

THE HEAD OF DEPARTMENT'S LEADERSHIP ROLE IN ENGLISH 2ND
LANGUAGE ACADEMIC PERFORMANCE AT SELECTED SECONDARY
SCHOOLS IN KANDJIMI CIRCUIT, KAVANGO WEST REGION, NAMIBIA

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ABSTRACT

This study investigated the head of department's leadership role in improving performance in English Second Language by exploring the views of Heads of Departments and teachers in Kandjimi Circuit on what they thought those roles were. The study also sought to uncover challenges faced by HODs and how they can be addressed to enable the HOD to fulfil his/her role towards improving performance in ESL. The population of this study consisted of teachers and HODs in Kandjimi Circuit's secondary schools. From this population, 10 teachers and 10 HODs were purposefully selected to participate in the study. An interview guide with open-ended questions was used to explore views of teachers and HODs on what they perceived were challenges hampering HODs' abilities to fulfil their roles towards the improvement of performance in ESL. Likewise, a document review guide was used to interrogate training received by HODs and challenges they faced and how those challenges could be resolved. Data from interviews and documents were analysed thematically to allow themes to emerge from the data for the research questions to be answered. The findings showed that HODs faced many challenges like interference in their work that hamper their ability to successfully fulfil their roles to improve ESL performance. The study recommended that school principals should decrease the workload of HODs to empower them to fulfil their role in the improvement of performance in ESL.

Key Words: *HODs' leadership role, academic performance, secondary schools, Namibia*

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DEDICATIONS

To my late parents

My father: Alfons Sikongo Siteketa and my mother: Christine Mutengo for their love and good upbringing.

May your souls rest in eternal peace

DECLARATIONS

I, Veiko Kasavi Siteketa, hereby declare that this study is a reflection of my own research and that this work, or part thereof, has not been submitted for a degree in any other institution of higher education.

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LIST OF ABBREVIATIONS AND ACRONYMS

CASS	Continuous Assessment
CPD	Continuous Professional Development
EMIS	Educational Management Information System
ESL	English Second Language
HOD	Head of Department
MoEAC	Ministry of Education, Arts and Culture
NSSCO	National Senior Secondary Certificate Ordinary
UNAM	University of Namibia

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Chapter overview

The head of department is tasked with the evaluation of teaching programs (Ministry of Education, Arts and Culture, 2019). This implies that HODs assess teachers' performance in subjects, ensuring that proper teaching takes place. They are engaged in planning, organising, monitoring performance and guiding teachers (MoEAC, 2008). The leadership roles of HODs are vital for academic improvement. Therefore, HODs are recruited to monitor curriculum implementation which refers to the teaching of subjects such as ESL. This recruitment is needed because the principals' burden could be lessened as well as the growing need for subject management needed - a task which the principal may not be able to handle all by him/herself. The ministerial practical guide describes the link between HODs and principals as belonging to the same team; The management team of the school is responsible for monitoring and setting academic targets for the school (MoEAC, 2008).

At the national level, the high failure rate in English prompted the Minister of Education, Arts & Culture to suggest that there had to be a national conference for English in March 2020, adding that research should be conducted to inform the ministry on the causes of the state of affairs (Ikela, 2020). Statistics revealed that the performance in English as a second language has been a major concern over the past three years (2018, 2019 and 2020). The Educational Management Information System (EMIS) (2015) reported that the national averages stood at 34.3% in 2016; 27.1% in 2017 and 27.1% in 2018. Jaca (2013)

argues that ahead of department must “provide leadership by monitoring teaching and teachers’ work, checking lesson plans, doing class visits, checking learners’ books and assessment tasks and doing follow-ups” (p. iii). In the Namibian context, it makes sense to concur with the studies done in other countries by arguing that an HOD indeed has a role to play in influencing the status of performance in English as a second language. Thus, HODs the four National Senior Secondary Certificate Ordinary (NSSCO) schools in Kavango West must exert the right influence on English teachers to achieve a 50% pass rate in English to gain entry to institutions of higher learning (J. Henok, personal communication, January 23, 2020).

In an effort to train HODs for their management roles and tasks, the Directorate for Education for Kavango East invited language HODs from two regions (Kavango East and Kavango West) to attend a workshop aimed at improving performance in English (Directorate of Education: Kavango East Regional Council, 2018). The following emerged from the workshop:

- HODs should require that each teacher must write a report on how learners had performed during the April 2018 ESL examination.
- That each ESL teacher specifically reports how learners performed in ESL paper 1.
- ESL teachers report on how learners performed in paper 2.
- Furthermore, the ESL teachers should report on how learners performed in papers 3 and 4.

- Forward the report to the circuit office which, in turn, will submit it to the chief education officer for review.
- Overall, they should report on the quality of learners' responses in relation to the questions.

With this exercise, the senior education officer hoped to see an improvement in English 2nd language performance. The reports would be discussed at the circuit level afterwards. Thereafter, assessment activities would be developed in an effort to improve learners' performance. At the end of the year, however, 72.7% of learners did not meet the pass requirement for university entry (Kavango West Results Analysis, 2019). Table 1.1. below illustrates the average performance of learners in English at NSSCO schools in Kavango West region from 2017 to 2019.

Table 1: NSSCO Results Analysis for Kavango West 2017-2019

School	English NSSCO 2017 (A*-D)	English NSSCO 2018 (A*-D)	English NSSCO 2019 (A*-D)
Himita Senior Secondary	41.30%	38.30%	24.53%
Petrus Kanyama Secondary	40.48%	21.18%	9.70%
Katjatja Secondary School	28.57%	14.29%	31.82%
Lungameni Secondary School	12.90%	27.57%	7.73%

Source: Directorate of Education, Kavango West NSSCO Results, 2017-2019

While the workshop referred to earlier was an attempt to bring about improvement in ESL performance, this was not the case because the results were still below 50% as shown from the table. In other words, there was no improvement in ESL achievement. One, therefore, has to ask: what role the HODs in Kandjimi circuit played as leaders who could influence performance in ESL? Rajoo (2012) reports that at one school where teachers participated in her study complained of HODs who never gave teachers support in their endeavours. Sometimes HODs themselves do not get training to deal with their duties diligently (Rajoo, 2012). Additionally, in times when there are poor interpersonal relationships amongst school managers (HODs are no exception), learners' performance can be affected negatively (Hausiku, 2015).

In 2020, no workshop for HODs was organized for HOD training probably due to the COVID-19 situation in the country. In 2021, there was one workshop at Kandjimi Circuit office under the auspices of the senior education officer. Attended by 16 HODs, the following resolutions were made that HODs must:

- assist the principal with continuous monitoring of teachers' and learners' work on a regular basis;
- ensure that teachers complete the teacher self-evaluation instrument;
- control teachers' preparation files, administration files and resource files;
- is responsible and accountable for the performance of the subject; and
- analyse results and devise a plan for improvement.

It seems that the school leadership either take credit or blame as far as academic performance is concerned (Osa & Stanely, 2016; Maxwell, 2019). For this reason, HODs, being part of the school leadership and directly responsible for overseeing departments, are blamed for this state of affairs (MEC, 2006). This is because, the academic results ought to reach 50% over a period of three years, yet it is not the case (MEC, 2010). In Kandjimi circuit, like any other circuit in the region, HODs are expected to be effective leaders who can bring about positive results in ESL. The latest results at NSSCO level for 2020 are presented in the table on the next page.

Table 2: NSSCO 2020 Result analysis for the circuit under investigation

School	Total Candidates	Qualified		Not qualified	
		# Diploma or better	# Diploma or better	# Diploma or better	%
Kandumbi Sikaro Secondary School	63	3	60		0.63
Kahinga Muhutji Combined School	21	1	20		0.21
Nkumatere Combined School	21	1	20		0.21
Sinyanga Ndumba Combined School	11	0	11		0.1

TOTAL	116	6	110	1.1
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Source: Directorate of Education: Kavango West Regional Council, 2020

By closely analysing the above statistics, one could deduce that from these schools only 6 learners managed to qualify for a diploma and Advanced Subsidiary level.

As can be seen from table 2.1 above, 110 of the learners from the schools shown (in the table) did not qualify to the University of Namibia (UNAM) which requires that a candidate attain a C symbol in English Second Language to secure admission (UNAM, 2020). The most disturbing trend was the 1.1% pass rate which showed that only a few learners in Kandjimi Circuit qualified for further studies while they had to face the prospect of unemployment. As regards poor performance, Rajoo (2012) gives the following advice (1) HODs publish teachers average performances, and encourage a spirit of competition amongst them (2) urge teachers to figure out ways and means of improving their performance. The 1.1 % pass rate in ESL is not a good sign, and for this to improve HODs must constantly engage their teachers by means of observing their day-to-day actions in and outside the classroom (Rajoo, 2012).

The University of Namibia requires learners to reach a 50% or better in English as a prerequisite for a diploma program, and for a degree program, the candidate is required to score a D in English (First Language) and a C at Second Language Level (UNAM, 2020). A close analysis of the above results at NSSCO schools in Kandjimi Circuit suggests that the majority of the learners (90.9%) at one school did not gain admission to the university. Furthermore, of concern was that from the whole circuit, only 12 learners qualified for diploma courses at the university; conversely, an overwhelming 80 did not make it to the

institution of higher learning. It can be argued, therefore, that majority of the learners of the schools stated above did not attain a D symbol in English which denied them entry to diploma and other programs offered at the university. Reflecting back on the Minister's statement that research be conducted to find out the underlying causes for this state of affairs, the current study's main contribution was to investigate the role of an HOD as a leader in relation to performance in ESL. The researcher strongly believed that even though the study was aimed at the role of an HOD in relation to performance in ESL, the causes of poor performance were not to be overlooked, although such causes were not to dominate inasmuch as the HOD role and performance in ESL.

1.2 Statement of the Problem

Research by Athebe (2009) and Hernandez (2013) investigated the actual roles of a head of department which include maintaining discipline, developing the curriculum and training teachers. However, attention was not paid to how an HOD can influence performance in ESL. Locally, a study by Nkandi (2015) sought to establish factors which lead to poor performance in ESL. That meant factors leading to poor performance in the second language are known, yet the roles that HODs play to improve performance in the said language are not yet known. Therefore, not even at a local level, has any research investigated the leadership role HODs can execute to improve academic performance in ESL. Therefore, this study investigated the leadership roles HODs at identified schools in Kandjimi Circuit of Kavango West could play to bring about improvement in ESL as a subject.

1.3 Research Questions

The main research question of this study was: *What is the HODs' leadership role in ESL academic performance at the selected secondary schools?* From this research question emerged the following sub-questions:

1. What are the HODs perceptions of their leadership roles in improving performance in ESL?
2. How do they experience their roles in improving performance in ESL?
3. What training have they received to fulfil their roles in improving performance in ESL?
4. How has the training helped them to fulfil their roles in improving performance in ESL?
5. What challenges do they experience and how can they overcome the challenges in improving performance in ESL?

1.4 Significance of the Study

Firstly, a study of this nature could inform HODs in Kandjimi Circuit about leadership practices as they relate to academic performance in the second language. Secondly, the study is expected to make recommendations to NSSCO schools and regional offices on training needs for HODs to equip them with skills to perform their duties competently. Most importantly, the study is likely to contribute to the literature pertaining to leadership roles of HODs as far as performance in ESL is concerned.

1.5 Limitations of the study

Limitations are potential weaknesses or problems in research that are identified and enumerated by the researcher (Creswell, 2014). First, since the study was confined to Kandjimi Circuit only, it was impossible to generalize its findings to other circuits in Kavango West region. Secondly, literature on leadership roles of HODs in regard to ESL academic performance was hard to come by. As a result, this could limit the study due to inadequate information available to the researcher. Thirdly, the fact that the researcher was pre-occupied with job-related matter could place limitations on data collection; more time could be spent on working rather than conducting interviews and document analysis. Finally, since the study's focus was Kandjimi Circuit, its results could not be generalised to other circuits in Kavango West region.

1.6 Delimitations of the Study

To start with, the delimitations of this study were parameters and/or boundaries of the current study. The study covered only secondary schools in Kandjimi Circuit, ESL teachers at secondary schools in Kandjimi Circuit as well as heads of departments who run language departments. Last but not least, ESL as a subject under investigation, was considered by the researcher.

1.7 Definition of Terms

Academic performance - A measure of how well a learner is performing in one of the subjects of the curriculum. It gives the assessor room to determine whether the learner should progress to the next grade or repeat the same grade (Mason, 2017). In this study,

the term refers to levels of performance attained by learners in English as a second language.

Influence - The ability to make someone change the way they conduct themselves or their world-view (Piele & Smith, 2006). In this study, the term refers to the head of department's ability to persuade teachers to adopt new ways of teaching so that they can stimulate learners to attain desirable results in English 2nd language. The principal can achieve this by using arguments and the power of persuasion to win the teachers' hearts and minds.

Monitoring - This refers to the observation done on a regular basis and conducted to see progress and faults so that one can determine if defined goals are being realized (Continuous Professional Development [CPD] Unit, 2012). For this study, monitoring refers to what an HOD does from time to time to ascertain the academic progress in English as a second language. He/she attempts to see to it that learners acquire materials that aid their reading, writing and speaking skills and that such materials are utilised as expected.

Leadership style - It refers to "the characteristic way in which a leader uses power, makes decisions and interacts with others" (Piele& Smith, 2006, p. 77). In this study, leadership style refers to an HOD's way of influencing teachers to carry out their duties effectively.

Management roles - The behaviour of a person in an organization as determined by interpersonal relationships (Van der Westhuizen, 2015) In this study, management roles refer to what an HOD is expected to do in order to assist teachers to do their work well.

Leadership role - This refers to a person's perceived behaviour and the tasks assigned to him/her in an organization (Van der Westhuizen, 2015). In the context of this study, leadership roles refer to all the tasks an HOD can perform to ensure that learners' academic performance in English as a second language.

1.8 Summary

This chapter discussed the background of the current research study. The chapter specifically discussed the orientation of the study, the statement of the problem and introduced research questions that guided the study as well as justification for the study. Thereafter, the limitations and delimitations of the study were also discussed. Finally, the terminology related to the topic under investigation were defined as used in the research. The next chapter reviews the relevant literature that informed this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter overview

The purpose of this study was to explore the HOD's leadership roles in English Second Language academic performance at the identified secondary schools in Kandjimi Circuit. First and foremost, the theoretical framework that informed this study, as well as it informed HODs' roles in improving performance in ESL, will be discussed. Thereafter, literature relevant to the study was reviewed with due regard to experiences and understanding of HODs of their roles, training received by HODs, the impact of that training on HODs as well as challenges faced by HODs and how they can be addressed so that HODs can successfully play their roles to improve performance in ESL.

2.2 Theoretical framework

The importance of a theoretical framework is that it guides the researcher with facts, assumptions and thoughts which essentially shapes the investigator's understanding of the research problem (Grant & Osanloo, 2015). The theoretical framework of this study consists of the Transformative Leadership Theory and Continuum Leadership Theory. The two theories are associated with motivation, teambuilding and empowerment of subordinates. The two theories are discussed as follows:

2.3 Transformative Leadership Theory

The theory can be traced to James McGregor Burns who introduced it in 1978. With this theory James McGregor positions a leader as one who motivates and inspires those under him/her and thereby drawing their attention to the desired change. The goal-oriented

leader sets an example as a role model who is committed to change and improvement and as a motivator of those being led through inspiration (Marthin & Epitropaki, 2001). In agreement to this notion, Covey (2007) observes that transformational leaders are those who create change through other people and this can be achieved by positively influencing them to work to the best of their knowledge and thereby achieving organizational goals. According to Nickerson (2021) transformative leadership theory can be realized if leaders:

- Develop a realistic and challenging vision.
- Tie the vision to a strategy for its achievement.
- Develop the vision, specify and translate it to action.
- Express confidence and decisiveness as well as optimism about it.
- Realize it by implementing a comprehensive plan of action.

Contributing to the creation of a vision, McEwan (2003) maintains that when a leader develops a vision, he/she has to communicate it to the persons he/she leads as clearly as possible. The vision should clearly spell out what standards of performance are expected from each staff member (Bass & Avlio, 1990; Steward, 2006).

The theory is relevant to this study as it was used to interrogate the role of HODs as leaders who motivates teachers to perform to find ways and means to improve performance in ESL. In addition, it informs this research that one role of an HOD is to craft a vision specifying actions to be implemented to improvement performance in ESL academic performance. Moreover, should the HOD as a leader fails to inspire and motivate teachers, their morale goes down; thereby, negatively affecting performance in ESL. Furthermore, the theory is used to interrogate and examine ways how HODs can express confidence in the vision to improve performance in ESL. Still, the said theory can

be a way of questioning how an HOD can set a vision so challenging that it contributes to good performance in ESL. The theory informs this researcher that if an HOD ties his vision to a strategy for implementation, it is likely to help him overcome challenges he faces when fulfilling his role towards improving performance in ESL. Moreover, since the theory is more into motivating and role-modelling from the side of an HOD, it can be used to probe into how an HOD perceives himself/herself as a role model who can influence their teaching strategies so as to improve performance in ESL. In short, this theory can be a valuable tool in this study that focuses on an HOD's role in the influencing of good results in ESL.

2.4 The Continuum Leadership Theory

Tannenbaum and Schmidt introduced the Continuum Leadership Theory in 1958. Those who support this theory argue that leaders should be willing to change and adapt to changing circumstances so that they move from being autocratic to being more democratic so that they accommodate all their followers. According to Chapman (2016) the continuum leadership theory stresses the importance of being a team builder than operating as an individual. The following are the principles behind this theory:

- The leader makes the decisions alone and then announces to the group later
- The leader sells decisions
- The leader presents ideas and invites suggestions from subordinates
- The leader presents tentative decisions which are subject to change
- The leader presents problems, gets suggestions from colleagues and make decisions

- The leader defines limits, asks group to make decisions
- The leader permits colleagues to function within limits as put forth by the leader

The Leadership Continuum Theory informs this research in this way: the HOD's role is to ensure that the teachers he/she leads feel that they are part of the team, and that their inputs and contributions matter as they are not left out when things are decided. It is assumed that an HOD should not regard himself/herself as the boss who looks down on others, but one who involve in decision-making and that energises them to work even harder and their hardwork could impact positively on ESL academic performance (Chapman, 2016). The relevance of this theory is that since it stresses the importance of teamwork and collective decision-making, the HOD can rely on teachers as colleagues whose ideas can help him address the challenges hampering good performance in ESL and their ideas or tips can be helpful in tackling the challenges an HOD faces.

2.5 HODs' understanding of their leadership roles

According to Buthelezi, Mhlongo and Msweli (2020) state that HODs understand that for them to succeed in their roles as agents who can ensure good performance in ESL, their attitudes and behaviour towards ESL as a subject must be positive at all times. Mpisane (2015) found that HODs regard their work of ensuring an improvement in ESL as stressful knowing that they work with teachers who arrive late at school, who are protected by unions as well as the awareness that they have rights make them difficult to cooperate and work as expected. In addition, Maingi (2015) argues that HODs know that some roles which are supposed to be performed by teachers are given to them, adding to the already heavy burden they have as administrators who run programmes aimed at improving

performance in ESL as a subject. Moreover, Rosenfeld (2008) hold the view that HODs perceive their role to ascertain that there is satisfactory performance in ESL, places demands on them such as demonstrating interpersonal and organizational skills. In that case, HODs believe that their tasks and responsibilities far exceed those of teachers in schools (Dixit & Kings & Ming, 1994).

2.6 HODs' experiences on their leadership roles

2.6.1 Role ambiguity

Mokoena (2017) found that while some heads of departments experience role conflicts, others have undergone role ambiguity. In the context of this study, role ambiguity for HODs in Kandjimi Circuit means that a particular head of department realises that while he/she is expected to perform a task at a departmental level, he/she is delegated to do many other tasks as well which might affect his/her efficiency to enhance performance in English second language. The HOD feels confused as a result of being expected to perform extra duties instead of focusing on subject related matters.

The HOD ends up going an extra mile doing what the principal and his deputy are supposed to do by virtue of their position, and at the same time neglecting their role in helping teachers and learners to perform well in ESL (Mokoena, 2017). If an HOD does many tasks, it could be understood that it limits his/her role of overseeing the performance in English as a second language.

2.6.2 Negative attitude towards ESL

A study by Nkandi (2015) revealed that there is an attitude problem when it comes to English second language. While it is clear that there are negative attitudes towards ESL, exactly whether it is the HODs who experience this dilemma is still not established in research. Thus, the current study was aimed at interrogating what dilemmas the HODs have experienced when it comes to their roles to ensure that there is a good performance in ESL.

2.6.3 Resource shortage

HODs efforts have been hampered by a critical shortage of resources that can be used to perform their tasks with ease. When resources are lacking, HODs feel lost, not knowing what they should do next to improve performance of learners in ESL (Alkutich, 2017). This implies that HODs cannot work to achieve their goals of improving performance in ESL if there is a shortage of resources. This is a lesson to authorities at the school level such as principals and those at the regional level (Education Officers) to provide the following to HODs: ESL study guides, examination booklets and past questions papers. These resources would be used as points of reference when teaching ESL in secondary grades.

2.6.4 Teachers' lack of respect for authority

As leaders who are working with people, HODs have learned to discover that many teachers openly refuse to recognize their authority (Cann et al., 2016). Such teachers are usually disobedient when asked to do their work. If teachers behave in this way, it can lead to a lack of co-operation which can affect academic performance in ESL. It appears

that if teachers behave disrespectfully, the HOD becomes frustrated and perhaps ignore his/her duties, affecting the performance of learners in the long run.

Besides, HODs tend to experience many challenges which may render them ineffective as leaders who can bring about a positive impact in the ESL performance. According to Mentz et al. (2020), HODs are faced with the following challenges:

- Underutilization by school principals
- School culture which places limitations on their creativity
- Misbehaving learners who display negative attitudes
- Poor communication which leaves them unaware of teachers' needs
- New technology which may be difficult for them to use
- Competing priorities which may be stressful to them

Maingi (2015) observes that HODs are overworked as they are expected to perform too many tasks at one time, adding that they are expected to handle tasks such as ICT integration, gender issues within the department, HIV/AIDS and drug abuse within the department and attending to conflicts among individuals and groups. This, Maingi (2015) warns, could be a hindrance to HODs' capacity to help struggling learners and teachers in terms of ESL results.

Cann et al. (2016, p.156) broaden the researcher's knowledge concerning HODs' experiences which negatively impact on their optimism and energy to improve academic performance in ESL:

- Confusion regarding what their role should be
- There appears to be a lack of training for their roles

- There are no programs aimed at professional development
- Inadequate time for dealing with instructional activities
- Disciplinary problems in schools
- Insufficient knowledge of the subject matter
- Instructional resource shortages
- The problem of overcrowded classrooms
- Teachers appear to have low morale
- Funding for the departments is usually lacking

Kent (2020) and Cann et al. (2016) appear to agree when it comes to the fact that there is a problem that prevails in schools which is the indiscipline of teachers and learners hindering HODs' efficacy in effecting change and improvement in ESL performance. Therefore, the issue of poor discipline seems to be commonly cited as the main stumbling block which negatively affects the effectiveness of HODs who can play a leadership role that could lead to satisfactory academic results in ESL (Kent, 2020). Whether the source of indiscipline is due to the absence of school rules, it has not yet been clarified (Cann et al., 2016).

2.7 The kind of training received by HODs to fulfil their roles

Chepkole et al. (2017, p.639) sought to establish the kind of training HODs received to successfully execute their roles in evaluating the ESL teaching that goes on in schools, reveals the following kinds of training namely:

- Workshops
- Seminars
- E-learning

- Mentorship
- Open learning
- Projectwork
- Refresher courses
- Continuous professional development

Contrary to the above revelations, Maingi's (2015) study found that HODs have not received training in ESL pedagogy to help them cope with their many leadership roles of assisting teachers to carry out their duties aimed at improving performance in ESL satisfactorily. In agreement with Chepkole et al. (2017), Bertram et al. (2018) state that indeed training has been offered to HODs to become very supportive of their teachers' efforts at many schools in South Africa to improve performance in ESL. Sheila and Shirley (1985) observe that for a long time until now, no training has been received by school heads of department in Germany and this has made it difficult for them to perform to the best of their knowledge as far as improvement of results in ESL is concerned. In the United Kingdom high schools, training for heads of departments for their roles in ESL is said to have been inadequate (Boyle et al., 2002).

2.8 How the training has helped HODs

Bertram et al. (2018) observe that a training program called 'Jika iMfundo' attended by HODs in South Africa's Kwa-Zulu Natal helped them to skillfully support their teachers in terms of planning, teaching and assessment in ESL which has led to improvement in performance of learners. However, Boyle et al. (2002) contend by saying that training

offered to heads of department has resulted in discontentment as the HODs' input has received no attention. A study by Dejaeghere et al. (2009) has recommended that training for HODs be improved as it has not equipped them to cope with their varying responsibilities

2.9 Challenges experienced by HODs and how they can overcome them

HODs faced numerous challenges such as teachers' being frequently absent from school, teachers' late arrival at school, and their reluctance to partake in HODs' vision focusing on improving performance in ESL, thereby making its implementation very unlikely (Mpisane, 2015). In addition, HODs are faced with the challenge of conflicts with their teachers especially when their expectations contradict those of teachers, bringing teaching and learning in ESL to a standstill (Maingi, 2015). Other findings by Maina (2018) were that HODs' work is made difficult by a shortage of facilities for the teaching of ESL, workload preventing them from assessing teachers' preparedness in ESL teaching and low morale. Madonsela (2022) concurs with Maina (2018) on shortage of resources, but goes further by pointing out that in many cases, HODs lack knowledge in the teaching of ESL as well as monitoring teachers who are not specialized in the subject. Research conducted by Cann et al. (2016, p.162) reveals the following challenges faced by HODs namely:

- Role ambiguity and role tension
- No proper service training for the post
- No or insufficient professional development
- Lack of support from school head
- Less time to attend to instructional issues due to administration work
- Demotivated teachers

- Lack of funds for running the department
- Lack of pedagogical knowledge
- Lack of teaching resources
- Inefficiency and ineffectiveness of form masters

When it comes to how the challenges faced by HODs can be overcome, one solution proposed was that government has to provide enough financial resources to aid HODs' efforts in ESL (Maina, 2018). Furthermore, in the opinion of Madonsela (2022), newly appointed HODs need to go through an induction programme exposing them to ways of improving performance in ESL. Since HODs are overloaded with subjects to teach during periods, Cann et al. (2016) advise that HODs' number of periods should be reduced so that they have enough time to conduct supervision of teaching and learning of ESL to ensure that performance in the subject remains satisfactory.

“In order to address the issue of expanded role of HOD and the perception held by HODs in regard to these roles, the ministry of education science and technology in collaboration with teachers service commission should organize regular workshops and seminars for HODs with a view to re-defining the roles giving a new order” (Maingi, 2015, p.84). In support of Can et al. (2016), Mthethwa (2011) argues that teaching of HODs should be decreased in order to give them room for management duties and responsibilities in regard to improving performance in ESL. The entire education fraternity and the schools where they work are highly expected to render regular support services to the HODs to make them effective in improving performance in ESL (Matete & Tlali, 2020).

In the final analysis, the literature that has been reviewed has uncovered the perceptions of HODs on their roles in improving performance in ESL, their understanding of their

roles in improving performance in ESL as well as the training they have received and its impact on their ability to bring about good performance in ESL. It has also revealed the challenges faced by HODs in the fulfilment of their roles in improving performance in ESL and how they can be dealt with so that HODs remain effective in improving performance in ESL. Most importantly, the literature reveals information that has answered the research questions so that what was unknown about HODs roles in improving performance in ESL was known at the time of writing this thesis. However, the HODs' leadership role in ESL academic performance especially in Kandjimi Circuit remained uninvestigated. Therefore, the current study explored specifically:

- What HODs in Kandjimi Circuit perceptions' about their roles in improving performance in ESL
- How do HODs in Kandjimi Circuit experience their role in improving performance in ESL
- What training have the HODs in Kandjimi Circuit received to fulfil their roles in improving performance in ESL
- How has the training helped the HODs in Kandjimi Circuit perform their roles successfully in regard to ESL performance
- What challenges do HODs in Kandjimi Circuit experience and how these challenges can be overcome to strengthen HOD's capacity to improve performance in ESL

2.10 Summary

The chapter first and foremost discussed the theoretical framework that informed this study. Secondly, literature relevant to the research questions was reviewed. Thereafter, the study was justified by contextualizing the research questions to the Kandjimi Circuit where the study was conducted.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter overview

This chapter provided an account of the research design employed in this study. It specifically discussed the research design employed, the population of the study and sample from which data was collected, data collection instruments used and the data collected with them, data collection procedures employed by the researcher. Finally, the ethical considerations observed by the researcher, were discussed in detail.

3.2 Research design

Sileyew (2019) defines research design as a research process that states the type of data to be collected, the instrument and how they should be collected. It is a general plan for carrying out a study outlining the basic structure and goals for the study (Springer, 2010). The design which was employed by this researcher is a qualitative design known as a case study. A case study is an in-depth investigation of an individual, group or event (Vieira, 2021). It is defined as a single instance of a bounded system such as a school or a community (Creswell, 1994; Yin, 2009; Lodico & Spaulding & Voegtler, 2010). The case which was explored in depth is Kandjimi Circuit's five selected secondary schools. The case study design was preferred as it offered the researcher only one unit of analysis: Kandjimi Circuit.

3.3 Population

Population is defined as “all the people that would fit into the group that is being considered by a particular study from which a sample can be drawn” (Bertram & Christiansen, 2014, p.206). To start with, there are 32 schools in Kandjimi Circuit of which 7 are secondary schools with 23 heads of department and 328 teachers. The population of this study consisted of all heads of departments and teachers who are currently teaching at schools in Kandjimi Circuit.

3.4 Sample and sampling procedure

The sampling method used is the one known as purposeful sampling whereby participants are selected because they were believed to be information-rich (Bertram & Christiansen, 2017). Therefore, 20 teachers qualified to teach ESL were selected for in-depth interviews. Why selecting only ESL teachers? One might ask. Simply because the researcher believed such participants were in a better position to answer questions related to *training received by the HODs to improve their efficacy to improve performance in ESL and whether such training has equipped them to play their role effectively*. The sample size (20) ESL teachers helped this researcher to collect enough data to have an in-depth understanding of the phenomenon (HOD’s role in improving performance in ESL). Additionally, a total of 20 HODs responsible for ESL were selected to partake in the study as the researcher believed selecting any HOD would not be of relevance for delving deep into *how to overcome challenges faced by HODs* inasmuch as performance in ESL was concerned. Furthermore, selecting such HODs was believed to be a wise enough because the HODs in question were likely to offer relevant information related to *how HODs have*

experienced their roles, training received by the HODs, challenges faced by HODs in executing their roles in improving performance in ESL as well as *how these challenges could be overcome to ensure that performance in ESL is improved*. Twenty (20) HODs ensured that enough data concerning the questions in italics were adequately answered so that the research topic could be addressed to a maximum. Suppose only five (5) HODs were to partake in the study, their responses would be so few that *HODs' leadership role in the performance of ESL* would not be addressed satisfactorily. In the final analysis, the total sample was forty (40) which would be sensible for this study because of the richness and sufficient data that would be collected to better understand and/or establish *the HODs' leadership role in the performance of ESL at the selected schools in Kandjimi Circuit*.

3.5 Research instruments

The study used two research instruments namely: interview guides and document review guides to collect qualitative data from participants and official documents. According to Creswell (2012), the qualitative researcher's main focus is the participants' interpretations of the world in which they live and the meanings they attach to events in natural settings. Bertram and Christiansen (2017) advise that researchers should use interviews in order to enquire participants about their knowledge, impressions, opinions and perceptions. The interview guide was used to probe teachers for responses that would address the following research questions: *what training have the HODs received? ... and how can the challenges faced by HODs be overcome?* Similarly, the guide probed HODs on their *experiences and understanding of their roles*, just to mention, but a few. On the next page is a detailed description of how the research instruments were utilized to collect data in order to answer the research questions in Chapter 1. Document analysis as a research tool was used by

reading minutes of management meetings- specifically if they contained information on challenges faced by HODs and how these challenges could be overcome.

3.5.1 Interviews

Firstly, the interview guide was used to ask teachers on (1) *what training the HODs received in order to fulfil their roles* and (2) *how challenges faced by HODs can be tackled*. From these two research questions, a number of questions were generated until such research questions were adequately answered. HODs' interview guide was used to elicit responses from them on: *HODs' experiences about their roles, HODs' understanding of their roles, whether the training they received has helped them or not*. Furthermore, the interview guide also included questions on *the challenges HODs have faced when executing their roles*.

3.5.2 Document analysis

There is a wealth of documents and records in natural settings which qualitative researchers can use as sources of information that may have the potential to answer their research questions or help deepen their understanding of the phenomenon under study (Creswell, 2014). The documents requested from HODs were minutes of management meetings. The minutes were read and re-read to search for information on (1) *challenges faced by HODs when executing their roles in improving performance in ESL* (2) *how the challenges faced by HODs can be resolved so that HODs can play meaningful roles that help improve performance in ESL*. In addition, workshop handouts were also requested so that the researcher could read for information related to *training received by HODs to enhance their roles so as to improve performance in ESL*.

The advantages of document analysis are well-documented. Since documents kept at a research site may contain valuable information about actions, events and experiences, in this study, they provided first-hand information about how participants perceive their world (Gay & Mills, 2016).

3.6 Validity and reliability

Bolarinwa (2015) observes that in a research study, one needs to establish if the measurement tool achieves its intended purpose by measuring what it supposes to measure or if the researcher is convinced that it can be trusted. According to Middleton (2019), validity is an evaluation of the instrument's accuracy while reliability refers to its consistency. It was necessary for the researcher to test if the interview guide and the document analysis guide could elicit the information that was relevant to the research questions or if both are accurately designed so that they could not divert from the focus of the research questions. To achieve validity and reliability, the researcher gave the instrument (interview guide and document review guide) to some colleagues at his school to evaluate their consistency and accuracy and whether he could be confident that the two would help him in obtaining the information that could answer the three researcher questions to probe for HODs' and teachers views on leadership roles. A pilot study was also conducted at two neighbouring schools in the cluster. Upon its completion, the researcher realized that some questions on the interview guides were not relevant, and they were erased. Moreover, some of them were rephrased knowing that they would not be clear. Therefore, after the unclear/ambiguous questions were removed, the interview

guide seemed trustworthy and reliable. Reliable in the sense that the data that would be collected would not be spoiled or be meaningless to jeopardize the goal of the research.

3.7 Data collection procedures

Data collection procedures refer to methods and steps chosen to collect data often specifying the type of instruments, how permission will be obtained and the overall behaviour of the researcher during the whole data collection period (Airasian, Gay & Mills, 2009). This is also the plan of how the researcher will choose data collection tools as well as how they will be tested and which people to contact to be granted approval and permission to conduct the study (Airasian, Gay & Mills, 2009).

First, upon receiving ethical clearance certificate from the University of Namibia, the researcher sent the first letter to the Regional Director of Education, Arts and Culture of Kavango West Region. After being granted permission to conduct research in the Kandjimi Circuit, permission was sought from the circuit inspector. After obtaining permission from the inspector, letters were again sent to school principals informing them on the purpose of the study and that their school was chosen as well as who would participate from that particular school (teachers and HODs).

Thereafter, appointments were made to meet teachers and HODs and explaining the purpose of the research. Equally, they were informed that they were going to be participants and that we could only commence with the interview sessions if and when they were ready. Permission was requested if the interviews were to be tape-recorded. Two teachers were interviewed per day and the teachers were to provide information on *the training received by HODs to equip them with skills to help improve performance in*

ESL and how the challenges faced by HODs can be overcome so that they help in improving performance in ESL.

Similarly, permission was requested from HODs to interview them, and two HODs per day were engaged. Each HOD was expected to provide information on *how HODs experience/perceive their role in improving performance in ESL, how do HODs understand their role in improving performance in ESL, whether the training they received has helped them to fulfil roles that lead to improvement in ESL, challenges they face when fulfilling their roles to improvement in ESL performance.* They were asked if it could be possible for our conversation to be tape-recorded.

Furthermore, the researcher specifically asked the HODs to provide minutes of subject and staff meetings if possible, and from these minutes the researcher would read for information on *challenges faced by HODs when fulfilling their roles in improving performance in ESL, how the challenges HODs face when fulfilling their roles to improve performance in ESL can be overcome.* Apart from that, the researcher requested for workshop handouts to read and obtain information on *training received by HODs fulfil their roles to improve performance in ESL successfully.*

Above all, the researcher listened attentively to the HOD and teacher participants as well as probing them to get more information in order to understand *HODs' understanding and experiences on their roles in improving performance, teachers' responses on what kind of training HODs received to fulfil their roles in improving performance in ESL, challenges faced by HODs can be tackled so that they fulfil their roles in improving performance in ESL.*

When reading for data in minutes of subject and staff meetings as well as workshop handouts, the researcher read the paragraphs carefully, underlining data relevant to *challenges faced by HODs when executing their roles to improve performance in ESL, how the challenges can be overcome to ensure that performance in ESL is improved.*

3.8 Data analysis

Data analysis refers to making sense of the data collected when one looks for patterns and themes emerging from the data (Bertram & Christiansen, 2017; Gay & Mills, 2012; Okeke & van Wyk, 2017). Thematic analysis which refers to the themes emerging from the collected data (Mendy, 2020), was used to analyse the data. Nowell (2017) states that thematic analysis involves looking for themes in the data. The following steps were followed to analyse data collected:

- Listened to audio-clips from the recordings done
- Scribbled what he heard in point-form
- Read through the data carefully
- Used a highlighter to give codes to the emerging themes
- Themes such as HODs' experiences of their roles were colour-coded blue
- Themes such as HODs' understanding of their roles were colour-coded orange
- Themes such as training received by HODs were colour-coded maroon
- Themes such as challenges faced by HODs were colour-coded red
- Then it became easy to group or cluster related themes together as it was easy to identify them by the colour assigned to them

Above all, the first step of qualitative data analysis is reading through transcripts and writing memos or short notes (Khan, 2012).

3.9 Ethical considerations

Research ethics refer to steps to ensure that the researcher when conducting a study, does not subject respondents to any kind of harm during the study (Creswell, 2012; Gay & Mills, 2016). The researcher ensured that there was no physical and emotional harm to participants during the study. The researcher informed participants about the study, protected their identities and their information and adhered to moral principles that are binding upon all researchers in the social sciences domain. Below are the principles that were observed by this researcher:

3.9.1 Informed consent

In a qualitative study, the researcher strives to ensure that participants have agreed to participate in the study and that they know what the study focuses on (Gay & Mills, 2012; Gay & Mills, 2016; Smith, 2003). This researcher provided the respondents with a consent form containing the study's topic and purpose as well as issues of confidentiality, anonymity and the right to withdraw from the study. This was done in order to make participants fully aware of the study's intentions before they could sign to declare their participation. The researcher also ensured that HODs and teachers (participants) had given their consent when it comes to matters regarding the recording of their voices. According to Zimba (2016) consent comes in such categories as:

- Clarifying how the research will be conducted
- Be respectful of participants' choice to take part in the research process
- Guaranteeing freedom to withdraw from the study
- Obtaining assent where possible

3.9.2 Confidentiality

Confidentiality is defined as “the practice of keeping information obtained from an individual in a study secret and private,” (Ary, Jacobs & Sorensen, 2010, p.638). Arifin (2018) argues that data protection is very important in a research study by making use of a storage mechanism to avoid a situation where the data is revealed to any third parties. It was a question of how the information provided by the participants would be handled. This researcher pledged the respondents that their views about the topic, would not be revealed to any third party. The information would be locked in a safe for five years after which it would be destroyed. The researcher was aware that it was unethical to reveal the information as it could harm the participants in one way or another, hence it was kept secret for as long as possible before it he got rid of it. Participants were also reassured that the information obtained from them would utilized for research purposes.

3.9.3 Anonymity

Allen (2017) defines anonymity as the practice of avoiding the revelation of the identity of any person or site. Differently, it is defined as “keeping the identity of the participant from everyone, including the researcher,” (Christensen & Johnson, 2012, p.581). To ensure that participants’ names remained anonymous, pseudonyms were assigned to them such as E1, E2, E3 and DH1, DH2 and so forth. The research sites were accorded names such as Sa, Sb, and Sc. This was done to minimise risk or harm to the participants.

3.9.4 Protection from psychological harm

Since the research was based on a sensitive issue about ESL academic performance, the researcher pledged to avoid the cause of any sort of discomfort. This is to say that performance in ESL was regarded by this researcher as a sensitive issue where ESL teachers are targeted for non-performance in the region; thus, precautions were to be considered. The researcher had to ensure that the participants’ feelings would not be hurt (Matthews & Ross, 2010) by avoiding the use of remarks referring to gender, race, religion, origin or political affiliation.

3.9.5 Protection of privacy

Cohen et al. (2018) warns researchers that they should guard against invading the respondents' private space or private lives. This means that participants should not be interviewed while they are enjoying their private activities such as relaxing at home, doing shopping at shopping malls (Cohen et al., 2018). This researcher avoided the unbecoming behaviour of visiting teachers', HODs and principals' homes with the intention of interviewing them as this would result in non-cooperation. Besides, the respondents would feel disrespected if not threatened. This researcher was therefore cautious of the respondents' right to privacy at their residences and other places.

3.9.6 Avoidance of deception

This researcher avoided deceptive tendencies whereby teachers, HODs would be betrayed by not telling them that they are being investigated or issues related to their careers were being scrutinized. Cohen et al. (2018) warn that in studies participants discover that they were not informed that they were being researched, making them feel betrayed or deceived. It was ethical for this researcher to avoid hiding information and this included the provision of feedback at the end of the study. In compliance with this principle, the researcher promised that he would provide the participants with the summary of the findings after the study had been concluded.

3.9.7 Ethics in data analysis and reporting

Cohen et al. (2018) outline the following I regard to data analysis and reporting:

- Employing the right data analysis method
- Reporting the data as collected rather than lying about it
- Being biased when it comes to reporting data

To ensure that this researcher complies with these stipulations, the analysis used was thematic analysis as it was deemed fit for the themes and sub-themes which emerged from the data collected, rather than employing any sort of analysis which would not do justice to the data. Secondly, this researcher strictly reported what was collected from teachers, HODs and school principals during the face-to-face interviews sessions. No attempt was made by this researcher to report what he fabricated. Lastly, this researcher paid equal attention to data from teachers, HODs and school principals without favouring one side or the other. This meant the researcher did not favour data from HODs just because he is an HOD himself.

3.10 Summary

This chapter discussed the research methodology of this study. It presented the research design and the population which was considered to participate in the study. This was followed by the sample taken from the population. The sampling procedures were also discussed. Besides, the research instruments were stated including their advantages. Furthermore, data analysis methods were elaborated as well. Ethical considerations were discussed as well as how the researcher observed them during and after data collection.

The next chapter analysed data from teachers, HODs and documents in order to answer the five research questions introduced in Chapter 1.

CHAPTER FOUR

FINDINGS

4.1 Chapter overview

This chapter presented the findings of the study by revealing what the participants disclosed during the interviews. The data from participants and documents reviewed were analysed in such a way that the research questions introduced in Chapter 1 were addressed. Below were the findings of the study:

4.2 Responses from HODs

4.2.1 What are the experiences of HODs

4.2.1.1 Experiences of HODs on their role to ESL academic performance

The researcher arranged face-to-face interviews with HODs so that he could ask them about their experiences regarding what they have gone through when it came to their role in ESL performance. As expected, the HODs enumerated what they had experienced as persons in charge and had to work in close collaboration with subordinates of various dispositions. Judging from what was narrated, it appeared that HODs encountered setbacks in their leadership position.

4.2.1.2 Experiences on availability of resources at school

Literature reveals that in most cases, HODs experienced a critical shortage of resources which they rely on to make the teaching environment conducive (Alkutich, 2017). The results of the study confirmed this case since DH1 reported that:

“At my school, I have often seen that at the beginning of the year, resources are lacking. Using the chalkboard alone cannot serve any good purpose. Supplementary aids should be provided; however, this has not been the case. This age we are in need of stuff like Excellent English study guides as well as Examination booklets containing past examination papers and their answers at the back. We can give this to learners in order to guide them. I appeal to the regional office to avail these resources on time. We need them badly.”

Another participant also added that:

“If I say that we do not have resources, I am not lying. OK there are ESL textbooks available but really don't serve the learning needs. Information in there is not well explained for our learners to understand. Besides, what one can find there hardly correlates with the examination paper. If there is a government fund provided every year, why not using it to purchase better resources like CDs that we can use sometimes?” (DH2).

Cann et al. (2016) argue that if HODs have resources at their disposal, they can be availed to the teachers who can then use them when teaching. This claim is in agreement with the Leadership Continuum Theory because the HOD being a leader is eager to encourage teamwork and teambuilding by availing resources for the teaching of ESL. They added that at schools especially remote secondary schools, resource shortages appear to be hampering the effectiveness of HODs as leaders on whose shoulders a big responsibility is placed. DH3 agreed by saying:

“Our teachers expect us to deal promptly with the resources shortage at schools because they believe items such as past question papers and memos make it easy for learners to grasp the demands of say, for example, Paper 1 Reading and Directed Writing. They expect me their leader to acquire these from the teachers’ resource centre or elsewhere.”

When an HOD acquires teaching aids and then distribute them to ESL teachers, this is in line with the Transformative Leadership Theory as the HOD functions as one who inspires ESL teachers by providing them with ESL teaching materials in in order to strive for the betterment of performance in ESL. Thus, it was concluded that resource shortage places limitations on the leadership effectiveness of an HOD. While the regional office is expected to provide resources, it is the HODs’ duty to avail these to the teachers. To prevent resource shortages at schools, especially those that can result in an improvement in ESL performance, it is the responsibility of the HOD to acquire them and thereafter, distribute them to teachers who then use the resources to teach ESL effectively. The old belief in the use of the chalkboard makes sense, yet supplementary resources such as examination booklets can be availed to schools. The former principal who supervised this researcher often argued that teachers should rely more on using the chalkboard-not wait for the secretary to make copies of the activities before teaching.

4.2.1.3 Experiences regarding teachers’ respect for their authority

A study by Cann et al. (2016) reveals that teachers in many instances display behaviour contrary to HODs’ expectations by expressing some sort of negativity. Such teachers seem to be disobedient in such a way that they refuse to follow HODs’ orders. In agreement with this finding, DH3 reported that:

“There are times when I ask teachers to hand in their preparations and when I keep on waiting and think that they will bring their files to my office, they don’t turn up. When you announce that you are going to observe Teacher A and Teacher B, both fail to turn up for their classes. You sit in the class and wait; they just won’t come. What do you call that? Disrespect and stubbornness.”

Analysing this in terms of the Transformative Leadership Theory, an HOD who asks his/her teachers to hand in preparation is one who is goal-oriented in terms of improving results in ESL performance. Lack of co-operation from teachers causes an HOD to work in isolation. When teachers do not obey orders from an authority, it creates tension affecting academic performance in the process (Can et al., 2016). DH4 concurred with H3 by saying:

“Sometimes I’m so carried away when a teacher pisses me off. What happens next is that I will keep ignoring him/her. That tension between us has an impact on learners’ academic performance in ESL. When we are not working together, nothing works in the subject.”

It seems that if teachers are left on their own as HODs isolate themselves from teachers, the teachers relax knowing that their work is not controlled. When they relax, no teaching takes place. If that is the case, no learning occurs as well. When this lack of cooperation becomes the order of the day, there is no expectation for the performance in ESL to improve. Theoretically, the above remark shows an HOD who is committed to teamwork and collective decision-making bringing one closer to the Leadership Continuum Theory which reminds the HOD to be a leader who works harmoniously with teachers to strive for better results and good performance in ESL.

4.2.1.4 Experiences on conflicting priorities

Mentz *et al* (2020) opine that whenever HODs seem to have many priorities and these priorities compete, they are likely to be overwhelmed by stress. An HOD who is under too much stress would be ineffective in his duties. In agreement with this opinion, DH5 indicated that:

“As for me, I have many issues at home like, for instance, my child doesn’t feel well and why can’t I go home and take him to the nearest clinic for medical attention? I have to go right away. Furthermore, what if I’m summoned to appear in court? I have to leave my duty station which is a school. All these make me put my duties aside which will definitely affect my effectiveness but I can’t avoid them.”

This implies that HODs oftentimes take a break from their monitoring, planning, organising duties at school and leave the premises to attend to other commitments. When this happens, they leave their duties behind. The bottom line is that the priorities are regarded as urgent matters that need their attention and it is beyond their control to avoid these matters. While they regarded these commitments as urgent matters, they forget that learners’ learning in ESL could be negatively affected because it may happen that an HOD has a period and he/she is called to some urgent matters at home which results in a situation where learners make noise since there is no teacher.

4.2.1.5 What are the HODs' understanding of their roles

HODs were asked the way understood their roles. This question was asked to see how the responses elicited from participants spoke to the Transformational Theory of leadership. Thus, the HODs were asked, **Sir/Madam, how do you understand your role as a leader who can provide an environment conducive to the improvement of performance in English Second Language?** The following responses were given by the HOD participants.

"I regard myself as an agent of change." (DH1)

"I view my job as that of a leader who is open." (DH2)

"I must see to it that teachers are doing what they are supposed to do." (DH3)

"My position dictates that I have to monitor teachers and then from there, show them their short-comings in a tactful manner rather than being arrogant. I must provide leadership to the teachers whom I regard followers. The leader, like myself, should take my people (teachers) from A to B where B is a better place." (DH4)

"Leaders nowadays think they have to control every aspect of what teachers are doing. I do not see it that way. My job is to hear what the teacher is saying, I must listen to the views of others not only seeing things from my own point of view only because that destroys interpersonal relationships." (DH5)

"I understand my role as the guide or the light that shines so that my teachers can see where they are going. I must regard myself not as a boss, but a servant of my subordinates. I must be willing advise my brothers and sisters how to do things right and how to do the right things." (DH6)

“My understanding of HOD is the head. Where the head go, the tail follows. Do you understand? So, an HOD is a leader who take people somewhere. An HOD is someone who enjoys the company of teachers: working with them, showing them, directing them, explain to them why something is right, why something is wrong. Not just telling them, “You are wrong.” But why they are wrong.” (DH7)

“HOD is a person who is tasked to be in charge of a group of teachers who specialize in a specific subject like English and another language. He/she should be knowledgeable in the subject. Knowledgeable to such extent that he/she is able to help teachers when they get stuck.” (DH8)

“An HOD is a man or woman who was a teacher, then got promoted to that higher rank. It comes with responsibilities. As a leader, an HOD should be willing to accept everybody in the department, and get work done through other people.” (DH9)

“My job as an HOD is to lead by example. For example, I should teach more effectively than my teachers. I should not be below teachers in terms of results. I should be on top, so teachers can follow my example.” (DH10)

The Transformative Leadership Theory is based on the assumption that a leader is someone who desires to see change and thus, inspires others to work towards that change (Marthin & Epitropaki, 2001). A close analysis of the responses of DH1, DH2, DH3, DH4, DH6, DH8 and DH10 were in support of the Transformative Leadership Theory as they stressed the importance of setting an example by the leader, inspiring subordinates and being committed to see change. The responses served as a wakeup call to HODs to embrace the tenets of the Transformative Theory namely:

- Developing a vision for expected standards of performance in ESL
- Tie the vision to a strategy for achievement in ESL
- Express confidence in the vision towards the improvement of performance in ESL

The Transformative Theory is relevant for this study as it guides HODs to develop a realistic vision stating the quality of performance of teachers and learners in ESL. The participants and the Transformative Theory emphasize that a leader should set an example so that others can follow (McEwan, 2003). Therefore, the participants and the Transformative Theory were informing HODs that they should set an example of being committed and diligent in their teaching and their attitude towards ESL. Compliance with this could result in some improvement in the performance in ESL.

A close analysis of what participant DH5 and DH6 said clearly reveals that an HOD as a leader should blend in with teachers so that they work together as a team to improve results in ESL. This is consistent with the Leadership Continuum Theory that advocates for teamwork and team-building. Chapman (2016) in support of the Leadership Continuum Theory states that a leader should share ideas with the team he/she leads, and invite suggestions from subordinates: this notion was supported by what DH5 and Dh6 implied in their submissions.

In short, both Transformative Leadership Theory and Leadership Continuum Theories are within the frame of this study. In other words, the study's findings have contributed participants' thoughts, voices and views to the two leadership theories used to inform this study as shown above.

4.2.1.6 What challenges do the HODs face in fulfilling their role to improve performance in ESL?

HODs were asked to elaborate the challenges they faced when playing their roles in the improvement of performance in ESL. The question went like this: **Sir/Madam, can you elaborate on the challenges you face when fulfilling your role in improvement of ESL performance?** Followig were the responses elicited from the HODs:

“I have undergone ups and downs in my leadership role. With the ups I mean, I’m such a person who draws up a plan of many activities for teachers. Then I will see how such activities will be implemented. It has been a burden to me because at the same time I am monitoring, I have to rush to the class to teach English Second Language. For instance, just after observing a teacher, I check on my timetable it tells me I’ve got rush to Grade 9B to teach. It has been hectic for me as I have to play the role of an administrator and a teacher as well. At the end of the day, I become exhausted.” (DH1)

“The challenge I have faced as an HOD is that my teachers are so many and it’s very difficult for me to control each and everyone of them.” (DH2)

“Of course, my role as an HOD or leader for that matter comes with challenges. You know there are times when I’m left in charge of the school for the whole week when my principal has gone for a training in another region. Then I will lead my department and the whole school and going to class and teach. It leads to burnout and tiredness because

I'm doing many jobs at the same time. How can I be very effective and deliver in terms of results in ESL as I'm expected?" (DH3)

"Lack of relevant resources for my teachers such as English study guides, examination booklets with question papers of the previous years. Resources for ESL teaching are not that easy to find. When this shortage is addressed, I can function well in my role as a leader who can influence positive results in English."(DH4)

"Some teachers in my department are not serious. Each time I ask them to bring their files, records on performance in English, continuous assessment marks and so on, they never provide any or most of these. Then it discourages me and when I'm so down, I can't do my job like I should. Some teachers must change their attitudes." (DH5)

"The challenge I have seen in my department is the materials and documents I need to do the monitoring. Things like official observation instrument is not available when I need it to conduct an effective classroom observation." (DH6)

"One thing I regard as an obstacle that places limitations on my capacity to deliver is interference in my work. I don't want to say more, but I think you know what I'm referring to with "interference". (DH7)

"Actually, I do not get the support I need from my education officer for English. I can't reach him to get some tips on how I can do my work as a leader successfully."(DH8)

“The challenges are so many, but one stands out: there are so many intra-conflicts taking place at our school. When these conflicts occur, then we are to sit in meetings to iron things out and my time is therefore devoted to that. The conflicts prevent me from checking what is going on in ESL. OK?” (DH9)

“There is no leadership position without challenges. Criminal activities have affected us. Our materials such as personal computers, printers – you name them, were stolen. Then we faced the problem of running to other schools to make copies of our Reading activities, Writing activities, Listening activities. So we were slowed by the loss of our consumables.”(DH10)

Participant DH1, DH2, DH3 reported that workload limits their capacity to deliver as leaders who can influence performance in ESL, Cann et al. (2016) however, argues that the funds which are lacking in their departments, places limitations on their efficacy to do much better in influencing performance in ESL. Furthermore, DH5, DH7 and DH9 reported that conflict to be one of the challenges hampering HODs efficacy in terms of influencing performance in ESL. Maina (2018) is in agreement with this saying that conflicts between HODs and staff members brings progress in ESL to a standstill. In addition, Madonsela (2022) support DH4 and DH6 on the challenge regarding lack of materials as a limiting factor on HODs’ capacity to positively influence good results in ESL.

From a theoretical perspective, DH1 supported the Transformative Leadership Theory because when he monitors teachers teaching ESL, he wants to see if the vision he has set for the improvement of performance in ESL is being realized and implemented; DH5 subscribed to the Leadership Continuum Theory as he was in regular communication with ESL teachers to see if they have their ESL lesson plans or not and this was likely to help him urge them to improve their attitude taking one to the Transformative Theory which reminds and HOD to motivate ESL teachers to improve their work in ESL.

4.3 Responses from teachers

4.3.1 What training have the HODs received to fulfil their roles to improve performance in ESL?

Teachers were asked to mention all trainings their HODs have undergone as well as how that training shaped their HODs to be competent leaders capable of bringing about good results in ESL. The responses were ordered from the first participant to the last participant. The following question was posed to the teachers, **What trainings are available for your HODs and which ones have your HOD received to improve performance in ESL?**

My HOD was invited to attend a one-week workshop in Kavango East. They were trained how to ensure that teachers are always on-task, and not on their phones or with their friends. They were trained to remind teachers that teaching is a calling. Most importantly, teachers were told by the HODs to ensure that they should not ignore the use language errors learners make in their written work. We can expect to see change in our HODs.

(E1)

If HODs are receiving training, then why do the results remain poor in English Second Language? It means nothing has been done so far. It's high time to have workshops to train HODs on how they can assist teachers to teach all skills effectively. (E2)

I remember last year when HODs gathered at the circuit office. I heard they were there for some training concerning ESL. I was told it lasted for one day. Meaning: they didn't train our HODs sufficiently, because the duration was too short. (E3)

Maybe I should talk about what took place at some hotel. Each principal was told be accompanied by an HOD from his/her school. Then later, it was changed. Like from our school, the HOD was ruled out or told not to go any more. So the HOD stayed and the principal went. Therefore, the HOD was denied the training in favor of the principal. Therefore, maybe the HOD should rely on their innovativeness to improve performance in ESL. (E4)

I would say: even if our HOD attend the training, what impact will it have on our school's performance especially in ESL? He did not bring back anything to be our source of inspiration. I mean us teachers and our learners.(E5)

Participant E4 reported that his HOD had not been invited to go for the training; instead it was the principal who was favoured. That means the HOD has received any training to handle the role of influencing performance in ESL successfully. This finding is in support of Maingi (2015) who reported that HODs had not received training to deal with a myriad of tasks and roles allocated to them. In agreement with E1, E2, E3 and E5, Chepkole et al. (2017) outline the kinds of training received by HODs to train them as agents of change who can monitor and facilitate teaching of ESL to ensure that results are improved.

From a theoretical angle, E1 was in line with the Transformative Leadership Theory because the remark made pointed to the tendency of a trained HOD to inspire ESL teachers upon his/her return to improve their teaching of ESL which in turn improves results in ESL academic performance. E4 also talked about an HODs' innovativeness as he/she monitors ESL teachers' work and innovativeness is one of the tenets of the Leadership Transformative Theory.

Next the teacher participants were asked to evaluate if the trainings received by their HODs have really had an impact on performance in ESL. The researcher asked, **How do you evaluate the training received by your HOD? Has it brought about improvement in his/her way of leading so that performance in ESL could be improved?** Following were the responses from participant E6, E7, E8, E9, E10:

“The way our HOD was in 2019 is not the way she is now. I as an English teacher, to be honest, I have learned something from her after she returned from the training in Mpungu Circuit.” (E6)

“I don’t think my HOD has changed even after being absent from school because of the training he was invited to attend. Look, even his class continues to underperform in Reading and Spelling. I have seen the books of learners. Now, how can he lead me with that poor record of performance.” (E7)

“After returning from the workshop, my HOD does not even share what was learned or what do need to implement as of now. No, I don’t think the training has an impact on our performance in ESL.” (E8)

“I wish my HOD go for more workshops because he tends to ignore the invitations. I think he can bring us some information that can help us in this difficult subject (English). New ideas are necessary.” (E9)

Finally, participant ten made the following remarks in relation to the question,

“If the region can train our HODs and offer incentives to those in attendance, it can motivate our HODs. They cannot work well in this atmosphere of hardship and there’s no one to motivate them. HODs should make presentations at the workshops on how they assist reluctant teachers, how they intervene when there are cases of learners who do not demonstrate basic skills of writing a simple paragraph- you something like that. Workshops for HODs should be to test HODs on language problem-solving skills. And I give a low rating to all workshops for HODs that I have seen do far.”(E10)

According to participant E6, E7, E8, E10, the trainings offered to HODs to make them effective leaders who can effect satisfactory performance in ESL, have not been effective to make HODs effective leaders who can fulfil their roles in that regard. Bolye et al. (2002) agrees saying that the trainings received by HODs to equip them with skills to handle their roles successfully, have not done justice to the HODs as they bring about discontentment to them; thus, frustrating them in the process.

From a theoretical point of view, E6 said she had learned much about ESL from her HOD when he returned from a training which is in line with the Transformative Theory of Leadership which stresses that HODs as leaders should inspire those under their sphere of influence. The theory is thus helpful in interrogating how an HOD uses the knowledge he/she has acquired to stimulate creativeness in ESL teachers so they improve their practice towards improving performance in ESL.

4.3.2 How can the challenges faced by teachers be overcome?

Teacher participants were again asked to share with the researcher on their thoughts on how challenges faced by their HODs could be overcome to ensure that HODs were not prevented from executing their roles well in order to improve performance in ESL. The question posed was: **In your view, how can challenges faced by HODs be mitigated so that HODs are not rendered ineffective as leaders who can help in improving performance in ESL?** Following were the responses from the participants:

“HODs should share their challenges about ESL with others from different schools, make meetings and find solutions.” (E1)

“HODs should speak to their immediate supervisors about ESL. By this I mean: school principals.” (E2)

“Education officers should work closely with HODs.” (E3)

“Join or create Whatssup groups as platforms to share ideas, information and advice on ESL.” (E4)

“I think trainings for HODs are necessary on ESL teaching and monitoring.” (E5)

“Principals must regulary communicate with HODs to find out what they (HODs) are going through. Principals should ask HODs about what is going on in ESL, how learners are performing, how they are writing, which learners have learning difficulties in ESL.” (E6)

“The HODs should request for workshops on ESL from the regional office.” (E7)

“Do exchanges with other HODs from other regions to learn effective ESL teaching practices.” (E8)

“Conduct meetings at the beginning of the term and analyse results in ESL. during those meetings, ask for ways and means to improve these results.” (E9)

“Read their job descriptions and measure their performance against the stipulations in their job descriptions.” (E10)

Majority of the participants appeared to suggest that there had to be regular communication and consultations between HODs, colleagues and those in authority. The findings in relation to this question contradicted Maina (2018)'s observation that educational authorities should avail funds to HODs in order to mitigate the challenges that they face.

Theoretically, E1 and E2 are in support of the Leadership Continuum Theory which reminds HODs that they should be willing to link with others in order to make things easier for them. E1 and E2 wish to see that their HODs who experience challenges in ESL results or performance should not suffer in isolation, but seek help from those who can assist them so that they could proceed with their monitoring of ESL teaching uninterrupted.

4.4 Data from minutes of management meetings

The researcher reviewed documents looking for data that was relevant to the research questions. As stated in Chapter 3- 3.4.2, the main focus was what the minutes from management meetings could offer in response to the question, **what challenges do HODs face in executing their roles in the improvement of performance in ESL and in which ways can the challenges faced by HODs be resolved to ensure that HODs fulfil their roles in improving performance in ESL.** The data was presented by highlighting the challenges in bold as shown below:

Minutes of management meetings dated 9 September 2020

-During the meeting attended by 10 management members, in exception of one who rendered an apology, many issues were discussed:teenage pregnancy, violence, school

*dropout etc. One of the issues discussed was the failure rate in English as a Second Language National Senior Secondary Certificate Ordinary level. Among those present was a management member who is in charge of the language department. In his submission, he mentioned many challenges that had been reported during his departmental meeting. Challenges such as **learners' tendency to dodge English periods, lack of study guide booklets, lack of dictionaries for vocabulary learning and teachers giving very few activities to learners.** He asked for assistance on what was the way forward in a matter like this. The following advice was given by the principal: **Call a meeting with the schoolboard to talk to learners seriously, get a quotation of the study guides and dictionaries so that they can be budgeted for. Finally, it was resolved that teachers be required to give reports every Friday of the number of ESL activities they have given and marked.** The meeting ended and was adjourned at 18:30.*

The data from above the excerpt support the Leadership Continuum Theory as one can read from it that the HOD attended a management meeting and consulted fellow management members on what to do to address the problems of teachers not giving enough ESL activities. The Leadership Continuum Theory advocates teamwork and consultations (Chapman, 2016) which also supported by the minutes of the management meeting reviewed.

4.5 Data from workshop handouts

Workshop handouts were read and analysed so that data on workshops attended by HODs to enhance their leadership potential to improve performance in ESL. The researcher wanted to obtain answers to the question, **what training have the HODs received to equip them with skills to fulfil their roles in improving performance in ESL?** The following data were extracted from the handout:

Handout No.3

Aims and objectives of the workshop

- To train HODs on handling and interpreting the English NSSCO syllabus
- To familiarise HODs with the teaching approaches in the English NSSCO syllabus
- To familiarise HODs with the domains to be taught and assessed
- To assess HODs' monitoring capability of the implementation of the syllabus
- To assess HODs' knowledge on how to draft an scheme of work from the English NSSCO syllabus
- To assess HODs' capability to draft a comprehensive scheme of work for their teachers
- To evaluate the level of HODs' knowledge concerning the syllabus domains: Reading and Writing, Listening, Speaking (Oral) and Grammar

The above outline of what type of training HODs received is in agreement with Chepkole et al. (2017) who report that HODs were trained during seminars, continuous professional development and workshop. Whereas Maingi (2015) maintains that HODs have not received any workshop to equip them with skills necessary to cope with many tasks

including facilitating performance in ESL. Maingi (2015)'s revelation is inconsistent with the Transformative Leadership theory because if HODs are not trained for their roles in improving performance in ESL, then how can they have a vision or set an example to their subordinate? The content of the workshop handout was consistent with the Transformative Leadership Theory because if HODs are trained in in such a way, they can become very supportive of their ESL teachers and in the end results in ESL can be improved (Bertram et al., 2018).

4.6 Summary

The chapter analysed the data from teachers, HODs and documents that were reviewed. Data were analysed in terms of the research questions introduced in Chapter 1. The data were discussed in light of the literature reviewed in Chapter 2 of this thesis. The chapter was concluded with data from documents to triangulate the data collected using the interview guide. The next chapter summarised the findings of this study according to the research questions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Chapter overview

Whilst the previous chapter analysed findings from of this study, this chapter summarised the findings, drew conclusions from the findings and made recommendations. The primary purpose of this study was to explore the roles of an HOD in improving performance in ESL. The findings were thus summarized in line with the research questions introduced in Chapter 1 of the study.

5.2 Summary of the findings

5.2.1 Findings as reported by HOD

- HODs reported that they experience a shortage of ESL teaching resources and this caused them not to fulfil their role in improving performance in ESL.
- HODs also reported that even if the resources were available they were not of quality to improve performance in ESL.
- HODs also reported in some cases they had experienced a situation where teachers did not respect their authority as they tended to ignore instructions to submit ESL preparation files to be checked.
- Tensions between teachers and HODs were also cited as one that worsened the cooperation between them and the teachers and such tensions negatively affected performance in ESL.

- It was also reported by HODs that personal commitments at home or in the community were experienced and they were caught between their issues and their role to improve performance in ESL.

Research question addressed by these findings: How do HODs experience their role in improving performance in ESL?

- Furthermore, HODs also reported that they understood or perceived their role as agents who could change the status of performance in ESL.
- Others perceived themselves as the big man who stood behind teachers and saw to it that they performed their teaching duties
- Some saw their work or role as that of a leader who was open with regard to issues of teaching and learning in ESL
- It was stated that they saw themselves as ones who observed ESL teaching and addressed teachers' shortcomings after observing them.
- They regarded their role as persons who accepted their subordinates and listened to others' points of view and not just from their points of view.
- They also regarded themselves as people who told their teachers the do's and don'ts ; as well as the reasons behind- especially in ESL teaching and learning.
- They said that they regarded their role as that of treating all teachers who teach ESL equally.
- They stated that their job was to lead by example in terms of results and that their results should be higher than those of ESL teachers.

The research question that was addressed: How do HODs understand their role in improving performance in ESL?

- Regarding the challenges faced by HODs, the study found that the HODs were hindered by the workload: working as ESL teachers and monitoring how ESL was being taught.
- That they had too many ESL teachers in their care and thus experienced difficulties controlling each one of them
- That they were left or delegated by their principals to be in charge of their schools which led to burnout and exhaustion, making it difficult for them to monitor ESL teaching and learning
- Teachers with negative attitude to the teaching of ESL
- Lack of materials for monitoring ESL teachers' teaching
- Their supervisors' interference in their work of teaching and assessing learning in ESL
- They were denied support related to the teaching and monitoring of ESL
- The loss of items for ESL teaching and learning due to theft

Research question addressed: What challenges do HODs face in fulfilling their role to improve performance in ESL?

5.2.2 Findings as reported by teachers

The following findings emerged from the teachers' responses on the training their HODs received:

- They reported that their HODs had undergone training on how they could ensure that teachers were on-task in terms of ESL teaching
- They reported that even though their HODs had gone for training, ESL results were still poor
- One particular workshop to train HODs only lasted for a day which was not enough to acquire knowledge and skills in ESL teaching
- That when there was a one-week conference in the neighbouring region whereby the principal went while the HOD was told it was not necessary for her to go

Research question addressed: What training have the HODs received for the fulfilment of their roles to improve ESL?

Teachers reported on the evaluation of the trainings attended by their HODs and they reported:

- That nothing was learned about teaching ESL effectively learned from their HODs after they had returned from the trainings
- That their HODs' continued to underperform in ESL results after returning from trainings

- That their HODs could not share any ESL related information to help towards the improvement in the subject
- That the training could be of quality if HODs made presentations on how they could help ESL teachers

Research question answered: Have the workshops helped the HODs to fulfil their roles in improving performance in ESL?

On resolving challenges faced by HODs, the study has found, as reported by teachers that:

- HODs should share their challenges related to performance in ESL with colleagues from other schools
- HODs should speak to their immediate supervisor (the principal) about what their challenges are in improving performance in ESL
- Join WhatsApp groups to share ideas and get advice about ESL teaching
- Go for trainings in ESL pedagogy
- Principals should regularly communicate with HODs so that they can find out what challenges they are going through as far as ESL performance is concerned
- HODs should request for workshops from the regional office to be trained in many areas of ESL
- HODs do exchanges with counterparts from other regions to learn effective ESL teaching practices
- Conduct meetings at the beginning of every term to analyse ESL results and plan on improvement
- HODs read their job descriptions and measure their performance in ESL against the descriptions

Research question addressed: How can the challenges faced by HODs when fulfilling their role to improve performance in ESL be overcome?

5.2.3 Findings as revealed by workshop handout

The following are findings from the reviewed minutes of management meeting. From the minutes, attention was paid to the type of training and the purpose of the training. The following were the findings:

- To train HODs on handling and interpreting the English NSSCO syllabus
- To familiarize HODs with the teaching approaches in the English NSSCO syllabus
- To familiarize the HODs with the domains to be taught and assessed
- To assess HODs' capabilities of implementing the syllabus
- To assess HODs' knowledge to draft a scheme of work for their teachers
- To assess HODs' knowledge concerning the ESL syllabus domains: Reading, Writing and Listening

Research question addressed: What kind of training have the HODs received to fulfil their roles in improving performance in ESL?

5.2.4 Findings as revealed by minutes of the management meeting

The minutes revealed the following findings concerning challenges faced by HODs in fulfilling their role to improve performance in ESL.

- Learners' tendency to dodge English periods
- Lack of study guide booklets and dictionaries for vocabulary learning
- Teachers giving few learning tasks to learners

Research question addressed: What challenges do HODs face in fulfilling their role to improve performance in ESL?

The minutes also revealed how challenges faced by HODs can be overcome:

- Call a meeting with the school board to talk to learners about ESL seriously
- Get a quotation for the study guides and dictionaries so that they can be budgeted for in order to aid the teaching of ESL
- Make it a must that teachers submit reports on the ESL number of activities given to learners as well as evidence of regular marking done by the teachers.

Research question addressed: How can the challenges faced by HODs in fulfilling their roles to improve performance in ESL be overcome?

5.2 Conclusions

From the outset, the study has found that HODs experience interpersonal as well as personal difficulties which have had a negative impact on their efficacy to improve results in ESL. Secondly, the study has found out that HODs perceive their work as managers who bring about change as well as leaders who ensured that teachers teach ESL accordingly. Thirdly, HODs experienced challenges such as superiors interfering in their work and lack of support from superiors. Furthermore, the training received by HODs did not equip them with the necessary skills as results in ESL continued to deteriorate. Moreover, the study has found that for the challenges to be tackled, HODs had to communicate their problems with their superiors and hold meetings to analyse ESL results to plan for improvement.

Most importantly, the study has found that to deal with challenges faced by HODs, schoolboard members had to be involved so that they could advise learners whose performance in ESL is poor. In the final analysis, therefore, the study concluded that HODs understood their roles well; the challenges they face had an impact on their efficacy to improve performance in ESL; that if HODs communicated their thoughts to superiors, they could be assisted so that they could find ways and means to improve performance in ESL; that the trainings for HODs had to be improved so that upon return from these trainings, they are well-equipped to deal with monitoring of teachers and saw to it that there was an improvement in the teaching of ESL; that if the HODs obliged teachers to regularly submit reports on learners' performance in ESL, it could lead to improvement in performance in the subject.

5.3 Recommendations

The study makes the following recommendations to various stakeholders:

5.3.1 Recommendations for improvements

The study recommended that principals should alleviate the burden of HODs by decreasing the number of HODs' ESL teaching periods so that they can have ample opportunities to monitor ESL teachers' work to see how performance in ESL can be improved.

The study recommended that HODs should forward letters of request for training on how to improve ESL performance to education officers responsible for ESL.

The study recommended that English Second Language teachers should be trained on the value of giving enough ESL activities, marking the activities, giving learners timely and constructive feedback to the learners.

The study recommended that ESL education officers should organise and facilitate workshops where HODS can do presentations on monitoring ESL teachers' work, lesson plans and schemes of work and ESL teachers' action plan for slow learners in ESL.

5.3.2 Recommendations for further research

In light of the findings of this study, the researcher proposed that research should be conducted to address following: An exploration on novice heads of departments' perception on the causes of learners' poor performance in English Second Language at Higher Level. Secondly, future research could focus on challenges faced by heads of department in the implementation of the Language Policy for schools. Additionally, future

research could be based on the impact of a shortage of resources on the head of department's efficacy. Furthermore, a study could be conducted on the effective ways in which a head of department can motivate teachers to improve results in English Second Language at NSSCO level. All in all, future studies could unveil the impact of the assistance rendered by the Education Officer on the efficacy of a head of department.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE-008-2021

Date: 09-04-2021

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: THE HEAD OF DEPARTMENT'S LEADERSHIP ROLE IN ENGLISH 2ND LANGUAGE ACADEMIC PERFORMANCE AT SELECTED SECONDARY SCHOOLS IN KANDJIMI CIRCUIT OF KAVANGO WEST REGION, NAMIBIA

Nature/Level of Project: MASTERS STUDY-HON-HEALTH

Researcher: VEIKO K. SITEKETA

Student Number: 200112910

Faculty: FACULTY OF EDUCATION

Supervisors: Dr. R. Amaambo

Take note of the following:

1. Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
2. Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.

3. The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC. (d)The UREC retains the right to:
 1. Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 2. Request for an ethical compliance report at any point during the course of the research.

REC

wishes you the best in your research.

A handwritten signature in black ink, appearing to read 'R. Bock', written in a cursive style.

Dr. R. Bock

REC Chairperson

APPENDIX B: RESEARCH PERMISSION LETTER

CENTRE FOR POSTGRADUATE STUDIES



University of Namibia, Private Bag 13301 , Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneers Park
UNAM a +264 61 206 3275/4662; Fax +264 61 206 3290; URL.: <http://www.unam.edu.na>

16 April 2021

Student Name: Veiko Kasavi Siteketa

Student number: 200112910

Programme: Master of Education (Educational Leadership, management and Policy Studies)

Approved research title: The head of department's leadership role in English 2nd language academic performance at selected secondary schools in Kandjimi Circuit of Kavango West Region, Namibia

TO WHOM IT MAY CONCERN

I hereby confirm that the above-mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

A handwritten signature in black ink, appearing to be 'Seth J. Eiseb', written over a horizontal dashed line.

Dr. Seth J. Eiseb

Acting Director: Centre for Postgraduate Studies

Tel: +264 61 2063414

E-mail: directorpgs@unam.na

APPENDIX C: REQUEST FOR RESEARCH PERMISSION LETTER TO THE DIRECTOR

Mr. Veiko Siteketa

P.O. BOX 1450

Rundu

Vsiteketa45@gmail.com

081343 7367

The Director: MrsTeopolina Hamutumwa

Directorate of education, Arts & Culture

Kavango West

P/Bag 6193

Nkurenkuru

25 May 2021

Dear Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN KAVANGO WEST EDUCATION REGION

I am studying towards my Masters in Education (Educational Leadership, Management and Policy Studies) at the University of Namibia and intend to conduct research for the dissertation which is a requirement for my degree.

The topic of my research is:*The head of department's leadership role in English 2nd language academic performance at selected secondary schools in Kandjimi Circuit of Kavango region, Namibia.* The scope of the study is hereunder:

1. Teachers, heads of departments and principals will participate in the study.
2. The above will be interviewed to collect data relevant to the research topic above.
3. Research ethics of confidentiality, anonymity, respect for privacy will be strictly adhered to.
4. Participants shall not be coerced to participate in the study and will withdraw from it any time they wish to do so.

Attached please find my clearance certificate from UNAM.

Sincerely yours

Veiko Kasavi Siteketa (M. Ed Student) Date

APPENDIX D: RESEARCH PERMISSION LETTER FROM THE DIRECTOR



**KAVANGO WEST REGIONAL COUNCIL
DIRECTORATE EDUCATION, ARTS AND CULTURE**

Tel No: (068) 284578
Email: kavangowesteco@yahoo.com
Enquiries: Faustina Sikongo
Ref: 26 / 1 / 16

Private Bag 5193, Nkurenkuru
Namibia

26 April 2021

Mr. Veiko K. Siteketa
P O Box 1450
Rundu

RE: PERMISSION TO CONDUCT A RESEARCH STUDY AT IDENTIFIED SCHOOLS IN KANDJIMI CIRCUIT, KAVANGO WEST REGION.

1. The Ministry of Education, Arts and Culture Kavango West wishes to acknowledge receipt of your letter dated 18 April 2021, seeking permission to conduct an academic research for your master's Degree in Educational Leadership, Management and Policy Studies on the topic: Head of Department's leadership role to English 2nd language academic performance at selected secondary schools in Kandjimi Circuit.

APPENDIX E: REQUEST FOR PERMISSION LETTER TO THE INSPECTOR

Mukekete Area

Tondoro Constituency

Inspector of Education

Kandjimi Circuit

Kavango West

3 May 2021

Dear Mrs. Karondo

RE: PERMISSION REQUEST FOR RESEARCH IN KANDJIMI CIRCUIT

My name is Veikko K. Siteketa registered for a Master of Education degree programme (Leadership, Management and Policy Studies) with the University of Namibia. My student number is 200112910. I am required to conduct a study in the field of specialization as stipulated that for all students to complete the programme, a research component must be a prerequisite. My research topic which the university Postgraduate Committee has approved entitled **THE HEAD OF DEPARTMENT'S LEADERSHIP ROLE IN ENGLISH ACADEMIC PERFORMANCE AT SELECTED SECONDARY SCHOOLS IN KANDJIMI CIRCUIT OF KAVANGO WEST REGION, NAMIBIA.**

Attached is the permission letter from the regional director of education (Kavango Education Region). The terms and conditions stipulated by the regional director shall be adhered to.

I look forward to your response.

Yours sincerely

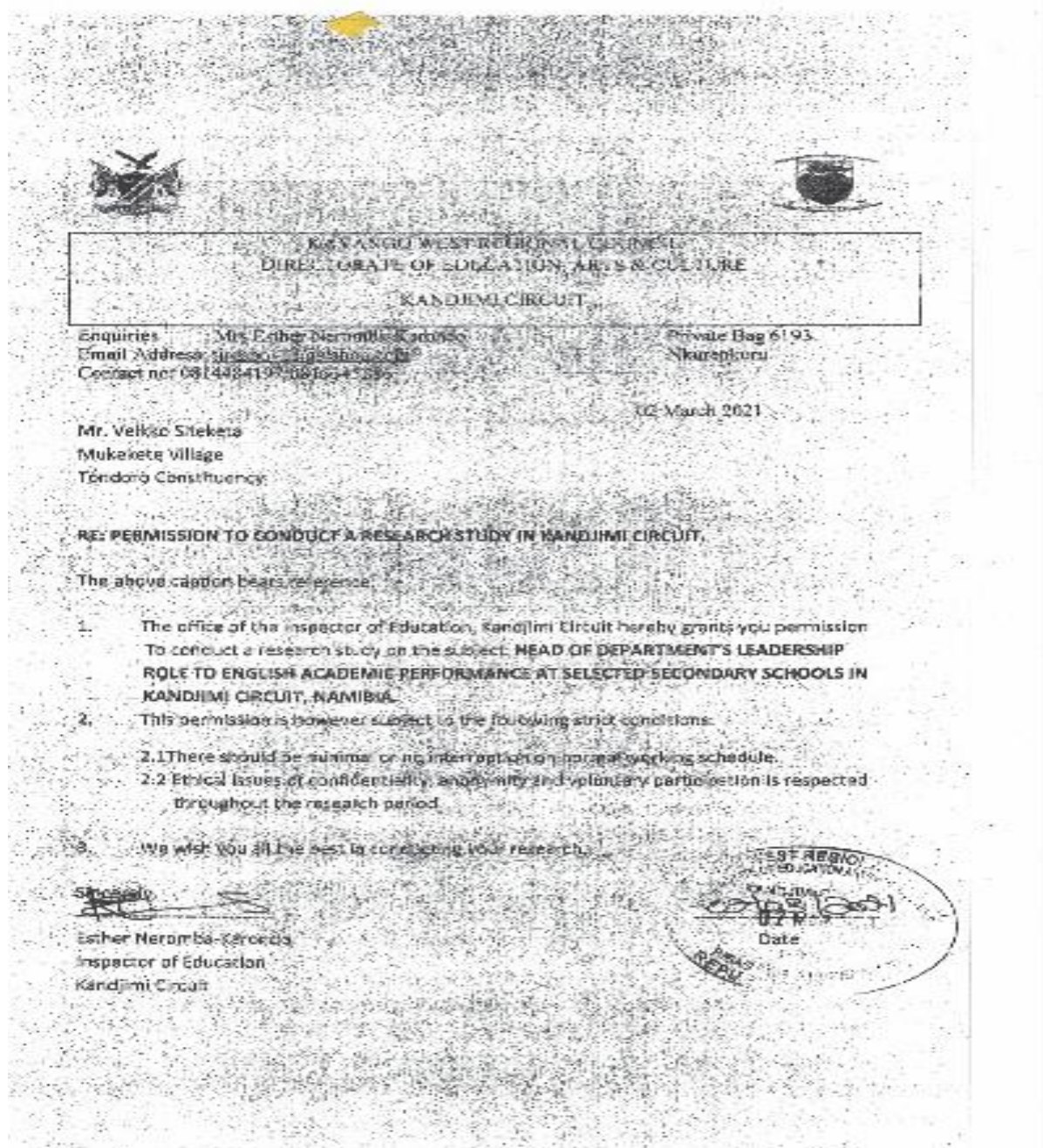
.....

.....

VEIKKO KASAVI SITEKETA (0813547704)

DATE

APPENDIX F: PERMISSION LETTER FROM THE INSPECTOR: KANDJIMI CIRCUIT



APPENDIX G: CONSENT LETTER FOR TEACHERS

Dear participant,

You are humbly invited to participate in the research project titled “*The head of department’s leadership role in English 2nd language academic performance at selected secondary schools in Kandjimi Circuit of Kavango West, Namibia*”. The objective of this study is to establish what roles an HoD can implement to improve performance at school. As a teacher, you are believed to possess knowledge that can inform this study, and so, you are deemed valuable to participate.

Kindly be informed that you will sit for an interview which will be audio-taped. You are also requested to provide workshop handouts/minutes of meetings. Your participation is voluntary so you can withdraw from the study if you feel so. Your identity shall not be revealed to any third party. As for the information you will provide, it will be treated confidentially and be used for academic purposes only.

Kindly sign in the space provided below to declare your participation.

Yours sincerely

Veikko K. Siteketa

CONSENT

I _____ agree to participate in the study titled “*Head of departments leadership role to English 2nd language academic performance at selected secondary schools in Kandjimi Circuit, Namibia*” and provide minutes of subject meetings/workshop handouts .

Signature: _____ Date: _____

—

APPENDIX H: CONSENT LETTER FOR HEADS OF DEPARTMENT

Dear valued participant,

You are humbly requested to participate in the research project titled “*Head of departments leadership role to English 2nd language academic performance at selected secondary schools in Kandjimi Circuit, Namibia*”. The study’s objective is to establish the leadership roles an HoD can implement to improve performance in the subject as stated above. Thus, as an HoD you are believed to be knowledgeable enough to provide information that could help in establishing these roles.

Be informed that the interview will be audio-recorded. Your participation in the study is voluntary and should you wish to withdraw, you can as well do so. The information you provide shall remain confidential and that goes for your particulars as well. The information will be solely used for academic purposes.

Kindly sign in the space provided to declare your participation.

Yours sincerely,

Veikko K. Siteketa

CONSENT (please use a pseudonym)

I _____ agree to participate in the study titled “*The head of department’s leadership role in English 2nd language academic performance at selected secondary schools in Kandjimi Circui of Kavango West Region, Namibia*” as outlined in the consent letter.

Signature: _____ Date: _____

APPENDIX I: INTERVIEW GUIDE FOR TEACHERS

1. Sir/Madam, what training is available to HODs?

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.....
.....
.....

2. Which of these trainings has your HOD attended?

.....
.....
.....
.....
.....

3. Now, how can you evaluate these trainings your HOD received, Sir/Madam?

.....
.....
.....
.....
.....

4 In your view, how can the challenges faced by your HOD be overcome?

.....
.....
.....
.....
.....
.....

How the researcher probed the participant to say more

- What do you mean?
- Would you mind telling me more?
- Do you mean....?
- Please elaborate, Sir/Madam

APPENDIX J: INTERVIEW GUIDE FOR HEADS OF DEPARTMENTS

1. Sir/Madam, how have you experiences in this role of an HOD as far as performance in English is concerned?

.....
.....
.....
.....
.....
.....
.....

2. Now, would you tell me how you understand your role as an HOD as far as performance in English is concerned?

.....
.....
.....
.....
.....
.....
.....

3 Sir/Madam, could you please elaborate on the challenges you face as you try to provide an environment conducive to performance in English Second Language?

.....
.....
.....
.....
.....
.....
.....

The researcher used the following probing to get more from the participant

- What do you mean by that?
- Could you elaborate on that?
- Are you implying that.....?
- Say more on that...

APPENDIX K: THE DOCUMENT REVIEW GUIDE

TYPE OF DOCUMENT REVIEWED	NOTES RELEVANT TO THE RESEARCH QUESTIONS	WRITE THE DATE WHEN THE DOCUMENT WAS ANALYZED.