



Leadership strategies to enhance History learner performance in township secondary schools in the Ngaka Modiri Molema district

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DECLARATION

I Hennades Tabe Tabe hereby declare that this thesis entitled, “Leadership Strategies to Enhance History Learner Performance in Township Secondary Schools in the Ngaka Modiri Molema District” submitted for the degree Doctor of Philosophy in Educational Management and Leadership in the Faculty of Education at the North-West University, South Africa, is my original work and has not been submitted anywhere else. All sources have been acknowledged by means of complete referencing in accordance with the NWU referencing guide.

Hennades Tabe

2020-10-12

.....

.....

HT Tabe

Date

DEDICATION

This work is dedicated to my mother, Mrs Hannah Ebob-arah Tabe, my wife, Mpey Joan Tabe and my sons, Prince Jaden Njock Tabe and Noble Kaiden Eyong Tabe for the endless inspiration and support.

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ABSTRACT

Managing the teaching and learning of History and the performance of learners in township secondary schools of South Africa over the last decade has been characterised by diverse opinions from different stakeholders. The singular predicament has been about the role of the past in humanities and of History in the national culture; the nature of discipline and its contribution to the education of school going children about what History should teach; and on what the pass rate target in History across the curriculum should be. Thus, the teaching and learning of History has generated several critiques from various stakeholders especially the young people, most of whom contest that History has no positive impact in their lives, but rather that it reminds them of the sad past of apartheid, characterised by dehumanising conditions. The study seeks to explore managerial leadership strategies that could be used to enhance learner performance in History township secondary schools of the Ngaka Modiri Molema District (NMMD).

In addressing the problem of underperformance, I focused on History as a subject, guided by four theories namely; the managerial leadership theory, contingency theory, constructivist learning theory and the humanism learning theory. The selected qualitative approach adopted an ethnographic design to establish hidden inferences. A sample of respondents were drawn from two local municipalities namely Mahikeng and Rekopantswe through purposive sampling. A total of 30 participants took part in the study and comprised of learners above 18 years, the subject coordinator, subject advisor, principals, departmental Heads and educators. In analysing the data, both deductive and inductive reasoning was implemented using ATLAS.ti version 8.4 and thematic analysis. The data from interviews and meta-analysis of documents were integrated in the analysis and interpretation phase for corroboration under common themes and categories.

The results of the study recommend some managerial leadership strategies which range from policy, to instructional leadership practice. Firstly, it indicates that internal leadership practice through the school management team in collaboration with the district office should begin by instilling some degree of awareness, self-discipline and commitment to the teaching and learning of History. This is followed by the need for a culture of acceptance built through social cohesion which warrants individuals to have some sense of connectedness and solidarity in the nation. This is linked with the idea that school principals could consider taking up a managerial leadership function rather than just management which limits their responsibilities to implementation alone.

Secondly, with language of learning and teaching (LoLT) being a contributing factor to underperformance in History, it was indicated that instead of using the home language at the early stage of schooling that would subsequently be abandoned, a culture of communication within the school environment using the LoLT could be instilled to enable learners to become acquainted with the language of instruction as well as boost their self confidence in both spoken and written English. Alternatively, if the home language must be used as the language of instruction, then it should equally be applied in the assessment process and all through the GET and FET band rather than at a later stage (FET band) where learners are already at a disadvantage.

Also, the findings indicate that the problem of resources in township schools is not only limited to the unavailability or unequal distribution, but also due to the difference in the geographical location of the schools. To ensure an equal distribution of physical and human resources across all the geographical areas therefore, management at all levels could prioritise making the available resources properly managed and maintained. In addition to the distribution of resources, it was further recommended that besides the incorporating of information and communication technology (ICT) which is to some extent not feasible in rural areas, more personnel could rather be deployed in those areas.

Furthermore, the combination of History and Geography to form what is known as social science, was identified amongst the problems facing History teaching and learning. As a strategy, History could be separated totally from Geography in both the GET and FET bands to stand as independent subjects in an attempt to gain equal attention. In a nutshell, what makes this empirical study different from other existing knowledge lies on the elucidation that despite the presence of poverty within these communities, some parents strive to improve on the conditions by taking up opportunities in urban areas. Unfortunately, it still results in the absence of a parental figure, thus raising another motive beside negligence as to why some parental support systems are not felt. However, as much as there is a need to recognise and restore the rightful place of History as well as enhance learner performance, it should also be pursued for the right reasons because curriculum changes often come with far reaching pedagogical and socio-economic consequences.

Key Words: History, learner performance, learner underperformance; Educational Leadership; Leadership strategies; instructional Leadership; Pedagogy and Township schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANT	Annual National Test
APS	Admission Point Score
B.Ed.	Bachelor of Education
CAPS	Curriculum Assessment and Policy Statement
CLT	Constructivist Learning Theory
CT	Contingency Theory
DHs	Departmental Heads
DHET	Department of Higher Education and Training
DoBE	Department of Basic Education
ECRA	Ethical Consumer Research Association
EMIS	Education Management Information Systems
FET	Further Education and Training
GET	General Education and Training
FGD	Focus Group Discussion
HLT	Humanism Learning Theory
HMTT	History Ministerial Task Team
ICT	Information and Communication Technology
IQMS	Integrated Quality Management Systems
KCSE	Kenya Certificate of Secondary Education
LoLT	Language of Learning and Teaching
LPG	Learning Programme Guidelines

LSAY	Longitudinal Surveys of Australian Youth
LTSM	Learning and Teaching Support Material
MCQ	Multiple Choice Question
MEO	Multiple Examination Opportunities
MLT	Managerial Leadership Theory
MTT	Ministerial Task Team
NAEP	National Assessment of Educational Progress
NC	National Curriculum
NCS	National Curriculum Statement
NMMD	Ngaka Modiri Molema District
NSC	National Senior Certificate
NSNP	National School Nutritional Programme
OBE	Outcomes-Based Education
PAM	Personnel Administrative Measure
PCK	Pedagogical Content Knowledge
PGCE	Post Graduate Certificate in Education
PM	Performance management
PSF	Professional Support Forum
PTSA	Parents Teachers Student Association
RNCS	Revised National Curriculum Statement
RSA	Republic of South Africa
SA	South Africa

SAC	Standard Assessment Criteria
SADTU	South African Teachers Democratic Union
SAG	Subject Assessment Guidelines
SASA	South African School Act
SATU	South African Teachers Union
SBA	School-Based Assessment
SBQ	Source-Based Question
SCHP	School Council History Project
SES	Socio-Economic Status
SGB	School Governing Body
SIAS	Screening Identification Assessment and Support
SIP	School Improvement Plan
SLAS	Subject and Learning Area Statements
SMT	School Management Team
TDC	Teacher Development Centre
TLO	Teacher Liaising Officer
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational Science and Cultural Organisation
USA	United States of America
WASCE	West African School Certificate Examination
WIL	Work Integrated Learning

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Managing the teaching and learning of History in South African schools over the last decade has been characterised by a plethora of opinions from different stakeholders on the macro (Department of Basic Education), meso (school management) and micro (teachers and learners) levels of the school management chain. The range of opinions stretches to the role of the past in Humanities and of History in the national culture, the discipline and the nature of its influence on what History should teach (Little, 1990). In recent times, History education has become a rallying point in some countries in Africa like Nigeria and South Africa, at a time when many young people query the relevance of History in their lives and in the community at large (Ministerial Task Team, 2018), hence they show little interest in studying the subject. This marginalisation of History is equally a concern to management authorities (Department of Basic Education, 2015) whose findings demonstrate that very little focus is placed on the significance of History as a subject, leading to many learners shunning the subject. On this note, Kallaway, (2012) categorically stated three years earlier that since the collapse of Apartheid in the 1990s, History has gained lesser attention when compared to other disciplines like Mathematics and Science. As such, Little (1990) suggests that a national History curriculum should illuminate for the young, their presence and identities rather than carry the distorted representations that previous generations were exposed to during the teaching of this subject. By implication, the distortions of every aspect of the past call for a reformulation of representations of agency in order to re-inscribe the relevance of History as a curriculum subject.

The above suggestion by Little regarding the nature of a national curriculum in History has generated heated debates relating to learner performance all over the globe (Maienschein, 2000), including the United Kingdom (Haydn & Harris, 2010). In South Africa (here after referred to as SA), the problem of underperformance in History has been at the level of differences between

township and urban schools, specifically what makes schools in urban areas perform better than those in township and rural schools. There have been serious questions as well as on what makes some township schools perform better than urban ones (Kallaway, 2012; Spaul, 2013). As such, the severity of the problem has necessitated the need to develop a framework of management strategies to enhance positive learner performance in History as well as to ensure effective implementation of the Curriculum Assessment Policy Statement (CAPS) of History by the different stakeholders on macro, meso and micro levels (DoBE, 2015a).

It is worthy to mention that the challenges encountered by management in dealing with the problem of underperformance in History in secondary schools is quite expansive. Having obtained a National Senior Certificate (NSC), the problem extends to tertiary level, including universities and colleges. Reporting in the *Mail & Guardian* newspaper, Macupe (2018:2) bluntly said that “the CAPS curriculum set up students for failure at the university” because young people are taught aspects of African History only when they are younger. Hence by the time they get older (Further Education Training band) where they can make a deep connection out of historical events, History disappears only to show up again at the university (Macupe, 2018). This statement is debatable as indications during lectures with my first-year students in 2018 established that some students have never done History before, while others started offering History only at the FET Band (Grades 10-12). Of course, this brings about a dilemma in the sense that all learners in SA schools are obliged to study Social Science (History & Geography) up to Grade 9. Thereafter, they could be allowed to choose whether to continue with History at the FET Band. However, in practice as reported by Carl and Negumbo (2017) with regard to the Namibian context, the Social Science teacher in the school might only be trained in one discipline, e.g. Geography and therefore spends minimum time in the teaching of History as part of Social Science. Thus, the recommendation by the Ministerial Task Team (MTT, 2018) report states that Geography and History should be treated as two distinct subjects in the Intermediate and Senior Phases.

If this postulation is true, then, to an extent, it could explain learner underperformance at the exit level in high schools. Hence, the *Mercury* newspaper, in fact, revealed that only 4% of pupils in South Africa who started school actually get a degree within six years of being in the university (*Mercury*, 2016). Bush, Joubert, Kiggundu and Rooyen (2010) further elucidates that

underperformance of this nature is basically related to five key factors: health related problems, poverty, resources, language of instruction and educational activity. This might differ slightly in the context of South Africa where socio-political hindrances like community protests equally deprive learners of the quality education they deserve (Ngcamu, 2019). While adding to the perspective of Bush *et al.* (2010), Tabe (2015) suggests that the assessment of learner performance is significantly changing because they face a world that demands new knowledges and abilities. Therefore, in an attempt to remedy this problem of underperformance, the study recommends strategies for the different managerial leadership levels of schooling that could inaugurate the attainment of positive results in the NSC History examinations.

In the rest of this chapter, the following sections are addressed: a general overview of the study with specific emphasis on the background; problem statement and questions; aim and objectives of the study; preliminary literature review; my role and contribution of the study; definition of key concepts; limitations of the study, and structure of the study.

1.2 BACKGROUND TO THE PROBLEM

Young and old need to be aware of the past. In South Africa, the teaching and learning of History has met several critiques from various stakeholders, especially the young people (micro level), most of whom believe that History has no relevance in their lives, but rather that it reminds them of the sordid past of apartheid, characterised by dehumanising conditions (Bam, 2000). In this regard, Little (1990:320) argues that a very high percentage of young secondary school learners perceive History as “useless and boring” thus threatening History as a subject being in danger of losing its place in the curriculum. Consequently, most young people question what they could become or benefit by studying History. This is even worsened when most young people believe History is mostly about war and politics and therefore very little interest in the discipline (Little, 1990). Similarly, Van Eeden (2012) recognises that History as a subject has long been neglected with huge consequences, and it is now vital that such neglect be corrected through precise and impartial historical knowledge which allows political myths to flourish in South Africa. This is very crucial to the point that during one of my classroom debates with my students, historical concerns such as that which resulted in the suspension of Helen Zille where she said, “Colonialism

was not all that bad” was open for debate (News 24, 2017:1). Behold the entire class expressed a lack of historical consciousness by sharing a common perspective like some politicians do in the parliament that she is racist, thus, they failed to logically analyse both sides of the argument.

The concern of learner underperformance in History is a problem that has plagued the world and Africa for decades. In the United Kingdom for example, the most systematic effort to implement a pedagogy in History by school management is based on the structure of the discipline of the 1972 School Council History Project (SCHP) which, according to Counsell (2011) is never easy to implement. These implementation processes by management cannot be replicated easily in the microcosm of a classroom or some boardroom as it could result in misconceptions of the subject, poor teaching and learning styles, the habit of unpacking distorted versions of History to meet assessment requirements and poor performance. Similarly, Hodgkinson (2004) says earlier that in the UK, the development of the historical time concept within the national curriculum (NC) and the scheme of work is confused and based upon little empirical evidence. This means that more consultative management must engage with all stakeholders, especially experts in the subject field during the drafting and implementation of the History curriculum, without which poor performance is inevitable.

Also, in the United States of America, there is a persistent structural imbalance in the educational practices and opportunities of black and white (Murrell, 2007) as well as rural and urban children in public schools. The subsequent effect is a less successful black working class when compared to their white counterparts. It is further indication that white learners are more successful in terms of academic achievement than their underperforming black counterparts, pointing to a variety of reasons such as whether the school is found in rural or urban area. This is similar to the persistent structural inequality in the context of South Africa between township schools mostly occupied by the indigenous black individuals and urban schools occupied by both black and white learners (Mampane & Bouwer, 2011). With underperformance being a challenging phenomenon in some township parts of South Africa, it is believed that the different management policy alterations through the various macro, meso and micro levels of management could resolve this problem. The macro level involves the Department of Education officials, notably History coordinator(s) and subject adviser(s); meso level involves the school management team (SMT) notably the principal

and the school governing body (SGB) and lastly, the micro level involves the school subject teacher/departmental head¹ (DH) and learners.

At the level of Africa, scholastic achievement of learners in Nigeria is of great concern to stakeholders like parents and school management officials because it affects the national growth and development of the country (Asikhia, 2010). In this regard, there is a consensus about the falling standard of education throughout the country. One of the common characteristics of underperformance in schools is that of blame shifting or finger pointing to identify the source of the problem, instead of the remedy. Asikhia (2010) states that different people at different times have passed the blame for (History) underperformance of secondary schools to learners and their low retention, parental factors and the association with wrong peers. One of the contentious issues addressed in this study relates to identifying exactly how to manage the situation by determining what and who should be held responsible for learner underperformance in History.

In South Africa, research conducted by Mji and Makgato (2006) found that History education during the apartheid era, was characterised by the under-development of human potential in general but specifically for blacks. This was partly because the Bantu Education curriculum was designed to groom black people to provide cheap labour in the mines and farms belonging to the rich white minority. As a result, Mji and Makgato (2006) demonstrate that South Africa needs qualified teachers, doctors, scientists, and many other scientifically oriented professionals who could transform the situation. As such, the government has made education and positive learning outcomes a priority by investing a chunk of the state budget in the sum of R320.5 billion which is over 17.5% of the total national budget for 2017/2018 financial year on basic education alone (DoBE, 2017). Curriculum transformation is intended not just to be a vehicle to transmit new post-apartheid values of social justice, human rights, respect for cultural diversity and the environment (DoBE, 2011), but also for the effective implementation of management strategies to enhance learner performance in subjects such as History.

¹ DH and HoD: Departmental heads in this context are the subject heads or representatives of the subject group in the school while the Head of department is an administrative academic post holder in the department of education.

It is against this background that I investigated the causes and complexities of learner underperformance in History as well as management strategies aimed at enhancing learner performance in History for selected secondary schools in the Nagaka Modiri Molema district here after known as NMMD.

1.3 RATIONALE

The selection of History as a study area is based on the significance and the role of History in society. History as a subject has been seriously debated between stakeholders in South Africa whether it should be compulsory in the Further Education and Training (FET) band of education, as against being an elective subject which is the case at present (Davids, 2016). This debate challenges the relevance of History as a subject. The concern expressed by those in support of History becoming a compulsory subject holds that History has the potential of promoting ‘patriotic nationalism’, in the mould of Christian Nationalism under apartheid regime (MTT, 2018:73). Such mentality has indeed affected the seriousness of some schools, learners and even teachers towards the subject, hence affecting the general performance in a subject that is supposed to be the cornerstone in a nation’s path from past to present. Apart from this challenge which is generally national, township schools are also faced with other complicated realities such as the fact that some teachers who are at the micro level of management prefer to work only in urban areas where there are amenable facilities (Lankford, Loeb & Wyckoff, 2002). This has limited the available manpower in township and rural areas, thereby exacerbating the problem of underperformance in History. It is therefore not surprising that the late icon and former president of South Africa Nelson Mandela alluded that “the most profound challenges to South Africa’s development and democracy can be found in its rural hinterlands” (Nelson Mandela Foundation, 2005:vii). This is true because, apart from teachers’ aversion to teach in rural areas (Yariv, 2011), certain aspects such as ineffective management and external influence especially at the macro level greatly inhibit learner performance.

Perhaps it is relevant to also mention that my personality as a History teacher as well as a person originally from a township is also a motivation. In these area insufficient learning materials and lack of teachers were never an excuse for poor performance in assessments. All these served as a motivation to pursue this study on learner underperformance in History. As a student, teacher and

a lecturer in History I have not stop asking questions as to why some schools perform well in examinations, while others do not. In line with this curiosity, I came to understands that schooling is a necessity for humanity and not just an attempt to get out of poverty. This implies that learners must always be enabled to perform outstandingly. Also, with the experience as a lecturer, I have realised that many students at the university level have very little prior knowledge on History, yet as indicated by Macupe (2018), are interested in studying History as a major. Therefore, an effective managerial approach highlighting the relevance of History and historical consciousness in our communities as well as the need to boost learners' interest in the study of History is a mandate. Hence, the learner performance in both classroom exercises and the NSC History examination could equally be improved.

1.4 PROBLEM STATEMENT

One of the biggest challenges of underperformance in History faced by school management across South Africa is the dilemma on what percentage pass should be considered as underperformance as well as who and what is responsible for learner underperformance. According to Bayat, Louw and Rena (2014), schools are considered to be underperforming if they do not obtain a pass rate of at least 60% in the Nation Senior Certificate (NSC) examinations. Since the introduction of CAPS in 2012 (Kallaway, 2012), the North West Province with a pass target of 75% has witnessed a consistent drop in the overall performance of learners at the NSC examinations in the last five years. This ranges from 87.2% pass rate in 2013; to 84.6% in 2014; 81.5% in 2015; and the exception of 2016 which saw a one percent increase to 82.5%, though 2017 saw an even more inconsistent performance of 79.4% in all subjects including History (DoBE, 2018b), which many stakeholders believe is not a true reflection of the knowledge obtained by learners. Informal conversation with colleagues as well as feedback from trainee teachers during Work Integrated Learning (teaching practice) of History students shows that learners indeed lack the basic content knowledge in History (WIL, 2018).

Statistics from the Education Management Information Systems (EMIS) office of the DoBE (2016a) reveal that for over three years prior to 2016, out of the five local municipalities in the NMMD) in the North West Province, very few township schools in the district actually scored a

pass grade of 50% and above in History, while the majority have got their marks amended by the 30% and 40% mark adjustment by the Department (DoBE, 2016a). An earlier postulation by Bayet *et al.* (2014) also recognises that underperforming schools are mainly located in townships and in the informal settlements. Unfortunately, most of the learners that are considered to have passed in History just like in the other subjects, score below average mark as per the Standard Assessment Criteria (SAC) ranging from 30 to 49% (DoBE, 2016b) which is often wrongly conceptualised as satisfactory performance rather than underperforming. The said consideration mentioned above, as explained by the then Minister of Basic Education (Angie Motshekga) holds that for a learner to be considered to have passed the matric examination, he/she, needs to take at least seven subjects. Hence, the learner needs to pass the home language at a minimum of 40%, two other subjects (high credit subjects)² at 40% as well, and three others (low credit subjects)³ at 30%, to obtain a higher certificate pass, without which the National Senior Certificate would not be awarded to the learner (DoBE, 2017).

More specifically, statistics from various education sectors of the NMMD have also shown that most of the schools offering History in the district obtained a subject average below 50% (DoBE, 2018a). In the Mahikeng area for instance where I am based, statistics show that in the 2017 NSC History examination of all the schools offering History, seven out of 13 schools scored a subject average below 50%, bringing the total subject average of the local municipality to 48.54%. Similarly, statistics from the 2017 NSC History examinations in the Zeerust local municipality shows that all History offering schools obtained a subject average of 45.37% equally lower than 50% (DoBE, 2018b). It is important to mention that despite the poor performance as seen in the above local municipalities in the 2017 NSC History examination, other local municipalities such as Lichtenburg and Rekopantswe obtained a subject average of 51% and 53.08% respectively

² **High Credit Subject** includes the following: Languages; Accounting; Agricultural Science; Business Studies; Consumer Studies; Dramatic Arts; Economic; Engineering Graphics & Design; Geography; **History**; Information Technology; Life Sciences; Mathematics; Mathematical Literacy; Music; Physical Sciences; Religion Studies and Visual Arts

³ **Low credit subject** includes the following: Agricultural Management Practices; Agricultural Technology; Civil Technology; Computer Applications Technology; Dance Studies; Design Studies; Electrical Technology; Hospitality Studies; Mechanical Technology and Tourism

(DoBE, 2018b). A cross statistical analysis of these performances shows a high level of inconsistency in the performance from one school district to the other.

Thus, the ‘pass mark’ in this discipline is not an ideal benchmark, considering that most History learners from township areas are often unable to gain admission into the university as a result of the failure to meet the minimum requirements for university study (Modisaotsile, 2012). With such ‘pass rates’ being the main challenge at the NSC History examinations, it is thus the responsibility of the management authorities at all levels, to address the problem. Unfortunately, the government and other stakeholders involved in education management seem more interested in the quantity as a means of correcting the educational differences of the past rather than quality of learners. My analysis of NSC examination results (DoBE 2016a) shows that for most of the subjects written in the NSC examinations, including History, learner performance is dismally low when 30% and 40% respectively is considered as a pass grade.

However, another school of thought would argue that underperforming learners have the chance of going to TVET colleges where the trend of underperformance undoubtedly continues. For instance, a national research conducted by the Department of Higher Education and Training (DHET, 2015), indicates that in the 2013 academic year the number of students who registered, wrote and completed the National Certificate (NC) for North West Province stood at 41.3% for NC Vocational level 4, 31.4% for level 3 and 28.3% for level 2. Thus, there is need to come up with possible management strategies to address this problem of underperformance. The strategies for a management framework which this study seeks to establish, would inspire both teachers and learners in the teaching and learning of History in township areas and beyond, where a preliminary pilot study suggested that there is a general unwillingness to study History because it has no direct socio-economic gains. This lack of interest in the study of History as a subject subsequently could influence learner approaches and performance in the discipline (MTT, 2018). Underperformance is a primary concern for township schools not only in the NMMD, but one can assume in South Africa in general as well. This situation thus warrants this researcher to carry out the study in selected schools who underperform in History in Grade 12 as the exit level.

1.4.1 Research Questions

The primary research question is:

- What leadership strategies could be used to enhance learner performance in the NSC History examinations in township secondary schools in the Ngaka Modiri Molema District?

From the above research question, the following secondary questions were derived:

- How do the teaching and learning approaches in township secondary schools in the Ngaka Modiri Molema District affect learner performance in History?
- What is the relationship between learner performance in History and school leadership practices in the Ngaka Modiri Molema District township secondary schools?
- How do assessment strategies in History affect learner performance in township secondary schools in the Ngaka Modiri Molema District?
- What are the contextual factors influencing learner underperformance in History in the Ngaka Modiri Molema District township secondary schools?

1.4.2 Aim and objectives of the study

The overarching aim of the study is to explore the managerial leadership strategies that could address the problem of learner underperformance in History in township secondary schools in the Ngaka Modiri Molema District.

The objectives include the following:

- To determine how teaching and learning approaches in township secondary schools affect learner performance in History.
- To establish and ascertain the relationship between learners' performance in History and school leadership practices in the Ngaka Modiri Molema District township secondary schools.
- To determine how assessment strategies in History exert an impact on learner performance in township secondary schools in the Ngaka Modiri Molema District.
- To ascertain the contextual influences of learner performance in History in the Ngaka Modiri Molema District township secondary schools.

1.5 RESEARCH DESIGN AND METHODOLOGY

The selected research design for this study, which is qualitative, involved systematic data collection processes comprising one-on-one interviews, focus group interviews, meta-analysis of documents, interpretation and presentation of findings. Coe, Waring, Hedges, and Arthur (2017) emphasise that using such variety of approaches generates more accurate results. Furthermore, using these approaches enabled me to investigate behaviours, beliefs, and socio-economic problems by collecting and analysing data in response to different research questions (Creswell, 2013). Also collecting data through this qualitative approach in a study of this nature involving performing and underperforming schools, confirmed whether certain generalisations in the literature are true of the population by either rejecting or accepting certain propositions.

1.5.1 Literature review

The review of literature in this study comprised both primary and secondary data in books, articles, documents, memos, and newspapers from libraries across South Africa and internet sources such as Emerald journals, Elsevier, Scopus, Science direct, and mostly Google Scholar. In the subsequent chapter I developed the most telling and recent discourse, thereby demonstrating how some studies are dated, limited, or leave some questions unanswered. Though most of the references in this study (Bamidele & Adekola, 2017; Banerjee, 2016; Abrams, Taylor & Guo, 2013; Makgato, 2007; Mji, & Makgato, 2006) speak directly to mathematics and science, they were however, applicable in this study by means of generalisation, as I ensured that only articles with relevant context were utilised. Notwithstanding, other authors (Petersen, 2018; Siebörger, 2014; Berdine, 2013; Van Eeden, 2012; Andrews, McGlynn, & Mycock, 2009) that are context-related were equally used by means of induction. Using these strategies gave me an opportunity to explore the instruments and approaches of data collection judiciously while taking into consideration their objective and subjective nature (Morgan, 2014).

Table 1.1: Qualitative literature review strategy

Qualitative Research
Induction
Deductive
Context
Objective
Subjective

Adapted from Morgan (2014)

Moreover, to achieve the objectives of the study, I collected data from much older sources in some instances as well, which is contrary to the expectation of using only recent sources not older than ten years. These older sources are primary sources and was relevant because unlike in other subjects such as Mathematics and Science, the archives on learner performance as well as teaching and learning of History in general has very limited literature (Andrews, McGlynn; & Mycock, 2009). Closing the gap in learner performance between urban and township schools as well as between the rich and the poor has been a priority agenda for the Department of Basic Education and the government of South Africa. By so doing, the Department of Basic Education, explores all relevant strategies by incorporating different leadership techniques into teaching and learning of History. In this regard, a complete conceptualisation of the problem of underperformance in History and the managerial leadership thereof was done in the subsequent chapters, taking into consideration the characteristics of a qualitative review of literature as identified by Morgan (2014) and set out in Table 1.1.

1.5.2 Population and sampling.

Primarily, a research study entails locating the study site where participants are accessible and willing to participate, as well as the need to make the best possible estimate of the actual quantity to be measured (Creswell, 2007; Pruzan, 2016). The NMMD of the North West Province was identified as the study site, while the sample of participants: subject coordinator, subject advisor, school principals, teachers and or departmental Heads (DHs) and learners from the district and History offering schools were involved in the study through purposive sampling. The target

population during data collection process helped to reveal certain variables like, gender, years of experience and level of education. Hesse-Bibber (2010) believes that the stratum to which a unit belongs could only be fully known after data has been collected. Thus, the selection strategy was done in cognisance of the low level of History offering schools in the district as well as the dangers of using a small population size (Hesse-Bibber, 2010).

According to Maree (2014), participant selection involves selecting a portion or sample of the population for a specific study. Purposive sampling is vital to the success of especially the focus group interviews, thus I ensured that I selected participants who represent the target population. In the selection of the sample, he also kept in mind factors such as representatives from both well-performing as well as underperforming schools, homogeneity, gender, socio-economic status, income level, first language, and demography. During the selection process the level of teaching experience of teachers, which was a minimum of three years, was utilised. While a minimum of two years to which learners ought to have studied History was equally utilised. Through purposive sampling, three schools (both performing and underperforming) in the catchment area of Mahikeng local municipality, while two other schools (also both performing and underperforming) from Rekopantswe local municipality, were selected. A total of thirty (n=30) participants representing five schools as well as two officials from the Department of Education, took part in the study. Ten individual and four focus group interviews were held to collate or gather data. These interviews each lasted for a minimum of 30 minutes and a maximum of 60 minutes respectively.

1.5.4 Data Collection and Analysis

According to Abrams *et al.* (2013) contemporary qualitative methodology, particularly those that focus on the interpretive research paradigm like the one for this study, are well-placed within an ethnographic investigation with the objective to understand the differences between world views on learner performance in schools. Hence this research identifies the richness and complexity of the cultural diversity in the country. A study conducted by Creswell and Clark (2008) illustrated that this philosophy is based on the belief that people need to be given the opportunity to express themselves and share their understandings and opinions over certain situations. This is particularly important to a study of this nature which involves persons from different, though similar socio-

cultural backgrounds and beliefs. As such, an inclusive, participatory orientation in data collection was instrumental in this study.

Qualitative data which is subjective in nature, was attained by means of open-ended interviews using self-compiled questions to discover and determine the participants' ideas, views, beliefs and attitudes towards the phenomenon of this study (Fassinger & Morrow, 2013). By collecting data through this strategy, participants were allowed to share information on their experiences with regards to History as a curriculum subject and the phenomenon of underperformance. The independent person or assistant who acted as an interpreter when required, as well as the transcriber of the data, were not directly part of the study. For the purpose of this study, the main data collection instrument was interviews, comprising both individual and focus group discussions as well as meta-analysis of documents.

The data analysis process was done through ATLAS.ti version 8.4. The data first underwent a cleaning process where it was checked for consistency and coherence and was then uploaded into ATLAS.ti software for analysis. Thereafter, the findings were coded, creating and identifying new themes that were subsequently summarised, and paraphrased and identify associations and connections based on the various themes. This was followed by the identification of similarities and contradictions in the different links and networks that were created. I was then able to draw up order of themes that were coherently linked in the discussion phase.

1.5.5 Trustworthiness

According to Mohajan, (2017), interviews are undoubtedly one of the principal methods of data collection in any research endeavour. Nevertheless, the perilous fact when designing questions, is that mistakes are easily made. Thus, I made it my responsibility to ensure that the self-compiled questions are valid, reliable, explicit and also trustworthy (See par. 4.8 for details). To attain this objective however, I ensured that the interview questions were designed to allow for probing by the interviewer as well as to provide in-depth information that are trustworthy. Moreover, I further made sure that all research questions are asked and answered by constantly evaluating the instruments and participants responses.

1.6 SIGNIFICANCE OF THE STUDY

1.6.1 Significance to the subject area

As a main significance of the study is that it operationalises management strategies whereby the relevance of History and historical consciousness in communities as well as learners' interest in the study of History is boosted. Hence, the learner performance in both classroom and the NSC examinations could equally be improved.

1.6.2 Contribution to the focus area

This study contributes to the management of teaching and learning of History in that, if well applied through a democratic managerial approach characterised by consultation involving all levels of management, it can help to improve on the attainment of the learning outcomes in History. This could partly be achieved by properly engaging all stakeholders, especially those at the micro level of management where the actual implementation phase of the History CAPS curriculum. By doing so, historical events and dates could well be established, represented, conceptualised, and utilised without being misrepresented.

Also, the study contributes to the research focus area of the Education and Leadership Research Unit (Edu-Lead) in the Faculty of Education of the North-West University as it emphasises on leadership for and during school change and development in challenging formerly deprived South African context. This is particularly vital as the study relates to one of the focus areas as depicted in the five project groups mentioned in the footnote below⁴.

⁴ Turnaround strategies at underperforming secondary schools: Lessons from success cases in previously disadvantaged areas;

Promotion of healthy schooling in South African Education Systems;

The influence of principal leadership approach, school management structures, moral leadership and contextual determinants on a positive school climate;

Leadership accountability of principals towards improved quality education (results) in secondary schools;

Understanding leadership for and during school change and development in challenging formerly deprived South African context

1.7 DELIMITATIONS OF THE STUDY

The delimitation of the study is evident in the objectives and the aim. According to Simon (2011), the research questions and objectives, variables of interest, theoretical framework adopted (as opposed to what could have been adopted), and the population chosen by me to investigate on, all determine the study area. To this researcher therefore part of the delimitation is the choice of problem itself which is centred in the townships of selected district in the NMMD. This means that there are other similar problems that could have been chosen but were excluded while the current conundrum is fully justified (See par. 1.3). The delimitations section of this study therefore explicates the criteria in identifying participants in the study, the geographic region covered in the study, and the schools involved. This was further guided by the selected methodology and variables in the study which set a boundary on what the findings could uncover. A further explanation on the area under study is provided below:

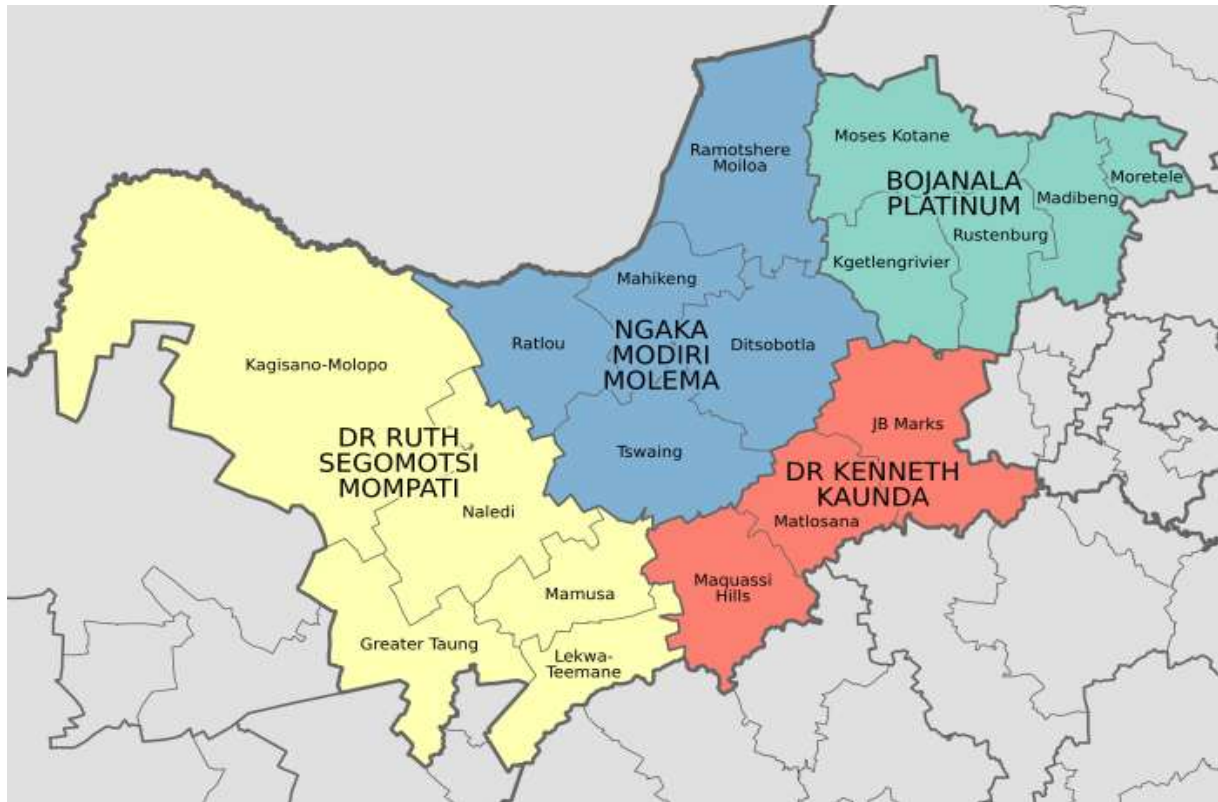
1.7.1 The Ngaka Modiri Molema district: An orientation

The Ngaka Modiri Molema district as the focus area of the study is found in the North West Province of South Africa. The district is a Category C municipality⁵ and one of four district municipalities in the North West Province which includes: Dr. Kenneth Kuanda; Bojanala platinum; Dr Ruth Segomotsi Mompati. It is situated centrally within the province and shares an international border with Botswana. Mahikeng is the capital city of Ngaka Modiri Molema district and also doubles as the capital of the North West Province. The municipality comprises of five local municipalities namely Ditsobotla Local Municipality; Mahikeng Local Municipality; Ramotshere Moiloa Local Municipality; Ratlou Local Municipality⁶ and Tswaing Local Municipality. It has an area of over 28 114km²; the dominant language of communication is Setswana; the main economic sectors are agriculture, tourism and mining (Google map, 2018). Below is a map showing a demarcation of the study area.

⁵ **Category C municipality:** A municipality that has municipal executive and legislative authority in an area that includes more than one municipality.

⁶ Based on the new demarcation in the province dated 2018, Rekopantwe is now known and classified as Ratlou. However, Rekopantwe was still preferably used based on the fact that as from the 2016 that marked the time frame- which is considered in the study, the area was still known by the old demarcation.

Figure 1.1: Municipalities of the North West Province



Adapted from: <https://municipalities.co.za/overview/ngaka-modiri-molema-district-municipality>.

1.8 CLARIFICATION OF KEY CONCEPTS

In this study, key concepts are clarified using references from existing knowledge and literature. They include the following:

1.8.1 History

The word History is derived from the Greek word called *Historia*, meaning inquiry or knowledge acquired by means of an investigation (Brian & Richard, 2008). The subject History has long been critically conceptualised by scholars in History like Edward Carr (1990), Arthur Marwick (2001), and Peter Seixas (1999). While providing an outlook on History which is vastly different from that of other historians, Carr (1990) explains that History is an unceasing process of interaction between the historian and facts, as well as a continuous dialogue between the present and the past. Similarly, Marwick (2001) perceives History as encompassing a body of knowledge about the past, produced

by historians, unruffled by everything in the production, communication of, and teaching about the knowledge. Looking at both clarifications, they both lack the substance to answer contemporary queries about the meaning and purpose of History because History goes beyond the past and the present.

From another perspective, Kirst (2017) alludes to the meaning of History as the study of the human past because it is defined in written documents. But then the CAPS document views History as the study of change and development in the society over time and space. The past with all its decisions completed, its participants depart and have their history told, in what audiences perceive as the unchallengeable foundation on which historians and archaeologists stand. Thus, as purveyors of the past, we recognise that such foundation goes in search of stories that are untold, as well as acknowledgement that what has been told comes contaminated by what we are today. Likewise, Hirst (2017) views History as a narration of events which have happened amongst mankind, including the rise and fall of countries and of other great changes that have impacted the socio-political as well as economic conditions of humanity. History is not only about what we think and imagine but also what we remember of the past and how we are able to construct it to the usefulness of young people. Though the context of History at this junction seems well elaborated, it would not be complete without the clarification from Grussendorff, and Booyse, (2014) who suggest that History is the study of change and development in society over time. Studying History therefore enables one to understand how past human action affects the present and influences the future to which we are left to evaluate the outcome.

1.8.2 Learner Performance

According to Olanipekun and Aina (2014), performance is an observable or measurable behaviour of persons or animals under specific circumstances, in an experimental situation. Therefore, it measures the behaviour(s) or an aspect of accomplishment that could be observable at a specific period. In a school environment, performance is measured through assessment that could either be formative or summative. Achieving a positive performance therefore requires helping learners to improve their academic performance which often calls for changes or amendments in both the management at all school levels, teaching, learning and assessment in the classroom. It is for this reason that Tabe (2015) explains that transformation in an establishment is a feature in humanities,

essential in an organisation such as a school where both teachers and learners are expected to demonstrate some degree of performance on specific tasks.

Performance conjures the business and management sectors where success is expected in the form of turnover. In the educational sector, and particularly in schools, performance is different as it is measured in terms of assessing learners through test scores. This has made the Department of Basic Education, at the macro level of school management and the government in general to privilege education and ensure good and quality education for all learners. As such, Volante (2012) states that the desire for quality education remains a vital transformation approach in which learners encounter 21st century challenges, that characterise knowledge and competencies. These challenges have resulted in the evaluation of school performance which is very often determined by how learners perform (Figlio & Loeb, 2011).

1.8.3 Learner Underperformance

The level of underperformance across some schools in South Africa has been disconcerting. Reports from the Department of Education shows that since the introduction of Curriculum and Assessment Policy Statement (CAPS) in 2012 there has been an upward trend in learner performance (DoBE, 2017). However, the quality of education offered and what is classified as a pass score in subject specific tests and examinations. have been questionable both at the transitional level and at the exit level of secondary schools. Despite such evidence of increased performance of learners since 2012 as indicated by the matriculation pass rate (DoBE, 2017), many scholars like Spaull (2013) are convinced that one of the major challenges facing the Department of Education is the high rate of failure in the academic performance of learners resulting from the absence of parents in their children's education, as well as external factors. Parents are not the only ones involve here as Yariv (2011) identifies several managerial loopholes ranging from ineffective management, poor supervision, and external levels of mismanagement.

Findings from the study of Leepo (2015) suggest that poor academic performance is experienced when schools exhibit levels of performance that are below specific benchmarks which varies from one school to another. For the purpose of this study schools with performance below 60% overall pass rate and below 40% Bachelor's in the Grade 12 end of the year examination results were classified as underperforming. Schools producing below 40% Bachelor's pass rate are equally

producing results that are below standard (Bayat, Louw & Rena 2014). A Bachelor's pass in the context of South African education system simply means a learner at matric level qualifies to study for a higher certificate, diploma or a degree at a university. This is despite evidence provided in existing documents from the Education Department that there has been an increase in learner performance since the introduction of CAPS (DoBE, 2016a).

1.8.4 Educational Leadership

Educational leadership is the professional practice of a leader(s) in an administrative role(s) who works with, guide and influence educators towards enhancing teaching, learning and other educational procedures in general education and training (GET) as well as Senior and Further Education and Training (FET) band (Bush, 2007). These leaders who are usually individuals or small teams players employed as school site leaders, principals, and assistant or associate administrators often head the organisation. At both GET and FET, or other educational settings such individuals serve as centre director, head of school, department chair, academic dean, to name but a few (Bush, 2017). From another point of view leadership is seen as a process of influence based on clear values and beliefs, leading to a vision for the school (Bush, 2008b). The vision is crafted by leaders who desire the commitment of their staff and stakeholders to the ideal of a better future for the school, its learners, stakeholders (Bush, 2008b) and performance thereof.

Bush (2007) believes there is an international interest in leadership and management, because of its alleged importance in developing and maintaining successful schools and education systems, though with less clarity about which leadership behaviour(s) is most likely to produce the best results. Thus, if principals and educators do not 'own' innovations by means of leadership empowerment but are simply required to implement externally imposed changes, they are likely to do so without enthusiasm, leading to a possible failure (Bush, 2003). Because an educational leader serves as a guide and influences other educators in an administrative setting, leaders in these executive roles therefore work toward finding ways to improve learning and to improve the process of educating learners. School site leaders, managers or principals and the administrators are employed to work either as the sole educational leader or in small teams. This explains why most theories of educational leadership refer to the type of leader or style of leader based on elements such as competences, practices, and approaches (Bush, 2003).

1.8.5 Leadership strategies

Dumitriu, Timofti, Nechita, and Dumitriu, (2014) define leadership as a process in which a person in a leadership position pushes individuals to act towards accomplishing certain identified goals, through a strong vision. Though complex, Dumitriu *et al.* (2014) believes that for this set of goals to be achieved it would largely depend on the interaction of the personality of the leader in question and the characteristics of its followers. In other words, leadership is a process or act of leading a group of individuals belonging to a unit or an organization whereby the leader exercises influence over individuals to achieve the organisational goals through the application of knowledge and skills.

Similarly, a strategy is a plan of action designed to achieve long term goals (Nickols, 2011). Though rooted within different perspectives as adopted by the authorities in charge, Nickols (2011) alludes to the fact that the concept was initially adopted from the military to be used in businesses and organisations like schools which makes it even more complex. Notwithstanding, a strategy entails a number of ways that could be used to address organisational challenges. Thus, a leadership strategy could be defined as a thorough analysis of the current situation, informed by views about the future (Pasmore, 2014). This is followed by a series of recommendations to close the existing gap between the current situation and the anticipated future. Consequently, leaders need to identify key strategic factors and their implications for leadership in a school as an organisation.

1.8.6 Instructional Leadership

Analysing different viewpoints for a common understanding, various researchers (Sijako, 2017; Van Vuuren, 2017; Kyahurwa, 2013; Mendels, 2012; Cardno & Collett, 2003), have clarified instructional leadership as well as who is an instructional leader. In that respect, Mendels (2012) says that instructional leadership is about assuming the role of principal teacher which entails monitoring of teaching and learning activities, giving feedback to educators and guiding them. In addition, Sijako (2017) alludes to the fact that instructional leadership involves prioritising teaching and learning consistently to dominate every other activity of the teacher. This brings out the most important role of the instructional leader which is teaching and learning. The Ethical Consumer Research Association (ECRA, 2010), affirms this postulation, saying that instructional

leadership is a significant driver towards improving learner academic performance because the instructional leader is involved in the design and implementation of the curriculum; instructional and assessment practices; current research, and the application of learner achievement data that gives shape to instructional programming.

Furthermore, Van Vuuren (2017) says that it takes a teacher who has done several years of teaching and offers a lot of experience to be appointed as a school leader. Van Vuuren (2017) again argues that despite these experiences, a high level of professional training is still needed as school principals often demonstrate little understanding on their jobs which could be detrimental to the learning outcomes of the school. Thus, an indication that the functions of a classroom instructor and the principal as a professional leader varies from one area of interest to another. Coetzee and Van Niekerk (2017) in this regard say that a good principal must be a good leader, because a good leader must also possess the qualities of a good instructor in terms of their professional qualities. Based on these views it would appear that, because the classroom teacher imparts knowledge directly to learners, he/she is the instructional leader. Therefore, Sijako (2017) say that instructional leadership should be about the willingness to be well-versed and read in teaching instruction in order to select teaching materials and monitor teaching which is the responsibility of all three levels (macro, meso & micro) of leadership with the principal at the meso level playing the central role. Tatana (2014) says that in cases where the school is not performing, it is the responsibility of the subject advisors at the macro level of school leadership to intervene by recommending measures on how the performance could be improved.

1.8.7 Pedagogy

According to Gilden and Bell (2002) the term pedagogy involves learning, teaching and development influenced by the cultural, social and political values that teacher's impact on young people, underpinned by a strong theoretical and practical base. Similarly, Bhowmik, Banerjee and Banerjee (2013) holds that pedagogy is the art and science of teaching and learning as they justify their claims that effective educators use an array of teaching strategies based on the idea that there is no single, universal approach to every situation. To Bhowmik *et al.* (2013), because teaching is closely linked to performance, it could as well be seen as a kind of engagement with learners to empower their understanding and application of knowledge, concepts and processes that range

from the design, content selection, delivery, assessment and reflection throughout the academic year. Talking about engaging learners to empower their understanding Taylor (2008) says that the starting point for improving teaching and learning is that educators must take responsibility for the learning outcomes of their learners. It entails changing of the attitude on the part of educators, from one which blames their situation on external motives (like the lack of resources and the lack of support from parents and management), to one in which they feel in control to improve their own situation by exercising innovativeness and positive energy.

Furthermore, Child Australia (2017) view pedagogy is an encompassing term concerned with what a teacher does to influence learning to others that are willing and ready. To this author, because the high-quality demand in early childhood education and care services for young people has grown, so has the educator's role in the provision of teaching and learning services. Such demands clearly are an understanding of the meaning of pedagogy and the role it plays out on individual educators and services. Effecting such a change brought about by the high demand in early childhood education would be a massive task as noted by Christie *et al.* (2007), when they said that the teaching profession is in crisis and as a result the teacher motivation is very low, with the profession at the bottom of the choice list for the youths. Therefore, for teaching and learning to be improve there is need for educators to be motivated thereby enhancing learner performance.

1.8.8 Township School

A township is an area previously assigned to hosting the site of a town, though lawfully could equally denotes to both residential and industrial sites (Mampane & Bouwer, 2011). The whole idea of township being a home for the black South Africans according to Mampane and Bouwer, (2011) was and still is because of the need for black workforces to remain closer to their place of work. For many years, the discussion whether township schools provide equal education to that of urban schools in terms of performance and achievement have been a bone of contention for most stakeholder including parents (Lawless, 2009). In South Africa, the most famous townships are creation of the apartheid system as well as the predecessor regimes that was under white rule (Bond, 2012). Bond (2012) further mention that township residents in South Africa were in most cases created as inspired by apartheid and the desire for low cost housing developments for black labourers.

Usually, township life has been associated with poverty, crime, violence and to an extent it is equated to a ‘war zone’ where the safety of inhabitants turns to be compromised (Department of Safety & Security, 2007). In this regard, learners in township areas require a great deal of protection and resilience in order to be able to overcome the obstacles and adversities in their context of development. As a possible remedy to the situation by the government, Schools in South Africa have been classified into quintiles system ranging from 1 to 5. Whereby quintile 1 to 3 mostly represent schools in poverty striking environment located in townships or non-urban areas hence get a bigger subsidy from the government as oppose to quintile 4 and 5 that are the least poor schools mostly found in urban areas (Department of Education, 2006).

1.9 STRUCTURE OF THE STUDY

This thesis consists of six chapters ranging from the general orientation of the study to the recommendations and conclusions of the study. The chapters are briefly outlined in the following segment:

1.9.1 Chapter One

This chapter introduces the entire study through an orientation, with specific emphasis on the background of the study; rationale for conducting the study; problem statement and questions; aim and objectives of the study; an overview of research design and methods that comprised of preliminary literature indicating the type of data collected, population and sampling, research instruments data collection and analysis, and the validity reliability and trustworthiness. Equally important was my role as the main researcher before and after the data collection process, limitations and delimitations of the study as well as structure of the entire study.

1.9.2 Chapter Two

This chapter comprises one of two chapters of the literature review focusing specifically on the theoretical framework and contextualisation of History. While contextualising the study, relevant theories in relation to the teaching and learning of History as well as learner performance; challenges related to learner underperformance in general and the nature of CAPS History curriculum are systematically addressed. By contextualising both History and the curriculum, the chapter examines aspects such as the nature of which History is taught and learnt, the place of

History in humanity, the purpose of History in the 21st century as well as an overview of the South African curriculum system and History CAPS curriculum. Both primary and secondary sources of data are utilised, especially the most recent documents.

1.9.3 Chapter Three

Chapter Three presents a conceptual framework of possible leadership influence on learner performance. Specific problems include differences in the management between urban and township school; management influences on learner performance; management approaches to enhance the problem of underperformance in History examinations as well as the relationship between learner performance and school leadership. These different aspects guided me towards attaining the objectives of addressing underperformance from a literature perspective.

1.9.4 Chapter Four

This chapter focuses on the research design and methodology used in data collection and analysis procedures by making use of both quantitative and qualitative approaches which are both part of the selected design of the study, the mixed method paradigm. This is followed by ethical considerations ranging from validity, reliability, to the trustworthiness of the study.

1.9.5 Chapter Five

This chapter focuses on data presentation, interpretation, and analysis of findings from the study. Findings from the empirical study are presented based on the emerging categories and themes. The synthesis of findings from both approaches through a discussion buttresses the literature review of the study to assess whether the results confirm, contradict or extend the previous studies.

1.9.6 Chapter Six

This chapter is a discussion of findings through a synthesis of empirical data and literature review, with reference to the various themes and categories identified. It proffers a conclusion to the study, and recommendations for leadership strategies and policy to overcome the problem of underperformance in History.

1.10 SUMMARY

This chapter locates the problem of underperformance in History in township secondary schools of the district of Nagaka Modiri Molema in the North West Province of South Africa and the debate surrounding the need to study History. It outlines the problem of underperformance based on the rationale and problem statement of the study. In that regard, a general overview was provided accompanied by a background knowledge of the study as well as a preliminary literature review, justifying the relevance and connection to the study. Other aspects addressed were research questions, research aim and objectives respectively which clarified the expectation of the study and acted as a checklist to ensure that every objective mention was achieved. Furthermore, the chapter mapped the significance of the study to add relevance to the body of knowledge and the epistemic concerns in History. Moreover, the chapter also presents the delimitations of the study which mapped out the study area. The chapter concludes with an outline of the different chapters and the core trajectory of the study.

The next chapter focuses a detailed presentation of the literature from preceding studies in relation to the main objectives of the study. This specifically deals with theories of performance and underperformance in the context of History and the broader curriculum.

CHAPTER TWO

THEORETICAL FRAMEWORK AND CONTEXTUALISATION OF HISTORY TEACHING AND LEARNING

2.1 INTRODUCTION

In the previous chapter, an overview of the study was provided which included a general orientation towards an understanding of the nature of underperformance in History at the FET band and in the context of South Africa. In this current chapter, the problem of underperformance in History was contextualised alongside relevant theories such as the managerial leadership theory, contingency theory, constructivist learning theory and humanism theory that could enhance the understanding of the problem of underperformance in township secondary schools, from a managerial perspective. To achieve this objective, the context of learner underperformance in some parts of the globe where the subject matter is highly accentuated is discussed.

Amongst these countries are the United States of America (USA), the United Kingdom (UK), Nigeria, and South Africa. The motivation for selection of these countries is that they also have very similar internal grade equivalencies as well as highly comparative education systems. Using this approach further helped to highlight various strategies used by the different countries to address learner performance challenges in History which are also similar.

2.2 THEORETICAL FRAMEWORK.

Repko (2008); Botha (2013); Bush and Middlewood (2013) and Wellington (2015); debate the meaning of a theoretical framework, but they all hold the view that it involves making sense of things that happen in education, e.g. learner underperformance. Hence, a theory in educational research is only worth its name if it helps researchers to explain phenomena. Closely similar to this notion, Yamauchi, Ponte, Ratliffe, and Traynor, (2017) argue that a theory gives scholars an outline for making sense of the things they observe by providing an all-embracing structure to their studies. On that note, Bush and Bell (2002) earlier held the view that there is no single all-embracing theory of educational management, but rather see the web as one that comprises a series of perspectives. Thus, various theories reflect different ways of understanding and interpreting

events and behaviours in schools and colleges such as underperformance in History by learners in township secondary schools.

According to Repko (2008), there are two main kinds of theory which include the grand theories dealing with a school of thought attempting to tell a story for instance the rise of capitalism, and secondly the narrow range theories which are bounded by subject matter and highly contextualised. For this study, the narrow range theory approach was adopted to provide an insight into the specific problem using four theories of management and learning respectively. The theories include the managerial leadership theory, Contingency theory, Constructivist learning theory and Humanism learning theory. It is worthy of mentioning that these theories are interrelated as far as the management of teaching and learning is concern. On the one hand the Managerial leadership and the Contingency Theories are closely related in that they both centre on creating a relationship between schooling processes and outcomes, as well as the creation and implementation of managerial processes for successful learning outcomes. The similarity between these theories are evident in that there is an ongoing relationship between top to bottom management geared towards achieving educational goals. On the other hand, the learning theories emphasises on collaborative efforts by given learners an opportunity to be directly involved in learning through a learner centre approach, thereby making decisions on how to acquire knowledge.

The link between these theories from a managerial point of view is on the basis of learners generating relevant knowledge enabled by managerial interventions on functions, task and behaviours. The leaders must consider the context and situation and being contingent (able to change and consider the circumstances) to create the climate and culture for constructive learning and specifically taken the human factor into consideration. The relevance of these theories is that both the management and learning theories centres around the processes involved in producing value outcome which is the primary objective of the study. This is supported by Parson (2013) who suggests that learners have control over their learning and are accountable for their own achievement while the teacher provides guidance to the learner. Thus, as much as this type of learning could possibly be attained, it may as well work mostly for those learners with a high motivation, a high curiosity to learn and the ability to self-actualise, while to others, a more direct learning through knowledge transmission (teacher centre approach) is required.

2.2.1 Managerial leadership theory

The study adopted the narrow range approach as indicated above in interrogating the managerial leadership theory (MLT). Based on existing literature and publications, Bush seems to be one of the prominent researchers in the area of education management and leadership (Bush, 2007; Bush, 2011; Bush, 2015; Bush 2017; Bush, 2018). According to Bush (2011), leadership and management are often regarded as an essentially practical activities in an organisation such as a school. An analysis of managerial leadership from Bush and Leithwood (2013) show that it is basically a top to bottom practice, with authorities at the macro level closely linked with more formal roles of policy making, while the others (meso and micro) do the implementation. This managerial leadership theory assumes that the duty of a leader ought to be on functions, tasks and behaviours to which if these roles are well carried out, it follows that the work of other leaders would be facilitated. Such an ideological conceptualisation is certainly challenging in public schools of South Africa where the Department of Basic Education at the highest level of the management chain (macro level) determines the nature at which schools are run yet await results of positive learner performance from those on the operational level, with less consideration on the challenges faced.

The managerial leadership theory holds that school managers and leaders of public schools significantly differ with those of private institutions in that, in public schools, it is a common practice that the Department of Basic Education develop school roles, which the school managers have to implement (Bush, 2008a). In private schools, though with some existing central roles, school managers are expected to improvise to attain a positive learning outcome because they play a pivotal role in improving learner performance. Mestry (2017) calls for the effective empowerment of school principals in public schools towards decision-making in the middle of radical social, political, and economic changes in the country. A closer look at the different managerial functions, including decisive decision making and planning, shows that the managerial leadership theory is indeed a crucial constituent for successful learner performance in schools which must at all times be internally motivated through an accountability process (Tabe, 2015). The leadership influence on learner performance in History in township secondary schools is closely related to managerial leadership. As such, Bush and Middlewood (2013) argue that the focus of leaders ought to be on functions, tasks and behaviours and not only on implementation.

If the task is well performed, then the work of others in the organisation would be professionally facilitated (Bush 2008b; Bush & Middlewood, 2013).

Bush (2017) emphasises that several leadership theories exist, such as transformational, collegial, and participative leadership theories, as well as managerial leadership theory. However, Bush warns that when using these theories, researchers must be fully aware that the theories were conceptualised and refined in developed Western contexts and subsequently applied in settings such as South Africa. Under these circumstances, applying the theory of managerial leadership in this study of underperformance in township History secondary schools, I remained conscious of the different socio-economic and political contexts. Consequently, though management and leadership seem separable with reference to the role of a school principal (Heystek, 2007), they remain inseparable because both management and leadership are essential components of successful school performance. That is, a good leader must possess certain managerial skills essential in planning and implementation.

2.2.2 Contingency Theory

The Contingency Theory is established on the grounds that the effectiveness of an organisation like a school depends on contingency factors that can either be internal or external. These factors for example include teaching strategies, availability of resources, school environment, size and age of the organisation. By contextualising the Contingency Theory in relation to the study, external factors could mean the complexities around the school environment, especially where some parents do not see why History should be made a compulsory subject, or that it is a subject which should not be included in the school curriculum, could hinder a school from performing up to the required standard (Van de Grift & Houtveen, 2006). Also, with regards to internal factors, contingencies are evident in school policies, planning and organisation. In an attempt to achieve good learner performance, particularly in township schools, there is a need for the school to derive a strategy or best fit between the internal and external contingencies such as school management and the community. Doing things this way, makes the principal not only a good manager but a good leader by mediating between meso and micro levels as well as between macro and meso levels of management.

According to Islam and Hu (2012) Contingency Theory is an approach towards studying organisational behaviour, explaining how internal and external factors influence the design and functioning of an organisation. In the context of a school as an organisation, it is expected that internal factors like the structure of pedagogy and external factors like provision of learning materials determine the level of learner performance and competitiveness. Other internal factors include learning and teaching support materials (LTSMs) and teacher's pedagogical content knowledge (PCK); while external factors could be environmental violence, family instability, lack of parental participation and destitute learners. The contingency theory is therefore closely related to this study because it requires all levels of management to be fully involved and committed towards enhancing learner performance rather than make it a sole responsibility of the school principal (Tabe, 2015). Thus, Amanchukwu, Stanley and Ololube, (2015) share the opinion that no single leadership style is suitable in all situations, because success is contingent or dependent on leadership style, qualities of followers and situational features.

Similarly, contingency theory can further be contextualised as an organisational theory which holds that there is no best way to organise, lead or make decisions in an establishment (Van de Grift & Houtveen, 2006). This is particularly important because in trying to enhance learner performance, it is the responsibility of the school management team (SMT) to understand that desperate times often require desperate measures, hence not every decision that works for school A would work for school B. In the words of Amanchukwu, *et al.* (2015), contingency theories of leadership focus on variables related to specific environment that could determine which kind of leadership is best applicable for a particular school environment. Therefore, depending on school environment, certain internal and external factors could turn out to be the most possible way forward to change, as well as the most productive. Unfortunately, the weakness of this theory is that a school is seen as a unique organisation for imparting knowledge, meaning some degree of uniformity amongst the different schools is expected.

While analysing the role of technology as a contingency factor, Islam and Hu (2012) found that technology has a strong relationship with an organisation's structure. This implies that technology can, to some extent, influence the teaching and learning, resulting in good performance of learners. Unfortunately, and in the case of township schools, technology is often underutilised or if at all available in the area. The relevance of technology as a contingent factor in this context is that the

study of History requires a lot of visual demonstration through maps, portraits of historical figures and structures (source-based questions). Demonstrating images through projectors as well as the watching of historical documentaries, could therefore facilitate learner understanding of a given topic. Therefore, in a school environment, the theory could empower school leaders (principals) on how to encourage and motivate both educators and learners. Van de Grift and Houtveen, (2006); Islam and Hu, (2012) all argue that the CT is a dominant paradigm for the smooth functioning of an organisation to which the school belongs.

2.2.3 Constructivist Learning Theory

The Constructivist Learning Theory (CLT) equally warrants the active involvement of the entire school. The constructivist learning theory gives learners the opportunity to construct meanings from hands-on experiences whereby they are directly involved (Dell’Olio & Donk, 2007). That is, learners should be provided with opportunities to work directly with information in a variety of ways such as collaborative interaction to construct knowledge and make their own understanding of the world (Bada, 2015). This approach contrasts with one where learners merely obtain knowledge or new information from the teacher or other sources like textbooks and computer software. When learners become directly involved in learning, they develop a better retentive memory and competence to prepare them for assessments rather than when they are “spoon fed” (Srisakda, Sujiva, & Pasiphol, 2016). As much as learners may be required to be constructive in their own learning, there is equally a need for them to be guided or facilitated by educators who act in their capacity as classroom managers. As such, Dell’Olio and Donk (2007) argue that based on the CLT, lessons are driven by action and reactions of the learners as they respond to an educator’s questions while working with data they themselves have generated. As such, working directly with data learners have generated gives them the opportunity to get a better understanding of the content being studied. This explains why Amineh, and Davatgari, (2015) say that constructivism requires educators to first consider their learners’ knowledge by allowing them to put that knowledge into practice.

From another point of view, Hlalele (2012) explains that with the constructivist theory learners are actively involved in their own construction of knowledge. Such learners thus need to be actively involved in the study of History, making it relevant to their everyday lives. In this regard, learning approaches like the source-based assessment could be instrumental in learners making use of

reflective thinking while analysing sources such as pictures and cartoons as well as essay and multiple-choice questions (MCQ). Educators are expected to be creative enough or improvise by introducing History classroom settings that help learners feel more positive hence, enable them to perform better than they might currently be doing. It may well be deduced that encouraging learner participation through constructivist informed teaching would improve learner motivation in the study of History, self-confidence and academic performance (Palmer, 2005).

Furthermore, CLT is relevant in the study because the teaching, learning and assessment of History learners as well as the content taught have often been criticised for being a mere storytelling process where learners merely have to memorise events and facts (Dunlosky, Rawson, Marsh, Nathan & Willingham, 2013). Therefore, the teaching and learning of History could become learner-centred and enhance knowledge construction rather than being teacher-centred knowledge transmission. This is equally important because from a constructivist perspective, the physical and social environment (townships) is less conducive to learning as it disrupts interacting with one another (Khatib & Sarem, 2013). The bottom line of this argument from a managerial point of view is that both learners and educators need each other for the act of learning and teaching to be implemented. This is because with a teacher-centred approach, learners' thinking could possibly be confined only to what the teacher asks and what he/she considers a correct response (Khatib & Sarem, 2013). In contrast, a learner-centred approach stymies the guidance from an educator using effective learning techniques like practice testing and elaborative interrogation (Dunlosky, *et al.*, 2013). This therefore is a perfect theory in managing the teaching and learning of History for positive outcomes because the learner actively engages in the construction of meaning, whilst trying to make sense of new experiences. Thus, if learners enter the classroom with some traditionally preconceived notions that classrooms should be ordered, systematic and quiet, then the dynamic learning that potentially resides in the classrooms would be missed and could negatively affect learner performance (Owusu, 2015).

2.2.4 Humanism Learning Theory

The Humanism Learning Theory (here after referred to as HLT) holds that learners make decisions on how to go about acquiring knowledge. This is closely related to the constructivist learning theory which calls for learners to construct knowledge of their own. Khatib and Sarem (2013) explain that humanistic education goes beyond intellectual and knowledgeable schooling to allow

the education of the whole group of learners. As such, most of the documentation regarding the humanistic model indicates that learners who are self-directed possess one of the main attributes of the HLT (Khatib & Sarem, 2013). Parson (2013) holds that learning is a personal act to fulfil one's potential. Therefore, teaching through the theory of humanism centralises and privileges the learners, and the learning process is personalised and coordinated by the teacher whose role is best suited to that of a facilitator with the intention to enhance learner performance. Thus, the HLT addresses the discourse of learner's personal development. From my point of view, we all have control over our own destiny including the things we say and do, because we are intrinsically virtuous and have the best intentions to improve our world by ourselves as well as our choices. Moreover, learners possess unlimited potential for growth and academic development.

Furthermore, Jingna (2012) says that because all humans have an inner propensity to develop their own potential, using methods that could maintain and strengthen themselves, the essential spur lies in their potential energy and motivation (Saeednia & Mariani, 2011). In most contemporary classrooms it is not surprising that despite an existing curriculum for instance, educators still decide which lesson they want to deliver first before the other as well as the most efficient method for learners to garner sufficient skills to comprehend the topic. Khatib and Sarem (2013) and Jingna (2012) thus identify some advantages in HLT which they believe could be applicable in the management process of a school environment:

Firstly, HLT takes the learners' inner thoughts into consideration. That is, the humanism learning theory taps into the research on cognition, emotion, interests, motivation, and potential of the learners throughout the process of learning rather than the teacher alone. Interestingly, Saeednia and Mariani (2011) emphasise the importance of motivation resulting from intrinsic and extrinsic factors, stating that as humans, we have basic needs. This is crucial to this study of learner underperformance in History where there is lack of interest to study History stemming from both intrinsic and extrinsic factors.

Also, Parson (2013) argues that though the teacher is in the position to provide a positive learning environment in which the learners are comfortable and able to endeavour to build their self-esteem and confidence, they may equally dictate a more formalised environment for learning to take place in the form of guidance. This enhances experiential learning that is one of the key aspects of the

learning theory. This is most successful when incorporated with the learner's own experience in order to build upon and guide their current learning. This explains why some of the goals of the HLT from a classroom perspective therefore are to assist learners to reach their full potential, grow as an individual, guide the learners rather than direct them, and also emphasise learner rights as well as responsibilities.

Conclusively, as Bush (2015) indicated, none of the above theories paint a complete picture of school management and leadership in an institution. However, the contingent theory provides a possibly different approach, by recognising how diverse the schools in the South African contexts are, as well as adapting leadership styles that suit specific contexts at a given point, rather than adopting an already designed set of rules from top management. This is important because in a school environment, it is the duty of a leader to respond to the inimitable institutional and systemic problems by means of different leadership responses. Consequently, any effort to push the learner to a higher level of need (performance) would result in failure (Saeednia & Mariani, 2011). In all these, it is important to also remember that managerial responsibilities are often too complex and unpredictable to rely on a set of standardised responses to events (Bush, 2015).

2.3 THE CONTEXT OF LEARNER UNDERPERFORMANCE

2.3.1 Overview

In explicating the concept underperformance, Van de Grift and Houtveen (2006) indicate that a school can only be considered to be underperforming if there are targets and expectations regarding results. Thus, if a school or the subject produces results below the expected level for more than three years, only then can it be considered to be underperforming or that its performance is not up to standard (Van de Grift & Houtveen, 2006). From another point of view, Coetzee (2013) states that learner underperformance is where learners do not live up to the expectation of the Department of Basic Education or that they are performing below the required standard. This is similar to the suggestion by Nwati (2015) which holds that learner underperformance (in a subject like History) is scoring a minimum requirement in any form of assessment (examination, test, assignment, practical) as determined by the school, district or the national level. To Nwati however, an important point of departure to determine learner performance is based on learner's attitudes towards doing their assignments and attending classes. The severity of the impact of these facets on learner

underperformance in History has generated a series of research to resolve the conundrum. These studies have contributed to the success of modern-day schools (Van de Grift & Houtveen, 2006).

Despite these several researches, whenever the issue of underperformance is raised, there is a dilemma regarding clarity as well as inconsistency with regards the causes of underperformance (Leepo, 2015; Van de Grift & Houtveen, 2006). For example, schools where there is a high poverty level, schools in disadvantaged circumstances and ineffective schools have all been identified as schools where the social conditions may lead to underperformance. From a holistic standpoint, it is purported that learners in urban schools often perform better than those in rural and township schools. Whether this postulation is true or false remains a contentious subject for many schools and regions across the world. A report from Weir, Archer, and Millar (2009) clarifies that the disparities in performance between urban and township schools could be a subject specific matter. Weir *et al.* (2009) in fact explain that test scores of learners in a township sample show that they are below national norms for reading but not for mathematics. Whether this could be justified by the fact that the language of instruction for most township schools often differs from the language of communication when writing test and examinations remains debatable.

A detailed review of literature from various authors like Little, (1990); Askhia (2010); Bush, Joubert, Kiggundu and Rooyen (2010) regarding learner performance suggest that though the lack of resources appears to cause underperformance in most schools across the globe, even the most resourced schools also perform poorly, while poorly resourced schools like those in townships at some point perform better. This is contrary to the ideas of Bayat *et al.* (2014) when they said underperforming schools are mainly located in townships. In West Africa, Owøye and Yava (2010) argue that underperformance originates from diverse problems, including the refusal by qualified educators to take up teaching jobs in township and remote areas. Such a scenario brings about the dilemma in this study as I sought to investigate the contextual factors of learner underperformance in history in the NMMD, and then submit suggestions to management on specific strategies to address the identified problem. Such an approach is important from a management point of view, as it gives stakeholders the opportunity to develop a reasonable contractual performance expectation of its management (Crouch & Mabogoane, 2001).

With regards to examination, Gardener (2017) found that several parents in non-urban communities desired to have township/rural schools comparable to those in urban settlements. In quantifiable terms, this is a reasonable desire, considering that urban schools are better staffed and have more amenable infrastructure than those in the townships. Still, though urban schools are often better resourced and equipped materially, the quality of education is far too low to be a measure of what should be the standard for all South African children (Gardener, 2017). To Gardener therefore, there is a need to be reminded that at one point in time, those in the liberation struggle wanted education for black and less privilege children to be the same as that for white learners because all they have known is poverty and unemployment. Such people look forward to seeing their children employed after school to escape the trap of poverty. This is the desire by rural and township parents for their children to perform better by acquiring practical skills rather than study History or Mathematics. This therefore explains why one of the reforms of the Further Education and Training colleges have made post-school education of a technical kind more easily available to countryside learners and more relevant to the contemporary world of work than it was in the past.

Moreover, one thing is clear about the debate on learner underperformance, which is that learners, upon their commencement of school, are often considered to have different talents and potentials. Therefore, wherever they end up studying either helps them improve or disrupts their learning ability. Schooling becomes a process of value-added experiences which van de Grift and Houtveen (2006) contextualised by saying that the school is not responsible for everything that a learner achieved (knowledge, skills, attitude) at the end of the academic year. This suggests that not all learners from destitute schools/backgrounds perform poorly and vice versa. However, Spaul (2013) is of the opinion that most schools are often misjudged as underperforming when they are not. In order to avoid such judgments about school performance, it is important to focus on the performance results of more than one school year. This result was obtained from statistical data of previous performances of learners from both urban and township schools from the Department of Basic Education in the Ngaka Modiri Molema district (DoBE, 2018b).

2.3.2 International perspectives of learner underperformance in History

In exploring the international perspective of learner underperformance in History, a generic approach in reviewing the literature was adopted as indicated in the previous chapter. Many

scholars like Davids (2016), Siebörger (2014), Gibb (2013); Van Eeden (2012) Kallaway (2012), Counsell (2011) and Gilbertson (2007), have addressed several aspects on History education (e.g. why do we study History; the role of History educators; discipline knowledge for all the secondary History curriculum and History teacher's achievement; and why History should be a compulsory subject). None of these studies and scholars have however, investigated strategies to address the problem of learner underperformance in History from a management perspective.

According to the United Nations (UN, 2011) underperformance in History has been a real challenge for many schools across the world, a challenge that all school managers find the toughest part of their managerial responsibilities. This problem is indeed crucial for management who stand a chance to lose their jobs if expected results are not met. Based on the findings from the UN (2011), there are several reasons why a lasting solution in addressing the problem of underperformance in schools remains elusive. Identifying the causes of underperformance is time consuming. Reports from the UN thus requires that more resources could be invested on productive and unproductive staff because the unproductive staff continue to deliver poorly with less dedication of services. Under such circumstances in a learning environment, the learners often become the victims of circumstance as the required pedagogical content knowledge (PCK) remains poorly delivered. Another important point is acting against other staff in a working environment often lowers the morale of others. As such, if care is not taken, it can create a less productive working environment that ultimately complicates learners' performance. Also, a similar challenge often occurs when management at the meso level reminds other management staff at the micro level that they are underperforming. A report from the UN (2011), demonstrates that such intervention requires special human resource techniques. It is the responsibility of the organisation to keep their workers happy and satisfied. When this happens, educators are required to deliver at their best thereby boosting learner performance.

In the United States of America (USA), the issue of underperformance remains a problem for the education system. A study conducted by Lankford, Loeb and Wyckoff (2002), shows that as a result of underperformance in all subjects including History, every federal state in the USA makes it a priority to address the problem in the secondary schools which has a long History. Still in the USA, another study conducted by Butters, Asarta, and Thompson (2013) on behalf of the United States Department of Education, while examining the status of education in non-urban America

using the 2006 National Assessment of Educational Progress (NAEP), found that a larger proportion of learners in American township score at or above proficient level than those in urban areas. Lankford *et al.* (2002) therefore suggest that in identifying the causes of underperformance in schools, emphasis should be placed not only on inequality of resources but on how teacher qualifications differ, reasons behind the differences and its effect on teaching and learning. Through this measure, the signing of effective policy that addresses the problem of underperformance could be achieved. Nwati (2015) argues along this line that unjustified attention is often focused on the wrong reasons for learner underperformance, while the real threat remains indescribable and unattended.

According to Heystek (2014), the United Kingdom (UK) is one amongst many countries that is also faced with underperformance in all subjects, including History for over two decades. Heystek (2014) further says that in the UK, there are divided opinions about the positive effects of performance management because most educators, and by implication History educators, see performance management as extra paperwork with more control that does not enhance education. Seven years earlier, Dell'Olio and Donk (2007) already argue that over the last couple of years in the UK, much energy has been devoted at all levels of education and government towards raising learning and performance standards in the nation's schools through Annual National Test (ANT). This ANT and the results are used as a yardstick for the performance of History learners and their schools which is not necessarily a true reflection of learner's ability to understand content. Moreover, this seems different in the USA where testing has been delegated to the federal laws for all learners (though based on state's content and benchmark). Hence, the managerial leadership theory could best explain this as it requires a collaborative top to bottom management. Dell'Olio and Donk (2007:25) therefore suggest that instead of focusing on what they call "carrot and stick approach", educators should rather focus on the teaching and learning in the classroom itself so as to improve learner performance in History.

In relation to teaching and learning resources, the Programme for International Student Assessment (2015) explain that impartial and equal resource allocation mean that the schools attended by destitute learners are well-equipped than those schools attended by learners with more socio-economic privileges. According to this report impartial resource distribution is a myth than a reality for most schools across the world. Reports from school principals in 30 countries show that

advantaged schools are better equipped than disadvantaged schools which is the case for schools across UK (PISA, 2015). Still in the United Kingdom, principals of disadvantaged schools are less concerned about material resources than principals of advantaged schools, although the difference is insignificant. As such, how concerned principals are about the material resources at the school explains the variation in the performance of learners from a management culture perspective (PISA, 2015). This is closely aligned to the contingency theory which speaks to the role of internal and external contingency factors in learner performance.

Still internationally, but from an African perspective, Akiri and Ugborugbo (2009) and Carl and Negumbo (2017) added that learner underperformance in secondary schools has been concomitant with poor teacher performance in terms of completing the teaching task, negative attitude towards their work and poor PCK due to lack of training which are generally attributed to poor motivation. This is like the situation in Ghana where Nyarko (2011) and Angbing (2014) observe that the teacher is always at the receiving end of the blame for learner underperformance. That is, parents, stakeholders and the government identify educators as the primary cause of underperformance of learners, whereas social factors cannot be exempted. Akiri and Ugborugbo (2009) say that conditions that would enable effective teaching such as availability of resources to History educators, environmental conditions, general infrastructural conditions as well as LTSM in public secondary schools in Nigeria are very poor. Carl and Negumbo (2017) further explain that the problem of Social Science underperformance is so serious that it has led to the widely acclaimed fallen standard of education in some parts of Namibia. Similarly, Olanipekun and Aina (2014) say that considerable research evidence points to the fact that (History) underperformance at secondary schools is due to certain factors like teacher quality, the school as an organisation and the home environment. Though the learners have their own share of the blame through the humanism learning theory e.g. the lack of proficiency in English language, a substantial part of the blame rests at the doorstep of the nation's policy makers or school managers, and the quality of educators who over the years have treated the organisation with some lesser fair kind of attitude. To this effect Olanipekun, and Aina (2014) holds that in order to improve learners' performance, the teaching and learning of English language must also be improved.

Additionally, Brecko (2010) reemphasised that the relationship between the learner and the parent remains a crucial home factor that affects the child learning and academic performance. Parents

who are approachable to the needs of their children can enhance the performance of their children in History. Therefore, parents who challenge, inspire, and motivate their children make a difference in their children's performance in school. This thus speaks to the fact that learners come from different socio-economic backgrounds (urban & non-urban) and the effects manifest in diverse ways like underperforming in History. Unfortunately for some learners, Brecko (2010), states that a key goal of education is to ensure that every learner has a chance to excel, both in school and in life. Notwithstanding, the CLT and HLT could both empower learners in making decisions to acquire knowledge, thereby holding them accountable for their own failures and achievements.

Moreover, looking at the various opinions in relation to learner underperformance in History, Angbing (2014:53) says that the assumption that educators are the cause of underperformance in schools could better be clarified by the view that "the quality of an education system cannot be higher than the quality of its educators." This counters evidence around the globe that the single most significant means of improving educational systems and learner performance in History is through outstanding educators. It could therefore be equally understood why Angbing stated that the factors affecting (History) learner performance highlight learner's aptitude as the most important determinant of learning in relation to HLT and CLT.

2.3.3 The nature of underperformance in History within a South African context and the management thereof

The problem of underperformance in South African schools is often faced with various forms of complexities ranging from unequal distribution of resources, historical imbalances resulting from apartheid, under qualified educators to name but a few. Unfortunately, after more than two decades into the post-Apartheid regime, the level of inequality in schools is far from being resolved as learners still perform very poorly in some township and rural schools. This has resulted in some dilemma of ideas as Bayat, Louw and Rena (2014) contend that learner underperformance has little or nothing to do with where the learner is found, because learners in urban areas are also performing poorly. In the face of this challenging situation, Taylor (2008) explains that the quality of a school system cannot exceed the quality of its teaching force. For most History offering schools in South Africa, it is most likely that the available time for teaching and learning is often not well utilised, as such can result in a high level of learner underperformance. Taylor (2008) in

his quest to find out what is wrong with South African schools sum up that there is a lower teacher effort as up to 11% of teacher time is lost through absenteeism for leave that mostly come on Mondays and Fridays thereby indicating an abuse in the leave system.

Likewise, and in the words of Coetzee (2013), the education system of South Africa, 26 years after democracy, is still known for its heterogeneous and highly stratified racial and socio-economic status as well as a geographical distribution of its citizens. Resulting from the lingering effect of apartheid, schools that previously served the white minority received much better benefits in terms of resources and consequently perform better than those township and rural schools that previously served the black majority. According to Coetze (2013), South Africa prior to Apartheid was known to have had geographically and institutionally the most segregated and divided school system in the world. In this regard, resources and quality education was made by virtue of where a person lived.

In cognisance with these views it would be observed that the issue of learner performance in History still varies among South African schools. In this regard Spaul (2013) alluded that even in contemporary times, learners in former white schools in urban areas, including black children mostly from richer household, still perform better than their peers in suburb and townships. This has indeed left the problem of underperformance at a state of dilemma as the government have endlessly continued to seek solutions as well as uncover what the main cause(s) of History underperformance is. An example of such remedy provided by the government from a managerial perspective for instance was the classification of schools under a quintile system. Where quintile 1-3 represent poor schools while quintile 4-5 represent well to do schools (Coetzee, 2013). Hence, there is some special considerations like “no fee” for most if not all quintile 1 to 3 schools located in townships and villages, while quintile 4 to 5 are mostly fee-paying schools in urban areas. Equally, Spaul (2013) explain that as part of government strategy to remedy the situation, public schools of South Africa were classified under Section 20 and Section 21. On the one hand, most historical black schools were classified under Section 20 where they were exempted from paying fees. On the other hand, Section 21 schools that were also known at a later stage as model C schools, mostly comprised of previously well-functioning white schools with a History of good performance and better financial benefits. The fact that only those that can afford would send their children to quintile 4-5 or section 21 schools that are mostly fee-paying schools, to a greater extend,

has further straighten the difference in learner performance. In the words of Spaul (2013) therefore, these differences culminate to the division in (History) learner performance within the two sections which can today be as well classified between urban and township/rural schools.

The dilemma of learner underperformance in South Africa according to Nwati (2015) is being debated in circles among stakeholders like principals, researchers, education administrators and even parents of the learners. Such engagement shows the intensity of how much stakeholders want to deal with this problem that has affected SA educational system and the world for several decades. Notwithstanding, a brief review of the historical condition of South Africa would suggest that the discrepancies in History learner underperformance between urban and non-urban schools is largely because of the socio-economic imbalance between the black majority and the white minority. Nwati (2015) in fact indicated that among the challenges identified as causes of underperformance, the lack of resources is the most prominent. Others, however, include, educators' PCK resulting from the appointment of unqualified educators and non-participation by parents. While affirming this view Chisholm (2004) acknowledges that there is indeed a problem of (History) underperformance in poor communities which remains unresolved because of the impact of poverty related factors.

According to Voogt and Roblin (2012), the emergence of an increased attention for the competences required for the knowledge society, schools and educational systems around the globe are called to make changes in their curriculum. South Africa as a nation has actively been part of this reform through various curriculum changes not just to provide the required skills for the world market, but also to address socio-political imbalances of the past as well as to improve learner performance. It is with such concern that over the last three years different measures such as an attempt to make History compulsory have been made to address the problem of underperformance in History as well as disclose more relevance about History to humanity. Davids (2016) indicated that in 2015 a History ministerial task team (HMTT) was appointed to investigate on the possibilities of making History compulsory for all learners as well as improve on learner performance in history. Regrettably, these problems remain undressed. With such calls for concern, DoBE (2015b) indicates that there are ongoing contemplations for another curriculum reform in History to which research would be conducted on other countries and how they successfully introduce compulsory History in their schooling systems. At the moment however,

Taylor (2008) says that the South African school sector can be characterised as a high cost, high participation, and low-quality system. This is based on the fact that South Africa, like many other African countries e.g. Ghana, Kenya and Nigeria have a government that invest over 15% of the countries budget on education.

Also, language concerns in South Africa over the years have equally been a great call for concern. As such, the Constitution of South Africa requires that all official languages are equal and should be treated the same without fear or favourism (RSA, 1996). Contrarily, Jacobs *et al.* (2011) noted that most, if not all schools in SA, currently use only two languages in teaching and learning which is English and Afrikaans which places a heavy burden on many of SA learners that is not their mother tongue. To Haydn and Harris, (2010) language carry important cultural loads and histories, as well as shape how people think and understand the world. In South Africa, current language in education policy is to maintain the home language (also referred to as the mother tongue) while providing access to the effective use of at least one additional language. In this regard, most SA children are taught in their mother tongue at the beginning of their formal schooling and later switch to a different language (English) of learning and teaching in Grade 4. According to Garcia and Cohen (2011) it is important to note that when Grade 5 South African learners came last out of 40 countries in literacy tests, they were tested in the mother tongue and not a language that they were still learning. Thus, disputing the idea that a language barrier in this case can be a possible barrier to learner's educational achievement. Rather what this tells us is that none of our language teaching at present is producing learners with adequate levels of ability in any language. However, the issue of language as a barrier to learner underperformance is also equally a challenge to other countries in Africa such as Nigeria (Owu-Ewe, 2006) and Kenya (Raburu & Aloka, 2016).

Arguing in favour of township schools, Haydn and Harris (2010) say that underperformance (in History e.g.) is as a result of the high poverty rate in the areas; crime and violence that has resulted to the area being equated to a war zone, hence leaving most learners in fear of experiencing crime; the absence of parental direction and an insecure learning environment that often led to great consequences like underperformance. This is linked to the idea that many learners have a disappointingly lack of knowledge of the purposes of History as a subject, as such their attitude in the study of History as well as outcomes has been highly influenced (Haydn & Harris, 2010). While trying to understand the managerial influence on learner performance in schools, Garcia,

and Cohen (2011) thus acknowledge that there is a high possibility for the lack of access to resources being the primary motive behind learner underperformance.

Moreover, Graddy and Stevens (2005), Yalcinkaya and Ulu (2012), acknowledge the opinion that the kind of school attended by the learner and the level of learner-teacher ratio, has an influence on learner performance because there is a statistically significant effect, though very minimal to have an impact on learner examination performance in History. As a matter of fact, these authors hold the view that most of the results in relation to learner underperformance are often from state or public schools whereas private schools differ from state schools in that they have a considerably higher average level of resources per learner. This therefore indicates no correlation in the findings because most if not all families going for private education are in the upper divisions of the income distribution. Hence, this situation creates the need for a comparative study to be conducted on the impact of socio-economic resources between private and state schools on learner performance.

2.3.4 Relationship in learner performance in History between township and rural schools

According to Jacob (2007), urban schools are those schools that are in large central cities while township schools are in suburbs. Jacob categories schools into urban, sub-urban and rural schools, whereby sub-urban in this context is considered as township. Similarly, Gardinar (2017), in the context of South Africa, explains that urban centres (towns and cities) were declared by apartheid regime as a domain of white settlers only, while black workers were in townships near urban centres but closer to their place of work which were the mines. Through an analysis of data from Jacob (2007), it reveals that in the USA, there is more intake of learners in township schools than urban schools, followed by a high number of educators whose contract are either not renewed or terminated. When this happens, it often results in shortfalls such as incomplete syllabi resulting for instance from the educators incompetence and can subsequently lead to learner underperformance. Hence, to remedy problems of such nature, a study conducted by Tabe (2015) found that as part of the management strategy of the school management team (SMT), when a teacher for example commits an offense towards examination period that warrant suspension of the said teacher, no form of disciplinary action may be taken until examinations are over for the interest of the learners, but during which investigations remain in progress. This could be relevant in improving learner performance in that it takes into cognizance existing contingency factors by

allowing the teacher to be around during such times to guide the learners accordingly with regards to examination requirements in the form of revision.

However, and as another remedial action towards enhancing learner performance, Jacob (2007) alludes that management often respond to certain challenges of educator shortage by hiring educators with no formal training certificate nor extended experience, which is detrimental to learner performance outcome. This unprecedented situation arises because of the increase need for more educators due to constant influx of people from rural and township areas to urban and city centres. Specifically, this might further be evident in certain key subject areas like Mathematics, Science (Davids, 2016) and especially History in the case of South Africa where the relevance of the subject remains questionable. Under such circumstances educators could be found teaching subjects in which they are not certified or trained in to teach in what is known as “out of field teaching” (Davids, 2016). In present day South Africa, and regarding the subject area, this comes because of the combination of History and Geography to form what is known as Social Science. It often happens that the Social Science teacher who specialises in Geography, must teach History, in which he or she has little or no training (Iyer, 2018). Equally according to Jacobs (2007), this does not mean that all certified educators, whether they are from township or urban areas, are more consistent and effective than uncertified educators or that more experienced educators are more effective than younger ones, nor those with more advanced degrees as against those without any degree or formal qualification. To Davids (2016) therefore uncertified teaching is a common characteristic of some educatorss in non-urban areas and it may take up to three years to gain experience and more subject knowledge. Consequently, learner underperformance cannot entirely be underpinned by teacher qualification because even with the certification, it still does not guarantee a better PCK of the teacher.

Furthermore, learner performance in South African schools which offer History have often been characterised by incongruities between urban and township areas. According to the RSA (1996a), the South African Schools Act 84 of 1996 and numerous other policy documents in education (South African Council for Education Act 31 of 2000; Employment Equity Act 55 of 1998; National Education Policy Act 27 of 1996 and Employment of Educators Act 76 of 1998) stress that all South African learners should have access to the same quality of learning and teaching; similar facilities as well as equal educational opportunities (Gardinar, 2017). Unfortunately, this

has not materialised as many schools struggle with certain challenges such as overcrowded classrooms, little or no access to services such as water and electricity, teacher understanding of the subject, attitudes, beliefs and experiences, to name but a few (Warnich, 2008). These problems according to Gardinar (2017) are most likely connected to socio-economic factors, such as poverty and unemployment, hence have a direct influence on the quality of education that is available to children from these areas. An earlier postulation by Mcuba (2008) thus explains that in an attempt to build an independent South Africa, characterised by equality and with the aim of alleviating poverty, township learners need an equal level of self-sufficiency and critical thinking skills as those in the urban centres.

Just like the urban and non-urban education, the township education equally has a complicated but historical significance in the socio economic as well as political life of the people of South Africa. It is based on this assumption which Jacobs (2007) says that today there is still no agreement about what constitutes urban, rural nor township areas. This further brings about various forms of segregation based on the skin colour, spoken language, quality of education and even the area where one is located. Hlalele (2012:269) equally affirmed this when he said “historically, rurality and rural education have been marginalised bodies of knowledge in South Africa”. Thus, every form of intervention made by the present government to revive education in rural and township area continue to be expose to certain challenges which among other include, the diverse physical location of the schools, learners’ backgrounds and learning styles.

In Ireland, township schools seem to be attracting very little attention (Weir *et al.*, 2009). Though it is unclear why this is happening, it is also possible because of the visibility of urban disadvantages. It would seem therefore that the challenges facing township schools are often unidentified and addressed. This study further suggested that the relationship between learner achievement and socio-economic factors often differ between urban and township areas. Weir *et al.* (2009) therefore based their argument on the fact that small class size is often easy to manage, hence can produce better perform learners than those in crowded classrooms. It follows that because most small schools in terms of class size is likely located in rural and township areas, it is therefore not surprising that under such circumstances, township schools will perform better.

Similarly, Considine and Zappalà (2002b) allude that, despite the presence of sufficient educational facilities in remote and non-urban Australian areas, learners from these areas also

remain disadvantaged by contingency factors which among others include general costs (including tuition), the non-availability of transport to and from school, and lower levels of family per capital income support. As a result of these factors, Considine and Zappalà (2002b) thus affirm that learners from non-urban areas like townships are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from urban areas. Additionally, there is often discrimination with regards to the quality of education offered to non-Urban Australian learners which is mostly caused by the restricted and limited subject choices as well as limited recreational facilities within the school environment (Considine & Zappalà, 2002b). Similarly, Sheldon (2003) says that the nature of the relationship between socio economic status and student achievement in Australia has been a subject of debate for decades, with arguments over equality of educational opportunities being the most influential. This has as a result led to a series of commissioned inquiries in Australia indicating that there is no clear justification whether the academic performance in Australia varies because of discrimination in the quality of education offered.

Moreover, one distressing legacy of the past policy according to Hlalele (2012), is that township and rural as opposed to urban areas, are usually presented with negative perspectives in terms of the miserable conditions under which people live in the countryside, characterised by abject poverty and seen as a trap for both young and old. Though this description seems more of a generalisation, it contains aspects of bitter truths which are clearly still visible in these areas. Hlalele (2012) says that the education provided in township areas can limit people's opportunities to live a long, healthy and creative lives, or to acquire knowledge and enjoy freedom, dignity and self-respect as their equals in towns and cities. To him, the physical conditions in township schools are inadequate, and the learners are putting up weak underperformances when compared with urban schools. From another perspective, though in a similar context, Bush (2015) says that large schools in urban areas in a highly developed country is very different from a smaller school in a developing context like townships. These differences thus pose a challenge for organisation management, who tend to assume that their models are universally applicable, a category under which the teaching and learning of History falls.

2.4 ASSESSMENT AS A DETERMINANT OF LEARNER PERFORMANCE IN HISTORY IN SOUTH AFRICAN SCHOOLS

2.4.1 Introduction and Background

According to the CAPS (FET Band) policy document, assessment is seen as a continuous, planned process of categorising, gathering and understanding certain information from learners to gauge their performance through various forms. The various forms include generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information (DoBE, 2011b). Performance information thus helps educators and other stakeholders to understand and thereby assist the learners' development to improve the quality of learning and teaching. Assessment, which could be both informal and formal, should provide regular feedback to learners to enhance their learning experience (DoBE, 2011b). Unlike other subject areas, History assessment is often based on content knowledge and skills tasks, projects, tests or examinations which essentially assess both content and skills with specific aims. This unfortunately comes with the challenge of learners not being able or have difficulty in writing long pieces like essay. Assessment therefore seem a key component of learner performance because the way a particular learner is assess determine whether he/she will pass in the exam (Siebörger, 2014) hence, the training of learners in tackling an essay for instance could be made a priority.

To Jacobs *et al.* (2011), the assessment of a learner in History consists of a series of responsibilities aimed at obtaining information about a learner's ability. It encompasses a variety of ways or assessment techniques throughout the learning process which in History teaching and learning can include: summative assessment e.g. test and examinations, formative assessment e.g. quiz, projects, class debates, group/class discussions and case studies, as well as self and peer assessment strategies (Warnich & Meyer, 2013). Thus, because it is meant to gather information about a learner competence, it is therefore expected to take place on a regular basis through continuous summative and formative assessment as against the old traditional method of summative assessment by writing exams only at the end of the term or academic year. A situation which Warnich (2008) indicated that educators complain about having too much assessment to do in History. Also important is the fact that as part of assessment, constructive feedback needs to be given to learners as it creates an opportunity for the planning of new teaching and learning events

in the educational circle (Warnich, 2010), during which adequate records are kept as it will constitute the end of year examination marks.

In continuation, this further explain why Bello and Oke (2010) say that educational assessment is the totality of the processes involved in making valid judgements about what behavioural characteristics and changes a learner has acquired through the process of teaching and learning. They added that assessment is a major tool employed in the process of evaluating learners' achievement, by playing a major role in the educational process or development. As a result, it helps to ascertain the extent to which the educational policy is successful and could also be a sort of quality control for checking the educational policy vis-à-vis the curriculum. Therefore, as indicated by Siebörger (2014), an investigation in the form of an assessment is so much the heart of History. Hence, it is also crucial that the examination provide enough challenge to learners to explore the content in some depth, before they consider the teaching of it. Thus, as recommended by the DoBE (2011b), during the assessment process in History, learners must be assessed based on their ability to:

- demonstrate thorough knowledge and understanding of the theme; use appropriate information in answering the question;
- plan and structure an essay;
- use evidence to support an argument with adequate referencing;
- develop and sustain an independent and well-balanced argument; and very importantly
- write logically, coherently and chronologically
- extract information from sources;
- interpret information from sources;
- identify and compare different perspectives within sources and between sources;
- explain the different perspectives within the sources in the context of the period studied;
- draw conclusions about the reliability and usefulness of sources, and
- synthesising information from a range of sources to make them capture a particular objective.

Furthermore, Gibb (2013) indicated that, as a learner in History attempting an essay question was a decisive moment in his own educations. This is because for some History learners, according to

Gibb, writing essays for assessment which characterises one of the methods involved in assessing is an intimidating task. To succeed in writing an essay depends as much on its structure and nature of argument by remembering the content as well as ensuring that learners can execute essay writing in such a way that would dramatically improve their performance. Hence Gibb (2013) is of the opinion that History educators thus need to ensure consistency and fairness in marking essays. Thus, despite the existence of a specific marking matrix or rubric for History essays, the individual inspirations of the teacher(s) assessing the essay could sometimes be discouraging for other learners whose marks on their essays may vary from one assessment to another. Notwithstanding, History essays must include problematic and controversial subjects and themes that could portray constructivism and humanism as teaching and learning theories in learner's response.

In all, one could say that a standard assessment in History encompasses all the above-mentioned characteristics. Gibb (2013) in fact agrees that because of the competitiveness of learners in the learning process, they would often compare the marks they obtained from various assessments with their peers. This type of formative characteristics and competitive atmosphere can be fruitful for self-regulated learning in what Warnich and Meyer (2013) described as learner centred instruction because learners would be able to see through feedback, what skills they are missing in conveying a certain response that they believed was sufficiently answered. However, note should be taken that it is equally annoying for some learners when comparing their marks as per assessment by what the learners may see as being a lenient marker to that of a suppose stricter marker which culminates in a lower average for final marks. Based on the importance of assessment as a determinant of performance in teaching and learning of History, a good quality assessment according to Lombard (2010) should be characterised by certain attributes. These will now be discussed in par.2.4.2 to 2.4.5.

2.4.2 The assessment should be reliable

For an assessment to be reliable, according to Jacobs *et al.* (2011), all the assessment requirements must be created and communicated to learners before assessment occurs. For example, during a formative and or summative assessment, all the assessment rules should be read out to History learners and clearly stated on the question papers to ensure that the assessment task is reliable. Jacob *et al.* (2011) further explain that for this to be achieved, the teacher should set very clear criteria against which to judge learner performance thereby ensuring consistency. Hence, different

educators should be able to come up with a similar or same result when assessing the same work be it on an essay, multiple choice question (MCQ) and or source-based question (SBQ) on different occasions with different candidates and assessors (Lombard, 2010).

However, this may at some point vary in social science subjects like History which involves questions where individual opinions by means of constructivism and humanism models are often welcome in the form of a debate and group discussions. Therefore, though reliability is often seen as an important consideration when structuring assessments, it is often not easy to attain because of a range of variables like environmental factors that may impact on its practicability (Lombard, 2010).

2.4.3. The assessment should be efficient and manageable

According to Jacobs *et al.* (2011), to consider an assessment efficient and manageable, it should be capable of not causing any excessive burden on the teacher. As such, for both formative and summative assessment, learners must have a range of responses that the teacher would be able to attend to. Ronan (2015) explains that formative assessment to which learners is often submitted to throughout the learning process, seeks to determine whether learners are making progress towards a particular learning objective, while summative assessment often given at the end of the year or semester, seeks to assess a learner's capability or knowledge of a subject matter after instruction. Jacobs *et al.* (2011) say that under such circumstances, the teacher should have a single file where all records including memoranda, should be kept. Other different criteria with similar requirements of a good assessment is that it should be formative even if the intension was to be summative, it should be balance and lastly should be able to distinguish between those learners that have studied and those that have not.

Other attributes of assessment in teaching and learning of History according to Gibb (2013) often involves the following: Writing whereby learners are taught writing skills as well as helped to practice them as in the case of essay and source-based questions; the interpretation of historical sources, oral work, speaking, debating and drama can also, however, be assessed, and are sometimes very valuable for revision or preparation for written work.

2.4.4 The assessment should be fair

Jacobs *et al.* (2011) and Reddy, Le Grange, Beets and Lundie (2015) explain that any good assessment should not require learners to do unreasonable things such as a lengthy assignment overnight, or to perform it under unreasonable circumstances like when a learner is sick and psychologically unbalance. As such, assessment must be unbiased, hence learners must all write under similar conditions to demonstrate achievement without any preconceived ideas or subjective judgement on the side of the assessor (Lombard, 2010). Similarly, Reddy *et al.* (2015) hence believe that a fair assessment must take into consideration the learners age, gender, culture, language, geographical location, socio-economic status to name but a few as they would offer each learner an equal opportunity to succeed. Also, to Gibb (2013), the quality of learners' work in History depends largely on the care with which their tasks and questions are set. Hence, learners ought to be given precise and detailed instructions, both to tell them what they must do and to tell them where they can find the information, they need thus break down big and complicated questions into a number of smaller ones.

2.4.5 The assessment should be valid

The task or in order words instrument used in measuring learner performance should be capable of assessing what the teacher really wants to measure (Reddy, Le Grange, Beets, & Lundie, 2015). That is, when assessing learners, the questions should be relevant and should sample an appropriate range of the aims that learners are expected to achieve and of the content that has been covered. For instance, at the end of the lesson, if for example the topic was causes of learner underperformance in matric examinations 2018, aspect of learner discipline should not be included as the assessment could become invalid. This is closely related to content validity whereby Lombard (2010) explain that it is determined when considering the proportion in which the assessment task is representing the intended field of learning be demonstrating concerns with regards to relevance.

2.4.6 Other Factors

Amongst other useful attributes as far as quality assessment is concerned include transparency, meaningfulness, accountability, generalisation, and transferability as well as feasibility in terms of cost and time efficiency (Lombard, 2010). These factors amongst others all play a crucial role

towards achieving quality assessment. However, in terms of subject specific, the other attributes in relation to reliability, efficiency and manageability, fairness and validity would be more instrumental in the assessment of learners in History.

2.5 CONTEXTUALISATION OF HISTORY, HISTORY TEACHING AND LEARNING AND THE CURRICULUM

2.5.1 Overview

While I grow up as a teenager, History was often been projected as “the study of past events”. As I proceeded in the quest for more knowledge and understanding about the subject History, he discovered that History is far more than just the study of past events. In fact, different analyses about History suggest that it comprises of the past, present and the future. While affirming this postulation, Berdine (2013:2) indicated that “knowing the past is the best way to understand the present and to prepare for the future”. In the form of an argument, Berdine (2013) explain that History does not repeat itself; History cannot do anything and cannot make itself, but people can. Therefore, those who cannot remember their past are condemned to repeat it with even more stronger repercussions.

Also, to answer the question “what History is and why History is important” Stanler (2013) explains that History is the study of some subject in chronological order. That is, it entails tracing ideas back to their origin as well as studying the evolution of ideas and or events. The study of History over the years has to a larger extent been known for studying mostly issues of politics and governance involving people and their influence in the society. Of course, the study of History according to Stanler (2013) goes far beyond that. To him, History can well be used to illuminate other life challenges like the evolution of science and technology, law and even the economic situation of a people. It is thus important to note that the study of History differs from other academic subjects like Geography, Physics and Mathematics in that it tries to understand the evolution of ideas as against theories and contextualisation which is the case of other subjects and learning areas (Stanler, 2013). Though with different approaches, historians like scientist ought to be sceptical in understanding a phenomenon. This is because historical facts are often conflicting and as a result a historian is expected to make a choice of which set of ideas, he considers more credible by engaging into a detailed investigation of the situation.

In South Africa and at the FET level in particular, History is described as the study of change and development that occur in societies over time (DoE, 2003). That is, the study of History empowers people both young and old to understand and assess how past human action has impacted on the present and how it further influences the future (DoBE, 2011a & 2011b). It further holds that History is about learning how to think about the past in a positive way, in relation to the present in a well-organized means. Thus, when we study history, we must bear in mind that it entails enquiry and the asking of questions about the past (What happened? When and why did it happen?) It is about how to think analytically about the stories people tell us about the past and how we internalise that information. In the context of South Africa therefore (DoBE, 2011b), the study of History is believed to support citizenship within a democracy through the following: upholding the values of the constitution of South Africa and helping individuals to understand those values; reflecting the viewpoints of a broad social spectrum to ensure that race, class, gender and the voices of ordinary persons are represented and protected; encouraging civic accountability and responsible leadership, including raising current social and environmental concerns; promoting human rights and peace by challenging prejudices that involve race, class, gender, ethnicity and xenophobia; and preparing young people for local, regional, national, continental and international responsibilities.

2.5.2 The teaching and learning of History

History teaching and learning throughout post-Apartheid South Africa have been characterised by diverse interests related with the essence of History teaching having overlapping ideologies. These ideologies are supported by Davids (2016) view on History teaching that educators, politicians and the public hold contradictory ideologies about what should be taught in History and how. In South Africa, the subject History is taught in combination with Geography as part of Social Science in the General Education and Training (GET) band, while in the Further Education and Training band (FET), though separated from Geography, History is taught as an elective subject (Grussendorff, & Booysse, (2014). Though common in all educational environment, it is mostly the situation in non-urban schools whereby out of field teaching becomes the order of the day. Mcuba (2014) reveals that out of field teaching has long been identified as one important factor in the performance of learners as early as the late 1990s but became international only most recently. Out of field teaching according to Mcuba (2014) occurs when the History teacher has no formal

training or qualification but was trained to teach a different subject and thus lacks a sound knowledge and skill foundation. As such, those in favour of making History a compulsory subject, believes that the problem with teaching and learning History is that insufficient time and attention is given to the subject which could work against the teaching of History in South African schools thus underperformance.

Notwithstanding, the teaching and learning of History as a Social Science according to the Department of Basic Education (DoBE, 2011b) at the GET band, allow learners to be trained to speculate, debate, make connections between findings, to select, to prioritise and to persist, in tackling real issues and important queries regarding daily happenings. Accordingly, it is vital in the teaching of History that learners are invigorated to ask questions relating to the symbol five W's and H which is made up of: Who? Where? What? Why? When? How? as well as Should? or Could? At the level of Grade 7-9, learners should be able to ask questions involving If? which will give the teacher(s) a good hint of prior acquaintance, insights, interests, understandings, and concerns of the subject. According to DoBE (2011b) therefore, as part of the National Curriculum Statement, a Social Science teacher in History should be equipped with the following resources, namely ensure that learners have a quality textbook and a neatly kept notebook. That is, the textbook should be suitable for the grade, context and language level of which the learner belongs as well as include appropriate and adequate assessment activities. Unfortunately, as indicated by Grussendorff, and Booyse, (2014), there is a lack of expertise by the department (macro) to supervise the assessment and marking by the History educators.

Another important method in which History can be taught and studied is through a participative model. Jacobs, Valkalisa, and Gawe (2011) share the view that in participative teaching and learning, learners are encouraged to express their views on the content without any fear of being right or wrong as well as the fear of being intimidated by either the teacher or peers. Jacobs *et al.* (2011) further reject the notion that there is an answer to every question, therefore every correct answer exist for every question. To these authors therefore, significant learning must therefore occur under the following circumstances:

- Firstly, the learning of History should take place when each individual learner is encouraged to express their own understanding of the learning context of events prior to

the teacher's explanation taking into consideration the role of the humanism and or constructivist theory;

- Secondly, when the expression of one's view does not meet with destructive criticism from educators or peers, and
- Thirdly, when reflective inquiry learning balances receptive learning from the teacher to that of readers and other sources.

However, though participative learning gives learners ownership of the learning process (with reference to the Humanism Theory) and to an extent, content, it does not mean that educators should at any point in time abdicate their teaching responsibilities such as structuring of the learning content as well as guide classroom interaction towards empowering learners. Dell'Olio and Donk (2007) thus explain that the way we teach learners as educators affects their perceptions about themselves as learners and their place as resourceful members of the society. For instance, if instruction in a classroom is always teacher directed by means of knowledge transmission, learners may underestimate their own abilities as effective self-directed learners and problem solvers. Warnich and Meyer (2013) added that instead of spoon-feeding learners, they should rather be given the opportunities to create knowledge from hands on experience in what they describe as the shift from teacher-centred instruction to learner centred instruction.

Also, as much as looking at both sides of the story allows for critical thinking, educators must be careful not to fall in the trap of relativity in opinions by taking a stand. For instance, a History educator during a History lesson on Apartheid will say though Apartheid set a foundation towards economic growth in post-colonial South Africa, its morals do not fit the basic standards of humanity. This view is supported by Stearns (2014) when he said studying History contributes towards moral understanding as it gives room for moral contemplation. That is by studying stories about other individuals gives you the opportunity as a learner of History to test your own morals. Therefore, studying history must not be a mere narration from one side of an event both involving both sides (Berdine, 2013). Thus, Gibb (2013) holds that as History educators, a person is expected to nurture a classroom atmosphere which encourages debates and conversation with and amongst the learners, such that they can feel comfortable and enjoy the process of knowledge acquisition, rather than an atmosphere that is disorderly and therefore unproductive in regards to learning outcome.

Furthermore, the teaching and learning of History as a subject in contemporary classrooms have gone far more than mere reciting certain dates of events and battles as they occurred in the past. According to Milner (1994), in starting a History lesson, learners should be asked if anything in a particular historical event reminds them of something in a real life or that they read in a newspaper. By doing this, you look for similarities or common events with another. Hence History becomes alive as it does not only involve past events but also present and even the future. Another important approach to begin a History lesson is by asking learners controversial questions (Milner 1994). An example of such questions used by this researcher during History teaching with his students is “Discuss the impression that the colonisation of African countries by European colonialist was because Africans were uncivilised and barbaric”. Under such circumstances different variety of responses would be realised. Consequently, Milner (1994) explains that History educators must not be scared of asking questions to learners involving subjective opinions like right or wrong, because it is in times of disagreement that important ideas are raised. It is equally important because it is believed that when learners disagree, it enhances their understanding of what the subject matter is as against given them multiple choice questions of either right or wrong. Similarly, Kallaway (2012) says that under such circumstances, the role of the teacher in relation to his/her background and familiarity with the specific content is very important for effective teaching. That is, it is the understanding and insight that empower History educators to ask the relevant questions and engage learners productively and effectively.

In modern day South Africa for example, controversies continue to rise each time the context of History is raised. Three years ago, was the incident involving the former Democratic Alliance (DA) political party leader (Mmusi Maimane) and the Western Cape premier (Helen Zille). According to News 24 (2017) Hellen Zille was suspended by the current DA leader following her controversial remark which resulted to several political debates in and around South Africa that saw the eviction of Zille from all decision-making position in the DA after a disciplinary hearing, despite the justification of her claim. Though this debate was politically motivated in what Davids (2006) describe as multifaceted nature of South African History, the question remains, “Did colonialism in any form benefit South Africa and the African continent at large”? In tackling this question and taking into consideration earlier views by scholars like Davids (2016); Stanler (2013); Berdine (2013), it is important that the teaching and learning of History be examine from different

perspectives which could bring me to a conclusion that colonialism was bad as well as good. Thus, brings out the dilemma of colonialism in Africa. Therefore, as a young History scholar, under this circumstance, the point of departure should be the implication behind this statement as well as lessons for the community as against a mere political motivated argument full of sentimental attachments from the past.

Notwithstanding, Gibb (2013) holds the view that under no circumstances should the History educators shout or lose their temper on a regular basis in an attempt to declare their authority over learners in the classroom. This is because, despite the disruptive nature of learner behaviour, the mainstream learners will still follow directives of the teacher hence take their work seriously when they need to do so. As such if a teacher in History does not take their responsibility seriously, neither would their learners. Hence, if a teacher is unprepared, not respectful to the learners or deceitful, it becomes doubtful if in return they would be respected by their learners in the way that is necessary for a productive classroom atmosphere. Taylor (2008) therefore conclude on the issue of the teacher's classroom practices stating that, the passion in which a History teacher has for their profession and the subsequent amount of effort that they put into the teaching and learning process can be sensed by the learners they teach, which to the understanding of this researcher, gives additional impetus to a learner's desire to study subsequent performance in History thereof.

2.5.3 The development of History curriculum and its expectations on learner performance

The concept curriculum has been defined by different authors in the field of education. According to Naidoo and Perumal (2014) curriculum is a product of social content and learning activities that is influenced by contextual factors both in and out of the classroom and must be related to have significance for both learners and educators. Such significance could better be attained through a learner centred learning approach where the teacher plays the role of a guidance rather than a knowledge transmitter (Warnich & Meyer, 2013). From another point of view, though usually planned and formally acknowledged, curriculum often constitute formal, unplanned, informal and hidden agendas that should be considered when designing a curriculum (Ornstein & Hunkins, 2009). This is essential because while the planned curriculum focuses on goals, objectives as well as subject matter, the informal deals with socio-psychological interactions among learners and educators especially about the feelings, attitude and behaviours which are all relevant towards improving learner performance.

Naidoo and Perumal (2014) reveal that despite the shortcomings involved in the curriculum during the implementation process, educators often introduced their own strategies different from what is known and documented. This results in the need of organizing short courses and discussions with SMT to sensitise users on national curriculum issues. In line with this allusion, Seixas (2017) says that History educators who are writers of History curriculum and textbooks have as a duty to respond to various set of demands because over the years, democratic states like South Africa have undergone clashes between political demands by using school History to promote national solidarity as against a liberal educational vision of History which endorse an engaged, literate, critical community. For this reason, educators have reacted negatively to what is expected of them but more especially because many schools have only one History educators and a small number of learners (Grussendorff, & Booyse, 2014).

Furthermore, the educational system of South Africa has been described as a multifaceted organizational structure with specific qualities and features that gives it a nature and identity that is unique amongst all other structures of the society (Van der Westhuizen, 2013). This system has undergone series of reforms through the curriculum, so as to achieve the most appropriate quality of teaching and learning as well as a complete democratised education system and the elimination of inequalities in a new democratic dispensation (Chisolm, 2005; Cross, Mungadi & Rouhani 2002). Hence, closing the gap in learner performance between urban and non-urban schools as well as between the rich and the poor has over the years been a top priority for the Department of Basic Education. In cognizance with the above view, Maluka, Diale, and Moeti, (2014) say that pre-1994 SA was a divided nation marked by deep economic inequalities, struck by what seemed to be unending exclusion, characterised by racial, political and social separations. As a result, the Manifesto on Values, Education and Democracy calls for the following values that should pervade every school in the country: Social justice and equity, equality non-racialism and non-Sexism, rule of law, accountability, Ubuntu to name but a few (Naidu, Joubert, Mestry, Mosoge, & Ngcobo, 2017). This is similar to the situation that came into being during the reign of Margaret Thatcher as Prime Minister where History came under pressure as the government took over the responsibility of setting the standards rather than consenting the curriculum to be at the discretion of individual educators and schools through a community-based system (Kukard, 2015).

In relation to curriculum design and expectations from learners, Lawless (2009) believes there is a need for curriculum designed for each school in order to make it as unique as the learners, hence it becomes more relevant and interesting to both learners and educators. This is important because the curriculum should help learners understand problems of social relevance including their environment, hence see themselves as agent of social change. Therefore, in trying to close the gap, there is a need to examine the existing nature of the CAPS History curriculum as well as the causes and complexities of underperformance thereof. Regarding the expectation from history learners, good performance is the ultimate. But the History national curriculum statement (NCS) according to Grussendorff, and Booyse, (2014) holds that History learners are taught to think in a rigorous and critical manner about society whereby they will interpret and construct historical knowledge and understanding and hence, be encouraged to communicate this information in different ways.

Moreover, concerning what the History curriculum stands to offer after studying History, the National Curriculum Statement (NCS) explain that a rigorous process of enquiry could enable learners to acquire eight different skills as mention in the table below as well as, in what ways learners could achieve those skills (DoBE, 2011b).

Skills	How skills can be achieved
Comprehend the range of sources of available information for studying the past.	By collecting data from different kinds of sources in order to provide a more complete picture. By acknowledging that the kind of data collected from the various sources provides different viewpoints on an event. For example, by finding as many of the following kinds of sources as possible: manuscripts (handwritten diaries, letters, and notebooks), printed text, video or film, photographs, drawings, paintings or cartoons, and oral sources (interviews, stories and songs).
Extract and interpret information from different of sources.	By selecting appropriate data source for the topic under investigation or from the question being answered. By making sense of the information within its context.
Evaluate the usefulness of sources, including reliability, stereotyping and subjectivity.	By deciding on the reliability of the information. Reliability involves whether one can trust the sources, in terms of who created them and the purpose for which they were created. Identifying a stereotype involves recognising widely held but fixed or oversimplified (incorrect) ideas of what someone or something is like. Identifying subjectivity involves discovering the extent to which a source represents the particular view or circumstances of its author or creator.

Recognises that there is often more than one perspective of a historical event.	By seeing things from more than one point of view or understanding that there can be two sides to the same story. For example, the experience of everyday life or an important event in history might be different from an ordinary person's point of view to that of a leader. It can include being able to imagine oneself being in that time in the past and using information from that time to think like someone from the past. This is often described by the phrase 'walking in someone else's shoes'. (Bias is the opposite - it is one-sidedness).
Explain why there are different interpretations of historical events and peoples' actions.	By analysing and weighing up the conclusions reached, or opinions about, events or people in the past. The interpretations may be those made by different historians, textbook writers, journalists, actors or producers, for example, about the same things.
Participate in constructive and focused debate through the careful evaluation of historical evidence.	By participating in debate about what happened (and how and why it happened). Debating involves being able to talk with others about the information from the sources and using the information to develop a point of view. It also involves developing formal debating skills.
Organise evidence to substantiate an argument, in order to create an original, coherent and balanced piece of historical writing.	By using evidence to back up an argument in a systematic way. Usually this is done by writing an essay, but it may also be done by, for example, making or completing a table, designing a diagram or chart, or preparing a speech. Coherent writing has a narrative that follows a clear order and is organised in a logical way (for example, sequence, explanation, discussion). Original (independent) writing may contain a person's own opinion or version of another writer's opinion. It is balanced if its conclusion is not one-sided or subjective. It can also be done in a debate.
Engage critically with issues of heritage and public representations of the past, and conservation.	By thinking about how the past is remembered and what a person, community or country chooses to remember the past. It also concerns the way the events from the past are portrayed in museums and monuments, and in traditions. It includes the issue of whose past is remembered and whose past has been left unrecognised.

Table 2.1: Skills in History and how they can be achieved according to the NCS for the FET Band.

Subsequently to Davids (2016), trying to attain these skills has resulted in several curricula changes (Curriculum 2005 implemented in 1997, the Revised National Curriculum Statement of 2007 and Curriculum and Assessment Policy Statement (CAPS) implemented in 2011) in the country as follows:

2.5.3.1 History in Curriculum 2005

According to Mouton *et al.* (2013) education in South Africa is often related to modification such as educational reform which is attributed to change. Following the collapse of the Bantu education system, various curriculum reforms were introduced, one of which is Curriculum 2005 with an outcomes-based approach in 1997 which saw an evolution of the History curriculum (Mouton *et al.*, 2013). Van Eeden (2008) says after 1994, the changing of the central curricula for each subject was referred to as Curriculum 2005, whereby outcomes, and not content, were the key focus, with the emphasis on a break away from the so called “apartheid education”. Therefore, the end of Apartheid in the 90s marked the disappearance of History in the curriculum (Davids, 2016) for reasons that are still conceived by young scholars as the desire to do away with the painful past. This is certainly not the kind of transformation the country is longing for as Van Eeden (2008) explains that the ideal of transformation is based on improvement characterised by moving forward and not backward. In Curriculum 2005 according to Davids (2016), three distinct features that impacted directly on History is found:

- Lack of content.
- When combined with Geography (Social Science), the teaching of History becomes broad and unspecified within the so-called eight learning areas (See par. 2.5.2).
- And lastly, was informed by learner-centred pedagogy which undermined poor teacher support.

Various authors like Mosisa (2011) holds that Curriculum 2005 was doomed to fail because it lacked social capital and was politically symbolic. Hence, educators were expected to develop their own teaching materials, because there was no clear guidance and content (Davids, 2016). In contrast, other authors like Mouton *et al.* (2013), believe that educators saw OBE as a product of a bureaucratically driven curriculum process where the “top-down” management style took educators aback and left them unsure even worse, was the combination of History and geography in what was known as social science. This is indeed true as Van Eeden (2008) say that the South African Department of Education is indeed in a multifaceted stage of trying to endorse History teaching notions of tolerance, taken into consideration its diversity and a balanced historical consciousness, characterised by strengthening of History teaching and training of educators as key factors in establishing transformation. This curriculum was revised in 2002 and renamed the

Revised National Curriculum Statement (RNCS) for the General Education and Training Band (Mouton *et al.*, 2013).

2.5.3.2 Revised National Curriculum Statement (RNCS) (2002)

It would seem that the subject History had no autonomous place in the South African education system following the introduction of Curriculum 2005. As a result of the flaws of C2005 such as lack of alignment and the poor contextualisation of ideas during teaching and learning, there was a need for C2005 to be revised (Moodley, 2013). The review process was led by Chisholm. Chisholm (2005) indicated that the most visible conflicts of C2005 were extremely heterogeneous, which at some point led to the manifestation of specific interests (politically motivated) within the curriculum, and in other instances to their denial. In this regard, the task team committee instituted by the National Department of Education to review Curriculum 2005 marked a rebirth of History in South Africa. Based on the recommendations of this review in 2005 there was the need to introduce a second curriculum reform known as the Revised National Curriculum Statement (Mouton *et al.*, 2013; DoBE, 2018). Also, Davids (2016) indicated that this change marked the beginning of a new era in History as a task team headed by June Bam was appointed towards revising the subject in the History curriculum. It is not surprising therefore that the knowledge about History that was handed down to the people of South Africa in the aftermath of Apartheid, is still been conceived by the present generation that there is nothing good to know or study about History.

According to Kukard (2015) the goal of the RNCS was to reduce the statutory requirements for schools to have more freedom over the curriculum. Therefore, the language of the curriculum revision was very much that of delegating responsibilities of the content of the curriculum back to schools and their communities. In relation to language, Chisholm (2005) says that during the design of the RNCS, language surfaced as both a policy and a knowledge issue, that is, the RNCS was ultimately made available in all 11 official languages. This was a challenge on its own as some stakeholders tend to focus more on the constitutional obligation to recognise languages rather than the content and its processes (Chisholm, 2005). Notwithstanding, Kukard (2015), is convinced that despite the ups and downs, the central concern of the curriculum is still to raise standards and nothing less. Though, giving greater freedom to schools while expecting standards to be raised might seem contradictory. The idea of essential knowledge in this regard for History is a

problematic one. To Kallaway (2012) therefore, by 2010-2011 following the shortcomings of the RNCS and the censure against it, gave rise to the Curriculum and Assessment Policy Statement, (CAPS) that was released for Grades 6-9 in 2010 and for Grades 10-12 in 2011.

2.5.3.3 Curriculum and Assessment Policy Statement (CAPS) (2011)

According to Kallaway (2012), History education has long been a neglected aspect of the great educational debate in South Africa. Following the introduction of the post-Apartheid government, the most radical but constructivist curriculum ever attempted was introduced to complement the new post-apartheid constitution with failed attempts through the OBE, NCS and the RNCS. This was followed by the introduction of Curriculum Assessment Policy Statement (CAPS) which Van Eeden (2012) says it will seem to be a fundamental principle in teaching History because it is important to demonstrate the current relevance of the events studied. Unfortunately, though it is possible to be achieved, it is not a necessary condition for good History teaching, hence might be a treacherous measure by which to judge classroom practices (Kallaway, 2012).

The National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which has replaced the Subject and Learning Area Statements (SLAS), Learning Programme Guidelines (LPG) and Subject Assessment Guidelines (SAG) for all the subjects listed in the National Curriculum Statement Grades R-12. (DoBE, 2017). In the classification of subjects to various CAPS curriculum, History is often placed under social science that comprises of History and Geography. For purposes of this study, only the nature of History CAPS Further Education Training curriculum (Grades10-12) was examined. Similarly, to DoBE, (2011), the following outcomes are expected of History learners:

- To create an interest in the past, provide knowledge, understanding and appreciation of the past and forces that shaped it.
- Understanding historical enquiry, sources and evidence of history: learners must be able to use inquiry skills to investigate the past and the present. Though different by concept, both RNCS and CAPS were similar in meaning regarding the ultimate goal of studying history. While RNCS spoke about outcomes CAPS speaks about aims that need to be achieved.
- Historical knowledge and understanding: Demonstrate their skills, knowledge and understanding of History which they have acquired during the course of the year.

- Historical interpretation: Learner should be able to interpret aspects of history including dates and events.

In relation to the task of the teacher, Grussendorff, and Booyse, (2014) say that the role of the teacher is to encourage an active and critical approach to learning. Consequently, Grussendorff, and Booyse, (2014) say that with the exception of the aforementioned, there is no other mention of the teacher's role, however it can be inferred that the teacher needs to have an in-depth knowledge of all the topics in the curriculum, as well as the competence to do historical research, and to support learners in doing their own History research projects through a learner centred method (Warnich & Meyer, 2013). As such, educators have been regarded as programme developers, with the expectation to develop their own source-based material as well as having the professional judgement to select their own sources and set a range of appropriate questions on the source. Whereas on the side of a learner, the learner is expected to have a critical and active approach to learning as well as a range of enquiry-based skills, the ability to write a coherent argument that is substantiated with evidence, an ability to engage critically with public representations of the past and to do their own historical research projects.

All in all, the History CAPS curriculum calls for different point of views, narratives, texts, cause, effect, change and continuity as well as chronology (DoBE, 2011). Through an empirical investigation this study will establish how the above mention outcome expectations are implemented as well as their shortcomings.

2.5.4 The value of History

Growing up as a young historian, I recallable have been told severally that we study History so that we do not repeat the mistakes that were made in the past. This is the wishful thinking school of historical interpretation and seems too flawless. To Stearns (2014) unfortunately, if we have learned from the past, then over the centuries we ought to have accumulated so much knowledge that things like war, poverty, injustice, and immorality ought not to exist. It is for this reason that common aspects that were used to justify History are not accepted in recent times. For instance, while studying towards a degree programme, one of the most common debate often arose when treating the reasons why Europeans came to Africa and the point of contestation was that European came to Africa for civilization purposes. Of which it is equally well documented that civilization

started in Egypt hence Egypt is in African. Therefore, History as a subject has developed from a mere narration of events to justification of facts, making it even more interesting to study.

Studying History as a nation or as a person is and has always been very instrumental towards the growth and development of a nation. This is indeed affirmed by one of the greatest nation builders in person of Winston Churchill when he said, “A nation that forgets its past has no future” (Stearns, 2014). In South Africa, concerns over making History compulsory in recent times have become one of the primary objectives of the Department of Basic Education as a result of the lack of social cohesion, sense of nationhood as well as two conservative xenophobic attack on foreign nationals in 2008 and 2014/2015 respectively, thus political figures have been placed under immense pressure (Davids, 2016). Among other reasons are the lack of understanding of the society and how it came to be, an understanding of change by showing appreciation of the past, the need to provides a sense of identity and preserve national cultures all of which Van Eeden (2012) sum up saying, “experience has shown that people and government never have learned anything from History, or acted on principles deduced from it”. These to a larger extent have resulted to various reactions from stakeholders such as the Minister of Basic Education (Angie Motshekga) who enlightens that the teaching and learning of History is capable of enhancing nation building, nations pride, patriotism, social cohesion and cultural heritage to both young and old (Davids, 2016; Kukard, 2015). In this regard, a History Ministerial Task Team (HMTT) was appointed by the Department of Basic Education in 2015 to oversee the implementation of compulsory History in the Further Education and Training (FET) Band that is up until matric level.

Also, as a result of the exploration of xenophobia attack in 2008, the South African Democratic Teachers Union (SADTU) further intensifies the need to make History a compulsory subject in the school curriculum (Van Eeden, 2012; Davids, 2016). In justifying their claims, hence supporting the views of the Minister of Basic Education (Angie Motshekga), SADTU in Kukard, (2015) alludes that studying History is essential for producing patriotic young South Africans to appreciate the road of History as a nation and also contribute in building the developmental state. The value of studying History can therefore be justified by the following:

2.5.4.1 History is inspirational

According to Maienschein (2000) and Standler (2013) studying the biography of a hero might encourage or inspire a leader/person. In the context of South Africa and the world at large, iconic figures like Nelson Mandela and others played an instrumental role in uniting the people of South Africa after the collapse of Apartheid in the 90s. To this effect, many have seen him as a role model while lots of others wish they could be like him. Also, studying the biography of a scientist might inspire another young learner to be courageous and work diligently in the quest to make new discoveries.

To Sterns (1998) and Berdine (2013) therefore, one of the main reasons why we study History is because we must or need to gain access to the full wealth of human experience. That is, when we study it reasonably well, and by doing so acquire some usable habits of mind, as well as some basic data about the forces that affect our own lives, we emerge with pertinent skills and an enhanced capacity for informed citizenship, critical thinking, as well as simple awareness. Having such knowledge and understanding would equally mean knowing what you want as a young person and how to obtain it by enhancing improvement and perhaps performance (Kukard, 2015).

2.5.4.2 Sense of identity

The issue of identity is one unquestionable reason in modern times to the study of History as it provides data of how groups, families and country evolved (Stearn & Maison, 1998). The study of History is believed to give people (nation or state) a sense of belonging (Standler, 2013) and identity (Haydn & Harris, 2010). However, note must be taken that the study of History can and should not be used as a tool to glorify one nation against another as it can lead to imposition of one's national believe and values on others in different parts of the world. In this regard DoBE (2018) believes that studying History is essential for good citizenship as well as gives the ability to assess conflicting interpretations and happenings around the world.

Speaking in relation to young people and their identity, Haydn and Harris (2010) say that the purpose of school History includes the following: studying history help gives young people a sense of identity; it gives an understanding of the institutions beliefs, values and customs and underlying shared assumptions of the country to which they belong; gives an understanding of their own cultural roots and shared inheritance and also studying history enable young people to construct

their own coherent accounts of the past by the rigorous testing of evidence which is often incomplete. Similarly, Stearns (1998) added that the notion of identity is unquestionably one of the reasons all modern nations encourage its teaching in some form. By studying the history of a nation Stearns says that historical data comprise evidence about the nature by which families, groups, institutions and how the rest of the nations originated and about how they have advanced while retaining cohesion. Therefore, for many Americans like Stearns, studying the History of one's own family is one most important means in the use of History, as it provides facts about lineage and a basis for understanding how the family has interacted with larger historical change. Thus, family identity is established and confirmed.

2.5.4.3 It is essential for good citizenship

According to Stearn and Maison (1998), unlike identity, the issue of citizenship is known to be the most common justification for the study of History in the curriculum. Studying History promote loyalty through a History spiced by vibrant stories in individual success and morality. But the importance of History for citizenship goes beyond this narrow goal and can even be challenge at some points. Based on the debate on whether the teaching and learning of History in South African schools should be made compulsory, advocates in favour of this postulation hold the view that History has that potential of promoting a kind of patriotic nationalism (DoBE, 2018). Thus, Gibb (2013) believes that as South Africans, we need to learn about the South African past so that we can understand our legacy and the role we play within that context, as long as History is being taught in a non-biased manner where the learner can critically assess events and the accompanied challenges.

Moreover, Stearns (1998) alludes that history provides information about the emergence of national institutions, problems, and values because it is the most significant warehouse of such data available. It offers evidence also about how nations have interacted with each other, providing global and comparative perceptions essential for responsible citizenship. Thus, studying History helps us understand how recent, current, and prospective changes that affect the lives of citizens are emerging or may emerge and what causes are involved. More important, studying History encourages habits of mind that are vital for responsible public behaviour, whether as a national or community leader, an informed voter, a petitioner, or a simple observer (Wolk, 2013).

2.5.4.4 History is instrumental in building the future

According to Maienschein (2000), the study of History is relevant to recall and understand past failures and past successes to avoid a repetition of the former. That is, studying history gives one a better understanding of the basic concepts of the past as well it reveals mistakes of the past. This is very relevant because one learns not only by one's own mistakes but by the history of others. Maienschein (2000) in fact said that many new ideas that we learn are clever adaptation of old ideas through new interpretations and suggestions. This is true of every aspect of life when one considers that everything said and done in contemporary times were ones said and done in the past, though through different approaches. This can range from political situations, socio economic situations and even religious phenomenon. Berdine (2013) further explain that amongst the many other contributions made by history in the society is that it helps us understand people and societies; gives us an understanding about change and how the society we live in came to be; and history contributes to moral understanding.

According to Gilbertson (2007), studying History similarly creates an opportunity for a person or society to gain an understanding of the past that can be used to construct future decisions. Gilbertson (2007) further alluded that everything in our lives is in one way or the other touched by history. With regards to this postulation, this author says in the United States of America, the commonly known Hip Hop music today was influenced by music reggae and jazz that originated from African American communities and the Caribbean, in a response to slavery and racism. This is similar to historical events in South Africa where the lifestyle and leadership role of former president Nelson Mandela made him an exemplary personality to his community, the people of SA and the world at large through his message of forgiveness and love (Ubuntu). However, note must be taken of the fact that studying History gives one the opportunity to draw his or her own conclusions about the past depending on how the historical interpretations would be used. This is to say when historical investigation is conducted, there are often contrasting themes, shared themes and themes unique to each other.

2.5.4.5 History helps us understand people and societal changes

Understanding a person operations and societies is often difficult, though a number of disciplines like biology, geography and even archaeology have made the attempt (Stearns, 1998). An exclusive dependence on current data alone could unnecessarily handicap our efforts towards

understanding humanity. Hence social scientists have attempted to formulate laws or theories about human behaviour which severally ended as a disaster because they failed to contact recourses that are History related or historical information. According to Stearns (1998), major aspects of a society's operation, like mass elections, missionary activities, or military alliances, cannot be set up as precise experimentations. Subsequently, History must as a matter necessity come into play as our laboratory and findings from the past must serve as our most dynamic evidence in the unavoidable pursuit to find out why our complex human species behaves the way they do in the societal settings. Thus, history is fundamentally unavoidable, and it is for the same reason why we cannot stay away from history

Sherwood, Subiaul, and Zawidzki, (2008) in their study of natural History of the human mind explain that the importance of History in clarifying and understanding change in human behaviour is no mere generalization. In relation to History therefore, it could be deduced that it is crucial in understanding why such changes occur. This is also because as complex as human nature might be, there is always a cause or causes as to why a particular event or incident can occur, hence could be better understood when the origin is known. According to Sherwood, *et al.* (2008), though generic experiments can explain certain changes in the life of humanity, however, differ that in many ways, historical analysis is a more stimulating type of consideration than genetic experimentation. Hence a combination of both could as well bring about perfection in the findings which explains why history could be seen more of an interdisciplinary subject. Every now and then, fairly recent history will suffice to explain a major development, but frequently we need to look further back to be able to identify the causes of change. Only through studying history can we clench in what way things changes; begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist despite change (Stearn, 1998). History, therefore, provides the only extensive materials available to study the human condition as it can address the complex processes of social change, including the factors that are causing change around us today.

2.6 RELEVANT TRAITS IN THE TEACHING AND LEARNING OF HISTORY

According to McEwan in Gibb (2013), teaching traits are those qualities most likely to get results for both the school as an organization and the learners in particular. They comprise what a (History)

teacher must or should do with the intentions of improving the results of the learners. The traits and techniques as described by Gibb (2013) are therefore some practical efforts as obtained from personal life experience for effective History teaching geared toward better learner performance. The teaching traits therefore involves the following: educators' unique style in teaching and their instructional effectiveness, the teacher's ability to efficiently manage time and organise the classroom to name but a few.

2.6.1 The use of stylish teaching techniques

One of the teaching attributes regarded by Gibb (2013) as being beneficial is the History teacher's uniqueness of the teaching and tutoring styles in which the teacher has the ability to engage learners in class discussions or to get them to listen to large amounts of information as determined by the History teacher's individual style of communication and teaching. Teaching a class of learners with varying abilities and interests, a History teacher therefore needs to reinforce an idea more than once for all of the learners to conceptualise it. Thus, it is vital that a History teacher provide enough time for revision before assessments which is a particularly useful tool in revising content, and to place it in context when first introducing a new section to visually conceptualise events chronologically over a period. Additionally, in terms of style, integrating humour into lessons and being visibly passionate about teaching are equally effective teaching and learning techniques. Alongside these techniques, the most effective History teacher's makes use of personal stories and inducements for learners which could equally contribute to the unique teaching style of the teacher.

Citing from a History excursion to Eastern Europe in 2012, Gibb (2013) mentions that the trip focused mainly on issues about the World War II, the Holocaust, the aftermath of both, and the Cold War, all of which, are significant for the final NSC History examinations. In recollection, the experience of the excursion and all of the knowledge that was gained had indeed, strengthened both the love for History as well as the understanding of it. Basically, what could be deduced from the relevance of this excursion in the teaching and learning of History is that History excursions as a teaching technique is of vital importance for learner achievement as it gives the learner that opportunity to make meaning of existing physical evidence. The immensely fun journey of travelling through countries on another continent with peers was therefore juxtaposed by the incredibly sobering and emotionally jarring experience of visiting the Sachsenhausen, Terezín and Auschwitz-Birkenau (Gibb, 2013). From a historian perspective therefore, no amount of readers

can attempt to convey the reality of such an incomprehensible event such as the Holocaust in contrast to standing in an actual gas chamber or on the ground where its victims once stood, thus being an eye witness rather than being told.

2.6.2 Time management

According to Coe, Aloisi, Higgins and Major (2014), one of the most effective teaching traits as a (History) teacher is time management in completing the syllabus as well as the ability to return marked assessments and projects in a timeous manner. The reason behind this trait which is more important than one might initially assume is that there are many educators who are unable to manage time properly. They get side-tracked too often, while spending time unreasonably on different sections which could results in the teacher neglecting content later, hence rushing at a later stage to complete certain sections of the syllabus. This lack of effective time management causes undue stress on learners and even the teacher who turn to find his/her under severe pressure. By keeping up with the work and returning assignments and feedback promptly, a History educator gives comprehensive instruction on the curriculum and thereby allows learners to manage with the workload, as well as comprehend the task better. The most effective History educators to Gibb (2013) therefore are those that are quick to return assessments and are often, able to provide timely revision, using all the management strategies at their disposal properly.

Also, experience has shown that most educators still enjoy the ancient method of teaching where the teacher spends a lot of time not having eye to eye contact with the learners by writing on the board with their backs to the class. McEwan (2002) believes that as a remedy to this problem, the incorporation of media sources to enhance learning is of great importance not just as a teaching technique but equally, saves time. McEwan (2002) alludes that visual media sources such as dramatised films on History, documentaries, illustrations, and political cartoons can effectively enhance learning in the classroom. Films and YouTube video's such as Schindler's List, help to develop an understanding of the Holocaust both intellectually and emotionally. Also, Zapiro's cartoons of the political and social climate in South Africa are useful in History lessons. Therefore, various forms of media are able to summarise and display often complex or detailed concepts in a relatively shorter period of time, whilst also displaying the content in a way that is easier to conceptualise, and reinforces the work being studied, either chronologically or in a more abstract manner. Notwithstanding, as a history teacher one must be capable of displaying the same

information in many different ways either through visual media or by means of physical demonstration in conjunction with explanations from the history educators, to facilitate learners understanding. Therefore, being expose to different perceptions of historiography, as well as the emotional nature that is synonymous with certain types of media, cultivates a more significant connection and real understanding of events.

2.7 SUMMARY

From the discussion above, the chapter provided an extensive analysis regarding the theoretical framework and contextualisation of learner underperformance in History across the globe and South Africa. Factors contributing to learner underperformance included the following: location of school or environmental factors, unequal distribution of resources, poor management of the curriculum, the teacher factor (PCK, teacher availability) and parental factors all contribute to the poor performance of History learners in township schools. On this note, Christie *et al.* (2007) equally say that one of the key problems with the majority of South African schools is that they exhibit a culture which tolerates a very loosely bounded schedule thus allows educators and learners to come and go as they please and teaching happens haphazardly. Under such circumstances, managerial strategies like rewards and sanctions may have little or no effect because there exist no internal accountability systems from school principals and educators. Therefore, the level of learner performance does not depend on where a learner comes from (urban or township) alone but could as well be motivated by environmental factors such as violence.

Therefore, rather than a change in the curriculum for purpose of improving learner performance, Grussendorff, and Booyse, (2014) believe that the History curriculum should develop learners who can think systematically about the past, and who understand the values of the South African Constitution, who are able to promote human rights and take up civic responsibility roles, thereby enhancing learner performance. Under no circumstances should people use the study of History for political convenience because its role is in developing critical thinking that could be affirmed and defended. The subsequent chapter of this thesis deals with the conceptual framework of management and leadership influence on learner performance.

CHAPTER THREE

CONCEPTUAL FRAMEWORK OF MANAGEMENT AND LEADERSHIP INFLUENCE ON LEARNER PERFORMANCE

3.1 INTRODUCTION

The previous chapter of this study examined the theoretical and contextual framework in relation to learner underperformance in History, emphasising assessment as a determinant of learner underperformance, the contextualisation of History teaching and learning for successful learning outcomes using various leadership and management theories, and the development of History curriculum since the beginning of post-Apartheid and its expectations with regards learner performance. This was followed by a contextualisation of the value of History as well as the most desirable traits in the teaching and learning of History education.

In this chapter an extensive review of literature interrogates managerial leadership to establish influences on History teaching and learning, and learner performance. This accounts for the different levels of leadership both internally and externally (macro, meso micro); the relationship between school leadership practice and learner performance in History; conceptualization of managerial leadership in relation to learner performance; managerial leadership intervention to enhance learner performance in History; the relationship between urban/township and township schools on instructional leadership and the principal as an instructional leader in collaboration with Subject adviser, Principal, DH and Educators.

3.2 CONCEPTUALISATION OF MANAGEMENT AND LEADERSHIP IN RELATION TO LEARNER PERFORMANCE

3.2.1 Introduction: Leadership and Management

To begin with, Coetzee and Van Niekerk (2015) argue that leadership is a management function. This is true if one considers the four main functions of management which encompass the responsibility to plan, organise, control, and lead (Naidu *et al.*, 2017). As a management function therefore, leadership is pervasive in managing the teaching and learning of History in order to give

directions, instructions, as well as influence learner behaviour in and around the school premises (Coetzee & Van Niekerk, 2015). This is the reason why Bush (2011) alludes to the fact that management and leadership are often regarded as essentially practical activities in the school as an organisation. Because of their importance, Kotter (2018) suggests that leadership and management need equal prominence if schools are to operate effectively and achieve their goals. Leading and managing are both important complementary systems of action. In this regard, challenges of modern organisations like the school often require the objective perspective of the manager as well as the vision and commitment that leadership provides (Kotter, 2018).

Though highly contested amongst scholars and practitioners' users of these terms (management and leadership), Christie, Sullivan, Duku, and Gallie (2010) explain that leadership entails exercising influence and setting directions. Leadership can be exercised from any level in an organisation by more than one person (micro, meso & macro). Based on the personnel administrative measure (PAM) document (DoBE, 2016b), and in line with this study, leadership development does not necessarily focus on top positions like the subject advisors and SMTs (macro & meso levels) alone. Rather, it extends to the lowest level (micro) involving educators in the classroom because they all carry the responsibility of an instructional leader (DoBE, 2016b). As a result, Leithwood, Louis, Wahlstrom, Anderson, Mascall, and Gordon, (2015) postulate that leadership is undeniably a key factor in accounting for differences in the success with which schools nurture the education of the learners especially those with negative attitudes.

Unlike leadership, management is concerned with the structures and processes (plan, control, organise and lead) by which an organisation meets its goals (Christie *et al.*, 2010). Management is completely different from leadership as the former deals with goals and processes while the latter deals with vision and people (Kotter, 2018). Kotter (2018) in his study of management versus leadership goes further to acknowledge that as much as these concepts are different, there exist an inter connectedness in what he describes as a complementary system of action.

Since the dawn of democracy in 1994 there has been considerable policy shift in school leadership and management in South Africa (RSA, 1996a). Looking at the context of History education which has been characterised by series of debates, there is need for both leadership and management to get equal eminence if History lessons in schools are to be delivered effectively and efficiently to achieve expected outcomes. However, considering the views of Naidu *et al.* (2017) and Bush (2007)

on leadership and management, there is consensus that a leader influences actions and vision while a manager maintains effectivity and efficiency. Thus, both leadership and management are used in the study to complement each other. This is important because in a school environment where learners are expected to be creative and constructive, it is the responsibility of the school leaders to shape their goals through timely changes or interventions, while management maintains the school organisational goal efficiently. Bush (2007) therefore says that managing well often exhibits leadership skills, but the overall function is toward maintenance rather than change.

Furthermore, in South Africa like in other parts of the world, schools are institutions that require effective leadership and management if they are to provide the best possible education for their learners (Naidu *et al.*, 2017). In relation to effective leadership, Vidoni and Grassetti (2003) holds that it is accepted by scholars as a fundamental component in the implementation and sustainability of schools. As such effective leaders should be capable of influencing the school with the aim of implementing certain changes towards positive learner achievement. Also, Mphale and Mhlaudi (2014) argue that for a school to succeed, it undeniably depends on the kind of leadership that is available in the school. Unlike in the past where there was a centralised system of government with leaders expected to perform particular tasks, the situation today is different with leaders expected to perform multiple functions (Naidu *et al.* 2017), depending on the need of the school (DoBE, 2016b). Such functions often range from managerial, instructional, curriculum leader, counsellor, arbitrator and advisory to community schools (Mphale & Mhlaudi, 2014). This has left scholars and interested stakeholders to ponder the link between quality leadership and learner performance in schools, a notion that is clarified by the end of this study.

Moreover, as far as dealing with the crises of teaching and learning in the History classroom is concerned, both management and leadership viewpoints are interrogated in this study. This was done firstly in conjunction with the constructivist and the humanism theories which advocate for learners to construct knowledge of their own, but not without management and leadership intervention or guidance of the teacher (See par. 2.2.3 & 2.2.4). And secondly, based on Kotter (2018) view that while it is important to recognise the differences between leadership and management, it is also imperative to acknowledge that the two have complementary strengths as highlighted in the subsequent paragraphs. As a result, it could be concluded that rather than influencing (leadership), the school stakeholders especially History educators should support the

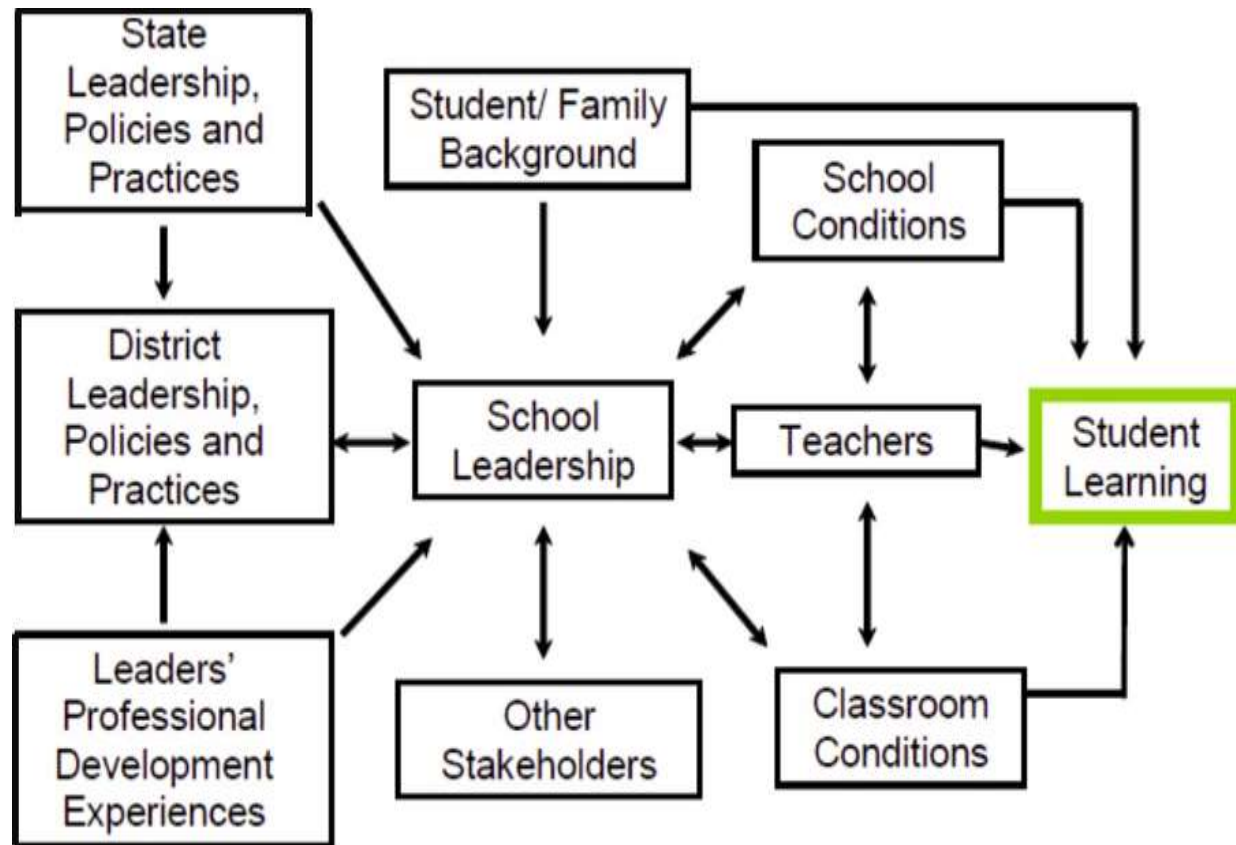
conditions under which quality teaching and learning can be attained (management) thereby enhancing a smooth and effective day to day delivery (Managerial leadership). To Kotter, (2018) therefore “trying to decide which is more important, is like trying to decide whether the right or left wing is more important to an airplane’s flight.”

3.2.2 Levels of managerial leadership in schools

Since the demise of apartheid, a key legislation (SASA 84, 1996) gave a considerable attention to school management and leadership, recognising their significance in a well-designed system, which would enhance the school and the learner outcomes (Bush & Glover, 2016). Thus, management and leadership, though very familiar concepts in the business world, have gained prominence within the educational community. Often, scholars and researchers (Bush & Glover, 2016; Mphale & Mhlaudi, 2014 and Naidu *et al.*, 2017) differentiate management and leadership as well as bringing out their similarities and differences. In this study, it is essential to spell out who does what, and when by having a formal structure of school leadership which ranges from top to bottom and vice-versa. In this regard, Van Vuuren (2017) opined that the essential role of senior school leaders in school leadership teams ensure effective strategic leadership in schools. Similarly, Heystek (2014) noted that the role and prospects of senior school leaders in each school could differ and different contextual roles determine the extent to which the school leader interchanges from strategic (leadership) activities to organisational (managerial) activities during an ordinary school day in the school environment.

Furthermore, to ensure a smooth interplay of the different levels of leadership (macro, meso & micro) in the school environment, it is important to clarify them. These leadership levels range from the national/state/regional, institutional, and individual/cohort level according to Du Plessis (2005). There is an ever-increasing emphasis on the management roles of district officials (the subject advisors), principals as the school leaders and educators as the instructional leaders at the classroom level respectively. The figure below as adapted from Louis, Leithwood, Wahlstrom, and Anderson (2010) in their study about “the link to improve students learning...”, further gives a detailed description on the amount of leadership influence from all three levels of managerial leadership on learner performance.

Figure 3.1 The functionality of macro, meso and micro levels of managerial leadership



Adapted from Louis *et al.* (2010)

From Figure 3.1 above, it can be deduced that there is a high degree of interaction or collaboration between the different levels of managerial leadership designed to achieve effective learning. These levels range from the state leadership at the macro level where policy and practice of management are formed through the provincial/districts levels and school leadership (meso), and down to the micro level representing the educators. At the level of the school (meso & micro level), there is equally a positive relationship comprising stakeholders like the community through School Governing Bodies (SGBs) and the School Management Teams (SMTs) who together encounter certain challenges in dealing with learners. The challenges include school climate and classroom conditions, and family background or environmental factors. Similarly, at the micro level of the management chain comprising educators and learners, it is equally important to mention that

family background, school conditions and classroom climate/conditions are important variables that often have a significant bearing on other variables like learner performance in this framework. That is, these factors often impact how school leaders, especially educators, perform their responsibilities in the teaching and learning process towards enhancing learner performance. For example, Louis *et al.* (2010) indicates that inadequate teaching and learning History aids such as the correct reader, charts, maps, proper chalk board and white board marker, could hinder the process of imparting knowledge in the non-urban areas like township schools. This cascades to underperformance. Nonetheless, other factors like the content of instruction or the forms of pedagogy used by the educators(s), (formal and informal influences) are amongst the factors that influence teachers' sense of professionalism.

Also, it is important to reiterate that at the centre of school leadership is the principal (Sijako, 2017) who work in close collaboration with other stakeholders like district head, SMTs, SGBs and the educators to facilitate teaching and learning. This clearly shows how relevant the role of the principal is in school leadership. In relation to subject advisors as a district representative, Chigona (2017) in a study on subject advisors' preparedness for a connected classroom in the Western Cape mention that a 21st century school climate requires subject advisors to assist educators to integrate information and communication technology (ICT) into teaching and learning. This points to one of the significant roles of the subject advisor as an instructional leader. Unfortunately, findings from this study clarify that most subject advisors in the Western Cape find their knowledge on how to effectively integrate ICT into curriculum delivery as inadequate, hence they often hesitate to advise educators on effective technology deployment in the classroom (Chigona, 2017).

With regards to the principal, Bush and Glover (2016) say that the changing context for leadership has been accompanied by changes in the roles of school principals manifested partly through professionalizing the principalship and partly by an emphasis on developing a shared vision. The PAM document (DoBE, 2016b) clearly indicates that the principal's role also entails ensuring the best possible resource achievement, allocation and evaluation, and the security of the site and property in ensuring that teaching and learning are of high quality. The teacher's involvement and cooperation in school activities could as well be a requisite to reach common objectives (Bush & Glover, 2016). Thus, unlike the principal, and the subject advisor, the teacher is at the centre or heart of the core activity in teaching and learning.

3.3 SCHOOL LEADERSHIP PRACTICES AND LEARNER PERFORMANCE

Nyagosia (2011) suggests that contemporary educational transformation places a great premium on the effective instructional leadership and management of schools. The logic is that an orderly school climate, that is efficient and well managed, provides the preconditions for an enhanced learning. As such, effective instructional leadership is recognised as one of the most important characteristics of school managers. This is buttressed by Grissom, Loeb, and Mitani, (2015) who say a diverse set of school responsibilities with which principals engage on a daily basis: spanning instruction, personnel, budgeting, student services, external relations and time. These set of responsibilities are essential for effective leadership, as evidenced in the relationship between principal time use and school results through learner performance (Grissom *et al.*, 2015). According to Lezotte and Synder (2010) instructional leadership is one of the correlates of effective schools where leaders are proactive and seek help in building team leadership and a culture fostering professional growth.

Also, in the effective school environment where there is shared responsibility in management, the principal as the overall school leader, together with the Departmental Head (DH), persistently communicate and model the mission and vision of the school to the rest of the stakeholders, particularly educators, parents, and learners (DoBE, 2016b). The above indicators in the form of mission and vision of schools further include factors like teacher morale and satisfaction, teacher self-efficacy, school and organizational culture, teacher effectiveness and time on task and improved academic performance. Lezotte and Synder (2010) add that in the effective school, the principal as the instructional leader effectively and continually communicates the mission of the school to educators, parents, and learners who all work in collaboration, with the objective of improving performance. In view of the personal administrative measures document (DoBE, 2016b), all three levels of leadership (macro, meso & micro) play roles as instructional leaders.

Furthermore, calls by international bodies like United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2016) in the last decade for focus on schools to improve performance in general, and to increase the equity of learner's achievement in particular, the debate around the role of school leaders in improving performance has intensified (Taylor, 2008). In this regard, new conceptions of leadership have been defined (Van Vuuren, 2017; Day, Gu, & Sammons, 2016) and new divergences set up, while researchers strive to find the most appropriate combination of

leadership qualities and activities to respond to heightened public expectations of schools. In this regard, a study by Leithwood and Sun (2012) on the nature and effects of transformational school leadership found that the importance of leadership to the success of schools is undeniable. In their evaluation of England's National Literacy and Numeracy Strategy (NLS and NNS), which they judge to be one of the most ambitious and successful examples of large-scale school reform in the world to date, Leithwood and Sun, (2012) concluded that the nature and quality of leadership was a key reason for its success. Thus, the notion of the principal as a charismatic individual who exercises authority in a hierarchical manner is counterpoised or counterbalanced to the notion of distributed leadership, where functions are shared by school managers and educators (Sijako, 2017; Lezotte & Synder, 2010).

From a South African perspective, the subject advisor at the macro level (which in this context falls under the category of office-based educators) (OBE) as per the PAM document, as well as the principal (meso level) and educators (micro level) perform the following responsibilities regarding teaching and learning towards successful outcomes (DoBE, 2016b):

- Assist in equitable deployment of staff and resources to facilitate teaching and learning (macro & meso).
- Maintain effective partnerships between parents and school staff to promote effective teaching and learning (macro & meso).
- Develop systems for monitoring and recording progress made by learners towards achievement of targets set (macro & meso).
- Engage in class teaching as per the workload of the relevant post level and the needs of the school (meso & micro).
- Engage in class teaching to foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined (micro & meso).
- Prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field (micro & meso).
- Take on a leadership role in respect of the subject, learning area or phase, if required (micro & meso).

A closer analysis of these responsibilities from PAM shows that there is a strong bond between these factors that promote a successful school climate, hence, enhance learner performance (DoBE, 2016b).

School leadership has a stronger influence on learner achievement than a more centred or centralised system. Loius *et al.* (2010) explain that most performing schools have a high level of collaboration with other school stakeholders as opposed to underperforming schools where there is a low-level involvement (See figure 3.1). Such practices would work well with the managerial leadership theory as it privileges the centrality of the school leaders from top to bottom, even though in reality it ought to be on functions, task and behaviours (Bush & Middlewood, 2013). To Leithwood *et al.* (2010) therefore, educators, parents and learners must collectively play a pivotal role in teaching and learning while principals or district leaders motivate and improve working conditions. This is a sharp contrast to the views of Sijako (2017); Williams, (2011) and Strauss (2013) who believe that principals are more knowledgeable and experienced in curriculum delivery, thus getting involved in teaching and learning through a collaborative effort with all other stakeholders further spurs learner outcomes.

Again, Mphale and Mhlauli (2014) affirm that the success of any school depends on the type of leadership in the school. To them, the current school leaders perform multiple functions as compared to the past leaders. They perform managerial, instructional, counsellor, arbitrator, curriculum and advisory roles in the community, especially in townships and villages. As such, researchers (Bush 2008; Bush & Middlewood, 2013) have argued on the connection between quality leadership and school performance. The conclusions often arrived at, made some (Yusuf, 2012) argues that no school can be greater than their leader and that a school is as good as its leadership. Hence, while authors like Mphale and Mhlauli (2014) argue that there is insufficient statistical evidence to support the relationship between school leadership and specific learner's academic performance, others like Bush and Middlewood (2013) explain that school leadership quality directly impacts the school success, teacher's effectiveness and learners' academic performance. This creates curiosity to investigate exactly what form of leadership influences learner performance in the NMMD that this study pursues.

Moreover, Yusuf (2012) reiterates that there is a strong connection between the quality of a school and the quality of its leadership. To this researcher, the school principal is an overseer of all

activities taking place in a school environment though answerable to the SGB (DoBE, 2016b). The core business of the principal is the success of the school by making teaching and learning enjoyable and effective. Therefore, every school principal must be trusted, respected and praised by the community he serves (Mphale & Mhlauli, 2014). This explains why Coetzee and Van Niekerk (2015); Leithwood *et al.* (2015) emphasised that the atmosphere of leadership is important in securing the conditions under which educators can work efficiently in their capacity as instructional leaders, that is, creating a school climate conducive to teaching and learning is a prerequisite for good school academic performance.

3.4 CONTEXTUAL INFLUENCES ON LEARNER PERFORMANCE IN HISTORY

In this section other related factors that influence learner performance in township secondary schools though not limited to township is discussed. According to Day, Gu, and Sammons (2016), the past 20 years have witnessed remarkable consistent international efforts by educational policymakers to raise standards of achievement for all learners. In this respect, Mphale and Mhlauli (2014) allude to the fact that the measurement of academic performance as a symbol of school success can be traced as far back as the Victorian period (1837-1909) in the UK. Thus, up until today in most parts of the world, a person's academic performance often determines future career paths. In the case of South Africa that is characterised by diverse cultural backgrounds, and learner performance has attracted the attention of various stakeholders like politicians (policymakers), educators, learners and the community alike. As a result, Hompashei, (2018) says that South Africa lags far behind other countries on learner performance and even some upper-middle income countries in Africa possibly because of its dysfunctional leadership in many schools. Voogt and Roblin, (2012) observe that this parlous state is influenced by the dynamic changes in the types of jobs demanded by the corporate world where educational systems are expected to prepare young people for a job that does not yet exist. These 21st century competencies are generally characterised as being transversal, i.e. the kind of education provided must be relevant across many fields and multidimensional in knowledge, skills, and attitude (Voogt & Robin, 2016).

With such a high demand for diverse skills, and in the context of History, it is thus not surprising when young people ask questions such as “What can a person become after studying History?”. The school climate in History classrooms fortunately offers multidisciplinary perspectives, which

unfortunately do not address the problems of the community satisfactorily. As a consequence, History is relegated to the margins of the school curriculum, culminating in underperformance of learners (Grussendorff & Booyse, 2014). As a matter of fact, it is important to note that History is a multidisciplinary subject that is relevant in all works of life such as journalism, economics, international relations, archaeology, and political science. The following factors involving all three managerial leadership levels could alter learner performance in History examinations.

3.4.1 The Quality and Qualification of History Educators

Several researchers (Borg & Strananahan, 2002; Mouton *et al.* 2013; and Olanipekun, & Aina, 2014) found that teacher ability is an important predictor of learner performance, covering the PCK, self-efficacy, preparation, management responsibility and effectiveness (Weir *et al.*, 2009). Jeynes (2017) completely disagrees by saying many educators have identified parental involvement as the primary vehicle by which to raise academic achievement from current levels. Analysis by Ziegert, 2002; Akiri and Ugborugbo 2009 further proves that the teacher's role in learner achievement is limited to urban areas in particular, while the reverse is true for townships and villages. As such, employing the right quality History educators as well as retaining them must be considered when dealing with learner underperformance. Similarly, Butters *et al.* (2013) explain that good teaching entails variables such as years of experience in teaching as well as the number of in-service hours completed. This is found in an earlier postulation that Rivkin, Hanushek and Kain (2005) indicate that most learner performance is depending on teacher experience and content knowledge which is evident during the first few years of teaching. This is summarised by Spaul (2011) who argues that in SA, the PCK of educators in general is weak, which is not good enough for superlative learner performance. It is thus the responsibility of the micro level school management to adopt and implement these indicators when properly dealing with learner underperformance in History.

According to Ogundele, *et al.* (2014), the quality of any educational system depends to a greater extent on the quality of teachers in terms of academic and professional qualifications, know-how as well as their level of competency and dedication. Because History educators are seen as the facilitators who are to impact on learner's academic achievement, qualification therefore constitute the most important factor in the effectiveness of schools and in the quality of a child's education. Still in this regard, Akiri, and Ugborugbo (2009) allude that teacher effectiveness has been

accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation. Considering that the influence of (History) educators' teaching effectiveness on the learning outcomes of learners as measured by learners' academic performance has been the subject of several studies (Adediwura & Tayo 2007; Adu & Olatundun 2007; Schacter & Thum 2004; Starr 2002) it therefore suggests that the effective teaching is a significant predictor of learners' academic achievement. Thus, effective history teachers should produce learners of higher academic performance (Taylor, 2008).

Similarly, to Ogundele *et al.* (2014); Olanipekun, and Aina (2014) also indicated that the teacher is a very important resource in the educational system. According to Olanipekun, and Aina (2014) the most important educational resources among others is the educator. To them, factors like good buildings, good environment and equipment, and special services can all provide favourable learning conditions but not when the learning experiences needs to be directed by competent educator. It is on these bases that these authors say that the success of any teaching and learning process which influences learners' academic performance depend on how effective and efficient the educator are. Hence the popular saying that "no nation ever rises above the quality of its teacher", mainly illustrates the centrality in the position occupied by the teacher. In this regard, though it is largely believed by scholars that teacher quality constitutes a fundamental role in learner performance (Yusuf & Dada, 2016; Bamidele & Adekola, 2017; Maphoso & Mahlo, 2015). Nwati (2015) argues that the gap in learner performance in schools goes beyond teacher qualification. To him therefore, the problem of underperformance often lay on the fact that unjustified attention is usually placed on the wrong reasons like the lack of parental involvement, while core problems like teacher PCK remain unresolved and unattended to. According to Kimanil, Kara, and Njagi, (2013) therefore, educators (History) cannot be dissociated from the schools they teach and the academic results of schools. It would then be logical to use standardised learner assessments results as the basis for judging the performance of educators.

Moreover, PCK according to Olanipekun and Aina (2014), and Taylor (2008) is an educational construct that any effective teacher must adequately possessed to improve learners' academic performance. Olanipekun, and Aina, emphasised that this construct as a characteristic of teacher knowledge on how subject matter should be taught, embodied a unique form of teacher

professional knowledge. PCK therefore is a unique body knowledge and therefore very vital for professional educators because it guides the educators' actions when dealing with specific subject matter in the classroom hence it is needed by every teacher to successfully perform teaching within complex and varied context (Ogundele, *et al.*, 2014; Barber & Mourshed, 2007). Consequently, to Ogundele, *et al.* (2014), when a (History) teacher lacks adequate knowledge of the subject matter, such a teacher can teach nothing better than telling stories. Whereas, those that have the knowledge of the subject matter cannot impact the knowledge on the learners because of poor pedagogy. Thus, unless the teacher is good in PCK he or she will amount to nothing in classroom and learners would be doomed to fail.

3.4.2 The role of parents and the community

Another important factor contributing to learner underperformance in History could be drawn from parents and the community. A meta-analysis of findings from Mcuba (2010), Jeynes, (2017) and Eleanor (2019), indicates that parental involvement in schools of South African has primarily been centred on matters of financing schools and parental volunteering while other aspects of teaching and learning are relegated to the back. This of course is not surprising that parents limit their responsibilities to these areas instead of being fully involved as stipulated in the legislation which extend the right to parents and the community to participate in the school's governing structures (Eleanor, 2019). According to Jeynes (2017) therefore, parental involvement in simple terms means parental participation in the educational processes and experiences of their children. This definition is based on the most prominent research and theorizing in this discipline, which is important when conducting a meta-analysis. Though similar with the above, Amponsah, Milledzi, Ampofo, and Gyambrah, (2018), from another viewpoint say that parental involvement is the degree to which a parent is committed to his or her role to the fostering of optimal child development. Unlike Eleanor (2019), Amponsah *et al.* (2018) explain that in the educational environment, parental involvement for instance primarily focused on specific activities like participating in school events; helping with homework and the number of contacts between families and schools which are all determinants of learner achievement. From these definitions it could be deduce as indicated by McNeal Jr, (2014) that parental involvement encompasses social relations that are instilled with norms of trust, obligation, or reciprocity.

Usually, the school function as a dynamic element within the community. As such it is the responsibility of the teacher to investigate available resources within the community that could be used for teaching and learning in History. Such resources could either be physical, cultural human as well as a museum. This could be very relevant in preparing a lesson plan for History because experience have shown that learners would understand historical concepts and events better when encountering practical examples from their environment (Claiborne, Morrell, Bandy & Bruff, 2018). However, integrating these resources into the lesson plan, according to Jacobs *et al.* (2011), there is often some imbalances found between urban and township schools. For instance, in the more affluent urban communities, Jacobs *et al.* (2011) say that there is a wealth of available resources which include library, museums, industries, post office, tourist information, to name but a few, which are all important resources in the teaching and learning of History that are not found in township areas and it is to the detriment of learner achievement in the area.

Furthermore, Leithwood *et al.* (2015) are of the view that parent and community engagement equally have an important role to play regarding learner performance to which schools have attracted a considerable amount of research. In their study, on the positive consequences on learner performance through parent and community involvement, they found that the participatory components of most recent reforms have become so common place that increasing community participation has become institutionally legitimated. Hence, even within participatory democratic movements in education, there has been uncertainty about how greater involvement operates in schools and what being “open” to stakeholders such as parents and the community involvement, means in practice. Under such circumstances, the openness presents an explicit challenge to the traditional, hierarchical leadership and power structures in schools which is often under the leadership of the school principals. Participatory reforms, according to Leithwood *et al.* (2015) therefore, have been tolerated only to the extent that participation enhances institutional legitimacy without extracting too many costs.

For most parts of Africa and South Africa, many schools are situated in township and rural areas where there are often fewer resources that may work against effective teaching and learning as well as the performance of learners (Jacob, 2007). Notwithstanding this situation, note should be taken of the fact that despite all the short falls, township schools and community equally have a wealth of resources especially when it comes to discipline like life science and agricultural science

where a great deal of farming is done. Thus, this could logically explain why not all township schools perform poorly. Notwithstanding, if principals as school managers are to forge more productive forms of parent/school engagement when in reality they are not fully involved, they will need to direct their efforts toward ensuring that educators understand and believe in the role of parent involvement (Jacob 2007). To Jacobs, therefore, parent and community involvement should likely be integrated into discussions of distributed leadership in preparation and professional development programs.

Furthermore, Ogundele, Olanipekun, and Aina, (2014) say that parents play significant roles in the education of their children and regions. Among the many responsibilities performed by the parent includes payment of school fees, buying of textbooks, uniforms and learning materials required by their children. In addition to this, parents are expected to supervise the academic works of learners and give them good moral training as well as visit the school from time to time during parent meetings to find out how their children are performing with the intension to take corrective measures where and when necessary. However, the failure of parents to play these roles could negatively affect the academic performance of the learners as indicated in studies such as Ogundele, *et al.* (2014); Jacobs (2011); and Mphale and Mhlauli (2014). Unfortunately to most families in Africa and the world that are polygamous Ogundele, *et al.* (2014) believes that they contribute a lot to the poor academic performance of the learners.

Moreover, researchers according to Jacob (2007) who also recorded problems in the relationship between community members and the schools, for example, children are expected to carry out certain domestic tasks in the early morning and in the afternoon, which often clash with the routines and timetables of the school. As a result, children go to school hungry, and are unable to concentrate. To some extent therefore, it is not surprising when educators accused parents of being uncooperative, arrogant and fault-finding. In other words, neither the communities nor the schools appear to have accepted each other in ways that are mutually supportive or through a collaborative management. Under such circumstances it is very important to bring schools and communities much closer together though it is a complicated and challenging undertaking for both schools and community members. Leithwood *et al.* (2015) affirm this view when they suggested that schools traditionally have not practiced or reflected larger democratic principles of inclusion. Therefore,

the blame shifting attitude between parents and educators will forever continue through the making of defensible decisions.

3.4.3 Absenteeism, truancy and late coming

The problems of late coming, absenteeism and truancy are also very complex aspects, equally contributing to learner underperformance as inspired by both the learners and the educators. According to Taylor (2008) when school leaders are asked about the problem of absenteeism and late coming among educators in their schools, most of them tend to wave and write off the practice to the irregularity of public transport, time factor, and lack of teacher commitment, which is right where the root problem in South African schools is found. To Taylor however, the failure on the part of school managers at the meso level to exert a tight time-management regime in their schools is symptomatic of a general failure to take responsibility and to exercise control over their own work environment. It would therefore seem that, stakeholders of South African schools such as educators, managers, and officials of the DoBE have not transcended the dependency culture fostered by successive authoritarian regimes over the last three centuries. Hence, having high levels of unexplained absence at school has also been found to be associated with poorer early adult outcomes in the labour market through the unemployment of that category of learners (Considine & Zappalà, 2002a).

Unlike Taylor (2008), Waseka and Simatwa, (2016) alluded that absenteeism of learners was established as a factor that affects syllabus coverage in most schools. Waseka and Simatwa, (2016) indicated that learner absenteeism contributed a great deal to underperformance. These findings agree with those of Gottfried (2014) who established that absenteeism of learners and low family income had a negative influence on performance as the latter affected regular learner attendance in school hence leading to learner possibly repeating a given grade as a result of long period of absenteeism. Waseka, and Simatwa, (2016) thus established that learner absenteeism contributed to low performance as it affected syllabus coverage, resulting from the teacher front and back teaching approach in trying to accommodate learners that have been absent for a long time. However, it is important to note that the issue of absenteeism is not only learner related but equally teacher related. Thus, it is a threat to education system in general and contributes to the failing standards of the day to day management of the school. Naidu *et al.* (2017) thus believes that in South Africa there is a general abuse of the sick leave system by employees which cost institutions

enormous amount of money because they are poorly manage. Unfortunately, most line managers do not have what it takes to deal with this challenge sometimes due to lack of internal accountability (Naidu *et al.*, 2017).

To Considine and Zappalà (2002a), another factor related to poor educational performance of learners is the level of truancy resulting from high level absenteeism among learners. Studies by Waseka, and Simatwa, (2016) and Considine and Zappalà (2002a) have shown that truancy can be shown as both an educational outcome and as a causal factor in explaining educational performance. Considine and Zappalà (2002a) particularly indicated that truancy tends to be higher among learners from lower socio-economic backgrounds meaning it is to an extent connected to poorer academic performance at schools. Waseka, and Simatwa (2016) equally concurred to the problem of learner truancy when they mention that learner indiscipline was identified as a challenge experienced by educators in their attempt to provide quality education. To them, educators also reported that indiscipline cases contributed to underperformance which result to a learner constantly repeating a particular class. Taylor (2008) thus concluded saying that a culture of passivity and failure is present in schools where managers, educators and learners assign causation for success or failure to forces outside their control instead trying to remedy the situation with their best of abilities. Thus, it is necessary for school managers to focus on teacher's level of dedication and learner's motivation.

Furthermore, and with regards to late coming to school, Mouton *et al.* (2013) alludes that it is not unusual to see learners in many parts of the country being late for school, dawdling outside the school grounds, and leaving school very early. To these authors, proper supervision is lacking, which is ironically more obvious during times of examination where learners study at home and only attend school during specific examination sessions. This view to a larger extent is contested by this researcher in his capacity as a former high school teacher and currently as a lecturer. Based on this long-term experience it was realised that most of the learners in township areas who come late to school is often as a result of lack of involvement on the side of parent who fail to take action when their children leave home late, thus failing in their responsibility in managing the learners. Similarly, inadequate transportation arrangement is equally another possible reason that contribute to learners in townships coming late to school. This is evident as in most cases they found

themselves walking to school in which Wiener (2017) contrarily says it is an important physical activity for a learner as it promotes positive learning.

3.4.4 Unequal distribution of resources in schools

The problem of inequalities in South African schools can be dated as far back to the arrival of white settlers in the Cape Colony (Booyse, Le Roux, Seroto, & Wolhuter, 2018). Prior to democracy, there was the Bantu Education Act No. 47 of 1953 and the extension of the University Education of 1959 which were strongly in favour of unequal allocation of infrastructural and human-financial resources among different social groups and gender (Naidoo & Perumal, 2014). Under this circumstance it is not surprising why the performance of young black learners located in the townships and villages performed poorly. The democratic government in the White Paper on Education and Training of 1995 identified certain principles that must be implemented to bring about change. These principles include access to quality education and training; redress of educational inequalities of the past; distribution of state resources according to the principles of inequality; improve quality of education and training services (Naidu, *et al.* 2017). Unfortunately, 26 years into the new democratic South Africa, issues of inequality in schools remain unresolved. Inequality is highly linked to ethnic differences, demographic and cultural climate.

Similarly, Naidu and Perumal (2014) as in the case of Butler *et al.* (2013), pointed to the situation of the USA, when they argued that gender discrimination in South African Education system existed even prior to 1994 and that it is also contributes to underperformance. The Bantu Education Act of 1953 worked significantly against women (Naidoo & Perumal, 2014). This is supported by Butters *et al.* (2013) when they claim after their investigation that male urban learners perform better than females. However, discrimination did not end there as it equally constituted other forms of discrimination such as race and ethnicity which are also pervasive in the USA (Butters *et al.*, 2013). It is as a result of this challenging situation that emphasis on the effect of apartheid in South African education system remains visible in the learner discrepancies in performance between urban and township or rural schools. Thus, to offer quality education, the school needs to have sufficient resources: human, material and financial resources (Simelane, 2014).

Considine and Zappalà (2002b) added that the type of school a child attends is an important indicator to educational achievement. To Considine and Zappalà (2002b), though there is very

little documentation on this issue in Australia, several studies using the Longitudinal Surveys of Australian Youth (LSAY) found that learners attending private non-Catholic schools were significantly more likely to stay on at school than those attending state schools. This is a common characteristic in recent times with in public owned schools and privately owned schools all over the world. Hence, learners from independent private schools are also more likely to achieve higher scores as reflected in final school examinations. De Kadt (2011) explains that much recent work has highlighted a generally poor state of education in schools of South Africa. Schools, particularly those serving the less privileged, tend to be poorly performing, and even in terms of the skill levels learners from countryside are notoriously low.

De Kadt (2011) further points out that the schooling system is also known for the highly variable resource levels enjoyed by different schools within the public sector, and the enormous variations in school performance that tend to accompany this. De Kadt particularly maintains that school quality is closely connected to South African history, where most well performing schools are those that historically educated only white learners. This means that the well performing schools are usually located in historically white zones, and that school quality is closely related to geography (Woolman & Fleisch 2006; Spaull 2011). The degree of inequality in schools is evident even amongst educators at disadvantaged schools who hold low expectations of their learners, which compound the low expectations of the affected learners and their parents, with damaging consequences for achievement. An over reliance on educators by the communities (as against shared responsibility) can equally result in unequal commitment and subsequent underperformance.

3.4.5 Mass migration and ethnicity of learners

According to De Kadt (2011), learner mobility is used to refer to the daily travel of learners to a school that is far away from their home. Contemporary scholars like Van Vuuren (2017) have suggested that large numbers of learners living in townships adjacent to major cities are denied access to basic education, which in the long run could impact negatively on the national economy, growing joblessness and poverty. According to the South African School Act 84 of 1996, section 12 (RSA, 1996b), the choice of public schools in South Africa is regulated by the legislation which determines the catchment area of each school, by ensuring that learners have access to good quality education without discrimination. Following the lack of implementation of this rule, De Kadt

(2011) just like Simelane (2014) indicated that there is a trend of migration from township to urban areas which entails moving away from the immediate geographical area in search of better and quality education. However, this has often not been a solution to the problem of underperformance as previous experiences have shown that as much as learners in urban schools with better facilities can perform well, their counterparts in non-urban schools like townships are also equal to the task. As a result, the search for quality education more often than not leaves the community with one or two choices: enrolling children to low fees private schools or former Model C schools (Coetzee, 2013). Of course, with affordability being a problem to most black parents in South Africa, black children often end up in low fee private schools or no fee-paying public schools which often impact learner performance negatively (Van Broekhuizen & Spaul, 2017).

Coetzee (2013) says that the issue of migration and learner underperformance or good performance is driven not only by young people attending former white schools or better, quality schools in urban areas but also the keenness of the community or parents who value education and are more motivated to see their children succeed hence may not bother about the cost of their children's mobility. As such De Kadt (2011) is of the opinion that learner migration can be measured in three different ways namely: the straight-line distance between learner's home and the school; secondly, whether the learner's school falls within the same geographical area as the home; and lastly, whether the learner attends the nearest grade-appropriate school. In line with this insinuation De Kadt (2011) further clarifies that over 25% of children were found to be travelling more than five kilometres each way to school and back daily. While almost 60% of children attended schools outside of their homes, and fewer than 20% of children attended the grade-appropriate school nearest to their home. A similar study by Simelane (2014) on learner migration and outcomes of rural schools, found that though a great effort is made by the government, non-urban schools are still losing learners to former Model C schools which places them in danger of becoming shut down, a situation commonly known as the consolidation of non-viable schools.

With regards to ethnicity, Considine and Zappalà (2002a) argue that the ethnic background or immigrant status of parents is a mediating variable on the influence of socio-economic status on learner's educational performance. Citing studies of the academic performance of second-generation school students in the USA, Considine and Zappalà (2002a) found that while the Socio-economic status of the parents and school type influence learner performance, the national

background equally plays a significant independent role. The authors found that some first-generation immigrant parents like the Cubans and Vietnamese, through the process of migration and sequential assimilation in the host society, come to see education as a key means of upward mobility for their children, despite their own low levels of education and income. Learners from these communities performed adequately well despite coming from low SES backgrounds whereas the negative effects of SES were not bettered in the academic performance of learners from migrant communities with low levels of social capital. Similar, findings from Australia show that the learners with immigrant background were seen to be up until the mid-1970s though slowly began to improve following a gradual introduction of multicultural policies in the classroom (Forrest, Lean, & Dunn, 2017).

Furthermore, Meth and Buthelezi (2017) in the context of South Africa state that problems of immigration often expose the receiving environment to problems of crimes in various ways such as that, relocation into formal housing often impact on resident's privacy, safety and space and also that new discourtesies associated with, what is today known as townships becomes evident. This of course is evident in South African societies where in an effort by the government to bring about equality, Reconstruction and Development Programme (RDP) scheme was introduced to over-come socio-economic imbalances of the Apartheid regime. Consequently, Meth and Buthelezi (2017) say that such environment becomes a breathing ground for crimes and criminals. The effect on learners lies on the fact that they could be affected both psychologically and mentally as would be evident in their performance at school. In this regard the government could enable to make sure that apart from providing such socio-economic remedies, security could also become a necessity.

Moreover, not only the schools at the receiving end in urban areas suffer the consequences. Alok and Arijesuyo (2013) in fact, say that demographic and economic trend is a potential threat to the quality of non-urban schools as learners and other young energetic youths migrate out of the communities leading to a possible economic decline of the schools and communities. This is true for most parts of South Africa where certain townships like Soweto and cities like Johannesburg are overcrowded (Mampane & Bouwer, 2011) by migrants from other non-urban areas. This explains why Kadit (2011) concluded that quality education is the main cause of learner migration. From another point of view, Zhang, Li and Xue, (2015) begin by saying that in the People's

Republic of China (PRC), migration away from non-urban areas to urban areas is feature specific to economic transformation, by shaping the structure of non-urban and urban labour markets in the country. In more practical terms Zhang *et al.* (2015) holds that in the PRC between 1990 and 2010, there had been over 164 million workers moving from non-urban to urban areas, which is almost a third of total urban unskilled labour supply, most of which results in inequality in education for children. For the case of SA according to Simelane (2014) the resulting effect is that non-urban schools are face the possibility of total shut down by the province in consolidation of the non-viable school's process which is currently the provincial discourse

3.4.6 Classroom and or Institutional culture

According to Hannah (2013), learner's success is affected significantly by the physical environment of the classroom. Research across the globe (Waseka & Simatwa, 2016; Hannah, 2013; Jaiyeoba & Atanda, 2011; Jacobs *et al.* 2011) have confirmed that several factors including non-curricular activities, classroom energy, change of classrooms by learners, wall art, seating and classroom lay out all contribute tremendously to impact the classroom atmosphere and learner achievement. More specifically, Hannah (2013) says that if not addressed properly, a classroom can become an environment that threatens creativity of learners, failing to promote a positive learning, hence strongly working against the constructivism and humanism learning theories.

Similarly, findings from Waseka and Simatwa (2016) reveal that learner participation in extra-curricular activities positively influenced performance in Kenya Certificate of Secondary Education (KCSE). These findings further concur with those of Jaiyeoba and Atanda (2011) in a study on school quality factors and secondary school learner achievements in Nigeria which established that good physical and mental health of learners is essential if they are to fully participate in education services being offered and if they are to concentrate and learn while at school. Hence, there is urgent need for creating a positive atmosphere for learners to learn and perform at their best. Therefore, physical activity and performance in learners would suggest a growing evidence that regular extra curricula activity enhances learning and school achievement (Weiner, 2017). That is physical activity fuels the brain with oxygen which enhances connections between nerves and assists in memory (Weiner, 2017; Waseka & Simatwa, 2016). This could therefore show superior academic performance and better attitudes towards learning activity.

Again, according to Jacobs *et al.* (2011), creating a conducive subject atmosphere largely depends on whether learners change classrooms or whether educators move from classroom to classroom. Essentially, it is a moot point that classroom changes have an influence on teacher's lesson as well as the performance of the learners. This is a huge topic for debate as educators and researchers have shared contrasting views in this regard (www.quora.com). In most schools of South Africa, the teacher often carries teaching materials from one classroom to another, causing inconveniences on the teacher and seriously affecting the teaching approach. Jacobs *et al.* (2011) thus explains that it is much easier to create class and subject atmosphere when educators have a fixed classroom where there are permanent classroom facilities ready for use. Looking at both sides of the coin, Ross (2015) concurs that though in some schools in the USA educators often maintain their classrooms thereby benefiting from limited potential disruption during transition and gaining absolute control of their classrooms, the reverse of this situation means that all learners have to stay together all day in one classroom which is not healthy for their psychological wellbeing (Ross, 2015).

A completely different point of view is proposed in Samuel (2015) who suggests that once the educator and teaching environment becomes conducive to enhance learning, learners may equally be involved in the teaching through a display of their own work on a fixed board or in what Hannah (2013) describes as a wall chart. Hence when learners become more involved in classroom activities by means of constructivism and or humanism, it creates an atmosphere in which they are willing to take risk by experimenting with alternative behaviours and without being punished for making mistakes (Parson, 2013). Hence according to Samuel (2015); such an atmosphere can only occur if learners are given the opportunity to maintain their classrooms as it could further enable them to improve on their academic performance. Therefore, such decision will greatly depend or work best for schools that are trying to improve the school culture for instances that are highly disruptive (Ross, 2015) because it is easier for educators to rotate in schools with a larger class size.

3.4.7 The size and composition of the classroom

Closely related to classroom atmosphere is class size and composition. As far as the relationship between class size composition and learner performance is concerned, different authors have

responded with mixed feeling. For instance, authors like Kennedy and Siefried (1997) found no relationship between class size and learner performance, whilst other researchers like Lopus and Maxwell (1995) found that class size has a negative effect on the performance of learners. These qualities which are today common for most academic environment especially in township areas, often come to light with the believe that smaller class size is tantamount to enhance the critical thinking ability of learners, thus leading to better performances (Butters *et al.* 2013). The issue of class size regarding learner performance based on learner teacher ratio according to Butters *et al.* (2013), remain an unresolved problem in the USA hence requires a further exploration, because class size as a determinant factor can work both for and against learner performance.

In the case of South Africa, Marais (2016) comment that the effects of overcrowded classrooms are far-reaching for both educators and learners. She goes further to say that overcrowded classrooms are unfortunately part of South African education system and will remain a part for the immediate future and perhaps even for the long-term future. Shah and Inamullah (2012) earlier shared a similar view, saying that overcrowded classrooms could have a direct impact on students' learning. As a result, different societal organisations according to Matshipi, Mulaudzi and Mashau (2017), are calling upon the Department of Basic Education to address the shortage of classrooms in public schools because congested classrooms often have a negative influence on the performance of both educators and learners. This came as a recommendation following their findings that one of the causes of overcrowded classroom is having a single school serving large community. To Matshipi *et al.* (2017) therefore one of the milestones to achieve this issue of poor performance as a result of overcrowded classroom is to provide adequate classrooms to more than 11 million learners in South African public schools who continue to receive education in overcrowded classrooms.

Surprisingly, to my remark during Work Integrated Learning (teaching practice) here after referred to as WIL, it was realised that for most, if not all the township schools visited, classroom problems like overcrowded classrooms were almost invisible in totality. Rather what was observed was a lack of classroom facilities like furniture to accommodate the learner population of which in most cases was below the recommended sizes. Hence, according to Marais (2016), if the policy of an appropriate classroom stands at 40:1 ratio for primary schools and 35:1 ratio for secondary schools, then it will seem that most schools have far more managerial issues like lack of resources to deal

with rather than just overcrowded classrooms. But as Butters *et al.* (2013) postulated earlier, overcrowded classrooms could either work for and against positive education and performance. Thus, in affirmation of this postulation, Jacobs *et al.* (2011) alludes to the issue that a large or small class size will affect the educators planning of classroom activities such as pair work or group work, demonstration and experiments which are all mostly determine by class size. The relevance in this kind of situation lays on the belief that during projects for example, the teacher may choose to form groups comprising of homogenous or multicultural differences. This is important for the learning area of social science and History in particular whereby a heterogeneous group could be of an incredible benefit to the group members (Jacobs *et al.*, 2011) for instance during group assignments. Arguably, though Burker (2011) maintains that heterogeneous ability groups benefit learners by improving their attitudes toward each other and school work, he equally believes that highly functioning heterogeneous groups require an optimal degree of conflict in order to inspire thought and new perspective as well as provide the potential for greater academic achievement in high-ability students.

Moreover, previous experiences in my capacity as a lecturer in History, have often produced positive results in this regard whereby “students” (as per the context) are given the opportunity to form groups of their choices of equal sizes and then given each group a task where they are expected to research upon and later demonstrate knowledge in the form of class presentation (micro teaching). Such an approach could as well stimulate learner ability to incorporate the HLT by constructing knowledge thus enhance learner performance.

3.5 LEADERSHIP STRATEGIES TO ENHANCE LEARNER PERFORMANCE IN HISTORY

A leadership strategy according to the United Nations (2011), though with a wide variety of approaches in managing learner underperformance at other levels (macro & meso), basically involve three steps in managing the problem of learner underperformance at the micro level of the school involving the teacher and classroom. These include the need for the teacher to communicate expectations and performance problems; by providing a formal opportunity for learners to improve; and acting (See fig. 3.2). For purpose of this study a more comprehensive approach at all

three levels of leadership towards enhancing learner performance was adopted, though not limited to these.

3.5.1 Performance management as a strategy to enhance learner performance

The aspect of performance management (PM) in South African schools, according to Heystek (2014), was once considered as a way forward to resolve the problem of underperformance. This was followed by an investigation by the Department of Basic Education (DoBE, 2013) over the feasibility of signing a performance agreement between the DoBE and school principals. On this note, a study conducted by Mutereko and Ruffin (2018) on public administration dilemmas affirms that PM may beget or enhance learning, efficiency, and effectiveness in public sector employees.

However, following disagreement with trade unions like the South African Teacher Association (SATU) and the DoBE, the issue on performance management failed to materialise. From the resulting situation, Heystek (2014) explains that PM could be viewed as a selfish mechanism which focuses only on the task rather than people or context therefore, the locus of control is only motivational to the extent that you feel in control of your own situation. Logically, this postulation by Heystek could be an overstatement because one of the main priorities of an organisation like a school is for the staff to deliver by producing learners with outstanding performance. This is true as Heystek (2014) postulated that though the health condition of the staff is also considered as one of the priority areas, it is only secondary to learner performance (Heystek, 2014). Arguably, this brings about a dilemma of ideas as Bajorek, Gulliford, and Taskila (2014) in their study of “healthy teacher, higher marks” explain that there exists a strong relationship between teacher health and wellbeing and learners’ educational outcomes. To Bajorek *et al.* (2014) therefore, though other factors like teacher efficacy, job satisfaction and teacher qualification may impact learner performance, the teacher’s health is the ultimate. Mutereko and Ruffin (2018) say that the use of performance evaluation accompanied by reward for high performers would not be a bad idea as it can motivate educators to be productive, effective, and efficient.

This explains why a report by the UN (2011) depicts that one of the common ways of overcoming underperformance in a school is by communicating clear performance goals and expectations to staff members followed by sharing the principal’s performance expectations with the educators. According to Heystek (2014), and van Vuuren (2017), these include:

- Positive self-relationship amongst stakeholders (educators, learners, school leaders and department of education);
- Managing the quality of teaching and learning, and securing accountability;
- High level staff participation in planning and delivery;
- Recognizing successful performance and addressing poor performance;
- Promoting the culture of high performance, continuous learning and development;
- Providing regular and frequent feedback lessons on performance as well as the possibility of a staff member to be surprise if it becomes necessary to take formal steps to resolve performance
- Recognizing good performance, informally and formally;
- Making use of the initial period of appointments thus dealing with problems as early as they emerge;
- Ensuring that staff are making the most development opportunities, for instance through continuous learning as it promotes a culture of high performance and personal development;
- Long term motivation dedication, and commitment without any necessary promise of bonus or threat with performance agreement;
- Sets the tone of the school, the climate for learning, the level of professionalism and morale of educators.

From a more critical evaluation approach, Yusuf and Dada (2016) postulated that while hiring qualified educators is encouraged for the improvement of learner performance, caution must be taken that policies to remove ineffective educators should not reduce autonomy or trust among effective educators and that such evaluations should provide educators with useful feedback and policy makers with information on the conditions that enhance good teaching. The relevance of this view is emphasised by Van Vuuren (2017) when he said that effective school leadership is arguably crucial for school and system effectiveness and, in particular, also for school learner success. The qualities needed to be a successful school leader therefore is neither qualification nor

teaching experience but rather vision, courage, passion, emotional intelligence, judgement, resilience, and curiosity (Van Vuuren, 2017).

3.5.2 Adequate parental involvement in the learners education

According to Topor, Keane, Shelton, and Calkins (2010), parental involvement is one strong factor that has been consistently related to a child's increased academic performance. In an attempt to address the absence of the parental role in their childrens' performance as well as the problem of socio-economic barriers, Considine and Zappalà (2002a) postulated that the effect of parental socio-economic status on children's educational achievement could possibly be neutralised, strengthened or mediated by a range of other contextual, family, individual as well as managerial actions. This is because that, although parents may have a low income and a low-status occupation, they nevertheless can transmit high educational aspirations to their children. While both social and economic components are important towards the achievement of a learner, specific social factors like parents' educational attainments have confirmed been more momentous than economic factors like a family's capacity to purchase goods and services. Therefore, the relationship between parental socio-economic status and the academic performance of learners could be well established. This is further supported by views from other studies (Considine & Zappalà 2002b; Coetzee, 2013; Ogundele, Olanipekun, & Aina, 2014) which affirm that learners from low socio-economic status families perform poorly, hence could not be potentially compared to children from high SES families.

From another point of view, and directly related to the matter of parents' roles, Mphale and Mhlauli (2014) revealed that parental involvement in the activities of the school has a positive impact on learners' academic achievement and the success of the entire school. To this effect, parental involvement increases the self-confidence of educators because of the positive climate established between the school and the community in the course of the year (Mphale & Mhlauli, 2014). The most crucial practice therefore would be school leadership creating a climate or environment that will attract parents to participate in their children's learning. As a matter of fact, these authors are of the concern that parents should not only be consulted when there is a fund-raising activity in the school as it has been done in most instances, but rather should equally be involved for activities which might not be taken as important. Within the school environment there are several ways by which parents could assist in their children's learning.

Based on the findings of Mphale and Mhlauli (2014) in Botswana, a Parents, Educators and Students Associations (PTSA) has been established as a sign of the school stakeholders' commitment towards achieving the school goals for the learners. The objectives of the association just like the case of the School Governing Body (SGB) in South Africa involves promoting positive behaviour amongst learners, monitoring the work of learners and encouraging cost-sharing in learner tuition. Parents thus, can assist learners through assignment, tutoring, supervision of afternoon study periods, coaching sport and motivational talks. Therefore, if parents know that their contribution is recognised, and it is vital for the achievement of their children's academic performance, they would be more than willing to value their children's education because one of the parental aspirations is to see the children succeed in their schooling for better opportunities in their career. Still in relation to making the parents become part of the school, Ogundele *et al.* (2014) suggested that making parents becomes fully involve in the affairs of the school is of huge benefits because once they become fully involved in the school they share the blame for a decline in learners' academic performance. Under these circumstances, parents will work extra hard to avoid such disappointment by showing interest in students' achievement through daily spot checks on their work.

Also, it is very important to share information about learner's performances with their parents. Based on my experiences as a teacher, great efforts were made to ensure that the parents of my learners always got updates on a daily basis about the wellbeing of their children based on my role as a *loco parentis* (Naidu *et al.*, 2017). This is another strong point of intervention as supported by Nyarko, (2011) when he said that educators must make it a habit to discuss with parents over their child's academic performance and general conduct. Through this way, they become more interested to know what transpires on a day to day basis (Nyarko, 2011). Hence, learners that need improvement will be given special attention by their parents as well as the teacher. Jeynes (2017) therefore added that the more informed the parents are, the more likely it is that learners will get support at their homes. When you interact with parents, make sure that they have all the details needed to help their child be successful. Despite various recommendations from authors like Jeynes (2017) which require educators to stay in constant touch with parents, assign homework that requires parent's involvement, the problem of learner underperformance as a result of lack of parental involvement remains unresolved. However, Jeynes (2017) believes that if such practices

are constantly implemented then slowly but steadily the average performance of the class stand a chance to improve.

While emphasizing the role of parents towards learner performance, Amponsah, *et al.* (2018) emphasise that parental involvement is a multidimensional and bidirectional construct that has exhibited clear links with social and academic outcomes for children. This contradicts the traditionally, parental involvement that is understood to mean engaging parents in school-based activities and events related to their child's educational outcome. On that note, Amponsah *et al.* (2018) say that parental involvement includes six categories amongst which include: basic parenting, facilitating learning at home, communicating with the school, volunteering at the school, participating in school decision making and collaborating with the community. To McNeal Jr (2014), the most logical conclusion on parental involvement is that some elements of parent involvement affect some types of achievement for some learners at some point in time. It is also possible that some forms of parent involvement beneficially affect other learner outcomes that might be associated with academic achievement such as educational expectations, absenteeism, and truancy.

Moreover, Wilder (2014) believes that the positive impact of parental involvement on student academic outcomes have not only been recognised by school leadership and educators, but also by policy makers who have interwoven different aspects of parental involvement in new educational initiatives and reforms. Therefore, the impact of parental involvement on learner performance must not be limited to any activity like finance or homework assistance because the strength of the relationship varies based on the type of assessment (Wilder, 2014). This is important as Topor *et al.* (2010) alludes to the fact that learners whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school where parents seem to be more involve in the children education.

3.5.3 Time management as an intervention to address undesirable school practices

For most schools in South Africa, the problem of time management and institutional culture is very significant. According to Razali, Rusiman, Gan, and Arbin (2018) time management is an important aspect of effective school leadership as it may actually affect educators overall performance as well as achievements. On the other hand, Garissom *et al.* (2015) say that time management means those behaviours “that aim at achieving an effective use of time while performing certain goal-directed activities. A meta-analysis of these and several other definitions (Yu, 2013; Claessens, Van Eerde, Rutte, & Roe, 2007) suggest that when time is adequately managed, it stands a chance to impact teaching and learning outcome as well as the elimination of certain undesired behaviours like absenteeism and late coming. In a similar viewpoint, Garissom *et al.* (2015) debunk that “intellectually productive people usually have more things that they would like to do, or need to do, than they have time”. This description applies to the profession of some school principals, who have responsibility for the time-intensive tasks of managing school operations. To Claessens *et al.* (2007) therefore, becoming more productive as a school leader entails finding ways to accomplish more given limited time. Hence, one can use time efficiently and productively by setting short-term and long-term goals, keeping time logs, prioritizing tasks, making to-do lists and scheduling, and organizing one’s workspace (Yu, 2013)

While analysing data collected by Taylor (2008) from principals and educators in his study “What is wrong with South African Schools?” the results proves a high level of teacher absenteeism and late coming, as was reported by principals. Waseka and Simatwa, (2016) complement this statement saying, one of the consequences is that it affects syllabus coverage. Taylor noted further that this problem is particularly widespread mostly in poorest quintiles (1-3) of the system, where most of principals identified it as a problem. A regression analysis reveals that the negative effect associated with teacher absenteeism is large and statistically significant in learning outcome (Taylor, 2008). Going forward, Grissom, *et al.* (2015) say that the connection between time use and performance is that some principals have a greater capacity for investing their time on productive activities. This greater capacity for using time effectively has largely been identified as time management.

Gustafsson (2005) however postulated that if these problems were eliminated then learner performance would improve by nearly 20% in underprivileged schools and by some 15% across

the system. Multivariate regressions for the other countries revealed that for close to half of the countries across the world this is not a significant explanatory variable. Moreover, the significance of the variable in the case of South Africa is substantially higher than any other country worldwide. Gustafsson (2005) thus suggested that because the problem is widespread across both non-urban and urban schools, it is probably not attributable to transport problems and long distances alone. Therefore, there is a need for school management to come up with management plans to do away with the widespread attitude of late coming by educators and principals.

Also, Taylor (2008) explains that in a school which values teaching and learning as the central tasks of the institution, success is an obvious expectation. In this regard the South African School Act 84 of 1996 (RSA, 1996a) is likely to assist in this process, by making it clear that the main purpose of the school is to learn, elevating it above every other priority with which principals are drowned daily. SASA therefore places accountability for learning squarely with the principal, making it mandatory for heads to report annually on the state of learner performance in their schools, to formulate a plan for improving learning and to report progress against the school plan in June of every academic year. Unfortunately, many principals need assistance in operationalizing these regulations (Taylor, 2008). This is another area in which district officials or Area offices could provide support to schools through professional management skills in areas such as institutional culture and time management. Yu (2013) thus acknowledges that most school principals regularly face several challenges derive from the belief that educators lack adequate time to perform their duties. As a remedy to this challenge, Yu (2013) says that a theory of time management for school principals needs to be explored to help educators improve on their effectiveness and efficiency which could be achieved by engaging the principals on the need to allocating more time to instructional leadership activities. It specifically entails aspects such as recording activity at the workplace, analysis, creative thinking, changing habit, scheduling, putting plan into action, and evaluating the actions.

With regards to exploring a theory, Claessens, Van Eerde, Rutte, and Roe (2007) suggest that the increasing prominence of time is reflected in both theoretical and practical journals across the world. Claessens *et al.* (2007) goes further to say that several studies have focused on the ways in which people in organizations manage their time as well as on ways in which these efforts can be improved. As such, the focus of time management down the years has shifted from school

principals alone to a broad audience of stakeholders to which Williams (2011) and Naicker and Mestry (2011) describe as distributive and collective leadership respectively. This is very vital considering the role of a teacher as the instructional leader at the level of the classroom where teaching and learning is impacted. Thus, Naidu *et al.* (2017) as in the principles of the White Paper on Education and Training of 1995 explain that the institution should be aim at creating a culture of accountability involving the employer and the community. Under such competitive conditions, institutions and management are forced to use time effectively by controlling the use of time (Razali, *et al.*, 2018)

3.5.4 Merging of schools as an intervention to address the lack of resources

According to Liu, Zhang, Luo, Rozelle, and Loyalka, (2010), the primary school merger programme in non-urban China has sparked intense debate all over the country. Advocates of the merging of schools believe that the school merger program would help improve educational quality by enhancing equity through providing poorer children with access to schools that are supported with better educational resources, better educators and facilities. Based on these attempts, it is assumed that the government would therefore make education more efficient for those schools by taking advantage of financial prudence of scale thereby allocating more investment to the newly merged schools which will come as part of the package for the merger programme (Liu, *et al.*, 2010). On the contrary, critics of school merger policy warn that this practice could be full of shortcomings because if many primary schools are merge, the number of learners in the schools around urban and city centres would possibly increase hence, more migration of learners could occur (Simelane, 2014). Thus, if there should be a failure on the side of the government or management to increase the number of educators, the size and quality of the teaching facilities, teaching and management in merged schools consequently suffers (Liu, *et al.*, 2010). Subsequently, the idea of merger could become two-fold and should be handle with care.

Similarly, in the context of South African as reported by Raborife (2017) on News 24, in accordance with the Constitution of the Republic of South Africa (Act 108 of 1996), the Minister of Basic Education (Angie Motshekga), explained that provincial departments had already been instructed to close all schools deemed unviable. This is well documented in Section 33 of the South African Schools Act 84 of 1996 which states that it is the responsibility of provincial MEC to inform the school governing body (SGB) of the intention to close that are unviable (RSA, 1996a).

Thus, by implication means that those schools that were underperforming, must ceased to exist. In relation to the motive for closure, Van Vuuuren (2017) in a study conducted in the Western Cape of South Africa found that the closing of some township schools is not limited to financial reasons alone, but also because of the unavailability of motivated educators. Of course, Simelane (2014) explains that all these short falls could be classified under human (teacher related) and material resources (teaching and learning materials).

According to Raborife (2017), this merger and closure of schools, though operational to some extent especially in the Western Cape Province, parents and other community members have resisted the call due to lack of adequate information, thus bringing the process to a halt. In her words Motshekga said "if a school has got five matriculants, you can't provide for them, hence no teacher can teach nine matric subjects and, because by law, we cannot do it without the harmony of communities which has been a big issue (Raborife, 2017:2). That is one of the main causes of these 0% results she said". The implication behind these words as in the case of China as observed by Liu *et al.* (2010) is that when schools are merge more resources would be given to one peculiarly school. Based on the national minimum uniform norms and standards for school infrastructure by the DoE (2006), an attempt to address the long-standing inequalities in schools (which is mostly evident in the teaching and learning environment) requires that schools which falls below the minimum uniform norms are merged with others towards promoting equality. According to the DoE (2006) therefore, the current provision of physical teaching and learning environment as well as the curricula, do not sufficiently and efficiently support the implementation of core sector policies in these schools.

Furthermore, Liu *et al.* (2010) grieved over the concerned that learner's whose schools have been closed down, are most likely to bear the burden of the negative impacts connected with the primary school mergers systems as shown by experience from some developed countries like the USA. If these were true and considering that the families in remote schools are almost if not certainly poorer, with less access to better opportunities that are available in China's economy, it would mean that the merger program which is designed to possibly improve equity and quality might as well be absurdly deteriorating in its effects. Notwithstanding, this was relevant as indicated by Shi (2004) who says by the close of the 1990s almost every township in rural China had a primary school with no alignment between the schools. That is, the schools were reporting at different

levels of enrolment, had different facilities in terms of quality and different qualities of teaching staff. This was thus necessary as Liu *et al.* (2010) reported that some primary schools in townships in one of the provinces in China had less than 10 learners while other primary schools in the same area of the same province had more than 200 learners indicating a waste of resources. Therefore, a merger in this case was a necessity.

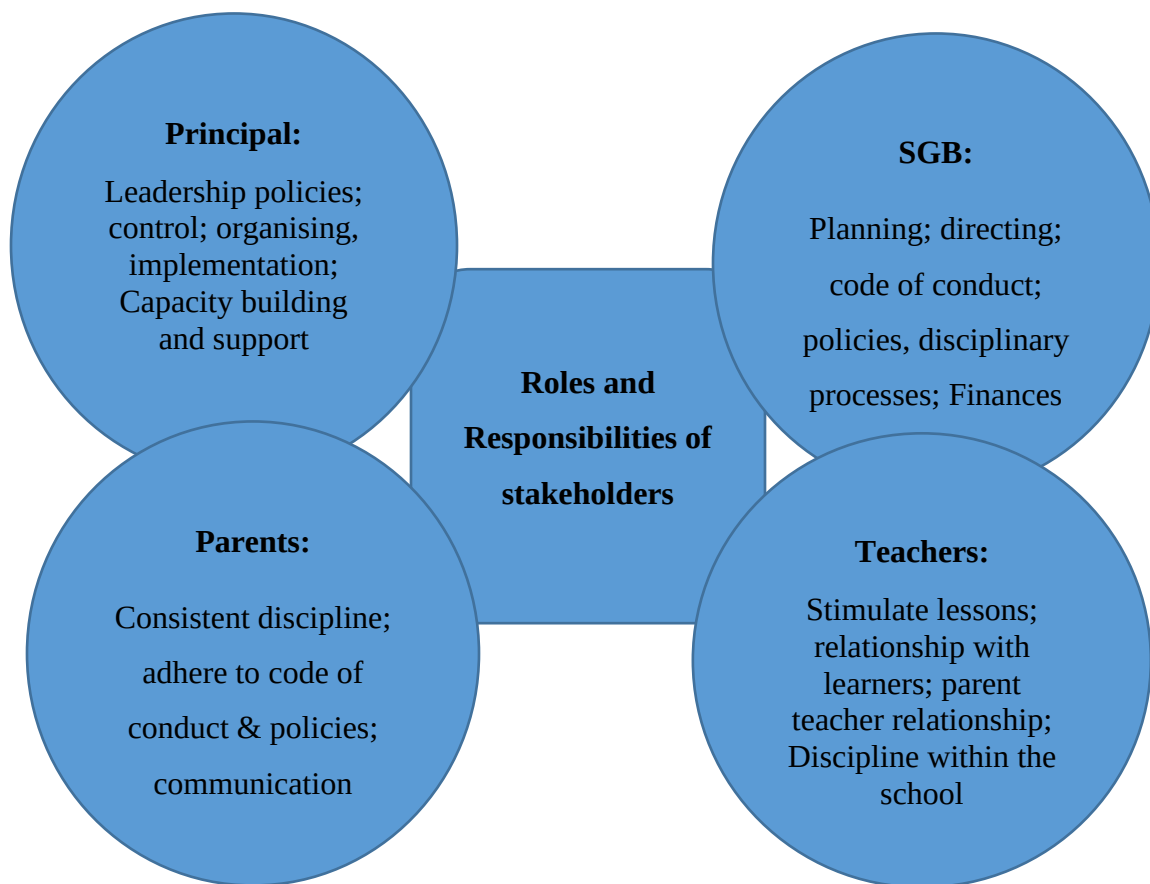
3.5.5 Establishing firm disciplinary practices

Classroom organization to Hannah (2013), can play a very large role in learner discipline. Hannah (2013) says when a student walks into a classroom and sees that there is a large mess on the teacher's desk and items scattered around the floor the student can get the idea that the teacher doesn't pay a lot of attention on details. This does not seem to be a good sign because the establishment of effective discipline practice is an act that involves all school stakeholders including principals, educators, and parents as part of the SGB representing different levels of the management chain. According to Moyo, Noncedo, Khewu, and Bayaga (2014), learner ill-discipline issues in schools has attracted increasing attention across the world. Similarly, but more specifically, Nkosana, Symphorosa, and Jenny (2014) alludes to the fact that learner discipline constitutes a necessary aspect for effective learning in schools of South Africa. Nkosana *et al.* (2014) say that discipline in schools has two important goals: to ensure the safety of staff and learners, and to create an environment conducive to learning and teaching. This is a very crucial factor to be considered, considering how fast the tables have change with regards to discipline whereby learners go to the extent of stabbing and killing their educators. In this regard, the Department of Basic Education (2012), explains that the problem with discipline regarding school's management and learner performance is that some stakeholders often see discipline as the same as punishment. Thus, until such a time that these concepts are well clarified, educators and SMT's will continue to instil fear on the learners to remedy indiscipline. By doing so, learners become less constructive and unable to actualise learning hence, which could result in a possible underperformance. To the DoBE (2012) therefore, the kind of discipline needed under such circumstances should be positive in nature and should focus on the following:

- Correcting and educating
- Promoting responsibility and self-discipline
- Hence, must never undermine or compromise the dignity of the learner nor the teacher

Moyo *et al.* (2014) further state that learner indiscipline often manifests itself in several ways such as vandalism, truancy, smoking in and out of school premises, disobedience, intimidation, and theft. From the understanding of this researcher, for a school to achieve positive results in History, then there is need for some reliance by school leadership in the different roles and responsibilities as stipulated by the institution (See Fig. 3.2).

Figure 3.2: Roles and responsibilities in implementing positive leadership and discipline



(Adapted from DBE, 2012)

Implementing positive leadership and discipline for better learner performance in schools often requires inputs from all stakeholders during planning, organizing, directing and control. As indicated in Figure 3.2, the principal, parents, educators who are all part of the SGB have a vital role to play in implementing positive discipline to nurture the interrelationship between them. The

principal as an ex officio member of the SGB (Naidu *et al.*, 2017), together with the rest of the SGB members, adopt school policies followed by collaboration with parents and educators towards implementation of the policies, which require capacity building and support from the management. It is important to note that at the level of the school, the key management functions of planning, control, organizing and directing under the umbrella of the principal who doubles as the school manager (Chan & Mackenzie, 2009). Parents ensure a consistent and positive disciplinary approach to their children, adhere to code of conduct and policies adopted by the SMT and ensure maximum communication with the school. Also, educators who equally doubled in their role of loco parentis (Naidu *et al.*, 2017) ensure positive relationships with learners and educators, ensure discipline within the school as well as stimulate the lesson. When all these are put in place from a holistic, constructive, inclusive, proactive and participatory point of view, then positive learner performance is equally expected (DoBE, 2012).

Moreover, Suping (2015) emphasises that establishing effective discipline practices in a school environment and the classroom remains vital in ensuring academic success thereby providing a non-violent learning environment where learners could study. Speaking from the point of control, Thorn (2012) avers that for such a peaceful environment to be attained, the following roles must be put in place: gather information that determines the level of performance; compare current performance with pre-established performance to determine the way forward; determine the next action plan to be taken as well as modifications to the existing norms with the intention of meeting the anticipated performance limits. Therefore, the teaching, learning and management of learning outcomes in History which Chan and Mackenzie (2009) says is the ability to measure performance accurately and regulate organisational efficiency and effectiveness, remains vital in school management and leadership. Notwithstanding, the above analysis equally clarifies that for management to succeed in dealing with this challenge, more emphasis has to be placed at the lower levels of management, though not in isolation.

Consequently, the management intervention to the problem of underperformance in History cannot be limited to the above factors alone. In this regard, the United Nations (2011) indicates that though there exist a wide variety of approaches in managing learner underperformance at other levels, there are basically three steps involved in managing the problem of learner underperformance at the micro level of the school linking the teacher, learner and the classroom. These include the need

for the teacher to communicate expectations and performance problems; provide formal opportunities for learners to improve; and acting (See Fig. 3.3).

Figure 3.3. Steps in addressing underperformance at the micro level leadership



(Adapted from UN, 2011)

From Figure 3.3 above, it could be deduced that one of the main responsibilities of a teacher is to communicate expectations and performance problems. By communicating expectations, learners get the opportunity to understand what is expected of them in terms of content as well as every other requirement for quality assessment to take place (See par. 3.3). By providing an opportunity to improve, learners get an opportunity for a second chance. (UN, 2011). This is equally important because learners are sometimes anxious, assailed by psychological problems like tension, worry, panic and nervousness that may influence their performance at a given point in time (Vitasaria, Wahab, Othman, Herawand, & Sinnaduraie, 2010). Therefore, giving learners another chance

allows the teacher to determine exactly the quality and different category of learners under their tutelage. Lastly, by taking action, educators determine the way forward or what must be done to assist a particular learner that is performing poorly. For instance, in the Western Cape of South Africa, Van Vuuren (2017) says that appropriate, multifaceted, developmental support initiatives for newly appointed school leaders is an action plan often taken by leadership at macro level to improve on educators' ability to facilitate effective teaching and learning. In the face of evidence that excessive teaching experience is the most accepted criteria upon which school leaders are appointed, it would seem therefore that no further professional development is required for newly selected school leaders. Subsequently, these steps are only based on the micro leadership level. The following segments deal with other forms of managing underperformance on meso and macro levels.

3.5.6 Classroom rearrangement and participation

Classroom rearrangement and participation is also another factor that could remedy the problem of class size and composition as well as underperformance in History. This actually comes down to optimal classroom management. Rearranging the classroom, according to Hannah (2013), entails changing seating arrangements and posting the rules on the wall so that each learner knows exactly what is expected of them. Changing seating arrangements in the classroom has been debated by a range of scholars (Meeks, Knotts, James, Williams, Vassar & Wren, 2013; Ngware, Ciera¹, Musyoka, & Oketch, 2013; Hannah, 2013; Minchen, 2007) regarding the effect this has on learner outcomes. Minchen (2007), says that while numerous types of seating arrangements are feasible in a classroom setting, the most popular types are: row, herringbone, U-shaped and group. In this respect, Hannah (2013) suggests that although it might work mostly for smaller schools, seating arrangements could be modified by placing the desk in circles (U-shape) around the classroom which could promote debates and other classroom discussions.

A meta-analysis from the identified authors above affirms that there are indeed differences between learners sitting at the front of classrooms and learners sitting elsewhere. Meeks *et al.*, (2013) show that learner performance is not significantly altered by seating type. Minchen (2007) further clarifies that learners tend to sit closer to the front of the classroom depending on the interest level, and if they are not interested, they tend to sit towards the back. In both circumstances

according to this analysis, whether assigned or self-selected, students who sit in front and centre of the classroom are generally more assertive, inventive and self-reliant with higher effect on the course grade when compared to those at the back (Minchen, 2007). Ngware *et al.* (2013) reaffirms using results of a multi-level regression which shows that seating in the front row in a classroom led to higher learning gains of between 5% and 27% compared to seating in other rows that are farther away from the chalkboard. Notwithstanding, Ngware *et al.* (2013) warns that care must be taken to avoid hurting the motivated learners to help the unenthusiastic ones during such classroom rearrangement.

Engaging learners in classroom participation is an important method of teaching and learning that could also improve performance. Educators often complain about learners' passive participation. In this respect, Precourt and Gainor (2019) are of the view that participation is a two-way street. That is, it could be an active engagement process during and/or outside of class and it is organised into five categories namely: planning or preparation, contribution to discussion, group skills, communication skills, and attendance. When learners are conscious that they must make contributions during classroom discussions they are pushed to prepare ahead of time. In contributing in class discussion, they demonstrate meaningful communication skills. Thus, Aziz, Quraishi, and Kazi, (2018) elucidate that classroom participation involves has different forms, like learners' simple questions and explanations as well as small group activities where there is collaboration amongst the participants initiated either by the learner or the teacher. In an evidence-based conclusion therefore, classroom participation makes learners more motivated, supports their learning, improves their communication, promotes higher order thinking skills (Aziz *et al.*, 2018) and performance thereof. This is closely similar to Precourt and Gainor (2019:103) evidence on "how participation leads to better learning" reinforcing the fact that the more learners are encouraged to speak up in class and provide safe and judgment-free environment for them to engage in meaningful discussions, the better they learn and retain course material. In fact, such learners perform up to 25% better on exams than do those with lower participation grades (Precourt & Gainor, 2019).

3.6 DIFFERENCES BETWEEN LEARNER PERFORMANCE IN URBAN AND TOWNSHIP SCHOOLS

According to Bada (2015), the influence of context is often displayed through the relationship between the organisation and its external environment. In the context of a school as an organization the external influence in the form of leadership on teaching and learning often varies from one place to another and between urban and township schools. This explains why Van Vuuren (2017) concludes that South Africa's education system needs an overhaul. By so doing, smaller schools in rural and township areas have to be close not only due to a lack of financial support but also because sufficiently educated and motivated educators are in short supply. With reference to the classroom, Bada (2015) explains that in a constructivist classroom, the focus tends to shift from the teacher to the learners. This could be far from becoming a reality in rural and township areas where teaching and learning resources are in short supply thereby warranting teacher-centred approaches in the teaching situation (Srisakda, *et al.*, 2016). Thus, Bada (2015) further adds that in recent times, the classroom has become a place where learners self-actualise and construct knowledge as against the old traditional practice where the teacher was seen as an expert, transferring knowledge into inactive learners, who wait like empty vessels to be filled. With the constructivist model therefore, learners from all schools in the case of South Africa are urged to be actively involved in their learning (Hlalele, 2012). This is not the case specifically in rural and township classrooms where learners are recipients of knowledge for different reasons such as trying to reach expected curriculum targets. Thus, Spaul (2013) not surprisingly submits that the quality of learners is closely related to their geography.

This culture and practice differ at some point between urban and township schools. For over two years of involvement by this researcher as an assessor of student educators during Work Integrated Learning (WIL), it was observed that some educators in township schools often wrongly contextualise lessons in History and Geography either due to the lack of content knowledge or lack of preparation. Managing such a classroom is apparently easy for the teacher because the learners play the role of mere listeners and cannot contest the teacher's ideas (Jacobs *et al.*, 2011). This practice from a similar exercise proved different in the case of urban schools where learners are often exposed to variety of resources like internet and projectors. Under such circumstances the student educators faced stronger challenges from their learners showing the applicability of the

humanism model which requires learners to obtain knowledge under the guidance of the teacher for positive curriculum outcomes (Khatib & Sarem, 2013). Bada (2015) in confirmation, suggests that the teacher functions more as a facilitator in coaching, mediating, prompting, and helping learners develop and assess their understanding in the process of learning. For this to be conceivable, management at the macro level must ensure that there is equal distribution of all available facilities.

Furthermore, when urban and township schools are focal points, what comes to mind is the discrepancies in resource allocation as well as performance. The non-urban or township schools are often seen as educationally disadvantaged schools, characterised by low socio-economic status which deprive learners of the concrete benefits of schooling (Weir *et al.*, 2015). While affirming this view, Alokun and Arijesuyo (2013) equally mention that there is a perceived comparative inferiority of non-urban schools. This gels in with the observation that there are marked differences between urban and non-urban learners' academic performance. But the truth of the matter is, when instructional leadership addresses critical moments, management ought to institute strategies that influence organisational belief, opinions, and ideas to achieve of the desired outcomes (Naidu *et al.*, 2017). In this regard, the principal holds a leadership position and is expected to produce results even though with the limited resources. However, as indicated by Weir *et al.* (2015), no single factor can better explain the differences in managing learner performance between urban and non-urban schools (See par. 3.5).

Moreover, the over-all perception of differences in school's managerial leadership according to Alokun and Arijesuyo (2013) also extends to several other socially desired outcomes like skill, intelligence, and aspiration. It is thus not surprising that until recent times, there is barely any empirical evidence counteracting these views. Notwithstanding, this concern about potential urban and non-urban differences in educational outcomes and leadership intervention is not limited to one country but is rather a global issue with learners in non-urban or township areas receiving an inferior education when compared to their equals in the urban areas. All in all, for the case of South Africa, the introduction of site based-management (meso level) means that school leaders and the community have been empowered to influence the actions of individuals or groups in the school or direct change that is future-oriented for a positive outcome (Naidu *et al.*, 2017). This explains why schools that achieve the best performance are usually linked with a strong teacher

administration, community partnership through the SGB and school community agreement on educational programmes (Alokan & Arijesuyo 2013).

3.7 THE IMPACT OF INSTRUCTIONAL LEADERSHIP ON HISTORY LEARNER PERFORMANCE IN SCHOOLS

3.7.1 Overview

The context of instructional leadership appears simple and straight forward, but at the same time very complex. This is because being an instructor does not only entail going to the classroom to teach in a formal environment using a formal curriculum but as indicated by Mendels (2012), it is about assuming the role of principal teacher that comes with monitoring of teaching and learning activities, giving feedback to educators and guiding them. These responsibilities are explicated in the personnel administrative measures document (DoBE, 2016b) that depending on the needs of the school (e.g. availability of educators) the principal might be expected to perform classroom responsibilities. In addition, Sijako (2017) suggests that instructional leadership involves prioritising teaching and learning consistently to dominate every other activity of the teacher. According to Kyahurwa (2013) in Cardno and Collett (2003), instructional leadership is one amongst many terms numerously used to describe leadership of a school's core function. This means the main purpose of a school is teaching and learning wherein the principal is at the centre of activities.

According to the Ethical Consumer Research Association (ECRA, 2010), instructional leadership is a significant driver towards improving learner academic performance because the instructional leader is involved in the design and implementation of the curriculum; instructional and assessment practices; current research, and the application of learner achievement data that gives shape to instructional programming. Though synonymous to instructional leadership, the expression curriculum leadership is often used, and in some instances to take the focus outside the terrain of the principal to comprehend the leadership role played by educators themselves in their classrooms (Naidoo & Peterson, 2015). Hence, Naidoo and Peterson (2015) in one of their famous statement says “pick the right school leader and great educators will come and stay. Whereas, pick the wrong

one and, over time, good educators leave, mediocre ones stay, and school gradually (or not so gradually) declines.”

Bush, Joubert, Kiggundu, and Rooyen (2010); Mestry (2017) and Mathibe (2007) commence by saying that all over the world, the poor academic standards or underperformance at school level for all subjects, including History, could be traced to lack of relevant knowledge and skills by the instructor; lack of effective leadership and management in schools. Thus, the crisis of underperformance in History as affirmed by Bush, *et al.* (2010); Mestry, (2017); Mathibe (2007), has been debated severally by many experienced researchers worldwide. Kallaway (2012) specifically noted that the crisis is finally reaching such catastrophic proportions that educationists have to face the real prospect of a “lost generation” that was never imagined. With specific reference to New Zealand, Cardno and Collett (2003) say that instructional leadership is used in its widest sense to mean the leading professional role different from the chief executive officer role previously conferred on principals during the period of educational administration transformation some years ago. A similar study by Mendels (2012) on the effective principal further confirm this view with the postulation that when most people hear of the word principal, what comes to the mind is a top executive.

Equally in South African schools, principals have been regarded as instructional leaders possibly because of their expertise in teaching and learning. In this regard, Van Vuuren (2017) says that it takes a teacher with several years of teaching and one who has acquired a lot of experience to be appointed as a school leader. Notwithstanding, Van Vuuren argues that despite these experiences, a high level of professional training is still needed as school principals often demonstrate a lack of understanding in their jobs which could be detrimental to learner outcomes. To the DoBE (2011a), neither the principals nor their deputies are often understood as instructional leaders. This could be true as the PAM document states that it is the responsibility of DH to work closely with educators, then compile reports regarding teaching and learning in their specific subject area and submitted to the principal as required (DoBE, 2016b). The implication is that the instructional leader would either be the DH or the classroom teacher who is directly involved with teaching and learning. This is highly contestable because the same PAM document explains that the role of the principal is not limited to the allocation and management of educators but, the principal/deputy could be expected to teach based on the needs of the school (DoBE, 2006b).

Nevertheless, though a lot has been documented about the school leader or principal as an instructional leader, it does not make the other school leaders at the different levels of leadership any less because they all have roles to play in facilitating teaching and learning as per the personnel administrative document. The following are the responsibilities outlined.

3.7.2 Departmental head/subject advisor as an instructional leader

According to the Department of Education (DoBE, 2016b) the following are some specific roles and responsibilities of the Departmental Head such as the subject advisor (office-based educator), but are not limited to these:

- Teaching task like engaging in class teaching as per workload of the relevant post level and the needs of the school.
- Extra & curricular activity such as being in charge of a subject, learning area or phase.
- Personnel responsibilities such as advising the principal regarding the division of work among the staff in that department.
- General/administrative such as planning and management of subject work schemes.
- Communicating duties like to collaboration with educators of other schools in developing the department and conducting extra-curricular activities.

Unlike the responsibilities above, Tatana (2014) says that another important function of subject advisors is that they are expected to play the role of subject specialists/experts, based on the policy guidelines on the roles and responsibilities of Education Districts. Being a subject specialist/expert suggests that like the principal, subject advisers equally have a wealth of experience in teaching and learning. In addition, these subject advisors are expected to workshop and keep monitoring the work of the educators, the performance of the learners either directly or indirectly through the school leader. Likewise, and in respect to technology, Chigona (2017) explains that it is the responsibility of subject advisers to be at the forefront of professional development of educators by assisting them to integrate ICT into the classroom. In affirmation to the Department of Basic Education (2016b), subject advisors are office-based educators in a district office who facilitate curriculum implementation, thereby improving on the teaching and learning environment; processes; and performance thereof through timely visits to the schools, consulting with and advising school principals and educators on curriculum matters.

Moreover, this goes to confirm the submission by Williams (2011) and Strauss (2013) that subject advisors need to develop a collaborative approach in working with educators for conducive teaching and learning environment that could reflect the 21st Century agenda of fostering the economic growth of a nation. To Chigona (2017) therefore, though it is expected that newly graduated educators would join the teaching professional adequately prepared for connected classrooms, many in-service educators need to be supported to adopt and integrate digital technologies into their pedagogies. Hence, because the teaching and learning influences learner performance, Tatana (2014) says that in cases where the school is not performing, it is the responsibility of the subject advisors to intervene by recommending measures on how the performance could be improved. Thus, as one of the measures, Chigona (2017) proposes the need for subject advisers to be digitally confident and exhibit expertise on how to integrate digital technologies from a pedagogical perspective.

3.7.3 The principal as an instructional leader

Also, based on PAM document by Department of Basic Education (DoBE, 2016b) the duties and responsibilities of the job as principals are individual and varied from one school to the other, depending on the approaches and needs of the school. They include, but are not limited to the following:

- General/Administrative functions like the implementation of all the educational programmes and curriculum activities;
- Personnel responsibilities such as providing professional leadership within the school;
- Monitoring the academic performance of the school such as annually, at the beginning of the year, preparing a plan setting out how academic performance at the school could be improved;
- Teaching role as a class teacher if required;
- Extra and curricular activity such as serving on recruitment, promotion, advisory and other committees as required;
- Interaction with stakeholders such as school governing body;
- Communication function such as consulting with relevant structures regarding school curricula and curriculum development.

In addition to the above as outlined in the PAM document, Leithwood *et al.* (2015) explain that there are several ways in which principals as school leaders could impact on learners' academic performance. For instance, the fact that the school principal in person must be an instructional leader setting goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating educators regularly to promote student learning, growth as well as performance. Also, Strauss (2013:3) in the study of "school principals and the rhetoric of instructional leadership", says that an effective instructional leader builds a culture of learning, providing resources needed for quality teaching and structuring the classroom environment to stimulate educators and learner's motivation. Like Leithwood *et al.* (2015), Hompashei (2018) is of the opinion that the focus of instructional leadership is on the role of the school principal who should coordinate, control, supervise, and develop curriculum and instruction in the school. In that regard, the South African Department of Basic Education's Action Plan to 2019 envisages school principals who ensure that teaching in the school takes place as expected and in accordance to the national curriculum.

Furthermore, Sijako (2017) holds that school principals are expected to play a pivotal role in enhancing the quality teaching and learning in their schools. Thus, as leaders of schools as organisations where teaching and learning take place, they need to demonstrate specific skills to empower them (principals) to successfully deliver on their responsibilities of enhancing teaching and learning. Consequently, school principals are at the centre of any change that must occur at the meso level of leadership. Hence, Bush and Glover (2016:211) in their review of literature on "school leadership and management in South Africa", discern a rising recognition that instructional leadership might be a proper route to follow for school improvement in South Africa through a positive influence on learner outcomes thereby paying more attention to the core business of teaching and learning and performance thereof. This, according to Bush and Glover (2016), may be conducted through appropriate class visits, and phase and learning area discussions among educators.

Mestry (2017) alludes to the idea that researchers (Naidu *et al.*, 2017; Naidoo & Peterson, 2015) in and around South Africa concur with the certainty that many school principals lack the relevant knowledge and skills to lead their schools effectively and efficiently. This is particularly true as Naidoo and Peterson (2015) affirm that many school principals in South Africa operate without the necessary skills required to act effectively as managers of schools which implies a general lack

of competence by school leaders who should also play the role of instructional leader, depending on the need. Naidoo and Peterson (2015) goes further to say that the core activity in a school environment is the successful implementation of the curriculum, followed by reliable systems of assessment of learners' educational outcomes (See par. 2.4) as well as educators' efficient and effective practice. However, Naidu *et al.* (2017) warns that school management must at all-time be mindful of the existing conceptual pluralism often linked to the school principal and the school environment by the community and politicians in particular which could derail the intended outcomes of the school as an organisation.

Subsequently according to the Department of Basic Education (2016b), the term instructional leadership gives priority to the role of principals in directing schools towards effective teaching and learning, while the concept of transformational leadership emphasises the function of leaders as agents of social change. Therefore, improving learning outcomes depends on two instructional tasks: setting up effective curriculum management systems at the school level (which is the responsibility of the subject adviser and the principal) and improving instruction in classrooms (which is the responsibility of the teacher and the Departmental Head) (DoBE, 2016b).

3.7.4. Classroom teacher as an instructional leader

The duties and responsibilities of the teacher is equally individual and varied, depending on the approaches and needs of the particular school:

- Teaching role such as to take on a leadership role in respect of the subject, learning area or phase, if required;
- Administrative task like secretary to general staff meeting and/or others;
- Interaction with stakeholders like to remain informed of current developments in educational thinking and curriculum development;
- Communication function such as to meet parents and discuss with them the conduct and progress of their children;
- Extra and curricular activities such as to assist the departmental head to identify aspects which require special attention and to assist in addressing them (DoBE, 2016b).

According to Williams (2011), the South African education system has been transformed since 1994 in many aspects, with educators increasingly being expected to contribute towards

transforming schools into more autonomous, professional, and collaborative teaching and learning working environments. For this to occur, it is the responsibility of the department to ensure that teachers are empowered with all the necessary professional skills (DoBE, 2016). Unfortunately, Williams (2011) says that due to unavailability of funding, staff development programmes provided at provincial level as indicated in the PAM document, are irregular and repeatedly take the form of crash courses to familiarise educators with current policies for implementation. Rather more effort in this respect is geared towards school principals while the leadership development needs of the educators remain unaddressed. Barber and Mourshed (2007) therefore suggest that to improve performance, no matter what learner demographic characteristics or prior performance is, it should not stop them from doing different things, and not just doing the same things differently, because these new things require new knowledge and skills, most of which is organised around instructional practice. Consequently, not only those at the top that matters but somewhat a distributive leadership (Naicker & Mestry, 2011) that gives every stakeholder the opportunity to play the role of an instructional leader which seems more relevant for an effective delivery of the curriculum in History and learner performance thereof.

Furthermore, Day *et al.* (2016) explain that though it is acknowledged that measurable learner outcomes of academic progress and achievement are measurable factors in identifying school effectiveness, they are insufficient to describe successful schools. As such, Yusuf and Dada, (2016) say that there is growing interest in the professional development of educators as the demands, expectations, and requirements of teacher education progressively come under scrutiny because whatever the teacher does, influences the whole process of teaching and learning. This is strongly affirmed by West-Burnham, (2010) who postulated that there is a consensus to the view that the quality of leadership is fundamental to the improvement, effectiveness, performance and bringing about change and innovation in the school. Unfortunately, while the notion of distributed leadership can be traced back to the mid-1960s, it has only gained prominence during the last ten years, where leadership has provided for meaningful participation in decision-making processes by educators which could be a reason for learner underperformance (Williams, 2011).

According to Cardo and Collett (2003), educational leadership focuses on the principal purpose of the school. To this researcher, the term educational leadership could equally denote instructional leadership because a good leader is expected to equally have the qualities of a good teacher. This

clarifies the complexity and multi-functional role of the principal. Naidu *et al.* (2017) therefore concur with Van Vueren (2017); Coetzee and Van Niekerk (2017) that a good principal must be a good leader, because a good leader must also possess the qualities of a good instructor in terms of their professional qualities. Based on these views, because the classroom teacher imparts knowledge directly to learners, he/she is the instructional leader. Nonetheless, Sijako (2017) say that instructional leadership entails being well-versed and read in teaching instruction in order to select teaching materials and monitor teaching thereof which is the responsibility of all three levels (macro, meso & micro) of leadership with the principal at the meso level playing the central role.

Therefore, as Hompashei (2018) mentions that studies on instructional leadership provide conflicting evidence regarding principals' understanding of their key role in promoting curriculum delivery in their schools. Notwithstanding, though with a high level of dependence on principals as instructional leaders, Bush (2007) believes that the success of a school depends heavily on what transpires in the classrooms, thus highlighting their roles in classroom managerial leadership. Van der Berg, Taylor, Guastafsson, Spaull, and Armstrong (2011) argue that the school principal, alongside the School Management Team (SMT), have a very challenging role to fulfil. This is because in trying to execute their function, the principal might shift from their roles as instruction leader to purely administrative functions. To Van der Berg *et al.* (2011) consequently, it is not surprising that the majority of principals in South African fail to see the instructional leader role as their main task, but rather feel that it is the responsibility of Subject Heads and Heads of Departments. Consequently, principals tend to underplay their role as instructional leaders.

3.8 SUMMARY

Managing the problem of underperformance in schools over the years has indeed shown to be a crucial task for stakeholders across the world and South Africa in particular. Amongst other things, a lot of emphasis is placed on the responsibilities of the principal, not only as the school leader but also as the instructional leader. Consequently, as elaborated by Bush (2007), it would be reasonable to say both leadership and management (managerial leadership) need to be given equal importance if schools are to operate effectively and efficiently towards achieving their outcomes. This means that school principals have double responsibilities of being a school leader as well as an instructional leader. This cannot be done without the collaboration of the SMT and especially the

educators who are equally instructional leaders at the level of the classroom. It is imperative for learners to be able to perform facilitated through a cordial relationship between school leadership and the community rather than an unrealistic relationship which is toxic to teaching and learning (See Fig. 3.1). Therefore, the patterns of leadership distribution as indicated by DoBE, (2016b), depend on goals and the expertise of those providing leadership.

In the subsequent chapter, a detailed literature on the research design is presented. The research design and methodology inform the entire study, especially the collection of data and analysis.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

After an introduction of the study in Chapter One through a general orientation, the subsequent chapters two and three presented a detailed literature review by focusing on the contextualisation of the nature of History as a subject, how History is taught and learned in relation to learner performance both from the international and South African perspective. This was extended to a review of managerial leadership and how this influence learner performance in the NSC History examination. The inferences made suggest that management leadership could be categorised into three different levels of leadership ranging from macro, involving the Department of Education; meso, involving the school-based management led by the principal and micro level involving the educators who are at the lowest level of the managerial leadership hierarchy.

A qualitative design that is made up of an ethnographic methodology within a qualitative research study was considered as the most appropriate design for this study. The design determines the method that this study used. As such I collected data by means of interviews regarding learner underperformance as measured by shared opinions as well as document analyses. This chapter thus discusses the design and methodology of the study. Specific discussions focus on the research design, site selection, population and sampling techniques, data collection, analysis and presentation of findings, trustworthiness, and ethical considerations.

4.2 RECAP OF THE PROBLEM STATEMENT

Amongst the challenges of underperformance in History faced by school management across South Africa is the dilemma on what percentage passed should be considered as underperforming as well as who and what is responsible for learner underperformance. According to Bayat *et al.* (2014), schools are said to have underperformed if they are unable to obtain at least a 60% pass rate in the NSC examinations. Raw data from the EMIS office of the Department of Basic

Education (DoBE, 2016) shows that for over three years (2015 to 2017), out of the five local municipalities in the Ngaka Modiri Molema District, very few township schools that offer History in the district scored a pass grade of 50%. Many of the schools benefited from the 30% and 40% consideration by the Department (DoBE, 2016). Bayet *et al.* (2014) affirms that underperforming schools are mainly located in township and in the informal settlements.

In the Mahikeng local municipality for instance, which is the setting for the study, statistics show that in the 2017 NSC History examination for schools offering History, 7 out of 13 schools scored a subject average of 48.54% which is below 50%. Similarly, in the Zeerust local municipality for the same 2017 academic year, all History offering schools obtained a subject average of 45.37% equally lower than 50% (DoE, 2018). However, despite this alarming poor performance as seen in the above local municipalities in the 2017 NSC History examination, other local municipalities such as Lichtenburg and Rekopantswe obtained a subject average of 51% and 53.08% respectively, though with a high level of inconsistency in the performance from one local municipality to the other. The leadership strategies which this study seeks to establish, could inspire educators and learners in the teaching and learning of History in township areas and beyond, where a preliminary pilot study suggested that “there is a general dissatisfaction in the study of History because it reminds the people of their painful past.”

4.2.1 Research aims and objectives

The overarching aim of the study is to explore leadership strategies that could address the problem of learner underperformance in History examinations in township secondary schools in the Ngaka Modiri Molema District.

The objectives derived from the primary and secondary questions are designed to:

- To determine how teaching and learning approaches in township secondary schools affect learner performance in History.
- To establish and ascertain the relationship between learners performance in History and school leadership practices in the Ngaka Modiri Molema District township secondary schools.

- To determine how assessment strategies in History exert an impact on learner performance in township secondary schools in the Ngaka Modiri Molema District.
- To ascertain the contextual influences of learner performance in History in the Ngaka Modiri Molema District township secondary schools.

4.3 RESEARCH DESIGN AND METHODOLOGY

A research design is an organisation of data collection such that the data collected supports unambiguous conclusions about the problem studied (Coe, Waring, Hedges, & Arthur, 2017). According to Astalin (2013), a research design in a qualitative study describes, either explicitly or implicitly, the motives of the research, my role as the researcher, the stages of research, as well as the method of data analysis. Astalin (2013) further holds that it is the most flexible amongst the different experimental techniques, as it encompasses a variety of accepted methods and structures. The qualitative mode of enquiry that is interactive in nature is adopted in an ethnographical design. According to Maree (2014), the aim of ethnography is to establish assumptions that all human behaviour is intentional, and observable all designed to understand the reasoning behind people's actions. For purpose of this study therefore, I spent considerable time at the study site through an active interaction and involvement with participants in the data collection process, so as to describe the nature and culture of teaching and learning of History. The essence was to enquire into participants' lived experiences.

Also, qualitative methods of data collection (interview) began with individual interviews, focus group interview and meta-analysis of documents as complementary strategies that engaged with the depth of learner underperformance in History examinations in township secondary schools. The methodology was chosen considering the purpose of the study, the information needed and available resources. Duma, (2014) argues that by obtaining rich data from the identified methods above, it creates opportunities like cross validating findings, procedures and theories. Also, and in line with the nature of the study, using these methods offered avenues to address the diverse groups appropriately (Creswell, 2008).

4.3.1 Qualitative research Design

Qualitative research is an all-inclusive method of investigation that involves innovation (Williams, 2007). Thus, it often occurs in a natural setting that enabled me to develop a level of detail from

high involvement in the actual experiences in an unfolding model comprising of a social phenomenon under investigation (Williams, 2007). From another point of view, Creswell (2007) and Marshall and Rossman (2011) allude to the notion that qualitative research is a situated activity that locates the observer in the world by making it visible through a wide variety of instruments such as representation, field notes, interviews, recordings and memos. These instruments were fully utilised when and where necessary to obtain a better understanding of under-performance in History in the area demarcated for this study because of the following reasons:

Firstly, representations refer to the sample size that was involved in the study, considering that the entire population was researched. Field notes complemented the actual recordings in the study. When respondents faltered in the interview, the field notes complemented these gaps. Also, important is the fact that during the interview process, some participants were less motivated to share information and the interview process was impeded. Therefore, field notes were used as a remedy under such circumstances.

Secondly, interviews during the second phase of data collection process ranged from one-on-one to group interviews. The interviews took the form of an open conversations with the responses of the participants captured by means of audio recording and also complemented by the making of field notes. The purpose of this approach was that during interviews participants got the wording articulated hence, the field notes focused on these moments to give a more versatile version of their experiences. Finally, memos such as policy documents, previously compiled test score for the sample class (Grade 12) as well as other relevant management documents were analysed to verify various themes and categories with the aim of capturing solid views on the performance of learners in History within the setting outlined.

4.3.2 Population and site of the study

According to Creswell (2007), in locating the site of the study, it is important and crucial for me to identify individuals who are accessible and willing to provide information and who are capable of shedding light on specific phenomenon or issues under study. In identifying the site, I kept in mind that multiple measurements of the same phenomenon may lead to different results, thus, a critical step was ensuring that the best estimate of the actual quantity was measured (Pruzan, 2016). To avoid discrepancies, the most prominent was reaching the point of data saturation. Data

saturation in research refers to the moment when no new information emerges in the analysis process (Faulkner & Trotter, 2017). This was reached when any further collection of data yielded similar emerging themes, categories as well as conclusions.

In this regard, the Ngaka Modiri Molema District of the North West Province is divided into five segments called local municipalities. For the purpose of this study a sample of respondents were drawn from two of these local municipalities namely Mahikeng and Rekopantswe (See par. 1.7.3) through a non-probability purposive sampling. Etikan, Musa, and Alkassim, (2016) say that purposive sampling entails the deliberate choice of a researcher due to the qualities the participant possesses. Similarly, Maree (2014) says that in purposive sampling participants are selected because of some defining character that makes them the holders of the data needed for a study. Through purposive sampling therefore, the local municipalities were selected based on preliminary analysis of previous matric results (Etikan, *et al.*, 2016)⁷ guided by the subject advisors of the district.

In addition, the various sites were further selected in conjunction with considerations such as the location, the availability of schools who offer History, and learner performance as per the National Senior Certificate (NSC) History examination for the last three years. Moreover, this was equally guided by Creswell's (2007) view that the first step in research must identify individuals who are accessible and willing to provide information. As such, the selected schools (performing and underperforming) as indicated earlier, were not a representation of the target schools but rather based on the availability of History offering schools. In this regard, the schools at the time of data collection offered History. However, because of ethical concerns, no school was associated with either variables (performing and underperforming). It is also important to note that these sites served poor communities with a range of problems including inaccessibility, inadequate infrastructure, overcrowding, unfilled educator post with significant impact on learner achievement (Bush *et al.* 2010).

⁷ North West Province Municipal boundaries, (2016). Note must be taken that there exists a new demarcation in the NMMD. However, the study was based on the previous demarcation indicated above because for two of the three years period (2017 & 2018) that is considered in this study, matric results were still released under the old demarcation.

4.3.3 Participant selection

Participant selection in research involves selecting a portion of the population for a study (Maree, 2014). A non-probability purposive sampling was applied in the selection of participants (See par. 4.4). According to Creswell (2007), individuals and sites were selected because they can purposefully inform an understanding of the research problem and central phenomenon of the study. This explains why learners particularly those in Grade 12 who are above 18 years were involved in the study to obtain first-hand information. Participants should have studied History for at least three years of the senior and FET band. The rationale was based on Loius' *et al.* (2010) idea that in order to determine whether a school is performing or not, learners ought to have been assessed for at least three academic years to show consistency in either underperformance or performance. The rest of the other participants (provincial subject coordinator, district subject advisor, principals, DHs and educators) were selected specifically because they could illuminate the phenomenon under study.

To Maree (2014), purposive sampling of participants is vital to the success of the focus group interview. Thus, in selecting participants for the focus group interview, I ensured that only group members representing the target population were selected, keeping in mind other factors like homogeneity, gender, socio-economic status, income level, first language and demography. Through purposive sampling, three schools in the Mahikeng local municipality catchment area were selected (performing and underperforming), while Rekopantswe equally provided two schools, also comprising of performing and underperforming. Van de Grift and Houtveen (2006) in their study on underperformance in primary schools demonstrate that underperforming schools were characterised by weaker educational processes and school organisation, inappropriate use of school budget and frequent teacher mobility.

In light of the selection process, the target population was initially divided into sub-population of N1 (macro level); N2 (meso level) and N3 (micro level) respectively called strata (Cochran, 1977). Cochran (1977) explains that though some variables such as age, gender, race and level of education are suitable for stratification, the stratum to which a unit belongs can only be verified after data has been collected. The formula is represented as follows:

$$N_1 + N_2 + N_3 = N$$

Where:

N_1 = Sub-population one (In this case encompasses Provincial & district level);

N_2 = Sub-population two (School management e.g. Principals, educators and DHs);

N_3 =Sub-population three (Learners);

N = Target Population size;

There are very few schools offering History in the district, and I was aware of the dangers of reducing the population size as indicated by Nayak (2010) who warns that a small population size may not be sufficient to uncover a difference(s) between the participants, yielding incorrect results.

Sub population	Target Population	Estimated sample size
Macro Level (N_1)	History Subject coordinator	1
	History Subject Advisers	1
Meso level (N_2)	Principals	2
	DHs	2
Micro Level (N_3)	Educators	4
	Learners	20
TOTAL	N/A	30

Table 4.1: An illustration of the population and estimated sample size of the study

A further breakdown in the population of the study for purpose of clarity took the following structure and is portrayed in Table 4.2:

VARIABLES	PERFORMING SCHOOLS	UNDERPERFORMING SCHOOLS	TOTAL
Number of schools	2	3	5
No of subject coordinators	N/A	N/A	1
Subject advisors	N/A	N/A	1
Number of principals	1	1	2
Number of DHs	1	1	2
Number of educators	2	2	4
Number of learners	10	10	20
School type	Public	Public	N/A
Nature of involvement	Interview	Interview	N/A

Table 4.2. The population and sample of the study

The above tables were developed in conjunction with Bastick and Matalon (2007) suggestion that when planning almost any form of research like this one, it is good to make a table of your research design (different from writing in words) to show exactly who and what is involved. In this study therefore, a total of purposively selected thirty (n=30) participants from five schools (performing and underperforming) took part in the study through interviews (See Table 4.2 below).

4.4 DATA TYPES AND COLLECTION STRATEGIES

Data collection involves different techniques of assembling information from a sample. According to Creswell (2009) data collection steps include setting the boundaries for the study, collecting information through individual and focus group interviews, document and visual materials, survey by means of questionnaires as well as establishing the protocols for recording information. Data collection was conceptualised as a series of interrelated activities aimed at gathering information to answer emerging questions (Creswell, 2007). In this study, I considered a qualitative approach

by employing multiple phases of data collection beyond conducting interviews and meta-analysis of documents from participants to validate their claims.

4.4.1 Types of data used

Both primary and secondary data sources were used.

4.4.1.1 Primary data

According to Blaike (2003) primary data are generated by a researcher who is responsible for the design of the study. They are often characterised by several sources obtained as a result of direct contact between me and the source. Therefore, with primary data, I am in control of the production and analysis of findings as well as assessing the quality of data. In this study, I generated primary data through the following procedures: the topic of interest in relation to the study area was chosen, a write up of the research proposal approved for the study. Finally, the data collection instruments that included interviews and meta-analysis of documents were structured to obtain first-hand data.

4.4.1.2 Secondary data

Blake (2003) describes secondary data as those which has already been collected by someone else, either for some general information purpose such as government census or another specific research project. In this study, secondary data was used to enhance an understanding of the existing problem by means of literature review as well as comparing and contrasting findings from the literature and the empirical study. Secondary data helped me to clarify what is new, what has already been researched on (secondary data) and the gaps. In line with the above view, Blaike (2003) observes that secondary information offers quick and inexpensive answers to many questions and marks the point of departure for primary studies.

The sequence of data collection activities and techniques is tabled below.

Planned sequence	Planned activities and techniques to be used
1 st	Conduct in-depth individual interviews
2 nd	Conduct focus group interviews
3 rd	Follow up interviews
4 th	Meta-analysis of documents

Table 4.3 Multi-method data collection plan

(Adapted from Maree,2014)

N.B. Data was collected in this sequence with the assumption that besides using a purposive design, the in-depth interview would inform and paved the way towards the entire data collection process. This gave me the opportunity to do an early synthesis of the findings between the interactive individuals and those in the in-depth interviews through cross examination in what made up the field notes which complemented the interviews.

4.4.2 Data collection strategies

Qualitative data is subjective in nature. This was attained by means of open-ended interviews using open-ended questions, which took the form of a conversations with the intention to explore the participants' idea, views, beliefs and attitude towards the phenomenon under study (Fassinger & Morrow, 2013). Collecting data in this way, participants were allowed to share information using their most convenient language. Hence, because I am not a native of the study area, he was accompanied during field work by colleague(s) from the university who acted as an interpreter. For purpose of this study, the main qualitative data collection instrument were interviews (individual and focus group) and a meta-analysis of documents.

According to Abrams *et al.* (2013) contemporary qualitative methods, particularly those that focus on the interpretive research paradigm like this one, are well-placed within an ethnographic investigation to understand the differences between world views on learner performance in schools. Hence such a research can do more to portray the richness and complexity of the cultural diversity in the country. A study conducted by Creswell and Clark (2008) illustrated that

ethnography clarifies the beliefs that people can express themselves and share their understanding and opinions over certain situations. This is particularly important for a study of this nature which involves persons from different backgrounds and beliefs. As such, an inclusive, participatory philosophy in data collection was therefore instrumental in the study. It is equally important to note that though ethnographical principles were followed in this study, the time spent at the sites was considerably less than that of traditional ethnographic research recommendations (Jonsen & Jehn, 2009).

4.4.2.1 Interviews and processes

For all the interviews conducted, the interviewee introduced the study, explaining the intent, risk, potential benefits, and finally asked participants to sign the consent forms to take part in the study. Other aspects considered during the study were signs of outspokenness, sociability, interest and respect throughout the investigation (Fassinger & Morrow, 2013).

4.4.2.1.1 In-depth interviews

In-depth interviewing is an important qualitative research process involving intensive individual interviews with a small number of respondents to explore their perspectives about a specific idea, programme, or situation (Boyce & Neale, 2006). Also, in-depth interviews are purposeful interactions in which an investigator learns what another person knows about a topic (Milena, Dainora, & Alin, 2008), to rediscover or record what that person has experienced, what they think and feel about it and what meanings they attach to such knowledge (Coe *et al.* 2017). In this study, interviews were on a one-on-one basis using the form of a conversation, as experiences, feelings, opinion and perceptions were shared (Milena *et al.* 2008). This required preparation, purposeful conduct, chronology and attentive listening during data collection (Boyce & Neale, 2006). These interviews were conducted with purposively selected participants from the various categories (One Subject coordinator, one Subject adviser, two principals, 2 DHs and 4 educators) as indicated in Table 4.1 and 4.2 respectively.

4.4.2.1.2 Focus group discussion

Focus group discussion here after referred to as FGD is a procedure where a researcher gathers a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions and attitudes of the participants through a moderated interaction (Oyumba, Wilson, Derrick & Mukherjee, 2017). Thus, Coe *et al.* (2017) indicate also that FGD is often used synonymously to mean an organised discussion with a selected group of representatives to gain collective views about a research topic as opposed to statistical sources. As such deciding on the size and composition of FGDs takes various strategies. While referring to other texts, Coe *et al.* (2017) explains that most scholars in the field of research methodology speak of a range from 4 to 12 participants. Coe *et al.* acknowledges that other studies (Cousin, 2009; Hopkins, 2007) use as few as two participants for FGDs with the rationale that small groups still follow typical group development and can be analysed in the same way as large focus groups.

In this current study, I used a sample that is neither too small nor too large (See Table 4.2). Thus, focus group interviews were a dialogue (Coe *et al.*, 2017) with twenty (n=20) purposively selected participants comprising Grade 12 learners in groups of five. These groups came from performing and underperforming schools (See Table 4.2), taking into consideration the social, economic, and political environment of the learners. This is important as Oyumba *et al.* (2017) affirms that most people derive their notions, mental constructions and interpretations from their immediate environment and develop these from experiential knowledge. Notwithstanding, it is important to note that focus group interviews have both strength and weaknesses.

4.4.2.1.2.1 Strength of focus group

The strength of the focus group discussions as identified by Nyumba *et al.* (2017) guided me in the process prior to and during data collection. Some of the identified strengths of focus group interview include the following:

- It enabled me to discover the collective perspective, the synthesis and validation of ideas and concepts.
- The involvement of a diverse group of people from different economic, and socio-political background.

- Enhanced access to potentially large number of participants.
- Participants talk about certain sensitive issues/topics in a way they would not do in an individual interview. They gain strength from the energy of a group setting.

4.4.2.1.2.2 Weakness of focus group

Similarly, Nyumba *et al.* (2017) also identify some weaknesses of a focus group interview.

- Group interviews lack confidentiality since other participants know who said what and why.
- Another real challenges of focus group interviews, is that it can be difficult to assemble. Usually, getting the right sample to answer the research questions is not easy because some participants maybe discourage others from participating for instance those that are not very articulate or confident, have communication challenges or special needs.
- FGDs produce conflict resulting in problems in managing group interaction.
- FGDs can be poorly conducted if moderators are not highly skilled and trained.
- FGDs can sometimes produce complex verbal and nonverbal responses from participants, thereby making analysis and interpretation a challenging task.

Considering the degree of which these weaknesses could be damaging to the collected data and its processes, and knowledgeable of the fact that privacy of focus group interview for instance cannot be 100% guaranteed, I ensured that prior to and during discussions participants signed consent forms (See Appendix C) in which they agreed to maintain privacy of the conversation as well as respect the views of other participants.

4.4.2.2 Interview questions as a qualitative tool

With regards research questions, Agee, (2009) and Coe *et al.* (2017) explain that it is not uncommon for researchers to begin the interview process with one set of questions and end up describing different set of findings which have a tenuous connectivity with the main research question. Thus, the broadly framed question is the basis for original and emerging sub-questions which allows a researcher to capture the key objective of the study in just one question (Agee, 2009). To ensure such consistency, I listened attentively to the participants as they told their story to ensure that only relevant follow up questions related to the original were asked in what is known

as probing. Probing, according to Maree, (2014), involves the use of specific words or additional interviewing procedures by a researcher or an interviewer to elucidate or to seek embellishment of a person's response to a particular survey question. This is equally important in a study of this nature and especially for the qualitative phase because what happens in the field during interviews might influence the focus of the research as well as the way in which it is ultimately presented.

4.4.2.3 Meta-analysis of documents

Document analysis or meta-analysis of documents is a systematic procedure for reviewing or evaluating relevant documents, whether in a printed or electronic (computer-based and Internet-transmitted) version (Bowen, 2009). Bowen, (2009) goes further to say that document analysis entails part of a qualitative research in which documents are interpreted by me, thereby given voice and meaning around the research topic. By using meta-analysis of documents in addition to interview as part of the qualitative data gathering strategy, I then sought convergence and corroboration through different data sources and methods. Meta-analysis was equally used in this study as a means of triangulation of the different qualitative methodologies under similar phenomenon (Jonsen, & Jehn, 2009). Moreover, by triangulating data, credibility and corroboration was ensured in the convergence of evidence thereby reducing the impact of potential bias that could exist in a single study. To Jonsen and Jehn (2009) therefore, the validity of inquiry findings is certainly enhanced when two or more methods that have offsetting biases are used to assess a given phenomenon, and the results converge or corroborate and do not contradict.

Documents used for systematic review as part of the study took a variety of forms such as attendance registers, minutes of meetings; school monthly/annual report; event programmes, newspapers, teacher's portfolios. Unlike textual data where codes were used to synthesise some analytical points, the meta-analysis utilised relevant documents like the learner attainment improvement plan, History learner performance spreadsheet for the respective local municipalities in the district involved (See par. 1.7.3), the annual teaching plan and educators portfolio. This systematic process comprised the following: highlighting relevant areas relating to specific research questions, by means of labelling and allocation of codes as well as grouping into categories. According to O'Leary (2017), there are three primary types of documents all of which were used in this study namely:

- Public Records which is an official, ongoing record of an organization's activities such as student transcripts, annual reports, policy manuals, student handbooks, and syllabus obtained from the school leaders.
- Personal Documents which comprise first-person accounts of an individual's actions, experiences, and beliefs such as school calendars, scrapbooks, duty logs, incident reports, and portfolio obtained from educators.
- Physical Evidence made up of objects found within the study such as flyers, posters, agendas, handbooks, and training materials.

4.4.3.1 Advantages of document analysis

According to Bowen, (2009); Jonsen, and Jehn, (2009); and O'Leary (2017), there are many advantages of using document analysis in a study, justifying why I chose the approach in this study:

Meta-analysis of documents is an efficient and effective way of gathering data because documents are manageable and practical resource. Thus, documents are commonplace and come in different forms, making the data very accessible and reliable;

Obtaining and analysing documents is often far more cost and time efficient than conducting own research or experiments;

Also, documents are stable, "non-reactive" data sources, meaning that they can be read and reviewed multiple times and remain unchanged by my influence or research process. All available documents were read and reread severally to ensure convergence in the data;

Document analysis can be used in many different fields of research, as either a primary method of data collection or as a compliment to other methods. For purpose of this study, it complemented the other methods;

Documents provide supplementary research data, making document analysis a useful and beneficial method for most research. This validated data, hence reducing the level of bias in the study;

Documents provide background information and broad coverage of data and are therefore helpful in contextualising one's research within its field. This was particularly useful during the contextualisation phase of the literature study;

Lastly, useful documents contain data that could not be observed as well as provide details that participants have forgotten. Making use of this data collection approach ensured that the research is critical and comprehensive.

4.4.2.3.2 The disadvantages of document analysis

The disadvantages of using document analysis according to Yilmaz, (2013); Bowen, (2009); Jonsen, and Jehn (2009); and O'Leary (2017), are potential concerns. Firstly, documents are not created with data research agendas, thus require some investigative skills. Considering my level of involvement in several other research studies within the faculty, this was an important limitation that had to be addressed critically. Also, a document cannot perfectly provide all of the necessary information required to answer specific research questions. Some documents may only provide a small amount of useful data or sometimes none. Sometimes there are gaps or scarcity of documents, leading to more searching or reliance on additional documents than planned. Thus, other methods like individual and focus group interview were used to overcome these limitations. In recent years, there has been an increase in the number of research reports and journal articles that mention document analysis as part of the methodology (Bowen, 2009). However, what has been rather glaring is the absence of sufficient detail in the reviewed literature regarding the procedure followed and the outcomes of document analysis. Biased selectivity is equally another critical weakness in collecting data through document reviews. This often occurs when documents are incompletely collected. In an organisational context, the available documents are likely to be aligned with corporate policies and procedures and with the agenda of the organisation's principals. Overcoming this shortcoming required me to cross-validate data from document review and interviews.

To overcome these shortcomings, every available data through documents was collected from multiple sources at the different levels, (macro, meso & micro) and was analysed independently before the identification of common themes and categories for integration.

4.5 DATA ANALYSIS AND INTERPRETATION

Data analysis to Blaike (2003) is a stage in a research study whereby after data has been collected or generated, it creates the opportunity to see whether and to what extent the research questions

are answered. In some cases, if not all, the testing of a theoretical hypothesis is seen as an intermediary step. According to McMillian and Schumacher (2010) there is no one *right* way by which data can be analysed in a study. In this regard, both deductive and inductive reasoning was implemented for this study through ATLAS.ti version 8.4. and thematic analyses approach. Deductive reasoning was applicable with the original data based on existing literature, while inductive reasoning allowed new concepts, themes, and ideas to emerge (Bowen, 2009). Bowen (2009) mentions that thematic analysis is a form of pattern recognition within the data, with emerging themes becoming the categories for analysis by carefully reading, re-reading and review of the data which in this case was the supporting documents. Thus, in doing this using ATLAS.ti version 8.4, I took a closer look at the selected data and performed coding and category construction, based on the data's characteristics, to uncover themes pertinent to a phenomenon.

Also, with the empirical study that was particularly made up of interviews, data analysis adopted an idiographic process that starts with an iterative and detailed examination from one transcript to another. I read and re-read the transcript to become familiar with the contents or accounts. The data set was then loaded into the ATLAS.ti software for the actual analysis process. This was followed by allocation of codes and quotations, detecting associations and links or relationships that would constitute preliminary interpretations. The initial notes were then transformed into emerging categories and themes. I ultimately drew a coherent order of themes the discussion phase. Other qualitative variables such as age, preferred language, level of experience, highest qualification and gender of participants assisted in the analysis process so as to determine the frequency distribution. Through these approaches I was able to identify multiple realities potentially present in the data. Realities of a data are complete aspects that cannot be understood in isolation from their context (Maree, 2014). This explains why there was need for triangulating the data.

Moreover, specific concepts were used such as Learners' grade and the time that each learner from a History offering school spent in studying History (independent variable). After the data collection process therefore, findings would be analyse separately and later classified during the presentation phase under the identified variables to answer specific research objectives in what Babbie (2010) describes as the association of variables. Following this approach, I determined how the independent variables influence the dependent variables (Horner, Carr, Halle, McGee, Odom,

& Worley, 2005) and vice versa. Kalof *et al.* (2008) sums up that the importance of dependent and independent variables is that they guided me to pursue their studies with extreme inquisitiveness, hence drive the research process smoothly.

4.6 PRESENTATION OF FINDINGS

According to Coe *et al.* (2017), during the research process, it can be very easy for me to lose sight of the research project findings and how the thesis should be presented. Thus, engaging with the idea of writing at the planning phase was important. In view of the above, the entire thesis was broken down into Six Chapters namely: Chapter One which is the general orientation of the study; Chapters Two and Three which are the literature review chapters, comprising research theories, conceptualisation and contextualisation of the research problem; Chapter Four is research design and methods; Chapter Five is analysis, presentation and discussions of findings; and lastly Chapter Six which is the summary of chapters, limitations of the study, recommendations and final conclusions. Coe *et al.* (2017) conclude that a proper research helps the research to articulate and develop ideas considered the most productive.

During the presentation phase, the data from interviews (individual and focus group) and meta-analysis of documents were integrated in the interpretation phase for purpose of corroboration under common themes and categories, guided by the research objectives of the study. It is important to note that quite often according to Coe *et al.* (2017), researchers present findings from focus groups as though it was a mere conversation. As such, reporting interviews and especially focus groups for this study depicted a dialogue indicating interaction between participants upon each other to fully represent what occurred during the interview. Integration is the way by which data are intersected (Creswell, 2013). As such, when they are brought together, it is called integration, which might occur in one of the four ways including: merging of data, building from one database to another, explaining one database to the other or embedding the data within a larger framework.

4.7 TRUSTWORTHINESS

According to Marshall and Rossman (2011), for trustworthiness to be attained in a research, a set of procedures could be used such as; prolonged engagement which requires a researcher to be in

the setting for a long period of time; member checking which urges researchers to share data and interpretations with respondents; triangulation by gathering data from multiple sources and peer debriefing which requires the discussion of emergent findings with critical friends to ensure that the analysis are grounded in the data. Amongst these four procedures mentioned in Marshall and Rossman (2011), Maree (2010) argues that the more engaged the researcher is with the situation being observed, the higher the risk that he would become more subjective and will let his own biases get the better of him. However, being too distant can also impact negatively on the relationship that you need to build with the participants. To achieve these standards of trustworthiness for the different forms of data in the study, I emphasised the importance of three main principles, namely member checking, credibility and the use of multiple sources of data through triangulation.

4.7.1 Consent and clearance

A consent form was developed for the respondents to sign before taking part in the study. In addition, all respondents were informed and constantly reminded about the purpose of the research. They were equally informed of their right to withdraw at any time in the process of the research if they did not feel satisfied. Clearance was obtained from the Research Ethics Committee of the North-West University as well as permission from the Department of Basic Education to conduct the research. This idea is supported by James and Busher (2009) who indicated that the consent of participants should be free of coercion and bribery, hence where a vulnerable group of people are involved such as children, informed consent was managed through a proxy. Fortunately, all the learners that took part in the study are above the age of 18 and therefore took part in the study upon their consent only.

To Coe *et al.* (2017), ethical consideration in a research is particularly important because of the need to gain voluntary consent of all participants in the research. To achieve this, participants were provided with adequate information about the nature of the study, how it was used and reported and any potential harm. An analysis of the nature of the study proved that the research is a low risk research as characterise by the following:

- Face-to-face surveys by means of validated interview schedules.
- Documented data or analyses with identifiable human participants.
- Simple questionnaire or instrument development.

- Simple bio-physical research with humans.
- Bio-physical research with no drugs involved.
- Bio-physical research not involving human tissues.
- Research involving retrospective medicine usage and other clinical data.
- Health system research using structured survey forms.
- Interventions based on professional, scientific base protocols.
- Document/artefact analyses without identifiable human participants.
- Research budget under R250 000 but higher than R100 000.

The above was arrived at during a formal ethical review committee process, as it is a requirement by the institution and the Faculty/school under which the study is conducted for all due processes to be made before I could make contacts with the research sites and or the participants (See Appendix E: Ethics approval letter).

Similarly, as much it was my responsibility to make sure that participants are protected, they themselves must not be hurt. Thus, all data collection processes were done only within the school environment. According to James and Busher (2009) researchers can themselves be at risk from unethical practice by other participants whether intentional or unintentional. Therefore, I made sure that learner participants (though above 18) were severely watch, during and after the interview by constantly calling them to order in accordance with the terms and conditions of the research.

4.7.1 Member checking

By member checking with the interviews and meta-analysis of document, findings were shared with a sample of participants, especially those not more than 15km away from my study environment. Appropriate time was given to purposively selected educators and principals to validate the data collected through individual and focus group interview after which they made their comments regarding their acceptance of the analyse data or rejection. This was done with all three forms of data collected.

4.7.2 Credibility

According to Hammarberg, Kirkman, and de Lacey (2016), credibility is the criterion for evaluating the true value or internal validity of qualitative studies. Thus, a qualitative study of this

nature is credible when its results from all data collection processes, is presented with adequate descriptions of context, are recognizable to people who share the experience and those who care for or treat them. Though very similar to member checking as part of trustworthiness, credibility of the interview and document reviews data was attained by means of corroboration of findings for common themes and categories.

4.7.3 Triangulation

By triangulation I collected data sequentially using interviews and documentation analysis (Hammarberg, *et al.*, 2016), which will help to ensure authenticity by merging the different forms of data under similar themes and categories. This is equally confirmed by Maree (2014) when he said that triangulation is a traditional strategy for improving the validity and reliability of a research or evaluating the findings. However, though use intensively in a quantitative study, triangulation can equally ensure trustworthiness in a qualitative research of this nature.

4.8 ETHICAL CONSIDERATIONS

4.8.1 Ethics

Bogdan and Biklen (2003) conceptualise ethics in research as “principles of right and wrong that a particular group accepts at a particular time”. This implies that an emergent design requires ethical principles to be considered throughout all phases of planning, data collection and analysis. In a remark made by Hesse-Biber (2010), she says that ethics is a critical element that runs through the research process, yet it is often a missing component in discussions of research practices as researchers ignore or do not fully address the problem of ethics in social research. As part of research ethics, researchers need to make their respondents aware that the data they provide for instance in an investigation, may be used in a second study and that in some cases they may be re-contacted for follow up interviews where necessary. To this effect Hesse-Biber (2010) suggested that the following questions could be considered before embarking on the research project:

- What moral principles guide a research?
- How do ethical issues enter the selection of a research problem?
- How do ethical issues affect how you conduct your research-the design of the study, sampling procedure, data collection instruments to name but a few?

- What responsibilities do you have towards your research participants? For example, inform consent to participate in the project and matters of identity of participants. These questions and more are addressed in the subsequent paragraphs.

Still regarding ethical considerations, Marshall and Rossman (2011) argue that ethical considerations are more than just ensuring informed consent and protecting participant's anonymity. It also entails anticipating challenges. In this regard, I ensured that I remained emotionally firm and continuously evaluated his own behaviour. The respondents were respected based on their different cultural values and were not exposed to any form of risk. However, Creswell and Clark (2008) lament that while most researchers focus on the protection of human participants, the transformative emancipatory researcher takes a step further to raise additional ethical issues relating to design choices which have alternative approaches. As such, demographic variations ranging from colour, gender, age, qualification and location were considered throughout the study.

Another important aspect about ethics is that as a researcher, it is important to have some prior knowledge about the research site and the participants. For instance, Coe *et al.* (2017) holds that early contacts could be made through emails, phone calls, or formal letter. In this study, the above approaches had no role because as I made use of the advantage of his status to gain access and make contacts easily during some of his visits for work purposes such as to teach, monitor exams on behalf of the Department of Education as well as monitor student educators during their Work Integration Learning practice. Moreover, similar studies have been conducted in the area to which I acted as a research assistant by performing the following tasks: data collection through individual and focus group interviews, compilation of literature and data transcription.

Furthermore, Drost (2011) of the opinion that ethics is one kind of harm that could arise from damage to people's reputation because they are reported as doing things that are at odds with their declared principles. To avoid such circumstances in this study, data collected was used only for the purpose of this study and was not shared with anyone that is not part of this study. More specifically this data was shared only with the promoters, the statisticians and the language editor.

4.8.2 Gaining access

Gaining access into a research site remains one of the critical aspects of conducting a study and involves several steps. These steps included compiling a research proposal presented to a higher degrees committee symposium. This was followed by the application of ethical clearance from the university indicating the level of risk involved in the study which in this case is low risk because the study does not involve any form of human or animal blood samples. After clearance to carry on with the study, a letter of permission was obtained from the Area Education Office on the condition that the act of teaching and learning was not obstructed. The final stage involved going to all the identified schools and serving the principals with a copy of the letter of permission to conduct the research as well as made appoint on the most suitable days to meet with respondents without interfering with teaching and learning of the school.

4.8.3 Privacy

With regards to privacy, there are two major point of focus which include privacy in terms of the place (site) and privacy of information. To Coe *et al.* (2017), privacy depends on an individual and the degree to which it can change over time. In the case of funds for example, some institutions may choose to keep it private if it is internal whereas when the funds come from a sponsor or through public funds, there is often no trace of privacy. This is equally the case in a research study of this nature. Because this study is internally sponsored by the University, and not by a financial institution, the right to privacy of information and identity of participants was limited within the university.

Moreover, throughout the study I bore in mind that because certain principles are often open for interpretation and can conflict in their implication, he took decisions in circumstances involving considerable uncertainty by making the best judgement where necessary.

4.9 SUMMARY

Apart from identifying the research problem in a particular study, knowing the right methods and approaches to go about the study in collecting data equally remains a relevant but challenging process. It is on this note that I adequately reviewed all the relevant designs and methods involve in the study which adopted an ethnographic approach inside a qualitative framework of data

collection with interviews and meta-analysis of document as the main tools. This was followed by a detailed review of the data collection strategy that comprised of both primary and secondary data, taking into consideration the ethical principles such as consent and clearance, gaining access and the issue of privacy which were all applicable in this study.

In the subsequent chapter, the empirical findings were analysed and presented in the form of tables, figures and narrations.

CHAPTER FIVE

DATA ANALYSIS, INTERPRETATION, SYNTHESIS AND PRESENTATION OF FINDINGS

5.1 INTRODUCTION

The preceding chapter elaborated on the research design and methodology that comprised the research strategies and instruments used in the data collection process. Data was collected from five different schools in the Ngaka Modiri Molema district involving learners, educators, Departmental Heads (DHs), principals as well as subject advisors at the district level and subject coordinators at the provincial level. This chapter deals with data analysis processes using ATLAS.ti version 8.4 followed by an interpretation and discussion of results from the different categories of participants identified above. This was followed by the presentation of results from the empirical investigation based on the main themes and categories. The approach used was designed to produce data that derive strategies to enhance History learner performance. The study investigated the causes of learner underperformance in History, followed by the anticipated strategies to enhance learner performance. Thus, the chapter is organised according to the main categories and codes that emerged from the investigation (See Table 5.1).

5.2. DATA ANALYSIS AND INTERPRETATION OF FINDINGS

According to Jacelon and O'Dell (2005), the successful interpretation of data rests on the ability of the researcher to identify patterns and consistencies in the findings. During the data analysis process, themes derived from the objectives of the study as well as categories and codes were created (See Table 5.1). With the coding process, each transcript from all 14 interviews ranging from macro to micro levels were coded separately to establish a clear understanding of the different views shared by participants regarding the subject. Thus, I was able to differentiate between which participants said what, in relation to specific questions. After the coding, I arrived at 480 codes and over 665 quotations across all transcripts.

Differentiating the views of participants, led to the analysis process entering a second phase which was the merging of codes. At this phase, similar codes containing quotations from the participants

across all levels were merged to arrive at new generalised codes which then made up the categories. The purpose was to reduce the number of codes, as well as generate new themes which constituted the categories. This stage was followed by opening of networks that were presented using different shapes e.g. orthogonal tree, indicating the constituents contained in every theme. These networks and shapes containing different categories and codes were presented using different colours to differentiate between the various themes as well as identify those categories that appear in more than one theme. Finally, a report was generated which facilitated the data analysis, interpretation and presentation process was done systematically from one theme to another, taking into consideration the various categories and codes.

5.3 PRESENTATION AND SYNTHESIS OF FINDINGS FROM INTERVIEWS

The findings are presented and discussed within the context of deriving strategies to enhance learner performance in History. The study used ATLAS.ti version 8.4 to generate a clear understanding of the diverse factors influencing learner performance in township settings as well as the proposed strategies thereof. The following keys were used throughout the analysis process: Five schools were involved in the study and were numbered 1-5. The teacher component (Teacher 1-5 represented by T1-T5); Principals represented by P1-P2, Subject advisor represented by S. Ad., Subject coordinator represented by SC and the learner component represented by L1 to L5 for school 1-5. It is important to mention the fact that though learners were involved in focus group interviews, I decided to label them separately as per school (i.e., L1S1 for learner one in school one, etc.) because in most cases, the learners from various schools had a common concern and plight. Other important aspects worth mentioning as applied in the discussion process include Par. for paragraph and Fig. for figure.

The findings respond to every research question as indicated in the most relevant quotation from various category. Because some categories appear under more than one theme, quotations from such categories were presented just once to avoid repetition. Similarly, though verbatim statements were maintained in the presentation process, phrases with repeated words were excluded to avoid clumsiness. This was to ensure that the language remains the same as used by the respondents and its implication for teaching and learning as well as the quality of examination results thereof. Equally important, different colours were used in presenting the figures representing all four themes.

The purpose behind that was simply to indicate that the categories and codes as indicated in Table 5.1 appears under multiple themes where applicable. Below in Table 5.1 is the results based on the research themes, categories, and codes.

Table 5.1: An overview of the empirical findings

Themes	Categories	Codes
Theme One: Influence of teaching and learning on learner performance	Meaning & Purpose of History.	Science of past unique events; Philosophy about the past; Vehicle of social cohesion; Skill development in History.
	Classroom Context.	Overcrowded classrooms; Teaching & learning strategies; Self-discipline; Language of instruction.
	Perception & Attitude towards History	Easy to pass; Lack of passion; Seen as a dumping ground; Use to top up APS.
	Human & Learning resources	LTSM related issues; (Textbooks, projectors classroom); Teacher's quality (unqualified, unavailable).
	Teacher related issues	Blame shifting; Lack of commitment; Place of settlement for teacher.
	Workload & Time management	Administrative responsibilities; Training/workshop; Insufficient teachers.
	Support & Collaboration	Moral & financial support with: Subject Adviser (PSF, IQMS); Neighbouring schools; WhatsApp group chat; SMT.
	Levels of Accountability & Processes	Monitoring of ATP at: • school, • district, • provincial, and • national levels.

Theme Two: Leadership practice as a determinant of learner performance	Leadership Aspiration	Eliminate streaming system; Make History compulsory; Self-discipline of stakeholders.
	Leadership Responsibilities	Regular school visits; Organise workshops (PSF/TDC) & circuit meetings; Curriculum management; Select teachers for camp.
	Leadership Challenges	Progress learners; Diverse role for teachers; Blame shifting; Unavailability of qualified teachers.
	Parental Involvement & Support	Financial; & Moral support.
	Relationship Building & Challenges	Learner-teacher relationship; Teacher-teacher relationship; Teacher-management; Teacher-parent relationship; Focus on quantity than quality.
	Human & Learning resources	LTSM related issues; (Textbooks, projectors classroom); Teacher's quality (unqualified, unavailable).
	Support (Internal & external) Collaboration	Moral & financial support with: Subject Adviser (PSF, IQMS); Neighbouring schools; WhatsApp group chat; SMT.
	Levels of Accountability & processes	Monitoring of ATP within: school, district, provincial, and national levels.
Theme three: Assessment as determinant of learner performance	Assessment Requirement	Must be continuous; Instant feedback; Must be standardised; Cognitive levels; Moderation of scripts.
	Forms of Assessment (Formal & informal)	Classwork; Homework; Examination.

	Pass rate target and Stakeholders attitude	Progress learners; Internal & external target; Spirit of competition; Skills development.
	Classroom Context	Overcrowded classrooms; Teaching & learning strategies; Self-discipline; Language of instruction.
	Levels of Accountability and Processes	Monitoring of ATP within: school, district, provincial & national levels.
	Attitude towards History	Easy to pass; Seen as a dumping ground; Used to top up APS.
Theme four: Contextual factors influencing learner underperformance	Public Disturbance	Learning environment; Social ills (alcoholism & drugs); Mode of transport; Community protest.
	Socio-economic factors	Destitute learners; Unequal resources; Parental involvement and support.
	Language of instruction/ Communication	Command of the language; Communication skills of teachers; Poor implementation of the language policy; Use of English in teaching.
	Political interference	Influence of policy; Progress learners; Quantity has replaced quality.
	Human & Material resources	LTSM related issues; (Textbooks, projectors classroom); Teacher's quality (unqualified, unavailable).
	Relationship Building & Challenges	Learner-teacher relationship; Teacher-teacher relationship;

		Teacher-management; Teacher-parent relationship. Desire of quantity than quality.

The Table above gives a detailed view of how the data was classified according to the different themes, categories and codes. The orange colour represents the four sub themes or objectives while the light grey colour represents the categories and codes respectively. The main theme, which covers the strategies for enhancing learner performance in History, emerges from analysing and discussing the various categories and themes.

5.4 MAIN THEME: LEADERSHIP STRATEGIES TO ENHANCE HISTORY LEARNER PERFORMANCE

In response to the core issue of the study, the main question was asked as follows: “*What leadership strategies could be used to enhance History learner performance?*” The empirical findings from the study as obtained based on all the categories was guided by the four research themes (See Figure 5.1). These different categories were presented using an organic layout from ATLAS. ti version 8.4 which is based on the force-directed layout paradigm. While presenting these categories, they were considered to be physical objects with mutual repulsive forces similar to protons and electrons. The main question therefore acted as a strong force to the various categories (See Figure 5.1), thus bringing out the meaning of the study in what could be the possible leadership strategies.

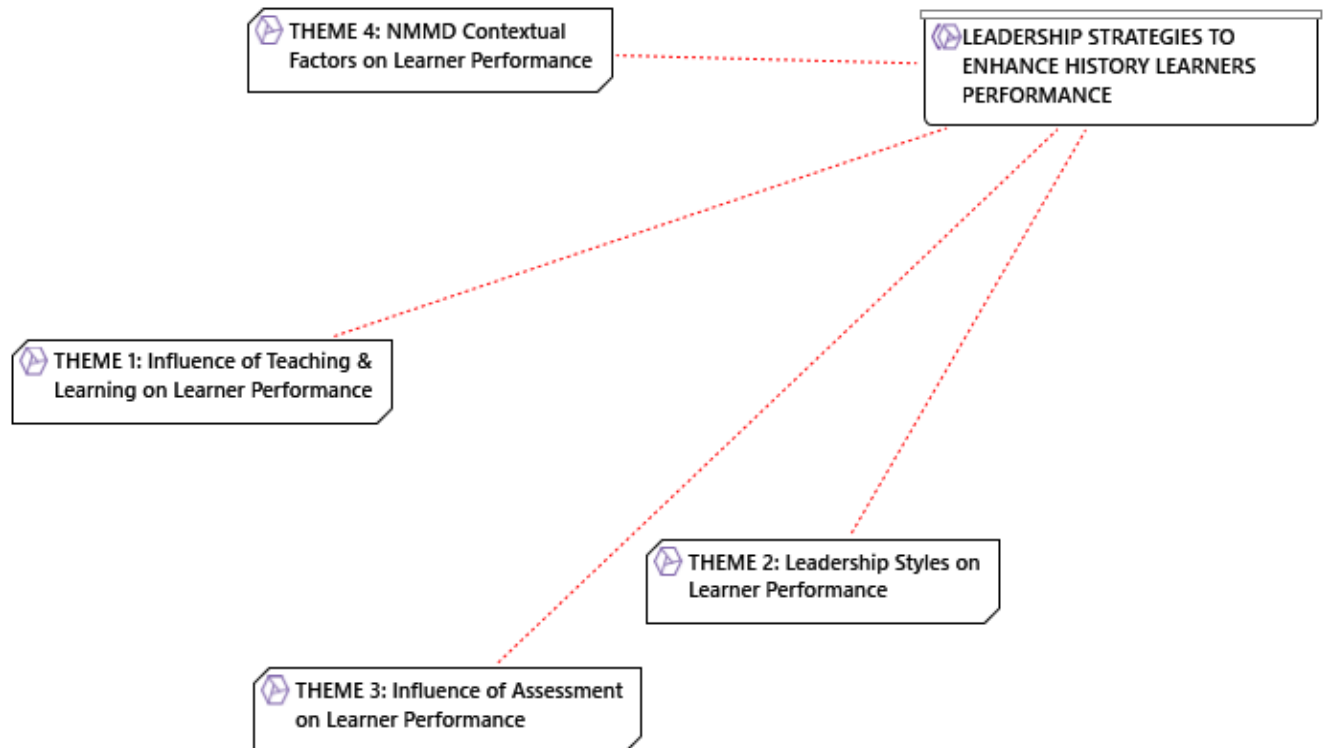


Figure 5.1: Summary of enhancing strategies as represented by four main themes

The anticipated strategies of the study were derived from the four identified themes (See Fig. 5.1) and the associated categories (See Table 5.1).

5.5 THEME ONE: THE INFLUENCE OF TEACHING AND LEARNING ON HISTORY LEARNER PERFORMANCE

The main question of this theme was “*How does the teaching and learning of History influence learner performance?*” During the data analysis process related to this theme, various categories were created based on the sub questions that were asked (See Appendix D). These categories as indicated above (See second column, Table 5.1) were further represented on an orthogonal tree by means of networking, using ATLAS. version 8.4. The intention was to ensure that there is a consistent flow of ideas and chronology during the data presentation phase. Moreover, this was meant to unravel the different strategies by which teaching, and learning could be delivered to influence learner performance in History. The different categories addressed in this theme are presented as follows in Figure 5.2:

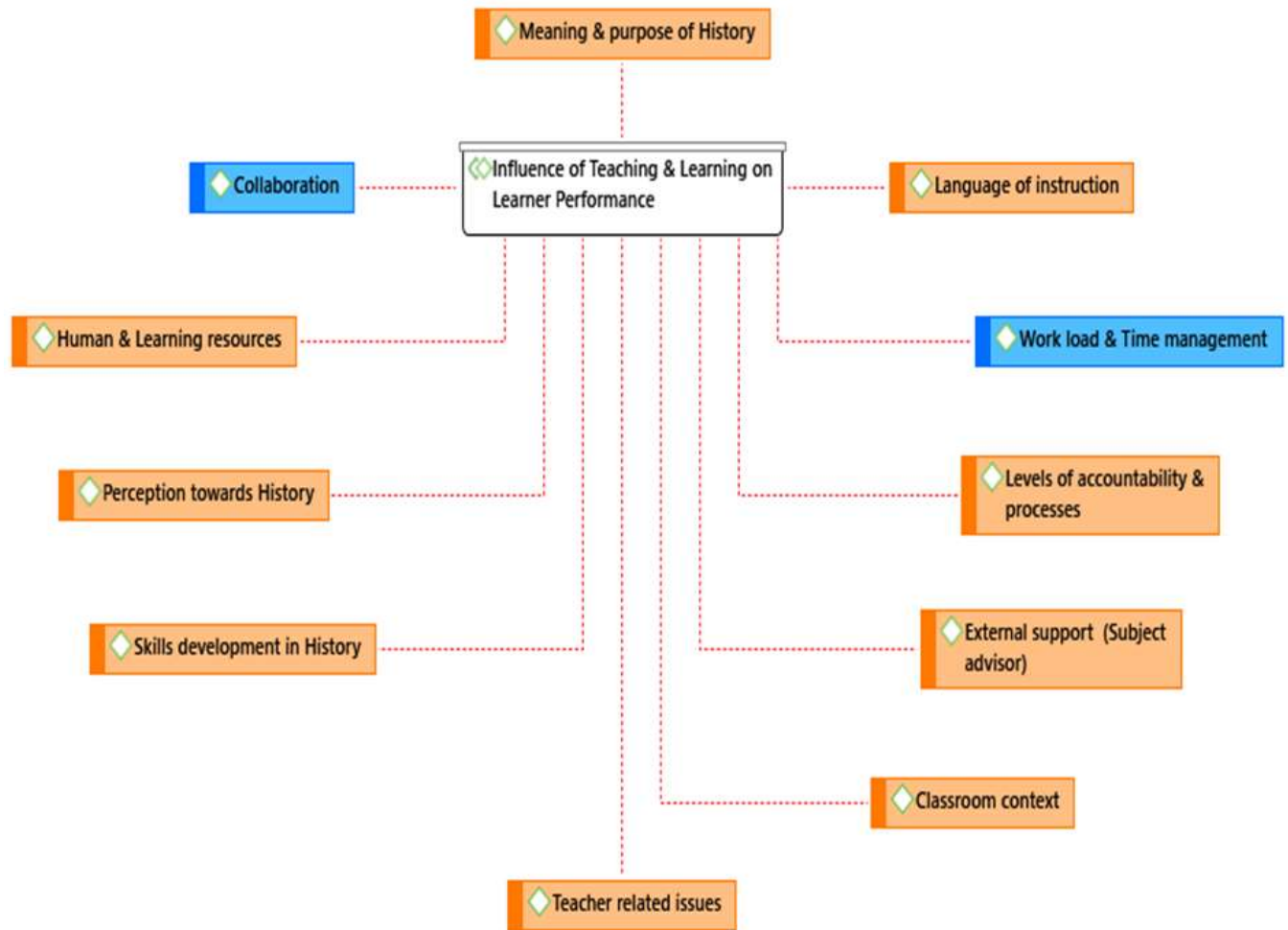


Figure 5.2: The influence of teaching and learning on learner performance

From the structure above, theme one which deals with the teaching and learning of History also share common categories with at least one other theme which includes collaboration, workload and time management (See par. 5.3 for reasons of the use of different colours). Thus, bringing out the relevance of networking in a study of this nature. The quotations obtained per different categories were analysed and presented as follows:

5.5.1 The meaning and purpose of History

The purpose of this category was to find out to what extent the participants understood the concept of History as well as the dynamics involved in the teaching and learning of History. Based on the findings gathered through the interviews, History are seen by the respondents as a philosophy or science of past and unique events or a vehicle of social cohesion. Thus, History was understood as

a philosophy because it involves attitudes, a science because it entails past and unique events and moreover, it is unique because it contains exceptional information that could be used in the reconstruction of the present and future societies or communities. During one-on-one interview with a participant, she said:

To me History is a Science neh and it's a Science of events that happened in the past and based on that you can say the past which will be building or a steppingstone on the future. To some people once they hear the word Science, they start thinking but I don't see any mathematical equation why do they call it science? It is a Science because it requires skills. Of course, to have the skills to analyse whatever, you need critical thinking which is a science (T1).

To another participant,

History entails eh past unique events that happened, not only ordinary events but events that shaped and teach us about the past to enable us to avoid certain mistakes of the past (SC).

Drawing from this statement, one can establish that this perception is different from the most commonly known meaning of History as “*the study of the past, present and future events*” (T4). This is closely indistinguishable from Grussendorff, and Booyse, (2014) elucidation that History is the study of change and development in society over time as it enables us to understand how past human action affects the present and influences the future.

With regards the purpose of studying History, participants specifically related their study of History to the purposes of gaining skills as educators or lawyers as well as the fact that History could be used as a vehicle for social cohesion. While expressing the depth of their knowledge about History, participants were able to relate the meaning of History to the purpose of studying the subject. Of course, this brings out the relevance that besides enhancing learner performance, the teaching and learning of History exposes learners to various skills as identified above. From a focus group interview in one of the schools, a learner suggested:

Eh I think it is important that we should learn History because as human beings we have our own cultures, we have our own beliefs, so we must also think of what

happened back then and take it as a lesson from there as we know that eh History is very important in our lives. Some things we did not even see them happening but through writing and through keeping records it promotes the future of the country (L3S1).

Therefore, besides issues on teaching and learning History as well as learner performance, History could become instrumental in ensuring living together in harmony by accepting every individual based on their personhood and not their background or skin colour.

5.5.2 Teaching and learning in the History classroom context

Also, amongst the various responsibilities of a teacher in a classroom, is to ensure that their classroom is well organised and ready for teaching and learning to take place. The question relating to this category was particularly for learners and educators who are directly involved in the teaching and learning process. The main question is “*How is History taught and learned in your school*”? This was followed by other sub-questions probing into the context of History teaching and learning (See Appendix D).

Being a classroom teacher requires not just the completion of the ATP, but also requires successful teaching techniques and classroom management strategies in dealing with certain challenges like overcrowded classrooms. It has over the years been a common call for concern about schools in and around township areas to be suffering from the problem of over crowdedness (Bush *et al.*, 2010; Marais, 2016). Overcrowded classrooms do not only negatively influence teaching and learning but could equally negatively influence the performance of learners particularly in public schools. During one-on-one interviews, participants spoke extensively while expressing their dissatisfaction over overcrowded classrooms:

At times it frustrates you because you're having a class that is full to the brim and you cannot take full responsibility because we have three classes in Grade 12. The 12A's are merging with 12 B, so it will be full you cannot ... and there are no classrooms. So, you cannot have time to work with those ...the only time is when you do have extra classes. Yes Grade 11 also, I do also have 135 and then Grade 10 there are two classes, where I am having 68 (sixty-eight) and the other one is having 58 (fifty-eight) it is eish and fatigue (T1).

Another familiar but pertinent problem experienced within the classroom context is the language of instruction. Bush *et al.* (2010) identified language as one of five main challenges affecting learner performance while Olanipekun and Aina (2014) recommended remedial action for learner performance to be improved, adding that the teaching and learning of English language must also be improved. Thus, the problem of language has long been identified and associated with learner performance though with little or no effort towards addressing the conundrum efficiently. Interestingly from the interviews, the issue of language remains one of the major crises facing the Department of Education as schools within or closer to townships are significantly affected by this challenge. During one-on-one interviews educators and a principal alike shared a common perception:

I can say that (laughter) ... our learner's neh? The main problem of these learners they don't have the... what can I say? They don't have the command of English. If maybe our educators can teach these learners in English. There's this thing that we call code-switching. But most of our teachers they code-switch even 80% or 70% is Setswana and 30% is English then it is a problem which is disadvantaging the learners ah ah when the learner is supposed to write something it's going to be a serious problem (P1).

This opinion could be considered true as participants at the macro level of management attest that results from previous academic year suggest that the learners are struggling in terms of reading in the LoLT. This remains a significant challenge as the ones mostly affected are those who are inarticulate, because others who have some acceptable command of the language do perform much better (S. Ad). While expressing a concern, one of the learner participants in a focus group interview said, “Sir they are saying they prefer if you speak in English and it's a problem too for me (L3S3)”. This is followed by another complementing phrase by yet another learner who said, “As much as I as an individual understands from time to time, I feel like it would be better for the majority of the class if they could be taught in another language different from English or maybe just simple English (L4S4)”.

Furthermore, during the interview sessions, participants identified the teaching and learning approach in History as what is tremendously contributing to learner underperformance. Besides delivering content, having a strong PKC of a subject would entail adequate preparation before

getting into class which according to T4, serves as *“a starting point to motivate the learner because the learners are being motivated by the way knowledge is impacted on them”* (T4). Equally, while demonstrating her teaching approach during one-on-one interview, participant T1 explains:

So, what I do is I prepare first and then I talk to them in a friendly manner not just like maybe channelling them, but I want them to engage and then I put it in a nice way then through a good communication skills. OK with learners they are not the same that is they are not on the same level when I mark. So, I take note of some challenges that I come across and once I come across a learner who has perform well, I do the same by taking note of the learner. So, when I go to class, I experience a challenge on this question I would say to them most of you answered it in this manner but there are two or three learners who have done this right. So I call their names and then I ask them how you did it and then they feel free to talk about it with you and then those who did not make it, I take those three or four learners and I divide these learners in small groups so that they can be able to assist the others (T1).

The above extract depicts the role and importance of the constructivist learning theory in a study of this nature where learners are expected to construct knowledge by means of active involvement of the entire team. A step deeper into the problem of teaching and learning from a comparative point of view according to S. Ad was: *“You won’t see a white teacher in the camps, like spring camps or autumn camps. But you will see black teachers there with uncompleted ATP and I am expected to go back to those topic whereas we are here to revise what has been done so that it must be assessed (S. Ad).* Thus, SC further adds *“This is what am often concerned about. You don’t teach you say ahh they are going to a camp they will take care of those people there.”* The camps mention above is referring to school camps organise by the Department of Education and mostly attended by the grade 12 learners when preparing for their final matric examination. Thus, the issue of discipline and work ethics for both educators and learners in executing their responsibilities becomes a major challenge contributing to underperformance.

5.5.3 Stakeholders’ perceptions and attitudes towards History

The perceptions and attitudes of stakeholders towards History as a learning subject is also another relevant area in addressing the role played by teaching and learning of History on learner performance. During the interview sessions with participants it was verified that History is one

subject that is seen as easy to pass, a dumping ground for poorly performing learners in other subject areas, a means to top up the admission point score (APS)⁸ in order to gain admission into higher education institutions of learning as well as the lack of passion in doing History.

According to the identified codes above it is clear that the attitudes of stakeholders contribute to History learner underperformance in different forms. In one of the focus group interviews with learners it was said: *“History is a very simple subject” (L2S2)*. Though the learner lamented in dissatisfaction saying, *“My current level is level four, I don’t pass it very well; I don’t know why, but I want to do more” (L2S2)*. A similar contribution by another participant says; *“Now currently, what is happening in most schools with few exceptions is, History is treated as a dumping ground. Those learners who are underperforming in Maths, Physics and others they are going for History (S. Ad). Going forward, and still regarding the attitude of stakeholders towards History, another outstanding issue raised by the learner is their perception of History as a means to top up the admission point score (APS). During focus group interview in one of the schools a participant alludes to the idea saying:*

I think History is going to help me with the admission point score (APS) because you know from where I stand, I cannot obtain Level 7 in Geography. Since Geography is the only subject besides History it will help me with the APS course for me to reach the career I wanna take so I think that is the main reason for me (L1S2)

Under such circumstances and in acknowledgement of the lack of passion to study History, the question raised from a stakeholders’ perspectives is, what could be done to enable learners to become more engaged rather than having a passive attitude towards studying History. In a one-on-one interview with a teacher participant, she in fact alluded to the idea that they (learners) do not have the passion, interest, and above all, the effort, resulting from the fact that they did not plan to do History and therefore many of them are underperforming (T3). This is true as one of the learners (L1S1) indicates that she was previously doing Science and later moved to History, but still failed to obtain the kind of result she anticipated. An analysis of this statement indeed confirms

⁸ Admission point score (APS): For most institutions in SA, learners are assessed according to their APS. That is, the matric marks are assessed according to the specific course requirements at the institution. The percentages of the top six matric subjects are then converted with a point system.

participant perceptions that History is an easy subject to pass. What makes the difference in this instance is on how determined to pass the learner is. Similarly, though with a difference in terms of the momentum, one of the highly motivated learner participants said:

For me I think it's the fact that I was doing Physics last year so this year I started the year with the mentality that I have to put in twice the effort because am doing History for the first time and am not familiar with a lot of stuff in History so I have to put in like twice the effort that the other learners put in so yeah that's it (L4S4).

It could be deduced from the above statement therefore, that it is most likely a common trend of movement for learners from a science-oriented background to social science and specifically History with the notion that History is an easy subject that one can pass without any real effort.

5.5.4 Human and learning resources

The teaching and learning resources as part of the processes that contributes to the enhancement of learner performance is made up of both human resources in terms of personnel and learning resources in terms of learning and teaching support materials (LTSM). The human and learning resources in this context is attributed to factors such as the availability and the actual use of these material resources such as textbooks, money and classrooms to accommodate learners as well as the availability and functionality of human resources in the form of personnel.

To begin with, the issue of teaching and learning resources has forever been a call for concern to stakeholders especially at public schools. Interestingly in this study, different occurrences in the use or need of resources were brought to the attention of this researcher. That is, while in some instances participants complained of insufficient material resources, others expressed a high level of satisfaction, whereas to some others, it is a matter of poor management of the available resources. Generally, the situation in areas nearer to townships (rural areas) shows a total disparity of what is happening in township schools, and even more when compared to those in urban areas either due to the lack of, the unavailability of or the mismanagement of the available resources.

In a focus group interview, a participant revealed saying: “*Sometimes we can spend about half a year without textbooks and they will be saying they are waiting for the department to send the books, but it takes time for them to arrive (L2S1)*”. This however proved to be contradicting as another participant from the macro level of management indicates that “besides the unavailability

of textbooks, the problem which most of these township schools are facing is mismanagement of the resources as some of the learners never return the books (S. Ad). This participant in an exclusive interview reiterated saying:

They tend to distribute equally, however, as you know even though on paper it's supposed to be equal but we have observed that in the urban areas there are more resources than in the rural areas for a number of reasons one, for example the schools the rural schools are not well managed. For example, the receiver of textbooks is terrible in the rural areas than in the urban areas where books will be bought but come next year most of the books are not returned by the learners (S. Ad.).

In support of the above quotation which unfortunately contradicts the perception of participants at the micro level, a participant from the macro level of management mentioned that “*in terms of resources they are distributed evenly fair, with the exception of the fact that for fee paying schools, extra allocation of resources by parents through the SGB is made available to augment what the school already has. Unfortunately for most schools in and around townships areas, they will stick to one particular resource which could jeopardise the quality of teaching and learning in History (SC)*”. Thus, Garcia and Cohen (2011) acknowledges that there is a high possibility for the lack of access to resources being the primary motive behind learner underperformance.

With regards to human resources, History faces one of its biggest challenges throughout the entire nation and particularly in townships and areas closer to townships in the form of the unavailability of History educators and the lack of pedagogical content knowledge of the available staffs. Of course, this clearly reflects the danger learners encounter as the classroom where learning and teaching should take place has been transformed to a training ground for educators in most schools in and around township areas. In corroboration of the findings, Jacob (2007) says that management often respond to certain challenges of teacher shortage by hiring educators with no certificate nor experience which is detrimental to learner performance outcome. This dissatisfaction is of course supported by a participant when he says:

“The issue is we have a serious challenge across the subjects as most of them (History teachers) did ordinary BA or BSc whereas the subjects need to be desired in terms of the discipline as a teacher. For example, how to discipline, how to mark

on time, they are not well equipped, well trained and in the right frame of mind to be involved in the classroom (S. Ad.)”

Therefore, besides the implementation of policies formulated at the macro level, the school management (SGB & SMT) through a managerial leadership approach ought to take the responsibility to facilitate the work of others (learners) by performing their own responsibilities in ensuring that the right resources (physical and human) are acquired. Thus, as emphasised by the contingency theory, there is need for a school as an organisation to create relationships between school processes and outcomes in order to ensure a smooth implementation of managerial processes. Hence, the need to focus on functions and behaviour rather than implementation alone.

5.5.5 Workload and time management

Another important focus of this study is workload and time management of educators which negatively influence their commitment to teaching and learning of History. Data from the various interviews held with the teacher participants suggest that educators are overloaded with work in the form of meetings, training and administrative responsibilities rather than implementing the act of teaching and learning in the classroom; and secondly, the problem of insufficient learning and teaching time for learners and educators respectively.

In recent times in South Africa, a lot is demanded from the educators in terms of attending meetings, training, performing administrative and managerial responsibilities as well as completing their ATP. As such, managing the available time for teaching and learning becomes challenging requiring some degree of training. This is what Volante (2012) meant when she said that the desire to provide quality education to learners remain a vital transformation approach in education system where learners are faced with 21st Century challenges for astute knowledge and skills. With regards to workload which affects teaching and learning and subsequently learner performance, it was clarified during interviews with participants from various schools and the problem of workload is not just because they have other responsibilities, but rather because they have many classes and other subject besides History to teach. For instance, in a interview with a macro level participant he says:

“Teaching more than one subject from Grade 8, 9, 10 and 12 is one of the challenge. I had a case where the teacher taught History from Grade 10-12, English from 10 - 12 and Setswana Grade 8 - 9, so over-crowding, over-loading of the teachers (S Ad.)”.

This was further complemented by P1 when he said in his entire school with three History classes (Grades 10, 11 & 12), there is only one History teacher who also doubles as a Life Science teacher and as a Departmental Head. This speaks of the urgency to train, appoint and redistribute History educators across all geographical areas equally.

Fortunately to one of the participant the issue of time is the least of her worries because although she sometimes has to leave her classes unintentionally from time to time, she makes up for the time lost. The unfortunate part, however, is that she must make use of another available time slot often very lengthy to complete the ATP. This is not healthy in the process of knowledge construction (T1). This a situation which another participant (L2S4) describes as pacing one's self or better still as explained by Coe *et al.* (2014) says “rushing at a later stage to complete certain sections of the syllabus”. In more practical terms another participant says:

I manage my time I know that if maybe I have missed say two classes I have to make up for that the lost time maybe I didn't miss it deliberately I went to a PSF. So, I have to make use of the period during the week I am going to take advantage of that am going to teach those learners even if it is three hours its ok (T2).

Overcrowded classrooms exacerbate the poor performance of learners in History intersecting with another pertinent factor which is time management. This was identified by one of the participants when she said that because most learners are doing History, the class becomes too full and that it makes it difficult for effective classroom management to be implemented to the satisfaction of the teacher (T1). This was earlier identified by Coe *et al.* (2014) in their study, when they submitted that “there exists a chunk of educators who are unable to manage time properly”, hence, their inability to complete the syllabus as well as to return marked assessments and projects on time. Thus, because every learner needs attention, time management in a large classroom becomes a hurdle. Therefore, as highlighted by the managerial leadership theory, there is need for management at the macro level to facilitate the work of educators at the micro level by training of educators through PSF on variety of methods to rectify the problem of time.

Moreover, other references were made by some learner participants regarding the unavailability of revision as well as examination time for History examinations. An analysis of the situation further speaks to the need for time management which should be applicable to both learners and teachers. Thus, teachers must not focus more on the performance of administrative and managerial responsibilities alone, but also on the creation and implementation of managerial processes (contingency theory) thereby facilitating teaching and learning.

5.5.6 Teacher-related challenges

Another aspect closely related to workload and time management, is that of teacher-related challenges raised during interview by both educators and management, which ranges from blame shifting by educators to learners over poor performance by learners, the lack of passion in teaching and the fact that educators live some distance away from their place of work. Strongly also linked to the attitude of educators in blaming learners over their poor performance, is their lack of PCK. Interestingly, though the humanism learning theory requires learners to have control over their learning and be accountable for their performance, it equally highlights the fact that this will not happen without the involvement of educator who must give learners the direction they deserve. Therefore, instead of shifting blame, educators should rather take equal responsibility for and accountability over the performance of learners in History. In one interview a participant commented:

No, they will be frustrated and blaming the learners. They will always be blaming the learners and when we account at provincial level, they say you mustn't say anything about the learners talk about yourself. I was saying at the beginning that learners when they fail, teachers are to be blamed because sometimes you need to help them to push them hard and that is what the government wants. Thus, what did you do right or wrong, don't tell me about the learner (T2).

The phrase “what did you do right or wrong as a teacher to help your learners” remains quite inspiring. This is because, though the teacher requires collaboration from other stakeholders like the SMT and SGB alike to enhance teaching and learning in History as well as performance thereof, he/she is capable of determining to what extent positive outcomes could be reached by implementing quality teaching strategies and styles as well as classroom management skills. Thus, besides creating a relationship between school processes and outcomes, it is the responsibility of

the teacher to be aware of internal and external contingency factors (contingency theory) that influence learner performance by means of commitment to their work. Similarly, Taylor (2008) believes that the starting point for improving teaching and learning in the classroom is when the educators begin to take responsibility for the learning outcomes of their learners which entails changing attitude from one which blames their situation on external motives (like the lack of resources and support), to one in which they feel in control to improve by being innovative and exhibiting positive energy.

More still, another challenge facing the educators in township schools, is the fact that educators are unwilling to be associated with rural habitation. They teach in rural areas but would rather live in nearby towns and this is highly detrimental to teaching and learning. They have no time for consultation after hours, especially for learners in examination classes. During a one-on-one interview with a macro level participant, it was established:

In the rural areas, virtually speaking because the teachers meeting between schools for example if ever you live in Mafikeng, you working in Setlhagole, you could leave early or you could leave home because one lady told me that you get a bus because she's not mobile at half past five to which learners have lack of resources, social ills and it is not about performance per say they are other social, psychological and economic factors. As observers in the panel of interviews and whenever we feel like this one is not stable then, the challenging thing is that in the rural areas very few teachers want to go to teach there (S Ad.).

In view of the above, besides the main issue, which is educators' refusal to work in rural areas, there is equally an even worse challenge which is the lack of English proficiency by the educators. In response to this challenge, the Department of Education has since 2007 instituted a rural allowance as published in Government Gazette No 30678. Though mostly associated with the Department of Health, rural allowance in the DoE context is implemented to attract and retain educators in rural areas. Unfortunately, since its inception, the policy has been implemented inconsistently if not partially across the nine provincial Education Departments. There is a dire need for other measures like additional remuneration, accompanied by motivation through decent facilities for educators.

5.5.7 Support and Collaboration

The teaching and learning of History to enhance learner performance are both unique activities that require not only support and collaboration amongst all stakeholders within the school premises but also externally from the school both morally and financially. During the FGDs and one-on-one interviews, the following forms of support and collaboration were identified: internal collaboration with SMT, opening of WhatsApp groups to facilitate communication, and collaboration with parents who double as members of the SGB. Externally, there is support and collaboration with neighbouring schools, as well as with subject advisors through PSF and IQMS. Regarding the internal support and collaboration as seen earlier, this often comes in the form of moral and financial support. To one of the participants therefore, though he acknowledges the level of moral and financial support received from the SMT through the curriculum leadership of the principal, it is rather insufficient:

What I am trying to say eh that the support I am getting from both the deputy and principal is not that much or impressive but the deputy principal is trying, more especially the principal to avail ..., don't forget that now I am teaching almost every Saturday. So at least now the support from the principal will be ehh ...just show in and although for a short period of time but at least his presence means a lot because it also encourages the learners and then also shows that am not alone (T4).

Similarly, to T2 the principal often compensates educators who choose to organise extra lessons over the weekends, with petrol. It remains clear that organising extra lessons is often voluntary without any form of monetary gains. From this vignette one identifies the role and importance of collaborative teaching, but more especially curriculum leadership which calls for plans to be executed in order to achieve said objectives. However, it is important to reiterate the role of managerial leadership theory which emphasises on the need of a leaders to facilitate the work of others by performing their responsibilities which could be internally motivated by focussing on the functions and behaviours rather than just implementation. This is further in line with Sijako (2017) who suggests that the principal is at the centre of school leadership and as such works in collaboration with other stakeholders like SMTs, SGBs and the educators to facilitate teaching and learning.

Talking specifically about collaboration, data collected during the interviews illustrate some form of a cyclical connection between stakeholders such as learners, educators, parents/community, and the principal who work in close collaboration with each other. Though this is geared towards engaging parents more actively through a constant update from the teacher to parents of their learners, the major challenge remains that they are unable to read (P1). One participant stated the following:

Yeah like as I've indicated eh also late last year when I called the parents, the principal was available to talk to the parents and then also during the intervention meetings the deputy is always there and then talking to the parents so they are supporting me because they class is a problematic class (T4).

Externally, there is support and collaboration with the Department through the subject advisor. Findings from the interviews show the role of two key elements. On the one hand, the subject advisor who performs several responsibilities which include organising PSF for educators and monitoring educators by means of the integrated quality management systems (IQMS), and moderation of scripts. On the other hand, neighbouring schools based on the geographical location, support each other by means of collaborative teaching of challenging topics as well as sharing resources like previous question papers. As picked up from the different participants, educators prefer to deal with their challenges in teaching or challenging topics by networking with other neighbouring schools rather than involving “a professional” like the subject advisor. That explains why one of the participants says:

You see because when we are at the PSFs people don't want to talk they will just keep quiet maybe, they can't even ask a question and knowing very well that I have a problem in this particular area, but they don't say it I have a problem with one chapter then that's where I must involve the subject advisor to come and help, networking we need to network as educators go to another school find out how they do things if your school is underperforming or my subject is underperforming (T2).

Thus, as district representative of the Department of Education, besides assisting educators in integrating ICT into teaching and learning as indicated by Chigona (2017), it was verified that it is equally the responsibility of the subject advisor to pay visits to underperforming schools and

reduce their problems by organising workshops that could either take the form of Professional Support forum or Integrated Quality Management Systems. Positively, for those schools in the township that are closer to the office of the subject advisor, communication with educators is even more consistent and cordial when directed towards enhancing teaching and learning.

5.5.8. Levels of accountability and processes

As one of the categories in teaching and learning, accountability levels and processes entails the monitoring of the day to day implementation of the annual teaching plan (ATP) by the teacher. The context of accountability however would further be examined from both the internal and external perspective. In the school as an organisation, it is usually the responsibility of an internal management system to monitor the teaching and learning process towards the completion of a designated ATP by educators under the stewardship of a curriculum leader (DH, Deputy principal and or principal) in an attempt to enhance quality teaching and learning. All the participants in this study acknowledged the existence of a unique accountability system ranging from schools, district, province and at the national levels. However, these differ in terms of their feelings about accountability in general. When asked on the levels of accountability and processes involved in teaching and learning one of the participant had this to say:

Yes, we do have accountability systems from school level, district level and provincial level. In school level the teachers will account in their schools. Then from the district the principal will be called together with the teachers to account from the district and then provincial it will be subject advisor and national level is provincial coordinator who will be accounting for History. And then will identify eh which areas were good, which areas were challenging to the learners and then it will have these intervention strategies, this is my intervention strategies together with subject advisers (SC).

Within the different levels as seen above, and as reiterated by T4, there is some degree of hierarchy within the system that takes the shape of a pyramid. For instance, at the level of the school, the subject teacher reports to the DH, who then reports to the deputy principal and lastly to the principal. This is a replica of the requirement of the managerial leadership theory which emphasises a top to bottom form of leadership where policies are formulated at the top for implementation at the bottom and subsequently reporting back to the top officials, though in a collaborative fashion (Dell'Olio & Donk, 2007). As a matter of fact, Bush and Leithwood (2013)

says that managerial leadership shows a top to bottom practice with authorities at the macro level which is closely associated with more formal roles of leadership. Unfortunately, the situation for some township schools in this context were completely out of line for several reasons such as the lack of staff or in an instance where the only available teacher doubles as DH and also teaches other subjects.

Findings from a meta-analysis of documents affirms the view that as part of intervention, monitoring and designing of catch up plans for the completion of ATP is often seen as the way forward to successful teaching and learning. In contrast, the situation could become disastrous as is the case for most township schools where there is either just one History teacher or in the worst scenario where the DH is not trained to teach this discipline. As a result, the teacher(s) under such circumstances could become relaxed and unproductive, thereby affecting learner performance in History. During one-on-one interview with the teacher participants, it was confirmed that among the measures introduced are organising extra classes on Saturdays, doing after hours teaching, or in the early hours of the morning if a teacher is behind the ATP. One of the participants said:

Don't forget that now I am teaching almost every Saturday and even during the week if you decide to stay, you just inform him (principal) that eh Tuesday, Thursday am going to stay behind then you bring your car then they will compensate you for petrol because he is encouraging us do that so that we can improve learners (T2).

The monitoring of ATP is therefore vital as it ensures that the learners are given the right assessment by educators in line with curriculum coverage under the supervision of the DH (T1). This is like earlier argument by Kimanil, *et al* (2013) that, educators (History) cannot be dissociated from the schools they teach and the academic results of schools. In some instances, where the deputy principal is assigned as the curriculum leader he or she would indirectly through the DH or directly oversee curriculum coverage or implementation (T4).

5.6 THEME TWO: LEADERSHIP PRACTICE AS A DETERMINANT OF HISTORY LEARNER PERFORMANCE

The main question here was: *How do you build your relationship with teachers to improve learner performance in History?* This theme is one amongst a few others with similar categories. Under

this theme of leadership approach other categories such as human and learning resources, support and collaboration equally emerged in theme one. While the level of accountability and processes also appear in theme one, the context in theme two focused on accountability for learner performance as against the delivery of ATP. From this main question, other follow-up questions were posed, which produced different responses. These responses were classified under different categories as indicated below (See Fig. 5.3).

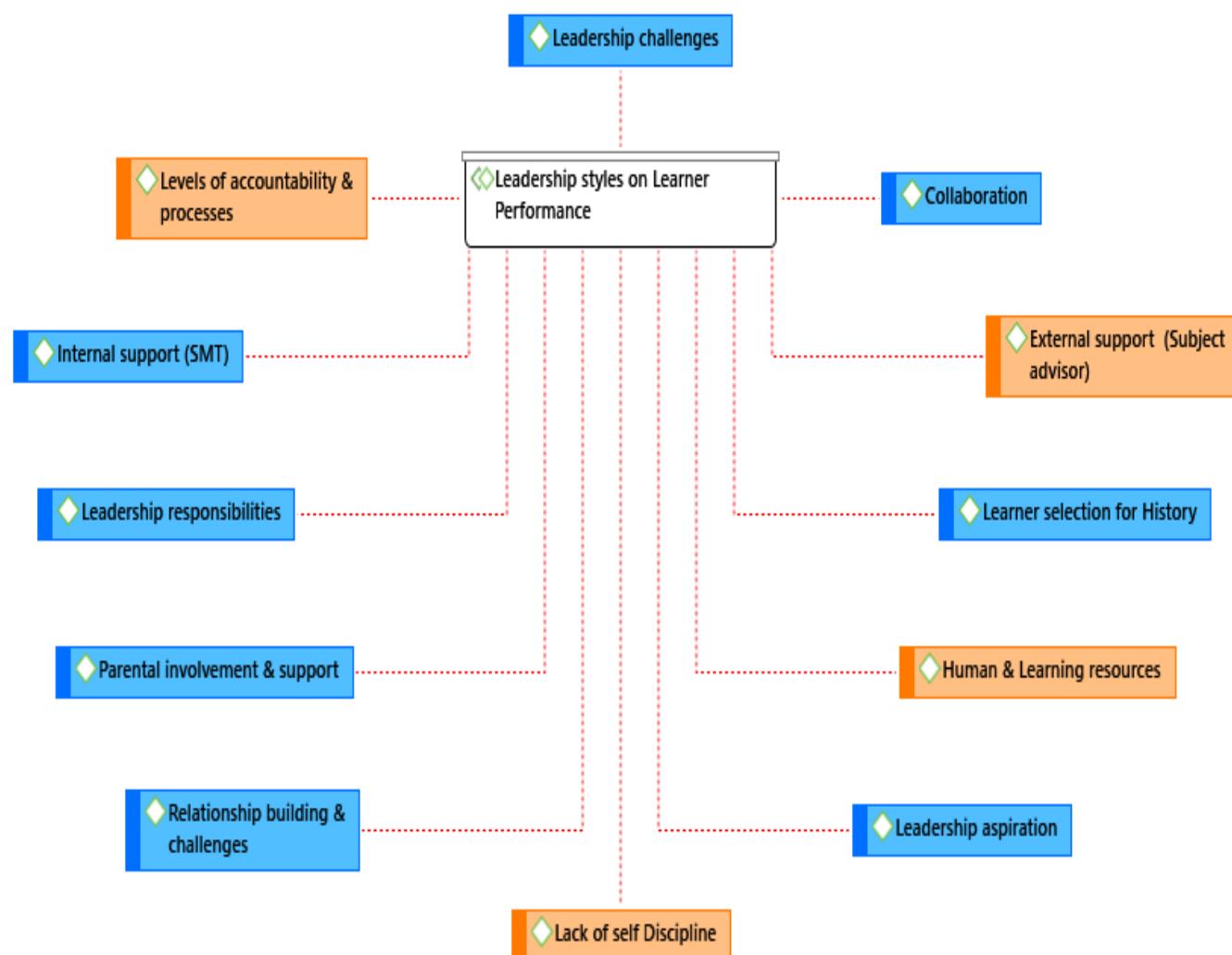


Figure 5.3: Leadership practice as a determinant of History learner performance

From Figure 5.3 above, there exist an inter relationship with the categories of theme two and at least one other theme, inclusive of the codes (See Table 5.1). A closer look at the figure confirms that though there exists an inter-relationship between the categories, the ones coded blue are more

dominant as it has more of the categories and codes. Hence addressing the main concerns under the nature by which leadership could influence learner performance. The following categories and quotations were identified and presented in a chronologically fashion as indicated in Table 5.1.

5.6.1 Leadership aspiration

As indicated earlier (See par. 5.6), leadership aspiration is one such category where other similar categories were regrouped and merged with codes under a broader category. Amongst the different codes under this category is the elimination of streaming system, the desire to make History compulsory, and the role of self-discipline by all stakeholders.

An analysis of the empirical findings obtained through the interviews, shows that one of the desires of stakeholders is that doing History should be a matter of choice for the learner as against streaming. Streaming compels learners to view History as a dumping ground or as easy to pass for learners that are poorly performing in other subjects. What comes to the mind is that learners going for History are academically weak (See par. 5.5.3). Unfortunately, without streaming, learners are left with no direction hence, disregarding the importance of interrelationship between and amongst subjects. This exactly is the point of emphasis made by the humanism learning theory as reiterated by Parson (2013) when he says that as humans, we ought to have control over our destiny, of the things we do and say. And for the case of learners they must be directed by educators rather than guided because they cannot make informed decisions on their own. A review of interview with one of the participants confirms this:

In schools where there is no streaming, a learner can do Maths, Physics, History but with streaming we restrict that but then History will be only for those learners who are struggling, especially those who are dropouts from Maths and Physics, so it creates an impression that History is only for those who are not gifted while Maths and Science is only for those who are gifted (S. Ad).

Alternatively, to the issue of streaming, various interviews with selected participants suggest that there are plans already in place for History to become compulsory by 2023, thereby overcoming some of the challenges like overcrowded classrooms and underperformance in History but more importantly focus on the role of History in enabling social cohesion. The Ministerial Task Team (MTT, 2018) says History is aimed at promoting "patriotic nationalism", in the mould of Christian

Nationalism under apartheid policy. For this to be achieved, it was clear that plans have been made to award scholarship/bursary to learners studying History in subsequent years. In so doing it will further eliminate the notion that learners in science (e.g. Maths and Physics) are more intelligent than their counterparts in History and social sciences. One of the advocates for making History compulsory submitted the following:

Coming to make History compulsory, I think it's long overdue. It's the fact that as I have said am involved in almost all the activities in History in the country. History must be compulsory because besides offering the knowledge of what happened in the past, the basic skills that we associate with History and eh exposure to the world can help. If ever it becomes compulsory, everybody will do it, so even the best of our learners will be doing History so they will improve it and I have experienced that there are medical doctors in Mafikeng who did History (S. Ad).

Technically, this participant agrees that the best of their learners in terms of performance are not found in the History classroom. In what seems a contradiction to the previous submission, T4 believes that besides making History compulsory, the Department could begin by identifying prospective History learners at an early stage (Senior band), rather than letting them go for History at a later stage (FET band) which might be construed as an escape route subject. Notwithstanding, the general belief is that if History becomes compulsory, learners across all discipline would participate thereby raising the performance from ordinary level two and three which seems to be the norm for most schools in and around the township areas to level four upwards (See par. 6.1). This is derived from an analysis of documents of the matric results for History where the township area of Mahikeng local municipality for instance shows that with the exception of some quintile 4 and 5 schools, the majority of the schools are performing at 30-39 and 40-49 which represent level three and four respectively (See Table 5.2).

Moreover, it is a general desire for stakeholders, especially educators, to be self-disciplined towards executing their responsibility of teaching with devotedness. This arises from the fact that besides the high performance of some former model C schools and or quintile four and five schools due to the privileges of the unjust apartheid system, the SMT and educators are hardworking and highly committed to their work. In a one-on-one interview with one of the participants at a managerial level, he lamented saying:

Attending class on time, punctual teaching, you won't see a white teacher in the camps. Camps like spring or autumn camps. He or she will say it's my holiday time am going. You will see black teachers there you go there I monitor meneer we've got a problem with learners from this school. What happened? They did not treat this eheh a particular topic now I must go back, we are here to revise what has been done so that it must be assessed. You see this is what am saying you don't teach we say ah... they are going to a camp there will take care of those people there, discipline is one of those problems it is both from learners and teachers (SC).

Reading between the lines, race and ethnicity become complicit factors in the execution of the ATP, attendance at the camps and the general approaches adopted in the teaching of History. That is, which type of race and which school do their work better than the other. However, as much as that is not the core issue of the student, it is important to make mention of the fact that be it black or white, educators are reluctant to do their work. Therefore, besides getting all the available resources, if a learner or teacher is not disciplined and committed to do their work, there would always be a loophole leading to underperformance of learners. Thus, as indicated in the managerial leadership pyramid, it is the responsibility of top officials (educators) to facilitate the work of others (learners) by performing their responsibilities.

5.6.2 Leadership responsibilities

Organisational leadership influences beliefs, opinions and approaches towards enhancing learner performance in a school as an organisation. As emphasised by the managerial leadership theory, which is the main theory of this category, there are certain essential activities in an organisation that require a top to bottom or macro to micro leadership practices (Bush & Leithwood, 2013). In the context of this study on learner performance in History, the following leadership practices were identified namely; monitoring of educators through constant visits to schools by macro level officials, organising workshops and circuit meetings and the selection of educators participating in intensive camps.

One of the participants handling a leadership responsibility acknowledged that leadership is diverse because “*one has to be a psychologist, a parent, a teacher, and a lawyer in trying to raise the curiosity of the learners (T3)*”. This suggests that leadership entails multi-functional activities. In the Department of Education, it is expected that at the level of the district, the subject advisor

who is often looked upon by educators as the subject specialist makes regular visits to the school to ensure that the implementation of policies by means of teaching and learning at the micro level is indeed ongoing. As affirmed from the teacher perspective, it is the responsibility of the subject advisors to consult with them by regularly visiting the schools to understand the challenges that these schools encounter, hence remedy the problem. As indicated by one of the participants, the monitoring role of the subject advisor therefore remains important because besides offering professional support service (PSF), there is equally a teacher development centre (TDC) that offers extra training for the educators. In one of the interviews, a participant pointed out the following:

We do have teacher development centre (TDC) here. They are responsible for teacher training, these teachers when they are from there, they are supposed to have one and other subjects. But now it's going for ... in terms of training and development we rely on teacher development. I am telling them this is the area that we should cover. For the last six years, seven years there was analytical intervention. That intervention will help the teachers to do their work better (SC).

It should be made clear that these training workshops are not mounted to train individuals on becoming educators, but as indicated by one of the participants, provide ongoing training to refresh educators as well as furnish them with new strategies of teaching and learning relating to essay writing and marking (T5). Unfortunately, the lack of resources often prevents some of these responsibilities to be fully executed. A synthesis of empirical findings with existing literature suggests that due to unavailability of physical resources like money, staff development programmes which are provided are irregular and repeatedly take the form of crash courses to familiarise educators with current policies for implementation rather than the actualisation of teaching and learning. This is affirmed by one of the participants who in an interview says:

Yeah they don't have... sometimes they see you once or twice a year when they have to frequent the school especially these underperforming schools or especially the schools that have the yoh-yoh results I mean they should check, visit them regularly but because they don't have transport they are unable to come (T2).

With regards monitoring of the curriculum, if there is the lack of leadership, respective stakeholders would not perform adequately. Sharing from experience, a participant (SC) indicates

that *“If teachers are not monitored, they will sit in the staff room bunking classes every day. Therefore, school visits by stakeholders like circuit manager are necessary in ensuring that curriculum management is executed accordingly”* (SC). Thus, the enhancement of learner performance in History thereof. Notwithstanding, the unfortunate aspect of monitoring is that most of the township schools have only one History teacher, who doubles as the DH or in the worst-case scenario where the DH is not trained to teach History (T1), making the act of internal curriculum monitoring unrealistic. This finding contradicts Mendels’ (2012) view on curriculum leadership when he says it assumes the role of principal teacher which entails monitoring of teaching and learning activities, giving feedback to educators and guiding them. Therefore, the phrase *“I cannot monitor myself”* (T1) as expressed by one of the participants must be taken seriously by management to ensure that regular school visits are made by macro level management.

This study established that the selection of educators for school camps is another top priority for curriculum leaderships. As curriculum leaders at the macro level of management, through an analytical intervention, the best performing History educators in the district/province are often selected to be part of the various camps where challenging areas in terms of content are addressed to compensate for maximum revision. But most importantly that uniformity is guaranteed by making sure that whatever is treated or addressed in camp A for instance would be same as camp B of the same district (S. Ad). With so much to offer by the macro level management, it would not be surprising that the work of educators at the micro level would as well be facilitated which is a requirement of the managerial leadership theory. Unfortunately, some educators often leave their work for others to do thereby making the execution process of teaching and learning difficult (SC).

5.6.3 Leadership challenges

In trying to derive strategies to enhance learner performance in History, there is a need to also look at the challenges faced by management at the helm of curriculum leadership. The challenges identified from the individual interviews amongst others include the problem of progress learners, the recruitment and scarcity of History educators; unavailability of transportation for departmental officials to visit the schools, and blame shifting by educators (refer to par. 5.6.2 & 5.5.6).

The problem of progress learners is one amongst many challenges facing South African schools and remain unresolved for reasons such as trying to accommodate the less privilege or “the poorest of the poor” in the society. A synthesis of this view with existing literature clarifies perhaps why

Hompashei (2018) says that South Africa lags far behind other countries on learner performance due to its dysfunctional leadership in many schools. This has long-term effects on both the country and its economy, considering the views from Voogt and Roblin (2012) which articulates that the dynamic changes in the types of jobs demanded by the corporate world poses huge challenges to educational systems that are expected to prepare young people for a job that does not yet exist (21st C competencies). In an interview with one of the participants, she clearly elucidates saying:

The progressed learners they have these mentalities that we have failed. They sometimes say, we were not ready, now we have been pushed and the same will be done, we will also be pushed out neh?" They are not putting much effort. Yeah that misconception sometimes is going to be there to say ... they moved us, or they pushed us to the next class they will do the same again (T1).

Judging from this point of view, it undoubtedly tells how much of a threat it is to the young people and the South African communities at large while trying to implement the policy of progression. The non-committal attitude of these learners, points to a complete lack of curiosity which partly contributes towards their underperformance. Therefore, it is important to reiterate the humanism learning theory by Parson (2013) which urges that though learners have a greater control over their learning, the system would work better for learners with a high motivation and curiosity to learn as well as self-actualisation.

Also, selecting the right candidate to teach History in more remote township areas remains another pertinent challenge to leadership as more often than not, the right persons are unwilling to redeploy and teach in these areas. Unable to select the right candidate, the quality of teaching and learning as well as learner performance becomes questionable. Besides the unwillingness to go into these areas, results from the interview also show that the department is generally faced with the problem of unavailability of educators for History. Having selected the readily available candidate, a more serious challenge is presented to all levels of leadership in the implementation of the curriculum. In an interview with one of the top-level management, he says:

You see textbooks neh, we include everything. But the ATP will say focus on this ...focus on that. But the teacher was teaching everything. How do you do that ma'am? Persistent in-service training of teachers because teachers themselves have

to change ...I've observed that most of the teachers that am supporting ok, some of them they are teaching in the classroom not what they have been taught (S Ad).

Thus, though the issue of PCK has long been identified by researchers (See par. 3.4.1) such as Akiri and Ugborugbo (2009); Carl and Negumbo (2017), in terms of subject specific content, the problem has hardly been addressed as evidence from the above interview clearly shows the lack of PCK from History educators.

5.6.4 Parental involvement and support

Parental involvement and support are also another crucial area of interest which were discussed and provided valuable data. Data collected during focus group and individual interviews, suggest that there are basically two main areas of concern under parental involvement towards supporting the learning and teaching of their children. These moral and financial support aspects to the schools and learners, varied from one participant to another based on the geographical location and the performance level of the school. What remains clear is the fact that for schools at the centre of the townships, maximum support is received from parents through donations and payment of fees as against those schools that are closer to townships and are either underperforming or averagely performing where such forms of support are unavailable.

During my visits to a township school for data collection, I noticed a constant influx of parents in and out of the principal's office each day I visited the school. While conversing informally with a parent in the waiting area to meet with the principal, the parent revealed that he was summoned by the principal to answer for certain misdemeanours relating to his son. In trying to find out during a one-on-one interview on the level of involvement by parents towards teaching and learning in the school, it was affirmed by a participant from the same school that:

To be a parent in this school can be a little bit of a nightmare... the number of meetings that are called between management and parents, between teachers, parents and children, you know like the PTA's and all these other types of meetings, there are many of them, the school tries to maintain a constant communication especially -- that they are able to help us drive home expectations, both of the school the parents and even the child's expectations to be able to be raised so that we try to

you now like to jell everything together to work for a common purpose which is to get good results at the end of the day (T5).

Inferring from the viewpoint of the constructivist learning theory, it is emphasised that an active involvement of the entire management by means of collaborative interaction to construct knowledge is relevant, as in contradiction to what Warnich and Meyer (2013) describe as knowledge transmission which is decided by the teacher alone. In relation to the above postulation, one could then say that the theory aligns with a school of this nature where parents are always willing to avail themselves when invited for whatever query by the SMT as against other instances where parents are hardly available either at school or at home to support their children. This was emphasised by another participant in a more interior part of the township that:

Most of our learners they don't live with their parents. The parents are in Rustenburg and in Jo'burg. So, they are alone here and some of them they are child headed families it's a child who is staying with the young..., the little ones, then he should... he must take care of those, he or she takes care of those siblings at home (P1).

As established in this study, it could therefore be concluded that the availability of parents to support teaching and learning of their children, is vastly determined by the geographical location as well as the financial status of the parent. This has been the bone of contention for most researchers like Nwati (2015) and Eleanor (2019) who argue that underperformance rests on the fact that a lot of attention is diverted from the teacher PCK, to aspects on parental involvement and finance (See par. 3.4.1 & 3.4.2). Consequently, though the lack of PCK for History educators seems to have been reiterated as one of the primary concerns to the Department of Education, tracing the effect of other challenges like the geographical location of the school and teacher as well as attempting to provide remedies to the challenges would go a long way towards addressing the problem of History learner underperformance as against relying on a single determinant.

5.6.5 Relationship-building and challenges

For a school as an organisation to work properly, there is a need for an enabling relationship as opposed to a disabling one. The building of relationships that enables effective collaborative teaching and learning amongst stakeholders, was identified as another pertinent area as discussed in the section on the role of leadership approach on learner performance. The concept of

relationship does not denote a unitary phenomenon as it would differ from one community or geographical area to the other. This equally suggests that relationships are not always cordial and vice versa. Information gathered during interviews verifies that there exist different forms of relationships both internally and externally towards enhancing teaching and learning in schools so that learner performance may be enhanced. These include learner-teacher relationship, teacher-teacher relationship, teacher-parent relationship and teacher-management relationships.

A close examination of the different forms of relationships depict the teacher at the centre of enhancing enabling relationships that would promote quality teaching and learning, as well as learner performance. In analysing the role of relationship-building towards enhancing learner performance as obtained during the interviews, the focus was on attitude, affection and behaviour which could either be positive or negative. Cognisant of the fact that relationships for instance between some educators and learners are not always very cordial, there is a need for a third party to be involved, which may be the parent. In that regard during a one-on-one interview with a teacher participant, the following was said:

In our school we do have a TLO. A TLO is a teacher liaising officer whose job is to convey the message from the educators to the learners if an educator has a problem with the learner maybe or a person it's a mediator actually ah ah and then there are some teachers who are not approachable you know (laughing) ...then the learner sometimes is afraid to talk to that educator goes to the TLO so that they can solve the other thing to minimise these barriers (P1).

Thus, this view could well be criticised in accordance with the constructive learning theory which emphasises on the need for a collaborative interaction to construct knowledge based on one's own understanding. But not without managerial intervention from all levels of management. Because both the teacher and the learner cannot do without each other (a weakness of the CLT), it implies that besides the use of the TLO as indicated above, it remains the responsibility of the SMT, parents and most importantly the teacher, to build a cordial relationship with learners as part of the teacher's classroom management.

Another category of relationship that could be deduced is the one between the parents and the educators. Information gathered during interview suggests that besides discipline-related queries

that warrant the involvement of parents, they are usually invited each term to collect learners' reports, textbooks and stationery during which a conversation is held featuring some senior staff members, educators, learners, as well as the principal. This is followed by a conversation about the performance of each learner (T3, T4 & T5). Thereafter, as indicated by T4, every other form of communication happens telephonically. Thus, a cordial relationship is built towards enhancing learner performance. In one individual interview, a participant said:

I engage my learner and their parents as early as December last year (2018). My first engagement preparing them and now creating a collaborating field or atmosphere with them before the start of the new academic year so now in that meeting of the learners and the parents what I will be establishing is now that relationship am taking the parents on board and now eh disclosing my plan (T4).

Moreover, the study on this category of relationship which enhances teaching and learning, as well as learner performance, comes the conclusion that in every school as an organisation, there exist some form of positive relationship amongst stakeholders. In these relationships the teacher is often at the core or the centre of every activity. Consequently, the degree to which positive relationship (learner-teacher; teacher-parents; teacher-teacher, learner-learner) is built and applied, may influence or determine the level of academic success of learners in History. Thus, learners for instance must at all times be guided on the choice they make as a learner participant during focus group interview highlighted that “*You must associate yourself with people who are of the same goal as you and not people who have their own goal different from yours, because when days are dark friends are few*”.

5.6.6 Levels of accountability and processes

The levels of accountability and processes is also another crucial category under this theme. Unlike in Theme One where, the focus of accountability is on monitoring the implementation and completion of the ATP, the focus of accountability in this instance was on learner pass rate targets and the processes of reporting which entails internal and external accountability. It comprises accountability at school, district, provincial and national level.

In view of the pass rate targets and processes of accountability, it was deduced as a common practice that, at the end of every term, the educators under the supervision of DHs (first step of

accountability) do an item analysis of results to determine the various levels (1-7) of pass grade. This is then submitted to the next line of management whereby educators are then called to account (S. Ad). A more detailed view in this regard that was shared by most of the participants confirms the following:

So, about the learner performance I will call the teachers, discuss their performance base on the analysis because if the educator has prepared the analysis that means he or she is knowledgeable about the performance of the learner. So now in the task there is that accountability through analysis of results. In my department after the analysis during the end of each term, I will call a formal curriculum meeting whereby now educators are now accounting to me as an HOD as to what went wrong and then after that it's what we call departmental accountability after which the principal and deputy will call now the HOD (T4).

Thus, accountability at the level of the school, though complex, is vital as it enables particularly the educators to be on guard, knowing that positive results in terms of pass target are expected of them at the end of every term. Moreover, it is worth mentioning that the decision over which teacher is involved in the internal accountability process over learner performance is determined by the pass target which also varies from one school or district to another. This accountability unfortunately has not entirely been welcomed by some educators whose view is reiterated by both the constructivist and humanism learning theory which holds that besides taking control of their learning, learners should equally be held accountable over their learning and performance thereof (Parson, 2013). In an individual interview a participant says:

The other thing is, the teacher feels uncomfortable because he is blamed for underperformance of learners whereas the learners are in some cases not performing not because the teacher is not doing what is supposed to be done, but because of the social factors that affects learner's performance (S Ad.).

Externally, the process of accountability in terms of pass targets involves a larger group of individuals both from the school and the Department of Education which is at the helm of managerial leadership. Compared to Tabe (2015), it is deduced that despite the shortcoming of accountability, the function is not to punish the teacher, but rather to devise corrective measure

towards enhancing the performance of learners. This was equally affirmed by a meta-analysis of documents from the Department which also suggests that as part of intervention strategies to poor learner performance in History, educators are expected to develop catch up plans or intervention plans for those lagging behind with teaching and learning through a collaborative effort. In view of this, a participant at the helm of leadership says:

What I normally do after the results are out, I call the teachers if the results are bad, I say to them they must write and improvement plan. Yeah let's say maybe you have got 28% then you tell me that this is eehh 28% is for June, what must I expect for September. What must I expect? What is it that you are going to do to improve this performance? (P1).

In view of Tables 5.2 and 5.3 generated from the meta-analysis of documents, one would suggest that conducting an item analysis after every assessment is vital not only to determine the pass rate of learners in History, but also the subject average which in turn could be the true reflection of the learner performance in History as against the pass target based on NQF levels. As obtained during interviews, participants shared a common view that it is a worrying issue to think that every quarter, learners of a particular school perform exceptionally well but when results are analysed at the end of the year, the overall performance reflects very low average performance for History (SC).

Summarily under theme two on the role of leadership on learner performance, two other categories available for discussion namely (support and collaboration & human and learning resources) were deliberately left out. This is simply because some categories (See par. 5.5.4 & 5.5.7) appear under more than one theme based on the uniqueness of the data which addresses the different themes.

5.7 THEME THREE: ASSESSMENT AS A DETERMINANT OF HISTORY LEARNER PERFORMANCE

The main question derived from Theme Three was: *How do assessment strategies in History impact learner performance in township secondary schools?* During the individual and focus group interviews, various categories of responses were obtained addressing the main and follow up question speaking to the above theme as follows as portrayed in Figure 5.4:

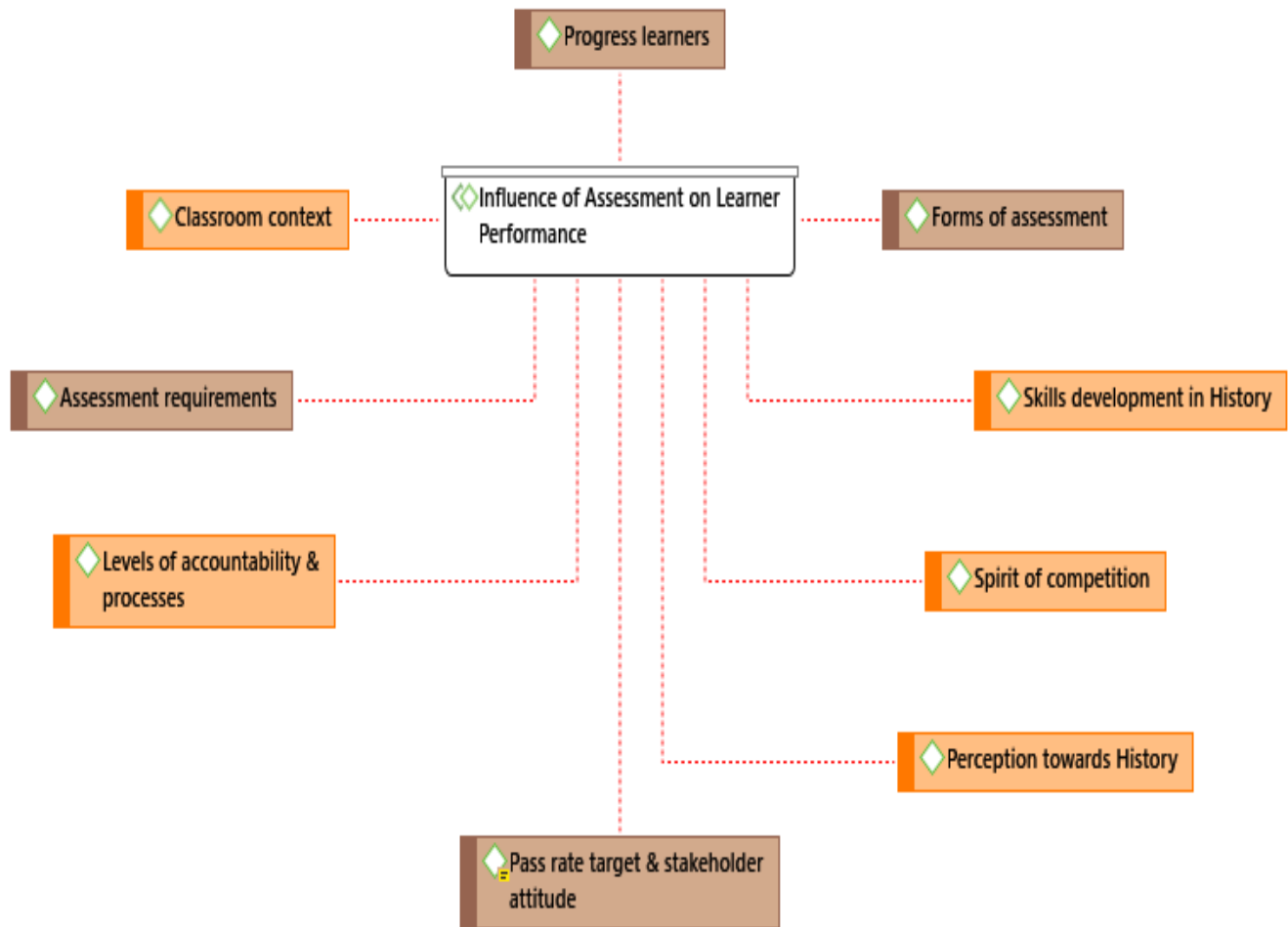


Figure 5.4: Assessment as a determinant of History learner performance

The structure above in Figure 5.4 reveals that the categories which build these themes are a combination of responses from themes one, two and three. As such, during presentation and discussion, some of the categories in Figure 5.3 were merged. The following categories and quotations were derived during the interviews:

5.7.1 Assessment Requirements or Principles

Assessment principles in this context are indicators which specify the standards or minimum requirements that should be met. Substantive evidence must be gathered to demonstrate the attainment of learning outcomes, including the quality of the assessment. Assessment requirements or principles as a determinant of learner performance in History is one of the most significant elements that was attained during the data collection process. Associated with this category are

codes such as continuous assessment, instant feedback to learners, adherence to cognitive levels, must be standardised and moderated (See par. 5.1).

Assessment in History is complex and demanding. Thus, for learners to fully comprehend and master a particular theme, they must be continuously trained and tested in a practical way through formal and in formal assessment taking into consideration the fact that History requires a lot of question interpretation. From an interview with one of the participants he clearly says:

An educator should give learners homework or an assessment according to what she taught in the class and then after given them that assessment immediately maybe tomorrow or maybe after a day neh, He must give the learners feedback. ok, but our assessments are not ok because we give the learner now a homework and then after three days, we collect the books and then we stay again after 2 days before given the learner feedback (P1).

The above view contains three crucial aspects namely that assessment must be continuous, it must be based on what has been taught and feedback must be given on time. These are some of the basic requirements of the PCK of a History teacher with regards assessment practices which need to be included in a lesson plan. In confirmation, Warnich (2008) holds that though educators often complain of having too many assessments, such continuous assessments (be it formative or summative) is necessary because it is meant to gather information about learner competence and progress. In turn, there must be immediate constructive feedback to the learner.

Another point of interest is on the cognitive levels of assessment in relation to the PCK of History educators. This has been confirmed as largely lacking. Generally, the role of cognitive levels in an assessment is to establish the intellectual ability of an individual from the lowest level involving remembering or recognition of facts, through a complex and abstract levels to the highest or most difficult level which is evaluation. An analysis on the views of participants suggests that while some educators have this understanding of what is required for good assessment practice, some others see assessment as a mere way of distinguishing those who passed and those who failed. To one of the participants therefore, “*a good assessment should have all the cognitive levels, comprising of everybody’s level of thinking. So, when we set a question paper it has to be according to those cognitive levels which are simple, medium and most difficult (T2)*”.

It is vital to admit that in most instances of the interview, educators were either unaware of the three cognitive levels as indicated above or they choose not to follow the requirement, which would reflect the kind of training that was given to them. Consequently, Siebörger (2014) says that the manner in which a learner is assessed determines whether he/she would pass in the exam. This is important because, failure to adhere to assessment practices implies that the wrong level of questioning is presented to the wrong individuals, culminating in underperformance.

Moreover, this is followed closely by the need for assessment to be standardised as well as being moderated after marking. Based on the poor quality of an assessment as deduced through a meta-analysis of documents, participants during interviews pointed out that there is a need for assessment to be standardised (S. Ad). That is, all schools across the district should have a common practice for instance, by writing the same formal and informal assessment to prevent other learners from being disadvantaged. Another participant specifically explains that:

It's March, it's June, September and final examination in December. But these two other assessments March and September for me they are not so good because we re-open in January, after a month or maybe one month fifteen days the learners write examination in March (laughing) ...but the main assessment is this one of June (P1).

There was evident dismay by the participant above, and an analysis of these views confirms an earlier postulation by Warnich (2010); and Warnich & Meyer (2013) suggesting that assessment should be both formative and summative. That is, while the assessments in March and September represent the formative assessment (also known as continuous assessment) which is usually informal, the assessment in June and December would represent the summative assessment which is formal and must undergo moderation (T3 and T4). Therefore, for a school to succeed, it would partly depend on how these principles of assessment are implemented in what the contingency theory suggests in a school as an organisation where there is need to create a relationship between school processes and outcomes.

5.7.2 Forms of Assessment

Another determinant on how learner performance in History could be enhanced is through assessment comprising forms such as classwork, homework and examination which all constitute informal and formal assessment respectively. The forms of assessment are ways by which the

practice of teaching and learning is delivered in measurable ways through formal or informal exercises in which learners are given an opportunity to show their level of comprehension. Compared to assessment requirements and principles, are the forms of assessment as a leadership responsibility to determine learner performance in History. While the former is interested in the qualities of a good assessment, the latter is focused on the method and various types of assessment in which learners could be tested. This is important for learner centred approaches, where learners are held accountable for their performance as indicated in the humanism learning theory (Parson, 2013).

In addition, the assessment types in History which could either be class work, homework or an examination, often take the form of an essay writing and source-based questions, which is used for diagnostic, formative or summative purposes, thereby striking a balance in the assessment process. The informal assessment in History for instance that entails training learners through tests and assignments, though a necessity, is often very demanding. In one of the participants' own words:

There is rigorous training when it comes to writing because one of the things that makes children to underperform is the kind of practice that they get. So, the more you give them work, the easier it becomes for them to understand when it comes to the History assessment. You know like what we call follow up... you do corrections with them you try to ... and when you mark you do it with them so that they are able to pick up where their mistakes would be (T5).

As inferred in the various one on one interviews with the teacher participants, there is indeed severe practice in the writing of essays in History as well as analysing source-based questions which would feature in both formal and informal assessments. A synthesis of this idea with existing literature by Jacobs *et al.* (2011), affirms the view that variety of tasks is indeed used to obtain information about the level of competence of a learner. This is further reiterated by Warnich and Meyer (2013) who perceive that there are different assessment techniques throughout the learning process in History teaching and learning including summative assessment like test and examinations or formative assessments like projects, class debates, and group discussions. Group discussion, though highlighted as one of the formative assessment strategies, was not suggested except as a remedial approach to address the problem of underperformance of History learners (L1S1). While recapping on the importance of informal assessment a participant said:

Akere ... informal tasks ...they are also very important in the improvement of learner's performance because if you give them, eh exams alone cannot say this learner is performing you are going to see the performance in the normal class works because we use previous question papers. So, what I do is I encourage my educators to use previous question papers because these questions sometimes they repeat. So, I always encourage educators to one; use pass question papers, two give learners as much work weekly, eh the ATP says we must give them two classwork per week go an extra mile and give them four (T2).

From this view, the importance of continuous assessment is clearly defended as a means of preparing learners towards the summative assessment which T4 said “it is done using pass question papers”. While formal assessment would entail preparation by learners well in advance to write a test or examination which would be used to compare learners or determine their pass grade based on their retention level of what they have been taught. Thus, as indicated in the humanism learning theory, whether formal or informal assessment, a higher level of motivation as well as learner curiosity to learn needs to be created by both educators and parents through collaborative interaction rather than depending entirely on the effort of the learner alone.

5.7.3 Pass rate target and stakeholders' attitudes

To determine whether a school is performing or underperforming, there must be targets set which could either come from the macro level (external) or at the micro level (internal) management. Equally, it requires the stakeholders involved to understand the levels of performance (See par. 6.1) as well as the context of underperformance in the assessment process. This guides both the learners and the school at large towards benchmarking, further underscoring some degree of accountability. The pass rate target and stakeholders' attitude are amongst the most complex categories identified during the data presentation phase. Based on the uniqueness of this category, other similar categories and codes such as progress learners; internal and external target; spirit of competition; skill development and frustration, were merged as part of the codes for a more comprehensive discussion. The main theory applicable to this category is the contingency theory which could either be internal or external.

In trying to contextualise the meaning of underperformance, participants in both performing and underperforming schools in the target area acknowledge with the facet of learners not performing up to expectations or rather performing below the set targets (T1 & SC). This confirms an earlier postulation by Leepo (2015) that academic underperformance is experienced when schools or its learners exhibit levels of performance that are below standard. Having obtained a clear understanding of the expectations from educators and learners, the next priority of these stakeholders would be to set their own targets which might differ from one individual to another, depending on their goals. Thus, the role of contingency theory at this point becomes more glaring as it says that for a school to be successful, stakeholders must look for a best fit between these internal and external contingency factors which in this context are the expectations and pass targets. Notwithstanding, what remains different are the levels of performance (See par. 6.1) determined by a body called UMALUSI which is governed and guided by the National Qualifications Act No 67 of 2008 at the macro level of management whose responsibility is quality assurance. But then, this body has not been without criticism from other stakeholders and the public at large. That is, while some stakeholders feel satisfied with the pass rate target set at the national level, others express total dissatisfaction as one of the participants said:

Yeah level 1 that is 0 – 29% is under-performance. Then from level 2 which is 30 – 39% is performance but its quantity, you understand what am saying. It's quantity there are no quality there. But they have passed you can say its 33 percent, 33% mostly will be in level 2 is performance, but poor (SC).

In South African schools at large, the decision on a pass target has been sentimental with bargains from stakeholders who stoop for mediocrity. Thus, in trying not to make the learners feel frustrated about themselves over poor performance, some stakeholders defend the 30% policy though acknowledges that it is totally unacceptable. She further complemented this by saying, “*it is understandable as most of the learners are blacks and disadvantaged as a result of apartheid system, so it would help those learners to archive (T3)*”. To some others though, there are no two ways of describing an underperformed learner:

I think underperformance is underperformance...eh I don't have any word for now that I can use for underperforming because if you say underperforming is hash then

some people will say these learners are failing, so they are stupid. They don't read and what, so I think underperforming is better than any other word (T2).

Moreover, the issue of progress learners and skills development as deduced from the collected data is an important contextual factor that has been a problem for schools for a long time, with no solution in sight. Progress learners in the context of SA Basic Education system refers to those promoted to the next class or level despite their inability to obtain the minimum requirements for the next grade level. The argument here from the perspective of the teacher participant is that beside the low grades scaled as minimum passes, learners are still being given several examination opportunities. Similarly, some learner participants suggested that the idea of progression rather makes some learners lazy and unwilling to work towards achieving their goals on the understanding that they are promoted in spite of dismal scores. Thus, in an individual interview, a participant suggested that if learners are promoted through this progression policy, it is severely detrimental to them:

So let's rather address the issue, if a child is not well suited for the school, let us not make them feel good by saying 30% is a pass mark, but rather give them a trade from which to make a living because at the end of the day, whether you are at a school or a college or whatever, what you need at the end of the day is skills to make a living, and to be useful but now you are giving people papers called certificates that are not going to make them much in the society (T5).

Consequently, the above discussion on assessment principles and requirements would not be complete without other important codes and categories such as classroom context (See par. 5.2.2); the level of accountability and processes (See par. 5.5.8); and stakeholders' attitudes towards History (See par. 5.5.3). Interestingly, a positive attitude of the stakeholders towards making History learner performance better was observed. However, it is accompanied by complex feelings implying a partial implementation of the managerial leadership theory which emphasises that instead of focusing on implementation of policies alone (a typical situation with public schools), stakeholders would rather focus on functions and behaviours by identifying learners with skills at an early stage and taking them through a training process to develop the skills. In this regard a participant explains, *"The 30% and 40% pass is what now we are preaching but our wish is for our learners at least to pass with a minimum of 50% so that they can now match the challenges at*

tertiary level (T4)”. He further laments what has been termed the attitude of stakeholders towards History saying, “*History nowadays has been infiltrated with learners who think that it is an easy subject to past (T4)*”.

5.8 THEME FOUR: CONTEXTUAL FACTORS INFLUENCING HISTORY LEARNER UNDERPERFORMANCE

The main question to Theme Four is “*What are the contextual influences on learner underperformance in History in the NMMD township secondary schools?* The following categories (See figure 5.5) and quotations (See par. 5.7.1) were obtained:

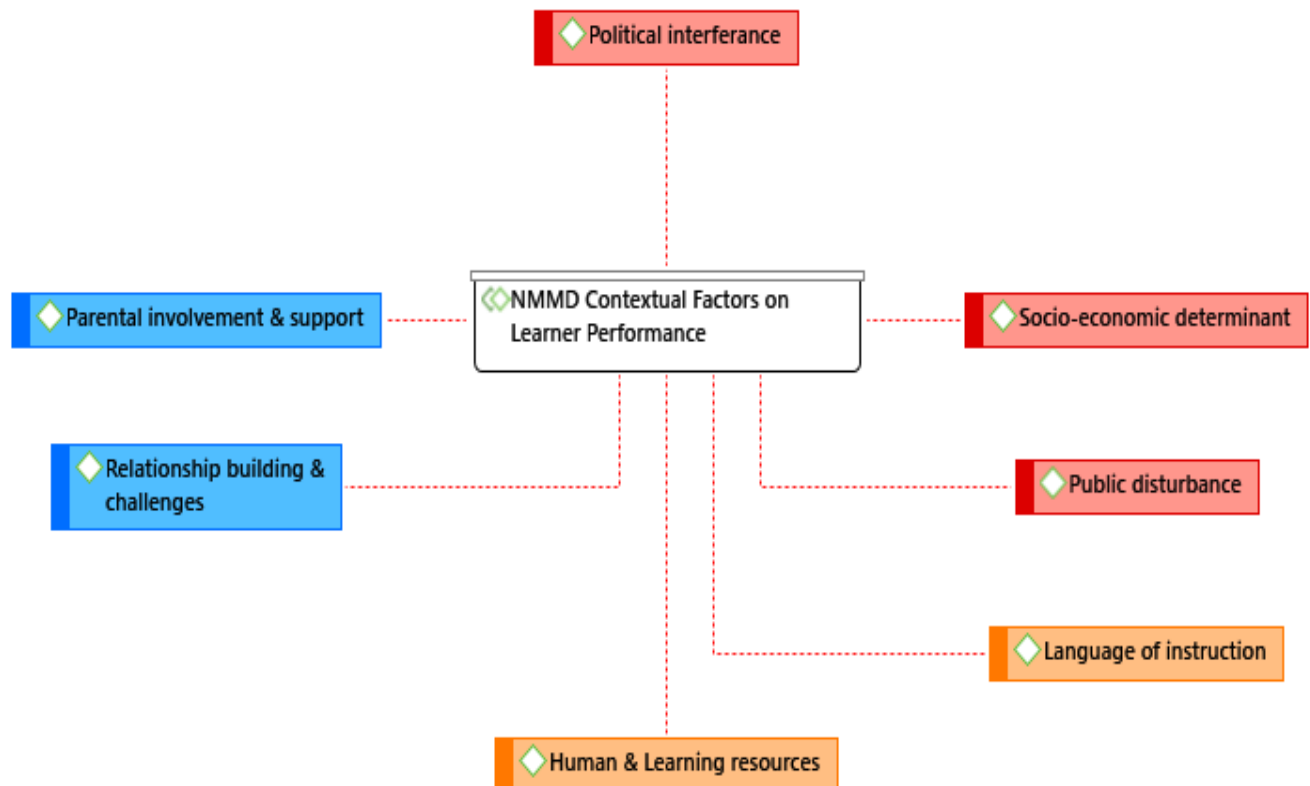


Figure 5.5: Contextual factors influencing History learner performance

Figure 5.5 above reveals that the contextual factors influencing learner performance in History is a culmination of what was obtained from all the different themes represented by the various colour codes above. These colour codes were classified under various categories namely; public

disturbance, socio-economic influence, language of instruction/communication, and political interference. Other relevant categories which include human & learning resources (See par. 6.2.4), parental involvement & support (See par. 6.3.4) and relationship building (See par. 6.3.5) which are applicable in this theme have already been addressed as indicated. Amongst the categories and quotations to be analyse and presented are the following:

5.8.1 Public disturbance

Public disturbance in the context of this study refers to those activities in public or private premises that would inconvenience other people (learners) by unreasonably obstructing their daily learning and school activities in either a direct or indirect way. This factor was identified as one of the most crucial contextual factors in the township areas which contributes to learner underperformance. The data collected in this regard that would be discussed with the aid of the contingency theory is guided by the following identified codes; conducive learning environment, social ills (alcoholism & drugs), mode of transportation and community protest.

To begin with, one of the primary concerns identified as far is the learning environment is concerned is the presence of taverns that are very loud and close to learners' place of residence. Findings from the learners suggest that most often than not, community members within the townships have become "party animals" as they drink all night with very loud music which makes studying at home unrealistic (L2S1). Even worse within these communities is the pervasive attitude of "every man for himself" attitude where no individual calls another to order (T4). In a one on one interview with one of the teacher participant he explains:

It is a question of having a community that should provide children with a safe environment, where people should be willing to parent the children. You know when you see another person's child doing wrong, you are able to tell them to stop the nonsense so that they could concentrate on the things that are right or important. But now everyone has fallen afraid of the children, nobody is willing to take responsibility, so we just allow them to be (T5).

Thus, for such a community to promote the act of learning, it therefore warrants every community member to take responsibilities towards facilitating the learning process. Another similar aspect identified under this category is the mode of transportation for learners that is often characterised

by very loud music which one of the teacher participants indicates saying *such an atmosphere only prepares learners for a party mode rather than coming to learn* (T3). Whereas to the learner participant (L2S3) the amount of noise from the taxis after school hours and from nearby neighbours within the community frustrate their effort to learn. Moreover, the act of protest within the community, is another contributing factor to the poor performance of History learners in township schools. In analysing the situation, one would think that the act of protest within these communities is almost becoming a norm as one of the top management officials in an interview reveal that;

It is in them to protest. if they don't protest every year it looks like they haven't done anything, so it is continuously affecting the learners. I must tell you for the learners that are in grade 12 now in some of these areas, there is a huge content gap. They burnt the school recently (SC).

A synthesis of findings from Bush, *et al* (2010) suggests that underperformance of this nature is basically related to five main factors which include ill-health, poverty, resources, language, and educational activity. These features that undeniably would fall under internal or external factors of the contingency theory, unfortunately, differ in the context of South African where the right to protest is often being abuse and characterise by violence actions resulting to the destruction of physical properties (resources) which is a hindrance to the teaching and learning process. It is however necessary therefore that stricter measures of managerial leadership at the macro level between the department of education and transport be taken to regulate the means of transport for learners.

5.8.2 Socio-economic influence

The socio-economic influences in this context took into consideration several variables such as the occupation of parents, level of education, income level, and the place of residence to name but a few that would influence the behaviour of learners and their academic performance thereof. Deduced from the empirical findings, are codes that are all very familiar but from different perspectives. They include destitute learners, unavailability of parental support, abusive homes, and unequal distribution of the feeding schemes (See table 5.1), which all relate to the humanism learning theory and managerial leadership theory. A detailed examination of these codes reveals an interrelationship between each one of them for instance, the attribute of destitute learners was

identified throughout the study as a common phenomenon facing learners in the area under study which often result from the unavailability of parenthood and the support they offer.

While parents may be absent in some instances in pursue of job opportunities elsewhere in urban areas, in other instances where the parents may be present, it is more or less a similar experience as express by a participant saying:

They don't take time to check what these learners are doing because you can be in a room like this but not doing what you are supposed to do, and the other challenge is eh these learners are ... they are from poverty-stricken homes. When you teach them, they have this defence mechanism that I am hungry (T1).

Another challenging issue that is associated with socio-economic shortcomings, is in the area of feeding schemes for learners, better known as the National School Nutrition Programme (NSNP). The NSNP is a support programme used by the government of SA to provide one meal a day to all learners in poorer primary and secondary schools (quintile 1-3 schools) with the intention to improve the ability to learn. Data collected from both individual and focus group interviews suggest that some schools serving a similar category of learners in the same geographical area of settlement, were categorised differently under the quintile system. According to Section 27 of the South Africa school Act, quintile 1-3 schools are classified as no fees paying schools while quintile 4-5 are fee paying schools. The issue at stake therefore is on the fact that some rural schools closer to townships are classified under Quintile 4 with the implication that it is a fee-paying school thus, do not benefit from the feeding scheme. Consequently, this of course is not a true reflection of the situation on ground as learners in some of these identified areas often suffer from similar socio-economic challenges like hunger just like those in the identified quintile 1-3 schools. Unfortunately, this often result in some form of dependability of learners on educators for a meal as attest by one of the participants who said;

Yeah so last year what I was doing from that side I will be buying them lunch from my own pocket you see? So now that thing is lacking this year because I'm financially challenged. So that is the kind of support they are given here but it's more about discipline and motivating learners (T4S4).

Therefore, beside playing a managerial leadership function from an external point of view in designing policy for implementation in respect to feeding schemes for schools, school leadership could become more internally involved by constantly revising this policy to facilitate the work of other stakeholders like the educators by making sure that all the right people benefit from NSNP.

5.8.3. Language of instruction and communication

To begin with, it is important to indicate clearly that the language of instruction and language of communication are two different areas of interest that were captured during the data analysis process. Unlike the language of instruction (See par. 5.5.2), the language of communication in this instance is also focusing on the negative impact on the teaching and learning as well as learner performance in History thereof. The codes obtain amongst others includes having command of the language, communication skills of educators, poor implementation of the language policy, and the use of English in communication.

In South Africa with its eleven official languages, it is mandatory for the school, through the SGB, to choose their language(s) of instruction. This aspect reflects the role of the managerial leadership theory. Besides the use of a language in teaching and learning as a matter of policy, it requires constant training or usage of the language for both the educators and learners in order to have a mastery as it is the case with the “mother tongue”. Quite often, these schools and their stakeholders would go for English as a medium of instruction while making maximum use of their broader communication skills through code switching. The unfortunate thing however is on the fact most of these township schools often choose English as a medium of instruction in trying to neutralise the challenge that learners face in the learning process and examinations thereof. A related challenge as identified by Chisholm (2005), suggests that under such circumstances, some stakeholders as a result would turn to focus more on the constitutional obligation on recognising languages rather than the content and its processes. Accordingly, findings from the empirical study as explain by a participant, said:

I can say that... (Laughter), our learner's neh? the main problem of these learners they don't have the command of English. If maybe our educators can teach these learners in English. There's this thing that we call code-switching. But most of our teachers they code-switch even 80% or 70% is Setswana and 30% is English then it is a problem

which is disadvantaging the learners ah ah when the learner is supposed to write something it's going to be a serious problem (P1).

It could be deduced that it is a common practice for most schools in and around the townships to use the mother tongue (mostly medium of communication) in teaching and learning, rather than the identified language of instruction. As a managerial leadership function, it would thus imply that besides the implementation of policy, stakeholders at the meso and micro levels could go an extra mile to implement content and its processes for maximum comprehension by the learners through code switching. Consequently, this is often misused by some educators as indicated above which might result in negative impact on the examination point score and learner performance thereof. This is followed by some degree of dissatisfaction from some teacher and learner participants who believed that they are on the disadvantage end because their language of instruction is different from the language of testing during examinations. In more specific terms one of the participants said:

This is one of the things either you are going to make sure that every learner is given an opportunity to learn in their mother tongue, or you are going to give them English from the very beginning, where they get instruction in English, Maths, whatever subject so that by the time they come to our level, they are ready to learn in English not just to change after five years and they are left with seven years then they are going to start being taught in English and they are going to be disadvantage them (T5).

Therefore, besides the commonly known language of instruction as a challenge to teaching and learning hence learner performance, this study was able to identify that beside all that has been said and done about language of instruction, the challenge would hardly be resolved especially for rural and township areas if the primary factor being the language of communication is not address.

5.8.4 Political interference

Political interference is one amongst many challenges suffered by learners in most township schools that often result in negative repercussions to the learners and the school at large in the form of destruction of properties. In this context the focus would be on how policy making by politicians influences learner academic performance in History such that the faith of these learners for instance are designed as a way of compensating the less privilege in the society. Unfortunately, things

sometimes go wrong and would result in protest action and or the desire of quantity rather than quality in learner performance through progression of learners.

Since the demise of Apartheid in 1990 and the emergence of a new constitutional government in 1994, South Africa has since become an absolute democratic nation where amongst others, the freedom to protest over every form of dissatisfaction such as service delivery is on the rise (RSA, 1996a). As a matter of fact, the act of protest which some participants believe is politically motivated has become part and parcel of most of these communities as one of the participants said:

It is in them if they don't protest every year it looks like they haven't done anything, so it is continuously affecting... I must tell you the learners that are in grade 12 now, it's a huge content gap. They burnt the school recently (SC).

In an informal, conversation with this participant in what makes up part of the field notes, he equally emphasised the issue by saying as of that time (September 2019) two schools in the district had been burnt down as a result of community protest (SC). In confirmation of this postulation, a study conducted by Ngcamu (2019) on service delivery protests in post-apartheid South African municipalities, affirms that the situation has left a severe impact on the quality of teaching and learning as well as learner performance. From a managerial leadership perspective therefore, there is a call by stakeholders for the external activities of a school as an organisation to be left in the hands of selected school authorities that would facilitate the work of others by performing their responsibilities rather than to turn the school as a terrain for political gains with learners at the receiving end. A situation which another participant said, “there is need for the schools to be depoliticise” (S. Ad).

Moreover, the desire by stakeholders for a better performance of learners has brought about pressure and the subsequent adoption of certain laws like the progression of learners⁹ and multiple examinations opportunities¹⁰ (Section 27, Act 84 of 1996) whose resulting effect has been a high

⁹ Progress learners: That a learner who fails a grade for the second time, cannot be retained in the grade, but, must be allowed to progress to the next grade with maximum support in an attempt to maximise the rate of dropouts hence preventing a learner to spend more than four years in a phase (GET & FET). The SA School Act 84 of 1996.

¹⁰ Multiple examination opportunities (MEO): This policy refers to those learners who struggle, based on their performance throughout an academic year who are allowed to take their final examination in two parts. That is, the

pass rate, reflecting quantity rather than quality. A decision to which one of the participant during one-on-one interview reveal that *“based on the historical past of SA, it is a direct attempt to compensate the less privilege who were discriminated upon during the apartheid regime”* (T5). Again, this has been another area of high political deliberations where some stakeholders especially opposition to the ruling political party who believe that if a learner could be given maximum support to do better in the next grade after progression, then similar support could be given to such learners in the current grade. Therefore, the practice is null and void. In a more direct approach, another participant points to the effect of progression saying:

I think basically I can blame the government system of progression that is basically the one that is almost leading to most underperformance because they don't read, they don't care because they know that they will be progressed to the next class. so, they don't take anything seriously to the extent that the culture of learning is no more (T2).

In support of the above, Bond (2012) reveals that the most well-known townships in South Africa are creation of the apartheid system as well as the predecessor regimes that was under white rule characterise by receiving less quality education where compared to their counterparts.

5.9 PRESENTATION OF THE EMPERICAL FINDINGS FROM DOCUMENTS

Because the documents were very few, a manual coding process was used where I systematically identified, analysed and interpreted patterns of meanings within the qualitative data. While reading through the identified documents and with the use of a highlighter relevant areas relating to specific research questions emerged by means of labelling and allocation of codes as well as grouping into categories (See par. 4.5.2.3). Key amongst the contextual issues which were identified, are the following factors:

learner writes a minimum of three subjects (excluding Life Orientation) in the November examination sitting, and the remaining subjects in the subsequent June examination. The SA School Act 84 of 1996.

5.9.1 Contextual factors influencing History learners underperformance

It should be reiterated that the tables presented in this section (Table 5.2 and 5.3) bearing names of schools is not for the purpose of any political or financial gains but for the purpose of providing a detail and clearer analysis on pass target related queries in the district under study. The Department of Education is known to have seen remarkable improvement in the number of learners attaining grade 12 but with shortcoming such as:

- Inadequate school infrastructure resulting from poor management or unavailability;
- curriculum coverage and delivery due to lack proper monitoring. In fact, curriculum coverage is unsatisfactory;
- quality of informal assessment due to lack of proper skills and training for educators;
- retention towards improving the number of learners attaining grade 12;
- retrieval and usage of learner and teacher support materials;
- poor school management and the inability to implement the National development plan as well school improvement plan (NDP);
- lack of parental and community participation in the schools activities;
- Inadequate retrieval system of books allocated to learners;
- Lastly and as identified by the LAIP for secondary schools in the North-West province is the problem of quality of pass target which ranges from elementary, moderate, adequate, substantial, meritorious and outstanding.

Tables 5.2 and 5.3 below illustrate the average pass target for some of the schools in the NMMD.

	No. Wrote	80 - 100%	70 - 79%	60 - 69%	50 - 59%	40 - 49%	30 - 39%	0 - 29%	Subject Target	NO. PASS @ 30%	30 % PASS PERCENTAGE	No Pass @ 40%	40 % PASS PERCENTAGE	No Failed	Subject Average %
Danville	81	0	0	2	6	13	30	24	100	51	69,96	21	25,92	24	33,52
Lapologang	50	0	3	5	7	13	16	6	100	44	88	28	56	6	43,70
Maano	12	0	0	1	5	5	1	0	100	12	100	11	91,66	0	50,17
Mafikeng	15	1	5	2	3	1	2	1	100	14	93,33	12	80	1	58,13
Mmabatho	89	0	24	26	32	4	3	0	100	89	100	86	96,62	0	61,47
Mococe	5	0	0	0	0	4	1	0	100	5	100	4	80	0	44,80
Motuba	27	0	0	1	9	9	7	1	100	26	96,29	19	70,37	1	44,59
Redibone	33	0	2	2	15	12	2	0	100	33	100	31	93,93	0	50,91
S C Kgobokoe	27	0	0	0	7	11	7	2	100	25	92,59	18	66,66	2	42,85
Sejankabo	36	0	0	3	11	16	5	1	100	35	97,22	30	83,33	1	47,56
Setumo	23	0	0	0	2	7	10	4	100	19	82,6	9	39,13	4	37,74
Total/ Average	398	1	34	42	97	95	84	39	100	353	92,7	269	71,2	39	46,86

Table 5.2. A sample of History Grade 12 results of the Mahikeng Local municipality

NAME OF SCHOOL	No. Wrote	80-100%	70 - 79%	60 - 69%	50 - 59%	40 - 49%	30 - 39%	0- 29%	Subject Target	NO. PASS @ 30%	30 % PASS PERCENTAGE	No Pass @ 40%	40 % PASS PERCENTAGE	NO. FAILED	PERCENTAGE FAILED	Total of Paper Written
Barolong High	80	1	5	9	21	21	19	4	100	76	95	57	71	4	5	300
Leteane High	80	1	2	11	24	18	21	3	100	77	96	56	70	3	4	300
Mmoledi High	9	0	0	0	4	2	1	2	100	7	78	6	67	2	22	300
Mosikare High	92	1	2	18	28	31	12	0	100	92	100	80	88	0	0	300
RA Kobue	44	9	12	14	5	3	1	0	100	44	100	43	98	0	0	300
Ramaine-a Phetlhu Hi	49	0	4	17	21	5	2	0	100	49	100	47	96	0	0	300
Seleje High	32	2	3	7	14	6	0	0	100	32	100	32	100	0	0	300
Setilo High	9	0	0	3	0	4	1	1	100%	8	89	7	78	1	11	300
ZM Seatlholo High	34	1	2	9	9	8	4	1	100	33	97	29	85	1	3	300
TOTAL/AVERAGE	429	15	30	88	126	98	61	11	100	418	95,00	357	83,67	11	5,00	300

Table 5.3: A sample of History Grade 12 results of the Rekopantswe Local municipality

The tables were presented in its original form without any alteration to ensure consistency in the data analysis and presentation format. However, it had no significance on the data and analysis process. Both table 5.2 and 5.3 respectively are a clear indication of performances of individual schools that seem to have obtain the minimum requirement for a pass target in History. But, after an item analyses, it is revealing that for most of the schools more that 50% of the learners pass at level 2 and 3 respectively.

5.9.2 Intervention strategies of the identified challenges

The intervention strategies amongst others include the following:

- An inclusive basket of criteria or activities as a measure to ensure both quality and quantity.
- Enhanced accountability at all levels of the school.
- Protection of teaching and learning time.
- Develop catch up plans, implement them and report on them.
- Tracking learner performance per subject, per grade, per quarter.

- Hiring of skilled and dedicated principals to foster a vibrant but disciplined environment that is conducive to learning.
- Setting of targets for each grade.
- Monitoring all processes of teaching, learning and assessment.
- Monitoring the implementation of framework for strengthening the teaching and learning of languages as subjects or as language of instruction.
- ICT utilisation to improve learner performance.

5.10 SUMMARY

The central issue of this chapter is on data analysis using ATLAS.ti version 8.4 and the presentation of findings. The findings were presented categorically and chronology by means of a table (Table 5.1), containing codes and categories that originated from direct quotations from participants in their original form without editing. There was equally the use of figures generated using ATLAS ti version 8 which came in different shapes and sizes depending on the categories and codes that were involve in a particular theme. This was followed by the analysis and presentation of data through a synthesis of findings were made in which my voice as the researcher was heard.

After the presentation of findings, the next chapter focussed on discussion of the results which entails a more detailed synthesis of findings from both the empirical study and literature review relative to the main research objectives. Thereafter, the chapter evaluates the extent to which the research goals or objective were attained or not.

CHAPTER SIX

LEADERSHIP STRATEGIES TO ENHANCE HISTORY LEARNER PERFORMANCE: RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

To ascertain performance or underperformance levels of any kind, targets must be set. In the case of the matric examination leading to the National Senior Certificate (NSC), the minimum expectation in terms of teaching and learning, is the completion of the ATP whereas in terms of a pass rate target as per the DoBE, an elementary achiever¹¹ pass with a level two (30-39%), to the outstanding achiever at level seven (80-100%). Thus, for marks below 30% that is 0-29%, the learner does not meet the requirements and therefore it requires that the teacher becomes involved to account for such underperformance. Accountability has been linked more with performance pass targets than any other associated form of teacher responsibility, including the completion of the ATP. Notwithstanding, what the educators and entire SMTs can do to overcome the challenges faced constitutes the core of this chapter.

Quite often, some researchers identify the main research question or aim of a study as the first theme of a study (See par. 1.4.1 & 1.4.2). In this study the main theme was addressed as the overarching gap of the research and the sub themes (objectives) reflected how I strove to achieve the said research aim. In other words, the research question was the roadmap which led to the research aim. During the discussion of findings therefore, a deliberate attempt was made to link these findings in the form of categories to the main theme (See Fig. 6.1), as well as the existing literature. That is, findings were contextualised to a synthesis between the existing literature, the empirical findings and the theories (See Table 5.1). It is worth reiterating that based on the uniqueness of the findings, they would appear under more than one theme in some instances (See par. 5.2), linking the different sections of the chapters for theoretical purposes and synchronisation.

¹¹ Scale of achievement for the National Curriculum Statement: 0-29 Level 1, not achieved; 30-39 level 2, elementary achievement; 40-49 level 3, moderate achievement; 50-59 level 4, adequate achievement; 60-69 level 5, substantial achievement; 70-79 level 6, meritorious achievement; 80-100 level 7, outstanding achievement.

This is followed by a critical assessment of the results, logically leading to the conclusions proffered here.

6.2 LEADERSHIP FOCUSED FRAMEWORK TO ENHANCE LEARNER PERFORMANCE IN HISTORY

The framework of this study was directed by the research themes, categories and codes obtained from the empirical study. An organic layout was generated with the help of ATLAS.ti version 8.4 used to further establish networks between the main theme and associated categories. This contributed to the development of the managerial leadership strategies to enhance History learner performance. It is important to note that both the categories and codes described in Table 5.1 and Figure 6.1 respectively are the framework for leadership towards the improvement of learner performance in History.

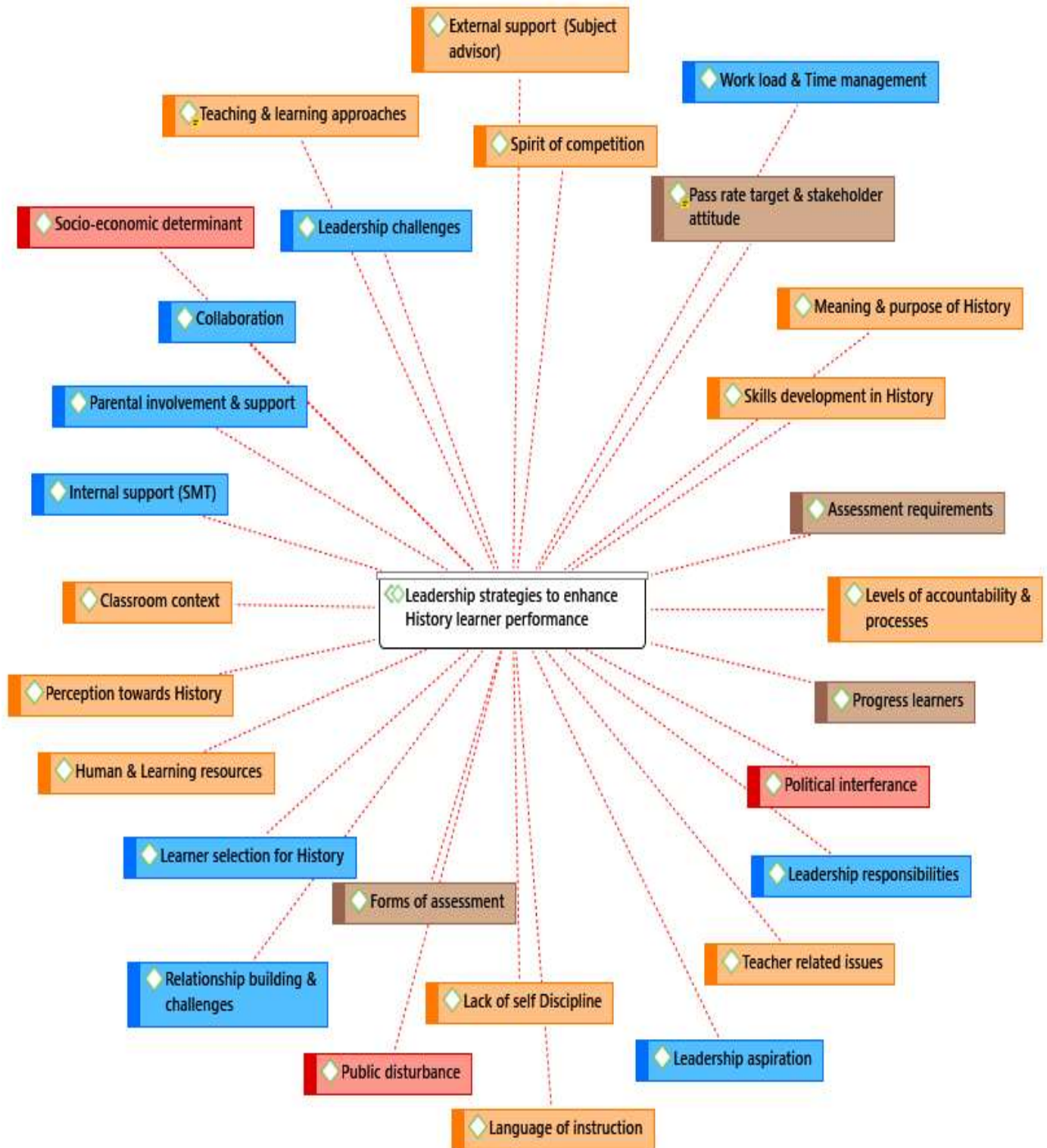


Figure 6.1: An organic layout of leadership focused framework to enhance learner performance History

Figure 6.1 also portrays the various themes in the form of categories, which were further merged to produce a unique network that addresses the main theme, generating the intervention strategies for teaching, learning and subsequently identifying the factors contributing to learner underperformance in History. It is important to state that the different colours were used to differentiate between the categories as follows: the orange colour represented categories of theme one; Blue represented categories of theme two; brown for categories of theme three and lastly pink for categories of theme four. The in-depth discussion of this phase and the subsequent proposed leadership strategies that is guided by the above framework follows categorised according to the various research question for each theme as follows;

6.3 TEACHING AND LEARNING APPROACHES FOR HISTORY IN TOWNSHIP SECONDARY SCHOOLS

In dealing with Theme One, the issue at stake was to determine the extent to which teaching and learning or instructional leadership in History in township secondary schools influences learner performance. As previously indicated in Figure 5.1, the theme was broken down into various categories, followed by the identification of codes. The following proposed framework was therefore derived from a research-based and deeply interrogated process.

6.3.1 Promoting patriotic nationalism and social cohesion

In trying to determine how the teaching and learning of History influences learner performance, I clarified the meaning and purpose of History as well as other dynamics surrounding the teaching and learning of History (See Table 5.1). As humans, we do have cultural differences and belief patterns that differentiate us from each other. Therefore, it is not surprising that we sometimes differ in thought, word and deed and in the decisions we make. However, that should not and cannot prevent us as a nation from coexisting with each other. Based on the historical differences of SA brought about by apartheid in relation to existing literature (See par. 2.3.3), History has a very huge role to play in this regard. In paragraph 2.5.4.2 and 2.5.4.5 for instance, emphasis was placed on the relevance of identity and how History enables people of a nation to understand each other as well as the arrangement of the society. Standler (2013) and Haydn & Harris, (2010) specifically alludes to the idea that History provides people with a sense of belonging and identity but that it should not be used as a tool to glorify one nation against another. Such a perversion leads to the imposition of one's national values on others within and beyond the national territory.

It is on this note that the development of the love for the study of History and subsequently History as a subject compels a culture of acceptance founded on social cohesion which warrants individuals within and beyond a nation to have some sense of connectedness and solidarity. That is, besides academic achievement, educational leaders could motivate learners for a broader societal cohesion and acceptance of the inimitable that cannot be changed while changing those that ought to be. This idea was highly recommended in one of the participants during a one-on-one interview:

In South Africa now since the dawn of democracy we are talking about the social cohesion. We believe, I believe History is the right vehicle to drive that social cohesion amongst eh individuals. Remember am sure that xenophobia for us to address it, then History will be doing, it would have a great responsibility, ok some will say Lifephobia the History teacher will explain it much better than may be Life Orientation approach (SC).

To Grussendorff and Booyse, (2014) therefore, studying History allows us to evaluate not just the past but how past human actions affect the present and influence the future. This requires a certain level of skill to analyse and understand events, justifying the perception of History as a science. What makes this clarification on the meaning of History differ from other studies is that the study of History has gone beyond an ordinary study of human past to a science that requires specific skills. In studying the past, some degree of knowledge construction is essential, garnered through collaborative interaction with instructional leaders at the centre of every activity. Consequently, this discussion is associated with the constructivist learning theory because, though it encourages knowledge constructed from an individual perspective, it equally requires active involvement with management.

6.3.2. Improving on the language of learning and teaching

Broadly speaking, teaching and learning within the classroom context was also identified as a strong determinant of History learner performance in township secondary schools. During the data analysis, several factors were identified relating to the language of instruction and the language of communication (See Table 5.1). An analysis of data as described in in paragraph 5.5.2 and in the entire study by means of communication with the participants shows that there is indeed a palpable lack of proficiency in the LoLT for both educators and learners. In the words of one of the participants:

I think most of the content subjects, the reason why learners are failing it's the language yeah because I see in my subject ...that language is a problem you will be telling them that this is how you do the essay, but to your surprise they will never do it the same because of language barrier which makes us to code switch for most of the time ...which I think it's not helping them (T2).

In a triangulation of findings however, while this study agrees with existing literature such as Olanipekun and Aina (2014) on their view that to improve learner performance requires the teaching and learning of English language to improve, others like Garcia and Cohen (2011) in their survey involving over 40 countries reveal that language is not a barrier to learner performance as learners still performed poorly even when tested in their home language (See par. 2.3.2). Taking this argument into consideration, one would look at the opinion of Nwati (2015) who postulates that unjustified attention is often given to the wrong reasons for learner underperformance, while the real threat remains indescribable and unattended.

From a practical point of view as deduced from the interviews and based on the poor language foundation that is set for the learners at the GET Band, the effects of such unstable foundations go beyond underperformance in secondary schools to tertiary institution. This is because at this stage the communication between the lecturer and the student or amongst students is strained. As another managerial leadership strategy to overcome the language barrier to learner performance in History, some stakeholders are convinced that besides the use of English as a medium of instruction, learners within the school environment could communicate in English, thereby boosting their self-confidence. One of the participants specifically said:

I told them was it last year ...the educator's view that if we want our learners for them to improve you know what, let's start by teaching them how to speak English (laughing) i.e. each and every learner who comes to the office before you help him or her, they must speak in English. Yeah so that he becomes use to this language, but the problem of our learners is that they will never come again (Laughing) ...you've chase them away (P1).

A synthesis of the above discussion with existing literature suggests that besides township secondary school learners who face challenges in the use of English, and specifically in the area

of reading that is below national norms (Weir *et al.* 2009), their communication ability and performance in History negatively are negatively affected. This parlous reality warrants stakeholders at all levels of management to consider revising the policy in the use and application of the LoLT and the language of communication within the school environment.

To this effect therefore, after taking the above views into consideration, I am of the view that the problem of LoLT towards enhancing learner performance in History is based on a geographical context. That is, in the empirical study (See par. 5.5.2) it was indicated that for schools located away from township centres, both educators and learners were unable to fully communicate during interview sessions as against other schools at the heart of the township where there was some recognisable usage of the LoLT for communicative enterprises. This is further reflected in the national matric results as indicated in Table 5.2, indicating that learners in these areas need to be taught in their home language thus bringing to limelight the ideas of the humanism learning theory. Essentially, learners' home languages need to be recognised as linguistic repertoires over which they have greater in their learning and they could be held accountable over their performance. Unfortunately, the same theory reiterates that such an approach works better for learners that are highly motivated and curious.

6.3.3 Change in the attitude of learning and teaching History

The stakeholders' attitude was observed from two perspectives, namely towards History as a learning subject and secondly towards the execution of their responsibilities (See par. 5.5.3 and 5.6.2). Data from the study demonstrates that besides the neglect or lesser fair attitude towards History, stakeholders (educators) often face challenges such as overcrowded classrooms and subsequently classroom management confounds the execution of their responsibilities. Notwithstanding, some educators repeatedly take advantage of the situation and leave their work uncompleted in terms of the ATP on the assumption that the learners would be assisted during holidays camps.

Marais (2016) affirms that overcrowded classrooms are a part of South African education system with far-reaching consequences for both teachers and learners. Based on the negative consequences of this reality, Matshipi, *et al.* (2017) calls on the Department of Basic Education to address the shortage of classrooms in public schools, arguing clearly that congested classrooms have a negative influence on the performance of both educators and learners. Such an atmosphere

is thus closely associated with the managerial leadership theory which alludes to the idea that despite the existence of a top to bottom leadership approach, school leadership could, besides implementation, go an extra mile to improvise rather than waiting for policies from macro level of management for implementation. Practically speaking, internal leadership through the SGB and SMT in collaboration with the district office could begin by organising mobile classrooms to deal with overcrowding rather than forever waiting on the government in what Marais (2016) say has become part of South African problem.

Alternatively, considering the attitude of stakeholders towards History (See par. 5.5.3), control measures such as making History compulsory could improve learner performance in History as more time and energy would be apply. There is a dire need to monitor the class size, as every classroom would become a History class (S. Ad). For such to be successful, it requires some degree of self-discipline and commitment from both the educators and the learners. Therefore, there is a need to establish collaboration between the schooling processes and outcomes (contingency theory) as well as a collaborative teaching to construct knowledge based on one's understanding (constructivist learning theory) garnered through adequate PCK and self-discipline.

6.3.4 The level of motivation and curiosity to learn

Based on the discussion in par. 5.5.2 and 5.5.3, it could be viewed that despite the learners perspective about History as a simple subject with yet unsatisfactory performance, there is an indication of curiosity and control over the desire to learn History. Taking responsibility over performance which brings to limelight the importance of humanism learning theory in learning, is also important here Thus, confirming Parson's (2013) earlier postulation that although this type of learning could possibly be attained, it would work better mostly with learners that are having high motivation, the curiosity to learn, and the ability to self-actualize. Contrary to this view, a more direct learning through knowledge transmission is needed my means of "spoon feeding" which seem to be the situation for most schools in and around the townships. Unfortunately, if those responsible for knowledge transmission (educators) are not fully committed and equipped with the right PCK to equip the learners, so would the learners and the entire school be filled with negative energy, and subsequently underperformance.

As a classroom manager therefore, it is the responsibility of the teacher to build up some form of curiosity by means of leading through a collaborative interaction with learners as against guidance

to enable a smooth implementation of the learning process. Thus, in confirmation to this as indicated by Saeednia and Mariani, (2011) about the Humanism theory, forcing learners to a higher-level achievement instead of motivating them, could result in failure. In dealing with the issue of teaching and learning History, and learner performance thereof, both internal and externally contingency factors could as well be taken into consideration, but most importantly focus on functions and behaviours rather than just implementation which Bush (2015) warns that managerial responsibilities are often too complex and unpredictable to rely on a set of standardised responses to events. This further aligns with earlier postulations by Christie *et al.* (2007), when they say that the teaching profession is in crisis because of low teacher motivation with the profession at the bottom of the choice list for the youths.

A synthesis between existing literature and the empirical study shows that qualified History educators are first and foremost not readily available and secondly that those that are available, are unwilling to take up opportunities in remote areas. It would seem a perfect timing at a period where I have actively been involved as a lecturer in the History subject group of the North-West University in the training of History educators in the NMMD who should be ready to serve their various communities by 2022. This would further address the problem of the lack of PCK as well as unavailability of History educators thereby enhancing learner performance in History.

6.4. INSTRUCTIONAL LEADERSHIP APPROACHES IN HISTORY AS A SUBJECT IN TOWNSHIP SECONDARY SCHOOLS

In dealing with theme two, the issue at stake is to determine whether there exists any form of relationship between learner performance in History and leadership practices in township secondary schools. That is, the researcher intends to investigate on how various forms of leadership and leadership practices could influence learner performance in History. Thus, some categories where necessary, were regrouped and reclassified under similar categories and codes respectively to make the discussion more meaningful as well as to avoid repetition (See par. 5.5 and 5.5.7).

6.4.1 Exemplary Instructional Leadership role

The selection of educators and the process of teaching and learning throughout the interview process proved to be problematic for the History subject group. Beside improving on the quality of teaching and learning in History and subsequently better performance of learners, History has

other important goals which among others include to promote patriotism, nationalism and social cohesion (See par. 6.3.1). Unfortunately, findings from this empirical study reveal that some learners and even educators have a disappointingly lack of knowledge of the purpose(s) of History as more focus is placed on meeting a high pass rate target (See par. 5.5.8 and 5.6.6). As such Haydn and Harris, (2010) say that under such circumstances, learners' attitude towards the study of History is also negatively affected.

Several studies (Taylor 2008; Ogundele, *et al.* 2014; Angbing, 2014) have previously identified teacher-related issues as contributing factors to learners' underperformance. In terms of subject specific content, the case of History though similar, it is distinctively different. For example, in most subject areas, teachers may be available but not having the minimum requirement (PCK) to teach, whereas in the case of History in some instances teachers are barely available as determined by the geographical area. In confirmation with empirical study, a participant reveals that:

Teachers are poor in content and not readily available. Principals are under pressure they just want to see a warm body sitting in front of learners. whether qualified or not they will go to district and ask what is the law saying? Do you have ... I don't have a History teacher, but we can convert this one to a History teacher he will just pull that come and teach History. You're desperately looking for work what are you going to say Mr Tabe? I don't have eh post for your qualification it's only History can you teach History what are you going to do (SC).

A synthesis of findings first from a literature perspective shows comparable views from authors like Taylor (2008) and Ogundele, *et al.* (2014) when they allude to the importance of quality educators in a school system. For instance, Ogundele, *et al.* (2014), indicated that the quality of any educational system depends to a greater extent on the quality of educators in terms of academic and professional qualifications, their subject knowledge they have, as well as their level of competency and dedication. Seemingly, this boils down to the assumption by Angbing (2014) that educator are the cause of underperformance in schools as he clarified that "the quality of an education system cannot be higher than the quality of its educators". However, this is contrary to findings from the empirical study which rather points to other factors which among others include the absent of a parental figure and location of the school. Thus, a call for concern on the

instructional leadership at all levels of the management system to strategies in addressing these challenges.

Moreover, the discussion above from the literature, eliminates the role of a learner to which the constructivist learning theory says that learners are expected to construct meaning through a collaborative interaction with the teachers. Though these empirical findings strongly support other existing literature, it, to a lesser extent, points to other factors like the lack of LTSM which is associated to the geographical location of the school. For instance, in a focus group interview, learners from quintile five schools express their views saying, “we do have enough resources in our school, we have the best History teacher (L2S4). Relating to this information brings to the light the existing gap between township and rural schools or schools closer to townships where a teacher participant alludes to the high level of support, she receives from another teacher in a quintile five school.

6.4.2 Equal distribution of available resources

In relation to the availability and distribution of resources in the district towards enhancing teaching and learning, and History learner performance thereof, the matter of resources was addressed from two perceptions, namely the physical and human resources. While some participants believe that physical and human resources are unfairly distributed and that it affects learners, especially in deep township areas (See par. 5.5.4), others at the centre of the township feel very satisfied and contented (See par. 6.4.1). This is contrary to findings by Bayat, *et al.* (2014) which argues that learner underperformance has little or nothing to do with where the learner is found, because learners in urban areas are also underperforming. This is to a larger extent true, but also false because in terms of numbers or percentages, the overall underperformance of learners from areas closer to township would assumably reflect a higher percentage when compared to those at the heart of the townships (See Table 5.2 and 5.3). A correlation of these findings as obtained through a meta-analysis of document and the empirical study therefore suggest that there is adequate study materials (L3S4) for most schools at the heart of the townships which is reflected in their performance as against schools that are a few kilometres away from township centres. From a one on one interview, a teacher participant reveals that:

A school like this one where you have children paying school fees, there is always a certain part of the budget that will be used to augment where there are shortages so it's easier for a school like this to be able to furnish each child with a textbook (T5).

From the perspective of human resources, History educators are unavailable to teach in rural schools and to a larger extent schools that are furthest into the interior. However, a more detailed analysis of the results shows that besides the unavailability, recruiting educators to teach in certain townships and areas closer to township is also a real challenge. This is because educators often prefer to work in more advanced and developed city centres, as against working in townships. Even when they do work in these areas, they do not live there (T1) or are underqualified (See par. 5.6.3). This aligns with Olanipekun, and Aina (2014) who say that, because the most important educational resources is the educator, the success of any teaching and learning process which influences learners' academic performance depend on how effective and efficient the educators are (See par. 3.4.1).

Thus, the theory that best explains the problem is the contingency theory which emphasises that for a school to be successful and produce expected results, it depends on certain contingency factors that could either be internal or external. Hence, the issue of resources, as mentioned above, in some instances would not be the unequal distribution of resources as indicated by some participants but rather that for those schools located mostly at the centre of the township, extra resources are made available by parents through the SGB. To ensure an equal distribution of physical and human resources across all the geographical areas therefore, the Department of Basic Education could prioritise on making sure the available resources are properly managed as shown in some cases that the problem with resources lies on mismanagement rather than unavailability or unequal distribution (See par. 5.5.4).

6.4.3 Improvement in the execution of managerial functions

In relation to the improvement of the execution of managerial functions as a managerial leadership responsibility, the following were taken into consideration: dealing with overcrowded classrooms, time management, discipline and curriculum management to name but a few. In dealing with the identified challenges, what remain outstanding is the issue of classroom management. This is because as a teacher, you are the manager of the classroom and should subsequently be in control of learner behaviour which is sometimes time consuming. Thus, the issue of overcrowded

classrooms could as well become less of a problem if the classroom is under control (See par. 5.5.2 and 5.5.4). Unfortunately, such managerial abilities required to deal with these challenges are often not present, thus resulting in the accumulation of work for educator. In a similar fashion, Gibb (2013) says that the best possible way to deal with workload or overload for both educators and learners is by creating more time for implementation. In this context however, it is almost not feasible considering that the teaching capacity in some township schools for History is insufficient. A situation in which Islam and Hu (2012) classify under internal and external contingency factors.

A further triangulation of the above findings to an earlier recommendation by McEwan (2002) and data from a meta-analysis of findings (See par. 5.8.2), suggest the incorporation of media and/or technology into the teaching and learning of History. This for example will help to enhance learning not just as a teaching technique, but equally to save time which would work well for some township schools and those closer to urban. Unfortunately, these authors failed to take into consideration the context of deep rural and township areas in South Africa as a whole where over 40% of the schools are found in rural areas. What seem interesting in these findings, in respect to time management is the constant conflict of interest or opposing views of participants. For instance, while one participant from a rural or deep township area alludes to the unavailability or shortage of History educators (P1), others at the heart of the township express some degree of contentedness with the available History educators (L3S4) which equally helps in dealing with the time factor as the workload would be within reach. As such one of the participant in an individual interview said:

One thing I know happens and it works for our school, is that when these children are taught, they are given a lot of time to be able to learn and on top of that giving them work because you find that amongst them there are those lazy ones. So, when you give them work and you make sure you check on the work just to make sure that each and every one does their job, then they don't have time to run away from their responsibilities like ... it works (T5)

Deduced from the views of this participant, engaging learners in the learning and teaching process, is equally important (See par. 5.5.2). This again requires time as learners need to be monitored and empowered. Speaking of engaging learners to empower their understanding, Taylor (2008) says that the starting point for improving teaching and learning is that educators must take responsibility

for the learning outcomes of their learners. It entails changing of the attitude on the part of educators, from one which blames their situation on external motives (like the lack of resources and the lack of support from parents and management), to one in which they feel in control to improve their own situation by exercising innovativeness and positive energy.

6.4.4 Encouraging collaborative teaching and learning

Collaborative teaching and learning are very important areas of the study where every stakeholder spoke expressed one voice in addressing the common issue of enhancing learner performance (See par. 5.5.7). It indeed shows some degree of commitment and collaborative effort amongst educators with parents in dealing with the internal and external contingency factors facing the teaching and learning of History (See par. 5.5.7). But, most importantly, the role of curriculum leadership with maximum support should come from the principal, the school leadership as well as the district subject adviser. In a synthesis of findings, an illustration by Louis *et al.* (2010) in Fig 3.1 clearly shows the extent to which schools as an organisation work in collaboration with each other. This was demonstrated by one of the participants who highlighted the use of WhatsApp as a means of communication which according to her ease communication with other stakeholders in times of challenges, and partly as a means to address the challenge of inability of the subject advisor to visit the school because of the lack of transportation.

However, because of the existing differences in the leadership approach which varies from school to school, as well as one geographical area to another, Heystek (2014) advises that school leaders can from time to time interchange from strategic to organisational activities for a smooth functionality of the school environment and curriculum leadership thereof. This is affirmed by the humanism learning theory, which entails that stakeholders must be watchful over the risk of depending on standardised responses to related challenges and rather improvise as it is usually the case with leaders in private schools. In a further affirmation of the above, Bush (2015) alludes that the SMT must be aware of the dangers of over reliance on external leadership by following a set of designed standardise responses to events which are often very complex. As seen in the discussion above, leadership remains an important determinant of learner performance in History although it would require an equal distribution of responsibilities and engagement across all levels of managerial leadership for the required standard of learner performance to be raised.

6.5 ASSESSMENT STRATEGIES TO ENHANCE LEARNER PERFORMANCE IN HISTORY IN TOWNSHIP SECONDARY SCHOOLS

Besides teaching and learning as well as the role of leadership towards enhancing learner performance in History, assessment equally plays a vital role by determining the level of History learner performance through the pass rate target (See par. 6.1). In discussing this theme, the focus was on the qualities and types of assessment, minimum pass target, accountability of educators in the execution of their responsibilities and the role of progression on learner performance.

6.5.1 The relevance of pass rate targets in assessment

As already indicated in par 5.7.2, an important characteristic of assessment is that it could either be formal or informal. By using informal assessment, the teacher is expected to continuously test the learners using different forms (formative) to determine the level of progress made through pass target as well as derive better ways of improving the teaching and learning process. This however aligns with Warnich (2008), who argues that the assessment of learners in History is expected to take place on a regular basis through continuous summative and formative assessment. This is in contrast to the old method that was characterised by an approach where a lot of focus was placed on end of year examinations. Information deduced from the findings therefore makes the difference in the literature as it suggests that educators must always see an informal assessment as an important building block towards a formal assessment. That is, by working on a set target the teacher is able to determine the level of preparedness of the learners.

Further, one general concern about the pass rate target (See par. 5.7.3) that was raised by the participants was the questioning of the quality of learner performance in History which resulted in several recommendations such as the need for the level of past rate target at least be raise from level 2(30%) to level 3(40%). It should be noted that though 30% pass is limited only to certain subjects, it is still a minimum pass requirement as it determines the level of effort that the learner or teacher would give in to pass or complete the ATP of that subject. It is of great concern to some educators who explain that they often challenge their learners to *“go for the cream by aiming high above the minimum requirement (i.e. above 30%) rather than depending on leftovers which would expose them to certain learning challenges at a higher level of their studies”*(T1). Challenging the learners in this manner thus brings out another important part of the study as emphasised in the humanism learning theory, which says that learners could have greater control over their studies,

but not without the motivation and curiosity to learn which can be nurtured by the educators through formative assessments.

Moreover, and in relation to collaborative teaching (See par. 5.5.7), the different forms of assessment and pass rate target (See par 5.7.2 and 5.7.3) aligns with views from the literature review by the DoBE (2011b), which holds that collaborative teaching helps educators and other stakeholders like parents to understand the process of learning. This further assist in the learners' development to improve the process of learning and teaching as well as performance thereof. The relevance of the CLT and HLT respectively to this study however is that they would ensure maximum collaboration between the parents, learners and educators whereby the learners' motivation and curiosity to learn as well as performance thereof would improve. Notwithstanding, because it is not always easy to implement (Counsell, 2011), some degree of interplay between management and leadership as recommended by Heystek (2014) could as well be needed whereby, besides implementing, stakeholders would go an extra mile to improvise by focusing on functions and behaviour because depending on regulated responses to challenges alone which is usually the case in public schools might prove to be more detrimental to the performance of learners in History.

6.5.2 Change of attitude regarding progression

Another important aspect of assessment closely related to the previous is the issue of progression (See par. 5.7.3). The impression, amongst other reasons for progression, is that progression is mostly used as a means of compensation to mostly the black less privilege South Africans who suffered from the shortcomings of the Bantu education system during Apartheid. Earlier postulations by Mji and Makgato (2006) and Coetze (2013) affirms that education during Apartheid was indeed characterised by the under-development of human potential in general and that of blacks South Africans through segregation. Against all odds, the frustration expressed by the teacher participants however suggest that in trying to minimise school dropout, learners should rather be identified at an early stage to prepare them for skills rather than theory (T5).

This is crucial as a synthesis with existing literature according to van de Gift and Houtveen (2006) suggest that wherever or whatever a learner ends up studying would either help them improve or demoralise their learning ability. This is true if taken into consideration the humanism learning theory which alludes that a learner should have a greater control and accountability over their

learning and performance, because any attempt to force them to learn, might rather result in a failure. Thus, the postulation of added value which says the school is entirely not responsible for everything that a learner achieved (knowledge, skills, attitude) at the end of the academic year. In a nutshell while taking into consideration the above related challenges to accommodate learners who are of course the primary focus of the education system, care must be taking not to compromise the standard and quality in what already seem to be in existence (See Table 5.2 and 5.3).

Consequently, the reality is also that the teacher is in the position to regulate learner performance based on the quality of assessment that is given. This is because if questions are wrongly set for example without following the different cognitive levels (See par. 5.7.1) as recommended by an institution, it turns out that the outcome would be influenced either negatively. The relevance on this aspect of cognition lays on the fact that in most instances studies on cognitive levels has pointed to science of teaching and learning alone while very little or no emphasis is made on assessment. Thus, if more attention could be given to the role of cognition and moderation while maintaining quality, it turns out that the issue of progression could be limited.

6.5.3 Reinforcing accountability in schools

The role of accountability in this study was addressed from two points of views namely; accountability towards the completion of the ATP where findings reveal that there is some degree of hesitancy by educators and secondly, accountability towards assessment outcomes of learners which reveals that educators are often called to account if their learners are underperforming (See par. 5.5.8 and 5.5.6). Notably, two main theories that is the managerial leadership and contingency theories could be used to better contextualise this discussion. Because a school principal is seen as the curriculum leader, he/she is therefore expected to play certain managerial leadership functions such as monitoring the progress of curriculum and performance by means of accountability through the departmental Head and or deputy principal. This could further be achieved if certain contingency factors like ensuring high level of collaboration amongst the SMT to ensure positive learner performance, are considered.

Comparatively, though the DoE (2016b) agrees with the view that curriculum leadership and learner performance amongst others are the responsibilities of the principal, it equally states clearly that the distribution of these responsibilities varies from one school to another depending on the

responsibilities of the principal. However, it would further mean that the work of others (educators) has been facilitated by leadership (principal) at the internal level as recapped in the managerial leadership theory. Interestingly as discovered in the empirical research, the relevance of accountability lays in the fact that having identified a loophole in the course of the accountability process, the area of attention becomes the intervention strategy on how to deal with the identified problem. In this regard, the History teacher in question is e.g. requested to come up with corrective measures on how to catch up with the time lost while attending to other school-related matters. This is closely related to a study on accountability by Tabe (2015) and meta-analysis of documents which states that accountability is a corrective rather than punitive measure.

Beside coming up with policies on teaching and learning as well as remedial measures on enhancing teaching and learning as well as learner performance thereof, it is the responsibility of the curriculum leader, which in most cases is the Deputy Principal to monitor the implementation process by the educators. This could be attainable through the process of accountability characterised by a day to day monitoring by the curriculum leader which is either internal or externally based. From a management point of view in an individual interview with a participant, she reveals that:

Teachers ...akere yanong... we the SMT we need to monitor educators so you will find out that I have my group of teachers that I am monitoring even if they are not teaching History ...akere. Though that is disturbing for me because besides checking how much the teacher has covered, I have little or no help to offer concerning challenging areas since we are not in the same subject group. But then every month we have a meeting where we will look at the curriculum coverage (T2).

The issue of accountability indicates that at school level, it is way beyond the subject group alone as it cut across other subjects indicating yet again the role of collaborative teaching (See par. 6.4.4). Also, it shows that more positive results could be obtained in circumstances where the History teacher for instance is monitored by another of the same subject group as against a colleague who is in a subject group different from History. Notwithstanding, though various authors like Christie *et al.* (2007) and Naidu *et al.* (2017) relate the lack of internal accountability to poor school culture and incompetence of the principal, it was found in this study that the lack of accountability within the school varies from one geographical area to another. As deduced, it was revealed that schools at the

centre of the townships often have high level of accountability partly because they receive maximum support from the parents and districts officials that are usually nearby as against those schools that are some distance away from township where the parents are barely available to support the learners.

6.6 CONTEXTUAL FACTORS AS INSTRUCTIONAL LEADERSHIP APPROACHES INFLUENCING LEARNER PERFORMANCE IN HISTORY IN TOWNSHIP SECONDARY SCHOOLS

Theme four basically comprises the contextual factors that influences History learner performance. The purpose of this theme was to inquire from the perspective of both History educators and learners on what makes learners to perform below the expected outcome in History assessments or examinations. During the data analyses and presentation phase, several relevant codes related mostly to the socio-cultural and personal interest were raised (See par. 5.8).

6.6.1 Taking up responsibilities by community members

Reflecting on the empirical findings throughout the study and with specific references to the means of transportation for learners, the influence of bars and taverns as well as the physical environment depict a complete culture of irresponsibility on the side of the parents but most importantly the community at large for schools that are a few kilometres away from the township centres. Learner participants during various focus group interviews indicated that the level of noisiness resulting from nearby taverns and in the taxis that transport learners, are unbearable (See par. 5.8.1). As a matter of fact, it only prepares learners for a party mood (T4) which is not conducive for teaching and learning.

Subsequently, this is in line with earlier suppositions by Khatib and Sarem (2013) when they suggested from a constructivist point of view that if the physical and social environment is less conducive to learning, it would discourage interaction with one another. Besides discouraging interactions, the empirical findings further suggest that such an atmosphere would result in various social ills ranging from alcoholism to high drug rate. This is affirm by a participant who indicated saying “it does not make sense to think that the society is not doing justice to the children because you would meet children from other schools early in the morning, smoking dagga on their way to school and you would be wondering whether they will be able to learn under such circumstances

(T3)”. As part of the external contingency factor therefore, it is necessary for some form of awareness to be created thereby enabling the entire community to become involved by means of collaborative actions to make the environment more conducive for learning. A step towards this might entail having more educators station in those area of schooling where they would serve as role models to both the learners and the rest of the community members. An achievement in this regard would thus reflect Alokan’s and Arijesuyo’s (2013) articulation that schools that achieve the best performance, are usually linked to a strong teacher administration, community partnership and school community agreement on educational programmes.

6.6.2 The fulfilment of parental obligations

The fulfilment of parental obligation is one challenging area of the study that was identified often caused by the geographical location of a parent as well as the school. From the empirical study shows that while parents of learners at avail themselves to support their children with cash and in kind, those geographically away from townships are miles away usually in search of greener pasture (See par. 5.5.4 and 5.6.4). Essentially, some learner participants in performing schools attest to a high level of moral and financial support they receive from their parents to facilitate their learning. For instance, L1S4 said;

My parents play a crucial role to improve the rate of my performance because at home they have like excused me from doing a lot of chores in order for me to focus a lot on school work, studying and the likes ... so that actually helps me have a lot of free times and to like focus on school work and study like History and so on and the work load, and the content in the subject in History is a lot so it needs a lot of time for you to get everything and understand everything in order to pass (L1S4).

These views as expressed above is verified by Jacobs (2011) who identified several problems in the relationship between the community members and the schools by citing that children are expected to carry out certain domestic tasks in the early morning and in the afternoon, which often clash with the routines and timetables of the school. This is like the views of other researchers like Bush *et al.* (2010) and Haydn and Harris (2010) who suggested that poverty and the lack of parental supervision are contributing factors to (History) learners’ underperformance in poor communities. This reflects most townships and areas closer to township where it was found that most of the

homes were without a fatherly figure. As a result, Jeynes (2017) sums up from the educators' perspective that indeed parental involvement of this nature has been identified on several occasions as the primary vehicle to raise academic performance of learners which of course is lacking in the deep township areas.

As deduced from the discussion above, it is a call for concern as the findings further indicate that *"in some instances the parent will be clueless over what is happening with the children but rather defend them against school authorities when they go wrong (S. Ad)"*. This consequently instigates another participant who said, *"The type of parental guidance that our children get from homes, I think that most of our children are raised by people who are not ready to be parents (T5)"*. Thus, though identified as a common challenge to most if not all schools in the township areas, other instances, especially for underperforming schools that are away from townships, they are experiencing a complete opposite situation as the parental factor is barely available due to socio-economic reasons (See par. 5.8.2). In one of the focus group interviews a participant made it categorically clear saying, *"They are not supporting us. We are on our own and that's us (L3S2)"*. A situation that is not just detrimental to learner performance but also to the wellbeing of these learners. Accordingly, Considine and Zappalà (2002a) believes that if well managed problems like the lack of parental involvement towards enhancing learner performance could be neutralised or rather mediated by a number of contextual factors (See par. 3.5.2).

In a nutshell, what makes this empirical study different from other studies as expressed by one of the participant, lies on the elucidation that despite the presence of poverty within the communities, some parents strive to make a difference by taking up opportunities in urban areas which then result in the absent of the physical presence of parents (T3). However, because poverty remains an ailment like the present day COVID 19 that could only be manage and not treated, learners could be placed in a position to take responsibility of their destiny through various support schemes in the form of motivation and in the building of the curiosity to learn through the SMT.

6.6.3 Ensure positive relationships in and out of the school environment

An analysis of the findings (See par. 5.6.5) illustrates how important an enabling relationship is in a school environment towards the teaching and learning process and subsequently learner performance in History. A synthesis of findings with existing literature by Naidu *et al.* (2017) suggest that the principal, parents, educator often have an important role to play in implementing

discipline which indicate an ongoing relationship or a collaborative effort in enhancing positive behaviour and academic learner performance in History thereof. An emphasises on the importance of building a relationship among stakeholders within and out of the school environment according to T1 holds that *by ensuring a cordial relationship for instance with learners through a friendly communication, they become motivated to approach the teacher and strive to perform better in various assessments*. This is contrary to another view obtained during a focus group interview where a learner expressed total dissatisfaction over the attitude of a teacher who revealed in class her personal challenges which she had disclosed in private (L2S2). Under such circumstances, the learner is not expected to approach the teacher again for any form of encouragement which thereby destroys the working.

Besides an active involvement of educators and learners together with the SMTs for knowledge to be constructed in accordance with the constructivist learning theory, the study further suggest collaboration in a broader spectrum. Subsequently building of relationship involving all the stakeholders through a conversation which would enable everyone to make their contributions. This is in line with what Coetzee and Van Niekerk (2015) earlier postulated that as management functions, leadership is needed to manage the teaching and learning of History in order to give directions, instructions, as well as to influence learner behaviour which could hardly be achieved without involving the parents. The dilemma however remains on the fact that while some authors like Mphale and Mhlauli (2014) contend that there is insufficient statistical direct evidence to support the relationship between school leadership and specific learners academic performance, others like Bush and Middlewood (2013) explain that school leadership quality directly impacts the school success, educators effectiveness and learners academic performance (See par. 3.3).

Summarily, in working towards a positive relationship within a school environment, stakeholders must take into consideration the idea that enhancing the teaching and learning of History is not limited towards achieving academic results alone, but also take not of the fact that through a well-structured managerial leadership approach learners could be motivated for a broader societal aim.

6.7 SUMMARY OF CHAPTERS

This section comprises of a synopsis of what was addressed in all the previous chapters. The purpose of this is to provide an overview of the entire content of the study without necessarily reading through the entire document:

6.7.1 Chapter One

This chapter locates the problem of underperformance in township secondary schools of the district of Nagaka Modiri Molema in the North West Province of South Africa and the debate surrounding the need to study History as well as address the problem of underperformance based on the rationale and problem statement of the study. In that regard, a general overview was provided accompanied by a background knowledge of the study as well as a preliminary literature which explains the type of literature that were gathered and how they were applicable to the study. There were equally research questions, hypotheses and research aim and objectives respectively which gave a clearer picture on the expectation of the study and acted as a checklist to ensure that every objective mention was achieved. Furthermore, the chapter indicated exactly the kind of contributions that the study made in the world of knowledge and some key concepts related to the problem were identified and clarified. Moreover, the chapter also presents the limitations and delimitation of the study which mapped out or brought out the strengths and the weaknesses of the study as well as the study area. The chapter thus concludes with an outline of the different chapters and the core expectations thereof.

6.7.2 Chapter Two

From the above discussion, the chapter provided an extensive analysis regarding the theoretical framework and contextualisation of learner underperformance in History across the globe and South Africa in specific. Certain identified factors contributing to learner underperformance included the following: location of school or environmental factors, unequal distribution of resources, poor management of the curriculum, the teacher factor (PCK, teacher availability) and parental factors to name but a few, all contribute in one way or the other to the poor performance of History learners in township schools. On this note, Christie *et al.* (2007) equally say that one of the key problems with the majority of South African schools is that they exhibit a culture which tolerates a very loosely bounded schedule thus allows educators and learners to come and go as they pleases, and teaching happens haphazardly. Under such circumstances, managerial strategies

like rewards and sanctions may have little or no effect because there exist no internal accountability systems from the side of school principals and educators. Therefore, the level of learner performance more or less does not depend on where a learner comes from (urban or township) alone but could as well be motivated by environmental factors such as violence.

6.7.3 Chapter Three

Managing the problem of underperformance in schools over the years has indeed shown to be a crucial issue that stakeholders across the world and South Africa in particular have taken up the bold step towards addressing the problem. Amongst other things, a lot of emphasis is placed on the responsibilities of the principal not only as the school leader but also as the instructional leader based on the several years of experience in teaching. Consequently, as elaborated by Bush (2007), it would be reasonable to say both leadership and management in what this researcher chose to term managerial leadership need to be given equal importance if schools are to operate effectively and efficiently towards achieving their outcomes. This by implication means that school principals as indicated earlier by Naidoo and Peterson (2015), have double responsibilities being a school leader as well as an instructional leader, but not without the collaboration of the SMT and especially the teachers who are equally instructional leaders at the level of the classroom. It is imperative also to note however that for learners to be able to perform better there is equally need of a cordial relationship between school leadership and the community rather than an unrealistic relationship which is toxic to teaching and learning (See Figure 3.1). Therefore, the patterns of leadership distribution as indicated by DoBE, (2016b), seem to be reliant on goals and the expertise of those likely to be providing leadership which in the case of South Africa is the principal.

6.7.4 Chapter Four

Apart from identifying the research problem in a particular study, knowing the right methods and approaches to go about the study in collecting data equally remains very relevant but challenging process. It is on this note that I adequately reviewed all the relevant designs and methods involve in the study which adopted an ethnographic approach inside a qualitative framework of data collection with interviews and meta-analysis of document as the main tools. This was followed by a detailed review of the data collection strategy that comprised of both primary and secondary data, taking into consideration the ethical principles such as consent and clearance, gaining access and the issue of privacy which were all applicable in this study.

6.7.5 Chapter Five

Conclusively the chapter basically focused on data analysis using ATLAS ti version 8.4 and the presentation of findings. The findings were presented categorically and chronology by means of a table (Table 5.1), diagrams (Figure 1-6) of various shapes, and in words by means of direct quotations from participants in their original form without editing. The process of analysing these quotations gives an idea of what the strategies to enhance learner performance in History would entail.

6.8 LIMITATIONS OF THE STUDY

As I planned to collect data from townships secondary schools where the main medium of communication is Setswana (mother tongue), language was therefore a major barrier throughout the data collection process and especially during the interviews. Language according to Kim and Mattila (2011) is key to a person's self-identity as it allows him to exercise emotions, feelings, tell stories, deliver complex messages and knowledge to those that are in need like researchers. As such, Kim and Mattila (2011) alludes that it could be term as the greatest mediator that allows people to relate and understand each other. In this regard, I ensured that all the participants express themselves in their language of convenient without any modification from the original situation. For this to be achieved, extra support was requested in the process to serve as interpreter or research assistant to the researcher. In a nutshell, the research assistant played various roles such as mediating between me and participant where applicable, hence was no need for translation. Lastly, she equally played the role of transcriber to which all the recorded interview was transcribed into a word document.

Also, considering the limited number of schools in the area where the sample was taken from and who offer History, it was a huge challenge. However, to attain the expected sample size, I made use of the qualitative data collection method known as snowballing. By snowballing the subject advisers and departmental heads assisted me in identifying potential respondents who could possibly contribute in providing meaningful responses that could add value to the study. This was largely considered based on Nayak's (2010) earlier advice that reducing the sample size of a research to a too small size, is dangerous because it could give a result which may not be sufficiently powered to uncover a difference(s) between the respondents, hence the study may turn out to give negative results that may not answer the research questions.

On a more personal level, the greatest challenges encountered by this researcher was in the first two historical years (2017 and 2018) of registration for this program that was characterise by the change of promoters and subsequently changes of ideas and approaches. This was later followed by an emerging corona virus pandemic that struck heavily across the world in the year 2020, leaving everyone in a state of emergency. All these in one way or the other contributed immensely to the delay in the completion process of the study.

6.9 RECOMMENDATIONS

The recommendations of the study are classified into three categories: recommendations to influence policy, to leadership and for further research towards promoting the field of management as well as instructional leadership in schools as organisations. The recommendations are addressed on two phase as follows:

6.9.1 Recommendations with regards to policy

As a course or principle of action, the recommendations on policy change which could be applicable at all three levels of governance as well as the managerial leadership (macro, meso & micro) was inspired by a synthesis of existing literature and the empirical finding of the study as follows:

Firstly, besides reemphasising the need for History to become compulsory as recommended earlier by the MTT, it would also act as a tool in building enabling relationships towards national unity, and an improvement of History learners' performance. That is, stakeholders within and out of the school environment could, through a collaborative effort, introduce a culture whereby the less experienced History educators could be mentored and encouraged to collaborate with the more experienced and qualified educators to promote the relevance of History through quality teaching and learner performance thereof. This is particularly important because the unavailability of qualified History educators was identified as one of the major challenges facing the subject area. Although it was found to be true in some areas, findings from the empirical study reveal some degree of reluctance by most of the highly experience History educator in the performing township schools who believe that it is not their responsibility to look after the needs of other educator mostly from underperforming schools that are not ready to work.

Secondly, from the empirical study, the problem which flows from that the combination of History and Geography into Social Science, where a teacher who is trained in only one of these disciplines, must teach the other discipline. This is previously confirmed by Carl and Negumbo (2017) who explain that in some instances at the Senior Phase, the Social Science teacher is only trained e.g. in Geography and is therefore not well-trained to teach History as part of Social Science. From a more practical point of view and in my capacity as a lecturer in History for Education hereby affirms that a handful of Geography student educators are compelled to only take part in one History module at the second year of their studies which has proven to be insufficient. It is recommended that History be separated from Geography at both the GET and FET levels to be offered as independent subjects. Alternatively, under these circumstances, it is believed that if History becomes compulsory equal attention would be given to the subject as against the *laissez faire* attitude demonstrated by school stakeholders and learners inclusive.

Contrary to the separation of History from Geography as indicated above, a more intensive selection process could be implemented at the tertiary level of education where the young student educators are trained to ensure that some of these needs like the equal distribution of educators across all subjects are met. It is also recommended that the student teacher specialising in Geography as a teaching subject, should take History as the second compulsory teaching subject. Doing this could further cater for what Voogt and Roblin (2012) describes as the 21st century need. Hence, as much as there is a need to recognise and restore the rightful place of History as well as enhance learner performance, it should also be pursued for the right reasons because a complete alteration through separation which some stakeholders think is the way forward, often comes with far-reaching pedagogical and socio-economic consequences.

Also, important is the area of language of instruction mostly known as the Language of Learning and Teaching (LoLT). There is a need for clear cut lines to be drawn between the language of instruction and language of communication. According to the status of LoLT in South African schools, it is believed that bilingual children perform better in schools as opposed to the situation where the authentic learning and positive performance can hardly be achieved due to the learners' inability to communicate using the language of instruction (DBE, 2010). This is followed by their recommendation that the home language could thus be used as the language of instruction especially at the early stage of schooling. This study hereby recommends that instead of using the

home language at the early stage of schooling which would subsequently be abandoned, a culture of communication especially within the school environment using the language of instruction, be instilled to enable learners to become acquainted with the language of instruction. Alternatively, if the home language and or mother tongue must be used as the language of instruction, then it should equally be applied in the assessment process and all through the GET and FET band rather than introducing learners at a later stage (FET band) where they would presumably be disadvantage.

6.9.2 Recommendations to leadership practice

The recommendations regarding leadership being practiced by means of instructional leadership, is specifically designed to help stakeholders in general, but specifically educators and learners to improve on their teaching and learning abilities and performance thereof. This could be attained by means of creating some degree of consciousness towards the execution of their responsibilities.

Firstly, a recommendation to the School Management Team is that they must deploy the screening, identification, assessment, and support (SIAS) strategy at the beginning of the first term. This is important because as a History teacher you are expected to have the skill to identify learners according to their abilities and performance by means of continuous interaction and assessment. Based on the relevance of motivation and curiosity within the school environment (See par. 6.3.4), the structuring and restructuring of the classroom should be left in the hands of the class teacher for implementation. Though knowledgeable of the fact that educators often turn to provide learners with freedom that could be abused. However, it is important to note that in applying this role, the strength of one learner could be a source of motivation to the other thus the need for adequate monitoring. The recommendation was made in cognisance with Palmer (2005) earlier postulation that a negative academic setting might reduce the anxiety of learning History (See par. 2.2.3 and 3.5.6). Thus, the confirmation in the words of a participant who acknowledged saying;

With learners they are not on the same level. So, I take note of some challenges that I come across and then I can see where they are not performing well. Once I come across a learner who has perform well, I do the same for those that have not performed by taking note of the learner. So, when I go to class, I divide these other learners in small groups so that they can be able to assist the others that have challenges (T1)''.

For this to be achieved, stakeholders particularly the SMTs, educators and learners could begin by recognising the relevance of History in the society based on its importance for patriotic nationalism and social cohesion towards the reconstruction of the new South Africa. Consequently, because most learners and guidance turn to perceive History as a dumping ground rather than a subject like Physics and Chemistry, it follows that there is not much curiosity to study the subject. Subsequently, there is a need for important measures beside SIAS such as the provision of scholarship/bursary to learners at FET level as well as aspiring History educators by leaders at the macro level. This could further ensure an equal distribution human resources thereby avoiding the issue of employing underqualified History educators in rural areas while enhancing learner performance and patriotic nationalism. That is, higher institution of learning in collaboration with the department of education could put more effort and resources not just to make History compulsory but also to enhance the training of History educators thereby improving on the quality of outcomes and PCK of aspiring History educators.

Another important recommendation regarding leadership practice is that a solid improvement plan and implementation must be developed. Quite often some leaders would do a follow up for educators to come up with improvement plan but fail to follow up for the implementation process. There is need to intensify the implementation and the level of sensitisation of educators to the fact that accountability is aimed at enhancing teaching and learning and subsequently learner performance through an improvement plan and not as vindictive as it is portrayed by some stakeholders. This would be more important at a time where measures like holding educators to account (accountability) for learner performance have been looked upon as a punitive measure for educators. Base on the relevance of accountability in teaching and learning, it is here by recommended that a similar practice be extended to the communities and particularly the parents to account for the misdemeanours of their children that is already the case in some secondary schools at the centre of the township. It is important to reiterate that this whole exercise that constitute part of the managerial leadership practice is completely different from ordinary school meetings.

In summary, school principals could consider taking up a managerial leadership functions rather than just management that limits their responsibilities to implementation alone. This is important because in a school environment where learners are expected to be innovative and constructive, it

is the responsibility of the school leader(s) to shape their goals through timely changes and interventions, while managing the school organisational goals efficiently in what Heystek (2014) describes as a time interchange from strategic to organisational activities. Thus, stakeholders must consider enhancing the teaching and learning of History as not limited towards achieving academic results alone, but through a well-structured managerial leadership approach that stirs learners for the broader societal good.

6.9.4 Recommendation for further research

The findings of this study suggest that there is more to the problem of History learner underperformance than was obtained from this research. It is therefore recommended that a more intensive study on the challenges and possible strategies to enhance History learner performance be done at the provincial as well as national level using a mixed method approach with questionnaires, interviews, meta-analysis of documents and observation. Questionnaire allow participants to provide answers to questions asked without any fear or favour. Interview allow detail from the participant narratives and vignettes; document analysis reflect learner pass rate and improvement plans allowing to check and verify for coherence and consistency. Observations are situations where participants are observed while in action to ascertain whether the implementation process is adequately adhered to.

School principals should consider a managerial leadership role rather than just management that limits their responsibilities to implementation alone. Naidu *et al.* (2017) and Bush (2007) clarify that leadership and management affirms that a leader influences actions and vision while a manager maintains effectivity and efficiency. This is important because in a school environment where learners are expected to be innovative and constructive, it is the responsibility of the school leader(s) to shape their goals through timely interventions, while managing the school organisational goals efficiently in what Heystek (2014) describes as a time to interchange from strategic to organisational activities.

6.10 CONCLUSION

Deriving strategies to enhance History learner performance in township secondary schools requires not only the reinforcement through human and physical resources such as teaching capacity and LTSM but entails measures as identified above which were classified under four main themes. In

developing the strategies to improve learner performance in History, an attempt was first made to identify challenges encountered by stakeholders at macro, meso and micro levels of school management.

The focus of theme one was on teaching and learning strategies and the influence it has on learner performance. Crucial findings were made under the various categories and codes of this theme, acknowledging that stakeholders do encounter a handful of challenges in the teaching and learning of History. However, within those challenges lay the strategies to enhance History learner performance such as the need for stakeholders, especially at the micro level where implementation takes place, to recognise the relevance of History in society which encompasses the fact that it is a vehicle for social cohesion and therefore contributing immensely towards the reconstruction process of SA. The significance of this theme is that stakeholders need to reconceptualise the importance of History which could further generate the curiosity for educators and learners to engage with History more purposefully. That way both educators and learners alike would avoid viewing History as a dumping ground for learners who do not succeed in other subject areas. Consequently, such stakeholders would avoid blame shifting resulting from the lack of a passion and commitment, underqualified educators, or LTSM related hurdles.

Also, with regards to theme two, the focus was on leadership practices and the influence it has on learner performance in History. The leadership aspiration for History, building constructive relationships amongst stakeholders as well as support and collaboration were critical findings. One of the most significant findings in this area which partly support previous recommendation by the MTT is that the streaming of History learners must be eliminated by making History compulsory, thereby allowing not only learners that are struggling but the entire learner population to take up History as a learning subject. Also, the building of enabling relationships generated positive signs towards improving History learner performance. That is, stakeholders within and out of the school environment ensured maximum collaboration among each other but most especially the desire by less experienced History educators to collaborate with the more experienced ones. This is particularly important because the unavailability of qualified History educators is a hindrance in the subject area.

Likewise, in theme three the focus was on the influence of assessment practices on History learner performance. The most significant findings include assessment principle, forms of assessment, the

pass rate target and stakeholders' attitude. Assessment in History is often complex and demanding hence, for learner performance to be improved calls for constant practice by means of testing the knowledge of the learners through continuous assessment, either formal or informal. A more pertinent point was that History educators knowingly or unknowingly do not adopt the principles of quality assessment, ensuring that all the cognitive levels are applied. Only this way could they assure that the right assessment is given to the right class or phase of learners, followed by instant feedback. Thus, this falls within the responsibilities of the DH and or curriculum leader of the school who ensures that such requirements including the pass rate target are implemented accordingly, mindful of the fact that some History educators were only trained for broad social science and specialising in Geography rather than the History discipline.

Furthermore, specific contextual factors were identified in this regard. The purpose was to diagnose other forms of challenges not explicitly identified under the other three themes. Identifying these challenges was driven by a desire to assist towards identifying the strategies enhancing learner performance in History. Accordingly, these were identified as the day to day lifestyles in most township environments which influences learner performance directly or indirectly. These categories include public interference, socio-economic influence, language of communication; pass rate and targets for learners. The main factors point to the fact that school leadership needs to encourage the community to take an active part in the learning of a child by ensuring a certain tranquillity that enables learning and enhanced learner performance. It further identified strategies such as supporting destitute learners, the use of English (language of instruction) as a language of communication within the school environment and most importantly, the need for politicians to stop interfering in the affairs of the school.

Moreover, the problem of History learner performance in township secondary schools in the NMMD is a unique problem that warrants urgent attention from the DoBE. However, the constant conflict of opinion in participants from the different geographical areas (centre of township and closer to township) suggest that if schools in rural areas do not have enough resources as would be expected, it is not because of unequal distribution. Rather, it is because of poor management of those available resources as against some township schools manage available resources through the SGB's additional moral and financial support. Thus, no matter how much effort is made by the government, such disparities shall remain a sore challenge.

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Appendix A: Ethics approval letter



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ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Education Sciences Research Ethics Committee (ES-REC)** on 25/06/2019, the Education Sciences Research Ethics Committee hereby **approves** your study as indicated below. This implies that the North-West University Research Ethics Regulatory Committee (NWU-RERC) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Leadership Strategies to Enhance History Learner performance in township Secondary Schools in the Ngaka Modiri Molema District.
Study Leader/Supervisor (Principal Investigator)/Researcher: Prof J Heystek
Student: HT Tabe

Ethics number:

N	W	U	-	0	0	6	4	9	-	1	9	-	A	2

Institution Study Number Year Status
Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type: Sing Study
Commencement date: 01/07/2019
Expiry date: 01/07/2020

Risk: Low

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

•

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- *The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to the ES-REC:*
 - *annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and*
 - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.*
- *The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the ES-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.*
- *Annually a number of studies may be randomly selected for an external audit.*
- *The date of approval indicates the first date that the study may be started.*
- *In the interest of ethical responsibility, the NWU-RERC and ES-REC reserves the right to:*
 - *request access to any information or data at any time during the course or after completion of the study;*
 - *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;*
 - *withdraw or postpone approval if:*

- *any unethical principles or practices of the study are revealed or suspected;*
- *it becomes apparent that any relevant information was withheld from the ES-REC or that information has been false or misrepresented;*
- *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and /or*
- *new institutional rules, national legislation or international conventions deem it necessary.*

The ES-REC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the ES-REC or the NWU-RERC for any further enquiries or requests for assistance.

Yours sincerely



Prof Jako Olivier
Chairperson NWU Education Sciences Research Ethics Committee

Original details: (22351930) C:\Users\22351930\Desktop\ETHICS APPROVAL LETTER OF STUDY.docm
8 November 2018

Current details: (22351930) M:\DSS1\8533\Monitoring and Reporting Cluster\Ethics\Certificates\Templates\Research Ethics Approval Letters\9.1.5.4.1 ES-REC Ethical Approval Letter.docm
5 December 2018

File reference: 9.1.5.4.2

Appendix B: Permission to conduct research



Education and Sport Development

Department of Education and Sport Development
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OFFICE OF THE SUPERINTENDENT-GENERAL

Enq. : Dr T Phorabatho
Tel. : 018 388 3071/3433

To: Prof J Heystek
North West University (Potchefstroom Campus)
Faculty of Education

From: Mrs S M Semaswe
Superintendent-General

Date : 08 July 2019

PERMISSION TO CONDUCT RESEARCH: MR HT TABE

Permission is hereby granted to your student Mr. HT Tabe to conduct research in the department as requested, subject to the following conditions:

- He contacts the relevant School Principals for his target schools about his request with this letter of permission.
- Considering that your research will involve both Educators and Learners, the general functionality of the school should not be compromised by the research process.
- The participation in your project will be voluntary.
- The principles of informed consent and confidentiality will be observed in strictest terms, and
- The findings of your research should be made available to the North West Department of Education and Sport Development upon request.

Best wishes

Mrs S M Semaswe
Superintendent-General

08/07/2019
Date



"Towards Excellence in Education and Sport Development"

Appendix C: Participant information and consent form



The Department Officials,
Principals, Departmental heads, educators, and
Learners,
Ngaka Modiri Molema District

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

Educational leadership

Tel: 0182991906
Email: Jan.Heystek@nwu.ac.za

Date 17/04/2019

PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves the Department of Education and schools in the Ngaka Modiri Molema district. Prior to granting consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Leadership strategies to enhance History learner performance in township secondary schools in the Ngaka Modiri Molema District.

ETHICS APPLICATION NUMBER:

NWU-00649-19-A2

PROJECT SUPERVISOR: Prof Jan Heystek

CO-SUPERVISOR: Dr Pieter Warnich

ADDRESS: North West University,
Faculty of Education,
Potchefstroom Campus.

CONTACT NUMBER: 018 299 4762

MEMBER OF PROJECT TEAM PhD-Student: Hennades Tabe

ADDRESS: North West University
Faculty of Education
Mafikeng Campus

CONTACT NUMBER: 0717760073

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the provincial Department of Basic Education/other relevant body (Subject coordinator and Adviser) as well as the school principals.

What is this research about?

The overarching aim of the study is to explore the managerial leadership strategies that could address the problem of underperformance in History examinations in township secondary schools in the Ngaka Modiri Molema District.

The Objectives are:

- To determine how teaching and learning approaches in township secondary schools influences learner performance in History;
- To ascertain the relationship between learner underperformance in History and school leadership practices in the NMMD township secondary schools;
- To determine how assessment strategies in History exert an impact on learner performance in township secondary schools in the NMMD;
- To ascertain the contextual influences on learner underperformance in History in the NMMD township secondary schools.

Participants

- Department Officials (subject coordinator & subject adviser),
- Principals,
- educators,
- Learners.

What is expected of you as participant?

To compose themselves and answer the questions posed during the interviews and focus group discussions. They should equally be available to entertain follow-up questions (probing)

Benefits to you as participant

There is no direct benefit to the participant as an individual, but the findings of the study will benefit the Department of Education to enable them enhance teaching and learning in History for positive outcomes.

Risks involved for participants

The only foreseeable risk of harm is the potential of minor discomfort or inconvenience, as well as the fact that some of the participants will include minors below the age of 18. However, this risk can easily be mitigated by closely watching the learners during the interview process. The researcher will offer words of encouragement and motivation when and where necessary.

Confidentiality and protection of identity

The researcher will be expressively firm and continuously evaluate his own behaviour to ensure that the participants different cultural values are respected and shall not expose them to any form of risk. Hence, information provided by participants shall be anonymously use by means of coding.

Dissemination of findings

Findings will be made available to selected participants for member checking to ensure that what has been documented is their actual words. Lastly, the final result will be made available to the Department of Education and to the university from which the study is conducted.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

Yours sincerely
HT Tabe

DECLARATION BY PARTICIPANT:

By signing below, I agree to take part in a research study entitled:

[Leadership Strategies to Enhance History Learner performance in township Secondary Schools in the Ngaka Modiri Molema District].

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it is completed, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____/____/20____

Signature of participant

Researcher

Appendix D: Interview Schedule

1. INTERVIEW SCHEDULES

1.1. Biographical information of School and participants' profile

Name of School	
Number of Grade 12 History learners	
Number of History educators	
Quintile status of the school	
Gender	
Position in the school/Department	
Official qualifications	
Other qualifications e.g. short courses	
Year(s) of experience & post level	
Date of interview	

1.2. Individual interviews (10)

- One subject coordinator
- One subject advisor
- Two principals (one each from performing and underperforming schools)
- Two Departmental Heads (DHs)
- Four educators

1.3. Focus group interviews (4)

- Two focus groups (representing performing schools)
- Two focus groups (representing underperforming schools)

2. INDIVIDUAL INTERVIEW QUESTIONS FOR SUBJECT COORDINATORS AND ADVISORS

1. What is history?
2. How would you define underperformance in history?
3. What are the official criteria for an underperforming school in your District/province?
 - 3.1. How did you feel about the label of an underperforming school in your district and what was your personal reaction?
4. How would you describe your leadership role as the subject adviser/coordinator of history?
5. Why is it important to encourage learners to study history?
6. What is your take on making history a compulsory subject?
 - 6.1. How will this process enhance the teaching and learning of history and the performance thereof?
7. Which category of schools perform better than the other? (township/urban)
8. What are the expectations from the schools and other role players towards enhancing learner performance?
 - 8.1. Were there any differences or conflict?
 - 8.2. If yes, how were they addressed?
9. Explain the contextual factors causing some schools to underperform:
10. How is organisational leadership of the district/province structured to enhance learner performance?
 - 10.1. Performance Management
 - 10.2. Firm disciplinary practices
 - 10.3. Camps for learners (learners stay/sleep at the school for different periods)
 - 10.4. Training and development, subject material, support material, textbooks etc
11. Do you have accountability or analysis sessions about the academic results?
 - 11.1. How often do you have these sessions?
 - 11.2. Can you explain the format: who participates in it?
 - 11.3. Is it a one-on-one discussion or group?
 - 11.4. Is the principal involved and if so, how?
12. How was the reaction by staff about the accountability sessions?
 - 12.1. Do you think these are efficient?
 - 12.2. Do you have any evidence to show me, like statistics that these are efficient?
13. What is your view on the department's decision to consider 30 and 40% respectively as a pass grade for certain subjects?
 - 13.1. Is it a fair practice?

14. What, in your opinion, best describes a good assessment practice in history?

- 14.1. Should be fair and timely
- 14.2. Should be valid and reliable
- 14.3. Should be efficient and manageable
- 14.4. Should be continuous
- 14.5. Should be summative etc.

3. INDIVIDUAL INTERVIEW QUESTIONS FOR THE PRINCIPALS

- 1. What in your understanding is underperformance?
- 2. What are the official criteria for an underperforming school in your district?
- 3. Was your school officially classified as a performing or underperforming school?
 - 3.1. What is the level of learner performance in history in your school?
 - 3.2. Do you feel satisfied?
- 4. How will you define your leadership style as the principal of the school?
- 5. How do you build your relationship with parents to improve on learner performance?
- 6. Why is it important to encourage learners to study history?
- 7. What is your take about making history a compulsory subject?
 - 7.1. How will this process enhance the teaching and learning of history and performance thereof?
- 8. How would you enhance learner performance in history?
 - 7.1 Performance management
 - 7.2 Teacher or learner accountability
 - 7.3 Emphasis on parental involvement etc
- 9. Explain the process of change in teaching and learning of history and learner performance thereof at your school.
 - 9.1. Explain your role and reactions as the principal in this change process.
 - 9.2. Feelings: resistance, forced acceptance of change, motivation or demotivated
 - 9.3. training and development
 - 9.4. involvement and commitment to extra classes, camps, extra work, longer hours
- 10. How is workload allocated to the history educators?
- 11. How is the decision about who teaches grade 12 history class made?
- 12. How many classes/subjects does a history teacher of your school takes charge of?
- 13. What are the targets for history educators and

- 13.1. What is in place to achieve them? or
- 13.2. What strategy do you have in place to facilitate the achievement of the said target?
- 13.3. What specific leadership role do you as the principal play to assist and support history educators/DH?
14. What is your view about the department's decision on considering 30 and 40% respectively as a pass grade for certain subjects?
 - 9.1. Is it a fair practice?
15. What in your opinion best describes a good assessment practice in history?
 - 15.1. should be fair and timely
 - 15.2. should be valid and reliable
 - 15.3. Should be efficient and manageable
 - 15.4. Should be continuous
 - 15.5. Should be summative etc
15. What are the contextual factors that could contribute to the underperformance of learners in history?
 - 15.1. Stakeholders: educators, parents, SGB, Department of education and learners',
 - 15.2. Feelings/attitude: resistance, forced acceptance of change, motivation or demotivation, little time on task or dedication, late coming
 - 15.3. Other factors: The lack of or unequal distribution of resources, Institutional culture, Classroom size and composition etc
16. What strategies can be identified to address the problem of learner underperformance in history in schools?
 - 16.1. Performance Management
 - 16.2. Firm disciplinary practices
 - 16.3. Training and development, subject material, support material, textbooks etc
 - 16.4. Camps for learners (learners stay/sleep at the school for different periods)
 - 16.5. Classroom change
17. How do you motivate the educators and learners to keep them positive? / Specific actions or methods to motivate the staff?

4. INDIVIDUAL INTERVIEW QUESTIONS FOR THE EDUCATORS/DH

1. How will you define learner underperformance?
2. What are the official criteria for an underperforming school in your province?

- 2.1. Was your school officially classified as an underperforming/performing school?
- 2.2. How did you feel about the label of an underperforming school and what was your personal reaction?
3. What were your expectations from other role players regarding the underperformance status?
 - 3.1. Were there any differences or conflict?
4. How would you define history?
5. How is history taught and learned in your school?
 - 5.1. What is your preferred method in teaching and learning history?
 - 5.2. How will the selected method in 6.1 enhance learner performance in history?
6. Explain the process of change in teaching and learning of history and learner performance thereof at your school.
 - 6.1. Explain your reactions as educators in this change process.
 - 6.2. Feelings: resistance, forced acceptance of change, motivation or demotivated
 - 6.3. training and development
 - 6.4. involvement and commitment to extra classes, camps, extra work, longer hours
7. What was your role as an educator during the change process?
 - 7.1. stimulation/ creating deeper understanding
 - 7.2. collaborate with school leaders in taking actions, for example calling accountability sessions for educators
 - 7.3. Or did the rest of the school in a participatory process realised and decide to change your underperforming results?
8. How do you build your relationship with educators to improve on learner performance?
9. Do you have accountability or analysis sessions about the academic results?
 - 9.1. How often do you have these sessions?
 - 9.2. Can you explain the format -who is participating in it:
 - 9.3. How did you feel and the react about the accountability sessions?
10. How will you define the leadership style of the principals and the SMT members towards enhancing learner performance?
11. As a history teacher, do you feel prepared for classroom lessons before you go to class?
 - 11.1. why or why not? (Content of the subject, Pedagogy of the subject, Classroom teaching practice, Classroom management and control etc)
12. How do you adhere to your annual teaching plan? (eg attending all lessons, prepare for lessons prior before going to class, and Assigning learners to study a chapter ahead of time)

13. Who manages and monitor your progress as a history teacher?
 - 13.1. Do they provide any leadership?
 - 13.2. Do they provide any support? (yes or no)
 - 13.3. How do they support you if the answer is yes? If no why not?
14. What in your opinion best describes a good assessment practice in history?
 - 14.1. should be fair and timely
 - 14.2. should be valid and reliable
 - 14.3. Should be efficient and manageable
 - 14.4. Should be continuous
 - 14.5. Should be summative etc
15. What is your view about the department's decision on considering 30 and 40% respectively as a pass grade for certain subjects?
 - 15.1. Is it a fair practice?
16. What are the contextual actors that might contribute to the underperformance of learners in history?
E.g. Teacher qualification, Parental role, Learners role, School policies
17. What strategies can be identified to address the problem of learner underperformance in history in schools?
 - 17.1. extra classes by school or Department
 - 17.2. camps for learners
 - 17.3. Classroom change
18. What do you find as the most useful form of motivating learners who are underperforming?
 - 18.1. How are you motivated to get positive?
 - 18.2. Specific actions or methods to motivate the learners and yourself

5. FOCUS GROUP INTERVIEW QUESTIONS FOR LEARNERS

1. What is history to your understanding?
2. Do you think it is important as a young people to study history?
3. What is your current achievement level in history?
4. What are your aspirations/aims in the study of history?
5. Are there enough resources (e.g. educator) to facilitate teaching and learning of history in your school?
6. What is your take on the following in relation to learner performance in history?

- 6.1. Learner educator ratio (LER) is appropriate
- 6.2. Language barrier
- 6.3. Lack of interest from learners
7. What is underperformance in history as a subject?
8. Are you performing or underperforming in history?
9. How do you/ will you feel about the label of being underperforming?
10. How is history taught and learn in your school?
 - 10.1. Classroom session with educator
 - 10.2. Excursion/fil trips
 - 10.3. Camps
11. Which activities help you to understand history best?
12. Do you find the learning of history enjoyable? how or why not
13. Explain the context why you are performing/underperforming in history:
 - 13.1. Educators quality/qualification
 - 13.2. Parents not helping,
 - 13.3. Department of education and
 - 13.4. learners' attitude, time on task, late coming
14. What other specific challenges do you encounter that hinder your performance in history?
15. How do you deal with the challenges identified in 13 and 14?
16. What are the different support structures that help you to improve on your performance in history?
 - 16.1. Parental involvement,
 - 16.2. Leadership (principal, teacher) through learner support materials)
17. What kind of classroom practices are observed by the teacher during history lessons?
18. What are the different assessment practices used to test your progress in history? (test, exams, project, peer or self-assessment etc)
 - 18.1. Are they fair and timely?
 - 18.2. Are they valid and reliable?
 - 18.3. Are they efficient and manageable?
 - 18.4. Are they continuous and or summative?
19. In your opinion what needs to be done in order to improve the teaching and learning of history as well as learner performance in this school.

20. Are you aware of the requirements (number of subjects and average) to obtain a National Senior Certificate (NSC)?
21. What is your view about the department's decision on considering 30 and 40% respectively as a pass grade for certain subjects?
- 21.1. Is it a fair practice?

Appendix E: Certificate of Editing



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FACULTY OF EDUCATION

Cell: 0729116600

Date: 1st September, 2020

TO WHOM IT MAY CONCERN

CERTIFICATE OF EDITING

I, **Muchativugwa Liberty Hove**, confirm and certify that I have read and edited the entire thesis, **Leadership Strategies to Enhance History Learner Performance in Township Secondary Schools in the Ngaka Modiri Molema District**, submitted by **Hennades Tabe Tabe**, ORCID: www.orcid.org/0000-0002-4910-8659, student number: 24736732, in fulfilment of the requirements for the degree **Doctor of Philosophy (PhD) in Education Management and Leadership, Faculty of Education, North-West University**.

Hennades Tabe Tabe was promoted by **Professor Jan Heystek** and co-promoted by **Dr Pieter Warnich** at the North-West University.

I hold a PhD in English Language and Literature in English and am qualified to edit such a thesis for cohesion and coherence. The views expressed herein, however, remain those of the researcher/s.

Yours sincerely

A handwritten signature in black ink, which appears to read 'Liberty Hove', is written over a light blue horizontal line.

Professor M. L. Hove (PhD, MA, PGDE, PGCE, BA Honours – English)

