CHAPTER 1

ORIENTATION

1.1   INTRODUCTION

In-service management training of heads of department is an issue which is long overdue in post-apartheid South Africa. Professional growth or in-service management training, according to Stank (in Naidoo 1991:11), is a concern of every profession in these constantly changing times. Education as a profession is no exception. Education, as one of the professions, therefore, has a duty to provide its staff with opportunities to grow on the job. It is, therefore, crucial for school managers such as principals, deputy principals and heads of departments to receive on-going in-service management training and development so as to be better equipped for their functions. Bedassi (1994:6) supports this view when he says that principals, deputy principals and heads of department need the opportunity to learn and grow professionally.

Opportunities such as the in-service management training and development of school managers should therefore be readily available to enable them to acquire the necessary management skills and knowledge to function as effective managers.

Ramdass (1987:223) stresses the need for in-service management training of school managers, such as heads of department, when she says that relevant, effective and on-going in-service training should be provided to heads of department on how to perform their duties. The duties that heads of department perform require that they should be thoroughly trained. Ramdass (1987:223) describes these specialised duties as "to act as liaison between the principal and the staff, provide instructional guidance to teachers, plan, organise, command, co-ordinate and control his department and carry out delegated tasks." It becomes clear, then, that heads of department need effective and on-going in-service management training to be able to execute their duties. Marx

(in Van der Westhuizen, 1991:49) concurs, stating that "to be able to manage effectively, specialised knowledge is necessary which must be continually brought up to date and applied in a practical manner."

Despite the fact that in-service management training in such an important aspect of a head of department's professional development, it does not appear to be receiving the attention that it deserves. As an experienced school principal, the researcher has noted that many school heads of department experience a number of managerial problems. This has resulted in a situation where school heads of department find it difficult to execute their tasks effectively. Many of these problems "arise from the lack of training for the position and a general clarity about the demands of their role" (Rameshur 1987:29). In the researcher's view, the following are the most common of all the managerial problems: the inability to work harmoniously with subordinates (lack of interpersonal skills), the continuous use of the top-down approach to communication (lack of communication skills), the inability to solve problems effectively (lack of problem-solving skills), the inability to involve subordinates in decision-making (lack of decision-making skills), the inability to delegate duties (lack of organisational skills), and the inability to plan properly (lack of planning skills).

The manifestation of these problems seems to suggest that heads of department need more training in aspects of educational management. In-service management training would appear to be the most appropriate way for the further training in educational management of currently serving school heads of department. This in-service training in educational management will afford heads of department the opportunity to gain the necessary skills for the effective and efficient management of their departments.

In regard to the need for in-service training courses for school managers, Bedassi (1994:2) points out that "school management can no longer be exercised solely on the basis of experience and natural ability." This implies that it is not appropriate for school managers, such as principals, deputy principals and heads of department, to manage by experience or natural ability only, they have to be thoroughly trained to become effective and efficient managers

(Naidoo 1991:16). For those school managers currently serving, in-service management training would provide an excellent opportunity to develop and grow on the job. Therefore, it becomes necessary for school managers, such as heads of department, to undergo continuous in-service management training so that they can develop the necessary management skills required by their roles.

Kruger (1994:49) states that there is no management training during pre-service training and this implies that heads of department can receive management training through workshops which provincial education departments currently provide. Applegate (in Van der Linde 1988:2) emphasizes that in-service management training would provide the most viable option for school managers who are currently serving. Bedassi (1994:2-3) stresses the importance of the on-going in-service management training of school heads of department.

The changed political landscape in South Africa is accompanied by the emergence of new realities facing school managers (Van der Westhuizen & Legotlo 1996:69). Changes like the recognition of teacher unions, the provincial control of education, the introduction of outcomes-based education, the introduction of new education legislation, such as the South African Schools Act, 84 of 1996, and the insistence of the educational authorities on the effective and efficient management of schools and service delivery have necessitated that school managers be well trained for their role functions. Similarly, heads of department who are currently serving have to be trained to be able to manage their respective departments effectively and efficiently.

Realising the importance of in-service management training of currently serving heads of department, the Mpumalanga Department of Education introduced a number of in-service management training programmes aimed at improving the performance of school managers. These in-service management training programmes, such as the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams, are new initiatives by the Mpumalanga Department of Education. These initiatives were meant to contribute to the upgrading of management skills of all school managers, such as principals, deputy principals

and heads of department.

1.2 STATEMENT OF THE PROBLEM

Against the background outlined above, the research problem can be divided into a main problem and sub-problems as follows:

1.2.1 Main problem

To what extent are the current in-service management training programmes of school heads of department in the Mpumalanga Province effective in training them for their roles?

1.2.2 Sub-problems

What in-service management training programmes are currently used to train and develop heads of department in the Mpumalanga Province? What needs of heads of department are addressed by these programmes?

What impact do the in-service management training programmes currently used in the Mpumalanga Province have on the performance of heads of department?

What recommendations can be made regarding the in-service management training of heads of department in the Mpumalanga Province?

1.3 AIMS OF THE STUDY

In order to deal with the above-mentioned problems, the study has the following aims:

To undertake a literature review in order to give an overview of in-service management training programmes currently used to train school heads of

department in the Mpumalanga Province.

To conduct an investigation to determine the impact of the current in-service management training programmes on the performance of school heads of department in the Mpumalanga Province.

To make recommendations regarding the in-service management training of school heads of department in the Mpumalanga Province.

1.4 DEMARCATION OF THE STUDY

The focus of this study is on the in-service management training of school heads of department in the Mpumalanga Province. Accordingly, the researcher will therefore concentrate on school heads of department only. Other school managers, like principals and deputy principals, will be excluded. Since the study uses a semi-structured interview as a method of gathering data, it will be confined to a limited number of heads of department because no generalisations of their responses will be made. Instead, an in-depth study of their in-service management training will be made. Therefore, the study will be confined to a few heads of department in the Middelburg Circuits of the Mpumalanga Department of Education. Heads of department from both public primary and secondary schools will be included in the study but heads of department from independent schools will be excluded.

1.5 METHODS OF RESEARCH

Since this study uses a qualitative research method, the interview will be used as the dominant strategy for data collection. A literature study will be used to review the in-service management training programmes of school heads of department in the Mpumalanga Province. These data-collection techniques will now be explained briefly.

1.5.3 Literature study

A literature study will be undertaken to describe the problem situation and the

current state of knowledge on the topic to be investigated (Sax 1979:53). Furthermore, Leurs (in Strauss 1993:9) maintains that the literature study should establish the need for the research and indicate that the researcher is familiar with the area under research. The researcher, therefore, had to consult a wide variety of sources such as publications, journals, magazines, newspaper articles, dissertations and theses which are relevant to the study. By consulting these sources, the researcher gained theoretical knowledge on the in-service management training and development of school heads of department.

With respect to literature on the chosen topic, it should be noted that most of the in-service management training programmes were attended by heads of department jointly with principals and deputy principals. The implication is that there are no programmes specifically designed for heads of department but the programmes that are available are meant for all school managers such as principals, deputy principals and heads of department.

1.5.4   Empirical study

In the field of study, the researcher applied the qualitative research method in response to the demands of the research problem.

1.5.4.1   Qualitative research

In qualitative research one of the techniques to collect data is the interview (Eisner 1998:183). A semi-structured interview was selected to gather information for this research project. A semi-structured interview can be described as an in-depth interview where the interviewer uses a general interview guide but not a set of specific questions worded precisely the same for every interviewee (McMillan & Schumacher 1993:43). This implies that no set of prepared questions will be used but an interview schedule (see Annexure 1) may be used so that the main points can be covered. In most cases, the interviewees will be allowed to speak freely on the topic being researched. In other words, the individuals will be free to respond from their own frame of reference (Ary, Jacobs & Razavieh 1990:418-419).

Semi-structured interviews will therefore be held with six heads of department

both in primary and secondary schools as well as a facilitator of the Whole School Improvement Workshop. These interviews seek to establish the impact of the following current in-service management training programmes on the performance of school heads of department in the Mpumalanga Province: the Canada - South Africa Education Management Programme; the Whole School Improvement Workshop; the Workshop for School Management Teams. For the purpose of conducting the interviews, the heads of department will be visited at their respective schools.

During the interviews held with the selected interviewees an interview schedule (see Annexure 1) will be used to ensure that all the relevant and important aspects of the topic are covered. The questions in the interview schedule will be based on the literature study in chapter 2.

1.6   DEFINITION OF CONCEPTS

1.6.1   In-service management training

Van der Westhuizen (1991:5-6) describe in-service management training as a management development task which takes place on the job. This refers to any training that a head of department might receive whilst still in service to improve his management skills to improve job performance (Mutshekwane 1992:1).

Botha (1994:98) defines in-service management training as "die opleiding en verdere ontwikkeling van onderwysleiers met behulp van onderwysbestuurs-ontwikkelingsprogramme." This implies the further training of school managers by means of management development programmes.

According to Bedassi (1994:14) and Morant (in Mataboge 1998:22), in-service training has to do with improving a serving manager's professional, academic and professional development through the provision of a series of study experiences and activities.

For Joubert (1991:206) and Bangwandeen and Louw (1993:106), in-service

training comprises all the actions aimed at developing applicable knowledge, skills and attitudes in officials and employees to prepare them for a specific task or for their mission in life.

Lake (1990:58) states that in-service training is basically "the kind of further training a person receives whilst in the service of an employer". Hass (in Bangwandeen 1991:47) emphasises that in-service training is any planned programme of learning opportunities offered to staff members for purposes of improving the performance of the individual in already assigned positions. This certainly implies a series of training activities that a head of department would receive whilst still in service.

For the purpose of this study, in-service management training means all the management training that heads of departments would receive whilst still in service, either through coaching within the school or through formal programmes, like workshops, seminars and conferences, for the purpose of improving job performance.

1.6.2   Head of department

Heads of department are people who have a dual role function in the school. They have a teaching role in their specialist subjects and also a supervisory function which requires the administration of their departments and rendering professional assistance to teachers (Bedassi 1994:13).

In other words, a head of department is a teacher on the one hand and an administrator on the other. Their functions and duties are to act as liaison between the principal and staff, to provide instructional guidance to teachers, to plan, to organise, to command, to co-ordinate, to control and to carry out delegated tasks (Ramdass 1987:5). These tasks form an integral part of the management duties of the entire school management team, which consists of the principal, deputy principal and heads of department.

From these definitions it is clear that a head of department has a dual role function of teaching and management.

1.6.3 Mpumalanga Province

Mpumalanga is one of the nine provinces of South Africa which is situated on the north-eastern part of South Africa. It was formerly known as the Easter Transvaal Province. After the establishment of a democratic government in South Africa in 1994, it became known as the Mpumalanga Province.

1.7 DIVISION INTO CHAPTERS

Figure 1.1 represents the research programme and demarcation of the study.

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        ┌─────────────────┐
        │   Chapter 1     │
        │   Orientation   │
        └────────┬────────┘
                 │                      ┌──────────────────────┐
                 ▼                      │     Chapter 4        │
        ┌─────────────────┐      ┌─────▶│ Interpretation and   │
        │   Chapter 2     │      │      │ analysis of results  │
        │ Review of related│     │      └──────────┬───────────┘
        │   literature    │      │                 │
        └────────┬────────┘      │                 ▼
                 │               │      ┌──────────────────────┐
                 ▼               │      │     Chapter 5        │
        ┌─────────────────┐      │      │  Conclusion and      │
        │   Chapter 3     │──────┘      │  recommendations     │
        │ Research design │             └──────────────────────┘
        └─────────────────┘
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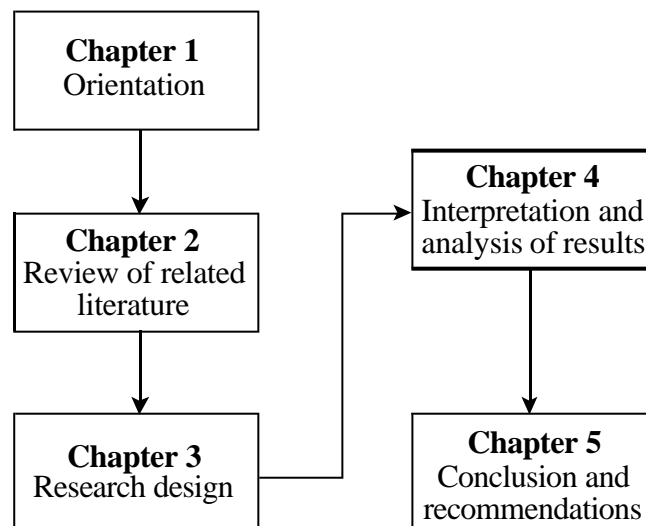
Figure 1.1   Chapter division

As shown in Figure 1.1, the study consists of five chapters. The first chapter deals with the general background to the problem, problem formulation, aims, demarcation of the study, method of research, definition of concepts and division into chapters.

Chapter 2 discusses the literature review of current in-service management training programmes for school heads of department in the Mpumalanga Province.

Chapter 3 describes the research design and methodology.

Chapter 4 deals with the presentation, analysis and interpretation of the data.

Chapter 5, which is the final chapter, summarises the study, presents the findings and makes recommendations for educational provision and future research.

1.8   CONCLUSION

This chapter introduced the research problem. The provision of continuous in-service management training to school heads of department is very important because it plays a significant role in contributing to the improvement of their management skills. This study is motivated by the realisation of a need to investigate the impact of current in-service management training programmes on the performance of school heads of department. The research problem was formulated, followed by the aims and methods of the study, demarcation of the study, explanation of concepts and planning the research programme.

Chapter 2 covers the literature reviews of in-service management training initiatives in the Mpumalanga Province.

CHAPTER 2

IN-SERVICE MANAGEMENT TRAINING INITIATIVES IN THE MPUMALANGA PROVINCE

2.1   INTRODUCTION

As stated in Chapter 1, the in-service management training of school managers, such as principals, deputy principals and heads of department in post-apartheid South Africa is long overdue. The in-service management training of these managers should be regarded as crucial in promoting effective teaching and better learning (Mataboge 1998:i). It is therefore essential that greater emphasis be put on the continued in-service management training of school managers if the quality of teaching and learning is to improve.

Against this background, Chapter 2 focuses on the aims and methods of in-service management training and on a review of in-service management training programmes in the Mpumalanga Province.

2.2   AIMS OF IN-SERVICE MANAGEMENT TRAINING

In-service management training has several aims but the main aim is to improve the individual employee's efficiency and better performance (Bedassi 1994:30; Mataboge 1998:35; Naidoo 1991:118). It is therefore clear that in-service management training is meant to improve the performance of employees. Bangwadeen and Louw (1993:41) summarise the aims of in-service management training as follows:

In-service training is regarded as a means of combating societal problems and challenges in education

This implies that the knowledge and skills acquired through in-service management training will place heads of department in a favourable position to face the problems and challenges of their job, including dealing with conflict, solving problems, making decisions, doing effective planning, motivating subordinates, using appropriate leadership styles, delegating correctly, and communicating effectively with subordinates.

It improves the quality of teaching

This implies that the in-service management training of school managers such as principals, deputy principals and heads of department should be regarded as crucial because it will promote effective teaching and better learning (Mataboge 1998:i). Therefore, if heads of department are trained, they are more likely to manage effectively. In other words, if they manage effectively, the quality of teaching is likely to improve and this, in turn, could lead to effective learning.

It provides an extension for refreshment of knowledge

In-service training is mainly aimed at programmes that assist teachers by improving their knowledge and increasing their desire to learn, to improve their effectiveness in the classroom and in their professional service generally (Bam 2001:12). This role of in-service training is true for heads of department as well because they also need to acquire knowledge and skills to improve their performance. The emphasis is thus on the acquisition of knowledge and skills in educational management.

The participants will acquire new skills and methods

This aim emphasises that through in-service management training, heads of department are more likely to acquire management knowledge and skills which will improve their performance.

It will improve the qualifications of the participants

The primary aim of in-service management training is the acquisition of

knowledge and skills which may improve performance and also the qualifications of participants.

It enables teachers to monitor and shape their professional development

In-service training aims at promoting the professional growth of school managers so that they manage effectively and are exposed and respond to educative change and innovation (Bedassi 1994:10). Through in-service management training therefore heads of department should acquire management skills that enable them to improve their performance.

From the above aims, it is clear that in-service management training of heads of department is primarily aimed at the acquisition of knowledge and skills which will improve performance.

2.3   METHODS OF IN-SERVICE MANAGEMENT TRAINING

Various methods and how in-service training programmes are presented will be discussed. Bedassi (1994:133-137) states that the systematic, well-structured in-service management training of school managers (principals, deputy principals and heads of department) can be effectively done through methods such as workshops, short week-end courses, short evening courses, short courses during school time, single lectures, conferences, one-term evening courses, one-term full-time courses, seminars and correspondence courses. All or some of these methods may be used in presenting in-service management training programmes for heads of department.

2.3.1   Workshops

Workshops are short courses where participants are actively involved in generating ideas or solutions to specific problems. According to Naidoo (1991:168-169), during a workshop there must be an almost total absence of theory. The design must be based on job needs and the emphasis must be on skills (not knowledge), solving problems and planning changes and improvement in the job. This means that a workshop is a practical activity in which participants work in small groups of three or four with a tutor, hence members are given

considerable time and individual attention for working on their problems.

2.3.2   Short week-end courses

According to Bedassi (1994:134), short week-end courses are more formal and informative than a conference. The aim of short courses in educational managtement is to strengthen the effectiveness of the school through the development of its management team, namely the principal, deputy principal and heads of department.

2.3.3   Short evening courses

Short evening courses are designed to provide in-service management training after normal working hours. These are formal courses where detailed information based on educational administration and management skills are presented to the participants (Mataboge 1998:66).

2.3.4   Short courses during school time

These are courses generally organised by the Department of Education, either on a regional or circuit level. They are part day-release (few hours) courses organised for educational leaders to discuss matters relevant to their area of operation (Mataboge 1998:67).

2.3.5   Single lectures

Single lectures are arranged by official organisations such as universities, colleges and professional societies. These lectures may be closely related to the managerial functions of educational leaders (Bedassi 1994:136).

2.3.6   Conferences

Mataboge (1998:65) divides conferences into two categories, namely a short conference based on half-day, week-end or mid-week sessions and a longer conference for which residential facilities have to be provided.

In both cases, speakers are invited to lead discussions or present papers, lectures or talks on some topical educational managerial problems. People attending these conferences listen, question the main speakers, make spontaneous contributions, evaluate opinions and discuss related matters formally or informally amongst themselves.

2.3.7 One-term evening courses

These courses are offered by universities or colleges of education. The method of instruction takes the form of lectures, tutorial material or seminars. Such courses may be planned and presented at the request of the Department of Education and are based on perceived needs of educational leaders (Mataboge 1998:69).

2.3.8 One-term full-time courses

One-term full-time courses are also provided by colleges of education or universities. These courses are provided on a variety of educational management themes which are relevant to educational leaders.

These courses are short term, non-award bearing and educational leaders are seconded on a full-salary and their leave benefits are not affected. The courses do not lead to any higher qualification but participants generally receive a certificate of attendance (Mataboge 1998:69).

2.3.9 Seminars

Mothata (2000a:156) descries a seminar as "a short course or conference consisting of a number of sessions with a degree of participation between participants and seminar leader or facilitator". The professional seminar is usually organised in a low-key almost traditional manner. During the seminar, participants are divided into small teams of between five and eight, usually with a group leader. A climate of mutual confidence is built up and group members contribute to the discussions and present their views or comments through the group leader. In this way inputs are received from the various participants who

actively contribute to the development of the seminar.

Seminars are usually divided into two parts. The opening session is devoted to a professional seminar where members present short papers or prepared oral statements on a predetermined topic for discussion and analysis. The second part is characterised by an informal conversation ranging across current issues during a dinner break.

2.3.10 Correspondence courses

Mataboge (1998:71) points out that correspondence courses are one of the in-service training strategies which school leaders can use to upgrade their management skills. The upgrading of management skills through correspondence courses is something that heads of department should pursue for their own development. For instance, a formalised programme, such as a further Diploma in Educational Management or a B.Ed Degree, specialising in educational management, could contribute significantly to the upgrading of management skills. Heystek (1994:21) and Greyvenstein (1989:161) emphasize that the training should be job related because the purpose of in-service training is to improve job performance.

This in-service training strategy has a number of advantages, such as that teachers do not have to be removed from their schools to attend lectures or to interrupt their earnings whilst they are studying; many teachers can be reached and the programmes brought to the teachers where they live (Bangwandeen 1991:235). These advantages are likewise applicable to heads of department.

There are several methods in which in-service management training programmes can be presented. According to Heystek (in Mohlakwana 1996:25), the choice of any of these methods depends to a large extent on the needs and aims of the participants. Therefore it is entirely up to the providers of in-service training to use all or some of these methods.

2.4 REVIEW OF CURRENT IN-SERVICE MANAGEMENT TRAINING PROGRAMMES

2.4.1 Introduction

The Mpumalanga Department of Education came into existence in 1994 as a result of changes like the establishment of a single non-racial democratic education system and nine provincial Education Departments (Monareng 1998:15; Van Wyk 1994:2; Steyn 2002b:255). The Mpumalanga Department of Education introduced a number of in-service management training programmes for school managers which were aimed at improving performance. These programmes included the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams which will be reviewed.

2.4.2   Canada - South Africa Education Management Programme (CSAEMP)

2.4.2.1   Orientation

The Canada - South Africa Education Management Programme (CSAEMP) is a partnership involving the governments of South Africa and Canada and McGill University's Faculty of Education (Naidoo 1997:1). The Canadian government realized the enormous backlog of education management development in South Africa and, as a result, entered into negotiations with the South African government for the establishment of a programme that would help address this backlog. The result of the negotiations was the introduction of CSAEMP, a joint venture by both governments.

The programme began in May 1996 and was scheduled to run for five years, until March 2001. Although the life-span of the programme was five years, it is regarded an in-service management training programme that targeted, amongst others, school managers who were still in service (Naidoo 1997:1). It was envisaged that this programme would help to improve the management skills of currently serving heads of department in the Mpumalanga Province.

It should be noted, however, that this programme was not meant exclusively for heads of department but for all other school managers, such as principals and deputy principals, as well.

2.4.2.2   Mission and objectives

The main goal of CSAEMP was to improve learning in South Africa. If school managers, such as heads of department, were effective in their performance, then learning would be enhanced. The partnership of South Africa and Canada was used to enhance South African efforts to improve the management and government of the education system during the period of transformation (Naidoo 1997:1). In other words, its main purpose was to build management capacity at school level to effect transformation in terms of improving the quality of teaching and learning.

2.4.2.3   Programme structure and content

The CSAEMP was presented mainly in the form of workshops, such as the workshop for school principals. For example, the "Capacity building in participatory school management workshop" dealt with the following aspects (Steyn & Van Wyk 1997:1):

a)   Change and improvement in education

This aspect deals primarily with how a school manager can manage change. Vakalisa (2000:14) points out that a number of changes in education in South Africa recently imply that school managers, especially heads of department, have to be adequately equipped to manage change effectively. Steyn and Van Wyk (1997:4-5) outline the conditions for the effective management of change as follows:

Understanding of the actual situation: During change, heads of department have to keep a grip on reality by considering social and political factors which often lead to change.

Feasibility: Proposed changes must be acceptable, attainable and clearly set out by heads of department. Lack of clarity creates insecurity and a resulting opposition to proposed changes. In short, change should be feasible and attainable.

Marketability: If change is feasible, then these proposed changes should be marketable to all the people likely to be affected. In other words, the people likely to be affected by change should be positively influenced not only to accept changes but to commit themselves to implementing the changes successfully.

Relevance: An educational organisation can only be relevant if it is sensitive to the needs of society as evident in the perceptions of the community.

In other words, this means that the educational organisation will have to accommodate influences and changes that come from its external environment.

Adaptability: Managers have to keep their organisation flexible to adapt to the changes.

Cost-effectiveness: This is an important condition for the successful implementation of change. Institutions are expected to perform despite a shrinking budget.

b)   Leadership skills for educational managers

This aspect deals essentially with leadership skills for educational managers. According to the School Management Team (2000b:9), "leading is about guiding and inspiring, as leaders you set the course for your school, as leaders you make strategic plans and as leaders you motivate and inspire." Lemmer and Squelch (in Pillay 2002:29) maintain that leadership is a process of encouraging and influencing people to co-operate in achieving goals that are mutually satisfying. Heads of department are regarded as leaders because they have to lead their subordinates in their respective departments. They therefore have to acquire the relevant leadership skills for effective leadership. For effective management, heads of department should have good leadership qualities, namely cognitive skills, personality traits and relationships with subordinates.

Cognitive skills: These are the mental abilities and knowledge which a head of department should have in order to understand and solve situations and problems. A problem solving ability, insight into people and situations, and technical and professional competence are cognitive skills.

Personal traits and characteristics: These are personal attributes which effective heads of department should have and include self-confidence, the need for achievement, a sense of humour, enthusiasm, and assertiveness.

In order to be effective, heads of department should develop these personal attributes.

Relationship with subordinates: It is essential for effective heads of department to have a warm relationship with subordinates so that they are willing to achieve the goals of the school. According to Steyn and Van Wyk (1997:20-21), heads of department should have interpersonal skills, lead by example, be sensitive, tactful and supportive, and maintain high expectations.

Possession of these traits by heads of department will ensure a cordial relationship with subordinates, which, in turn, will lead to effective performance.

c)   Managing conflict in education

This aspect deals essentially with how a school manager can manage conflict. Conflict occurs because of disagreements or incompatibilities between, among and within individuals, groups and organisations (Basson & De Beer 2003b:33). Managing conflict successfully is a key factor in managerial success. Briggs (1996:63) defines conflict resolution as a process involving cooperative negotiation to achieve mutually acceptable solutions. According to Smit (1999:27), the ideal way to resolve conflict is through mediation. Okumu (in Smit

1999:28) describes mediation as a critical mechanism of conflict resolution. Heads of department, therefore, have to be trained in ways to manage conflict effectively. Steyn and Van Wyk describe compromising, forcing, accommodating, collaborating and avoiding as strategies for dealing with conflict effectively. Heads of department should be trained in these strategies to be in a position to apply them correctly in their respective situations.

Compromising: This means the settlement of a dispute in which each side gives up something it has asked for.

Forcing: This means standing up for what one believes to be right; in other words, not giving in.

Accommodating: This means putting the interests of others first.

Collaborating: This means working together with the other party in trying to find a solution that is acceptable to both parties.

Avoiding: This means avoiding a problem and pretending it does not exist.

All these conflict resolution skills are essential in particular situations, but the best resolution strategy is collaboration (Steyn & Van Wyk 1997:31).

d)   Problem-solving skills for educational managers

This aspect deals with developing capacity in school managers to deal effectively with problems. Problem-solving involves working with the other party or parties to try to find a solution which goes as far as possible towards mutual satisfaction (Everard & Morris 1996:101). Basson and De Beer (2003b:25) maintain that problem-solving is a process that results in a solution to a problem and involves changing the actual state of affairs until it resembles the desired state of affairs. In other words, the emphasis is on finding a mutually acceptable solution. According to Steyn (2000:41), the following are problem-solving techniques which heads of department can use to deal effectively with problems:

The fishbone technique: This technique encourages one to identify the main parts of a problem and to observe the connections between its causes.

The Kaizen technique (the five whys): This technique encourages one to analyse a problem by asking "why" each time an answer is given. Steyn (2000:45) gives the following example to explain the technique.

Problem: Why do parents not attend parents' meetings?

1. Why?   They have not traditionally done so.

2. Why? They do not see a relationship between their attendance and changes between their sons and daughters.

3. Why?   Because the evening is used as a report-on-progress session. We do not help them see a connection between their work and the performance of their sons or daughters.

4. Why?   Because we have trained our staff to develop change and performance contracts with parents and pupils.

5. Why?   Because systematically improving performance of pupils with the full involvement of parents is not a priority in this school at this time.

These problem-solving techniques are included in the training of heads of department because they have to develop problem-solving skills to be able to deal effectively with the problems that they encounter in their respective departments.

e)   Motivating staff in education

One management duty of heads of department is to motivate and inspire subordinates (School Management Team 2000b:9). This is the reason for including motivation of staff in the training of heads of department. It is emphasised that motivation must come from within the person. Davis and Wilson (in Steyn 2002a:85) call it intrinsic motivation. Steyn (1997:55) regards

motivation as extremely important for school managers because

Motivated employees are always looking for better ways of doing their job;

Motivated workers are usually concerned about quality; and

Highly motivated workers are more productive than apathetic ones.

It is apparent that motivation is extremely important and heads of department should be trained in motivational skills in order to continually motivate their subordinates.

Certain conditions and methods are necessary to succeed in motivating staff. Steyn (1997:65-66) identifies the following ways of motivating staff:

Positive reinforcement will result in improved performance. This means that if school managers expect good performance and conduct from the staff, they should praise them if they meet the requirements.

Set high but realistic expectations. The goals and achievements expected should be within the capabilities of the staff.

Staff members need to know what is expected of them. Rules should be positively formulated to indicate exactly what sort of behaviour is expected from staff.

Feedback is essential. Staff members need to know what they are doing right.

Training. If staff members are performing poorly because of lack of knowledge and skills, then they need to be trained.

Make work challenging.

Give staff the opportunity to achieve something, however small.

Involve staff in decision-making.

These conditions and methods should motivate members of staff and lead to improved performance.

f)   Developmental appraisal in the school setting

The central objective of this aspect is to orientate educators on developmental appraisal. The aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management (*Government Gazette* 1999:53). Among others, heads of department form part of the appraisal panel and would therefore be involved in the appraisal of their subordinates. This is the reason why they have to be trained in developmental appraisal. Appraisal can be defined as a continuous and systematic process to help individual educators with their professional development and career planning and to help ensure that the in-service training and development of educators match the complementary needs of individual educators and schools (Steyn 2000:58; Budhal 2000:27). This means that through a system of in-service training, the professsional development of educators can be promoted.

The aim of developmental appraisal is therefore to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management. Furthermore, this appraisal is based on the principle of life-long learning and development. This implies that one has to prioritise areas for development and growth throughout one's career in education (*Government Gazette* 1999:53).

Development appraisal consists of the following on-going processes (Government Gazette 1999:53-54):

Reflective practice

This is an on-going activity which requires educators to interpret and analyse the extent to which their performance meets objectives in serving the needs of clients with the intention to rethink current practices. In short, this means that heads of department should reflect on whether their performance meets the performance appraisal criteria.

Self-appraisal

Educators undertake self-analysis and introspection in terms of their own performance, client questionnaire results, as well as the development plans of the institution. This is followed by self-evaluation in order to determine priorities

for personal and professional growth.

Peer appraisal

This is the involvement of colleagues in assisting the appraisees to review their performance with a view to prioritising professional development needs.

Collaboration

This means educators work together to assist in problem-solving such as teachers taking the same grade or educators from different institutions involved in teaching particular learning fields or educators consulting with the support service of the education department.

Interaction with panels

Relationships have to be developed between members within panels to work collectively to assist the appraisees to identify needs, formulate objectives, select professional development activities within the time frames and to provide timeous feedback.

All the above processes will ensure the life-long professional development of heads of department.

2.4.2.4   Conclusion

From the foregoing discussion of the Canada - South Africa Education Management Workshop Programme, it is clear that the main aim of this in-service management training programme is to build management capacity at school and thereby improve the quality of teaching and learning. This programme covers important management tasks of school managers like change management, leadership skills, conflict resolution skills, problem solving, motivating staff and developmental appraisal in the school setting. These aspects are critical for the training of school managers because they form part of their managerial duties. It is therefore essential for school managers to be trained in these aspects to acquire the necessary skills to manage effectively. In

the next section, the Whole School Improvement Workshop will be reviewed.

2.4.3   Whole School Improvement Workshop

2.4.3.1   Orientation

The in-service training of school management teams (principal, deputy principal and heads of department), through this workshop, is another attempt by the Canadian and Mpumalanga Governments to contribute to the improvement of management skills. Heads of department are at the forefront of creating an environment for quality education. They carry the prime responsibility for creating an effective educational environment. Without the necessary managerial skills, many heads of department will be overwhelmed by their tasks and likely to experience managerial problems (see section 1.1). In order to assist heads of department to acquire the necessary managerial skills, the School Improvement Workshop was introduced in the Mpumalanga Province. It was expected that this workshop would play a crucial role in upgrading the management skills of all school management teams in the ten Education Districts of the province. This workshop lasted for a period of three days.

2.4.3.2   Mission and objectives

The main mission of the Whole School Improvement Workshop according to Mrs F.T. Sithole, the former head of the Mpumalanga Department of Education, was "better management of our schools" (Mpumalanga Department of Education 1999a:i). This implies that heads of department should acquire the necessary managerial skills to enable them to manage their respective departments effectively and efficiently. The effective management of schools is necessary because of the unprecedented levels of educational changes facing schools and communities in the Mpumalanga Province. Mrs Sithole (in Mpumalanga Department of Education 1999a:i) summarised the objectives of the workshop as assisting school management teams (SMTs) to:

manage and deploy school resources efficiently;

ensure the maintenance of effective standards;

organise staff development in schools; and

create a professional ethos within the school.

These objectives emphasize some of the duties of heads of department, like staff development, managing physical resources and creating an environment conducive to effective teaching and learning.

2.4.3.3 Programme structure and content

The Whole School Improvement Workshop consists of six modules. These modules were presented in the form of workshops and consisted of several activities. Module 1 has to do with change management; Module 2, promoting a culture of teaching and learning; Module 3, the role of the School Management Team; Module 4, conflict resolution; Module 5, classroom management; and Module 6, multigrade classroom management. School managers were only trained in the first five modules. These modules will now be reviewed.

(1) Module 1: Change management

This module enabled the participants to examine the process of managing school change. Schools must develop the internal capacity to manage internal changes by becoming dynamic organisations. According to the *Mpumalanga News* (1998:6) several changes took place, such as the establishment of a single non-racial democratic education system, the establishment of nine provincial education departments and the introduction of outcomes-based education. These changes require that heads of department should be trained in order to manage change effectively.

Although change is inevitable, it is a complex process. According to the Mpumalanga Department of Education (1999a:28), school change is effected to improve conditions for teaching and student learning, taking into account the changing internal and external content. It is a complex process. Fullan (in Mpumalanga Department of Education 1999a:28) describes some general strategies for dealing with change that he calls "eight basic lessons of the new paradigm of change". The training of heads of department in these strategies is

important because they could use them when dealing with change. These strategies are outlined by the Mpumalanga Department of Education (1999a:28) as follows:

Lesson 1   You can't mandate what matters.
                  (The more complex the change, the less you can force it.)

Lesson 2   Change is a journey, not a blueprint.
                  (Change is non-linear, loaded with uncertainty and excitement and sometimes perverse.)

Lesson 3   Problems are our friends.
                  (Problems are inevitable and you can't learn without them.)

Lesson 4   Vision and strategic planning come later.
                  (Premature vision and planning blind.)

Lesson 5   Individualism and collectivism must have equal power.
                  (There are no one-sided solutions to isolation and group think.)

Lesson 6   Neither centralisation nor decentralisation works.
                  (Both top-down and bottom up strategies are necessary.)

Lesson 7   Connection with the wider environment is critical for
success.
                  (The best organisations learn externally as well as internally.)

Lesson 8   Every person is a change agent.
                  (Change is too important to leave to the experts, personal mind-set and mastery is the ultimate protection.)

These lessons provide heads of department with strategies to deal effectively with change as a complex process.

(2)   Module 2:   Promoting a culture of teaching and learning

This module focuses on managing school change as a way of promoting a culture of teaching and learning. For many, restoring a culture of learning and teaching means bringing the conditions and disciplines of compulsory schooling, regular attendance, punctuality and acceptance of authority to bear on teachers and students (Lethoko, Heystek & Maree 2001:311). Heads of department have to apply the strategies of transformational leadership to promote the culture of teaching and learning in their schools. The Mpumalanga Department of Education (1999b:21) outlines the strategies for transformational leadership as follows.

Visit a classroom every day, assist in classrooms, encourage teachers to visit one another's classes.

Involve the whole staff in deliberating on school goals, beliefs and visions at the beginning of the year.

Help teachers work smarter by actively seeking different interpretations and checking out assumptions. Place individual problems in the larger perspective of the whole school. Avoid commitment to preconceived solutions. Clarify and summarise at key points during meetings, and keep the group on task but do not impose your own perspectives.

Use action research teams or school improvement teams as a way of sharing power. Give everyone responsibilities and involve staff in governance functions. For those not participating, ask them to be in charge of a committee.

Find the good things that are happening and publicly recognise the work of staff and students who have contributed to school improvement. Write private notes to teachers expressing appreciation for special efforts.

Survey the staff often, about their wants and needs. Be receptive to teachers' attitudes and philosophies. Use active listening and show people you truly care about them.

Let teachers experiment with new ideas. Share and discuss research with them. Propose questions for people to think about.

Bring workshops to the school where it is comfortable for staff to participate.

Get teachers to share their talents with one another. Give a workshop yourself and share information with staff on conferences that you attend.

When hiring new staff, let them know you want them actively involved in school decision-making: Hire teachers with a high commitment to collaboration. Give teachers the option of a transfer if they can't wholly commit themselves to the school's purposes.

Set high expectations for teachers and students, but don't expect a hundred percent if you aren't also willing to give the same. Tell teachers that you want them to be the best they possibly can be.

Use bureaucratic mechanisms to support teachers, such as finding money for a project or providing time for collaborative planning during the workday.

Protect teachers from the problems of limited time, excessive paperwork and demands from other agencies.

Let teachers know they are responsible for all students, not just their own classes.

(3)   Module 3:   The role of the school management team

The main focus of this module is on leadership skills, problem-solving skills, motivating staff in education and time management for educational managers. Acquiring these skills will enable heads of department to manage their departments effectively and efficiently.

(a)   Leadership skills for educational managers

According to the Mpumalanga Department of Education (1999c:20-21), it is important for heads of department as leaders to have certain qualities. Heads of department should acquire the following cognitive skills for effective management:

Problem solving ability: Effective leaders anticipate problems before they occur and persevere until they are solved. In the process they demonstrate

creativity, imagination and a willingness to experiment.

Insight into people and situations: Effective leaders have the ability to "read" people and situations. This quality is essential when assigning work to staff and selecting applicants.

Technical and professional competence: Effective leaders establish rapport with staff and understand the technical details of the work done by their staff.

The second leadership quality is personal traits and characteristics. These traits and characteristics have an important influence on leadership. The Mpumalanga Department of Education (1999c:20) identifies the following personal traits and characteristics:

Self-confidence: Leaders are confident without being overbearing. Who wants to follow a person who is uncertain about himself or herself?

Need for achievement: This is a strong desire to get things done, simply for the sake of doing so.

Sense of humour: Humour relieves tension and boredom and defuses hostility.

Enthusiasm: Enthusiasm is desirable in most situations because people respond positively to it. It also helps to build good relationships with staff.

Assertiveness: Effective leaders are capable of expressing their demands, opinions, feelings and attitudes. Assertiveness includes confronting staff about mistakes and demanding higher performance.

The third leadership quality relates to the relationship of heads of department with subordinates. The Mpumalanga Department of Education (1999c:21) describes the following qualities as necessary in this regard:

Interpersonal skills: One of the key managerial skills is the ability to work effectively with people. Heads of department have to develop the skills to work effectively with the subordinates working under them.

Leading by example: An effective way to influence others is to lead by

example or to act as a role model. Heads of department therefore have to lead by example.

Sensitivity and tact: Morale can be built if leaders are sensitive to staff members' feelings and if they use tact in their encounters. Insensitivity, which is characterised by an abrasive, intimidating, bullying style, is counter-productive. Leadership sensitivity would include responding to cultural diversity, for example, not asking staff members to work on a religious holiday that is significant to them. Heads of department have to be sensitive to their subordinates' feelings.

Supportiveness: Leadership effectiveness is enhanced when emotional support is provided to staff members. Encouragement and praise can boost staff morale and often increase their performance, too. Heads of department therefore have to be supportive to their subordinates.

Maintaining high expectations: Maintaining high expectations for staff members often raise their level of performance. This works because people develop self-confidence when they perceive that their superiors have confidence in them. Heads of department have to maintain high expectations of their subordinates.

(b)   Problem solving skills for educational managers

Heads of department are confronted daily with various problems in their surroundings. The manner in which these problems are solved depends on the heads of departments' effective problem-solving skills to deal effectively with any problem that may arise in their departments. According to the Mpumalanga Education Department (1999c:33-34), the following are steps in problem-solving which heads of department have to acquire in order to deal effectively with problems.

Step 1: Learn more about the problem (define the problem)
This involves the following tasks:
- Sense that the problem exists.
- Gather information about the problem.
- Get new data and a view of the whole picture.

In this step you need the following skills:

- listening

- questioning

- being systematic

Formulate the problem in clear language.

Step 2:   Find solutions to the problem

This involves the following tasks:

- Analyse the problem.

- Propose solutions.

- Evaluate the best solution.

In this step you need the following skills:

- creativity

- leading groups

- analysing

- setting objectives

- decision-making

Generate a number of solutions without expressing judgement

Step 3:   Implement a solution to the problem

This involves the following tasks:

- Implement the solution.

- Review progress.

In this step you need the following skills:

- motivating

- planning

- supervising

Decide which solution would be best and implement it.

The steps outlined above should be used by heads of department in order to deal effectively with problems in their respective departments.

(c)   Motivating staff in education

The focus on Module 3 is motivating staff in education. Everard and Morris (1996:20) define motivation as "getting results through people" or "getting the best out of people". Henrichs (in Wevers 2000:13) defines motivation as "the glue that holds an organisation together, it is the stuff of progress". Steyn (2002a:85) adds that motivation includes the complex forces, incentives, needs, tensions and other mechanisms which energise, canalise and sustain human behaviour to carry out a particular action. According to Van den Aardweg and Van den Aardweg (in Hugo 2000:144), motivation is the driving force, the impetus of the personality, which is put into effect by an act of will in accordance with what a learner wants to do. Motivation therefore means getting the best performance from subordinates by encouraging them to be committed to the goals of the institution. Subordinates become motivated if they have been involved in setting the goals of the institution. Motivation of employees is therefore very important because motivated employees are always looking for better ways of doing their job, are usually concerned about quality and are more productive than apathetic ones (Steyn 1997:55).

It is important for the in-service management training of heads of department to include training in motivation because they have to acquire skill in motivating their subordinates. Hence motivation is one of the fundamental duties of a head of department.

Heads of department have to create conditions for staff to perform their duties. The Mpumalanga Department of Education (1999c:55-56) indicates that heads of department can motivate in the following ways:

Positive reinforcement will result in improved performances. If educational

managers expect good performance and conduct of staff, they should praise them if the meet the requirements.

Set high but realistic expectations. How well people themselves expect to do and how much a head of department expects can be powerful sources of motivation. This means that expectations can affect people's behaviour and how well they perform.

Staff need to know what is expected of them. Many rules are negatively formulated and do not indicate what the expected behaviour is.

Feedback is essential. Staff need to know what they are doing right. It is unfair not to reward good performance and only punish poor task performance.

If staff are performing poorly because of lack of knowledge and skills, they should be properly trained.

Make work challenging.

Give staff the opportunity to achieve something, however small.

Involve staff in decision-making.

(d)   Time management

Time management is an important aspect of a head of department's daily duties because all the tasks have to be completed within certain time frames. Heads of department therefore have to be trained in aspects of time management so that their subordinates can also develop the necessary skills to complete tasks assigned to them within certain time frames. According to Naidoo (1999:57), time management "is about blocking out interruptions, copious note taking and planning in every detail of your work." Jude (1998:105) states that time cannot be managed but people can manage themselves in relation to time. In other words, people manage themselves according to the clock. Everyone needs to be able to work out and plan what needs to be done and when. Heads of department need to control what they do and keep themselves on target. Thus, interruptions have to be limited. Naidoo (1999:56-59) outlines the following strategies which heads of department can use to save time:

recognise the importance of planning

formulate a clear mission statement

learn to say "no"

put first things first

encourage rapid communication

take time to do a task to avoid doing it again

differentiate between urgent and important tasks

attempt less and delegate more

read selectively

take time to plan

set goals

screen visitors

screen and group telephone calls

get facts, set targets and investigate alternatives

train subordinates

give credit to your subordinates

If heads of department can apply these strategies of time management, they will have no problems in completing tasks within specified time frames.

(4)   Module 4:   Conflict resolution

The focus of this module is on conflict management. Where two or more people work together, conflict is inevitable. Therefore, conflict is bound to happen between heads of department and their subordinates or among subordinates themselves. The in-service training of heads of department in conflict resolution is essential because they have to know how to deal with conflict in their respective departments. The Mpumalanga Department of Education (1999d:3) outlines the purpose of module 4 as follows:

to explore the complex dynamics of interpersonal and group conflict

to practice negotiation and mediation skills

to engage in self-analysis in order to understand our personal styles of conflict management

to provide constructive feedback, through coaching, as participants' practise skills.

The following aspects of conflict resolution are emphasised: what conflict is, peaceful conflict resolution and conflict resolution styles. The researcher is of the opinion that if heads of department receive training in these aspects, they will understand what conflict is, what causes it, and apply the conflict management styles to deal effectively with conflict.

(a)   What is conflict?

The Mpumalanga Department of Education (1999d:3) points out that conflict occurs when

 groups and individuals are not getting what they want or need and they
 become locked in their positions;
 the wants and needs of two or more people appear to be incompatible;
 members of a group or individuals observe that satisfying their wants or
 needs will be blocked by others;
 people have internal conflict between what they believe and how they think
 and feel;
 individuals or groups perceive that the priorities of the larger organisation are
 fundamentally different from their personal or professional priorities;
 people hold different beliefs about facts, values and strategies.

Smit (1999:27) regards conflict as existing when people are not allowed to have their basic human needs satisfied, such as identity, security, respect, understanding and recognition. In other words, conflict occurs because of disagreements or incompatibilities between, among and within individuals, groups and organisations (Basson & De Beer 2003b:33).

(b)   Peaceful conflict resolution

Mediation is one of the strategies of resolving conflict peacefully (Smit 1999:28). Other strategies are as follows (Mpumalanga Department of Educaton 1999d:7):

respect the right to disagree;

express your real concerns;

share common goals and interests;

open yourself to different points of view;

listen carefully to all proposals;

understand the major issues involved;

think about probably consequences;

imagine several alternative solutions;

offer some reasonable compromise; and

negotiate mutually fair and co-operative agreements.

(c)   Conflict management styles

Since heads of department will at times have to deal with conflict in their departments, it is essential that they master the following conflict management styles. Mastering these styles will be an advantage because they will know how to deal with conflict effectively (Mpumalanga Department of Education 1999d:20; Basson & De Beer 2003b:37):

Competing

Competing is an assertive and uncooperative style of trying to resolve conflicts. This means you typically pursue your own concerns at the expense of others. It is a power-based win-lose approach to resolving conflict in which people are prepared to achieve their interests at all costs. Competing means standing up for your rights and pushing your own position.

Compromising

This is an attempt to balance assertiveness and cooperation. This means you

typically search for an expedient and mutually acceptable solution that partially satisfies the needs of both parties. It is the middle ground between competing and accommodating. Compromising means splitting the difference and making concessions to achieve a win-win solution.

Avoiding

This is unassertive and uncooperative. This means you typically neglect your own concerns or needs and those of the other person. It is a lose-lose approach to conflict resolution. Avoiding means sidestepping issues or withdrawing from threatening situations.

Accommodating

This is the opposite of competing. It means you typically act to satisfy the needs of the other party at the expense of your own needs. It is a win-lose approach in which self-sacrifice is the norm. Accommodating means backing off and allowing the other person's agenda to dominate the resolution process.

Collaborating

This is both assertive and cooperative. It is the opposite of avoiding, and means you typically work with the other person to find a solution that satisfies the needs of each party. It is a win-win approach to conflict resolution. Collaborating means negotiating, learning from one another and staying with the process until a mutually satisfying resolution is achieved.

(5)   Module 5: Classroom management

Since heads of department also have a teaching role (see section 1.6.2), it is important that they receive training in classroom management. According to Kruger and Van Schalkwyk (1993:7), classroom management is "the sum of activities (education and teaching activities excluded), necessary to allow the core or main task of the teaching and learning situation to take place effectively." Having gained the necessary skills in classroom management, heads of department will in turn train their subordinates so that classrooms can be

managed effectively.

In highlighting the importance of classroom management, this module deals with the issues of teacher effectiveness and managing learners.

(a)   Teacher effectiveness

The Mpumalanga Department of Education (1999e:10) states that teachers who are perceived as more effective have common characteristics that increase the chance of creating an environment where students feel encouraged to learn. Effective heads of department therefore have to possess the following characteristics:

they are polite;

they are enthusiastic;

they are organised;

they provide variety in lessons and make learning meaningful;

they talk to learners outside the classroom; and

they know their staff.

(b)   Managing learners

Apart from effective classroom management, heads of department should also receive training in managing learners. In other words, they have to learn the skills to manage learners effectively. Effective management of learners is another essential ingredient of classroom management because all learning and teaching activities are directed towards the learners. Learners, however, display certain misbehaviour that reduces effectiveness of learning. It is therefore crucial for educators and heads of department to learn the skills that will enable them to deal effectively with learner misbehaviour. Explaining how less effective teachers respond to learner misbehaviour may give some insight into how effective teachers are expected to deal effectively with learner misbehaviour.

The Mpumalanga Department of Education (1999e:20) lists how less effective

teachers respond to learner misbehaviour. According to the Department, less effective teachers:

do not solve the problem; they cry or threaten

yell or throw things (usually chalk)

shake or hit learners or slam books down

compare learners to others (e.g. your sister never did that)

employ ridicule, sarcasm, or put downs

always send the problems to the office

punish the whole class for the behaviour of some

make learners write lines or copy out the dictionary

make threats (e.g. threaten to call a learner's parents).

2.4.3.4   Conclusion

This section is another attempt by the Canadian and South African Governments to contribute to the improvement of managerial skills of school managers.

Like the Canada - South Africa Education Management Programme, the main aim of the Whole School Improvement Workshop was to equip school managers with managerial skills so that they could manage effectively and thereby improve the quality of teaching and learning.

This programme is, to a large extent, similar to the Canada - South Africa Education Management Programme because the training emphasises the same management aspects, including change management, promoting a culture of teaching and learning, the role of the school management team, motivation, conflict resolution, leadership, problem solving, developmental appraisal and classroom management. This workshop regards the role of school managers as change agents who have to manage change effectively and leaders who have to use different leadership styles for different situations. In addition, school managers have to manage conflict effectively, motivate their subordinates effectively, and take the lead in implementing developmental appraisal. It is

therefore essential for school managers to receive training in these aspects so that they can acquire effective management skills and perform effectively.

2.4.4   Workshop for School Management Teams

2.4.4.1   Orientation

Since the creation of a single non-racial Education Department in South Africa, several initiatives have been made by the national and provincial education departments to train school managers. Initiatives such as those described in sections 2.4.2 and 2.4.3 have been made by the Mpumalanga Education Department. Another initiative introduced by the National Education Department is the Workshop for School Management Teams.

The workshop for school management teams was designed to develop principals, deputy principals and heads of department (School Management Teams 2000a:2). Since heads of department form part of a school management tem, they therefore attended this workshop jointly with principals and deputy principals.

For the purpose of this study, "head of department" and "shool management team" will be used interchangeably.

The workshop for school management teams consists of five guides, namely Introduction, Managing and leading schools; Employment, induction and orientation of school-based educators; Instructional leadership and Managing diversity. These guides will be discussed in greater detail in the next sections.

2.4.4.2   Mission and objectives

The main aim of the guides for school management teams "is to assist school management teams to work effectively within the new environment that has been developing in South African schools since 1994" (School Management Team 2000a:2). This basically means that heads of department should be adequately trained to become effective and efficient in the execution of their managerial tasks in the post-apartheid era.

2.4.4.3 Programme structure and content

(a) Guide 1: Introductory Guide

This guide gives and introduction to the entire workshop for school management teams together with an overview of the framework for management and leading schools to heads of department as workshop attendees. The framework for managing and leading schools is basically a "more detailed look at how the role of school leaders such as principals, deputy principals and heads of department relates to the school's systems and functions" (School Management Team 2000a:5).

Annexure 2 shows the main processes needed to run an effective school. Effective schools require effective heads of department who are able to manage their respective departments well. Through workshops such as the one for school management teams, it is expected that heads of department will acquire the necessary skills to enable them to manage effectively. Each section of annexure 2 shows a different process. The different guides of this workshop deal with the ways in which management and leadership of schools touch on the different processes.

The first process is planning, which heads of department have to do on an annual basis. The second circle of annexure 2 refers to the twelve processes that are essential in an effective school. The emphasis of guide 1 is therefore the training of heads of department in the processes to run an effective school so that they can contribute to the effective and efficient management of the school. These processes will now be discussed in more detail:

Partnerships with the community

It is essential that heads of department take the initiative to foster links with other stakeholders in the community like parents, traditional leaders and businesses.

Infrastructure and school environment

Although schools may have all the resources, such as sufficient classrooms, laboratories and libraries, heads of department have to ensure that all the available resources are used to the maximum.

Staff appraisal and development

In a school situation, it is important for heads of department to develop their subordinates so as to improve their performance. This can be done through staff appraisal and development.

Staff induction and orientation

Another important task of heads of department is to induct and orientate new members of staff. This helps to ensure that new members acclimatise quickly to the new environment.

Staff organisation into groups, teams and learning networks

This emphasises the need for teamwork. Heads of department should take the initiative to encourage members of staff to work together as teams. Teamwork is the cornerstone of an effective school.

Decision-making processes

According to Dlamini (1995:17) and Van der Westhuizen (1991:152), decision-making is a thought process carried out consciously, sometimes unconsciously, to direct the achievement of goals. Basically, it means choosing between two or more alternatives. In the daily execution of their tasks, heads of department have to make decisions. Receiving training in decision making will enable heads of department to make good decisions.

Financial controls, budgets and fundraising

Heads of department are in some way involved in financial control because they have to draw up budgets for their respective departments and to ensure that their allocations are spent in the most effective and efficient way. Receiving training

in financial control will considerably assist heads of department to become effective financial managers.

Time-table and school handbooks

Heads of department have to assist the principal with the management tasks and to share the management tasks more widely in the school. Receiving training the drawing up of a school time-table will equip heads of department to assist whenever a school time-table has to be drawn up.

Behaviour and codes of conduct

Both the educators and learners need to have a framework that outlines the ways in which they conduct themselves within the school. Heads of department have to take the initiative to develop codes of conduct both for educators and learners.

Schemes of work

Heads of department have to ensure that their subordinates plan their schemes of work at the beginning of each year. This is essential for good classroom teaching and learning.

Managing diversity

Heads of department have to take the initiative to recognise and celebrate diversity in their schools. The differences among the different stakeholders, like learners, educators and parents, have to be accepted and recognised within the school.

Curriculum and assessment policies

Heads of department have to receive proper guidance about formative and summative assessment practices so that they can in turn train their subordinates.

Teaching and learning

Heads of department and educators have to ensure that the quality of teaching and learning improves by coaching educators to use the correct methods and procedures in their respective classrooms. Unless this happens, it is doubtful whether teaching and learning will become effective in the classroom.

(b)   Guide 2:   Managing and leading schools

In this guide the in-service management training of heads of department is taken further with the emphasis on managing and leading schools. By virtue of the positions they occupy, heads of department are mangers and leaders of their respective departments. It is therefore vital that heads of department receive training in managing and leading schools so as to become effective leaders and managers.

In this guide the focus is on the main leadership and management issues. Receiving training in the main leadership and management issues would assist with the acquisition of management and leadership skills of heads of department. According to the School Management Team (2000b:9), good leadership and good management go together and therefore "leading is about guiding and inspiring, and managing is about getting things done efficiently and effectively."

Another important aspect is the different styles of leadership which heads of department have to learn. Stoner and Wankel (in Dlamini 1995:38) define leadership as "the process of directing and influencing the task-related activities of group members". Van der Westhuizen (1991:187) define leadership as "the integrated and dynamic application of the leaders' abilities in an authoritative manner, which will convince, inspire, bind and direct the followers to realise common goals". According to Cronje (in Dlamini 1995:38), leadership is the ability to influence individuals and groups, inducing them to work willingly for the attainment of the organisation's pre-designed goals. The School Management Team (2000b:10) defines leadership as follows: "Leadership is about guiding an inspiring people to achieve the school's objectives."

From the foregoing definitions, it is clear that leadership is a process of influencing the activities of a group in order to realise the goals in a specific situation. The different leadership styles on which heads of department have to be trained will now be discussed.

Autocratic leadership style

According to Pillay (2002:33), this leadership style is leader-centred. The leaders are a dominant force. They decide for their people and formulate policy. Autocratic leaders prefer to keep tight control over staff and learners and often rely on rules and procedures to run their schools (School Management Team 2000b:14). De Wet (in Naidoo 1991:79) state that the autocratic leader is the only person who determines policy, plans activities and takes important decisions and is also characterised by one-way communication. Autocratic leaders do not consult their subordinates when decisions are made.

Democratic leadership style

A democratic leadership style is first and foremost people-centred leadership. It involves the staff through mutual consultation in the decision-making processes and is characterised by a positive school climate and successful interpersonal relationships (Hoberg 1997:37; Pillay 2002:34). Dlamini (1995:40) states that this type of leader involves the staff in decision-making. Subordinates are therefore normally consulted when decisions are made. The democratic leader leads by discussing, consulting and encouraging groups to make decisions (School Management Team 2000b:14; Mohlakwana 1996:45). Pieterse (in Naidoo 1991:74) states further that democratic leadership is characterised by teamwork, consultation and group efforts.

It is clear from these definitions that a democratic leader allows participation and inputs from subordinates when decisions are taken.

Laissez-faire leadership style

This leadership style gives members and group members every opportunity to

apply their own initiative and take responsibility (Naidoo 1991:81). Laissez-fair leaders do not give their staff much direction or guidance but are happy to let events take their course (School Management Team 2000b:14). Such leaders do not make their presence felt and merely allow followers to pursue their own goals in whatever ways they consider desirable (Pillay 2002:36).

Although there are different styles of leadership, heads of department have to apply all of them, depending on the situation. By receiving training in these styles of leadership, heads of department would be better equipped to apply them in the daily execution of their tasks.

(c) Guide 3: Employment, induction and orientation of school-based educators

This guide focuses mainly on three sections, namely, selection and employment procedures, induction and orientation. Induction and orientation are relevant to the duties of heads of department and therefore have to form part of their training. The section on the selection and employment procedures is the competency of the school governing body.

Although the selection and employment procedures are the competency of the school governing body, it is essential that heads of department have some knowledge of selection and employment procedures.

According to the School Management Team (2000c:2-19), heads of department need to know the following steps in the employment procedure:

Department advertises vacancies and sifts applications;

the school prepares for the selection processes;

the school draws up a shortlist;

the school interviews applicants; and

make recommendations to the Department.

The other two sections will now be discussed.

Induction

According to the School Management Team (2000c:30), induction refers to the process of introducing new staff members into the school. Heads of department are in a suitable position to induct new staff members because they have a supervisory role over them. It is essential for a good school to have a carefully planned induction programme which is run at the beginning of each year. Under normal circumstances, the induction programme should partly be formal and similar to all newcomers. It should take place during the first week and should stretch over the first term or over the whole year.

Part of the induction programme can be informal where newcomers meet the existing staff on social occasions. The induction process should help newcomers understand the ethos, values and practices at school and how they fit into the school.

The school principal should appoint an induction organiser who could be a head of department. The induction organiser should arrange special activities at the beginning of the year, keep a close eye on newcomers during the first term and be available to assist them for the whole of the first term.

Orientation

The word "orientation" means finding direction, that is, knowing which way you are facing (School Management Team 2000c:51). This section on orientation provides a brief introduction to some of the most important legislation and policy documents in the field of education in South Africa. All new educators, especially newly appointed principals and heads of department, need to know about these laws and policies because they affect their daily work.

Heads of department need to know these laws and policies because they will be expected to orientate newly appointed staff. Some of the most important legislation impacting on education are the following:

The Constitution of the Republic of South Africa Act, No 108 of 1996

The Labour Relations Act, No. 66 of 1995

The National Education Policy Act, No. 27 of 1996

The south African Schools Act, No. 84 of 1996

The Employment of Educators' Act, No. 76 of 1998

Employment Equity Act, No. 55 of 1998

Provincial School Education Acts

Regulations relating to all the above - national and provincial

Directives from the Department of Education, such as circulars

Constitution of the School Governing Body

Code of conduct for learners

School rules

All these Acts and policies are important to all educators to enable them to perform their duties within the parameters of the law.

(d)   Guide 4:   Instructional leadership

According to Matsei (in Budhal 2000:18), instructional leadership is aimed at the pupils' progress to adulthood and at the welfare of the staff. Matsei states further that the instructional leader guides and directs the education occurrence; regulates and organises the educational matters; creates the educational infrastructure and plans, implements, manages, controls and evaluates the education program. Instructional leadership expects educational leaders to set clear expectations, maintain discipline and implement high standards with the aim of improving teaching and learning (Black in Steyn 2002b:265; Budhal 2000:18). It, therefore, goes without saying that instructional leadership means influencing individuals and groups to put the school's curriculum into practice. In other words, heads of department are regarded as instructional leaders because they are responsible for translating the school's curriculum into practice, that is ensuring that teaching and learning take place.

Heads of department as instructional leaders have to ensure that the new curriculum known as "outcomes-based education" (OBE) is implemented in their respective schools. If heads of department are trained in OBE then they, in turn, will train their subordinates.

To be able to implement the new curriculum fairly smoothly, it is important for heads of department as instructional leaders to understand the five important outcomes-based education principles. These principles form the cornerstone of outcomes-based education. The School Management Team (2000d:11-13) outlines them as follows:

Principle 1:   Content teaching should promote values and skills

In the new curriculum, the facts and figures you teach must always be linked to values and skills. For example, values reflect what people believe is important and skills reflect what learners can do.

Principle 2:   Present knowledge in an integrated way

In the new curriculum, knowledge has been brought together and combined into broader learning areas. It is therefore the responsibility of heads of department as instructional leaders to encourage educators to integrate content, values and skills both within and between the learning programmes.

Principle 3:   Teaching and learning should focus on outcomes

Outcomes-based education (OBE) emphasises that effective teaching also leads to effective learning and achievement of outcomes. Heads of department as instructional leaders must be familiar with the OBE outcomes so that they, in turn, can help educators to understand them. For instance, there are specific and critical outcomes to be understood.

Principle 4:   The learner is at the centre

The new curriculum is learner-centred, implying that everything happening in the

classroom should benefit the learner. In addition, the classroom should be conducive to learning, should stimulate learners' desire to learn, and learning activities and materials should make the learning fun and exciting. Heads of department should encourage educators to approach their lessons in this way.

Principle 5:   Assessment is part of the learning process

In the new curriculum, learners are continuously assessed in terms of their progress towards achieving the outcomes.   Assessment is no longer at the end of the learning experience but takes place continuously during the learning experience.

The foregoing principles should be emphasised during the workshop for school management teams for the benefit of heads of department.

(e)   Guide 5:   Managing diversity

The focus of this guide is managing diversity in schools. The concept "diversity" has several meanings but the School Management Team (2000e:1) defines it as "a combination of many racial groups and both genders". It also includes different religions and cultures, and different levels of physical and mental ability. Diversity, therefore, implies recognising the various differences among people without making any judgement on whether they are good or bad. In simple words, diversity means differences. These can be differences between people, or countries, between objects or animals (Schutte & McLennan 2001:53).

Schools are diverse organisations in the sense that they have different educators and learners with different abilities, beliefs, cultures and backgrounds. These differences have to be recognised and respected by each school. Strategies and policies have to be put in place to give recognition to differences among people with the school. The School Management Team (2000e:7) outlines some of the differences among people which should be accommodated and recognised:

 age
 gender

religious beliefs

cultural background

function or position in the school

personal experience

personal knowledge

natural skills and abilities

educational background and qualifications

family background

moral values

academic, physical and other kinds of potential for personal development

mental, physical, emotional and spiritual needs.

These differences imply that each individual is unique and therefore has something unique to offer the school. The challenge for each school, then, is to create an environment which allows every individual to make his or her own unique contribution to the school and to develop fully as an individual. This is the meaning of managing diversity. If schools aim to manage diversity effectively and make the most of the benefits that this can bring, they need to make the necessary changes and heads of department need to do the following (School Management Team 2000e:39):

Have a clear vision of what diversity means for the school and stay committed to it.

Involve as many stakeholders as possible who work as partners in supporting and promoting diversity in the school.

Include diversity goals as part of the school's process of development planning.

Encourage a culture of mutual respect between staff and learners in the school, and between the school and the community it serves.

Develop policies, structures, procedures and systems which promote respect for individual and group differences in the school.

Review the school's activities and progress through a diversity lens on a

regular basis.

Involve everyone in the school community in upholding the principle of respect for different personal backgrounds, different abilities and different points of view.

Nurture a culture of respect, fairness, inclusivity and celebration of diversity.

Have high expectations of behaviour and achievement for everyone involved in the school.

This section has emphasised the importance of cultural diversity in schools. It is therefore important for heads of department to be trained to recognise the differences between the different learners and educators. The training that they receive will equip and enable them to promote cultural diversity within their respective schools. It is thus essential for heads of department to develop the necessary skills to be able to promote cultural diversity in their schools.

2.4.4.4   Conclusion

This section highlighted the most important management aspects which school managers have to learn to be able to manage effectively. The following aspects are important: processes needed to run an effective school; leadership; the main functions of school management teams; instructional leadership, and managing diversity. School management teams have an important role because they are responsible for the effective management of schools; have to apply different leadership styles for different situations; are regarded as instructional leaders and are responsible for taking the lead in putting the school curriculum into practice and improving it, and finally, have to take the lead in managing diversity because schools may have learners from different cultural and racial backgrounds.

These highlights are important for the training of school management teams because they form an integral part of their managerial duties.

2.5 CONCLUSION

The first section of this chapter focused on the aims and methods of in-service management training. It became clear that the main aim of in-service management training is to improve the job performance of employees. It can therefore be assumed that in-service management training is one way of improving the performance of heads of department. It also became clear that there are several methods of presenting in-service management training programmes. The workshop method seem to be the most commonly used in presenting in-service management training programmes in the Mpumalanga Province.

The second section reviewed current in-service management training programmes. It was found that the Canada - South Africa Education Management Programme; the Whole School Improvement Workshop and the Workshop for School Management Teams were the only programmes used to train principals, deputy principals and heads of department in the Mpumalanga Province. These in-service management training programmes were meant to improve the managerial skills of school managers. These programmes emphasised leadership, conflict management, problem solving, decision-making, change management, motivating staff, developmental appraisal, promoting the culture of teaching and learning, time management, classroom management and managing diversity. These aspects fall within the job description of management teams and are therefore important. They are important because principals, deputy principals and heads of department need to understand and apply them in their work situation.

Chapter 3 describes the methodology and research design used in this study.

CHAPTER 3

RESEARCH DESIGN

3.1   INTRODUCTION

Chapter 2 outlined the in-service management training of heads of department in the Mpumalanga Province. This chapter describes the methodology and research design for this study.

According to McMillan and Schumacher (1993:31), research design can primarily be classified into quantitative and qualitative research. The approach of the two methods differs considerably. Each method has its own aims and research procedures. Quantitative research involves the assignment of numerical values to variables (Hittleman & Simon 1997:32). In other words, it is characterised by statistical analysis. Qualitative research on the other hand "places a great emphasis on holistic descriptions, that is describing in detail all that goes on in a particular activity or situation" (Fraenkel & Wallen 1993:368). This means that the researcher in qualitative research wants to obtain an in-depth look at a particular situation or activity. This study uses the latter research design.

This chapter describes the qualitative research design of this study, including data collection, sampling, data analysis, validity and reliability.

Secondly, it explains how the theory of qualitative research design applies to this study. The choice of interviewees, data-collection techniques, sampling, data analysis, declaration of subjectivity and limitations of the research study will be described.

3.2   QUALITATIVE RESEARCH METHODS

3.2.1   *What is qualitative research?*

Qualitative research may be employed to obtain a more complete or holistic picture of the research topic by asking how well, how much and how accurately (Fraenkel & Wallen 1990:373). In this study, the researcher adopted qualitative

approach. McMillan and Schumacher (1993:373) describe qualitative research as follows:

> "Qualitative research is based on a naturalistic-phenomenological philosophy that views reality as multi-layered, interactive and shared social experience interpreted by individuals. Most descriptions and interpretations are portrayed with words rather than numbers."

In brief, the qualitative research method uses words instead of numbers to describe people, places and conversations not easily handled by statistical procedures. Furthermore, this type of research is called naturalistic because the researchers frequent the places where the events they are interested in naturally occur (Bogdan & Biklen 2003:3) and is therefore field focused (Eisner 1998:32).

3.2.2 Data collection in qualitative research

According to Hittleman and Simon (1997:195), the data-collection activities in qualitative research are observing people and events, examining documents and interviewing people.

3.2.2.1 Observing people and events

One way most qualitative researchers collect data is to observe people in their natural territories (Bogdan & Biklen 1992:79). The researcher therefore, goes to the subjects and spends time with them in their territory such as their schools, their playgrounds, and their homes. These are places where subjects do what they normally do and it is these natural settings that the researcher wants to study.

When observing the subjects in their natural settings, the qualitative researcher keeps a written record of what happens and collects other descriptive data. The data collected in this manner are known as field notes, which are basically written descriptions of people, objects, places, events, activities and conversations (Hittleman & Simon 1997:195). These field notes will supplement

the information collected from official documents and interviews.

During observation it is quite likely that the researcher may have some effect on the behaviour of the individuals being observed. For instance, if the researcher is unexpected in a natural setting such as a classroom, he or she is likely to arouse curiosity and this may result in a lack of attention to the task at hand, thus producing other-than-normal behaviour (Fraenkel & Wallen 1993:373). In this case, the researcher may have influenced the outcome of the research. To avoid this type of problem, the researcher who is observing in a classroom should alert the teacher beforehand and should ask to be introduced. This will enable the students being observed to become accustomed to the presence of the researcher and to go about their normal activities.

Another effect that the researcher may have is that the behaviour of those to be observed might be influenced by the purpose of the researcher. For this reason, it is argued that participants in a study should not be informed of the purpose of the study until after the data has been collected (Fraenkel & Wallen 1993:373). This will assist in eliminating the problem of those being observed being influenced by the researcher's purpose.

3.2.2.2 *Examining documents*

Data collection in qualitative research includes examining documents or document analysis. Birley and Moreland (in Mothata 2000b:115) describe document analysis as a common term for different types of contextual analysis where approaches emphasise either qualitative and/or quantitative descriptions and analysis of documents of various types. Document analysis, therefore, simply means the procedure for systematically analysing written material.

In most cases, the documents to be examined include both personal and official documents. According to McMillan and Schumacher (1993:434), personal documents include diaries, personal letters and anecdotal records, such as a log, journal, notes on lesson plans or a parent's development record of their child. Official records include memos, minutes of meetings, working papers and

drafts of proposals.

Although the discipline of education is primarily concerned with people, many interesting and useful research projects in the field have been concerned with examining records and documents (Ary, Jacobs & Razavieh 1990:385). Examining documents is therefore one of the main qualitative data-collection techniques found in education.

3.2.2.3 Interviews

According to Leedy (1993:192), interviews are frequently used to collect data in qualitative research. Bogdan and Biklen (2003:94) describe an interview as "a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other." Interviewing in qualitative research is thus used to obtain data in the subjects' own words. Interviewing thus provides a way of generating empirical data about the social world by asking people to talk about their lives (Holstein & Gubrium 2002:112). The purpose is to gather information from which insights into how the subjects interpret the situation being observed can be obtained.

In qualitative research, researchers generally use open-ended, informal interview techniques. In other words, they do not use fixed-response questionnaires or surveys to guide the talks (Eisner 1998:183). In most cases, they encourage the subjects to talk about their perceptions of what is happening, what they believe about the event, and how they are feeling. Most importantly, qualitative researchers need to be good listeners. During interviews, researchers may use audio or video recorders and later transcribe the dialogues for analysis (Hittleman & Simon 1997:196).

According to McMillan and Schumacher (1993:426-427), specialised applications of the interview strategy are career and life history interviews, surveys and key-respondent interviews. The latter strategy is the one used in this study. Key-respondent interviews are in-depth interviews of individuals who have special knowledge, status or communication skills who are willing to share their

knowledge and skills with the researcher (McMillan & Schumacher 1993:378). It is therefore important for the researcher to carefully select key-respondents or interviewees for the purpose of conducting the interview.

In qualitative research, interviews may be used in two ways: as the dominant strategy for data collection, or in conjunction with participant observation, document analysis or other techniques (Bogdan & Biklen 2003:95; Hatch 2002:91). In all these situations, the interview is used to gather descriptive data in the subject's own words so that the researcher can develop insights into how subjects interpret some piece of the world.

An interview as a qualitative research method has several advantages (Sax 1979:233; Bailey 1994:174):

> The interview is flexible and applicable to many different types of problems. It is flexible in the sense that the interviewer may change the mode of questioning if the occasion demands. If the responses given by the subject are unclear, questions can be rephrased.
>
> The interview is also useful in obtaining responses from young children or illiterates. Responses from such persons must be obtained orally rather in written form.
>
> It is useful in collecting personal information, attitudes, perceptions or beliefs by probing for additional information. Inconsistent or vague replies can be questioned.
>
> It promotes motivation and openness. Almost all interviews attempt to develop rapport between the interviewer and the respondent or interviewee. Once interviewees accept the interview as a non-threatening situation, they are more likely to be open and frank. This openness adds to the validity of the interview.
>
> It tends to have a better response rate than mailed questionnaires. Persons who are unable to read and write can still answer questions in an interview, and others who are unwilling to expend the energy to write out their answers may be glad to talk.

An interviewer may have control over the environment. This can be done by standardising the interview environment by ensuring that the interview is conducted in privacy, that there is no noise, and this is in contrast to the mailed study, where the questionnaires may be completed by different people under drastically different conditions.

The interviewer has control over question order and can ensure that the respondent does not answer the questions out of order or in any other way that may thwart the structure of the questionnaire.

The interviewer can ensure that all the questions are answered.

The interviewer can record the exact time, date and place of the interview.

In an interview, respondents are unable to "cheat" by receiving prompting answers from others or by having others complete the entire questionnaire for them, as often happens in mailed studies.

Key-respondent interviews require the researcher to pay particular attention to aspects that apply to the study, such as conducting the interview and the interview schedule.

(a)   Conducting the interview

In research studies that rely on the interview, the respondent may be a complete stranger, therefore, it is necessary for the researcher "to be acquainted with the respondent before the research begins" (Bogdan & Biklen 2003:95). Eisner (1998:183) emphasise that the "aim is for the interviewer to put the person at ease, to have some sense of what he or she wants to know, but not to be either rigid or mechanical in method." Thus, a good part of interviewing involves building a relationship, getting to know the interviewee, and creating a relaxed atmosphere. This is important to create rapport between the interviewer and the interviewee.

Most interviews begin with small talk to break the ice, particularly in situations where the interviewer and the interviewee are strangers. In cases where the interviewer is known, the interview can commence immediately (Bogdan &

Biklen 2003:95).

Early in the interview it is necessary to inform the respondent of the purpose for conducting the interview and to make assurances that the information gathered will be treated confidentially (Bogdan & Biklen 2003:95). Having done this, the interviewee will be more likely to be cooperative and supportive in giving the information required by the interviewer.

In conducting a successful interview, it is important for the researcher to take note of the following guidelines given by Bogdan and Biklen (1992:98-99). It should be noted, however, that there are no rules that apply across all interviews, but a few general guidelines can be given.

First, it is necessary to listen carefully what people say and treat every word as having the potential of unlocking the mystery of the subject's way of viewing the world (Bogdan & Biklen 2003:97). This means that the researcher has to listen attentively so that the interviewee answers in his or her own words. If the interviewer does not understand what the respondent means by a certain statement, he or she has to ask for clarification. The interviewer has to assume that the problem is not that the respondent does not make sense but that he or she has not been able to comprehend (Bogdan & Biklen 2003:97).

Secondly, interviewing requires flexibility. To be flexible means to respond to the immediate situation, to the respondent that is sitting before you, not to some predetermined set of procedures or stereotypes (Bogdan & Biklen 2003:100). This means that the researcher should be flexible and use different approaches such as asking questions about objects or photographs having on the walls and so on. This is done because the pictures serve as a protocol to structure the conversation (Bogdan & Biklen 2003:100).

The third guideline relates to questions on the interview schedule. The interview schedule refers to an observational guide of questions which can be used by a researcher to gather comparable data across sites (Bogdan & Biklen 2003:96). According to Dowset (in Strauss 1993:96) the last question in an interview schedule should read: Is there anything you want to ask me? This question gives

the respondent a chance to make comments or suggestions regarding the topic.

The fourth guideline is the tape-recording of the interview which ensures completeness of the verbal interaction and provides material for reliability checks (McMillan & Schumacher 1993:432). The interviewer has to ask the respondent for permission to record the interview. Some respondents will not object if a tape recorder is used, others may refuse. The wishes of the respondents must be respected (Bogdan & Biklen 1992: 100). Using a tape recorder provides the most accurate record of collecting data from interviews (Borg in Strauss 1993:96).

Tape-recording the interview has several advantages such as replaying the tapes several times for continued study and analysis; experts or interested others can also hear what the researcher has recorded and offer their insights accordingly (Fraenkel & Wallen 1993:373). Qualitative researchers should, however, note that the use of a tape recorder does not eliminate the need for taking notes to help formulate questions and probes and to record non-verbal communication which facilitates data analysis (McMillan & Schumacher 1993:432). For this reason, handwritten notes are also important during interviews.

Finally, after all the questions have been answered, the interviewer should thank the respondent for his/her time, thereby ending it in a positive manner.

Good interviewers need to display patience to gain truly valuable inform from respondents, and this requires that they be aware of the procedure to conduct the interview successfully (Strauss 1993:96). The guidelines explained above will be applied when interviews are conducted for this study.

In addition to the guidelines just outlined, Leedy (1993:195) gives a summary of the steps a researcher should follow when using the interview as a technique for gathering data:

Set up the interview well in advance.

Send the agenda of questions you will ask the interviewee.

Confirm the date immediately in writing.

Send a reminder with another agenda of questions ten days before you expect to arrive.

Be prompt, follow the agenda, have a copy of your questions for your interviewee in case he or she has misplaced his or her copy.

Following the interview, submit a typescript of the interview and get either a written acknowledgement of its accuracy or a correct copy from the interviewee.

After you have incorporated the material into your research report, send that section of the report to the interviewee for final approval and written permission to use the data in your report.

These steps will be followed in this study and the researcher will send a copy of the interview schedule to the key-respondents prior to the interview.

(b)   The interview schedule

In most cases, qualitative researchers may enter the research field with an interview schedule or an observational guide used primarily to gather comparable data across sites (Hatch 2002:101; Bogdan & Biklen 2003:71). The use of an interview schedule is advantageous because it enables interviewers to focus on core questions and allows for greater flexibility for the interviewers to note and collect data on unexpected dimensions of the topic. An interview schedule is normally drawn up using the literature study as a basis. Important themes and topics identified in the literature will therefore form part of the interview schedule. The interview schedule used in this study focuses on core questions such as in-service training programmes attended by heads of department and how they affected performance (see Annexure 1).

3.2.3   Sampling in qualitative research

There are different forms of sampling that can be applied in quantitative or qualitative research. In most cases, simple random sampling is used in quantitative research and purposeful sampling in qualitative research. Since the latter sampling technique will be applied in this study, it is important to understand it.

According to McMillan and Schumacher (1993:378), purposeful sampling means selecting information-rich cases for study in-depth when one wants to understand something about those cases without needing or desiring to generalise to all such cases. In other words, when researchers intend to make an in-depth study of something without generalising it to a larger population, they may use purposeful sampling. Purposeful sampling therefore enables them to search for information-rich key-respondents who are likely to be knowledgeable and informative about the phenomenon under investigation. The power and logic of purposeful sampling is that a few cases studied in-depth yield many insights about the topic.

Purposeful samples are generally small compared to probability samples, such as random sampling. The reason is that in random sampling, the findings are generalised to a larger population which is not normally done during purposeful sampling. While there are statistical rules for probability sample size, there are only guidelines for purposeful sample size. Purposeful samples can range from an n=1 to n=40 or more (McMillan & Schumacher 1993:382). Purposeful sampling is used in this study. Sampling for this study is explained in section 3.3.3.

3.2.4   Data analysis

Analysis is the detailed examination of the database that ensues from single or multiple interviews (Powney & Watts in Strauss 1993:97). Analysis should therefore be seen as more than a description of data, it is as much an act of constructing interpretations as the interview session itself (Powney & Watts in Strauss 1993:97). According to Bogdan and Biklen (2003:147), analysis involves working with data, organising them, breaking them into manageable

units, synthesising them, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others. It can therefore be assumed from this explanation that analysis has to do with the interpretation of data.

Bogdan and Biklen (2003:148) point out that there are a variety of ways of handling and analysing data. However, they explain the following two ways of handling data analysis.   In the first approach, the data analysis takes place concurrently with the collection of data. This approach is commonly practiced by experienced field workers. Travers (in Strauss 1993:97) is of the opinion that no attempt can be made to process facts collected in the early stages of the research. This approach is therefore difficult to apply, particularly by researchers who have little or no experience.

The second approach involves collecting data before doing the analysis. The second mode has the advantage that researchers can reflect on the data they have collected. For the purpose of this study, the second approach of data analysis will be used.

After the data has been collected, the tape-recorded data can be replayed for continued study and the handwritten notes read and re-read for clear understanding. At this stage it may become necessary for the researcher to verify some of the information with the respondents. Thereafter, all the open-ended questions have to be coded for analysis (Slavin 1984:92). The researcher has to go through the data and search for regularities and patterns as well as for topics covered by the data and should write down the words and phrases to represent these topics and patterns. The researcher does this to develop a coding system (Bogdan & Biklen 2003:161). These words and phrases are known as coding categories and are used as a means of sorting the descriptive data which was collected (Bogdan & Biklen 2003:161).

The above-mentioned is an example of the kind of data analysis known as "analysis after data collection". Various methods exist and it is up to the researcher to decide which method is suitable for his/her study. This study will

use "the analysis after data collection" method.

Having given a detailed description of the qualitative research design, it is now appropriate to describe the research design of the present study.

3.3   RESEARCH DESIGN OF THE PRESENT STUDY

The previous section gave a detailed description of the qualitative research method. This section will describe the present study. As explained in section 3.2.1, a qualitative research design was selected for this study. The various aspects of qualitative research, such as data collection, sampling and data analysis will be discussed (see sections 3.3.2, 3.3.3 and 3.3.4) in relation to the present study. In addition, validity and reliability as they apply to this study will also be explained.

3.3.1   Data collection

As indicated earlier, the semi-structured interview will be used as a dominant strategy to collect data in this study (see section 1.5.2) because it has many advantages. Firstly, an interview has a high response rate, particularly since few respondents are involved. Secondly, because of the face-to-face communication between the interviewer and the respondent, both verbal and non-verbal behaviour can be observed. Lastly, the respondent's responses can be probed in order to achieve accurate responses (Marishane 1999:112).   The interview strategy was chosen to collect data for this study because of these advantages.

3.3.2   Interviews

In addition to the literature review, semi-structured interviews will be conducted at the various schools of the key-respondents. After permission has been obtained from the interviewees or key-respondents, each interview will be recorded by means of a tape recorder and will later be transcribed (see Annexure 4). In

addition, brief notes will be made during each interview. Before the interview, each key-respondent will be requested to fill in a brief questionnaire concerning their biographical information.

As standard procedure of interviews, the researcher will inform the interviewees about the following:

  the purpose of the study;

  the strict confidentiality of the information given;

  the use of the tape recorder; and

  the procedure to be followed during the interview.

The researcher will commence the interview by making the interviewees feel at ease. An interview schedule or guide will be used to ensure that the most important topics are covered (see Annexure 1). The questions in the interview schedule will centre on the topic under review.

Although the researcher has an interview schedule (see Annexure 1), the interview will be undertaken as a normal conversation with the researcher listening attentively and at times requesting clarification should further information be needed. The interviews will be conducted in a flexible manner to allow interviewees to give information in their own words. According to Bogdan and Biklen (2003:96), good interviews are ones in which the subjects are at ease and talk freely about their points of view. This is how the interviews for this study will be conducted.

According to Sax (1979:242-243), the researcher has to guard against biasing factors in the interviews, such as the personal characteristics of the interviewer. One of the most efficient ways of increasing the reliability and validity of interviews lies in the training of the interviewers. As the researcher has had reasonable experience both as school manager and as interviewer, he will do

his utmost to guard against being subjective and biased. This he will do by following the correct procedure for conducting interviews, such as allowing the interviewees to give information freely and in their own words. The information will be recorded objectively as far as possible.

3.3.3   Sampling

3.3.3.4   *Selection of key-respondents*

Purposeful sampling will be used. According to McMillan and Schumacher (1993:427) and Babbie (1992:292), the criteria for selecting interviewees for in-depth interviews are a special knowledge of the topic under research, status, communication skills and individuals who are willing to share their knowledge and skill with the researcher. In addition to these criteria, Fraenkel and Wallen (1993:374) speak of the use of the purposive sample, that is a sample of respondents that can yield the best understanding of the topic being researched. Bogdan and Biklen (1992:71) maintain that in purposeful sampling, the researcher chooses particular subjects because they are believed to facilitate the expansion of knowledge. All these criteria will be taken into account when the respondents for this research are selected.

In the case of this study, the key-respondents were chosen because of their status and experience as heads of department in their respective schools. Many of them attended the in-service training programmes provided by the Mpumalanga Department of Education. One facilitator of the Whole School Improvement Workshop was selected because she is considered to be knowledgeable about the subject under investigation and furthermore has presented this workshop in all the regions of the Mpumalanga Education Department.

3.3.3.5   *Locating the key informations*

The researcher considered the delegates of the Whole School Improvement Workshop that took place from 21 to 23 August 2000 at the Eastdene Combined

School hall in Middelburg. The delegates of the workshop consisted largely of principals and three heads of department per school in the three Middelburg Education Circuits. In addition, one facilitator of the Whole School Improvement Workshop, who is regarded as knowledgeable about the topic under investigation, was included among the key-respondents.

Some time after the workshop, a few delegates and a facilitator of the Whole School Improvement Workshop were requested to share their views on the topic under investigation at a time that would be convenient to them.

3.3.3.6   *Size of the sample*

According to McMillan and Schumacher (1993:382), purposeful samples are usually small compared to probability samples. Patton (in Mothata 2000b:124) emphasises that purposeful samples are small because a few cases are studied in-depth and may yield many insights about the topic. Lemmer (1992:294) points out that "most qualitative studies use small samples since such research focuses on the detail and quality of the individual or small group's experience." In this study, therefore, a small purposeful sample of seven key-respondents was chosen to yield insights about how the in-service management training programmes used in the Mpumalanga Province affect the performance of heads of department. The sample thus consists of the following groups of key-respondents:

two heads of department from primary schools
four heads of department from secondary schools
one facilitator of the Whole School Improvement Workshop.

3.3.4   Data analysis

According to Hittleman and Simon (1997:231), qualitative researchers verbally analyse data, which involves examining and organising notes from interviews and observations and reducing the information to smaller segments from which they can see patterns and trends. Bogdan and Biklen (2003:147) describe data

analysis as a process of systematically searching and arranging interview scripts, field notes and other materials that one accumulates to increase one's understanding of them and to enable one to present what one has discovered to others. Data analysis therefore means working with data, organising it, breaking it into manageable units, synthesising it, searching for patterns, discovering what is important and what is to be learned and deciding what to tell others.

In this study, the researcher will review the data after each interview in order to extract important issues covered during the interview. This will enable the researcher to ensure that those issues receive priority in subsequent interviews. The actual data analysis will take place after all the interviews have been completed. During data analysis, the researcher will use coding categories which are patterns and topics which the data cover.

3.3.5   Declaration of subjectivity

According to Strauss (1993:100), it is general practice in qualitative research methodology for researchers to include a declaration of their background and values. The purpose of this practice is to attempt to minimise any possibility of the findings being distorted or biased by the researcher's interest in the field.

The present researcher has been involved in the field of education for the past twenty-three years. For the first five years he was respectively employed at Ubuhlebethu High School in Siyabuswa and Mphanama Comprehensive High School in Middelburg. The researcher was then promoted to the post of head of department for five years, deputy principal for two years, and principal for twelve years at the latter school. In 1994, the researcher was selected to attend the school management and leadership programme for principals, deputy principals and heads of department at Allemanskraal in the Free State. This programme was organised by Teacher Opportunity Programmes (TOPS) and lasted for two weeks. The researcher subsequently became a part-time facilitator of the TOPS programme. During this period the researcher became aware of the need for in-service management training and development of heads of department.

From the above explanation, it can be assumed that the researcher acquired experience in the field of educational management. The researcher therefore would like to see heads of department in schools being afforded the opportunity through in-service training to develop effective management skills, to manage effectively and efficiently thereby contributing to effective teaching and learning.

3.3.6   Validity

According to Ary, Jacobs and Razavier (1990:256), the term *validity* refers to the extent to which an instrument measures what it is intended to measure. There are two types of validity, namely internal and external validity (McMillan & Schumacher 1993:391). McMillan and Schumacher explain further that validity refers to the degree to which explanations of the phenomenon match the realities of the world. It addresses these questions: Do researchers actually observe what they think they observe and do researchers actually hear the meanings that they think they hear? In other words, internal validity of qualitative design is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher. McMillan and Schumacher believe that the claim of high internal validity rests on the data-collection and analysis techniques. In other words, the manner in which the data is collected and analysed will determine its validity. McMillan and Schumacher (1993:392) therefore recommend the following strategies to increase internal validity. These strategies will be applied in this study as far as possible:

Lengthy data collection period: The lengthy data-collection period provides opportunities for continual data analysis, comparison, and corroboration to refine ideas and to ensure the match between research-based categories and participant reality. In this study, data was collected through semi-structured interviews over a certain time period.

Participants' language: It has been pointed out already in section 3.3.2.2 that the interviewees will be allowed to express their views freely and in their own words. This is precisely the procedure that will be followed in this research to encourage the interviewees to air their views freely.

Field research: As pointed out in section 3.3.2.2, the semi-structured

interviews with the key-respondents will be conducted in their natural settings, that is at their respective schools.

Disciplined subjectivity: The researcher has a fair amount of experience in educational management and in-service training (see section 3.3.5). Although the researcher has gone through the ranks of head of department and his wish is for their continued training and development, he will attempt to be as objective as possible during the course of this study. In other words, he will do self-monitoring.

External validity refers to the degree to which findings can be generalised to the populations from which the participants were drawn. Generally, validity in qualitative research is largely determined by the extent to which the data represents the actual subjective experience of the participants (Le Compte, Millroy & Preissle 1992:644).

In qualitative research, the researcher usually does not aim at generalisation of results but the extension of the understanding, detailed descriptions that enable others to understand similar situations and extend these understandings in subsequent research (McMillan & Schumacher 1993:394). This implies that for researchers to increase their understanding of a particular phenomenon, they do not generalise the results to the population but have to allow the respondents to give information in a free and relaxed manner. This will increase external validity. In the case of this study, the respondents would be under no pressure but would be willing to make their views known about the topic under investigation to the researcher.

3.3.7   Reliability

Reliability in qualitative research refers to the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participant meanings from the data (McMillan & Schumacher 1993:385). Reliability is therefore immensely difficult for researchers interested in a naturalistic event or unique phenomenon because the qualitative process is somewhat personal, meaning that no investigator observes, interviews or studies documents exactly

like another (McMillan & Schumacher 1993:386). Qualitative researchers studying a single setting may therefore come up with different data and produce different results. In this particular study, there is one researcher who collects and analyses data in a uniform manner using reliable research procedures. Strategies to minimise threats to reliability will be discussed next.

3.3.7.7   Reliability of design

According to McMillan and Schumacher (1993:386-388), the following six factors can enhance reliability in design. These factors would be taken into consideration in this study to minimise threats to reliability.

(a)   The researcher's role
The importance of the researcher's social relationship with the participants requires studies to identify the researcher's role and status within the group. McMillan and Schumacher (1993:415) identify the five possible roles of researchers as observer, participant, observer participant, participant observer and interviewer. The researcher in this study played the role of interviewer (see section 3.3.2.2).

(b)   Respondent selection
Respondent selection, as a threat to reliability, is usually handled by careful selection (see section 3.3.3.1). The key-respondents were therefore carefully selected.

(c)   Social content
Qualitative research has the natural setting as the direct source of data that is why the question of content is so important for qualitative researchers. According to Mothata (2000b:127), social contexts influence data content and a description should be included of the people, time and place where events and interviews take place (see section 3.3.2.2).

(d)   Data-collection strategies
In this study, the interview is the only data-collection strategy (see section 3.3.2.1).

(e)   Data-analysis strategies

To explain how data would be analysed, the researcher must provide retrospective accounts of how data would be synthesised and identify the general strategies of data analysis and interpretation. Interview data will be analysed through the identification of coding categories (see section 3.3.4).

(f)   Analytical premises

The primary safeguard against unreliability is making explicit the conceptual framework which informs the study and from which prior research can be integrated or contrasted. The conceptual framework which informs this study was described in Chapter 1.

3.3.7.8   Reliability in data collection

Qualitative researchers commonly use a combination of eight strategies to reduce threats to reliability: verbatim accounts, low inference descriptions, multiple researchers, mechanically recorded data, participant researcher, member checking, participant review and negative cases. Strategies such as verbatim accounts and mechanically recorded data will be used in this research study.

(a)   Verbatim accounts

Verbatim accounts of conversations, interview transcripts and direct quotes from documents are highly valued as data. Researchers present in their studies extensive direct quotations from the data to illustrate participant meanings. Direct quotes will be used as far as possible in this study (see Annexure 4).

(b)   Low inference descriptors

Concrete, precise descriptions from the field notes and interview elaborations are the hallmarks of qualitative research and the principle method for establishing reliability of patterns found in the data. Thus, precise descriptions from the field notes and interview elaborations will be made when the data is being analysed.

(c)   Mechanically recorded data

In order to increase the reliability of the data, use will be made of a tape recorder to record all the semi-structured interviews and thereafter they will be transcribed (see Annexure 4).

3.4   LIMITATIONS OF THE STUDY

The introduction of a new system of education in South Africa in 1994 resulted in the issue of effective and efficient school management gaining prominence. In order to contribute to the effectiveness of school management teams and, in particular, heads of department, various in-service management training programmes were introduced, especially in the Mpumalanga Province. It was impossible for the researcher to note all the in-service training programmes in all the nine provinces. Consequently, the study will be confined to the role of the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop of School Management Teams on the performance of school heads of department in the Middelburg Circuits.

As indicated in section 1.5.2, the researcher made use of the interview as the dominant data-collection technique. Therefore, semi-structured interviews were conducted with a few key-respondents.

With regard to the data-collection technique, only seven key-respondents from the Middelburg Education Circuits would be interviewed to obtain an in-depth understanding of the research topic (see section 3.3.3.1). It may appear to some that the data collected through semi-structured interviews from such a small sample is inadequate. Since a purposeful sample of seven key-respondents was selected, it became unnecessary for the researcher to interview a large number of heads of department. Despite this limitation, however, it is hoped that the findings in this study will make education officials and the public at large aware of the importance of the in-service management training of heads of department not only in the Mpumalanga Province but worldwide.

3.5 CONCLUSION

In this chapter, the design and the methodology of the research was presented. This was done with reference to data collection, sampling, data analysis, declaration of subjectivity, validity, reliability and limitations of the study. A purposive sample of seven key-respondents will enable the researcher to obtain in-depth information on the topic under review. This chapter serves as a link between the literature review in Chapter 2 and the presentation and analysis of the interview data in Chapter 4.

Chapter 4 analyses the information gathered from the semi-structured interviews according to coding categories.

CHAPTER 4

DATA INTERPRETATION AND ANALYSIS

4.1 INTRODUCTION

Chapter 3 described the methodology employed in this study, including data collection, sampling, data analysis, declaration of subjectivity, validity, reliability and limitations of this study. In this chapter, the focus will be on the presentation, interpretation and analysis of the data gathered through the interviews held with the identified key-respondents. This chapter therefore seeks to establish the impact of current in-service management training programmes on the performance of school heads of department.

According to Hitchcock and Hughes (1994:95), analysis involves discovering and maintaining patterns in the data, looking for general orientations in the data and trying to sort out what the data are all about. Qualitative data analysis is primarily an inductive process of organising the data into categories and identifying patterns (relationships) among the categories (McMillan & Schumacher 1993:479). Therefore, during the analysis, an attempt will be made to work with the data, organising it, breaking it into manageable units, synthesising it, looking for patterns and deciding what is important. All this will be done through developing coding categories relevant to the study. In addition, background data, characteristics of respondents and the interview process will be discussed.

4.2 BACKGROUND DATA AND CHARACTERISTICS OF RESPONDENTS

The interviews were held in the second half of 2002 at the different schools of the respondents. The respondents consisted of six heads of department and a facilitator of the Whole School Improvement Workshop. It should be pointed out,

however, that four heads of department came from high schools and two from primary schools. All the respondents agreed that the interviews could be recorded on audio-tape provided the information was used for research purposes only. Before the interview, the anonymity and confidentiality of the respondents were assured and therefore the letters of the alphabet were used instead of their names.

Table 1   Respondents' experience as heads of department

Respondent	Experience as Head of Department in years
A	9
B	3
C	10
D	10
E (Facilitator)	12
F	16
G	9

From Table 1, it is clear that all the respondents are experienced heads of department. The facilitator (respondent E) of the Whole School Improvement Workshop, who was interviewed, is a principal of a local primary school. She is experienced in presenting in-service management training programmes. She presented programmes such as School Management and Leadership for a New South Africa organised by Teacher Opportunity Programmes (TOPS) and the Whole School Improvement Workshop. She was selected as one of the respondents for this study because of her knowledge, skills and experience in management.

4.3   OBSERVATIONS AND DISCUSSION OF THE INTERVIEW PROCESS

As mentioned, the interviews were conducted at the respective schools of the respondents (see section 4.2). In this section attention is given to the manner in which the interviews were conducted. According to McMillan and Schumacher

(1993:253), the interviewer must be friendly, relaxed, pleasant and appear interested in the welfare of the respondents. Accordingly, the researcher conducted the interviews in a friendly and relaxed manner. A good part of interviewing involves building a relationship, getting to know each other, and putting the subject at ease (Bogdan & Biklen 1992:96). The respondents were put at ease and the purpose of the interview was explained. In that way a good rapport was established.

The reception at all the interview locations was warm and cordial. In each case, prior arrangements were made in writing, by letter (see Annexure 3) and follow-ups were made telephonically. Therefore, all the respondents were well prepared for the interviews. Although the interviews were informal, the researcher had prepared an interview guide (see Annexure 1) so that all the core questions could be covered. Due to the busy schedules of the respondents, the interviews were only finalised in October 2002.

4.4   CODING CATEGORIES (KEY THEMES)

During the interviews the following coding categories or themes were identified:

 Orientation of school heads of department about their duties

 Attending of other in-service management training programmes

 The impact of current in-service management training programmes on the performance of school heads of department

 Further impact of current in-service management training programmes on the performance of school heads of department

 The needs of school heads of department for further training.

These coding categories assisted the researcher to analyse the responses. The coding categories identified led to sub-themes relating to the management tasks of heads of department, like planning, control, organising, motivation, decision-making, conflict resolution, problem solving, communication and the establishment of good relationships.

4.5   PRESENTATION AND DISCUSSION OF CODING CATEGORIES

4.5.1   Orientation of school heads of department

It is widely accepted that when a person has been appointed to a new job or position, orientation should be done before the person assumes duty. At times orientation takes place after the person has already assumed duty. Ramdass (1987:223; see section 1.1) emphasises that it is essential for heads of department to be trained on how to perform their duties. Against this background, the respondents were asked to indicate whether they were orientated or inducted about their duties when they were appointed as heads of department.

Regarding the issue of orientation, the respondents gave various responses:

> On appointment, we were not orientated but instead we were given
> a file to study and thereafter write a head of department test
> (respondent F).

Respondent F stated that she was not orientated when she became head of department, but instead was given a file to study on her own and thereafter write a test. Studying a file and then writing a test cannot be regarded as orientation because nobody was assigned to induct them as far as their duties are concerned.

Respondent D likewise was also not orientated. This caused problems for him in the sense that he did not know his duties as head of department and it was a matter of trial and error. He explained his concern as follows:

> We were not orientated about our duties as heads of department
> and we did not know our duties. It was a matter of trial and error
> and we were fumbling.

Respondent D stated further that he was able to cope with his management duties because he got assistance from fellow heads of department:

> No, I was not. In fact, some of the things one was surprised during interviews when we were asked about our duties as heads of department. It was a matter of trial and error.

Respondent A also indicated that she was not orientated as far as her duties as head of department are concerned and did not know what was expected of her as head of department.

> No, I was not orientated. I was totally blank.

Respondent G, like respondent F, was not orientated and was expected to write a head of department test:

> Yes, let me say firstly, when I was appointed I think in 1993, somewhere there, I was never orientated. I just wrote a head of department test for a certificate but really I was never orientated at the school.

Respondents B and C disagreed with respondents A, D, F and G. Respondent B confirmed that he was orientated in terms of his duties that he was supposed to do as head of department.   In addition to the orientation he was given a document to study. It appears that respondent B therefore found it easy to cope with his duties because he was orientated:

> I was orientated in terms of the curricular duties that I was supposed to can do. I was given a document that I had to study.

Respondent C agreed with respondent B in the sense that he, too, was orientated about his duties as head of department:

> Yes, I was orientated on how I should go about my duties as a head of department.

From the above responses it is clear that some heads of department were orientated and others not. This implies that there is no uniform policy in schools on the orientation of heads of department. It appears that the orientation of heads of department was optional because some schools orientated their heads of department and others did not. This created serious problems for heads of department who were not orientated because they did not know what was expected of them. Some school heads of department were totally ignorant of their duties and learnt most of the things from colleagues. This problem appears to have contributed to the existence of several managerial problems (see section 1.1). The fact that some were not orientated made it difficult for them to cope with their duties. It appears that those who were orientated found it easier to cope with their duties. It can therefore be assumed that the orientation of school heads of department is essential for the effective performance of their duties.

4.5.2 Attending of current in-service management training programmes

According to Ramdass (in Bedassi 1994:6), relevant, effective and ongoing in-service training should be provided to heads of department on how to perform their duties. In her view, the in-service training should be continuous and should emphasise their main tasks, like planning, directing, organising and control. The respondents were asked whether they attended the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams.

With regard to attending these in-service management training programmes, the respondents responded as follows:

> I attended an in-service training workshop organised by the
> Department of Education and the second one was for school
> managers in 2001. (Respondent A)

Respondent A attended two workshops, namely the Whole School Improvement Workshop and the Workshop for School Managers in the year 2001.

Respondent C indicated that he had attended two in-service management training programmes, that is the Whole School Improvement Workshop and the Workshop for School Managers organised by the South African Democratic Teachers' Union (SADTU). This indicates that teacher unions such as SADTU also play a role in contributing to the development of management skills, especially for their members who are heads of department. Respondent C said:

> I attended a few in-service training programmes, one in 2000 and
> the other one recently organised by SADTU.

Respondent E indicated that she had attended the School Management and Leadership for a New South Africa organised by Teacher Opportunity Programmes (TOPS), which is a non-governmental organisation, and the Whole School Improvement Workshop. This means that some non-governmental organisations are also actively involved in equipping school heads of department with management skills to be able to perform effectively. According to respondent E,

> The Whole School Improvement Workshop was the second one.
> The first one was the School Management Leadership for a new
> South Africa. I attended this programme in 1993.

Respondent D reported that he had attended two workshops, one during the time of the Department of Education and Training and the other, the Whole School Improvement Workshop. The one during the Department of Education and Training was the Top-Down programme.

> There is no one that I attended. In fact, one attended in-service
> training during the old system of the Department of Education and
> Training but later I did attend the Whole School Improvement
> Workshop.

Respondent G stated that he had attended several workshops, that is the Whole School Improvement Workshop, the Canada - South Africa Education

Management Programme and the Mpumalanga Primary School's Initiative (MPSI) which was not really meant for school heads of department but for teachers.

> Yes I did attend it and some other workshops, well I don't remember that much, but others were not really in management but they were just assessing and helping the educator.

Respondent B had only attended the Whole School Improvement Workshop organised through the Circuit Office:

> I attended the head of department in-service training programme organised by the Department of Education through our Circuit, Middelburg no 3.

Respondent F had also attended only one workshop, namely the Whole school Improvement Workshop that lasted for three days at Eastdene:

> I have attended the in-service management training which was held at Eastdene over three days.

From these responses it is clear that the respondents had attended several in-service management training programmes. All of them had attended the Whole School Improvement Workshop. It emerged that the respondents had attended other workshops, such as the Mpumalanga Primary School's Initiative, the Canada - South Africa Education Management Programme, the Workshop for School Managers organised by the Mpumalanga Department of Education (MDE), the Workshop for School Managers organised by the South African Democratic Teachers' Union (SADTU), the Top-Down Programme and the School Management and Leadership for a new South Africa organised by Teacher Opportunity Programmes (TOPS). The Mpumalanga Primary School's Initiative (MPSI) was a workshop meant for primary school teachers.

4.5.3 The impact of current in-service management training programmes on the performance of school heads of department

Some respondents had attended all the current in-service management training programmes, such as the Whole School Improvement Workshop, the Canada - South Africa Education Management Programme and the Workshop for School Management Teams (see section 4.5.2). It was therefore necessary to determine whether they had any impact on the performance of heads of department. Hence, the respondents were asked with reference to their tasks and sub-tasks to indicate whether their performance had improved after they had attended these programmes. The impact of these programmes with reference to the management tasks of school heads of department will be determined.

4.5.3.1 Planning

Marx (in Van der Westhuizen 1991:137) regards planning as the management task which is concerned with deliberately reflecting on the objectives of the organisation, the resources as well as the activities involved, and drawing up the most suitable plan for effectively achieving these objectives. Planning includes setting aims and objectives, policy-making, decision-making and problem-solving (Hoberg 1997:36). It is therefore essential for heads of department to have an understanding of how to do planning in their respective departments. The skills to do planning effectively can be acquired from workshops and other sources.

Against this background, respondents were asked whether they had acquired the skills on how to do planning after they attended the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams. Their responses indicate that they have some understanding of how to do planning because they involve their subordinates in planning and they do long-term and short-term planning.

Respondent B stressed that he and his subordinates do planning jointly during departmental meetings. He maintained that he always involves his subordinates when they do planning:

> I firstly call departmental meetings, that is where we do planning,
> because you've got to involve people in planning.

Although respondent C did not explain how he does planning he did indicate that he plans both his work as a teacher and also how he is going to control the work of his subordinates. He highlighted that

> … as head of department I have to plan both my work as a teacher
> and also I have to plan how I am going to control the work of my
> teachers.

Respondent C went further and explained that

> … every time at the beginning of the year or beginning of a quarter, I
> sort of make a plan in the form of objectives for the whole quarter
> which is in a way medium to long term and those objectives contain
> short term goals which have to be achieved daily or weekly.

Respondent C gave further information on planning and said he formulates objectives at the beginning of the year or at the beginning of a quarter. He maintained that he executes short-term objectives on a daily or weekly basis. For long-term planning he plans for a longer time, for the whole year:

> There is short-term planning and long-term planning in the sense
> that for short-term planning we plan for this year.

Respondent E explained how to draw up an action plan. She confirmed that her heads of department have to know what has to be done, who has to do it, when and how it should be done. She emphasized the importance of drawing up an action plan:

> Another thing is to draw up an action plan. To draw up an action
> plan … involves what it is that you want to do, who has to do it,
> when, and the most important thing what and how.

She explained further that her heads of department first do macro planning together with all other subordinates in a particular phase and thereafter do micro planning alone:

> First of all before they (heads of department) can go to their micro
> planning they first have to do macro planning which says that they
> have to work as a team.

Respondent F also shows an understanding of planning like respondents B, C and E. She emphasised that when they do planning they do it together:

> So, for planning, we come together and plan.

Respondent G also displays a good grasp of planning because he writes down he is going to do in his diary. This is important because he will refer to his diary and this will remind him:

> It did help me in improving the performance of my duties on planning.
> I need to plan especially where I need to write down everything I am
> going to do. So in your diary you need to indicate what duties you are
> going to perform every day.

From these responses it is evident that these school heads of department have a clear understanding of how to do planning. Respondent C emphasised the achievement of objectives, and also indicated that he does long-term and short-term planning. However, he stressed that he always involves his subordinates in planning. Involving subordinates in planning will promote teamwork which is essential for the joint achievement of the school's objectives. Respondent G indicated that he writes down everything he is going to do in his diary. Respondent E emphasised the importance of drawing up an action plan which will show them the tasks to be done, who should do it, by when and how it should be done. From these responses, it is evident that these heads of department have a sound grasp of how to do planning.

4.5.3.2   *Organising*

Stoner and Wankel (in Dlamini 1995:29) define organising as the way work is arranged and allocated among members of the organisation so that the goals of the organisation can be effectively achieved. Furthermore, according to Van der Westhuizen (1991:162), "In the context of a school, this means that organising as a management task subdivides various tasks and allots them to specific people so that educative teaching may be realised in an orderly manner. It follows that in the process of organising, duties and tasks, as well as responsibility and authority are allocated." According to Cronje, Hugo and Van Reenen (in Dlamini 1995:29) the best way to allocate duties is to allocate according to the abilities or qualifications of individuals. According to Hoberg (1997:37), organising includes creating an organisational structure, delegating and co-ordinating.

It should be borne in mind that the various management tasks are not dissociated from one another and therefore organising is linked to planning. According to Van der Westhuizen (1991:140), delegation should be carefully and thoroughly planned according to the level of responsibility and availability of staff. Hence, organising means allocating duties to subordinates. It is therefore essential for heads of department to learn the necessary skills to be able to organise their respective departments. This is important because as part of their duties they are supposed to plan how they are going to allocate duties correctly to their subordinates.

Against this background, the respondents were asked to explain whether they had learned organising skills. Their responses varied.

Respondent B emphasised the fact that the skills and abilities that subordinates have should always be taken into consideration when duties are allocated. Newly appointed teachers should never be given a lot of work so that they can first gain some experience.

> You see when you allocate duties you look at the skills a person has
> and the abilities a person has. You never give a teacher a lot of work
> when for the first time when he is starting to work.

According to respondent E, when duties are allocated, the abilities of the subordinates should be considered:

> They look at the strength of the school. They go to the score board
> and allocate according to the ability of the teacher.

Respondent G stressed that duties are allocated to both junior and senior teachers. This is so because the junior teachers must learn from the senior teachers. The senior teachers may act as mentors and in that way assist the junior teachers to cope with their work:

> If there are duties that I must do, I delegate them to the senior
> teachers. I sometimes also delegate to junior teachers if I see that
> they can do the work better.

Respondent C stated that duties have to be allocated in such a way that each subordinate knows exactly what is expected of him or her.

> I organise them in such a way that each one has to know exactly
> what he/she is supposed to perform as an educator.

Even though respondent D has no subordinates in his department, he confirmed that he organized his work:

> I am the only one in that department. I am just organizing what I
> would be teaching.

From these explanations, it is clear that these school heads of department have learnt the skills of organizing. Respondents B and E emphasized the importance of taking the skills and abilities of subordinates into consideration when duties are allocated. Respondent G stressed that difficult tasks should be allocated to more experienced and senior teachers. This is important because if subordinates lack the necessary skills and abilities to perform certain tasks, then it will be difficult for them to perform effectively. It would therefore be unwise to

delegate tasks to subordinates who did not have the skills and abilities because tasks would either not be executed correctly or might not be performed at all. It is therefore essential to delegate tasks according to the skills and abilities of subordinates. Respondent C attached importance to the orderly allocation of duties because every subordinate should know exactly what he or she has to perform. This would avoid confusion and overlapping of duties.

4.5.3.3   Control

Allen (in Van der Westhuizen 1991:216) describes *control* as "the work a manager does to assess and regulate work in progress and completed. Controlling is the manager's means of checking up." According to Hoberg (1997:37), controlling includes observation, evaluation and corrective action. Hence it is clear that control is the process through which the organizational activities are regulated in such a way as to facilitate the attainment of planned objectives and operations (Dlamini 1995:44; Robbins 1993:3). Control is related to planning because you plan how you are going to control. Control is therefore a vital task of school heads of department because they are expected to exercise some control in their respective departments to check on the work of their subordinates.

In the light of the above, the respondents were asked whether they had acquired the skills to do control in their respective departments.

Respondent B indicated that he used different methods such as a book and circulars. He checks the classwork books, homework books and the test books of learners fortnightly. However, he did not mention when he checks the workbooks of the teachers.

> You control through a book, you sometimes issue circulars to the teachers making them aware that you need to control or check the classwork books, homework books and test books every fortnight, so that at the end of the day you see that people are executing their work.

Respondent C responded that he checked the work of the learners and the teachers:

> I control whether teachers do give the learners work and I also
> control the work of the learners as submitted to me by the teachers.

Respondent F used a different way of control. She follows a time-table and a year plan according to which her subordinates submit their work for control and checks both the learners' and the teachers' books:

> I used to have a time-table according to which the grade 3's are
> going to submit their work files. We have a year plan at our school
> which we draw every year that on a certain date we have to submit
> our workbooks. We look at the workbooks, learners' activity books,
> schedules and registers.

Respondent G acknowledged that he controls the work regularly on a quarterly basis:

> I control the classwork quarterly.

From these responses it is evident that these school heads of department use different methods of control. Some use a book and circulars to inform subordinates when to submit their work for control. Furthermore, they control the learners' classwork books, homework books, test books and the teachers' workbooks on a regular basis. This they do by following a time-table or a year plan which indicates the dates on which the learners and the teachers have to submit their work for control.

4.5.3.4 *Motivation*

Van der Westhuizen (1991:194) regards motivation as the most important of all the management tasks. Marx (in Van der Westhuizen 1991:194) regards motivation as all the efforts used by the business leader or educational leader to

encourage his staff and colleagues to willingly achieve to the best of their abilities. Everard and Morris (1996:20) explain motivation as getting the best out of people. Coleman (1993:106) explain motivation as a driving force behind a person's actions. Therefore, motivation is a force that drives people to action. Motivation is one of the main tasks of school heads of department because they are expected to continually motivate their subordinates to perform to the best of their abilities. Therefore, it is important for heads of department to learn the skills of how to motivate their subordinates. Accordingly, the respondents were asked to comment on whether they had learnt the skills of motivating their subordinates.

The responses indicate that they use different ways of motivating their subordinates. According to respondent B,

> I have to motivate them because without motivation they feel demoralized.

Although respondent B did not really explain how he motivates his subordinates, he did, however, acknowledge the importance of motivation. If subordinates are not motivated, they will become demoralized and as a result the objectives of the school will not be achieved.

Respondent D made use of class teachers to assist with the motivation of learners because he has no subordinates in his department:

> Well in most of these classes we make use of class teachers to be speaking to their learners and motivating them.

Respondent F encouraged her subordinates to come and see the work of other subordinates who had performed well and in that way motivated subordinates to do their best.

> If our subordinates have worked well … we usually tell the others to come and see.

Respondent G explained his way of motivating subordinates by saying that he

invites his subordinates to come and listen when he presents his lessons and also to come and see how he plans his work. In that way his subordinates will learn the skills and be motivated to do their best:

> I invite them to come and listen and I show them my planning - so
> that they can see how to plan their work.

From these responses, there is little doubt that these heads of department have learnt the skills of motivation because they use different ways of motivating their subordinates. As respondent D has no subordinates, he makes use of class teachers to motivate the learners. Respondents F and G normally invite their subordinates to come and view the work of other subordinates who have done well. This gives them the opportunity to see how the work is done and in that way gain confidence. Having seen how the work is done will motivate them to do their best. All these ways are attempts by these heads of department to motivate their subordinates to perform better. The method of viewing the work of fellow subordinates and even the work of the head of department is important because it helps them understand how they should perform.

4.5.3.5   Decision-making

Decision-making is a major responsibility for all heads of department because they are expected to take decisions in their respective departments. How they take decisions will influence the success of their departments. According to Dlamini (1995:17), decision-making is "the process of making a choice between two alternatives". Robbins and Marx (in Van der Westhuizen 1991:152) describe decision-making as "a process of consciously choosing the most suitable way of acting to solve or handle a particular problem or situation once the various alternatives and possibilities have been considered for the achievement of the desired goal'. Against this background, the respondents were asked whether they understood how to take decisions. According to respondent B,

> When I take decisions, I sometimes involve my subordinates.
> Sometimes I make decisions for them in situations where they can't
> decide on their own.

Respondent B emphasized the importance of involving subordinates and thereby taking joint decisions. In cases where they have problems in deciding on a matter, he makes decisions for them. This is still in line with good decision-making. Hersey (in Van der Westhuizen 1991:157) maintains that there is no proof that democratic decision-making, that is group decision-making, is more effective than decisions which are made by one individual only. It is, however, advisable to involve everyone whenever decisions are taken so that the decision is supported unanimously.

Respondent C emphasized that he takes all alternatives into consideration by studying the problem from all sides before taking the best alternative:

> If I have to decide on a particular issue, I have to look at the problem
> at hand from all angles. I have to look at the problem from all sides
> so that I could make a proper decision.

Respondents D, F and G concur with respondents B and C in the sense that they take joint decisions with their subordinates. Issues are first discussed to reach consensus and thereafter the best decision is taken:

> We take joint decisions during heads of department meetings with
> the principal. (Respondent D).

> When we make decisions, we are no more stressing that I am the
> one who must make decisions. We come together and discuss.
> (Respondent F)

> We take decisions by debating some facts and thereafter we reach
> consensus and thereafter we take decisions. (Respondent G)

From the responses given, it is clear that all these school heads of department put a lot of emphasis on joint decision making. All of them confirmed that they always involve their subordinates in decision-making. Before decisions are taken, matters are discussed or debated and consensus reached. Debating issues implies that all alternatives are considered and the best decision taken.

In cases where subordinates cannot take a decision on a certain mater, the head of department would consult them first and thereafter take a decision on their behalf.

4.5.3.6   Conflict resolution

Conflict is inevitable when two or more people work together. Conflict is therefore bound to happen between heads of department and their subordinates or among subordinates themselves (see section 2.3.1.3 [c] and section 2.3.2.3 [4]). According to Basson and De Beer (2003b:33) conflict occurs because of disagreements or incompatibilities between, among and within individuals, groups and organizations. Conflict is therefore bound to happen because people are not the same. People think and act differently. School heads of department are, therefore, supposed to learn the skills to be able to deal effectively with conflict for the effective functioning of the school. For this reason, it is essential for heads of department to be thoroughly trained in effective conflict resolution otherwise it will be difficult for them to do justice to the key role they fill.

All the respondents indicated a similar understanding of how to deal with conflict. Respondent B acknowledged the fact that when there is conflict between subordinates, he would listen to both subordinates to get a clear understanding of the conflict. He would always try to be neutral and not to take sides when resolving conflict:

> I call them both and listen to both sides but I do not take any sides.

Respondent C responded that he would analyse the conflict before making a decision on how to resolve it:

> As a manager I look at the different size of the conflict, I analyse
> what the problem is and I take it as it comes.

Respondent D emphasized that he would get information about the conflict from both parties before resolving it in such a way that both parties are satisfied, that is he would look for a win-win situation:

Regarding conflict between two teachers, one should listen to both teacher A and teacher B and find out where the conflict is. Whenever you are resolving conflict, you must have a win-win situation. One must not downplay one party at the expense of the other party. One must always try for a win-win situation.

Respondent E indicated that hear heads of department would also listen to both explanations, analyse the conflict and thereafter act as mediator:

What I have observed is when they deal with conflict, they get information from both parties, weigh the problem and act as mediator between the two.

Respondent F emphasized the need to apologize if someone had done wrong. In cases where the conflict was not resolved, she would sit down with them and jointly look for a solution that would be acceptable to both of them:

If a parent comes and claims that an educator hasn't treated her child well, I will listen to the parent and call the teacher to find out what happened. If the parent is wrong, I usually say that she must apologize. If the teacher is wrong, I usually say that the teacher must apologize. If they are not satisfied, then we sit down with the parent and the educator to look for a solution.

Respondent G agreed with all the other respondents in that he, too, would analyse the conflict and be neutral, thereby resolving the conflict in an amicable way to the satisfaction of all parties.

I look at the gist of the conflict, where it started and I don't take sides of the matter. I look at the matter and try to resolve it amicably.

It is evident from these respondents that all the respondents demonstrated competence in conflict resolution. All the respondents agreed that they first tried to get explanations from both parties and they themselves never take sides. They would determine the root cause of the conflict and weigh all possible

solutions. Thereafter they would try to reach for a win-win solution so that both parties were satisfied. They also indicated the importance of acting as mediator.

The best way of resolving conflict is to explore ways and means for an amicable solution so that all parties are satisfied. It is advisable that the head of department should always act as mediator. In this way a lasting solution will be created.

4.5.3.7   Problem solving

Educational managers are confronted daily with various problems in their settings (Mpumalanga Department of Education 1999c:31; see section 2.3.2.3 [b]). Problems may be caused by the following factors: stating solutions without proper definition; poor communication within a group; premature conclusions; poor team climate; lack of techniques and skills; pressures for conformity; poor motivations; and group think (Basson & De Beer 2003b:25). It is thus important for school managers to learn the skills to solve problems because problems may become barriers to effective management. According to Van der Westhuizen (1991:315), should the educational leader or any other colleague in the team have a problem with someone, it is best to talk it over immediately and listen to both viewpoints. The respondents were asked to explain how they solved problems in their departments.   According to respondent D,

> Well, possibly one party may come up with a solution and the other
> party may also come up with a solution. In most cases you could
> join both ideas and then as I said have a win-win solution where both
> parties are winning.

Just as in the case of conflict resolution, respondents D and B emphasized the importance of getting suggestions from the parties concerned and looking for a win-win solution where they would all be satisfied:

> Sometimes you've got to call the one you are engaged with so that at
> the end of the day that conflict is solved amicably. (Respondent B)

> In most cases anyway people are resourceful, they may come up with
> a solution. (Respondent D)

Respondent D went on to explain how problems can be solved:

> All problems are surmountable, we must sit together and look for a
> solution.

Respondent F was in favour of a more friendly approach because she would ask the wrong party to apologize and would never shout at an educator in front of a parent even if the educator was wrong:

> I don't shout at an educator in front of the parent.

The responses for problem solving were similar to those of conflict resolution (see section 2.3.1.3 [d]; section 2.3.2.3 [b]) because in both cases the conflicting parties are called to explain both sides of the story. Thereafter the best solution is sought after considering all viewpoints. In both problem solving and conflict resolution, both parties have to be satisfied to have lasting peace.

It is clear that the respondents understand how to deal with conflict and problems in their respective departments.

4.5.3.8   Communication

According to Van der Westhuizen (1991:205), no management can take place without communication. In other words, all other management tasks cannot be executed without communication. For example, conflict cannot be resolved if the conflicting parties are not communicating with each other. The same holds for problem solving, planning, organizing, control, motivation and decision-making. All these tasks can only be executed if people are communicating. Accordingly, communication is the following important task of the educational leader (Van der Westhuizen 1991:205). Communication can therefore be defined as "the mutual exchange of ideas and interpretation of messages" (Van Schoor in Van der Westhuizen 1991:205). Against this background, the respondents were asked to comment on how they communicated with their subordinates.

Respondent B favours two-way communication in the sense that he would listen to the grievances of his subordinates and discuss them with the school management team (SMT). Proposals from subordinates would be acceptable if they were to the benefit of the school:

> Well, communication goes in two ways. You sometimes listen to their grievances and if they bring up proposals you look into them and discuss them with the SMT (School Management Team). If it is for the benefit of the school, you definitely have to take those proposals.

At times to promote two-way communication, respondent B would call departmental meetings where they would do planning jointly with subordinates:

> I firstly call departmental meetings, then that is where we do planning.

Respondents F and G also stressed the importance of two-way communication:

> We come together and have a two-way communication. (Respondent F)

> Yes, I give them directives and they ask questions but if they do not understand they come back to me. So it is two-way communication, it is not one way. So if they come with ideas, I accept their ideas. (Respondent G)

Respondent A stressed the importance of coaching. She would coach her subordinates in an attempt to improve performance:

> … and also engaged in improving the subjects and coach educators and see to it that they are doing their work correctly and advise them to improve where they are lacking.

Respondent C also stressed the importance of two-way communication by saying that he normally gave his seniors feedback about the situation in his department:

> I have to give my seniors report backs about all the work which is
> done in my department.

Because respondent D has no subordinates in his department, he communicated with other teachers by asking them to assist with the marking of psychological tests:

> … but one has got to ask teachers to be helping here and there …
> to mark the psychological tests.

These responses emphasize that the school heads of department use various ways to communicate with their subordinates. They indicated that they call departmental meetings, listen to grievances of their subordinates, coach and advise their subordinates to improve, give their seniors regular feedback about progress in their departments, sometimes ask other teachers to assist with the marking of psychological tests, give directives to subordinates, encourage their subordinates to ask questions if they don't understand, and sometimes would accept the suggestions of their subordinates. These different ways of communication emphasize two-way communication which is recommended for maintaining teamwork and for motivating subordinates to give their best performance.

4.5.3.9   *Relationships*

Many people regard the building of relationships as extremely important. De Witt (in Van der Westhuizen 1991:183) explains that schools will only become truly effective if the building of good relationships receives attention by educational leaders and, in this case, heads of department.   According to Van der Westhuizen (1991:183), the type of person an educational leader is and how he/she establishes and maintains relationships are more important for education than the best teaching methods. It is therefore evident that the building of relationships is very important in schools. School heads of department therefore have to learn the skills and techniques of building and maintaining good relationships with subordinates and colleagues.

In the light of the above, the respondents were asked to explain how they built

and maintained good relationships in their respective departments. Although respondent B did not really explain how he established and maintained good relationships, he did emphasize the importance of good relationships in his department. He emphasized that good relationships create a healthy atmosphere which is important for team work:

> It is important because at the end of the day it creates a healthy atmosphere.

Respondent C stressed the importance of reconciling the conflicting parties to promote good relations among members of his department. This is important because if relations are strained it becomes difficult for subordinates to perform optimally. Good relations should always prevail to retain a team spirit among members of a department:

> If I notice that there is an unhealthy relationship between any two or three members in my department, I try my best to talk to the parties concerned to try to reconcile their differences.

Respondent D emphasized accessibility and availability. He explained that he, as a head of department, should always be accessible to the teachers and learners. Being accessible to subordinates and learners makes it possible for the head of department to solve the problems that they may have:

> Yes, as a Guidance teacher one should always be accessible… if teachers have problems they come to me as an elder and we are able to share some ideas and solve their problems.

Respondent G reported that he and his subordinates not only came together for school work but socialized in order to know each other better. In this way good relationships are maintained:
> So, we always come together not only for school work but to socialize so that we know each other. The relationship in that way grows even if we come to work we do not have problems.

Respondent F emphasized the importance of discussion and finding joint solutions. Discussing issues and finding joint solutions is important because the

ideas of the subordinates are taken into consideration and this promotes teamwork:

> Everything we do, we come together and discuss it and then find solutions.

From these responses, it is clear that the heads of department understand how to build and maintain good relationships with their subordinates. Good relationships are established by discussing issues and taking joint decisions. The head of department is always available to both learners and teachers to solve problems that they may have. Differences between subordinates are solved by reconciliation and this, in turn, promotes teamwork.

4.5.4 Further impact of current in-service management training programmes

Current in-service management training programmes, such as the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams, also contributed to a large extent to the acquisition of skills in other areas, such as developing a vision and a mission statement, change management, creation of order and teamwork. These tasks also form part of their duties because heads of department are expected to assist in developing a vision and mission of a school. Furthermore, heads of department are supposed to work together with their subordinates as a team. This is why some respondents mentioned improvement in these areas. According to respondent A,

> One area I feel assisted is the area on conflict management and change management.

As change is inevitable in these changing times (see section 1.1), it is important for school heads of department to learn and accept change, hence the acknowledgement of respondent A that she had been trained in change management.

Respondent B emphasized that the training that he received gave him the

confidence to run his department effectively. He now had full authority to manage his department with confidence.

> After I was trained, I had authority … it has made me improve in handling order within my department.

Respondent E merely emphasized that the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams contributed her heads of department acquiring skills in developing a vision and mission for the school and that they are now able to work together with their subordinates as a team:

> Working as a team, that is, teamwork. They were able to think deeply, intensively on how to develop a vision and a mission statement of the school.

Developing a vision and mission for the school is very important because it gives direction. Working as a team is also important because it promotes good relationships (see section 4.5.3.9).

4.5.5 Other needs of school heads of department for further training

From the interviews it emerged that the Canada - South Africa Education Management Programme (CSAEMP), the Whole School Improvement Workshop and the Workshop for School Management Teams had not covered all the needs of heads of department. The respondents mentioned that there were still other needs that need to be addressed by future workshops. For example, respondent B stated that

> "especially the portion on school governance needed to be dealt with."

Although school governance is not really one of the management tasks of heads of department, it is, however, essential for them to know how the school is governed by the School Governing Body (SGB). Respondent D's main concern was that these current in-service management training programmes did not

address the issue of teacher discipline. In his view, these in-service management training programmes did not succeed in equipping him with the skills to deal with misconduct and ill-disciplined teachers:

> … most of the things I spelled out there are not practical in our schools. You cannot discipline a teacher. If a teacher becomes disobedient or does not follow the rules and so on, in our schools it is very difficult.

Respondent D, therefore, felt that future workshops should address the issue of teacher discipline. Respondent E stated that financial management and the supervisory process were not covered by these current in-service management training programmes. Financial management is very important because school heads of department have to draw up budgets for their respective departments and to spend the money wisely. Supervision or the supervisory process is also very important because heads of department should have the skills to supervise their subordinates. According to respondent E,

> I would say that this programme hasn't addressed all the needs of heads of department. There are topics that were touched upon and there are topics that were not touched upon. For example, financial management. Another aspect that I think must be addressed is the supervisory process.

4.6 CONCLUSION

This chapter discussed the interpretation and analysis of the data obtained by means of semi-structured interviews held with the seven key respondents.

The researcher gave a brief background of the characteristics of the key-respondents (see section 4.2). Then the interview process was discussed (see section 4.3) and the coding categories or themes were identified (see section 4.4) and discussed (see section 4.5).

Regarding orientation, all the respondents, except two, indicated that they were not orientated when they were appointed as school heads of department. It emerged that those who were not orientated experienced a lot of problems

because they did not know what was expected of them. In most cases, it was trial and error. What assisted them to cope with their duties was that they were assisted by fellow heads of department. It is also clear that some schools have no uniform policy on the orientation of heads of department.

Regarding the impact of the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams, it is clear that they played an important role in equipping heads of department with management skills. Planning, organizing, controlling, conflict resolution, problem solving, motivational, decision-making, communication, and good relationship skills were acquired. It can therefore be concluded that these in-service management training programmes made a significant contribution to the acquisition of management skills of heads of department.

From the interviews, it emerged that the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams also played a role in improving the competence of heads of department in areas such as developing a vision and mission for the school, restoration of confidence to be able to manage with authority and the ability to work as a team.

The Canada -South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams, however, have shortcomings in the sense that they did not address all the training needs of heads of department. Needs such as dealing effectively with teacher misconduct, financial management and the supervision of subordinates need urgent attention.

Chapter 5, which concludes the study, discusses the findings and makes recommendations for further research.

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1   INTRODUCTION

The purpose of this study was to investigate the impact that current in-service management training programmes have on the performance of school heads of department in the Mpumalanga Province. This chapter summarises the study, presents the findings, and makes recommendations for educational provision as well as further research.

5.2   SUMMARY OF THE STUDY

This study was divided into five chapters.

Chapter 1 introduced the research problem and covered the statement of the problem, aims of the study, demarcation of the study, the research methodology and definitions.

Chapter 2 discussed the literature review of current in-service management training programmes for school heads of department in the Mpumalanga Province. The literature review indicated that the following in-service management training programmes were used to train school managers such as principals, deputy principals and heads of department: the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams. These in-service management training programmes played a significant role in the upgrading of management skills of school managers.

Chapter 3 discussed the research design, including data collection, sampling, data analysis, declaration of subjectivity, validity and reliability. The data for this

study was primarily collected through semi-structured interviews conducted with the seven key-respondents (see section 4.5).

Chapter 4 presented the interpretation and analysis of the data. Semi-structured interviews were held with six school heads of department and the facilitator of the Whole School Improvement Workshop. For easy analysis and interpretation, the responses of the key-respondents were grouped around coding categories (see section 4.4).

This chapter presents the findings, recommendations and conclusion.

5.3   FINDINGS

The findings of this study are discussed below under various headings.

5.3.1   Current in-service management training programmes

The study revealed that current in-service management training programmes such as the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams were the programmes used in the Mpumalanga Province to train school managers such as principals, deputy principals and heads of department (see sections 2.4.1 and 4.5.2).

These initiatives by the Mpumalanga Department of Education are attempts to improve the management skills of all school managers like principals, deputy principals and heads of department. School heads of department therefore, benefited from these initiatives (see section 4.5.3).

5.3.2   Orientation of heads of department

The empirical study revealed that there is a lack of uniformity in the orientation of school heads of department. Some schools in the Middelburg area orientated their heads of department and others did not (see section 4.5.1). Respondents

B and C confirmed that they were orientated. However, respondents A, D and F confirmed that they were not orientated when they were appointed heads of department (see section 4.5.1). The fact that some heads of department were not orientated caused serious problems. For instance, respondent D found it difficult to cope with his management duties. In order to do so, respondent D got assistance from fellow heads of department (see section 4.5.1).

It can therefore be concluded that due to a lack of uniformity in the orientation of heads of department, there was no uniform policy on their orientation. Orientation of heads of department was regarded as optional.

5.3.3   Other in-service management training programmes

The study revealed that, in addition to the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop, the Workshop for School Management Teams, the respondents attended several other in-service management training programmes (see section 4.5.2). Respondent C attended the Workshop for School Managers organized by the South African Democratic Teachers' Union (SADTU) and respondent E attended the School Management and Leadership for a New South Africa workshop organized by Teacher Opportunity Programmes (TOPS). Respondent G attended the Mpumalanga Primary School's Initiative (MPSI) workshop and the Canada - South Africa Education Management Programme.

Apart from the MPSI, the above-mentioned in-service management training initiatives were aimed at improving the management skills of school managers, such as principals, deputy principals and heads of department. School heads of department therefore gained substantially from these programmes (see section 4.5.3).

5.3.4   Improvement in performance of heads of department

One of the most important issues to emerge from this study is that current in-service management training programmes, such as the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop

and the Workshop for School Management Teams, made a significant contribution in the improvement of the management skills of heads of department, particularly in the execution of the following tasks (see section 4.5.3):

Planning: The study revealed a marked improvement in the planning skills of the respondents (see section 4.5.3.1). The way in which they do planning suggests that they have mastered the skills of planning. For instance, they involve their subordinates; and do long-term and short-term planning.

Organising: The respondents showed an improvement in the area of organizing (see section 4.5.3.2). Organising means allocating duties to subordinates (see section 4.5.3.2). The best way of organizing is to allocate tasks according to the abilities or qualifications of subordinates. Respondents B, C, D, E, F and G showed an improvement in the area of organizing because they allocated duties to the abilities and/or experience of educators.

Control: Control is one of the most important tasks of school managers (see section 4.5.3.3). This empirical study found that respondents B, C, F and G use various methods in exercising control in their respective departments (see section 4.5.3.3). For example, respondent B uses a book, and respondent …… uses a time-table or a year plan for control. Although respondents C and G did not explain how they exercise control, they did indicate that they control the learners' classwork and the teachers' workbooks on a regular basis (see section 4.5.3.3).

Motivation: Motivation is regarded as the most important of all the management tasks (see section 4.5.3.4). It is therefore essential to master the art of motivation. The respondents showed an understanding of how to motivate their subordinates (see section 4.5.3.4). Although respondents A, B, C, D and E did not explain how they motivate their subordinates, they did acknowledge the importance of motivation.

Decision-making: This study revealed that respondents B, C, D, E, F and G

had acquired the skills of taking decisions (see section 3.4.3.5). They explained that before a decision is taken, issues are discussed and all the views of subordinates are taken into consideration. Furthermore, before a decision is taken, the various alternative views of subordinates are considered and thereafter the best alternative is taken (see section 4.5.3.5). If the views of subordinates are taken into consideration, then they support such a decision. In this way joint decisions are taken.

Conflict resolution: The data indicated that all the respondents had acquired the skills of dealing effectively with conflict (see section 4.5.3.6). As mentioned earlier, conflict occurs because of disagreements or incompatibilities among and within individuals, groups or organizations (Basson & De Beer 2003b:33). Conflict is therefore inevitable when two or more people work together. All the respondents agreed that the best way of solving conflict between two people is for both sides to be heard so that a win-win solution can be found (see section 4.5.3.6). It is therefore in the interest of peace that a win-win solution is found so that both parties are satisfied (see sections 2.4.2.3 and 4.5.3.6).

Problem-solving: The findings indicated that respondents B, D and F had acquired the skills to deal effectively with problems (see section 4.5.3.7). Like conflict, the main point to consider when dealing with a problem between two people is to listen to both sides and to look for a win-win solution (see section 4.5.3.7). This is important because both parties will be happy and will therefore respect the solution.

Communication: The empirical study revealed that respondents A, B, C, D and F had acquired the skills of communication (see section 4.5.3.8). This is evident because they used two-way communication, which is regarded as the best way of communicating because the views of subordinates are taken into consideration. Respondent A practiced two-way communication during coaching sessions and respondent C gave his seniors regular feedback (see section 4.5.3.8).

Relationships: The empirical data revealed that respondents B, C, D, F

and G succeeded in building good relationships with their subordinates (see section 4.5.3.9). These respondents showed competence by using various methods of building good relationships (see section 4.5.3.9). Respondent C indicated that the best way to build good relationships is to reconcile differences between subordinates. Respondent D promoted the building of good relationships by assisting subordinates to solve their problems.

Respondent G emphasized the importance of socializing with subordinates while respondent F emphasized discussing problems and finding mutually acceptable solutions (see section 4.5.3.9). All these explanations indicate that the respondents have acquired the skills of building good relationships with their subordinates.

5.3.5 Further impact of current in-service management training programmes

Developing a vision and a mission

Current in-service management training programmes, such as the Canada - South Africa Education Management Training Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams, also contributed significantly in improving the knowledge and skills of some heads of department in developing a vision and a mission (see section 4.5.4).

Promotion of teamwork

The interview data indicated that heads of department who serve under respondent E developed the skills of teamwork (see section 4.5.4). Working as a team is important because people will find it easier to achieve the school's aims and objectives. However, it is difficult to achieve the school's aims and objectives if people do not work together because individuals will be striving to achieve their own aims and objectives (see section 4.5.4).

Managing change

Managing change is one of the skills which was learned. For instance, respondent A confirmed that the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop equipped her with the skills to manage change effectively (see section 4.5.4). Several changes have occurred in South Africa since 1994 (see section 2.4.2.3a). It is therefore essential for heads of department to manage change effectively so that they are able to cope with the changes that confront them on a daily basis.

5.3.6   Other needs of heads of department

This study revealed that not all the needs of heads of department were covered by current in-service management training programmes such as the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams (see section 4.5.5). Needs such as school governance, dealing effectively with teacher discipline, financial management and supervision need urgent attention (see section 4.5.5).

It can therefore be concluded that programmes such as the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams have shortcomings in the sense that not all the needs of heads of department were addressed (see section 4.5.5).

5.4   RECOMMENDATIONS FOR EDUCATIONAL PROVISION

In this section and against the above background, attention is drawn to the range of implications for educational provision that have suggested themselves on the basis of this study. It is proposed that the following recommendations will contribute to the improvement of the in-service management training of school heads of department, not only in the Mpumalanga Province but in the whole of South Africa.

5.4.1   Orientation of heads of department

This study revealed that there is a lack of uniformity among some schools in Middelburg in the orientation of heads of department (see section 4.5.1). Some schools orientated their newly appointed heads of department and others did not (see section 4.5.11). Orientation is an important issue, not only for heads of department but for principals and deputy principals as well. The researcher recommends that it should become compulsory for schools to orientate their newly appointed heads of department not only in the Middelburg area but in the entire Mpumalanga Province. This should improve the performance of heads of department.

5.4.2 Attending current in-service management training programmes

The attendance of other current in-service management training programmes, like those organised by the South Africa Democratic Teachers' Union and Teacher Opportunity Programmes (see section 4.5.2), should be encouraged. Attending these programmes may contribute to the improvement of the performance of heads of department.

5.4.3 School-based in-service management training

The importance of the continuous in-service management training of school heads of department was highlighted in this study (see section 4.5.2). School-based in-service management training is in-service management training offered at school level. The school principal can play a crucial role in training heads of department at school level. There would then be no need to wait for the training offered by the education department. It is recommended that the continuous in-service management training of school heads of department be sustained by the implementation of school-based in-service management training.

5.4.4 Other needs of heads of department

This study revealed that the following needs of heads of department were not covered by current in-service management training programmes: school governance, dealing effectively with teacher discipline, financial management and teacher supervision (see section 4.5.5). Apart from school governance, the other needs form an integral part of the duties of heads of department and,

therefore, there is a need for further training in these areas.

5.4.5   Pre-service teacher training

There is no management training during pre-service teacher training (see section 1.1). Educators therefore enter the teaching field without the necessary management skills. This creates a problem because when they are promoted to either a head of department or a principal's post, they find it difficult to cope with their management tasks and, as a result, experience a number of managerial problems (see section 1.1). In order to tackle this problem, it is recommended that management training should form part and parcel of pre-service teacher training.

5.4.6   Management training offered by other bodies

The study revealed that other bodies like the South African Democratic Teachers' Union (SADTU) and Teacher Opportunity Programmes (TOPS) made a contribution in the management training of heads of department (see section 5.4.2). It is recommended that bodies such as SADTU and TOPS be encouraged to assist with the in-service management training of heads of department.

5.4.7   Compulsory in-service management training of heads of department

The empirical study revealed that not all the respondents had attended the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams (see section 4.5.2). For example, respondent A attended the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop; respondent C the Whole School Improvement Workshop and the Workshop organised by SADTU; respondent D, the Whole School Improvement Workshop and the Top-Down Programme organised by the former Department of Education and Training; and respondents B and F attended the Whole School Improvement Workshop only. The researcher recommends that it become compulsory for all heads of department to attend all the current in-service

management training programmes so that their continuous training can be maintained.

5.4.8 Correspondence courses

The literature review revealed that there are various methods of presenting in-service management training programmes like workshops, short week-end courses, short evening courses, short courses during day-time, single lectures, conferences, one-term full-time courses, seminars and correspondence courses (see section 2.3). In order to sustain the continuous training of school heads of department, it is recommended that, in addition to school-based in-service management training and in-service management training provided by the Mpumalanga Department of Education, correspondence courses in educational management be considered as a viable option, especially for heads of department who are already in service.

5.4.9 School governance

Although school governance does not really form (see section 4.5.5) part of the management tasks of heads of department, training in school governance is important for all educators because some of them may be elected to become members of the school governing body. If educators have been trained in school governance, they may find it easier to serve on the school governing body. For this reason, it is recommended that educators and members of the school management team (principals, deputy principals and heads of department) be trained in school governance.

5.5   RECOMMENDATIONS FOR FUTURE RESEARCH

The in-service management training of school heads of department needs urgent attention in these constantly changing times in South Africa (see section 1.1). The impact of in-service management training programmes such as the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams should be researched across a wider range of heads of department in all three Mpumalanga education regions, namely Nkalanga, Gert Sibande and Ehlanzeni. This can be achieved through quantitative research to obtain a more holistic view

of the impact of these programmes on the performance of heads of department in the entire Mpumalanga Province.

The impact of other in-service management training programmes like the ones presented by SADTU and TOPS (see section 4.5.2) on the performance of heads of department should also be researched.

This research study investigated the impact of current in-service management training programmes on the performance of heads of department in the Mpumalanga Province (see section 1.3). It is therefore recommended that the impact of the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams on the performance of principals and deputy principals in the Mpumalanga Province should be researched.

5.6   CONCLUSION

The purpose of this study was to investigate the impact of current in-service management training programmes such as the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams on the performance of heads of department in the Mpumalanga Province. The study revealed that these programmes were instrumental in upgrading the management skills of heads of department, especially with regard to their management tasks, such as planning, organising, control, motivation, decision-making, conflict resolution, problem-solving, communication and the establishment of good relationships (see section 4.5.3). It is therefore crucial for heads of department to receive relevant and continuous in-service management training in order to improve their performance.

The study also revealed that heads of department who were orientated found it easier to cope with their management tasks (see section 4.5.1). This implies that orientation improves the performance of heads of department and needs to be done.

It also emerged from the study that bodies like SADTU and TOPS (see section 4.5.2) contributed to the in-service management training of heads of department.

It is therefore crucial to allow such bodies to assist in the training of heads of department. In this way, the continuous training of heads of department can be assured.

The study also revealed that programmes such as the Canada - South Africa Education Management Programme, the Whole School Improvement Workshop and the Workshop for School Management Teams, have shortcomings because they did not address all the needs of heads of department, such as school governance, dealing with teacher discipline, financial management and supervision (see section 4.5.5). It can therefore be concluded that these programmes did not meet all the expectations of heads of department and need to be reviewed.

Educators who are promoted to the position of head of department face many challenges, such as ensuring that their management tasks are performed effectively and efficiently. These challenges can be overcome if heads of department are trained for their positions. Therefore, in order to perform effectively, management training is crucial for the effective and efficient performance of management tasks. In other words, in-service management training influences the performance of heads of department. In the light of this, this study calls for the continuous in-service management training of school heads of department so that they can realise their potential in the performance of their management tasks.

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ANNEXURE 1

INTERVIEW GUIDE
(Core questions)

What in-service management training and development programmes have you attended since your appointment as a head of department?
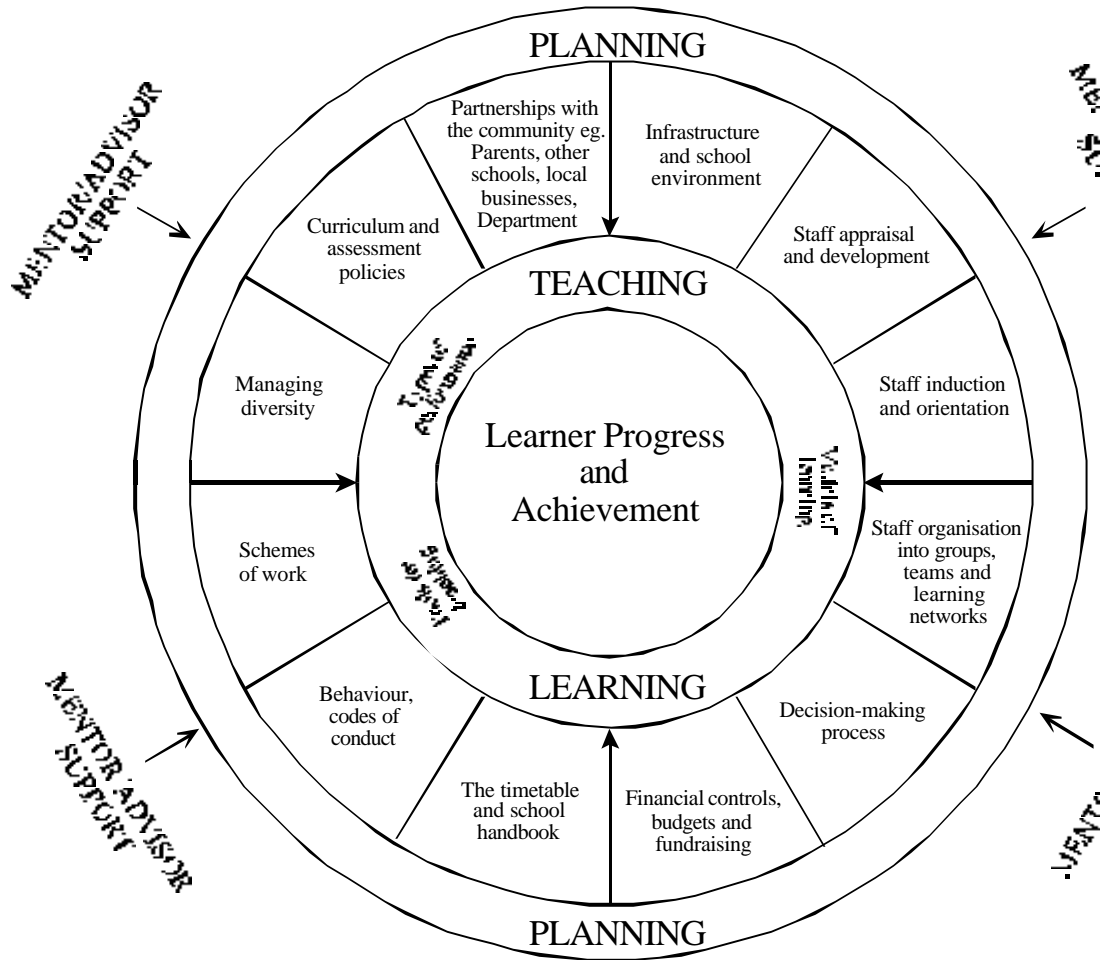
How did those in-service management training programmes impact on your performance as a head of department?

After the training, did your management skills improve? Please explain.

In which areas of educational management do you still need training as a head of department? Explain why.

ANNEXURE 2

MANAGING AND LEADING SCHOOLS IN SOUTH AFRICA: A FRAMEWORK

Source: David Hopkins (in School Management Team 1999:5).

ANNEXURE 3

P O Box 2648
MIDDELBURG
1050
30 July 2002

Dear Head of department

I am currently conducting research on *In-Service Management Training Of School Heads Of Department In The Mpumalanga Province*. To be able to do this effectively, I request to have an interview with you to get information regarding the impact of current in-service management training programmes on your performance as head of department. The said interview is scheduled to take place at your school at 14h00 on a day that will suit you.

I further request to record the interview which will strictly be used for research purposes only.

Thanking you in anticipation

Yours faithfully

AZS MAKHOBA

ANNEXURE 4

RESPONDENT A

Date: 12 September 2002   **Time: 14h00**

1.   **What in-service management training programmes have you attended since your appointment as head of department?**

I attended a workshop organised by the Department of Education on school managers. I also attended the second one also organised by the Department of Education in 2001 for school managers.

2.   **Were those the only in-service management training programmes that you attended?**

Yes.

3.   **When you were appointed as head of department, were you orientated about your duties?**

No. I was not orientated. I was totally blank.

4.   **Do you really think that your performance as head of department improved after you attended the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop? Give specific examples.**

Yes. One area in which I feel assisted is the area of conflict management and also the area on change management. These two areas.

5.   **Do you really think that the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop assisted you in improving your performance as head of department?**

Yes. They did.

6.   **Concerning your needs as head of department, do you think that all your**

needs were addressed by the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop?

Not necessarily. Why I say this is because some of the areas, especially those that involve the work that heads of department are doing, like for instance being in charge of the work, the duties of heads of department were not addressed. The focus was on change management and conflict management, but the area on what heads of department are supposed to be doing was not addressed.

7.   **Do you still feel that there are certain needs which the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop did not address?**

   Yes

8.   **Do you think that the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop were not totally effective?**

   Yes

9.   **Can you briefly outline you main duties as head of department?**

My main duties are to take control of the subjects that are in my department, in this case it is the languages like Afrikaans, isiZulu, English and Northern Sotho. I must see to it that the teachers working in my department are doing their work and also engaged in improving the subjects and coach educators to see to it that they are doing their work correctly and advise them to improve where they are lacking.

RESPONDENT B

DATE: 17 SEPTEMBER 2002   **TIME: 14h00**

1.   **What in-service management training programmes have you attended since your appointment as a head of department?**

Thank you. I attended the head of department in-service training programme.

2.   **Was it organised by the Department of Education or was it organised by an NGO?**

It was organised by the Mpumalanga Department of Education through our Circuit, Middelburg.

3.   **When you were appointed as head of department, were you orientated about your duties?**

Yes, I was orientated and given a document which I had to study.

4.   **How long was the orientation?**

Well, I can say that it took me two days. Yes, two days.

5.   **What specifically were you orientated on?**

I was orientated in terms of the curricular duties that I was supposed to do, communication skills and teaching skills that I was supposed to show up as head of department.

6.   **Can you mention specific examples where your performance as head of department improved as a result of these programmes?**

Yes, I would like to talk about output indicators that you have, for instance, the orderliness in the school has made me to improve in handling order in my department and from my department outside to the school level, that was number one. Number two, school governance. It has also made me to improve. The last one is the conditions of the school. To check the conditions in the school whether it is operating orderly and whether conditions are

conducive for teaching and learning.

7. What specifically on school guidance were you trained on which helped you in your management duties?

Yes, the administrative skills. I was also trained to assist if ever there is a lack of administrative skills. I was also trained to assist in terms of administration like paperwork, the out-going post and in-coming post.

8. How do you normally do planning as head of department?

Well, it depends. Are you referring to a lesson plan or the whole planning of my work.

I firstly call departmental meetings where we do planning, because you've got to involve people in the planning. Once you do it alone people will never accept it. They will never accede to it. We sit down there and look at the action plan you know, the ultimate goals, the vision and all that. I think that is planning.

9. How do you normally do organising or allocate duties?

Thank you for that one. You see when you allocate duties, you look at the skills and abilities a person has and you allocate the duties accordingly. You never give a new teacher a lot of work for the first time when he is starting to work. You try to give him lighter work so that as time goes on he gets used to that particular job.

10. How do you normally do control?

Yes, control is very important. You control through a book, you sometimes issue circulars making them aware that you need to control or check learners' classwork books and test books so that at the end of the day you can see if people are executing their work clearly.

11. Do you sometimes motivate your subordinates?

Definitely I have to motivate them because without motivation they will feel demoralised. The type of work we do lately demands that you encourage your

subordinates every time.

12.   How do you normally communicate with your subordinates?

Well, communication goes in two ways. You sometimes listen to their grievances and if they bring up proposals you look into them, discuss them with the School Management Team. If it is for the benefit of the school, you definitely have to take those proposals and thank them for bringing them up.

13.   How do you do decision-making in your department?

This is a difficult one. Well, you see, you must take decisions sometimes. You've got to take decisions so that you actually see that duties are executed clearly. If duties are not executed you've got to remind your subordinates about the decisions that you took so that at the end of the day you can see this going. If decisions are not taken, then there is a problem. I've got to take decisions and sometimes I've got to be harsh.

14.   Do you sometimes involve your subordinates in decision-making or you make decisions for them?

Eh, I sometimes involve them, sometimes I make decisions for them. It is two way because making decisions for them sometimes it is very good in situations where they can't decide on their own, then you take decisions.

15.   How do you normally deal with conflict in your department?

Eh, with conflict you've got to be sensitive and level headed. Sometimes you've got to call the one you are engaged with so that at the end of the day the conflict is resolved amicably. That is what I can say.

16.   When two people are in conflict, how do you deal with it?

I call them both and listen to both sides but I do not take any sides.

17.   How do you sometimes delegate duties to your subordinates?

Yes, I delegate duties, like for instance during departmental meetings. You know as educators we are all leaders. Sometimes you call in a teacher to give

instructions that you will be holding a departmental meeting today. I expect that you follow the instruction so that at the end of the day we all feel that we are sharing the work that we are doing.

18. How do you handle problems that may arise in your department?

Eh, it is a difficult one but I would say that problems would always arise. You've got to call in those parties that are involved and sit down with them so that problems are being resolved amicably.

19. Why do you think that having good relationships with your subordinates is important?

It is important because at the end of the day it creates a healthy atmosphere and number two, the smooth running of teaching and learning within an institution. So it is very important that you have a healthy relationship with your subordinates.

20. Do you think that the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop that you attended addressed all your needs as head of department?

They have partly addressed my needs.

21. Do you think that there are still other needs that need to be addressed?

Yes, especially the portion on school governance. I think it must be given special attention for heads of department and deputy headmasters.

22. What are your main duties as head of department?

Yes, number one is to call meetings with my subordinates and formulate strategies on how we are going to approach the whole learning areas. Number two, we have got to develop a policy for the department, because without a policy the department cannot work properly. Lastly, to meet the parents of learners is very important so that we can know one another.

23. After attending the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop, would you

say that your performance improved as head of department?

Yes, it did improve because in the first place I was not aware what I was supposed to do, you see, but after I was trained I had authority. Authority to say that I've got to control this specific department. I've got to execute duties, I've got to liase with people so that we have a smooth running school, so that we also have people on the grassroots who are able to say hest we want to take decisions and at the end of the day learning and teaching is being owned by everybody.

RESPONDENT C

DATE: 18 SEPTEMBER 2002   TIME: 14h00

1.   **What in-service management training programmes have you attended since your appointment as head of department?**

I attended a few in-service training programmes, one in 2000 and the other one recently organised by the South African Democratic Teachers' Union.

2.   **Were you orientated about your duties as head of department when you were appointed?**

Yes.

3.   **What specifically were you orientated on?**

I can say I was orientated on how I should go about doing my duties as a head of department.

4.   **Did you attend the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop that was conducted in 2000 at Eastdene?**

Yes.

5.   **Did your performance improve after you attended the workshop?**

To a certain extent I can say yes it improved.

6.   Can you mention some of the areas of management that were covered?

I can't remember that one.

7.   How do you do planning as head of department?

As head of department I have to plan both my work as teacher and I also have to plan how I am going to control the work of my teachers.

8.   Do you sometimes do long-term and short-term planning?

I can say yes, because every time at the beginning of the year or beginning of a quarter, I make a plan in the form of objectives for the whole quarter which is, in a way, medium to long term and those objectives contain short-term goals which have to be achieved daily or weekly.

9.   How do you organise your subordinates in your department?

I can say I organise them in such a way that each one has to know exactly what he or she is supposed to perform as an educator.

10.   How do you control in your department?

In as far as control is concerned, I control the planning that is done by the teachers. I control whether teachers do give the learners work and I also control the work of the learners as submitted to me by the teachers.

11.   How do you deal with decision making in your department?

Well, I can say if I have to decide on a particular issue, I have to look at the problem at hand from all angles. I don't have to look at one side of the story, I have to look at the problem from all angles so that I can make a proper decision.

12.   How do you deal with conflict in your department?

I take conflict as an inescapable fact of life. Conflict will always be there and if conflict arises it has to be managed. As a manager, I look at the different size

of the conflict. I analyse what the problem is and take it as it comes.

13. How do you do problem-solving in your department?

Problems are always there in life. I also experience problems in my department. If I have a problem and if I feel that I am in a position to solve it, I do solve it, but sometimes you find that it is in such a way that I don't have the powers to solve it, then I refer it to my seniors.

14. Can you explain how you delegate duties in your department?

Well, depending on the load of work on hand, if there is something really that I have to hand over to one of my teachers to deal with, I look at the problem. If it involves a particular subject, I will take a teacher knowledgeable in that particular learning area to look into that problem.

15. How do you improve relationships in your department?

I look at how I as the head of department and teachers relate and also I look at how the teachers who report to me relate to each other. If I notice that there is an unhealthy relationship between any two or three members in my department, I try my best to talk to the parties concerned to reconcile their differences.

16. What are your main duties as head of department?

I think my first duty as head of department is to control. By that I mean controlling the work of both the teachers reporting to me and the learners. Secondly I can say, it is the professional development of educators especially those who were recently appointed in my department. I also have to give my seniors feedback about the work in my department.

17. Having gone through the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop, would you say that all your needs as a head of department have been addressed or do you think that there are still other needs to be addressed?

At this stage I would say all the needs have been addressed.

18. **Don't you feel that there is a need for another workshop on management duties?**

As far as I am concerned, I don't think there is a need for that because it is a long time that I have been a head of department. People say experience is the best teacher, so as far as I am concerned I don't think there is a need for other workshops.

19. **Do you then feel that the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop satisfied all your needs?**

Yes.

20. **If another workshop is organised on capacitating heads of department, would you attend it?**

I think I can attend that workshop because I believe as an individual I should be engaged in life-long learning. Maybe in that workshop I may come across something new which may be of important use or which may be applied in my department.

21. **In conclusion, would you say that your performance as head of department improved after you attended the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop?**

It did improve.

22. **Can you briefly explain how it improved?**

I will say that my performance as head of department improved in the sense that after attending the Whole School Improvement Workshop, there were aspects which I was not aware of, more specifically, aspects like proper decision-making, like if I have to make a decision properly, aspects like conflict management - how to manage conflict if it arises in my department and how to do planning both for myself, etcetera.

RESPONDENT D

DATE: 4 OCTOBER 2002 **TIME:
14h00**

1. **What in-service management training programmes have you attended
   since your appointment as head of department?**

   Ah, there is no one that I attended. In fact, one attended in-service training
   during the old system during the Department of Education and Training. Ever
   since there was no in-service training, this was the first one.

2. **Did you attend the Canada - South Africa Education Management
   Programme and the Whole School Improvement Workshop that was
   held in Eastdene?**

   Yes, I did, it was over three days.

3. **Were you orientated about your duties as head of department when you
   were appointed?**

   No, I was not. In fact, some of the things one was surprised during the
   interviews when we were asked about our duties as head of department.
   What our duties are, I was surprised about the question. I think anyway such
   a thing should be made available to all teachers. Unfortunately, the courses
   that we attended, the duties of heads of department, deputy principal and
   principal were clearly spelled out. One is then able to work correctly.

4. **If you say you were not orientated, how do you cope in managing your
   department?**

   It is a matter of trial and error. So one used to see how heads of department
   are doing their work, and one thought to be following that. One used to ask
   people with experience. Most of the time it is trial and error and it used to bring
   us into conflict. It also … during the time when I was a teacher I used to
   ridicule the heads of department even the deputy principals about their work
   that they are fumbling. When I was appointed, I found myself in that situation.
   One was also fumbling. Fortunately the workshop was able to stamp that one
   out.

5.   **After attending the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop, how did they assist you in performing your duties as head of department?**

To be honest, it did not help me as I say most of the things we asked from people who are experienced, including the principal. One felt that one was on the right track, but there were also other problems. One did not find it so much relevant to our type of schools, that is, township schools. That is why I would like to say black schools. Most of the things I spelled out are not practical in our schools. You cannot, like disciplining a teacher. If a teacher becomes disobedient or does not follow the rules, it is very difficult in our schools. You have to take so many things into account before you can do that. Staying in the township would make you these days a sell-out and one who wants to intimidate somebody at his work and being biased against a teacher, it is very difficult. In fact, I would be happy if more research could be done in this regard, especially in our black schools regarding the management in our black schools and come up with solutions because it is difficult to work under such conditions.

6.   **Which other needs of heads of department do you think should be addressed?**

Well, anyway, I think of a general one like disciplining a teacher for misconduct. In disciplining a teacher, the code of conduct of the South African Council for Educators (SACE) which gives specific guidelines should be followed. It is very difficult in our situation to follow the SACE code of conduct because most of these young teachers, who are sometimes called young lions, are not following the rules that we were taught at college or in the teaching profession. It is therefore very difficult to discipline them because there is always a clique. Teacher unions also play a role here because most of them do these things hoping that the teacher unions would protect them. Well, I don't know but sometimes when meetings are held by teacher unions, the leadership makes the teachers aware of misconduct, like going to class unprepared. Some teachers would do that and would ask you to prove if they are unprepared. How are you going to see that they are not prepared? You know corporal punishment is applied daily in our schools and teachers are made aware that it is illegal, but they would reply and say that they cannot do without it.

7.   What are your main duties as head of department?

Well, I should be managing my department because I am head of that department and in this case it is Guidance. Well, there is no one working under me, there are no teachers working under me. I have got to ask other teachers to help with the marking of psychological tests but they are refusing and there is nothing that one can do. They claim that it is my duty and I am supposed to be paid for it and one has to come to terms with it. Secondly, generally managing my department and to see to it that all files or cumulative record files of learners are available. It is a pity that the Guidance Department has of late been neglected and the post of head of department is becoming redundant and it is going to be changed to Social Sciences because there is no department of Social Sciences.

8.   Do you normally do planning in your department?

Yes, we do planning.

9.   How do you do planning in your department?

There is a short-term and long-term planning in the sense that for short-term planning we plan for this year. Like the Grade 9's are supposed to write psychological tests or SATB tests that we have planned which they have to write during the course of the year. Long-term planning would be guiding the learners in Grade 12 to choose a career which they can follow, because most learners in township schools are loitering after Grade 12. They should be having a direction which they should follow. One tries very hard to help them to choose correctly but there is always a reluctance because there is no role model to look up to. Most of them after matric, despite the fact that they may have good symbols, are loitering in the township. Some of them who have academically sound parents may be able to follow another direction. We always have these careers exhibitions in Witbank where they explore different careers and they may be able to apply for bursaries. Fortunately, there is only one learner I know who went to a pilot school in Kempton Park to train as a pilot. He is the only one I can remember.

10.   How do you organise your work in your department?

Well, allocation of duties, as I said that I am the only one in that department and therefore there are no teachers working under me. I am supposed to do

long-term and short-term planning and just organising what I would be teaching. You see, if something wrong is happening at school, I should bring it to the attention of the learners that it is wrong. These days we have a problem of alcohol and drug abuse at school and one is preaching that it is wrong. We sometimes call people form SANCA and the police to come and lecture to these learners. We even went as far as calling a magistrate to come and tell them what sentences they would get if they are found abusing or mismanaging drugs. That does not seem to solve the problem because it continues. Well, the other thing is pregnancy. What one has got to look what is happening at school and one has to plan one's lessons in such a way that one brings it to the attention of the learners that it is wrong. There are people working at the family clinic who are always willing to come and talk to our learners especially about sex, sexually transmitted diseases and early childhood pregnancy.

11.   How do you do control in your department?

I said there is no one under my control. I am supposed to be controlling myself.

12.   What about the work of the learners?

That I control. Mostly I used to give assignments on a certain sexually transmitted disease which they choose to write on and I control it. I have to research about so many things.

13.   Do you sometimes motivate your learners, staff or your colleagues?

Yes. In fact, in class teachers meetings one gets a chance to ask the class teachers to speak to their learners because one cannot be going to every class in the school teaching guidance. Well, in most of these classes we make use of class teachers to speak to their learners and motivate them. In Grades 11 and 12 we mostly teach guidance and prepare them for life after matric.

14.   When class teachers conduct interviews with the learners are they not serving under you?

No they are not. I conduct interviews for the whole school. In other words, if a learner can be found possibly smoking dagga, the principal and deputy principal will take action against the learner. I must also call the learner and find out what led to him using drugs at school. I must have empathetic understanding, looking at everything from the learner's point of view and that is how one conducts interviews.

15.   How do you normally make decisions in your department?

Well, most of the time regarding decision making, I speak during the heads of department meetings with the principal. One has to mention the problems; in fact, that is where one gets the problems affecting the school, like drug abuse and so on. The learners will be identified and I would speak to them to get to their problems. I would thereafter highlight their problems to the heads of department, and if it becomes serious then to the class teachers and then to the staff. So we take joint decisions. One is sometimes advised to make use of the services of a social worker. The police social worker is always available to help us because some of the problems are beyond the school curriculum.

16.   How do you normally deal with conflict in your department?

Conflicts are always there, they are part of life. Well, if there is conflict between a teacher and a learner or between two learners, it is simple to resolve it. It becomes difficult if there is conflict between two teachers and in most cases the principal prefers that I resolve it. One basic thing is that one should have listening skills, that is to listen to teacher A and teacher B and find out where the conflict is. In most cases, people are resourceful, and may come up with a solution of the problem. Under these conditions one must always guard that whenever you are resolving conflict, you must always have a win-win situation. One must not downplay one party at the expense of the other party because one will not be impartial under those conditions. Next time when a problem arises, it will be brought to you. One must always try for a win-win situation.

17.   How do you deal with problems in your department?

Well, well, for every problem there is always a solution. One has got to look for a solution. Well, it is for me to look for a solution and also I said that the two conflicting parties are also resourceful. Whenever they've got a problem,

they could be having a solution to that problem anyway. If they have a solution, one may ask in which way they would like the problem to be solved. Possibly one may come up with a solution. The other party may also ask in which way the problem should be solved. In most cases, you could join the two ideas and, as I said, have a win-win situation where both parties are winning. Sometimes it becomes very difficult because the two ideas of the two solutions cannot in any way be joined. Then one has got to put one's influence or try to influence the other party. Sometimes when the other person becomes unreasonable, one has got to use one's influence to solve the problem in an amicable way for the sake of the smooth running of the school. If the parties need some time, do not rush over it because it will backfire. Give them some time to go and think over it and after some time, sense will prevail and you will be able to solve the problem.

18. **Do you think that good relationships play an important role in your department?**

Yes as a guidance teacher one should always be accessible. You know, when a learner comes to you that he has done … possibly learner A has stabbed learner B, don't frown there and show that you are angry although you will try to get angry, but don't be judgemental to the learner so that you understand. Understand everything from the learner's point of view, why learner A stabbed learner B and don't be judgemental when you solve the problem. Under these conditions, you will be able to have a clear understanding as to why learner A stabbed learner B. So one has got to be accessible as a guidance teacher because one is dealing with a lot of learners who have problems. These learners come to you to report their domestic problems and one is able to refer them to a social worker. Well, relationships with teachers are good because I taught most of them and so those ties are still there and they listen to me. Even when they have problems, they come to me as an elder and we are able to share ideas and to solve their problems.

19. **What do you recommend should be done to assist heads of department in the performance of their duties?**

Mr Makhoba, I am happy that you are doing research on teaching and management in black schools. In fact, Prof Tyson at the University of the Witwatersrand once said that Africa or South Africa gives us a unique situation where you find that a third world is living beside a first world and never has research been done along those lines and I am happy that you are doing it.

Under those conditions, you are doing it in a third world school. So what is applicable to first world schools, so to say former model C schools, will not be applicable to the school where I am teaching. Most of the research is done in model C schools and our schools are neglected. I am happy that research should be done in our schools on the type of management prevailing in our schools and the frustrations which are facing teachers. These should be highlighted and solutions found. You are given a blueprint to do things like this but most of the things are not practical as I said. You find that a teacher carries problems from home to school and the influence of other teachers, like teacher organisations, makes it difficult to control such teachers. If research is done along those lines, I think it will be alright and that is what I recommend.

20.   Would you also recommend that the Whole School Improvement Workshop should be changed or you need more in-service training programmes or you need in-service done by the principal?

You are making it a multiple choice. None of what you are saying. More school improvement workshops should be done and, you know, circuit managers should be able to visit schools and identify problems of every school. You know, school A may not be having the same problems experienced by school B, and school B may be having different problems from school C. Under those conditions, you are able to see that every school is unique and that you may be able to come up with a solution. As I said, most teachers are resourceful and if we are having a problem, it is within our means to solve that problem. Someone said that you won't get a problem that is beyond your means or insurmountable and unable to solve. All problems are surmountable, we must sit together and look for a solution.

RESPONDENT E

1.   **As a facilitator, which in-service management training programmes have you presented to heads of department or school managers organised by the Mpumalanga Department of Education?**

Abbey, to be honest the Whole School Improvement Workshop was the second one. The first one that I attended was the Effective School Principal School Management and Leadership for a New South Africa in 1993 where I was nominated by our Circuit Manager to represent our circuit. I went to the Orange Free State for about two weeks. We underwent intensive training on topics like leadership skills, problem-solving skills, motivating staff, classroom management and staff development. When I came back, I was requested to organise Mhluzi principals to train them. I started presenting this programme in 1993 and as time went on we included schools in Witbank. So I had to facilitate both in Middelburg and Witbank. The principals who attended this programme had to write a test which some of them passed and got an offer to go the Free State for further training. The people who went to the Free State were Messrs Makhoba, Shaku, Mrs Hlatswayo and the late Mrs Ndashe. That was the firs programme that I facilitated.

In 1997 I was also fortunate to be nominated from the Witbank District to be one of the people nominated in Mpumalanga to undergo a facilitation programme on the Whole School Improvement Project. For the first programme, that is the School Management and Leadership for a new South Africa, we were trained by facilitators from South Carolina in the United States of America. For the Whole School Improvement Project, we were trained by facilitators from Canada. Those were the two genuine projects I was trained on.

2.   **Did you also attend the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop?**

Yes, I did, sir.

3.   Were you also presenting the Whole School Improvement Workshop?

Yes sir.

4.   From your observation, have you noticed any improvement in the performance of their duties as heads of department since attending the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop?

I think I did. Firstly, I would like to say that we were trained as facilitators and to make a project work or function properly, you have to make some follow-ups and check if the people are implementing what they were trained on. The position that I am holding did not mandate me to go to schools and check because I am just an ordinary school principal. If I was a Circuit Manager, I would count schools where I have seen an improvement, but at the moment I shall talk about the school where I am working.

Well, as far as the improvement that I have seen from the school's heads of department is that firstly, they were able to think deeply, intensively on how to develop a vision and mission statement for the school. I think that was very interesting because they would compare the information that they had before that when you develop a mission statement you must write whatever you want to write about the school. After they were trained how to develop a mission of a school pertaining to certain strategies. They would then say that this is the vision we would like to see after a certain period. About the mission statement, what is it that commits them to it not necessarily commit themselves but to commit the stakeholders of the school. There is improvement on that because they also mentioned that a vision and a mission statement of a school is not that it has to stay for keeps but they have to revisit it after two to three years. They should go back and check and improve it. Another thing that I have noticed is the method of coming to a decision. You know, there are so many things that make people to have a tug-of-war just for a simple thing where people did not come to an acceptable decision. I think they have learnt to say that a decision should be taken which is a joint decision. They were trained how to identify problematic areas and how to go about prioritising in a very acceptable manner so that at the end of the day everybody has to say yes we are satisfied about the decision. That is what I have observed. Another thing is to draw an action plan. To draw an action plan is not child's play because it involves what it is that you want to do, who

has to do it, when the most important thing, what and how, you see, and if there are costs that are to be incurred, they have to calculate. If there are papers, of if there are meals or if there are things that have to be bought, they first have to go and check and make some quotations and come back to the school to say that we would like to have this and that and it is going to cost so much. That has taught them to say you can't just take things for granted that such a programme is going to cost so much.

5. **Is that all?**

No it is not all. There are too many things that I have observed. These are just the hightlights.

6. **Can you mention a few other things you have seen them improving on?**

Working as a team, that is teamwork. Firstly, they need to understand what the word "team" means. We can work together here, we can say that we are a team, but if you are going to work alone, making decisions on your own but sitting together at this table, that is not team work. Team work includes compromising, listening to one another, sharing ideas, decision making until what you want to do is being implemented. So I think in their departments, they have learnt to work with their subordinates as a team because they themselves have instilled the matter of yes we have to develop our departments. We should work together with the team and gain the team's confidence so that they should listen to one another.

7. **Have you seen improvement as far as planning is concerned?**

Yes, well with planning, the traditional method that we have been doing all along has changed to the new method of OBE. First of all, before they can go to their micro-planning, they have to do their macro planning which says that they have to work as a team because when they do their macro planning, they have to do the grid for the whole phase. Now if they are working as a team it is when they are going to share ideas, the programme organisers that they are going to use for the whole year, the activities. There is different terminology that they use nowadays. It means that they need to sit together as a team, do the grid, the macro planning and then go back to their classes to do micro planning. I think that the OBE method goes hand in hand with team-building because it starts with them planning together and then you go alone making your micro planning.

8. **From your observation, how do your heads of department deal with conflict?**

This is a tough one, but I would like to say, when they were trained on the Whole School Improvement Project, conflict was also touched on. Dealing with conflict is a very difficult issue because first of all, you have to know whether you are preventing conflict or you are already dealing with conflict that is already existing. You see, it is a two-way thing. All the same, I would say what I have observed is when they deal with conflict first of all they get information from both parties. They don't just go to one party and ask what the problem is. I think they get information from both parties. They try to weigh the problem and act as mediator between the two. Even with learners, you know, learners make a lot of mischief, so I have just observed how they go about resolving those problems with learners.

9. **Have you seen some improvement as far as conflict resolution is concerned?**

Yes, though not a hundred percent.

10. **Have you seen any improvement in your heads of department doing organising in their departments?**

I think they excel in that one. They really excel because they go to the score board. First they just write down all the learning areas, that is, how many learning areas do we have. For OBE we have eight, especially in Grades 6 and 7 and Grades 4 to 5. Some of the learning areas are clustered, you see. With Grade 7 they do them individually that is why they have five, and eight in Grade 7. They list down the learning areas and check the strength of the school, like how many educators are there. They also check how many periods per day and per week an educator has to carry, then they go to the scoreboard and allocate according to the ability of the teacher. We don't just say that so and so you are going to teach this because it is going to be chaotic. So we look at the ability of a teacher and say yes. They attend workshops and they upgrade themselves so from that you can easily identify those who are good for example in Language and Communication (LLC), Human Sciences (HSS) and then they go back to the scoreboard and allocate accordingly.

11.

12. **According to you, has the Whole School Improvement Workshop addressed all the needs of heads of department?**

To that one, I would say that the programme hasn't addressed all the needs of heads of department. There are topics that were touched upon and there are others that have not been touched upon. For example financial management is very important and it was not touched. I think as a member of the School Management Team (SMT) you need to know exactly what happens to the finances of the school, how to manage finances and that is very very important. It should not only be the treasurer, the principal or the clerk, but the whole SMT should know how to manage the finances of the school. I think if that could be addressed, I would be happy. This is another need that I feel some workshops should treat in future: training of the whole SMT. Another aspect that I think should be addressed is the aspect of the supervisory process. As a manager in your department, you need to know how to supervise your subordinates. You need to have an instrument that will guide you as a supervisor how to supervise your subordinates and to help them, not necessarily to find mistakes, but an instrument that will help you supervise and at the end of the day they are going to gain something. I think if that could be addressed, I would be happy because, seemingly, the appraisal system has failed. They started with it, but it was just left in the lurch. Well, to me personally, the appraisal system has some loopholes somewhere: for instance; the choosing of your panel. I can choose a panel that will suit my needs where I am not going to gain anything but on paper they would say so-and-so has done good but it definitely does not reflect a true picture. So I wasn't personally happy about the instrument they use for appraisal. The old system had a very fine instrument, you know, because the educators were kept on their toes, we knew exactly what was expected from us, but this one has some loopholes somewhere. It did not give teachers room for improvement. It was just paper work which flourished them to say yes that they are doing good work whereas you know exactly that are not doing good work.

13. **Are those the two main issues you feel need attention?**

So far, I think those are the two main issues I feel need to be addressed.

14. **Do you think that the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop were effective in improving the performance of heads of department?**

I think it was partly effective because if you say Mpumalanga you mean the

whole province. What I can say is that the Malelane District because the programme was firstly implemented by piloting districts and then from the piloted districts those facilitators had to build capacity to the other districts. So, my observation is that the Malelane district was very good. I was also one of the facilitators who went to Malelane for the presentation. The parents there were very interested because they were keen to know. We facilitated to both parents and learners and I assure you that the Malelane District came out tops as far as this is concerned. So, to me, it indicated though in some districts the improvement wasn't as expected, but it was partially good in some districts, because the knowledge that they gained was implemented. The 24 facilitators were from the pilot districts and others were added to make eighty. We have seen the eighty facilitators facilitating who made an impact and it was very very good.

15.   To which other districts was the Whole School Improvement Workshop presented?

We had Malelane, Witbank, Standerton, Eerstehoek, Hazyview, KwaMhlanga, Moretele, Ermelo and I can't remember the other two.

16.   Would you say that all the districts were covered?

Yes, after piloting the three districts, we covered all the other seven. We had facilitators in all the districts, that is eight in each of the ten to make eighty.

17.   Which were the pilot districts?

It was KwaMhlanga, Witbank and Malelane. I hope this is going to help you, sir. You know, we can talk until sunrise the following day because I have some books for instance the Whole School Improvement Workshop taught us how to develop material. There are modules that we came up with, I am just running short of module 1, which is Change Management. Module 2 is Promoting a culture of teaching and learning and this was developed by the facilitators. Module 3, the Role of the school management team was also developed by the facilitators. Module 4, Conflict resolution and Module 5, Classroom management of which I was in charge of and I still have my draft here and then I came up with classroom management. So, knowledgewise it really enlightened us, it made us to think deeply and profoundly. I really liked this programme.

18.   Is the Whole School Improvement Workshop still continuing or has it stopped?

Ok, the project was sponsored by the Canadian International Development Agency (CIDA), which started in 1997. CIDA was pouring funds into the Mpumalanga Department of Education to run this project. So it started in 1997, but in the 2000 it ended. CIDA said yes we have given you knowledge, skills and experience and we are now terminating our services. The Mpumalanga Department of Education (MDE) took over and ensured that the project carries on. Up to now after they have terminated the programme in 2000, the MDE has not yet started to make some follow-ups or to continue with the project. I don't know whether they are still accumulating funds, but they are aware that they have to continue with the project. At the moment I would say that it has come to a standstill but the facilitators gained because they know how to facilitate.

RESPONDENT F

DATE: 16 OCTOBER 2002   **TIME: 14h00**

1.   What in-service management training programmes have you attended since your appointment as head of department?

I have attended in-service training which was held at Eastdene for three days. We treated most of the head of department duties like leadership skills and how to draw up mission statements, conducting meetings, planning, the process of change and challenges in our system.

2.   Have you attended the Canada-South Africa Education Management Programme and the Whole School Improvement Workshop?

Yes, I attended them. We were divided into groups. Other groups were doing other training on the programme.

3.   Were you orientated about your duties as head of department when you were appointed?

First we were not orientated because we were given some files to read about our duties we are going to do as heads of department before we were appointed. Thereafter they gave us time to write an examination. If you passed the examination, then you were appointed as head of department.

4.   So, in a way we can say that you were orientated because you had to study the file.

Yes.

5.   As your performance improved as head of department since you attended the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop?

It has improved a lot because we are a big school and in my department as head of department of the foundation phase, I have more than thirteen educators who work under me. So the improvement we have come across is that as head of department I must allow myself to change and from that I accepted the changes and our school is not having any problems. The parents, educators, learners and the guardians are not having any problem.

6.   Do you think that the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop have addressed all the needs of heads of department?

In my part I think it did because all of us who attended it work as a team. We don't work separately. Everything we do, we come together, we discuss it and then we find solutions if there is a problem. If there is something we want to develop or improve, we also come together. In that way, we also have new heads of department which we orientate on what we have gained at the workshop. So it is really a good programme even it if was conducted over a short time.

7.   What are your main duties as head of department in the school?

My main duties are to work as a team, to be co-operative, to be exemplary, to be responsible and assist teachers where they have problems, like if an educator does not know how to plan a certain area, they come to us for assistance. If they need resources, they also come to us. As a school, we do not say because I am the head of department of the foundation phase, I am not concerned about the other phases, but I am involved in the other phases too because the learners there are from us. So, regarding planning, we come together and plan because we have many challenges as foundation phase. We have miniature meetings where we as educators discuss learners in the foundation phase. In the next day we report to other teachers about what was discussed in the meeting.

8. **How do you as head of department control the work of your subordinates?**

I used to have a time-table according to which the Grade 3's are going to submit their work files. We have a year plan at our school which we draw up every year that on a certain date we have to submit our workbooks. We look at the workbooks, learners' activity books, schedules and registers where we see which learners are absent and then we make a follow-up as to why they are absent. If a learner is withdrawn, we want to know why the learner is withdrawn and was there any communication. If parents come to school with a problem that their children are not coming to school, we also resolve that problem. We draw our year plan based on the information that we collect from the workbooks. If so-and-so is not working with the others, we would like to find out why because the exercise books of the learners indicate if an educator is behind with the work. For instance, an educator may have done only two exercises which are insufficient. So on a certain day we come together and discuss it. Every month there are monthly reports which are submitted to the principal.

9. **How do you make decisions with your subordinates in your department?**

When we make decisions, since we are no more stressing that I am the one who must make decisions, is that every educator should abide by the time and they must be in their classes. They must see to it that they prepare.   Those are the decisions which I take because we want them to have something to show that they have done something. I don't expect that everything must come from them. We come together and discuss about the learners.

10. **How do you deal with conflict in your department?**

There are conflicts which are caused by learners, parents and educators. If and when a parent comes and claims that an educator hasn't treated her child well, I will listen to the parent and call the teacher to find out what happened. I don't shout or discipline an educator in front of the parent. If the parent is wrong, I would ask the parent to apologise. If the teacher is wrong, I would also ask the teacher to apologise. If they are not satisfied, then we would sit down and discuss with the parent and the educator to look for a solution. Now lately we do not have conflicts, especially among the educators.

11. **How do you motivate your subordinates in your department?**

If our subordinates have worked well, maybe there is something new that they have done, we usually tell the others to come and see. For example, if Mrs Nhleko has done good work, like if her file is well planned everything is in the file, there are some resources, there are year plans and additional things, teachers would be invited to come and see if they have problems. Instead of reprimanding the teachers, we would sit down and find out what problems the teachers have and motivate them to try and perform correctly.

12. **How do you communicate with your subordinates?**

Ok, it means since we are a big school we have many teachers. We have divided ourselves according to Grades, like I am doing Grade 2 and 3. So when we communicate with them, we come together. I do not demand this and that, but we come together to have a two-way communication. During our communication I would also ask whether they have done the year plan, the assessment of the learners, marking of learners books and whether they have learners' birth certificates. I would further ask them whether they have a shortage of resources or books. If there is a shortage of books, I would ask the parents to buy stationery for their children or I would enquire if other schools have a surplus. If they do not have a surplus, then we would come together and discuss the shortage caused by the Department. Some parents are not working and find it difficult to buy books. To solve the problem of a shortage of books, we communicate with the parents regularly. So the communication is two-way.

RESPONDENT G

DATE: 23 OCTOBER 2003   **TIME:
14h00**

1. **Were you orientated about your duties as head of department when you were appointed?**

Yes, let me say firstly, when I was appointed, I think in 1993, somewhere there, I was never orientated. I just wrote a head of department test for a certificate but really I was never orientated at the school.

2. **Now if you were not orientated, how were you managing or performing your duties as head of department or where did you get the information from?**

Well, from reading books on management.

3. **Did you attend the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop that was conducted at Eastdene in 2000?**

Yes, I did attend it and some other workshops.

4. **Did the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop assist you in improving your performance as head of department?**

Yes, I can say somewhere somehow it did help me in improving the performance of my duties on planning. The workshop focused on management skills. There are skills that I gained, like I need to plan, especially to write down everything. You need to plan what you are going to do every day. So in your diary you should indicate what duties you are going to perform every day. So that is the part I showed some improvement.

5. **Is there any other area where you feel that the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop have helped you in the performance of your duties?**

Yes, it helped me in the area of communication skills. I can communicate with my subordinates. I really think it helped me.

6. **Have all the needs of heads of department been addressed by the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop?**

Not all of them.

7. **Which other needs do you still think should be addressed?**

I think needs on conflict resolution and how heads of department can help educators perform their duties. I think those two were not addressed.

8. **Would you say that the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop were effective?**

I can say not hundred percent effective, but I rate them between sixty and

seventy percent.

9. How do you normally do planning as head of department?

Yes, we usually plan at the end of the year every year. We do planning for the whole school, like year plan and work programmes for the school. This is what we do and we follow a roster for the following year.

10. Do you also do long-term planning?

Yes, we do long-term planning. At the end of each quarter, we assess whether we have managed to follow the plan correctly. Although somewhere, somehow, if the plan is not followed hundred percent, we make some changes.

11. How do you as head of department control the work of your subordinates?

Yes, in other words, I control the classwork assessment that has been done quarterly. This is some of the work we control quarterly.

12. How do you as head of department motivate your subordinates?

Yes, sometimes when I do planning in my teaching, I invite them to come and listen and I show them my planning so that they can see how to plan their work.

13. How do you as head of department communicate with your subordinates? Do you use one-way or two-way communication?

Yes, I give them directives and they ask questions, but if they do not understand, they come back to me. So, it is two-way communication, it is not one way. So if they come with ideas, I accept their ideas.

14. How do you as head of department do decision-making in your department?

Oh well, we take decisions by debating some facts and thereafter we reach consensus and then we take decisions. There is a time for the benefit of the school and when I realise that the decision is not good for the school, I try to push them to come to a decision that would benefit the school.

15. So do you take their ideas into consideration?

Yes.

16. How do you as head of department deal with conflict between you and your subordinates in your department?

Well, I look at the gist of the conflict, where it started and I don't take any sides on the matter. I look at the matter and try to resolve it amicably.

17. How do you as head of department delegate duties in your department?

Yes, if there are duties that I must do, I delegate them to the senior teachers in the different phases. This is how I delegate duties.

18. Do you sometimes delegate to junior teachers?

Yes, I do sometimes delegate duties to the junior teachers if I see that they can do the work better.

19. Are relationships between you as head of department and your subordinates important? How do you maintain good relationships in your department?

Yes, relationships are very important among the staff. So, we always try to come together, not only for school work but to socialise so that we know each other. The relationship in that way grows even if we come to work, we know we do not have any problem.

20. In conclusion, would you say that your performance as head of department improved after you attended the Canada - South Africa Education Management Programme and the Whole School Improvement Workshop?

Well, I can say that it did improve because I realise that after attending the workshop, I manage to follow my daily preparation. It helped me in my planning because previously I was not writing, I was just saying that I would do one, two, and at the end of the day I forgot what I was supposed to do. After realising that I need to write down what I am supposed to be achieving.

21. Is there any other workshop that you attended apart from the Whole

School Improvement Workshop?

Well, I don't remember that much, but the others were not really in management, but they were just assessing and helping the educators.