Umekubo, 2010), are strong leadership at all levels, system-wide vision and focus on student achievement, district guided curriculum, aligned assessment, data-driven decisions and coherent professional development.

The use of data by the subject advisors in improving teaching and learning in schools is also one of the factors which emerged from the studies about the role of these officials in schools. Geier, Smith and Tornow (2012) produced a white paper on district data teams, which emphasise the importance of using school data to improve the performance of students. Student performance and classroom observation data should be used in deciding about professional development of teachers which will enhance teaching and learning. The study of Sampson and Stephen (2011), concur with the use of school data to improve teaching and learning. This study used the results of the standardised test to examine the role of the district officials in improving the results of the students. It emerged from this study that high achieving schools have district leaders who strongly use data and are also able to sustain improvement in those schools that were previously not performing in an acceptable manner.

Gabbard (2012) highlights the importance of the role of superintendents by pointing out that they are responsible for everything that happens in the schools of their area, including instructional leadership and the performance of the students. That is supported by the study

which was conducted by Leon (2010), in which the role of district officials in enhancing instructional leadership was supported by the following findings: District-level leadership matters, effective superintendents focus their effort on creating goal-oriented districts, effective districts establish defined autonomy and superintendent tenure is positively correlated with student achievement.

To conclude this section, Phelps (2012) points out that district leadership is very important in tackling problems which are related to schools which do not perform at an acceptable level and that district leaders should not only be administrators but also instructional leaders. So the role of the district officials is crucial in the success of a school.

1.7 Theoretical and conceptual frameworks

This study was underpinned by two theories, namely instructional leadership theory and transformational leadership theory.

1.7.1 Instructional leadership theory

The instructional leadership theory emerged in the 80s, as a North American phenomenon. It became the global phenomenon at the turn of the 21st century, when the interest increased in school reforms and school level accountability (Hallinger, 2009). It is important to point out that Hoadley and Ward (2009) state that different researchers do not have a common meaning of instructional leadership. Even though the researchers do not have a common meaning of instructional leadership, there are themes which were identified as being common in instructional leadership: pedagogical expertise, distributed leadership, linkages, social context and categorisation of effective instructional leadership. Through the work of different researchers from the 1980s, up to 1990s, the researchers were able to identify common traits from the principals of schools which were able to improve the results of learners. These traits were associated with instructional leaders, and they are culture builders, goal-oriented, being able to use strategies of co-ordination and control to align the school's academic mission (Hallinger, 2009).

1.7.2 Transformational leadership theory

Transformational leadership theory was formulated by James MacGregor Burns and later developed to a modern theory by Bernard Bass and his colleague, Bruce Avilo (Shadraconis, 2013). There are four dimensions which are identified in transformational leadership:

idealized influence, inspirational motivation, intellectual stimulation and individual consideration. Each of these dimensions will be explained as discussed by Shadraconis (2013) and Argia and Ismail (2013):

1.7.2.1 Idealized influence

A transformational leader is able to build trust between himself/ herself and the subordinates through behaviour which shows fairness, sacrifice and integrity. A transformational leader also uses role modelling to influence the followers to identify themselves with the goals of the leader, which correspond with those of the organisation.

1.7.2.2 Inspirational motivation

Through communicating clearly about the vision, the leader is able to motivate the followers. Once that vision has meaning, the followers are able to be motivated to achieve goals of the organisation. The vision enables the followers to understand what is expected of them.

1.7.2.3 Intellectual stimulation

A transformational leader is able to motivate followers to be innovative. The leader enables the followers to come up with different solutions for old problems. Critical thinking is promoted.

1.7.2.4 Individualised consideration

A transformational leader is able to consider the needs and the concerns of the individuals, and is also approachable. The leader assigns tasks to individuals and then provides support which builds self-confidence in the followers. A leader act as an advisor to the followers.

1.8 Research design and methodology

Research design is a plan for planning and conducting a study (Maxwell, 2005). Cohen, Manion and Morrison (2007) describe methods as those techniques and procedures which are used by the researcher to gather data, and methodology as being about describing the approaches to research. This was a qualitative study and it employed a case study design. A qualitative approach is suitable in studies where the researcher wants to get an understanding of a particular phenomenon. In this case, the aim was to understand the role of the subject advisors in leading, supporting and managing instructional leadership, so that was an appropriate approach. A case study enabled the researcher to get an in-depth understanding of

the role of the subject advisors in enhancing instructional leadership. Cohen, *et al.* (2007) state that a case study provides the researcher with an opportunity of studying real people in their natural settings and affords the opportunity of understanding ideas more clearly. They further state that a case study establishes cause and effect.

1.8.1 Paradigms in research

Ponterotto (2005) states that there are four paradigms in research: positivism, postpositivism, constructivism-interpretivism and critical-ideological. Each has an ontology, epistemology and methodology. The study utilised the constructivism-interpretivism paradigm, because the aim of the study was to understand the role of the subject advisors. This paradigm was best suited for that purpose as it seeks to interpret and understand the phenomenon.

1.8.2 Sampling

The population of this research consisted of three subject advisors from one of the education districts in KwaZulu-Natal. Convenience sampling was used to choose this education district as it was easy to visit it. Cohen, *et al.* (2007) state that convenient sampling enables the researcher to choose the nearest individuals who will be the population. Purposive sampling was employed to choose the three subject advisors. It was important to note that to get an in-depth understanding of role of the subject advisors, I had to get participants who were experienced in this field. The purposive sampling was then appropriate for that purpose as it is used by the researcher when he/she chooses those individuals to be included in the sample on the basis of their characteristics that they possess and of which the researcher is looking for (Cohen, *et al*. 2007).

1.8.3 Data generation

Data was generated through semi-structured interviews, document analysis. Interviews are useful in a research as they allow the participants to express their understanding of their situations in their own way (Cohen, *et al*. 2007). Semi-structured interviews were used as they allowed for the researcher to get rich data, because semi-structured interviews enable the interviewer to ask questions so that he/she may get clarity on a particular response. I used a voice recorder to record all the interviews. The voice recorder enabled me to have the exact words of the interview which assisted me when transcribing and analysing the data, as it is not possible to remember all the words from the participants. Digital recorder was used as it

has lengthy recording time, and the voice recordings can easily be transferred to computers which facilitate the transcription (Roulston, 2010).

1.8.4 Data analysis

In qualitative research, data analysis is mainly based on interpretation of data. The basic principle that is applied is fitness for the purpose. The purpose determines the kind of analysis. The nature of analysis is determined by the type of qualitative approach which is used. On the other hand, in a quantitative research, the data is mainly analysed using a software e.g. Statistical Package for Social Science (SPSS), as the data is numerical in nature (Cohen, *et al*, 2007). In this study content analysis was used.

1.9 Ethical issues

In research there are ethical issues which have to be attended to, as they may affect the whole study. Ethical issues may arise from the phenomenon which is being studied or from the method which is used to generate data. There are a number of these ethical issues that have to be considered by the researcher during the planning stage of the study. They are as follows: informed consent, gaining access to and acceptance in the research site, source of tension, problems and dilemmas confronting the researcher, personal codes of practice, sponsored research and responsibilities to the research community (Cohen, *et al*. 2007).

1.10 Limitations of the study

This study was focused on three subject advisors only as the participants, so there is no way that the results of this study could be used to generalise. Subject advisors were busy with the workshops for Curriculum and Assessment Policy Statement (CAPS) in secondary schools during the period of conducting the interviews, so that caused problems as it was difficult to get suitable time for the interviews. So I had to accommodate that by rescheduling the interviews not once but many times and that caused delays in the analysis of the findings. I also had to cancel observation as it was difficult to arrange that with the subject advisors.

1.11 Delimitation of the study

I confined my study to one education district office, and I focused on only three subject advisors. The period for this study was six months.

1.12 Organisation of the study

Chapter One gave the introduction and the background to the study. It also provided the purpose and rationale, aims and objectives of the study, key research questions, clarification of key concepts, literature review and theoretical/ conceptual framework, research design and methodology, limitations of the study, delimitation of the study, organisation of the study and the chapter summary.

Chapter Two provides the literature review and the theoretical frameworks on which this study was based.

Chapter Three provides the research design and methodology of the study.

Chapter Four presents and discusses data generated from the field.

Chapter Five presents the study summary, conclusions and recommendations.

1.13 Chapter summary

In this chapter, the introduction to the following was made: the introduction and background to the study, purpose and rationale, aims and objectives of the study, key research questions, clarification of key concepts, literature review and theoretical/ conceptual framework, research design and methodology, limitations of the study, delimitation of the study, organisation of the study and the chapter summary. The proceeding chapter focuses on the discussion of the literature and theoretical frameworks that inform the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 Introduction

In the preceding chapter the introduction to the study was presented. This chapter discusses the literature and theoretical frameworks that inform the study. It begins with the international literature, followed by the continental and the national literature. In concluding this chapter, the theoretical frameworks are discussed.

2.2 Literature review on instructional leadership practices

The section below discussed the following literature; international, continental and national literature on instructional leadership.

2.2.1 International literature

In the United States of America, the districts are working with schools in improving the performance of learners after the introduction of No Child Left Behind Act of 2001(Rand Education,2005). This law has made the districts to use the data from the schools to monitor the progress of the learners and also be able to enhance instructional leadership in schools. A study which was conducted in United States of America by the Rand Education (2005) in three urban districts had the following broad questions about the district office: What strategies did districts use to promote instructional improvement? How did these strategies work? What constrained or enabled district instructional improvement effects? (Rand Education, 2005). It emerged from this study that instructional leadership is not only focused on teachers but also on the principals of the schools. These districts have four target areas; building the instructional leadership skills of the principals, giving support to the professional learning of teachers, providing clear guidelines and support for the standards-aligned curriculum and promoting the use of data to make decisions concerning teaching and learning. Through building leadership skills of the principals, the teachers would benefit because the principals are always in schools monitoring teaching and learning, so they would be able to promote teaching and learning in their schools. If teachers are given the scope and the content that has to be taught at a particular time that also enables teaching and learning to be monitored easily. The use of standardised tests at district level also provides immediate feedback about teaching and learning at schools (Rand Education, 2005).

It is important to understand the reforms which take place at district level as they do not only affect the performance of the schools, but they also affect the roles and responsibilities of district officials as instructional leaders. Some of the reforms are based on research findings which then necessitate redefining the roles of district officials as instructional leaders. The findings of different studies which were conducted by different researchers on the relationship between district reforms and the performance of schools shows many factors. The factors identified were: strong instructional leadership, district guided curriculum and aligned assessment, system focus on achievement and consistency of instruction, frequent monitoring and use of data for decision making, balance of district control and support, climate of urgency, shared vision and responsibility, coherent professional development, collegiality and respect, overhaul of district practices, classroom focus targeted interventions and involvement of multiple stakeholders. This study will focus on only four of those factors. These factors are as follows: strong instructional leadership, district guided curriculum and aligned assessment, system focus on achievement and consistency of instruction and coherent professional development. These factors are discussed below.

Strong instructional leadership

Johnson (2008) states that when districts provide co-ordinated and systematic support, that improves teaching and learning not only at individual schools but across the district. That needs strong instructional leadership for it to happen. Studies which were conducted by (Burney & Elmore, 1997; Johnson, Scheurich & Skria, 2000; Doolittle, Herlihy & Snipes, 2002; Anderson & Togneri, 2003) indicate the positive influence of districts on teaching and learning.

District guided curriculum and aligned assessment

In a study which was conducted by Snipes, *et al.* (2002) on three urban districts in one of their findings shows that the performance of the learners improved as a result of the accountability system which was created at district level. It enabled the district officials to hold principals and teachers accountable for the results. The district offices were found to be able to guide, support and improve teaching and learning. In a study of Chrispeels and Pollack (1989) on six districts common practices were identified which made these districts to be effective. One of them is shared curriculum decision making which enables schools in a district to be guided by the district office and that would assist the district office in assessing the performance of those schools. Testing and the use of results by the district also came out

as the common practice. The study of Darling-Hammond, *et al* (2006) supports the findings of these researchers because it points out one of the strategies for an effective district is the development of a centralised approach to guidance regarding curriculum.

System focus on achievement and consistency of instruction

Togneri and Anderson (2003) in their study point out those districts which were focused on improving the results of the learners. The following factor was identified in their study: the districts had visions which were focused on student learning and instructional improvement. Chrispeels and Pollock (1989) concur with Togneri and Anderson (2003) as they also in their study point out that districts which are effective focus on curriculum and instructional improvement. In a study which was conducted by McLauphlin and Talbert (2003) in a period of four years, it emerged that districts had coherent focus on teaching and learning.

Coherent professional development

In the same study which was conducted by Togneri and Anderson (2003) the findings also show that in improving teaching and learning, the districts used an aligned method for professional development. The professional development had to be aligned with the district goals, so that the vision of the district can be translated in the classrooms. Supporting the staff through professional development by the district office is crucial in effective districts (Chrispeels & Pollock, 1989) and that concurs with Togneri and Anderson (2003). The studies of these researchers are supported by the research which was done over a period of five years by Darling- Hammond, *et al.* (2006) which points out the importance of professional development of teachers and the principals.

Cravens, Liu and Grogon (2012) state that in China, unlike in the Western countries, the education system is the main part of the national government and the roles of superintendents are within the framework of the central government. Quality-oriented education which started in the 1980's has brought some challenges into the roles of superintendents, as it deals with the holistic development of the learners. The holistic development includes the development of learners academically and socially. These reforms also include the local control of curriculum planning, teacher training, financial management, and community building. These are areas which have to be managed by the superintendents, meaning that their roles are changing. On the part of the learners these reforms also emphasise the learner-centred learning outcomes.

The need for strong and competent superintendents is crucial in China, so that they would be able to face these reforms (Cravens, *et al*. 2012). So it is imperative to understand the situation of the Chinese system of education, in order to understand the roles of the superintendents. The superintendent in China is appointed by the municipality governments.

According to Cravens, *et al.* (2012), the responsibilities of superintendents are based on those rules which apply to any civil servant. The government personnel policies state that the superintendent's main role is to follow the instruction from the regional and provincial government office. These superintendents who come from that background are now expected to implement quality-oriented education reforms. The government has also introduced system-wide curriculum reform and site-based management in order to implement the quality-oriented education. These reforms includes: relating to real life contexts, encouraging hands-on experiences and project-based content and offering more options to learners in terms of subjects. The superintendents are the ones who must enhance instructional leadership at school level and these reforms are posing more challenges than providing them with the necessary tools for effective teaching and learning in schools.

These reforms promote autonomy and accountability, but in China professional educational leadership is not a familiar concept. Cravens, *et al.* (2012) point out those different studies which have been conducted show that the educational officials tend to view schools as the extension of the government, so they then use the top down approach. The positions that they occupy yield much power, so these officials do not care much about child-centred learning or interacting with principals and the teachers. There is nothing which motivates them to gain more knowledge as they focus on their seniority as that will enable them to get higher positions, so they cannot fully support teaching and learning in class.

It is worth noting that Chinese are slowly focusing on theories of the western countries, to define the roles and responsibilities of superintendents. Therefore they are looking at the different ways that they can learn from. In the USA (Cravens, 2012) the American Association of School Administrators introduced in 1993 eight professional standards for a superintendent. These standards address the problems which are presently facing China, which means they have to professionalise the superintendence and also know exactly what is expected of a person who occupies that position. These standards are: leadership and district culture, policy and governance, communications and community relations, organisational management, curriculum planning and development, instructional management, human

resources management and values and ethics of leadership. Each standard has a corresponding indicator which states what the superintendent should do. The changes which are taking place in China point to the direction of instructional leadership in schools, as that is seen as way of improving the performance of the learners.

In Singapore, the education system is one of the smallest in the world and the performance of the learners is one of the highest in the world (Dimmock & Tan, 2012). It is also very centralised and regulated. The system of education contributes positively to the leadership of schools in Singapore. It is worth discussing the ways which are used in Singapore which contribute to the leadership as they do not only contribute to the leadership but they also enhance instructional leadership in schools. These are the leadership career track, appraisal and monitoring, estimates of leadership potential and ranking of offices, leadership preparation and development, rotation of principals and the cluster system and the role of the superintendent which are discussed below:

The leadership career track

The personnel in the education system have three different career paths that are available for them: teaching, specialist and leadership. The path of leadership is chosen by an individual, but through the process of monitoring and selection an individual is approached to take that position, and that will also depend on the willingness of that person.

Appraisal and monitoring

Throughout the career path teachers are monitored, and they are monitored annually. A reporting officer has to provide information about the teachers throughout the year, and teachers are also given the support.

Estimates of leadership potential and ranking of offices

The teachers are ranked after each round of appraisal. The panel consists of the principal, vice principal and the relevant HOD. The cluster superintendent becomes the moderator of all cluster schools. After the ranking, the teachers can be considered for performance bonuses and promotions, if they have achieved the expected performance. This system is similar to the one which is used in South Africa, the Integrated Quality Management Systems (IQMS). To be considered for promotion, the decision is based on the teacher's performance, knowledge, experience and potential, readiness to perform at a higher level and availability of vacancies (Resolution 8 of 2003).

Leadership preparation and development

Those teachers who are on the path of leadership may either go for the HOD position or deputy principal position. For all positions the teachers get training to prepare them for those positions.

Rotation of principals

The deputy principals and principals are rotated between five to seven years. This is made in order to enrich their management skills and experiences. Those principals can also be rotated in different offices as cluster superintendents or assistant/ deputy directors. This is expected to enhance teaching and learning in schools.

The cluster system and the role of the superintendent

Schools are grouped to form clusters, and each cluster is under the supervision of a superintendent, who also acts as a mediator between the head office and the schools. This system of Singapore enables the teachers to be developed as instructional leaders and also makes the district offices to monitor the teaching and learning in schools throughout the year. It provides opportunities also for those who want to continue with teaching to remain there but being supported throughout their careers.

The role of district officials in instructional leadership differs from country to country. In certain countries there are clearly stipulated roles and responsibilities but in other countries, they are there as the units which have to enhance instructional leadership, but are not functioning as a result of the lack of clear guidelines and also the commitment from the department of education. In Pakistan the schools have the inspectors and the supervisors (Jaffer, 2010), and that has been established since the colonial period. However over the years the terminology has changed but not the way these officials do their job. It is worth noting the importance of district officials working with schools as they may improve the performance of learners. The inspection system in Pakistan has been seen as not focusing on assisting the schools to perform better, but on compliance with administrative and legal requirements. On the other hand, supervision has been an important component in improving education in Pakistan as it has to offer continuous professional development to teachers. Jaffer (2010) states that the inspection has to deal with financial and academic audits, oversight role on the running of examinations in schools, advice and support teachers and also report the performance of schools to the department of education.

Over the years changes have taken place in the education system and the role of district officials has also changed in terms of including more work, like education management and administration work. It is crucial to note that Jaffer (2010) points out that even though the workload for these officials has increased, there are factors which hinder their fundamental function of supporting the schools so that teaching and learning can improve in schools. These factors include the lack of clarity on policies and procedures, and that may hinder their functioning. It is also important to note the following factors which are mentioned by Jaffer (2010), the inspectors are not specialists just like in other countries including South Africa, where for this position, a person must be a subject specialist so that he/she can be able to duly support the teachers in terms of teaching and learning and also professional development. Another important factor is the lack of clear process of recruitment for being an inspector. The government servants in the middle and senior level are considered for positions on the basis of seniority and eligibility for internal transfers. This is similar to China and it hinders the functioning of these officials because they know that their performance, and their professional development cannot affect them in moving to higher positions. So these people cannot be expected to function at an optimum level unlike in the USA and South Africa where they are accountable to the department of education. Lastly, an inspector in Pakistan is in the same grade and salary scale as a teacher at a secondary school. To compound the matters is the lack of job description for being an inspector and the performance standards for this position. It is difficult to find the role of these officials in improving the performance of the learners in schools. Even though changes have been made (Jaffer, 2010) monitoring and supervision is ineffective and there is no system of collecting, analysing and reporting data which then cannot assist in the performance of the learners.

In a study which was conducted by Ehren, Altrichter, McNamara and O'Hara (2012) in six European countries the issue of the performance of learners and quality education has been seen as very important in the education systems of these European countries. Even though different countries use different approaches in terms of school inspections, they are all aimed at improving the performance of the learners. These countries are Netherlands, England, Sweden, Ireland, Austria and Czech Republic, and their inspectors are located at different levels in their education systems. Ehren, *et al.* (2012) state that in Europe, the inspectorates of education through the inspection of schools are able to assess the quality of education. That is done through the use of data on the performance of learners, classroom observation and from that data they are able to hold schools accountable for the performance of the learners. The

powers of these department officials differ from country to country. To monitor the level of teaching and learning, the inspectors use the pedagogical and didactical behaviour of teachers and the classroom observation, and lesson plans are used to monitor the quality of the school curriculum.

The inspection in Europe is categorised into characteristics which assist in identifying the features of school inspection. Some of those characteristics will now be discussed (see Table 2.1) that follows.

Types and frequency of inspection visits

There are different methods which are used to collect information in schools. The analysis of documents determines the frequency of school visits. In this study the inspectorate of education use the cyclical school inspections and differentiated inspections. Cyclical inspection is done in all schools and differentiated inspection is for those schools which have to improve on their performance. In Netherlands early warning analysis are used to plan for schools which are not performing at an acceptable level and in Austria schools which are graded as inadequate fall under monitoring inspection.

Standards and threshold

The quality of education in a particular school is determined by the standards and criteria which are set out. In these European countries they have three types of standards: legal standards, which have do with the compliance of a school with the regulations, standards of the context and process quality of education and standards of performance or results of the school. In Sweden the inspectors do check whether the schools are able to provide all learners access to equal education.

Sanctions, rewards and interventions

Schools which do not perform at the acceptable level are fined or closed down. At times the inspectors intervene and then monitor the performance of those schools. Those schools which perform well receive awards or financial bonuses for their good work. In Sweden, the inspectorate may temporarily close a school and in Ireland they do intervene in schools which are not performing well.

Feedback during inspection visits

Through the standards which are set, the schools are given feedback on their performances. During this process some inspectorate advise schools on how to improve their performance and others are only allowed to evaluate the performance of a school and are not permitted to give advice. Feedback is normally provided to the principal or the whole staff during a meeting after the inspection. Individual teachers, who may have been observed in classroom, are also not given feedback even if they may ask for it, except in Ireland by the subject inspections.

Public reporting

The results of school inspection are published by the inspectorate of education. It deals with how the schools function and also point out the weaknesses of the schools. The public reporting may also include the list of those schools which do not perform at an acceptable manner/level or the tables which summarises the performance of schools in terms of the expected standards.

Table2.1 Summary of inspection characteristics

	The Netherlands	England	Sweden	Ireland	Austria (Styria)	Czech Republic
Inspection methods						
Cyclical inspections of all school	Every 4 years	Every 5 years	Every 4-5 years	Every 5 years	Every 2-4 years	Every 3 years
Differentiated inspections	*	*	*			
Thematic school inspections	*	*	*	*		*
Standards						
Legal aspects	*	*	*	*	*	*
Context and process quality	*	*	*	*	*	*
Outcomes	*	*				*
Threshold for distinguishing failing schools	*	*				*
Consequences						

(Advising on) sanctions	*	*	*			*
Interventions	*	*	*	*	*	*
Reporting:						
General/thematic reports	*	*	*	*		
Reports on individual schools to the general public	*	*		*		

Adapted from Ehren *et al.* (2012, p.20)
Asterisk indicates presence of characteristics/mechanisms in each country

A study which was conducted in Turkey by Memduhoglu, Aydin, Yilmaz, Gungor and Oguz (2007) indicates clearly and in details the aims and roles of supervisors in Turkey. Firstly, the aim and the principles in supervision unveils what is expected of any supervisor during his or her functioning as an official from the department of education. These supervisors are divided into two: ministerial supervisors and elementary school supervisors. The ministerial supervisors focus on secondary schools and the elementary school supervisors focus on elementary and preschools. The following discussion focused on ministerial supervisors.

Some of the responsibilities and authorities of the supervisors in secondary schools include: to supervise and evaluate teachers. It also includes professional assistance and training in practice. These officials also have to deal with the supervision of examination, courses and seminars, and the teachers also have to provide the supervisor with all the required documents. During a school visit the supervisors also check on the progress of the recommendations which were made on the last school visit. The records of the observations are kept for future supervisors to understand the situation of that particular school. It is imperative to note that these supervisors are not able to contribute to the improvement of the performance, because there is no-one who monitors that the suggestions of the supervisors are carried out. When in class observing the teachers, the supervisors evaluate the teachers on performance during the lessons, application of the curriculum and lesson plan, the efficiency of the teacher in asking questions, assignments and examinations of the learners, and knowledge and skills development of learners. These supervisions are held after every three years at secondary schools. It is clear from this study that much of the time that the supervisors use during school visit is spent on paper work monitoring and giving reports and

less on the development of teachers in terms of improving his or her performance which may then affect the performance of the learners in class.

2.2.2 Continental literature

In the African continent, even though the subject advisors exist in terms of the laws of different countries there are problems in these countries which affect the functioning of subject advisors. These problems include the resources, which may be funding, transport or in some cases it is the human resource.

In Botswana, (Moswela, 2010) the department of education has a section which is called the department of inspection and field services which is tasked with the function of maintaining and improving the performance of learners and also improving professionalism. These officers were initially serving all the schools from a central office. Due to the standards of roads, isolation and remoteness of schools, they could not supervise instructional leadership in all schools. Through the 1977 National Commission on education, it was recommended that this service should be strengthened through working closer with schools, so that they could assist in the teaching and learning of learners in the classroom.

These field officers are subject specialists, their functions include school visits, monitoring the performance, instructional supervision in schools, the maintenance of academic standards, issues concerning the discharge of good quality education, assist teachers to improve instructional leadership through workshops and also advise schools on best practice. The schools in Botswana are too remote and isolated and they continue to increase, so the subject specialists are not able to carry out that mandate of instructional leadership. They are also not able to spend enough time in each school; meanwhile the principals are not obliged by the law to supervise instructional supervision, unlike in the USA, where the principals are at the centre of instructional leadership through the No Child Left Behind Act of 2001.The problems which are there in African countries affect directly the good intentions and the education policies from various African countries.

In Kenya, the Education Act Cap 211 of 1968 gives the minister of education the powers to promote the education of the people of Kenya (Wanzare, 2011). That could best be done through monitoring and supervision of instructional leadership in school, through different officers which deal with schools directly. The directorate of quality assurance and standards made an arrangement for school visit by quality assurance and standards officers to supervise

schools. These school visits include checking on educational standards of school, assessing the competency of teachers through observing the teachers in class. Through schools visits these officers may see a need for workshops for both teachers and the principals.

Despite this, instructional leadership has been neglected in Kenya because of implementation problems. These problems include the shortage of personnel, limited resources like funds and equipment, lack of transport, personnel who lack instructional supervision and lack of meaningful feedback to schools. These problems of Kenya have made the Kenyans to make a call of internal instructional supervision, because they view the district offices as not assisting them in instructional leadership. In most countries in Africa, the subject advisors which in other countries are known as inspectors, do visit schools and conduct class visit, monitor the performance of learners and conduct workshops for teachers. In Senegal just like in South Africa, the district officials visit schools for various duties, but they also have subject advisors who serve as mentors. These officials provide in-service training for shorter or longer periods. A principal may request for these subject specialists to come and work at his or her school in order to assist a particular teacher in his or her subject. That official may be stationed in one school or may rotate amongst schools; it depends on the need (Glassman & Sullivan, 2006).

So in Senegal the subject advisors are also able to work with the teachers in a school, and that makes them to get immediate feedback about the performance of teachers and also obtain easily the information about their problems. That can quickly enhance teaching and learning as the teachers do not only get assistance during workshops, but on daily basis. That is also helpful to teachers who are new in the field and also when there are changes in the curriculum as teachers may not only get development, but also their performance can be monitored and the problems be easily identified and solved.

Kolawole (2012) states that the supervision of schools in Nigeria can be traced back as far as 1882 during the introduction of education ordinance. The education ordinance enabled the establishment of a general board of education whose function was to appoint an inspector for schools in West Africa. The education ordinance was seen as a way of controlling the development and growth of schools.

In 2004, the National Policy on Education was introduced which states that one of the main objectives of education administration is to ensure control through inspection and continuous supervision of instruction (Kolawole, 2012). It is important to note that Kolawole (2012),

points to the concerns which have been raised by Anurkam (1989) and Adesin (1981), which relate the assumed falling standard of learning, increased recruitment of unqualified teachers, the schools have not been visited regularly by inspectors, the inspection report is not made available and no follow-up on the problems which have been identified. These two authors view the inspection by the Ministry of education as crucial in improving the performance of learners.

The role of the inspection in Nigeria (Kolawole, 2012) is to communicate policies with teachers, provide professional advice to teachers, co-ordinate learning activities, and ensure the maintenance of high standard of education. The inspectors also carry out full inspection which includes inspecting buildings, furniture, equipment, library facilities, learners and staff records, notes of lessons, attendance register, log book and schemes of work. This full inspection is also done in South Africa by a team of inspectors who visit schools and spend almost the whole day inspecting all the records and the activities of a school.

Prew and Quaigrain (2010) conducted a study in Ghana about the use of data from the schools by the district office to improve the performance of the learners in schools. In Ghana the districts work with schools in planning and supporting each other and they use a platform which is known as School Performance Review (SPR). Through SPR, the district is not only able to get all the necessary data about the school, but they are also able to get views from all stakeholders as to how the performance of the school can be improved and also hold the school accountable for the poor results.

This process starts with a team from the district office who collects data on management, governance and classroom performance. After the district officials have analysed the data they then together with the school hold a school-community meeting; School Performance Appraisal Meeting (SPAM). The results for each class are presented and the community members are afforded an opportunity to engage each teacher about the results. During that session the community members point out problems that they may see and indicate how they feel those problems should be resolved. The teachers are also given a chance of responding to the concerns of the community. Even though this process enables the district to hold the school accountable for their results, at times these discussions become too personal between teachers and the community members. Prew and Quaigrain (2010) believe that the SPAM makes the teachers and the principals to know that the community is observing the performance of the schools. After the SPAM meeting another meeting follows from that

which is now at circuit level which is about reflection and planning and that is where now the performances of different schools within a circuit are compared. During that meeting plans are made for support, training and action against those schools which did not perform well. It is during this meeting that the circuit integrated plan is developed and the circuit supervisor discusses with the principals and management committee chairs of those schools which did not perform well. On the other hand, the district director holds a meeting at district level and during that meeting the district reflects on the performance of circuits and schools which then lead to the district integrated plan.

Having gone through all those stages of accountability by the school, the final public meeting is held where the performance of the schools is discussed by all the stakeholders with the aim of enabling the politicians to take proper steps in assisting the schools. At this public meeting the following people attend the meeting: district political and traditional leadership, community leaders, NGO's, religious authorities, principals, senior staff from the district office, school management committee chairs, district managers and circuit supervisors. These meetings do not only make schools to be accountable, but they also assist all stakeholders to be informed about the performance of the schools and engage the district offices in improving the performance of the learners (Prew & Quaigrain, 2010).

2.2.3 National literature

Instructional leadership in South Africa has been broadened as it is not practised by the principals only, but also the school management team and senior teachers and subject heads (Van Deventer & Kruger, 2003). That is in line with the *Collective agreement 1 of 2008* which makes senior teachers, master teachers, subject heads and heads of departments to work as instructional leaders together with the principals. Hoadley, Christie and Ward (2009) state that in most cases, principals have not received special training on instructional leadership even though they are expected to be at the forefront of instructional leadership. Even though there is that lack of training Hoadley, *et al*. (2009) do refer to certain studies which were conducted in South Africa, and which indicate that principals who are able to use resources effectively contribute to the improvement in the performance of the learners. These studies were conducted by (Christie & Fleisch, 2004; Gustafsson & Van der Berg, 2005). The study of these researchers points out the importance of regulation of time in improving the performance of learners. The monitoring and support for planning and curriculum delivery came up as an important factor in the study of Gustafsson ,2005; Kanjee and Prinsloo,

2005;Taylor and Prinsloo, 2005 and Van der Berg, *et al* (2005). The last one is about quality assurance of tests and the monitoring of results which was pointed out by Kanjee and Prinsloo, 2005; Taylor and Prinsloo, 2005. It is important to note that Hoadley, *et al* (2009) point out that the presence of school resources alone does not contribute to the improvement, but also how those resources are used. It is now important to focus the discussion on the change in policies in South Africa, because that has led to the changing roles of instructional leaders.

Since the start of democracy in South Africa changes have been taking place in the education system. These changes have also lead to the Employment of Educators Act (76 of 1998), which deals with the conditions of employment for educators. In terms of this Act there are school-based/institution-based educators and office-based educators. In South Africa teachers are called educators. School-based educators are those teachers who work in primary and secondary schools that are from Grade R up to grade 12. Institution-based educators work in further education and training colleges. Office-based educators are those teachers who are employed at departmental offices. A subject advisor is one of them and is based at district office, and he/she is expected to be a subject specialist. In terms of the Employment of Educators Act (76 of 1998), office-based educators include director of education/chief/deputy chief/first/senior/education specialist. According to this Act, the roles and responsibilities of office-based educators include leadership, communication, financial planning and management, strategic planning and transformation, policy, research and development, curriculum delivery, staff development and general.

In 2011, the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* were introduced, and that was followed by the *Policy on the Organisation, Roles and Responsibilities of Education Districts* (2013). These two documents clearly state the role and responsibilities of each and every member of the district office, unlike the Employment of Educators Act (76 of 1998) which simply deals with the general functions of office-based educators without being specific about each post. The Policy on the *Organisation, Roles and Responsibilities of Education Districts* (2011), describes the subject advisor as a specialist office-based educator in a district office or circuit office whose function is to facilitate curriculum implementation and improve the environment and process of learning and teaching by visiting schools, consulting with and advising school principals and teachers on curriculum matters.

The Policy on the *Organisation, Roles and Responsibilities of Education Districts* (2011), describes the roles of education district office as:

Planning

Collecting and analysing school, circuit and district data to inform planning. Assisting schools with compiling school improvement or development plans. Integrating school improvement or development plans into district plans.

Supporting

Providing an enabling environment and targeted support for education institutions within the district to do their work in line with education law and policy. Assisting school principals and educators to improve the quality of teaching and learning in their institutions through school visits, classroom observation, consultation, cluster meetings, suitable feedback reports and other means. Providing an enabling environment and organising provision and support for the professional development of managers, educators and administrative staff members.

Oversight and accountability

Holding principals of education institutions in the district accountable for the performance of their schools. Accounting to the provincial education department for the performance of education institutions in the district. Accounting to the provincial education department in terms of performance agreements that stipulate the roles, function and responsibilities of district officials in line with relevant policies.

Public engagement

Informing and consulting with the public in an open transparent manner. A district office should in terms of this policy be organised into teams: district curriculum support team, district management and governance support team, district learner support team, district examination and assessment team and district operations team.

In 2008 an agreement was reached between the organised labour and the department of education in the Education Labour Relations Council, and that agreement is collective agreement 1 of 2008. Annexure A of this agreement provides for the job description for school-based and office-based educators. In terms of this agreement the post of a subject advisor was created to ensure that there is special capacity to provide and or source relevant

teaching and learning material to improve performance in the subject. To support teachers in effectively delivering the curriculum in the classroom. To support teachers in strengthening their content knowledge. To monitor and support the implementation of the curriculum in the relevant subject.

Core duties and responsibilities of a subject advisor

At the end of each year, he or she must draw up a support and enrichment plan for all schools/teachers under his or her authority based on an analysis of their end of the year results .The support and enrichment plan must also be informed by what schools plan to do to address their challenges, as reflected in their School Improvement Plan (SIPs) or Academic Performance Improvement Plan (APIP).

In the first quarter of the academic year:

A personal visit to each of the schools at the beginning of each year to discuss the previous year's performance and to ensure that all necessary resources for effective teaching are available. A subject letter to schools/teachers reflecting on the previous year's performance and ensure availability of necessary Learner Teacher Support Material (LTSM). Meeting and assessing capacity of all new teachers with special attention to newly qualified teachers. Orientation meetings/workshops with HODs, principals and/or new teachers on the year ahead, which include setting targets, discussing strategies to improve performance, agreeing on a monitoring, evaluation and support strategy for the circuit/district.

In the second and third quarters of the academic year the core responsibility of subject advisors is to conduct school visits focused on:

Schools that have shown an uncharacteristic decline in end of year results (Grade 12 or ANA), ANA is Annual National Assessment. Schools that are serial underperformers to establish a realistic course of action to improve learning outcomes. Engaging with teachers and HOD's on their academic improvement plans for their subjects, including plans for teacher development. Checking that teachers have all the necessary support material for e.g. content framework, textbooks, exam guidelines, exemplar papers and memoranda, past exam papers and memoranda training materials on content. Moderating formal assessment tasks where relevant. Undertaking face moderation in subjects that have a practical component or orals. Advising schools on procuring resources like equipment, chemicals, cooking items for hospitality studies. School visits should also include drawing samples of learners' written

work to: establish pace, depth and sequencing of curriculum coverage. Compare written work to teacher planning and availability of resources. Check frequency and management of home and class work as well as usefulness of feedback to improve learner understanding. Visit classrooms during teaching time to assess quality of classroom interaction. Assess strategies to pick up on learner difficulties and school systems to provide remedial lessons or additional support to learners that need it. Conduct capacity building training for teachers in areas in which they need professional development support. Support the formation of a cluster of schools with similar or common challenges to encourage working cooperation, sharing of best practises amongst teachers. On-site support/school visits to all schools, including those in remote areas must be mandatory (Department of Education, 2008).

2.3 Theoretical frameworks

The section below discussed the two theories that underpinned the study, namely instructional and distributed leadership theories.

2.3.1 Instructional leadership theory

Tan (2012) states that instructional leadership is about leaders whose goals are academically orientated, able to supervise and also to work with teachers to improve the performance of the learners. This view about instructional leadership concurs with that of Southworth (2002) who views instructional leadership as being about teaching and learning, professional development of teachers and the improvement of the achievement of learners. Southworth (2002) further states that it is expected that a person who practices instructional leadership should have the following qualities: high level of knowledge and understanding of curricular and student learning. Different authors define instructional leadership based on a broad definition or on a narrow definition of instructional leadership that concurs with the views of Southworth (2002) and Deventer and Kruger (2003). The narrow definition of instructional leadership focuses on supervision of teaching and the development of teachers (Deventer and Kruger, 2003). While a broad definition of instructional leadership relates to those aspects of leadership which have to do with the organisation and the culture of teachers (Southworth, 2002).

Hallinger (2009) points out that even though there is no single agreed model of instructional leadership, a model which was developed by Hallinger and Murphy (2005), is the one which is mostly used by different researchers. Even though this study is about subject advisors as instructional leaders, the model of Hallinger and Murphy (1985) is the one which forms the

basis for all discussions around instructional leadership at schools and at district offices. So it is imperative to understand the model of Hallinger and Murphy (1985), so that the instructional leadership can be understood better. It has the following three instructional management dimensions: defining the school mission; managing the instructional program and promoting a positive school learning climate. These dimensions are subdivided into defined job functions (see Table 2.2), which are discussed below:

2.3.1.1 Defining the school mission

The principal is an instructional leader of a school, so he or she must communicate with the teachers and the learners about the mission and the vision of the school. So as a leader, the principal has to know the goals of the school and has to make the teachers and the learners understand the vision and the mission so that they would be part of it.

Framing school goals

In framing the school goals, the principal has to understand that he or she has to focus the teachers and the learners on few clearly defined goals, so that they can be achieved. Those goals should be on improving the performance of the learners, and those goals should also be based on the data of the performance of the learners.

Communicating school goals

It is about the way the principal communicates the important goals to the teachers, learners and the parents. During that communication, the principal has to emphasise the importance of goals, which can be done during formal communication and also on informal communication include staff bulletins, staff meetings and parent meetings. Informal communications include conversations with staff.

Defines the mission	Manages instructional programme	Promotes school climate
Framing school goals	Supervising and evaluating instruction	Protecting instructional time
Communicating school goals	Co-ordinating curriculum	Promoting professional development

	Monitoring student progress	Maintaining high visibility
		Providing incentives for teachers
		Enforcing academic standards
		Providing incentives for students

Table 2.2   Instructional leadership model of Hallinger and Murphy
Adapted from Hallinger and Murphy (1985, p.221)

2.3.1.2 Managing the instructional programme

The principal as an instructional leader has to be able to manage instructional programme through interacting with teachers on issues which relate to curriculum and teaching. In managing the instructional program, the principal must be up to date with the developments in curriculum, so that he or she can be able to check the progress on work schedules.

Supervising and evaluating instruction

The principal has to co-ordinate the objectives of the school with those activities of a classroom. He or she has to provide instructional support to the teachers and has to have class visits in order to monitor teaching and learning. The principal must then not only visits classrooms, but must also check the files of teachers and the work of the learners.

Co-ordinating curriculum

Co-ordinating the curriculum is very important in teaching and learning as it enables the instructional leader to align the objectives of the school curricular with both the content that has to be taught with the performance tests. The principal as the instructional leader must establish and be part of the curriculum committee.

Monitoring student progress

Standardised tests when used in a school are a good tool in identifying problems in terms of both the performance of learners and also of the teachers. The data of those tests can then be used by the principal in his or her discussion with the teachers to evaluate teaching and learning and also monitor the progress of the learners. This means that the principal must

analyse the results of the learners, and use that data to identify problems so that intervention could be implemented where it is needed.

2.3.1.3 Promoting a positive school learning climate

This dimension is about the norms and attitudes of the teachers and the learners. The principal as the head of a school has to create a climate for positive learning at school. This can be achieved through reinforcement of academic achievement, careful use of school time and the implementation of staff development programmes. In a school, the principal must workshop teachers about the code of professional ethics and also about related education policies, so that they would know what is expected of them as teachers.

Protecting instructional time

The optimal use of instructional time is important in the performance of the learner. So the principal has to guide against the interruption of teaching and learning. That can be effectively implemented if the principal would have a policy in place which would prohibit the unnecessary waste of teaching and learning period. The principal can achieve that through prohibiting meeting during teaching time and also not allowing sports activities during the normal school day.

Promoting professional development

The principal can promote professional development through providing teachers with in-service training, link staff development with the school goals and also inform teachers about the available staff development opportunities. The principal may organise workshops for teachers on areas that have been identified as problematic. The principal must also inform teachers about any incoming workshops, and also encourage them to further their studies.

Maintaining high visibility

The principal has to find time of interacting with the teachers and the learners on an informal basis. That can be done through being visible around the school, so that the teachers and the learners would get a chance of having informal meetings with the principal. Through Managing By Wandering Around (MBWA) the principal can get more information about the situation of his/her school. That can be done through walking around the school not only looking at whether teaching and learning is taking place, but also checking the building and the situation at school.

Providing incentives for teachers

In creating positive climate for learning, the principal must recognise the work of the teachers, so the principal must find ways of rewarding teachers for their effort and dedication to their work. In a school the principal has to promote incentives for teachers to recognise their performance and that can be done by giving awards to teachers which could be done through holding teacher of the month awards, issuing of certificates and trophies.

Developing and enforcing academic standard

The principal must set high standards which are clearly defined so that high expectations would be created which will then lead to improved performance of the learners. The principal must through staff meetings set the expected pass rate for the following year, so that the teachers would work towards achieving that expected level.

Providing incentives for learning

The principal must create a climate for learning at school through recognising the improvement in the performance of learners and also their achievements. That can be done through rewards which are given to learners. All these dimensions and the roles of a principal as an instructional leader are used worldwide as the basis for instructional leadership in schools and also in education district offices. The learners who show improvement and those who perform well may be given certificates by the principal, as incentives for their performances.

Hoadley and Ward (2009) state that the instructional leadership has five themes which are expected to be found in a leader who practices instructional leadership. These themes are: pedagogical expertise, distributed leadership, linkages, social context, and categorisation of effective instructional leadership which are discussed below:

Pedagogical expertise

Since instructional leadership is about teaching and learning it is imperative that an instructional leader must have an understanding and knowledge of the subject. This means that, the subject advisors must be leaders in their subjects. They must be able to workshop, mentor, give support and monitor the performance of teachers and learners. That can only be perfectly done if the subject advisors are experts in their fields.

Distributed leadership

Instructional leadership cannot be practiced by a leader in isolation. For it to be successful it has to involve all role players. So the subject advisor must enable the principals and the teachers to have the capacity to become instructional leaders in their own areas, so that all the teachers and the principal in a school would be able to practice instructional leadership. That will contribute positively to the performance of the learners.

Linkages

An instructional leader is also a curriculum leader, so instructional leadership should also have linkages in the relationship about management, curriculum and instruction. Those linkages would function properly if their characteristics are clear, if there are proper functioning structures, if there are channels of communication and the vision and the mission are understood.

Social context

Social context of school can be the geographic location of the school, the population of the learners, and factors like whether a school is a primary or a secondary school.

Categorisation of effective instructional leadership

It is important also to understand the different functions which are performed by an effective instructional leader, as that assists in understanding instructional leadership better. It is worth nothing that in the Western countries, instructional leadership is focused on the principal, and that principal should practice instructional leadership in a school. That principal must then use that instructional leadership on teachers who are then expected to improve their performance which in turn will improve the results of the learners. At district level it is only the superintendent, who in turn monitors the performance of the principal in terms of instructional leadership. That is evident from the definitions and the models of instructional leadership from the Western countries; the emphasis is on the principal. In Africa, the district offices interact directly with the subject teachers, even though the officials interact with the principal, it is mainly on management issues. When it comes to instructional leadership, the HOD's and subject teachers are contacted. Since most of the literature about instructional leadership comes from the Western countries not Africa that has lead to the countries to look at instructional leadership as the function of the principal.

2.3.2 Distributed leadership theory

Spillane (2005) points out that distributed leadership should be understood as being about leadership practices, not about their roles and functions. Distributed leadership's view of leadership practises is about the interaction between school leaders, their subordinates and their situations. Spillane (2005) also emphasises the importance of understanding that leadership practices which involve the interaction between leaders and subordinates are determined by the situation. Distributed leadership should be viewed as a system which consists of interactions between the leaders and the subordinates in a particular situation (Spillane, 2005). Timperley (2005) emphasises the importance of distributed leadership practices in an organisation as the vision and the mission would vanish when the leader is gone. The interaction between the leader and the followers enables those followers to continue with the good work, because of the leadership which has been distributed to them. This view concurs with that of Spillane (2005) that distributed leadership is about leadership practices. It is vital to point out that Timperley (2005) differentiates between distributed leadership and dividing task responsibilities. Task responsibilities are allocated according to existing roles, but in distributed leadership there is an interaction between leaders and followers. Leadership is not dictated by the position of an individual in an organisation but it is the situation or the problem which dictates.

Corrigan (2013) views distributed leadership as rhetoric, as in reality we have hierarchical management which imposes its authority on the people. In emphasising his argument Corrigan (2013) points out that distributed leadership appeals to the teachers as they are promised leadership as it is distributed to all those who have the necessary skills for certain tasks. In reality, there are those people who because of their management positions have the authority, which then give rise to the question of who has the authority amongst these people. So in that situation there would be a conflict of interest. As this leadership is about distributing leadership, so it also appeals to the democrats who view distributed leadership as a promise of democracy. In schools there are school management teams which consists of HOD's, deputy principals and principals, these are the people who are in leadership and they would not all be happy about distributing leadership and power to post level one teachers. In reality these structures of leadership and management exist in schools, but teachers are made to believe through distributed leadership they would have new working relationships. So in reality, distributed leadership has problems of implementation. Corrigan (2013) also describes distributed leadership as just the new name which concurs with the view of Spillane

(2005) who says distributed leadership is old wine in a new bottle. Corrigan (2013) cites Ryan's inclusive leadership and Argyris's Behaviour Pattern A as examples of already existing similar leadership styles.

Hartley (2007) states that distributed leadership has very little empirical evidence which link it with the performance of the learners. This concurs with the view of Spillane (2005). Hartley (2007), Corrigan (2013), Spillane (2005) and other researchers are all in agreement about the fact that they do not find any reason for the emergence of distributed leadership in education as there is little evidence which support the existence of distributed leadership. In the absence of the reasons, these researchers then concluded that distributed leadership was formulated to align leadership with the present political situation of democracy of sharing responsibility and empowering subordinates to prepare them for future leadership.

In analysing the views of these researchers about distributed leadership it emerges that distributed leadership is about involving all people in the management of an organisation. In a school situation, if all the teachers are made to understand the importance of distributed leadership in terms of how the school will benefit, it can be implemented with less tension. When the management of a school understands that by distributing leadership, teachers are empowered and that means even if their principal as the head of a school is gone, they would together be able to continue improving the performance of the school as they would all have been empowered to lead. This would also enable distributed leadership to be implemented with less pain. Management of schools should also understand that distributed leadership does not eradicate their positions and power but it strengthens the management as there would be more teachers who have leadership skills working with them.

2.4 Chapter summary

In this chapter the role of the subject advisor at international level was discussed. The focus was how subject advisors as instructional leaders carry out their duties around the world. The discussion then shifted to the African continent where the role of the subject advisors in certain African countries was discussed. The national literature was then discussed. The chapter ends with the discussion about the theoretical frameworks.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter discussed the literature on instructional leadership and the role of subject advisors in schools. The theoretical frameworks which underpinned this study were also discussed. This chapter discusses the research design and methodology utilised in the study. It begins with the research design, followed by the methodology, paradigms, sampling, data generation methods, data analysis, issues of trustworthiness, ethical issues, limitations of the study. This discussion is concluded by the chapter summary.

3.2 Research design and methodology

Research design and methodology are discussed below.

3.2.1 Research design

The plans and the procedures that a researcher employs in a study are known as the research designs (Creswell, 2009). There are three research designs and these are qualitative, quantitative and mixed methods. This study was about understanding the role of subject advisors, so it was appropriate to employ a qualitative research design in this study. Gay, Mills and Airasian (2009) state that in a qualitative research the aim is to understand the phenomenon or to gain insight. Creswell (2009) concurs with them when he says a qualitative research is a way of exploring and understanding.

3.2.2 Methodology

King and Horrocks (2010) describe methodology as the process in which a researcher chooses the design and the methods for the study and also defends his or her decisions. Creswell (2009) describes methodology as the strategies of inquiry. The following strategies are identified by Creswell (2009) as appropriate for qualitative research: ethnography, grounded theory, case study, phenomenological research and narrative research. This study utilised the case study as it is the most suitable methodology in getting an in-depth understanding of a phenomenon. This study sought to explore the role of subject advisors in enhancing instructional leadership practices in schools so the case study is most suitable. This then necessitated the description of a case study as that would indicate the suitability of a case

study in this research. A case study enables a researcher to study deeper about an event, activity or process (Creswell, 2009). Litchman (2006) concurs with Creswell and states that the aim of a case study is to study in depth a certain case. Cohen, Manion and Morrison (2007) also agree with these authors, because they also view a case study as assisting in understanding ideas. It is important to note that Cohen, *et al* (2002) also mention that a case study is bounded and that a researcher is able to generate data in a natural setting without influencing the environment. So that means it has a geographical area where the research will take place. In this study it was the education district office and on only the activities of the subject advisors. Creswell (2012) identifies three kinds of case studies: intrinsic case study, instrumental case study and a collective case study. An intrinsic case study is about a case which is unusual or of interest. Instrumental case study is used to clarify a particular case, and lastly a collective case study has to do with researching a number of cases with an aim of using those cases to understand a particular issue. This study was then based on intrinsic case study, because the issue of how subject advisors enhance instructional leadership in schools is of interest in education as we have these changes which means the roles of these education officers are being redefined and their understanding of their functions makes them to be more effective, which may improve the performance of the learners.

3.3 Paradigms or world-views

Creswell (2009) identifies four paradigms and refers to them as worldviews. These paradigms are postpositivism, constructivism, advocacy/participatory and pragmatism. Each paradigm has an ontology, epistemology and methodology. Ontology is about the aim of enquiring, epistemology deals with the nature of knowledge and methodology is about how knowledge is accumulated. Postpositivism is also known as the scientific method and also as empirical science. It is about identifying the cause and the result of that cause. Constructivism is a qualitative research approach. It is about understanding the world that we live in and the interactions about participants in their natural settings. Advocacy and participatory views deal with social and political influences in our daily lives. It advocates the emancipation of the marginalised people. Pragmatic view is about what works and the possible solutions. Pragmatists do not believe in a world as a unity, so they are free to use any method for data generation. They do not use one method they use mixed methods (Creswell, 2009). Out of these world views constructivism/interpretivism is appropriate for this research. So this study utilised the constructivism paradigms as it is about understanding and gathering data through

participants and also during that process that the data is gathered at the natural setting of the participants.

Constructivism/Interpretivism is about understanding the world that we live in (Creswell, 2009).In terms of ontology, constructivists want to understand the cultural, historical nature of the participants and researchers who subscribe to this paradigm and interpret the views of others about the world. In epistemology the meaning and knowledge comes from the interaction of people and lastly the methodology which is used by these researchers to gain knowledge is through visiting people in their natural areas because all people are born with knowledge. So researchers generate knowledge personally from the people.

3.4 Sampling

When conducting a research it is not always possible to get access to the whole group of interest. So a researcher must use a smaller group which consists of the same characteristics as the whole group. The smaller group is called a sample and the larger group is called the population (Gay, *et al.* 2009). Cohen, *et al. (2007)* describe a sample as the subset of the total population. Sampling is a process which is used to formulate a sample (Gay, *et al.* 2009). Drew, *et al.* (2008*)* refer to sampling as the selection of the participants. These explanations of sampling concur with Cohen, *et al.* (2007) who view sampling as the selection of members of the wider population to formulate a subset. Cohen, *et al.* (2007) state that there are two main kinds of sampling. These are the probability sampling and non-probability sampling. In probability sampling all members of the population have the same chances of being selected and in a non-probability sampling certain members would be excluded from the selection process. Gay, *et al.* (2009) define probability sampling as a technique that gives the chance for each member of the group to be selected and non-probability sampling as techniques which do not specify the chance that each member of the population has in terms of being selected. Probability sampling which is also known as random sampling consists of the following types: simple random samples, systematic samples, stratified sample, cluster samples, stage samples and multi-phase samples. Non-probability sampling which is also known a purposive sampling consists of the following samples; convenience sampling, quota sampling, dimensional sampling, purposive sampling and snowball sampling (Cohen, *et al.* 2007). This study utilised purposive sampling because purposive sampling is information-rich (Gay, Mills and Airasian, 2009). Purposive sampling enables the researcher to understand and also to discover (Gay, *et al.* 2009), which is in line with this study, and that is

to understand the role of the subject advisors in enhancing instructional leadership. This then necessitated the explanation of purposive sampling. Purposive sampling is a tool which is used by a researcher to select the participants based on certain criteria, and during that process of selecting the participants the researcher uses his or her experience and knowledge of those people to select those who would provide the necessary data. Cohen, *et al.* (2007) state that in purposive sampling, the researcher chooses the participants on the bases of characteristics which are found in those people, which are crucial in the study in terms of providing relevant or sought data. So the sample for this study consisted of three subject advisors from the education district office. As this study was about the role of subject advisors in enhancing teaching and learning in schools, so it was appropriate that the subject advisors were participants of this study as the researcher needed their experience and knowledge about their role in teaching and learning. As the subject advisors were busy with the workshops for CAPS, and the final examinations were about to start it was not easy to locate them. So the researcher worked with the number of subject advisors who were available at that time.

In selecting the research site, which in this study is the education district office, the convenience sampling was used. I used an education district office that I could reach easily so that at any time during the research I could quickly access the participants and the relevant documents. Convenience sampling is the appropriate sampling, as it is the sampling which consists of participants which are nearest to the researcher. It is the sample which the researcher can easily access (Cohen, *et al.* 2007). Gay, *et al.* (2009) describe convenient sampling as a process of choosing whoever is available at that time of sampling. So convenience sampling enables the researcher to be able to use the participants who are convenient to him or her.

3.5 Data generation methods

In this study, data was generated using semi-structured interviews and document analysis.

3.5.1 Semi-structured interviews

As this was a case study, the aim of this research was to get an in-depth understanding of how the subject advisors enhance instructional leadership practices in schools. So it was appropriate to generate data using the above mentioned tools. An interview in a research allows for the participants to interpret their world and also afford the participants an

opportunity of expressing their views (Cohen, *et al.* 2007). An interview affords the researcher an opportunity to get in-depth data about the experiences and the feelings of participants (Gay, *et al.* 2009). Interviews are classified as structured interviews, semi-structured interviews and unstructured interviews. This study employed semi-structured interviews. Semi-structured interviews allow the researcher during the interview to get clarity on certain issues or responses. That is done through requesting a participant to give more details about his or her responses that are not clear to the researcher. Thomas (2011) says a semi-structured interview enables a researcher to make a follow-up on a response if there is any need.

It is not possible to remember each and every response from a participant, so this study used audio recorder so that during transcription all the responses could be written and also analysed by the researcher. King and Horrocks (2010) say that it is important to record the interview as it will assist the researcher during the transcription. Cohen, *et al,* (2007) concur with them as they also view the recording of an interview as crucial, if not most of the data may depend on the memory of the interviewer.

3.5.2 Documents reviews

The other tool that was used in data generation was document analysis. In trying to understand the role of subject advisors in enhancing instructional leadership, documents which deal with their duties and also what is expected of them was analysed so that the researcher would have an understanding of what was expected of the subject advisors and what was happening on daily basis. The documents that were analysed included policy document, programme for the quarter or year which consisted of schools visits plan and plans for workshops and school visits reports. The policy document which was reviewed during this study was the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011), as it deals with the duties of the subject advisors. It is worth noting that Cohen, *et al.* (2007) point out that even though there may be plenty of documents, there are factors which have to be considered when analysing them. These factors include the point that these documents were not all made for research purposes. That has to be considered when dealing with trustworthiness of documents. Another factor is that even if the documents may be there, but they may not necessarily be available for the public to view them and that may affect the study. Even though there may be problems with the documents, but there are valuable, because the documents enable the researcher to search valuable information without

having to interview people who may not be there anymore and the researcher may get data about how events have been changing over the years and how people have been conducting their duties. Creswell (2009) concurs with Cohen, *et al.* (2007) because Creswell views documents as sources of data which have been thoughtfully compiled and can be accessed at anytime that will be convenient to the researcher.

3.6 Data Analysis

Cohen, *et al. (*2007) point out that in qualitative research, data analysis is based on fitness for purpose as there is no single method for analysis. Fitness for purpose means in a study the purpose for the data analysis will determine the type of analysis that will take place. Gay, *et al.* (2009) agree with Cohen, *et al.* (2007) on the fact that there is no single data analysis approach in qualitative research that the researchers have agreed upon. Creswell (2009) provides a comprehensive process of data analysis which the researcher employed in this study. This process has the following steps: Organising and preparing data so that it will be analysed, that includes transcription of the interviews and typing field notes. The next step is to read all the data that has been organised to get an overall idea about the data. That should be followed by the coding process, which involves the formation of categories which are then labelled with a term. That should be followed by the generation of themes which will be used for analysis. The fifth step is to formulate an approach of how the description and themes will be represented. The last step involves the meaning or the interpretation of the data. In this study data was analysed in the following manner. Once the data was generated it was then organised and prepared for analysis, through transcription of the interview. The researcher then had to read the transcripts and the documents which contained programmes and daily activities, such as workshops school visits by the subject advisors. That was followed by the formulation of themes through the use of research questions. After the formulation of the themes the responses were then grouped according to those themes. The responses were then analysed and conclusions made.

3.7 Issues of trustworthiness

In quantitative research, concepts like validity and reliability are used. Validity is about instruments used being able to measure what they were supposed to measure, and reliability means if the research could be repeated under similar conditions similar results could be achieved. As this study employed a qualitative approach which is about how different people interpret their world, their emotions and feelings, the appropriate concept is trustworthy. It

simply means how the data which was generated can be considered as the reflection of views and the feelings of the participants. Cohen, *et al.* (2007) state the following points as the sources of biases in an interview: the preconceived notions from an interviewer, which lead to him or her to expect certain responses which are in line with those notions. Through piloting the interview, the researcher was able to understand that different people could interpret the same phenomenon differently. Through piloting the interview, the following problem was also addressed: the issue of the participants being not able to understand certain questions. When an interview is piloted on people who may have similar characteristics with the sample group, the researcher may be able to pick-up difficult terms. Therefore piloting was also used in this study.

Also the following steps were taken to ensure trustworthiness: I used peers to assess the research schedule, so the researcher was able to ascertain whether there were problems or not. Another step that was followed is member checks, where the researcher would allow the participants to read their responses and the analysis to determine whether the researcher was able to capture their responses correctly and also that the analysis was in line with their views. Triangulation was also employed during data generation in this study through the use of interviews and document analysis. That enhanced the trustworthiness of the data generated as that was done through two different methods, Gay, *et al.* (2009). Creswell (2009) concurs with them and also explains in detail that during member checking, the researcher does not use the raw data. The researcher must use the data which has been analysed, and during that process, a follow-up interview may be necessary and also the comments from the participant about the findings. So these measures were used in this study to strengthen the trustworthiness of this research.

3.8 Ethical issues

Ethical issues deal with what a researcher should consider before conducting a study which may be in conflict with the whole process of the research. These issues may involve rights of the participants, morals and values (Cohen, *et al.* 2007). Cohen, *et al.* (2007) identify several issues that a researcher should consider before conducting a study and these are : informed consent, gaining access to and acceptance in the research setting, the nature of ethics in social research generally, sources of tension, problems and dilemmas confronting the researcher, ethical problems endemic in particular research methods, ethics and evaluative research,

regulatory ethical frameworks, personal codes of practice, sponsored research and responsibilities to the research community.

The ethical issues that affected this study were as follows: Informed consent which is about informing the possible participants about the whole research and allowing them to decide whether to participate or not. Informed consent has four elements and they are competence, voluntarism, full information and comprehension (Cohen, *et al.* 2007). The second issue is access and acceptance at the research site. Gay, *et al.* (2009) state that it is important to identify the procedure that has to be followed in obtaining access and conducting a research in a particular site and also that permission must be sought from people who may not be the participants but because of their positions. The last issue is about the problems and dilemmas confronting the researcher. They include privacy, anonymity and confidentiality.

In line with these ethical issues, the ethical clearance was obtained by the project leader, my supervisor through the School Higher Degrees Committee. The permission to conduct the research at the site was obtained from the district director and the participants (subject advisors), and also permission was obtained from the Department of Education (Pietermaritzburg), for entering their premises and conducting research during working hours. On the issue of the participants, their names will never be revealed, and these participants were also informed about that. Documents will be shredded after five years have expired. In any publication or presentation, pseudonyms will be used and all the voice recordings will be erased as soon as the period of five years after the research has expired.

3.9 Limitations of the study

This study focused on only three subject advisors only, so there is no way that the results of this study could be used to generalise. Subject advisors were busy with the workshops for CAPS in secondary schools during the period of conducting the interviews, so that caused problems as it was difficult to locate them. Consequently, I had to accommodate that by rescheduling the interviews and conducted them during holidays and late in the evenings. I also had to cancel observations as it was difficult to arrange that with the subject advisors.

3.10 Chapter summary

In this chapter the following were discussed: research design and the methodology; the research paradigm; sampling; data generation methods; data analysis; issues of

trustworthiness; ethical issues and I concluded with a brief discussion on the limitations of the study. The next chapter will focus on data presentation and discussion.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

In the preceding chapter research design and methodology were discussed. This chapter discusses the profiles of the participants and the findings of the data which were generated using semi-structured interviews and document reviews. The interviews were conducted on three subject advisors who work with secondary schools in one of the education district in KwaZulu-Natal. It is important to mention that South African secondary schools are divided into general education and training band and further education and training band, so the subject advisors are then divided along those lines. That is why I decided to have participants from both bands so that I may be able to review the role of subject advisors in all grades in secondary schools. In this chapter, I present and discuss the themes that emerged from the data. To ensure that the participants' voices were not lost, verbatim quotations are also used.

4.2. Profiles of participants and discussion

	Buthelezi	**Cele**	**Dlamini**
Age	43 years	55 years	54 years
Teaching and Management Experience	11years of teaching. 3 years HOD 5 years - subject advisor	18 years of teaching. 10 years - subject advisor	23 years of teaching. 7 years subject advisor
Highest Qualification	BEd Honours	BEd Honours	BEd
Number of Schools Serving	580	200	500

Discussion of profiles:

The profiles of these participants seem to indicate that they have been in the field of education for a long time, which may enable them to possess enough knowledge and the experience to be able to understand their roles. Their experience is very important in this research as it enables the participants to have rich knowledge which may enables them to be

able to link policy with practice. In terms of their qualifications they also possess enough knowledge to be able to understand the content, and if they understand the content it becomes easy for them to provide support and guidance to educators. The policy on the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011), state that the subject advisors should be subject specialists. So these participants should have enough knowledge in terms of their qualifications and experience to also be able to know how to lead educators on good instructional practices which may assist the educators to perform better in their classrooms. The number of schools that they are serving is very high as it indicate that these schools cannot be able to get the necessary support from the subject advisors as they would not be able to visit all of them three times a year as it is stipulated in the policy on *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011). This may then affect their those educators who are new in the field of education and also those who may experience problems in certain sections of their work, and that may affect the quality of teaching and learning.

4.3 Discussion of findings:

The presentation below comprises of findings presented in the form of themes guided by the research questions. These themes are as follows: Subject advisors' understanding of their roles in supporting teaching and learning. How subject advisors support teaching and learning in their district. Collaboration to support and manage teaching in education district. The challenges subject advisors experience as they enact leadership and management practices of teaching and learning. How subject advisors overcome the challenges that they experience as they support teaching and learning in the education district. Other important issues on teaching and learning.

4.3.1 Subject advisors' understanding of their roles in supporting teaching and learning

The findings from these three subject advisors who were part of this study seemed to suggest that these subject advisors had a good understanding of their role in supporting teaching and learning in their district. Through their responses they stated the following activities as their role in supporting teaching and learning in schools: understanding the needs of the schools, implementation of the curriculum, providing relevant documents, supporting educators in subject matter, school visits and workshops. This is how they responded:

As a subject advisor at my district my main function is to support the implementation of the curriculum basically… (Mr Dlamini).

My role as a subject advisor is to help with the implementation of the curriculum and to support the educators in the subject matter… (Mr Cele).

The responses of theses subject advisors were in line with the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts (2011),* as this document states clearly that the subject advisors have to monitor and support the implementation of the curriculum.

Mr Buthelezi, the third participant emphasised the importance of quality teaching and learning. Through supporting educators, a subject advisor is able to strive for quality teaching and learning. This is how he expressed his view:

Right Sir I must say my role is to ensure that there is quality teaching and learning that is taking place in the district particularly in my subject…

(Mr Buthelezi).

The documents that were provided to me about the daily duties of subject advisors seemed to corroborate the responses of the subject advisors about the support they provided to educators in the implementation of the curriculum. In the forms which were used for school visits the space for purpose of visit had the following: support visit on planning, assessment, resource, recoding and clarity on CAPS and NCS (National Curriculum Statement). These entries indicated that the purpose was to support the educators in the implementation of the curriculum.

This view of Mr Buthelezi seemed to indicate that he understood his work as a subject advisor, as his view was also in line with the *Policy on the Organisation, Roles and Responsibilities of Education Districts* (2011). This policy states that there are four main roles of education district offices; planning, support, oversight and accountability and public engagement. The support role entails assisting schools so that the quality of teaching and learning could improve. It is also stated in this policy that a subject advisor must support educators ineffectively delivering the curriculum, which is what Mr Buthelezi seemed to be concerned with. It is worth noting that the rationale for this policy is to improve the quality of teaching and learning in schools (Education, 2013). So from the responses of these subject advisors it seemed to suggest that their understanding of work was in line with the policy

which entails their functions and responsibilities. The responses of these subject advisors seemed to be corroborated by the Minister of Basic Education who is of the view that education districts have a crucial role of supporting schools in implementing and monitoring of education policies (Education, 2011).

The views of these subject advisors seemed to be corroborated by the researchers who conducted their studies in Botswana and Kenya. Moswela (2010), states that in Botswana, the field officers have to ensure good quality education and also ensure that the schools under their supervision implement curriculum in line with the policy. This is also corroborated by Wanzare (2011), who states that through supporting teachers, instructional supervisors in Kenya assist teachers in improving teaching and learning.

Mr Buthelezi also indicated that it is important to understand the needs of the schools, so that he will know how and where to support the teachers of his subject. This is how he responded:

> *…and also to make sure that I understand the needs of the schools so that I*
> *can support them effectively where I can…* (Mr Buthelezi).

Mr Buthelezi has gone a step further by not only indicating his understanding of his role, but also indicated that for his effort to have an impact he had to understand the needs of the educators so that there would be positive results. The *Guidelines on the Organisation, Roles and Responsibilities of Education Districts (2011)*, also state that a subject advisor must have a database of all the schools that he/she is responsible for so that he/she may have the information about special support needs and also know those educators who may need support. These subject advisors were expected to be instructional leaders in their district, so it was appropriate to view their responses on the instructional leadership theory perspective as it underpinned this study. Hallinger and Murphy (1985) formulated an instructional leadership model which formed part of the basis for the analysis of the responses of these subject advisors. Hallinger and Murphy (1985), state that instructional leaders must supervise and evaluate instruction. That function entails providing instructional support to educators, which seemed to be the responses of these subject advisors when they supported the implementation of the curriculum and ensuring quality teaching and learning in schools. It has been shown through the responses of these subject advisors who were part of this study that they did know what was expected of them. If the subject advisors understand their role they are able to contribute meaningfully in their district, and that may have a positive impact not only on teachers but also on the performance of the learners.

It emerged from this theme that the subject advisors who were part of this study had a good understanding of their roles in enhancing teaching and learning. The responses of these subject advisors seemed to be in line with what is expected of them in terms of the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011), as they stated that they supported the implementation of the curriculum and ensured that there was quality teaching and learning in schools. Their understanding of their role is corroborated by the documents that were reviewed and also the theoretical and literature reviewed on instructional leadership.

4.3.2 How subject advisors support teaching and learning in their district

All the participants seemed to have similar understanding about how they supported teaching and learning in schools and they were able to provide different activities which they considered to be their functions. These activities included class visits, workshops, helping educators with the content, forming of clusters and providing educators with relevant policy documents such as those for examination, teaching and learning. This is how they responded:

> *As a subject advisor at my district my main function is to support the implementation of the curriculum basically, so we do that through school visits, organise workshops and conduct workshops* (Mr Dlamini).

Mr Buthelezi seemed to explain further the support that he gave to teachers:

> *... to visit the schools to support the teachers that are teaching that subject and support in terms of guiding them according to the policy and also do class visits where I can actually see what is taking place at the classroom and give guidance in the classroom and another thing is to conduct workshops...*
> (Mr Buthelezi).

Mr Cele seemed to be in agreement with Mr Buthelezi and Mr Dlamini, because he spoke about guiding the teachers and conducting workshops:

> *... I must make sure the educators get all the documents that are related to the implementation of the curriculum, guidelines, examinations, guidelines for teaching and learning in the classroom, guidelines for the subject as a whole and also hold some workshops...* (Mr Cele).

The documents that were provided to me indicate that the subject advisors did visit schools, and the aim of visiting was stated in those documents. In most cases the aim of the visit was stated as supporting teachers, providing materials was also one of the reasons. In one of the school visits report I noticed that a subject advisor pointed out that an educator missed one of the workshops, which seemed to suggest that the subject advisors did follow ups on those educators who did not attend workshops, basing their comments on the attendance registers. The school visit form provided for a subject advisor to give his/her observation about the teacher, problems, how to address those problems and also support or guidance that was provided to an educator. The class visit form provided for the evidence of planning, the activities of the educator and the learner and also for the work covered. I was also able to see weekly progress reports which indicated the activities of the subject advisors; these included workshops conducted, school visits: schools names and dates of visits.

These documents seemed to provide much evidence of the work that the subject advisors did. When I reviewed these documents there were corroborations about what the subject advisors said and the information from these documents, as these documents were about enhancing teaching and learning. These documents seemed also to be in line with the *Guidelines on Organisation, Roles and Responsibilities of Education Districts* (2011). In terms of the roles and the responsibilities of the subject advisors, they are expected to visits schools so that they can ensure that they support teachers in effectively delivery of the curriculum, improve performance in the subject through providing materials for teaching and learning, classroom visits, curriculum coverage and teacher planning. The documents that I reviewed and the responses from these subject advisors indicated that they conducted workshops for educators, and their action was corroborated by the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011), which state that the subject advisors must assist those educators who may need professional development by conducting capacity building training for them. These subject advisors seemed to know how to support teachers as what they said was corroborated by the policy.

Mr Buthelezi also mentioned the issue of organising teachers into clusters, and this is how he explained it:

> *… and also you can help them in the form of clusters of which I think is more effective than school visits* (Mr Buthelezi).

The clusters enable the subject advisor to understand the problems of each educator, enhances working together as clusters consists of few educators, and that also enables the educators to interact with each other as these clusters are formed on the basis of having people who work in the same area, so that they harmonise their work and also assist each other whenever there are problems and that is very important in enhancing teaching and learning in schools. The *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011) state that subject advisors have to promote the working together of teachers and also the sharing of best teaching practices through supporting the formation of clusters. Wanzare (2011) states that in Kenya the instructional supervisors conducted the following activities; monitoring, assess the educational standards implemented by the teachers, class visits and also identifying in-service needs for teachers. These activities are in line with the findings from the study of the subject advisors who were part of this research. This also concurs with the study of Moswela (2010) in Botswana, who says that in Botswana, the instructional leaders supported teachers to improve teaching and learning through conducting workshops, school visits and also advised schools on the best practices.

The findings from these participants seemed to suggest that they were able to perform their duties of supporting educators in enhancing teaching and learning in schools. The responses of these subject advisors about how they supported teaching and learning in schools were also supported by the views of the Minister of Basic Education who pointed that the functionality and the professional support for schools enhances teaching and learning in schools (Education, 2011). The professional support is very crucial as it involves all those activities which enhance teaching and learning, resulting in the improved performance of the learners. Through professional support the education district offices conduct workshops for educators, and that was corroborated by the responses of all the subject advisors who were part of this study as they indicated that they supported schools through conducting workshops for educators.

Hallinger and Murphy (1985) state that instructional leaders must monitor classroom instruction and that has to be done through class visits. So this seem to suggest that subject advisors must know what is taking place in the classroom, and that can be done through observing an educator in class teaching so that the support which is needed can be identified and the subject advisor can be satisfied that effective teaching is taking place and that instructional time is not interrupted. The formation of clusters and the class visits by the subject advisors was supported by the theory of Hallinger and Murphy, which state that

instructional leaders have to co-ordinate curriculum through the interaction of educators who teach the same grade on curriculum matters and also aligning the curricular objectives with teaching and learning in class (Hallinger & Murphy, 1985). The subject advisors also mentioned that they conducted workshops for educators which Hallinger and Murphy (1985) consider it to be promoting professional development through in-service training activities which have to be led by the instructional leaders.

All subject advisors who were interviewed were able to explain how they support educators in schools, so it seemed to suggest that these subject advisors did have a good grasp of what was expected of them as they performed their daily duties of enhancing teaching and learning in schools, and that was also corroborated by the documents that were reviewed and also theoretical frameworks and the literature review.

4.3.3 Collaboration to support and manage teaching in the education district

The findings from these subject advisors seemed to provide different views on how they understood the involvement of others in teaching and learning. Mr Buthelezi seemed to suggest that because of his work load he was not able to reach all the educators so he used other educators to assist him in supporting teaching and learning in schools. This is how he responded:

> *Mainly the people that we involve are the teachers where you target the teachers that you see are well seasoned in the subject and you ask for their assistance and also just to help maybe when you are conducting the workshops ...* (Mr Buthelezi).

Mr Buthelezi seemed to suggest that he collaborated with educators at times during workshops. He further explained his response by providing the following information:

> *Per year in our section we' got a target of 50 schools, but sometimes we've got some challenges it might be less than that if you have worked well that year it can be above* (Mr Buthelezi).

That was also the view of Mr Dlamini; this is how he described his work load:

> *Minimum is per subject advisors 30 but we sometimes go as far as 60 school visits but we are supposed to do more than 60 but because of the other*

> *things... we concerned with the problem of implementation, sometimes we*
> *don't reach our target* (Mr Dlamini).

These views suggested that these subject advisors were not able to do all of their work alone, so at times they had to get the assistance of other people. The problem of these subject advisors about their work load also emerged from their profiles as major hindrance in supporting all schools in their district, as they are serving many schools. Mr Dlamini also pointed out that because of the nature of his subject it was not possible to do it alone. There were areas which needed different specialists which according to him, he was not. So it was not possible for him to provide guidance to educators on certain sections and also he could not enhance teaching and learning under those circumstances. This is how he clarified his point:

> *At times we do networks more especially in ... there are special lessons... so*
> *sometimes we look for specialists and then they help us conduct workshops*
>
> <div align="right">(Mr Dlamini)</div>

So in other subjects, subject advisors involved other people because of the complexity of their subjects. This view also indicated that the nature of subjects forced certain subject advisors to involve others even though that did not mean they were incompetent for their roles, but since they had to enhance teaching and learning in schools they had to employ the skills of certain specialists.

Mr Dlamini was of the opinion that collaborating with others had to do with sharing resources with other subject advisors in terms of venues, but the response of Mr Cele seemed to indicate that he was opposed to the idea of using educators during workshops. This is how he responded to the question of collaborating with others:

> *The essence of the workshop is to get teachers together so that*
> *teachers share the opinions, but it is not that you get teachers together so that*
> *one educator passes the information to them I am the principal person that*
> *passes the information to the teachers then we discuss, and teachers share the*
> *ideas on that information that has been brought to the workshop...* (Mr Cele).

These words from Mr Cele seemed to suggest that he believed that as a subject advisor he had the authority of knowledge amongst the educators of this district, so he was the only one who had to impart knowledge in the district in his subject. Mr Cele has worked in the education system for a long period; his response seemed to suggest that because of his

experience and his senior position he could not allow junior educators to assist him. The view of Mr Cele was not supported by the documents that were reviewed, as the documents indicated that subject advisors do attend workshops for their own development. There would not be any need for those workshops if the subject advisors possessed all the knowledge, and also the other subject advisors indicated that they had much work to do, so it was possible that a subject advisor needed the assistance of other people in order to be able to reach many educators in a year. This view by Mr Cele does not also corroborate with the literature as it is suggested from the current literature that in countries where there is a lack of human resource it is not possible to reach out to all educators. In Kenya, the department of education encouraged the use of principals, heads of departments and subject heads to be responsible for instructional supervision (Wanzare, 2011). That was as a result of the shortage of personnel from the education district offices. In Ghana where the subject advisors also experienced problems because of financial constraint and the lack of human resource led them to use educators from high performing schools to be co- facilitators or resource personnel during workshops (Prew & Quaigrain, 2010). The use of these educators by the subject advisors during workshops corroborated the views of Mr Buthelezi who pointed out that he used educators during workshops because these educators understood the situation in the classrooms better because they are working there. That has also been the case in Ghana where these educators who were used as co-facilitators were called local experts, as the subject advisors seemed to suggest that these educators understood the context better than any person who was not from the surroundings. Wanzare (2012) conducted a study in Kenya, which showed that the Koech Report (1999) indicated that teachers developed low morale because they could not get professional development as they had a shortage personnel from their education district offices. So the support and the guidance from the subject advisors is crucial in teaching and learning, so those educators who collaborated with the subject advisors enabled the subject advisors to provide support and guidance which was necessary.

It has emerged from the responses of these subject advisors that their views on involving others in their work were different, and even those who did involve other people had different reasons for doing that. So it seemed to suggest that the subject advisors collaborated with others because of the problems that they encountered as they enhanced teaching and learning in schools.

4.3.4 The challenges subject advisors experience as they enact leadership and management practices of teaching and learning

It emerged from the responses of the subject advisors that as they performed their duties of enhancing teaching and learning in schools they experienced a wide range of challenges. These challenges included human resource at school level and also at district level, communication, discipline, transport, and support material. Each of these challenges is discussed below:

4.3.4.1 Human resource

It has emerged from the responses of these subject advisors who were the participants of this study that the shortage of human resource was one of the challenges that they encountered as they performed their duties. This shortage of human resource existed in both the subject advisors and the educators. These challenges were expressed by these subject advisors in the following manner:

> *... in terms of resources you find that there are not enough teachers at schools and you find that an educator is involved in FET and at the same time has got to teach at the senior phase and you find that the educator has to focus on the FET so that leaves a gap in the senior phase...* (Mr Dlamini).

> Mr Buthelezi expressed his view about the shortage of subject advisors in the education district and this is how he responded:

> *...because in some cases you find that some of us just like myself I'm the only one who is responsible for my subject...* (Mr Buthelezi).

Mr Dlamini further explained the point of the shortage of teachers in schools by expressing the following view:

> *...you support one educator this year you go to the same school the following year the educator is no longer there, so we have got that problem educator rotation so we got to now and then develop new educators every year...*
> (Mr Dlamini).

These views seemed to suggest that because of the shortage of educators in certain subjects the implementation of the gained knowledge and the necessary experience get lost along the way as those educators did not stay in the same grade or subject for a longer period to allow

them to apply newly acquired knowledge or gain enough experience which would have enabled them to also gain confidence in their teaching.

4.3.4.2 Lack of proper communication

Another challenge which was mentioned by two of these subject advisors was the lack of proper communication which was seen by them as something which was lacking throughout the department of education and it then affects their role as subject advisors in enhancing teaching and learning. This is how Mr Buthelezi expressed his views:

> *... you find that at all levels there is no constant interaction where you find that in most cases we are working in solos and that creates the problems for ourselves because you may find that for instance, I'm the subject advisor and also we have the programme that runs concurrently with other for instance our colleagues who are not subject advisors and to find that we are targeting the very same teachers and this creates a problem...* (Mr Buthelezi).

This view seemed to suggest that because of the lack of proper communication the issue of equal distribution of resources was not there as that could have assisted the educators as these subject advisors pointed out that they could not reach all the schools allocated to them in a year. Also the issue of two entities who conducted workshops on the very same educators was also a cause for concern as it demoralise the subject advisors as they felt their work was not being admired by the department of education. Mr Dlamini also pointed out that at times this lack of communication created a situation where they were at odds with the unions, and this is how he responded:

> *... we also get into problems with the unions due to lack of communication between us and the unions also the department of education we find that sometimes we organise workshops and school visits and find that we cannot go through with that because there are problem through communication there is not enough communication...* (Mr Dlamini).

Mr Buthelezi also seemed to be concerned about this lack of communication, and this is how he responded:

> *... we are working well with teacher unions although at some stage it becomes difficult when we are now in the office because you are left behind with some of the developments that are taking place in your teacher unions*

> (Mr Buthelezi).

4.3.4.3 Discipline

Discipline was mentioned by Mr Dlamini as one of the problems that he encountered in schools, this is how responded:

> *...I can also mention the problem of discipline...where learners are not co-operating with educators; we also have problems with educators so we have got a problem of discipline...* (Mr Dlamini).

If the learners are not disciplined that could affect their work which in turn could affect their performance at the end of the year, it is more serious if also the educators are not disciplined. The subject advisors were expected to monitor the work of both the learners and the educators to determine whether their work was in line with the policy or not and also to establish the coverage of the work. It then becomes vital that both educators and the learners are disciplined as this would lead to an environment which is conducive for teaching and learning.

4.3.4.4 Transport

Transport is one of the challenges which if not addressed may affect teaching and learning. The subject advisors must have reliable transport that they can use to enact instructional leadership in schools. If a subject advisor cannot be at the venue for a workshop in time that may affect the way educators attend workshops as they may see no need of leaving schools on time or idle somewhere else. This is how Mr Cele explained his problem with the vehicles:

> *I have to rely on the government transport to do the work, and the district does not have enough vehicles so I may stay in the district office until very late before I get a car to go and fulfil my duties ... but it will impact off course if I come late to the school or come late to the workshop...* (Mr Cele).

4.3.4.5 Other challenges

Other challenges that the subject advisors encountered during their performance of their duties included; shortage of duplicating papers which were used during workshops or during school visits, resources for educators amongst other things. Mr Dlamini expressed his view about these challenges in the following manner:

...we don't have computers at the moment we are sharing, about ten of us sharing one computer which is not perfect it's got problems it's got to be serviced now and then... (Mr Dlamini).

Mr Buthelezi raised his concern about how certain educators failed to implement what they learnt in workshops. It is a concern which is very serious as the workshops are meant to provide educators with the necessary professional development which may enhance their performance in the classrooms. This is how Mr Buthelezi expressed his view:

...sometimes it becomes difficult when you see that you have conducted the workshop, you have guided the teachers and the minute they leave that workshop as soon as they get into the classroom they do something which is totally different from what you have told them and somehow that is really disturbing (Mr Buthelezi).

When a subject advisor is able to notice that certain educators are not implementing what they have learnt through workshops it may suggest that a follow-up be made by that subject advisor to whether the educators was able to implement what they have learnt or not. This is very important because the subject advisors must be able to make a follow-up on what they may have developed the educators about, and this is corroborated by Hallinger and Murphy (1985), who state that an instructional leader must be able to assist an educator to integrate skills learned during development programme and also in the implementation of those skills in the classroom. These challenges affected the work of the subject advisors as problems like the shortage of computers meant that the subject advisors were not able to provide educators with the necessary educator support materials in time. To those educators who could not implement what they gained through workshops meant the subject advisors had to workshop those educators again. These problems impacted negatively on the functioning of the subject advisors as they were not even able to reach all the schools which were under their supervision. It is interesting to note that one of the participants, Mr Cele did not encounter any problem. He was of the view that he did not have to deal with issues which were to make him to be at loggerheads with other people. Educators like all other human beings do have certain elements that would not do their work as expected so it is interesting to note how he dealt with such people. This is how he responded to this issue of challenges or barriers:

> *I try to make my job as clear as possible that I'm not in a school to oppose the rules in which the schools work, to oppose the procedures in which the schools work* (Mr Cele).

He further elaborated on his statement by stating that he was able to evade barriers because he worked along the scope of his work and that did not according to him cause any problem. The long service of Mr Cele seemed to have affected his response as in the past the education officials were only concerned about the work, over the years the subject advisors have engaged schools on matters that affect the subjects that they supervise.

He explained this in the following manner:

> *I never deal with other issues that are outside my mandate, so which does not put me in the spot with the union, it does not put me in the spot with the learners or the educators or parents* (Mr Cele).

Even though Mr Cele stated that his work did not in any way make him encounter problems, but the policy document that gave him the mandate that he mentioned states that a subject advisor must during the school visits compare the work of the learners in their books with that of the educator and also check the frequency and the management of both classwork and homework. The policy further states that a subject advisor must also assess the strategies to identify the difficulties which are experienced by the learners so that remedial lesson or other support may be give to learners who may need it. It is during that process that the subject advisor may encounter problems which may include learners who do not submit their work, learners who do not complete their work and also learners who do not write classwork and homework. So the response of Mr Cele was not supported by the policy that gave him the mandate to do his work, because he had also to deal with those educators who were behind in terms of the curriculum and also those who did not frequently give classwork and homework to learners. Recent studies have indicated that there were many educators who took up leave which lead to the incompletion of the work for the year. As a subject advisor, Mr Cele was expected deal with such educators who were not able to complete their work. He further explained his position in the following manner:

> *I try to isolate my job, so that I eliminate the challenges so that the challenges curtail…* (Mr Cele).

It seemed that the subject advisors did encounter challenges as they were in the process of enhancing teaching and learning in schools. These different challenges affected their work in

different ways such as the issue of human resources; it is possible that certain educators did not get school visits by the subject advisors as stipulated in the policy document. This affected their work as at times they did not get the necessary support that they were supposed to get from the subject advisors. Those educators who encountered problems in terms of the content knowledge were also affected as they could not get the necessary guidance on imparting knowledge to the learners in schools. Most of these challenges which were experienced by these subject advisors, who were part of this study, were similar to the challenges which occurred in other developing countries as they were also experiencing financial constraints. These countries include Botswana, Kenya, Ghana and Senegal. In Senegal (Glassman & Sullivan, 2006), the subject advisors for certain disciplines were not always available and they also encountered problems of the shortages of vehicles, and these subject advisors were not able to spend as much time as it was required because of the number of schools that each subject advisor had to attend to. Moswela (2010) seems to suggest that in Botswana the subject advisors also experienced these barriers as the continued increase in the number of schools made it impossible for the subject advisors to visit all the schools and also not being able to stay for a longer period in a school as they were expected to do so. The number of schools in South Africa has increased without the number of subject advisors increasing at a higher rate. These barriers also prevailed in Kenya, Wanzare (2011) points out that the following barriers which resembled those of other countries which have financial constraints just like South Africa; shortage of human resource, limited resources like funds and equipment and the shortage of transport.

These challenges from the literature which was reviewed seemed to be similar to those which were identified by the subject advisors who were part of this study, and by the very nature of these barriers they may hinder the enhancement of teaching and learning in schools. As at times the shortage of transport caused the late coming of subject advisors to workshops and in school visits. The shortage of subject advisors made it impossible for certain educators to be supported on regular basis or even to know the subject advisors who were supposed to provide them with support. So it is vital that these barriers are solved as soon as possible so that educators could improve teaching and learning in class and not become demoralised by theses barriers as was the case with the educators from Kenya (Wanzare, 2011).

4.3.5 How subject advisors overcome the challenges that they experience as they support teaching and learning in the education district

The findings from the subject advisors seemed to suggest that they became innovative along the way of performing their duties as they were able to come up with different ways of dealing with the problems that they encountered. It also emerged from the responses of these subject advisors that most of the problems that they encountered were beyond their control as they related to the resources so the subject advisors could not at times solve some of the problems that they encountered. Their responses indicated that they were worried about these problems which hindered their effort of enhancing teaching and learning in schools. This is how they responded. Mr Buthelezi explained how he dealt with the issue of the shortage of subject advisors:

> *...what I usually do is to target the well seasoned teachers in school to make sure that I meet with them and also they help me in terms of managing and supporting teaching and learning although they cannot do all what I do...*
>
> (Mr Buthelezi).

Mr Dlamini complained about the rotation of educators which caused subjects to have new educators every year. He addressed that problem by developing those new educators so that they could have an understanding of what was expected of them in that subject. This is how he explained:

> *...so we got to now and then develop new educators every year, we don't get tired...* (Mr Dlamini).

Mr Cele did not have a subsidised car so he relied on the transport which was provided to him by the district, but that car was not always available because of shortages. So at times he used his own car to go to schools and also to the venues for the workshops. This is how he responded to that problem:

> *...I try to minimise that because there is an allowance that if, the transport is not there, I'm allowed to use my own car* (Mr Cele).

So these subject advisors were able to improvise so that they could be able to perform their duties of supporting educators in schools so that teaching and learning could be improved. It was vital to look at how other countries that have similar barriers overcame them. In Ghana (Prew & Quaigrain, 2010) point out that because of the shortage of human resource and

funds, they did not only use educators from the well-performing schools to be co-facilitators, but they also conducted workshops only for those schools which were not performing up to the expected level. That plan reduced the costs of conducting workshops. In addition to that in Ghana the subject advisors also used data of all the schools in their district to make informed decisions about how they were to use the limited the resources that they had so that the support that was given to schools was prioritised according to its importance and the available funds be used accordingly (Prew & Quaigrain, 2010). It is worth noting that in South Africa which is a developing country, stipulated in its policy on the *Guideline on the Organisation, Roles and Responsibilities of Education Districts* (2011), that a subject advisor must visit each school at least once in the first three quarters of the year. Ireland which is a developed country, the subject advisors visit schools once in every five years. This enabled them to deal with the issue of human resource without employing more subject advisors (Ehren, *et al*. 2012).

The findings from these participants seemed to suggest that even though they encountered problems as they performed their duties of enhancing teaching and learning, but these problems did not hinder them in their duties as it was pointed out by them that they were able to do their work with the minimum resources and also with the number of challenges that they faced.

4.3.6 Other important issues on teaching and learning

Mr Dlamini raised the issue of the problems which comes from the families in a society, and because of the lack of co-operation from parents, educators and the community as a whole, the learners did not respect the educators and also did not do their work which in turn affected their performance in schools. The response of Mr. Dlamini seemed to suggest that even though Mr Dlamini was a subject advisor dealing mainly with teaching and learning he could not neglect other factors which affected his effort of enhancing teaching and learning in schools. So he believed that co-operation between the school and the parents contributed to the environment which was conducive for effective teaching and learning in schools. This is how he explained:

> *I think our social community needs to work together, so that's my main concern, our social problems that affect our learners* (Mr Dlamini).

The third participant was satisfied that there was nothing that he could add to what he told me. Mr Dlamini's views about the involvement of the community seemed to be corroborated by Prew and Quaigrain (2010) who point out that in Ghana at district level, they hold community meetings in which schools were held accountable to the community and the parents also had to account about their support for their learners. The support from the parents also included supporting their children in homework and also attending school. So the view of Mr. Dlamini supported teaching and learning, as it contributed in creating an environment which was conducive to teaching and learning in schools if all the stakeholders are involved in the education of their children. His view was corroborated by the *Guidelines on the, Organisation, Roles and Responsibilities of Education Districts* (2011), as it is stated that a subject advisor must keep a database of all schools and educators that he / she is responsible for with respect to community involvement. So a subject advisor must not only focus on the educator of his/her subject but also understand the community in which the school is situated so that he / she is able to involve the community in matters that assist in enhancing teaching and learning in a school.

Hoadley, *et al*. (2009) corroborate the views of Mr Dlamini, the importance of the relationship between parents and the school, as they point out that regardless of the poverty level of where the parents of the learners come from, the support of the parents in the teaching and learning of their learners does affect the performance of the learners. These findings from Hoadley*, et al.* (2009), seemed to suggest that the work of the subject advisors in schools has to be complemented by the support from the parents at home so that the learners would be able to do their home work properly, study and complete their tasks and that may contribute to the work of the subject advisors of improving the performance of the learners in schools.

Mr Dlamini expressed his view about the lack of commitment from the different members of our society which then affected the way our learners behaved. This suggested that he did not only focus on his subject but he also looked at the child as a whole and how that child could be assisted so that teaching and learning could have positive results.

4.4 Chapter summary

In this chapter the methods of generating data were discussed. The voices of the subject advisors were presented so that it could be heard how they performed their duties of enhancing teaching and learning in schools. The findings of this study seemed to indicate that all the subject advisors who were the participants had a great understanding of their role, and their responses also seemed to indicate that they did understand the policy which entails their responsibilities, *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011). However, there were many barriers which the subject advisors encountered as they performed their duties; like the shortage of personnel which included both the subject advisors and the educators. Newly qualified educators must get assistance along the way so that they may be able to implement the curriculum as it is expected of them as educators, and also the changes that we have in our education require that we have subject advisors who would be available to all educators so that it can be known that what is happening in classrooms is exactly what is expected in terms of teaching and learning. When there is a shortage of educators it may indicate that in certain subjects we may not have educators to teach the learners, which may then hinder the work of the subject advisors of enhancing teaching and learning in schools. The following chapter will present the summary, conclusions and recommendations of this study based on the findings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter data presentation, analysis and the discussion of the findings as derived from the interviews and documents review was dealt with. The generated data was critiqued through the literature reviewed and the theoretical frameworks which formed the basis of this study, and that was guided by the research questions. This chapter presented the summary of the whole study, drawing conclusions from the findings and proposing recommendations based on the stated conclusions of the study. This discussion is then concluded with a chapter summary.

5.2 Summary of the study

Chapter One discussed the introduction and the background to the study. It also provided the purpose and rationale, aims and objectives of the study, key research questions, clarification of key concepts / terms, literature review and theoretical/ conceptual framework, research design and methodology, limitations of the study, delineation/delimitation/demarcation of the study, organisation/outline of the study and the chapter summary.

Chapter Two discussed the literature review and the theoretical frameworks on which this study was based.

Chapter Three discussed the research design and the methodology utilised in this study. The methods which were used to explore the role of subject advisors in enhancing teaching and learning in schools were also discussed. The instruments for data generation; interviews and document review were also discussed.

Chapter Four discussed data presentation and analysis generated from the field.

Chapter Five presented the study summary, conclusions and recommendations.

5.3 Conclusions

After a careful analysis of the findings of this study, the following conclusions were drawn based on the findings presented in the previous chapter.

The findings showed that the subject advisors were instructional leaders in the education district and were expected to understand their role of supporting teaching and learning in a district. It also emerged from the findings that the subject advisors do have a great

understanding of their roles in enhancing teaching and learning. The understanding of their roles was in line with the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011). Even though they had this great understanding they seemed to have challenges which negatively impacted on their ability to support teaching and learning (e.g. teachers who do not want to do their preparation work).

Hallinger and Murphy (1985) state that instructional leaders are expected to manage instructional programme, which includes supervising and evaluating instruction, co-ordinating curriculum and also monitoring student progress. These are the different functions which an instructional leader must perform so that he/she can support teaching and learning at schools. Through the findings of this study, it emerged that the subject advisors were able to explain how they supported teaching and learning. Through their responses, it also seemed as if they do understand how they were supposed to support educators, which included class visits, workshops and monitoring of both the work of the learners and that of the educators.

The other finding was that the subject advisors involved others in supporting teaching and learning in schools, but it emerged from the findings that at times the subject advisors involved other people in supporting educators for different reasons. Some of these people were not educators, just because they had the necessary skills needed by certain subjects they were being used to enhance teaching and learning in schools. At times certain non-governmental organisations were also involved in assisting the subject advisors in conducting workshops especially in technical subjects. These people who were not educators had the necessary skills but did not have the methods of enabling that knowledge to be transmitted in a classroom situation. Another finding which emerged from the responses of the subject advisors was that at times they involved certain educators as a result of the nature of certain subjects. These subjects required certain specialists of which the subject advisors were not, so to enhance teaching and learning in schools the subject advisors had to involve other people who were specialists in certain areas. So that implied that the involvement of others at times had nothing to do with the shortage of subject advisors, but that certain subjects which were introduced over the past years required certain skills of which most of the subject advisors did not have as these subject advisors were employed before these subjects were introduced.

There were many challenges which emerged from the analysis of this study; these challenges included human resource, lack of proper communication, discipline, transport and others. The shortage of subject advisors in certain disciplines affected teaching and learning as that

created a situation where schools were not able to get the necessary support from the district office. It is vital that educators get the necessary support from the subject advisors so that they are able to implement the curriculum as it is expected of them. The shortage of educators in certain disciplines created a situation where there are few experienced educators which then hinder the work of the subject advisors of improving the performance of educators in the classroom. It emerged from the findings that in certain schools, educators were rotated on yearly basis. This also hindered the progress on the work of the subject advisors because the subject advisors had to develop new educators, and so that affected the performance of educators in the classroom.

It also emerged through the analysis of this study that as a result of poor communication between the Department of Education, subject advisors and the teacher unions, at times the subject advisors find themselves not knowing whether to visit to schools, conduct workshops or not. This created problems where subject advisors did not know at times what they were supposed to do, and this affected the programme for the year, especially where workshops were to be conducted on policies which were to be implemented by the educators in the coming years.

The analysis of the findings also revealed that there were educators and learners who were not disciplined in terms of performing their duties. The subject advisors were expected to monitor the work of both the educators and the learners. Through this monitoring the subject advisors were able to determine whether the work which was done at a school was in line with the work which was expected to be done by a particular grade at that particular time of the year or not. The management and the monitoring of teaching and learning in such cases became a problem.

Through the analysis, it also emerged that a subject advisor spent hours in the office waiting for the vehicle from the Department of Education so that he could go to schools or a venue for the workshop. So transport was one of the problems which affected the work of the subject advisors. The subject advisors performed their duties not only in offices, they also had to work with educators in schools so they could ascertain whether the policies were implemented or not. Therefore they had to travel to different schools, some of which were in remote rural areas.

Other challenges which emerged from the analysis included the shortage of computers which were provided to subject advisors, and the one which was working always needed constant

repairs, so the subject advisors were not able to work on computers at anytime. Through computers the subject advisors were able to distribute documents quickly and easily to educators at anytime and throughout the district using the internet. The internet also assisted the subject advisors in obtaining important documents from the provincial/national Department of Education. These challenges also included the shortage of duplicating paper, which were used for workshops or for educator support materials.

5.4 Recommendations

5.4.1 The need for more workshops

Even though, the subject advisors understand their role of supporting teaching and learning at schools, it is crucial that they be given in-service training about the policy on the *Guidelines on the Organisation, Roles and Responsibilities of Education Districts* (2011). As emerged from their responses they only speak about the number of schools they have to visit, not about the fact that they are expected to visit each school on the first three quarters of the year for different activities. The functioning of subject advisors depends on their understanding of their role, so it is important that they get a fuller understanding of their role as that they may enhance their performance which in turn would lead to better performing schools.

5.4.2 Demonstration lessons

Subject advisors are instructional leaders so they should provide guidance on managing instruction in schools. It is therefore important that the subject advisors provide guidance to newly qualified educators and also to those educators who already have experience as there are many changes which take place in the education system. It is therefore recommended that the subject advisors do demonstration lessons for educators so as to improve teaching and learning in schools. Even though all subject advisors mentioned different activities that they performed in schools, they never mentioned demonstration lessons which are vital in the implementation of the curriculum and the constant changes in the curriculum.

5.4.3 Professional development of educators

The performance of the educators in teaching may be enhanced if they get constant guidance from the subject advisors. The subjects which require certain skills force certain subject advisors to involve others when they conduct workshops. Some of those people are educators and others are not, so it is important that the subject advisors identify those educators who

have those necessary skills and are also competent so that they may be developed professionally to assist the subject advisors. It is better if people who assist subject advisors are educators, not just anyone. This will be cost effective and it will increase the pool of people who may guide educators in those subjects which require scarce skills in a short period of time. These educators will also be more effective as they would be working in schools, so the educators may be able to interact with them easily and on a daily basis about their problems.

5.4.4 Employment of more subject advisors

It is also recommended that the problem of the shortage of subject advisors in certain disciplines be addressed by the Department of Education. Qualified and competent subject advisors should be identified and employed as a matter of urgency. There should also be a programme of attracting those who are already working to change and study new skills, but they may be attracted if they may be given bursaries and study leave.

5.4.5 Improved communication channels between the Department of Basic Education and the Teacher Unions

Proper functioning communication channels should be established within the Department of Education and outside of the Department of Basic Education so that all subject advisors will be able to be up to date with the developments in schools and also improve the relations between the Department of Basic Education as an employer and the teacher unions. That can be done through the use of sending messages through cell phones to individual subject advisor or using emails to inform the subject advisors about the developments which may affect their daily activities so that they may not at times be seen by certain educators as being against the teacher unions or not up to date with the new directives from the Department of Basic Education. This improved communication would assist the smooth functioning of the subject advisors.

5.4.6 Discipline amongst educators and learners

It is also recommended that the Department of Basic Education should also address the issue of the lack of discipline on the part of both the learners and the educators. Lack of discipline in schools affect the work of the subject advisors as they are unable to supervise, monitor or support educators if the educators are not able to submit their work or the learners are not doing their work. In addressing discipline, it is recommended that the Department of

Education should enforce the use of the code of conduct for the learners by the schools and also the use of code of professional ethics for the educators. School managers should be trained in these policies so that they would be able to explain these to learners and also the educators, but the managers should also be able to implement them.

5.4.7 Transport

Subject advisors should be able to travel easily so that they may be able to perform their duties without any delay. So it is important that all subject advisors should be provided with government transport or have subsidised vehicles so that they would be able to perform their duties, as they have these benefits. It is also possible that school visits should be arranged jointly so that in the event of the shortage of vehicles the subject advisors are able to use one vehicle to visit two or more schools which are in the same area at the same time, thereby lowering the costs and also enabling three subject advisors to be in three different schools using one vehicle.

5.4.8 Support materials

Without the necessary support materials for instruction, the subject advisors are in a way hindered in effectively managing and supporting instructional leadership practices in schools. It is also recommended that the subject advisors should be provided with the support materials as it is necessary for them to enhance teaching and learning in schools. This can be done through forming of partnerships between districts and the private sector. Education districts should form partnership with local companies so that education districts may be sponsored and the companies will also benefit through skilled labour from the Department of Education. Therefore this mutual benefit will enable the subject advisors to get the necessary materials for performing their duties through sponsorship and partnership at district level.

5.5 Chapter summary

In this chapter the summary, conclusions and recommendations of the whole study were discussed. This was done so that there would be coherence between the research questions, literature reviewed and the theoretical framework with the findings. These findings were the outcomes of the data generated from the study participants. The conclusions were made on the basis of the corresponding findings in the previous chapter.

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APPENDICES

APPENDIX A: Permission letter to the KZN Department of Education

kzn education
Department
Education
KWAZULU-NATAL

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

1. Applicants Details

Title: Mr Surname: Tatana

Name(s) Of Applicant(s): Siyabulela   Email: tatana.eclermont@gmail.com

Tel No: 0317075715(Home)   Fax: N / A   Cell: 0846795577

Postal Address: P.O. Box 394 Clernaville 3602

2. Proposed Research Title: The role of the subject advisors in enhancing instructional leadership practices in schools: The case of one district in KwaZulu-Natal.

3. Have you applied for permission to conduct this research or any other research within the KZNDoE institutions?	Yes	No
		x

If "yes", please state reference Number: _____

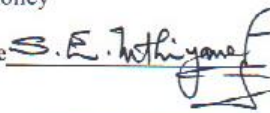| 4. Is the proposed research part of a tertiary qualification?	Yes	No
If "yes"	x	

Name of tertiary institution: UKZN

Faculty and or School: School of Education

Qualification: Master of Education :Education Leadership, Management and Policy

Name of Supervisor: S. E. Mthiyane   Supervisors Signature S. E. Mthiyane

If "no", state purpose of research: N/A

5. **Briefly state the Research Background:** Since the birth of democracy in South Africa in 1994, we have seen a number of changes in our education system especially in the way the district offices function. In the past we had inspectors, who would come at school at any time in a convoy of cars, and they would stay at school for the whole day and focusing on the files of the teachers, exercise books of the learners and they would also observe teachers in class. That is where most of the problems occurred as they would never support the teachers or give them guidance; they would only look for something to blame the teacher about. These changes have brought about the subject advisors, who are subject specialists. These subject advisors workshop teachers and on monitoring the work of the teachers and also monitor the performance of the learners. This indicate the importance of the work of the district offices in the performance of the learners, and that is why the Department of Basic Education has introduced the guidelines on the organization ,roles and responsibilities of education districts(2011). It is then imperative to study about the role of these subject advisors.

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

What do subject advisors do to enact their roles of supporting instructional leadership?

What are the subject advisors' experiences as they support schools?

How do subject advisors navigate the challenges that they experience as they support instructional leadership in schools?

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

This is a qualitative study and employs a case study design. The population of this research will be three subject advisors from [   ] District in KwaZulu-Natal .Convenience sampling shall be used to choose this District as it is easy to visit it. Cohen, *et al* (2007) state that convenient sampling enables the researcher to choose the nearest individuals who will be the population. Purposive sampling will be employed to choose the three subject advisors, it is important to note that to get an in depth understanding of role of the subject advisors I will have to get respondents who are experienced in this field. The purposive sampling would then be appropriate for that purpose as it is used by the researcher when he / she choose those individuals to be included in the sample on the basis of their characteristics that they possess and of which the researcher is looking for (Cohen, *et al*,2007)

8. **What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?:** As this study is about the role of the subject advisors in schools, so it will benefit the policy makers, district directors and subject advisors in terms of understanding how the subject advisors can enhance instructional leadership in our context.

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

9. **Research data collection instruments**: *(Note: a list and only a brief description is required here - the actual instruments must be attached)*: Data will be generated through semi-structured interviews, document analysis and observations. Interviews are useful in a research as the allow the respondents to express their understanding of their situations in their own way (Cohen, *et al*,2007). Semi-structured interviews will be used as they allow for the researcher to get an in-depth data, because semi-structured interviews enable the interviewer to ask questions so that he/she may get clarity on a particular response. A voice recorder will be used to record all the interviews, as it will enable me to have the exact words of the interview which will assist me when transcribing and analyzing the data, as it is not possible to remember all the words from the respondents.

10. **Procedure for obtaining consent of participants and where appropriate parents or guardians:**
Firstly I will visit the district office with an aim of having an informal discussion with about five subject advisors about my study, during that process I will outline the important points about my research. I will then explain to them the importance and the benefits of participating in this study. I will then explain them their rights . I will then visit them again with the consent letter which will contain their rights.

11. **Procedure to maintain confidentiality (if applicable):** The respondents will be told that their names will never be revealed to anyone outside of this study. Documents will be shredded after five years has expired. In any publication or presentation I will use pseudonyms and all the voice recordings will be erased as soon as the period of five years has expired.

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

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

14. **Research Timelines :** The research will be about three months starting from July up to September 2013

15. Declaration

I hereby agree to comply with the relevant ethical conduct to ensure that participants' privacy and the confidentiality of records and other critical information.

I   **Siyabulela**   **Tatana**   declare that the above information is true and correct

S. tr

26 – 06 – 13

Signature of Applicant   **Date**

---

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

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

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

S. tr

26 – 06 – 13

Signature of Applicant(s)   **Date**

Return a completed form to:
Sibusiso Alwar
The Research Unit; Resource Planning; KwaZulu Natal Department of Education

Hand Delivered:
Office G25; 188 Pietermaritz Street; Pietermaritzburg; 3201
Or
Ordinary Mail
Private Bag X9137; Pietermaritzburg; 3200
Or
Email
sibusiso.alwar@kzndoe.gov.za

APPENDIX B: Permission letter to the subject advisors

I am Mr Siyabulela Tatana, a student at the University of KwaZulu-Natal (Edgewood Campus). I am studying Master of Education: Education Leadership, Management and Policy, and as part of my study I must conduct a research on the role of subject advisors in enhancing instructional leadership (teaching and learning) in schools. In this regard, I request you to be one of the participants in this study. Please be informed that I have already sought the necessary permission from the Research Office of KwaZulu-Natal Department of Education to conduct this research.

The title of this research is: **The role of subject advisors in enhancing instructional leadership practices in schools. The case of one education district in KwaZulu-Natal.**

PLEASE TAKE NOTE THAT:

Your identity will not be divulged under any circumstance/s, during and after the reporting process.

All your responses will be treated with strict confidentiality.

Fictitious names will be used to represent your name.

Participation is voluntary; therefore, you are free to withdraw at anytime you wish without incurring any negative or undesirable consequences/penalty on your part.

The interview shall be voice-recorded to assist me in concentrating on the actual interview.

For further information on this research project, please feel free to contact me using the following contact details: Mr Siyabulela Tatana; cell: 0846795577; E-mail: tatana.eclermont@gmail.com

Thanking you in advance

Yours sincerely

Mr S. Tatana

S. T.

APPENDIX C: Declaration of consent from the subject advisors

CONSENT FORM

I _____ (full name and surname of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: **The role of subject advisors in enhancing instructional leadership practices in schools. The case of one education district in KwaZulu-Natal.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntary to take part in the study.

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

Signature of participant   Date 9/9/13

Thanking you in advance

Mr Siyabulela Tatana

CONSENT FORM

I _____ (full name and surname of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: **The role of subject advisors in enhancing instructional leadership practices in schools. The case of one education district in KwaZulu-Natal.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntary to take part in the study.

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

Signature of participant _____ Date _29/08/2013_

Thanking you in advance

Mr Siyabulela Tatana

CONSENT FORM

I ----_____,_____---- (full name and surname of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: **The role of subject advisors in enhancing instructional leadership practices in schools. The case of one education district in KwaZulu-Natal.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntary to take part in the study.

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

Signature of participant   Date ----2013/09/12---- .

Thanking you in advance

Mr Siyabulela Tatana

APPENDIX D: Interview schedule

Interview schedule

1. As a subject advisor, what do you understand to be your role in supporting Teaching and Learning in your district? Please explain.

2. What do you actually do to support and manage teaching and learning in your district? Please elaborate.

3. How do you involve others/collaborate with others as you support and manage teaching in your district?

4. What are the challenges/barriers (from teachers, learners, DoE, teacher unions, parents, etc.) that you experience as you enact your leadership and management practices of teaching and learning in your district? Please elaborate.

5. How do you overcome the challenges that you experience as you support and manage teaching and learning in your district?

6. In conclusion, is there anything you would like to share with me as a researcher on teaching and learning which I have not asked you but you feel it is important to share with me? Please feel free to ask/share with me.

APPENDIX E: Language clearance certificate

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
wyebanksec@telkomsa.net

Dr Saths Govender

12 DECEMBER 2013

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the dissertation titled:

'THE ROLE OF SUBJECT ADVISORS IN ENHANCING INSTRUCTIONAL
LEADERSHIP PRACTICES IN SCHOOLS: THE CASE OF ONE EDUCATION
DISTRICT IN KWAZULU-NATAL' by S. Tatana.

To the best of my knowledge, all the proposed amendments have been effected and the
work is free of spelling and grammatical errors. I am of the view that the quality of
language used meets generally accepted academic standards.

Yours faithfully

DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.