

**PROFESSIONAL DEVELOPMENT PROGRAMME FOR MIDDLE
MANAGERS AT SCHOOLS**

by

Janine Marcelle Joseph

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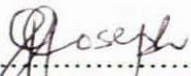
Peninsula Technikon

Supervisor: B. Thuynsma

Date: March 2005

STATEMENT OF ORIGINALITY

I hereby declare that the contents of this thesis represent my own work and opinions contained herein are my own and not necessarily those of Peninsula Technikon.


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JANINE JOSEPH

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ABSTRACT

In order for productive and positive interaction and growth to occur, schools need to be regarded as organisations with a specific purpose and aim. This means that very definite duties and responsibilities need to be structured to ensure that the organisation operates smoothly and that it achieves its aims and goals. In turn, smooth organisational operation will also determine its effectiveness and efficiency and the impact it has on educators, learners and the community.

A professional development programme for middle managers might help to expand a philosophy and practice, which could help to equip middle managers of primary schools for a role in bringing about qualitative changes to address educational, needs. This study attempts to investigate the skills, knowledge, values and attitudes required by middle managers/Heads of Department (HODs) to be effective in their departments. This could be used to develop a skills development programme for middle managers in primary schools.

The study as a whole is set against the research literature on the professional development of middle managers in primary schools and focuses on the following aspects: (1) managing policy; (2) managing people; (3) managing teaching and learning and (4) managing resources.

In the exploration of the management roles and responsibilities of middle managers in primary schools, qualitative and quantitative research approaches were used in investigating the research questions. The research instruments used in the study included

semi structured questionnaires, interviews and a focus-group workshop. After the development of data collection instruments, data was collected through semi- structured questionnaires from HODs at selected 18 primary schools. Interviews were also conducted with four principals, one circuit manager, the Assistant Human Resources Consultant and the Human Resource Coordinator of the WCED. A workshop was also conducted with 35 BTech students to develop a framework for a management programme for middle managers in primary schools.

The research study reveals the following aspects: (1) the Western Cape Education department has no existing skills development policy for the training of middle managers in primary schools; (2) research respondents identified a need for training in the interpretation and formulation of policies within their various departments as well as training in conflict management and counselling in order to successfully manage the human resources in their department; (3) finance is available for the training of educators but not specifically for middle managers, (4) educators prefer formal training above informal training.

This thesis then examines, analyses and discusses these findings with recommendations that follow in Chapter 5.

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DEFINITION OF TERMS

- **Middle managers** – Refers to members of staff (in this case at primary schools) who supervise a designated area of the curriculum or an aspect of the work at a school such as pupil assessment, special needs, etc. (Wallace, 1991). The term is also used to reflect a situation in which individual teachers take on a leader-manager role that is asserted within a group of professional peers.
- **Professional teacher** – Is someone who is a qualified teacher (Waters, 1983) and forms part of a team that helps to create a cooperative environment in which learners can learn and grow into mature and responsible adults.
- **EMDC** – Education Management and Development Centre hosts all the departmental officials responsible for all the primary and secondary schools in a Metropole.
- **OBE** – Outcomes-Based Education means focusing and organising an education system around what is essential for all learners to be able to succeed at the end of their learning experiences.
- **Educational management** – Promotes improvement in the leadership, management and administration of educational organisations.
- **School effectiveness and school improvement** – Identifies the characteristics of effective schools, and the process that will bring about improvement.
- **REQV** - Assigning Relative Education Qualification Values to qualifications that are recognised for employment in education.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Since the South African National Department of Education started its rationalisation process, which included early retirement packages in 1993, an exodus of experienced school managers and educators in key learning areas took place (Crowther, Kaagan, Ferguson & Hann, 2002). This phenomenon resulted in a situation where educators inexperienced in management had to fill the vital positions of middle managers or Heads of Department (HODs) in school. According to Bush and Middlewood (1997), educators who are well versed in curricular and pedagogic skills have to exercise management functions for which they are often inadequately prepared.

1.2 Research focus

The focus of this research is on the type of skills, knowledge and understanding, values and attitudes required by middle management at primary schools in order to manage their departments effectively .

1.3 Background to the study

Prior to 1994, any educator teaching in South Africa could apply for a Head of Department (HOD) post if the educator was (1) a South African citizen, (2) had taught for five years or more, (3) had no criminal record, (4) had a sound character and (5) held

permanent educator to be considered for promotion. It merely states "... serving educators can apply for promotion to Post Level 2 vacancies and higher". Paragraph 4.7.2 in the list of vacancies (promotion posts) states: "When applicants do not comply with the requirements Relevant Education Qualification Values (REQV 13), but it is essential to appoint them, their cases will be regarded as individual relaxation of the requirements" (WCED, 2000). These "relaxations" of regulations resulted in a host of middle managers being appointed to positions for which they were neither trained nor experienced.

Various changes in education policies and curriculum further exacerbate the incapacity of HODs who lack the necessary skills. One of the fundamental changes was Outcomes-Based Education (OBE), which was introduced in 1998. OBE is education which is not planned around specific prescribed subject matter that students "ought to learn"; it is geared instead towards the student's being able to show clear signs of having learned valued skills, knowledge, or attitudes (these are the educational outcomes), according to Lubisi, Parker and Wedekind (1998). Given a permanent teaching position. It was also expected of the applicant to follow the promotion ladder with the aim that such an educator would gain experience and learn new skills required for such a position. This meant that an educator could only be promoted from Post Level 1 to Post Level 2.

The Western Cape Education Department (WCED) amended these requirements in 2000 and lowered the minimum teaching experience required for appointment at Post Level 2 (which includes the position of Head of Department) to three years. The *Education Bulletin* (WCED, 2000) does not state that the applicant has to be employed as a the

above-mentioned definition, there is clearly a gap in the application because Outcomes-Based Education is learner centred; however the educators, who were in the system at that stage, had been trained to be teachers who were instruction oriented. Educators received very little training for the new challenges posed by the new approach. Another challenge was that subjects were combined to form learning areas that incorporated a variety of combinations of subjects, e.g., Accounting, Business Economics and Economics are combined to form Economic and Management Sciences (Lubisi, Parker & Wedekind, 1998:56).

There was an incremental system of implementation of OBE, but even before being completely implemented at all grade levels, the system was changed to Curriculum 2005. The new demands set were that all learning areas were to be fully integrated and adapted to the OBE principles by 2005. However, there were a number of problems with Curriculum 2005. The language of the policy document was difficult to understand while new concepts and terminology made life difficult for educators. There was a large amount of additional administrative work for educators who were already overloaded due to an increased learner to educator ratio caused by the rationalisation process. Educators were also concerned about the assessment of the learners because the policy was not clear on what was to be assessed at each level or in each grade.

After much consultation, the policy was restructured in 2002, and the National Education Department formally adopted the Revised National Curriculum Statement (RNCS). These changes were implemented at the beginning of 2004 for the foundation phase, and will be

introduced into the intermediate phase in 2005. The RNCS strengthens and builds on the basic principles and vision of Curriculum 2005.

Besides a lack of management skills and training, middle managers were put under tremendous pressure to constantly address subject-related and curriculum changes. These pressures demanded the need for a professional development programme for middle managers in primary schools to be implemented by the Department of Education. Such a programme may contribute to changing the current roles of middle managers to develop a philosophy and practice that will help to equip them for a role in bringing about qualitative changes to address educational needs. By such interventions the primary schools may be changed to learning organisations that can meet the demands of a *changing society* (Davidoff & Lazarus, 1997).

Dean (1991) states that educators may see the need for a management programme which can assist with capacity building, or may want to undergo training for self-development and personal growth. They may already be aware that the right skills, knowledge and understanding, values and attitudes can mean job transferability, job promotion, job enhancement and greater job interest, although the elements of such a training programme may still be vague and unspecified.

The writer hopes to establish through this study what the professional development needs of middle managers in primary schools are and what elements should be included in a

professional development programme that could help meet the needs of middle managers to assist in managing their departments effectively.

1.4 Problem statement

There is no professional development programme for middle managers at schools. Therefore the purpose of the research was to investigate what types of leadership and management skills, knowledge and understanding, values and attitudes middle managers at primary schools require of a professional development programme to enable them to manage their departments effectively. The study will be conducted using qualitative and quantitative methods to cross-validate research findings. The target group involves educators, Head of Departments (HODs), school principals and departmental officials. The intention of the study is to identify the essential skills required by middle managers (HODs). The outcome of the research may be utilised as a framework for implementing skills training workshops or in-service training programmes for middle managers.

1.5 Research objectives

This study proposes to:

- Identify the types of skills, knowledge and understanding, values and attitudes required of middle managers in primary schools.
- Conceptualise and develop a framework for a professional development programme for the development of middle managers at primary schools.

In order to achieve these objectives the following research questions were formulated to drive the process:

- *What type of knowledge and understanding, skills, values and attitudes are required of middle managers at primary schools to meet the demands of changing education and social needs?*
- *How does the experience of middle managers at primary schools inform their knowledge and understanding, skills, values and attitudes?*
- *What types of training programmes are required for middle managers at primary schools to enable them to perform their tasks and roles more efficiently?*

1.6 Limitations of this study

Although all school managers require training, this study confines itself to middle management at primary school level.

1.7 Beneficiaries of this research study

The institution (primary school) will benefit because the professional development of middle managers will enhance productivity of the whole organisation. Management training enhances the internal capacity for decision-making and planning which can impact on the growth of the organisation.

At the same time the aspiring or serving middle manager should experience personal growth through the professional development process and effective use of acquired skills

and abilities. Attitudes towards the ethos of the organisation could be altered and educators' job flexibility could increase.

The learner could benefit because a well-educated, skilful and knowledgeable educator whose objective it is to develop the learner optimally would teach him. In such a case, learners' academic performance and achievements could improve. The writer is of the opinion that the community at large should benefit in the sense that their children would get better education from well-trained professionals.

1.8 Hypothesis

Through investigating what lies at the core of a professional development training of middle managers by enhancing the types of skills, knowledge and understanding, values and attitudes required to fulfil their duties as HODs, the writer hypothesised that a training programme could be developed that would benefit all HODs appointed to such positions.

1.9 Rationale

This study will focus on improving the quality of teaching and learning to all learners by developing and training of middle managers in primary schools to ensure effective departments. The *White Paper on the Transformation of the Public Service (WPTPS)* published on 24 November 1995, lists eight transformation priorities among which human resource development and training is a key area.

The eight priorities are as follows:

- Rationalisation and restructuring.
- Transforming service delivery.
- Institution building and management.
- Representative and affirmative action plan.
- Promoting a professional service ethos.
- Employment conditions and labour relations.
- Human Resource development and training
- Democratising the state.

Human Resource development is a key priority in transforming education in any country. Therefore, Megarry (1980) makes it clear that “the strength of any education system depends largely upon the quality of its educators”. It is a fact that one cannot change any organisation unless one develops the people in the organisation. School development goes hand in hand with people development.

The growth of the South African economy is hampered by the fact that workers are inadequately skilled (or educated), and this affects productivity. *The Skills Development Act, No. 97 of 1998* provides a framework for strategies to develop and improve the skills of workers. As such, its aims are:

- to develop the skills of the South African workforce;
- to increase the levels of investment in education and training in the labour market;

- to encourage employers to provide education and training opportunities in the workplace;
- to encourage workers to participate in learner ship and other training programmes;
- to improve the employment prospects of people who were previously disadvantaged;
- to ensure that there is high quality education and training in the workplace;
- to assist people to find work;
- to provide and regulate employment services.

The initial teacher training prepared educators for classroom management and not for management of people. Management in education is relatively new to education and highly skilled managers are rare. The employer has an obligation towards the development and training of employees. Employers contribute one per cent of the total taxable salary of the organisation to the relevant Sector Education Training Authority (SETA); organisations therefore have a statutory obligation to the development and training of their personnel.

A further impetus to this research is the ineffectiveness of the middle manager in supporting the principal. The writer has taught at various primary schools in a temporary capacity and was surprised to note that little to no support, guidance, assistance and direction were given to Post Level 1 educators by the HOD. Post Level 1 educators make claims such as “HODs are getting paid to do nothing”. This prompted questions such as whether HODs are equipped to do the job that they are appointed to do? What skills, knowledge, values and attitudes do they require to be effective?

1.10 An overview of this research report

This research report comprises five chapters. Chapter 1 introduces the reader to the study. It furnishes a background to the situation in South African schools before the new democracy in 1994, with specific reference to the void created in schools through the Department of Education's offering early retirement packages to educators, including those in management positions. In this chapter the writer introduces a situation where, according to Crowther, *et al* (2002), an exodus of experienced school managers and educators in key learning areas took place. Educators who were inexperienced as managers, had to fill the vital positions of middle managers. In order to perform their leadership and management roles effectively, a professional development programme for middle managers is suggested to meet the challenges and demands of a new curriculum and leadership and management within a new democracy.

Chapter 2 surveys the literature on the management roles, responsibilities and skills required by middle managers. In the literature review, the writer also focuses on the changes within the education system and the response of management to change and transformation in primary schools.

Chapter 3 focuses on the methodological issues that would impact on the research. In the exploration of the management role and responsibilities of middle managers in primary schools, qualitative and quantitative research approaches were used in investigating the research questions. The research instruments used in the study include both semi-structured questionnaires and interviews and a focus-group workshop. This chapter also

examines the advantages and limitations of the selected methods of data collection. After the development of data collection instruments, data was collected through semi-structured questionnaires from HODs from the selected eighteen primary schools. Interviews were also conducted with four principals, one circuit manager, the Assistant Human Resources Consultant and the Human Resource Coordinator of the WCED. A workshop was also conducted with 35 BTech students to develop a framework for a management programme for middle managers in primary schools.

In Chapter 4, the empirical data collected from the principals, HODs, departmental officials and educators, regarding the perception of the management and leadership role of the middle manager in the present situation of the schools, is presented and discussed. After data was collected from the various participants, it was captured through graphs and detailed transcripts of the interviews. The data was then analysed by using open coding (close examination of the data to generate categories for grouping the data). After interpretation of the data, the results are presented and discussed.

Chapter 5 presents a summary of the recommendations after consolidation of the research findings and after reflection on the main research questions.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Over the past ten years, the Department of Education has developed a range of policies and legislation aimed at transforming the country's education system. These new policies and legislation have redefined the meaning of school governance and management. One such piece of legislation is the *South African Schools Act* (Act 84 of 1996 as amended). The emphasis of these policies and legislation is on achieving equitable access to education and improving the quality of its provision. Schools have been and will be judged on how well they deliver "quality" education. The underpinning philosophy of the *South African Schools Act* (SASA) is that schools are encouraged to become self-managed and self-reliant.

This "ownership" of schools is in contrast to conditions before 1994, especially in primary schools, when schools were seen as the sole "property" of the principal. Bennett (1995:73) states that most official documents prior to 1987 speak of primary schools as if they are the property of the head teacher. The principal was solely responsible and accountable for "his school". The same practice was applied in South African schools where educators and parents had very little say in the management of the school. The principal practised no participative management and had an autocratic leadership style. With the introduction of the new *South African Schools Act* (1996), school governing bodies (SGBs) and school management teams (SMTs) were given more power to manage. The notion of leadership and management have been redefined, therefore the

principal is no longer expected, in terms of the amended provision of Section 16 of SASA, to run the show single-handedly. School Management Teams comprising senior-level staff should be constituted so that leadership and management become a team effort. This has resulted in the culture of the school changing from a top-down hierarchical culture to a flatter model, where more role players are involved in the management of the school.

The Education Department's emphasis is on providing quality education to its learners and the community as a whole. The quality of education is influenced by factors such as The Education Department's emphasis is on providing quality education to its learners conditions of teaching and learning, the infrastructure, and the availability of materials, as well as the support provided to institutions. Furthermore, for schools to be effective, the knowledge levels, skills, attitudes and practices of educators are other determinants of quality. Educators are central to the education system, and well-trained and committed educators are regarded as the key to achieving quality in education.

Two elements where middle managers play a significant role could be identified:

- Whole school management
- Management of the department

The role of middle managers has thus become more prominent and requires attention.

2.2 The need for middle management training

Surveys conducted in Britain's schools (Wallace, 1991) indicated that most head teachers and staff with managerial responsibilities had never been trained as managers. Wallace states that most of these people perform their management tasks well. So why do they need training? As Everard and Morris (1990) point out, many teachers prefer to spend their careers as class teachers while others prefer to climb the corporate ladder in schools.

Educators and administrators take cognisance of the importance of middle management in schools in maintaining and developing school effectiveness, but the development of appropriate persons for such positions has been sorely neglected and ignored by the South African Education Departments thus far. Van Deventer and Kruger (2003:62) state that since 1996, many reports of people in authority have confirmed the dire need for proper management training for managers in the South African education system. They further state that in the past, managers have been appointed to managerial positions as heads of departments (HODs) without proper prior training. They have had to learn as they go along, making mistakes in the process. This situation was neither productive, nor conducive to a culture of teaching and learning.

Dean (1991) states that educators in middle management roles in schools are often appointed to these posts with little or no training in the task of school management, as the requirements have been relaxed.

Correct training and development in the organisation can also contribute significantly to an effective school. Squelch and Lemmer (1994) state that the purpose of effective school leadership is essential to make schools more effective and successful in order to improve the quality of learning. Effective leadership and management skills encourage *participation in the management process and create a better quality of working life for everybody in the school* (Van der Westhuizen, *et al.*, 1996). Currently, the above theory is not evident in most schools because the middle managers are struggling to keep abreast. This could be because HODs do not know what is expected of them or they are not competent to do the work. Educators aspiring to promotion posts should acquire these managerial skills in advance of promotion to ensure school effectiveness. For effective management of such tasks, the above key areas should be reflected in any *training programme for school managers*.

2.3 School management in the South African context

School managers and educators are faced with situations in which effective and efficient school management requires new and improved skills, knowledge and attitudes to cope with a wide range of new demands and challenges. These include improving and maintaining high standards of education, working more closely with parents, greater financial responsibility, managing change and conflict, coping with having fewer resources and being more accountable to the communities they serve. School management is under considerable pressure to cope with these changes while simultaneously building and maintaining effective schools (Squelch & Lemmer, 1994).

Resolution 8 of 1998 of the Department of Education (ELRC, 1998) currently serves as a guideline for the roles and job requirements of middle managers at primary and secondary schools in South Africa. If an educator in South Africa cannot comply with the standards set for the job or position he/she holds, the Skills Development Act, No. 97 of 1998, protects the educator. The employer (the Department of Education) has an obligation towards the employee to conduct a needs analysis and to provide training to redress the employer's shortcomings.

According to the Skills Development Act of 1998, employers are compelled to develop a skills training programme aligned at equipping their employees with the necessary skills to do the job and to increase their job performance.

Since 2002 the Western Cape Education Department (WCED) has embarked on a management-training programme for school principals Higher Education Institutions, in conjunction with their overseas counterparts, have also initiated management-training programmes for principals countrywide. On the other hand, the Western Cape Education Department has initiated no structured management training for middle managers of primary schools since the Skills Development Act was promulgated in 1998.

In a South African context we see the diverse roles and responsibilities of the HOD as stipulated in a document called Workload of Educators, Resolution 8, 1998 (ELRC, 1998). The most important aspect of the HOD's role as assigned by the Department of National Education is teaching, with between 85 and 90 per cent of time allocated to it.

The time allocated to teaching will differ according to the size of the school. The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school.

HODs are in charge of a learning area and are responsible for jointly developing a policy for the specific department. HODs must provide and coordinate guidance to other colleagues in the department. HODs are responsible for controlling the workload of educators and learners in the department. The HOD is responsible for:

- advising the principal regarding the division of work among the staff in that department;
- assisting with planning and management of textbooks and equipment for the department; and
- managing the budget for the department and for subject work schemes.

Here we already see the diverse roles and responsibilities of the HOD. With 85 to 90 per cent of time allocated to teaching, how do they cope with all these tasks assigned to them?

2.4 Roles, responsibilities and tasks of middle managers

According to Tomlinson (1997), two important findings emerging from studies on school effectiveness and the Office for Standards in Education (Ofsted) have been the importance of the principal as a change agent, and the ineffectiveness of middle managers

in supporting the principal's role. Therefore, the crucial role of middle managers in enhancing school effectiveness needs to be investigated.

The responsibilities of the middle manager, as stated by Nathan and Kemp (1989:8), entail *"getting things done through people with the most effective use of resources"*.

If this is the case, then a well-structured managerial training programme for middle managers should be a prerequisite for aspiring incumbents for senior posts at primary schools. Tomlinson (1997), Wallace (1991), and West (1998) all argue that a framework for middle management training is important to guide the post-holder in conducting him- or herself in such posts. This implies that if middle managers want to do their jobs well, they will have to be trained before they apply for such a position.

A middle manager will always have problems and dilemmas because he/she is working with people with different personalities who view things in different ways. Therefore the middle manager should have an understanding of his/her role in relation to others to avoid management dilemmas and confusion. Middle managers may encounter management dilemmas, which arise out of conflict between the management of learning and management of people. According to Blandford (1997), role strain is caused by role ambiguity, role conflict, role overload and role underload and must be addressed through consultation with senior management.

- Role ambiguity is when the middle manager is unclear about what is expected.
- Role conflict occurs when one of one's roles is in conflict with another.

- The middle manager also encounters role overload when more is expected of him/her in a role than he/she can manage.
- Role underload is when the middle manager feels under-utilised in his/her role.

Every school is unique, and therefore the demands on middle managers (HODs) will differ from school to school and with time. Recent research on the roles, responsibilities and tasks of middle managers identified certain key functions. Dean (1991), West (1998), Bell and Ritchie (1999), and Fleming and Amesbury (2001) state that the core tasks of middle managers include the following key functions:

- Managing policy
- Managing learning
- Managing people
- Managing resources.

2.4.1 Managing policy

The first function as identified by Bell and Ritchie (1999), is to provide strategic direction and subject development in a particular department or learning area. This means to develop and implement subject policies, plans, targets and practices.

In order for middle managers to execute the above they will be responsible for:

- developing and implementing policies and practices;
- creating and maintaining a climate of positive attitudes and confidence in teaching;
- establishing a shared understanding of the importance and role of the subject;
- identifying and planning for support of underachieving pupils;

- analysing and interpreting appropriate data, research and inspection evidence;
- establishing short-, medium- and long-term plans for the development and resourcing of the subject; and
- monitoring progress in achieving plans and targets and evaluating effects to inform further improvement (Bell & Ritchie, 1999:16-17).

2.4.2 Managing learning

The second function of the middle manager is teaching and learning (Bell & Ritchie, 1999). This entails securing and sustaining effective teaching of the subject, evaluating the quality of teaching and standards of learners' achievements, and setting targets for improvement.

In order to achieve this outcome the middle manager is responsible for:

- ensuring curriculum coverage, continuity and progression for all learners;
- ensuring educators understand, communicate objectives and sequences of teaching and learning;
- providing guidance on teaching and learning methods to meet learner and subject needs;
- ensuring the development of literacy and numeracy skills through the subject;
- establishing and implementing policies and practices for assessing, recording and reporting;
- ensuring information on learners' achievements is used to encourage progress;

- setting expectations for staff and learners and evaluating progress and achievement of all learners;
- evaluating teaching, identifying good practice and acting to improve the quality of teaching;
- ensuring development of learners' individual and collaborative study skills;
- ensuring educators are aware of a subject's contribution to learners' understanding of citizenship;
- ensuring educators can recognise and deal with racial stereotyping;
- establishing partnership and involvement of parents; and
- developing links with the community, business and industry (Bell & Ritchie, 1999:16-17).

The overall tasks within a school should be divided into maintenance tasks and developmental tasks. Developmental tasks are tasks concerned with taking the school forward and are associated with situational analysis, problem diagnosis, development and innovation. The core developmental task in a school is that of curriculum development and alongside this, opportunities for appropriate staff development (West, 1998). Other developmental tasks would be the establishment of a systematic and constructive system for monitoring the curriculum, developing parent-school partnerships, and implementing a whole-school policy for teaching and learning. Individuals could either complete tasks or be part of task-focused project teams led by individuals having particular skills or knowledge about the project at hand.

Maintenance tasks are those tasks, which must be undertaken if the school is to be effective and maintain the quality of existing provision. The core maintenance task of every member of staff is that of *maintaining the quality of teaching and learning*. Other maintenance tasks are maintaining record systems, acquiring and servicing teaching and learning resources, planning current work, drawing up rotas, consulting with parents, coordinating meetings, providing reports to various audiences, and organising annual events (West, 1998).

2.4.3 Managing people

According to Bell and Ritchie (1999), the *third function of middle managers is leading and managing staff*, i.e., to provide to all those involved in the teaching or support of the subject with the guidance, challenge, information and development necessary to sustain motivation and secure improvement in education.

However, to fulfil this function, the middle manager will be responsible for:

- *helping staff to achieve constructive working relationship with learners;*
- *establishing expectations and constructive working relations among staff;*
- *sustaining motivation of themselves and colleagues;*
- *appraising staff (if appropriate);*
- *auditing training needs;*
- *leading professional development and coordinating provision;*
- *ensuring trainees are supported to achieve appropriate standards;*
- *enabling colleagues to achieve expertise in subject teaching; and*

- ensuring principals, senior managers and governors are well informed.

The tasks of middle managers as subject leaders include being a vital communication link between the administration (principal) and the teaching faculty in his/her subject field. He or she should also offer direct, on-the-spot leadership to education placed under his direction as well as serve as instructional leader in his or her subject field. Currently, the above theory is not applicable in our schools owing to the high workload and middle managers not being trained to be instructional leaders. Educators, especially middle managers, have to invigilate classes where educators are absent from school.

Another aspect that warrants attention is that of developing the school, its educators (teachers), its learners and the whole community as a learning community. HODs can workshop the RNCS (Revised National Curriculum Statement) to the parents so that they are able to understand, guide and support their children. Workshops should be practical and handouts should be in simple language and with illustrations, where possible, to accommodate illiterate parents.

2.4.2 Managing resources

Another task of school middle managers as subject leaders is to identify the appropriate resources for the subject and ensure that they are used efficiently, effectively and safely. West (1998) and Rhodes (2001) are of the opinion that good resource management is an important element in raising the quality of education for all pupils.

- According to Bell and Ritchie (1999), this function includes the efficient and effective deployment of staff and resources, i.e., to identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.

To ensure the above, the middle manager will be responsible for:

- establishing and advising on all resource needs and allocate subject resources efficiently;
- advising on the best use of colleagues;
- ensuring effective and efficient management and organisation of learning resources;
- maintaining existing resources and exploring opportunities to develop and incorporate new ones;
- using accommodation to create a stimulating environment; and
- ensuring a safe working and learning environment.

Currently, owing to insufficient time, a shortage of resources and finances, accommodation problems and a shortage of staff, HODs are unable to manage the resources effectively and efficiently.

In meeting the above responsibilities, middle managers (HODs) will have to adopt a variety of roles involving the use of a combination of curriculum and interpersonal skills. Successful middle managers develop specialist knowledge relating to their roles. They combine leadership, management, teaching and administration in the right proportion.

Mintzberg as cited in Bennett (1995) identifies ten roles a middle manager should fulfil. Although Mintzberg identifies ten roles and underlines their intuitive nature, he is at pains to emphasise that they form an integrated whole, and that should any one be ignored, the job cannot remain intact. Bell and Ritchie (1999) go further and identify 28 roles that a middle manager should fulfil. From all these roles identified by different researchers in the field, one can ascertain that the expectations are diverse and to a great extent could be conflicting.

Fleming and Amesbury (2001) maintain that the expectation is that middle managers should play many roles and need to be able to adapt comfortably to each role. Different styles of management are appropriate in different contexts. Fleming and Amesbury (2001) also suggest that good middle managers should be flexible about the styles they use and should learn to slip between styles, depending on the tasks they are undertaking. Currently, the above practice is evident in our schools; the middle manager performs many roles and has to see to the welfare and discipline of the learners as well.

2.5 Skills needed by middle managers

Any organisation requires skilled employees able to do the job competently. Better leadership and management help to improve standards in schools. Some people believe that leaders are born; the Department of Education believes that leadership skills can be learned. Cefrey (2000:23) is of the opinion that leadership skills may be divided into three broad categories:

- Diagnostic skills: critical and creative thinking and problem solving.
- Perceptual skills: communicating well through good verbal and listening skills.

- Behavioural skills: teamwork, negotiating, delegation, motivation, coaching, and counselling.

Management is about effective task execution as well as effective people management. Specific skills are required to perform management tasks (Wallace, 1991). It is vital that middle managers develop these skills if they want to be competitive and successful. Blandford (1997:29) states that skills and abilities will focus the middle manager on the effectiveness of the team: its skills and abilities to complete tasks and deal with situations. Van Deventer and Kruger (2003) posit that efficient education cannot be realised without leadership and management. For this reason there is a drive towards enhancing the management skills of middle managers in schools. Dean (1991) suggests that educators should acquire the appropriate management skills before they are promoted into management roles, so that they are prepared for the job.

The skills required to perform the tasks of middle management include skills necessary to perform substantive tasks and process tasks. Skills can be defined as “dimensions of the ability to behave effectively in situations of action” (Argyris & Schön, 1974). Skills and knowledge are inextricably entwined in the performance of tasks. Wallace (1991) has a sceptical view of people’s abilities to transfer skills learned to the actual performance of tasks, and claims that people possessing skills have little understanding of how to use them. He further states that people can also be highly articulate about how to carry out a management task while being incompetent at doing it.

West (1998) proposes the following seven managerial skills for middle managers to make a constructive contribution to school effectiveness.

- leading the team
- delegation
- managing change
- leading an evaluation
- finance and resource management
- self-management
- time management

2.5.1 Leading the team

Middle managers will have to fulfil a dual role as class teachers, and for some of their time, as leaders of a task-orientated group. The first skill middle managers should acquire is to lead a team. Sergiovanni (1999:54) is of the opinion that "...leadership is an important ingredient in improving schools". If we want effective schools, Blandford (1997:28) points out that *knowledge and understanding* will focus the middle manager on knowing human behaviour, both individual and group. However, middle managers will be involved for some of their time as leaders of a task-orientated group. A team is effective when it achieves the goal it has been set through tasks, which have been identified and agreed upon between members. In leading the group, the leader has to demonstrate awareness of two basic concerns: concern for people and concern for tasks. In leading the group the middle manager needs certain skills to get the best out of people and to allow them to take ownership of any task or project. The leader needs to know

different leadership styles so that he or she can move easily between the styles as the situation arises. The leader will have to make and maintain good relationships with adults. The middle manager will need social skills to conduct effective meetings and facilitate group discussions.

Middle managers need skills in assessing the mood of a meeting. Listening skills, sensitivity and persistence are vital skills middle managers should acquire. They need skills in presentations, negotiations and interviewing. The leader also needs clear reflective thinking skills as a mean of solving problems encountered. Written and spoken communication skills are important, with the ability to match language to audience (Fleming & Amesbury, 2001). Effective communication involves making appropriate use of a variety of communication techniques such as formal, oral, and good written skills. To communicate effectively in oral discourse, the leader needs good listening and speaking skills, social skills and the ability to facilitate understanding. The ability to listen carefully and sympathetically is an important skill. Besides all the skills middle managers should have, it is also their duty to develop the skills of people in the team they lead. They care for, support and provide for the development of junior colleagues in the department

2.5.2 Delegation

The second skill middle managers should acquire is that of delegation of tasks. Delegation entails the transfer of a task or set of tasks to another, together with the resources required, and the transfer of the appropriate authority to act (Knight, 1995; West, 1998). Delegation needs to be used in conjunction with supporting, coaching and directing in order to get the

best out of team members. An effective team uses the strength of each team player by delegating tasks appropriately. Fair and effective delegation is a must for middle managers and should be cultivated as a key feature of supportive teamwork. Tasks may be delegated to an individual or to a team as a whole, and middle managers will be involved in the process of review, monitoring and evaluation of the execution of these tasks (West, 1998). Delegation could be used with experienced and committed colleagues and is especially useful for providing ambitious and competent teachers with experience that might help them gain promotion to management posts. According to Du Preez (2003), the following tasks and responsibilities could be delegated to subordinates: discipline and neatness of learners, attendance of learners, organising functions, arranging meetings with parents, the guidance of learners, issuing of resources, etc. However, the responsibility for academic work remains the priority of the HOD. By good effective delegation of tasks, the HOD will not only increase the efficiency of the team but will also be providing opportunities for other staff members to gain experience that will help their continuing professional development. Currently in our schools, educators are not eager to accept tasks delegated to them because they have the notion that middle managers get paid to perform tasks assigned to their portfolio. Educators do not see this practice providing opportunities for other staff members to gain experience that will help their continuing professional development (West, 1998).

2.5.3 Managing change

Middle managers need certain skills in order to initiate and manage change successfully (Van der Westhuizen, *et al.*, 1996). Williams (2002) points out that change is inevitable; the only thing that is constant is change. Therefore, the middle manager needs to be a change agent. Middle managers play a vital role in the change process and their level of success in managing

change will be dependent upon good interpersonal skills, a collaborative team culture and effective planning. It is important that middle managers understand how change affects the individual and that all change causes a certain amount of stress to the individual. Middle managers cannot control the speed of change that is imposed but they can make the change less threatening by providing support for colleagues and by ensuring that the change is controlled, directed and shared. Middle management can achieve smooth and successful change by creating a collaborative team culture in which individuals are constantly striving to improve the education they provide and by using well-established development-planning techniques. Fullan (1992) says that the middle manager should know the why and the how of change. He or she should know the different stages in the change process. These stages are: recognition of needs, diagnosis, search for potential solutions, presentation and consideration of alternatives, overall action plan, the implementation process and the amendment to the plan. From these contributions by experts on change, it goes without saying that to be effective as a school middle manager at primary school, the HOD has to be competent in implementing change. To successfully implement change necessitates getting all team members (educators) on board.

2.5.4 Leading an evaluation

A major task of anyone in a management role is to evaluate what is happening in the work for which he or she is responsible (Dean, 1991). There are seven stages to the evaluation process listed by West (1998). These stages are the planning stage, the initiation stage, the collection of data, processing the information, reporting the findings, implementing the findings and recommendations, and monitoring the changes.

2.5.5 Finance and resource management

Another skill middle managers should acquire is that of finance and resource management. Rhodes (2001) also stresses the importance of effective resource management in the raising of standards and attainment of outcomes for all learners. Efficient administration and effective resource management both require highly developed organisational skills with thinking ahead being the key to success (Williams, 2002). All managers in schools must be competent in managing records, finances and general administration. Resources management involves both day-to-day organisation of resources and planning for future needs in respect of curriculum development.

Every day in a school a wide range of equipment and materials is utilised. The ease and efficiency with which individual teachers are able to gain access to the resources they need, e.g., overhead projectors, televisions, etc., can have a significant impact on their morale and on the teaching and learning of the children in their care. It is difficult to advocate a particular system for resource management, as all schools are different. It is essential that middle managers, in collaboration with educators in their department, devise a system for resource management that is fair, efficient and effective and is able to support teaching, learning and pupil achievement.

Middle managers are responsible for spending a proportion of the school's budget for the department. They need skills to gain funds for development priorities. Fundraising, budget

planning, and record keeping of expenditure are some of the skills that are important to the middle manager.

Stock control covers a variety of elements in general school management. Easy access to material and books, an efficient booking system for educational and other equipment, and delegating responsibility for checking resources all are important.

2.5.6 Self-management and management of time

Self-management and management of time are important aspects of a middle manager's life. These skills relate to self-control and an increased effectiveness when interacting with others. For example, being on time for appointments, having work completed on time, conquering paperwork, dressing appropriately and controlling temper in front of others. Time management involves careful planning and strategy. Squelch and Lemmer (1994) say middle managers should prioritise their tasks and tackle them one at a time.

Wallace (1991) also investigated the skills middle managers should acquire to do their job effectively and is in agreement with most other researchers in this area. As part of the substantive task area, he identified eight managerial skills a middle manager should acquire. He states that the middle manager should:

- know the overall school policy and aims of his or her department and be aware of the communication, organisation and decision-making structures and roles;

- have knowledge about the curriculum, implementation of policies, different learning methods, and assessment strategies;
- have knowledge of the staff and the development of the individual to ensure an effective department. Overall knowledge of the learners and the way in which they learn is another prerequisite; and
- have the ability to manage financial and material resources. Therefore, middle managers also need skills to draw up an annual budget and to submit a budget review report.

It is reassuring to know that almost all the skills required to be an effective middle manager can be learned, developed and improved (Fleming & Amesbury, 2001).

2.6 Best practices in management training

Jones and Mathias (1995) and Everard and Morris (1990) describe best practices in terms of skills and competencies: “Competence is defined as a combination of knowledge and skills plus the ability and will to apply them to particular situations” (Everard & Morris, 1990:130). Competence is further described as being related to performance in regard to both the functions and demands of the particular management job as well as the requirements and constraints of the organisational setting.

While Everard and Morris (1990) provide a working definition of competence, Jones and Mathias’ (1995) contribution is made by the development of a competence framework. The competence framework focuses on managing policy, managing learning, managing people

and managing resources, whereas the competency model concentrates on the individual skills that a school manager needs to bring to the job. These skills are administrative, interpersonal, communicative and personal breadth. Both of these approaches are equally valid for middle managers to be effective. He points out that successful organisations' approach is to improve performance through focusing on leadership at senior management level and consequently increasing the level of management skills required of middle managers. He places more emphasis on the attributes possessed by and required of the individual in the organisation. These attributes are also termed "competence" or "competencies".

In characterising best practices in the development of competence/competency, two main approaches can be identified. Jones used Trotter's (1995) model, which is based on a functional analysis of the specific skills required by the job. This emphasises the outputs required of the individual charged with this task, whereas the competencies are based on the inputs that the manager brings to the role and therefore the underlying generic skills, which are, once acquired, transferable to many different tasks.

Best practices at institutional level are dependent on "selecting the right person for the principalship, according to Erasmus and Van der Westhuizen (1996). In this regard, mentoring plays an important role that can take place during the induction period when the mentor and mentee commit themselves to the development of both parties to enhance organisational growth. A study by Fullan (1992) emphasises the importance of the support of the principal in empowering people, as he or she can make decisions influencing them and has access to information and resources enabling them to implement the decisions.

Best practices at institutional level also emphasise the importance of strategic planning to give direction to the organisation. It is important that all people in the organisation should be co-owners of the vision, mission and strategy of the organisation.

Change and restructuring in an organisation may play an important part in developing people within the organisation. Job enrichment and job rotation are elements of change that influence the development of people for key positions (Erasmus & Van der Westhuizen, 1996).

Squelch and Lemmer (1994) believe that best practices in an organisation build a winning team that is committed to the organisation. Therefore middle managers should spend time getting to know the people in their team and then supporting them. Leaders should use the knowledge of the people in their team to manage situations better. Middle managers should *communicate clearly with their teams and should not be frightened by debate. Consult only with those closest to the decision process. Leaders should display self-control and be positive. Leaders should lead by example and set high standards in the amount and quality of work they do and in their general attitude towards people. As leaders of a group, middle managers should be considerate and fair towards treating other people. The ability to listen carefully and sympathetically is an important skill for any team leader. Middle managers should be willing to listen to the concerns of individuals in their teams and need to be accessible. As good practice, middle managers should spread good cheer. They should always give credit where it is due and always give thanks and praise where it is deserved. The main purpose is to build up the morale and confidence of the members in their group.*

With the above fundamental principles of good practice in place, it will be easier to handle the inhibiting factors which middle managers encounter and to consider the individual development needs of members in their teams. It is reassuring to know that almost all the skills required to be an effective middle manager can be learned, developed and improved (Fleming & Amesbury, 2001).

2.6 Conclusion

Professional management development, as Dean (1991) points out, is a matter of personal development, which enables a person to tackle new tasks and relate well to others. It includes the acquisition of specific skills, knowledge and understanding, both for the classroom and for management. The development of knowledge and understanding, and the skills and abilities required to manage others, take time.

As such, professional development is a career-long activity. Anyone starting a “new” career in school middle management would thus benefit from an induction into or formal training for the position.

CHAPTER 3

METHODOLOGY

3.1 Introduction

According to Gillham (2000), a multi-method approach to research has the potential of enriching as well as cross-validating research findings. The researcher employed a mixed-method approach. The design included a quantitative element (questionnaire) to identify the skills that HODs regard as most important for middle managers at primary school level. The writer also used a qualitative approach (interviews), as the intention was to describe the skills required of educators in their natural setting at middle management level. A qualitative design allowed the researcher to give credence to the multiple perceptions of different stakeholders (HODs, principals and WCED officials). All interviews were recorded on audiotape.

3.2 Research design

According to Oppenheim (1966:6), research design refers to the basic plan or strategy of the research, and the logic behind it, which will make it possible and valid to draw more general conclusions from it. Research design is concerned with making a problem researchable by setting up the study in a way that will produce specific answers to specific questions. The main aim of the research design is to maximise the validity of the eventual results (Mouton, 1996).

3.3 Data collection methods

There are many methods by means of which data may be collected. The researcher employed a mixed-method approach.

3.3.1 Data sources

- **HODs:** To determine HODs' understanding of the skills, knowledge and understanding, and values and attitudes HODs should acquire to be effective in the schools, see Appendix F.
- **Principals:** Principals of six primary schools were interviewed to gauge their perception of the skills, knowledge and understanding, and values and attitudes HODs should have to be effective in their departments (see Appendix G).
- **WCED:** Officials were interviewed to determine whether policies exist for the training of HODs in primary schools (see Appendices G, H & I).
- **Academic literature:** The views of previous writers on the skills, knowledge and understanding, and values and attitudes that HODs should have were sourced at libraries.

3.3.2 Sampling

Sampling, according to Vermeulen and Shaw (1996), is taking any portion of a population or universe as representative of that population or universe. The population or target group is that group about which the researcher is interested in gaining information and drawing conclusions.

In consultation with the WCED: Directorate Research, the researcher selected three schools per circuit in the Education, Management and Development Centre (EMDC): Metropole North. There are six circuits in Metropole North, which give a total of 18 schools. Purposeful sampling was used and schools were handpicked according to their managerial competence as conducted in a survey of whole school development in the EMDC.

3.3.3 Ethical issues

Before the administration of the questionnaire, the researcher sought permission from the Director of Research to execute the investigation. The Directorate: Research of the WCED informed the selected schools of the research that was going to take place in their schools. A covering letter (Appendix D) accompanied the questionnaire, indicating the aims of the research, to convey to the respondents its importance, to assure them of their confidentiality, and to encourage their replies. The letter was drafted taking into consideration the suggestions of Cohen, Manion and Morrison (2000).

- Letter to WCED requesting permission to conduct the research – Appendices A & B.
- Permission was granted from the WCED subject to conditions as specified in Appendix C.
- Covering letter to the HODs requesting their participation in the research – Appendix D.
- Consent letters for all participants – Appendix E.

3.3.4 Data collection procedures

The writer conducted the research personally, and approached the principals of the target schools to arrange an initial meeting in order to discuss the nature of the research and to obtain their cooperation and permission. The writer then presented the permission letter from the WCED. Time frames for administering and collection of the questionnaires and the scheduling of interview sessions were discussed. The WCED was contacted in order to arrange for the interviews of the WCED officials.

3.3.5 Research techniques

Data was collected by means of semi-structured questionnaires with HODs and interviews with principals and departmental officials, as well as a one-day workshop with part-time BTech students.

3.3.5.1 Questionnaires

Information gathered from the literature study was used to develop and design a semi-structured questionnaire to obtain information from middle managers and educators regarding the skills required to do their job effectively. Cohen, Manion and Morrison (2000) describe the questionnaire as a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse.

There are four main advantages to the teacher-researcher as seen by Cohen, Manion and Morrison (2000). These are an efficient use of time; the assurance that the identity of the

respondents will remain anonymous; and the possibility of a high return rate if standardised questions are used.

Like all techniques, questionnaires have their limitations. There are no right or wrong techniques. Researchers need to be aware that there are three main limitations in using a questionnaire: The information collected tends to describe rather than explain why things are the way they are. Another disadvantage is that the information could be superficial. The time needed to draft and pilot the questionnaire is often underestimated and so the usefulness of the questionnaire is reduced if preparation has been inadequate.

The writer conducted the survey in different phases.

Phase One: Piloting the questionnaire

Small-scale piloting is essential, according to Munn and Drever (1990). It involves “getting a few individuals to work through the questionnaires in your presence and then to talk it over with you”. The purpose is to determine roughly how long the questionnaire takes to answer and if there are any features of it that are likely to put people off and so reduce the likely response rate. Munn and Drever (1990) note that pilots can be used to “debug” the questions in order to:

- Ascertain whether the wording is clear, the terms used are familiar and unambiguous;
- ascertain whether people see the questions as important and interpret them as expected;

- determine whether it is easy for the respondents to express their answers to their satisfaction, and for the researcher to interpret them correctly.

The writer found these recommendations very relevant and helpful and decided to follow their guide and suggestions. Nevertheless, it is important to pilot one's questionnaire with people similar to those who are going to be completing it. I thus piloted the questionnaire using 35 BTech Education part-time students who are practising educators. These students were, however, HODs and aspiring school managers. While the students were completing the questionnaires they pointed out misleading and ambiguous phrases. After discussing the questionnaires, adjustments were made to the wording.

The writer then re-drafted the questionnaire and piloted it again with HODs and aspiring HODs at a primary school. Minor adjustments were made to the questionnaire before it was distributed to the schools.

Phase Two: Administering the questionnaire

The writer distributed 72 questionnaires personally to the 18 primary schools in the EMDC: Metropole North. The reason for this was to arrange for a suitable date to collect them and for schools to appoint a suitable person to administer the process. The questionnaires were distributed to four educators (current post holders) per school, per circuit. Schools were selected from the EMDC: Metropole North according to their management competence.

A covering letter (Appendix D) accompanied the questionnaire to indicate the aims of the research, to convey to the respondents its importance, to assure them of confidentiality, and to encourage their replies (Cohen, Manion & Morrison, 2000). The letter was drafted taking into consideration the suggestions of Cohen, Manion and Morrison (2000).

The writer was only allowed to work in the WCED schools during one term. The drafting, piloting and re-drafting of the questionnaire took much longer than was expected which left the writer with little time to distribute the questionnaires to the schools. At some primary schools the times were inconvenient, as tests, assessment and reporting were scheduled. These factors resulted in a delay in the return rate of the questionnaire. The writer distributed 72 questionnaires of which 53 were returned, yielding a response rate of 73,6 per cent. All the selected schools in the Metropole North returned the questionnaires. The number of learners at the school determines the number of Head of Departments allocated to a school. Some of the schools with fewer than 720 learners only qualified for two heads of departments and these schools returned some blank questionnaires. The writer had a high return rate of questionnaires, despite the fact that not all schools have four heads of departments.

3.3.5.2 Interviews

The researcher chose to do interviews with principals and other stakeholders as this method has benefits that suited the design purposes. Bogdan and Biklen (1982) and Kvale (1996) describe the interview as interchange of views between two or more people on a topic of mutual interest in order to get specific information. The interview is used to gather descriptive data in the interviewee's own words so that the writer can develop insight on how the

interviewee interprets some piece of world (Bogdan & Biklen, 1982). According to Wragg (1984), the major advantage of an interview is its adaptability. A skilful interviewer can follow up leads, probe responses, and investigate motives and feelings, which a questionnaire can never do.

According to Wragg (1984), a semi-structured interview schedule tends to be the one most favoured by educational researchers as it allows respondents to express themselves at some length, but offers enough shape to “prevent aimless rambling”. The writer embarked on semi-structured interviews because this method offered more latitude. The writer interviewed four principals and four departmental officials (one circuit manager and two human resource consultants) to gauge their perception of the skills required by middle managers (HODs) in helping the principal to ensure school effectiveness. There were initial questions followed by probes as the conversation developed.

The writer used a tape recorder to record the various conversations after explaining to respondents the purpose of using a tape recorder and obtaining their permission for the use of the equipment. The writer also explained that they were not obliged to participate in the interview process and also assured them of anonymity and so received informed consent from participants. Each interview was transcribed and a copy was given to the interviewee. In some instances the writer left the interview protocol with the principals and requested that they respond to it in writing. These were followed up by personal contact. This process proved to be very useful as participants then had the opportunity to think more carefully about their “real” expectations.

After the writer had interviewed all the relevant stakeholders, the writer transcribed the interviews, which was a tedious process but which offered an opportunity to internalise, the conversation, to start forming tentative categories, and to identify themes. Thereafter the writer made copies of all the transcribed interviews, collated all the pages and numbered them sequentially.

3.3.5.3 Workshop

The writer conducted a workshop with a group of participating educators. These participants were representatives of all the relevant stakeholders (educators, HODs and school principals). This workshop was conducted with the intention of developing a framework for a skills-training course for middle managers. The participants were divided into four groups of approximately eight per group. The skills required by middle managers were grouped into four focus areas, namely managing policy, managing people, managing curriculum and managing resources. Each group discussed a focus area and wrote on blank paper all the skills required for that focus area. Afterwards the participants prioritised the skills required by the HOD for each focus area

3.4 Triangulation as a combination of qualitative and quantitative approaches

Triangulation refers to the use of multiple methods of data collection with a view to increasing reliability of observation. Triangulation, according to Denzin and Lincoln (2003), is the cross-validation among data sources. Different sources, methods and situations are compared to see whether the same pattern recurs. The writer used

methodological triangulation to crosscheck the data. *Methodological triangulation* is the use of two or more methods of data collection procedures within a single study. The writer also used *investigator triangulation*. *Investor triangulation* is the use of multiple observers, coders, interviewers and/or analysts in a particular study. In this study the data resources included information gathered from HODs, BTech part-time students, principals and departmental officials by means of questionnaires, interviews and data collected at the workshop.

3.5 Data analysis methods

All data collected, whether by questionnaires, interviews and the workshop, was subjected to a descriptive method of analysis (Goulding, *et al.*, 1984). Gillham (2000) agrees that the first stage of data analysis is descriptive. Goulding *et al.* (1984) further state that data collected by questionnaires, interviews, diaries or any other methods means very little until the data has been analysed and assessed.

3.5.1 Questionnaires

Once the questionnaire data was received, it was checked for completeness, accuracy and uniformity. There are three main stages in analysing questionnaires: data preparation, describing the data, and interpreting the data (Munn & Drever, 1990).

3.5.1.1 Data preparation

Munn and Drever (1990) articulate that the aim of data preparation is to make the mass of information in the questionnaire more manageable. This is a process where “raw” data is translated onto a grid so that one can see what people’s answers are to particular questions without leafing through a huge pile of questionnaires. Two main stages in data preparation can be identified, namely preparing the grid and coding the questions.

3.5.1.1.1 Preparing the grid

The writer drafted a summary sheet onto which all questionnaire responses were transferred. The first column of the summary sheet was for the respondent’s number. The horizontal numbered lines or columns were used for recording answers to the questions. Each horizontal line represented the answer of one respondent to the questions on the questionnaire.

Before the writer could begin to fill in the grid, she had to code the data.

3.5.1.1.2 Coding the questions

According to Cohen *et al.* (2000), once the data has been collected, it should be analysed by some form of coding or scoring. The writer thus embarked on a reduction process where the data was coded in preparation for analysis. Kerlinger (1970) has defined coding as the “translation of question responses and respondent information to specific categories for the purpose of analyses”. Thereafter, data reduction took place where the

data was coded in preparation for analysis. The questionnaires were pre-coded so that each response could immediately and directly be converted into a score in an objective way.

According to Munn and Drever (1990), closed questions are the easiest and the quickest to code. The categories of responses are pre-set and all that is needed is to give each category a letter or number. A yes/no response could be coded as 1 or 2. The writer used a simple numbering system, e.g., simple code for male = 1 and female = 2. The writer also used the Likert scale to ask respondents to indicate strength of agreement or disagreement with a given statement. Answers were scored from 1 (strongly agree) to 4 (strongly disagree) and a measure of respondents' feelings could be produced. To code the open questions the writer developed a set of categories from the literature about the answer the writer was expecting. The writer developed a coding scheme by adding a number to the categories e.g., managing people (1), managing policy (2), managing learning (3) and managing resources (4). The respondent's answers were grouped under these four categories.

Once the completed questionnaire had been coded, the responses were transferred from the questionnaires to the summary sheet by using ticks. This process of transferring responses to the summary sheet was a tedious one.

Once the information from the questionnaires has been recorded on summary sheets in a systematic way such as has been described, it should be unnecessary to consult the

questionnaire again. Munn and Drever (1990) warn that “the questionnaire should not be discarded until the report is finalised just in case checking is needed”.

3.5.1.2 Describing the data

Mostly, it is a matter of counting the number of times each code appears in a column and checking that all respondents are accounted for. As Goulding *et al.* (1984) suggest, the writer counted the frequencies in the different categories and calculated proportions.

3.5.1.3 Interpreting the data

After recording the data, the column totals were interpreted. For Question 1 the writer counted on the summary sheet, e.g., the “male” responses (coded 1) and the female responses (coded 2). Of the 53 respondents, 18 were male, 33 were female and two respondents did not indicate their gender. These frequencies were converted to percentages. Males represented 34 per cent, females 62 per cent and the percentage of respondents who did not indicate their gender was 4 per cent. Tables and graphs were used to present the data and findings in a clear and simple manner.

3.5.2 Interviews

The writer used qualitative data analysis to interpret and represent interviews with principals and departmental officials. The data was represented in descriptive format as themes emerged. Interviewees’ transcripts were subjected to content analysis to identify the essentials skills required by middle managers. Miles and Huberman (1984) state that

the data needs to be reduced by *selecting, focusing, simplifying, abstracting* and transforming the raw data from the interviews.

While the writer was reading through the transcript, she developed a preliminary list of coding categories. She then developed the coding categories, compiled a list of themes and assigned each one a number. The writer worked through all the data and marked each unit with the appropriate coding category number. This involved scrutinising sentences carefully and judging what codes the material pertained to. After the data had been coded, she cut up the notes so that the units of data could be pasted onto A3 poster board, which had been labelled with individual codes. All the units of data comprised different questions on the respective A3 poster boards. The writer regrouped the data according to some schema. Then she analysed each A3 board representing a specific question to ascertain patterns and themes. The writer repeated the process with all other questions.

3.5.3 Workshop

The four focus areas were coded as follows: managing the curriculum (1), managing people (2), managing resources (3), and managing policy (4). The writer assigned a number 1 to all the skills that referred to managing the curriculum and prioritised it according to importance. The writer repeated the process with all the other focus areas. This allowed the researcher to develop a framework for a skills-training course for an in-service programme for middle managers.

In the following chapter, data will be presented and a discussion will ensue.

CHAPTER 4

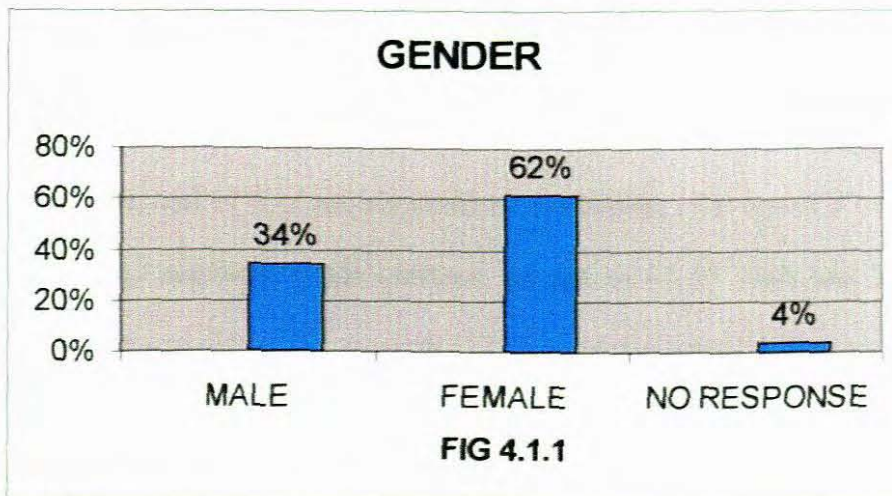
PRESENTATION AND DISCUSSION OF THE DATA

In this chapter, the data collected by means of questionnaires to HODs, interviews with principals and departmental officials and a workshop with part-time B.Tech educators will be presented and discussed. The data collected by means of questionnaires will be presented in the form of graphs in Section 4.1, while the data of the interviews and workshop will be presented thematically in sections 4.2 and 4.3. The discussion of the results follows in Sections 4.4, 4.4.1, 4.4.2 and 4.4.3.

4.1 Presentation of the data collected by means of questionnaires

The questionnaires will be presented in the form of graphs.

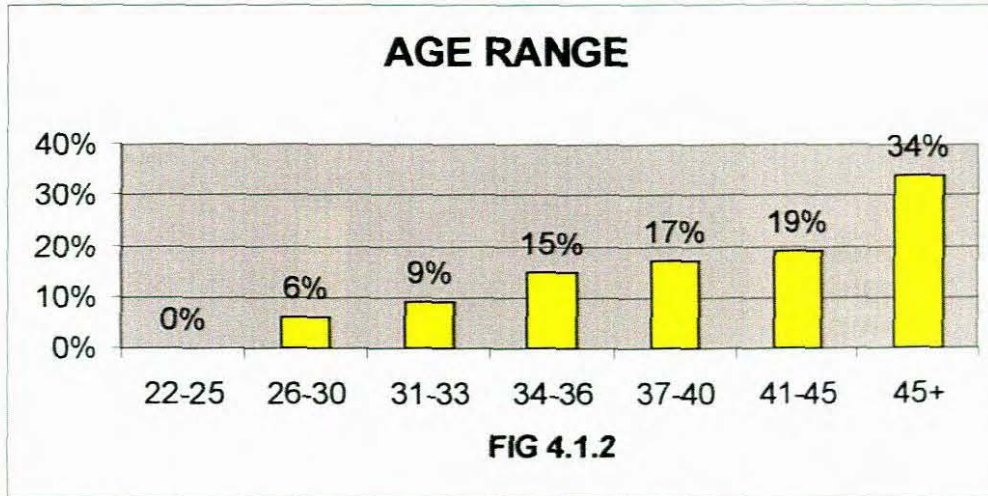
4.1.1 The gender of the HODs [Question 1 of Appendix F]



According to the above data (Fig 4.1.1) collected by means of questionnaires, it is apparent that 62% of the respondents are female, and 34% are male, while 4% did not

indicate their gender. The staff at the eighteen primary schools was predominantly female, which could explain this phenomenon

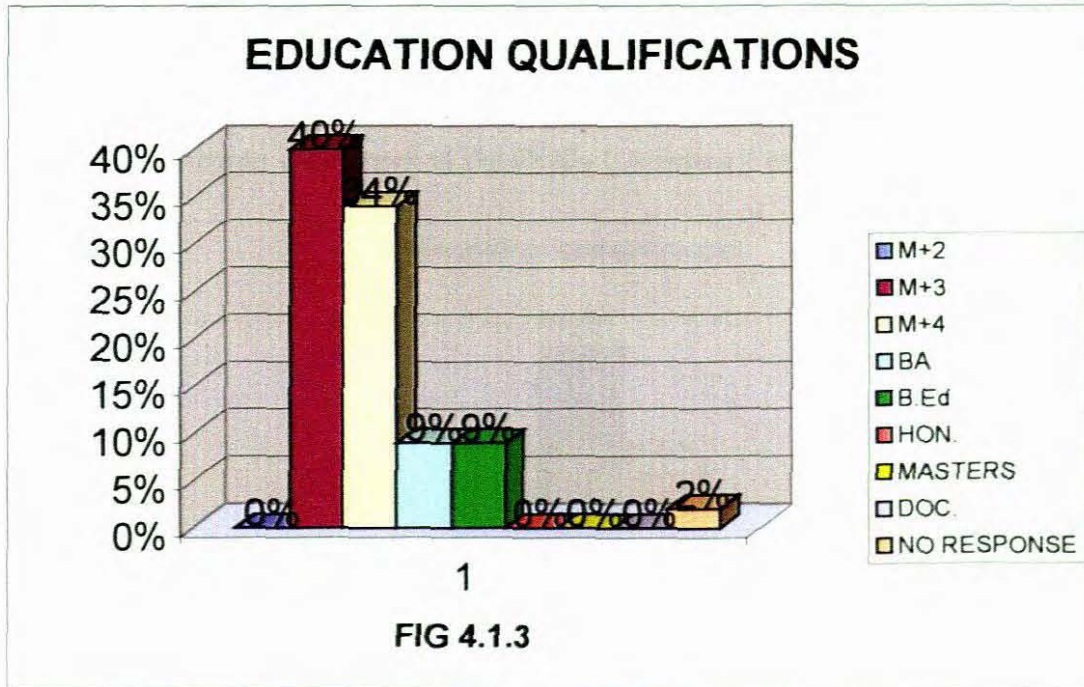
4.1.2 The age range of the HODs [Question 2 of Appendix F]



The graph in Fig 4.1.2 indicates that none of the respondents are between 22-25 years, while 6% of the respondents are between the ages of 26-30 years. However, 9% of the respondents are between the age of 31-33 years, 15% of the respondents are between the age of 34-36 years, and 17% of the respondents are between the age of 37-40 years. A further 19% of the respondents are between the age of 41-45 years and 34% of the respondents are 45 and older. The majority (53%) of respondents (HODs) are in the age-range of 40 years and older. The minimum teaching experience of an educator applying for an HOD post is three years. Therefore, any educator who has completed his/her initial three or four years' teacher training course plus his/her three years' teaching experience should be approximately 25 years old. As there is no formal, structured management programme for HODs, school managers will, when doing appointments, be guided by the experience (teaching years) of the educator. Therefore, more experienced applicants

would normally be appointed. Most of the HODs are in the age-range of 34-45 years, with teaching experience of between 12-24 years.

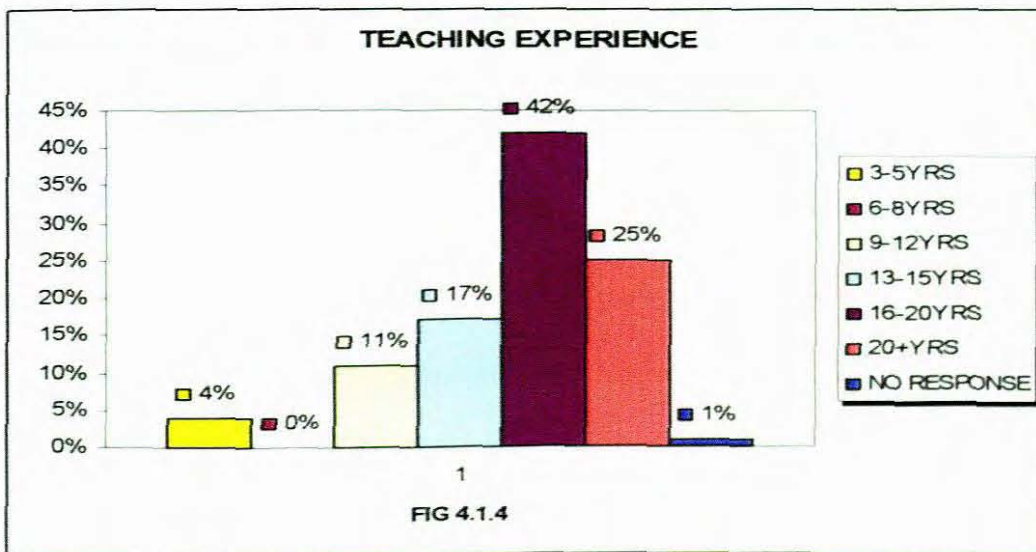
4.1.3 The education qualification of the HODs [Question 3 of Appendix F]



From the data presented in Fig 4.1.3, 40% of the respondents' highest educational qualification is a matric + 3-year diploma; 34% of them are in possession of a matric + 4-year diploma, whereas 9% of the respondents have obtained a BA degree or a Bed degree. None of the respondents is in possession of a master's or doctoral degree, while 2% of the respondents did not indicate their qualifications. It might be that in the past, the minimum qualification for a teaching career was matric plus three years' teacher training. Currently, the minimum qualification is matric plus four years' tertiary training. None of the respondents have a master's degree or a doctorate, possibly because those educators might have sought better prospects. Another possibility might also be the Education

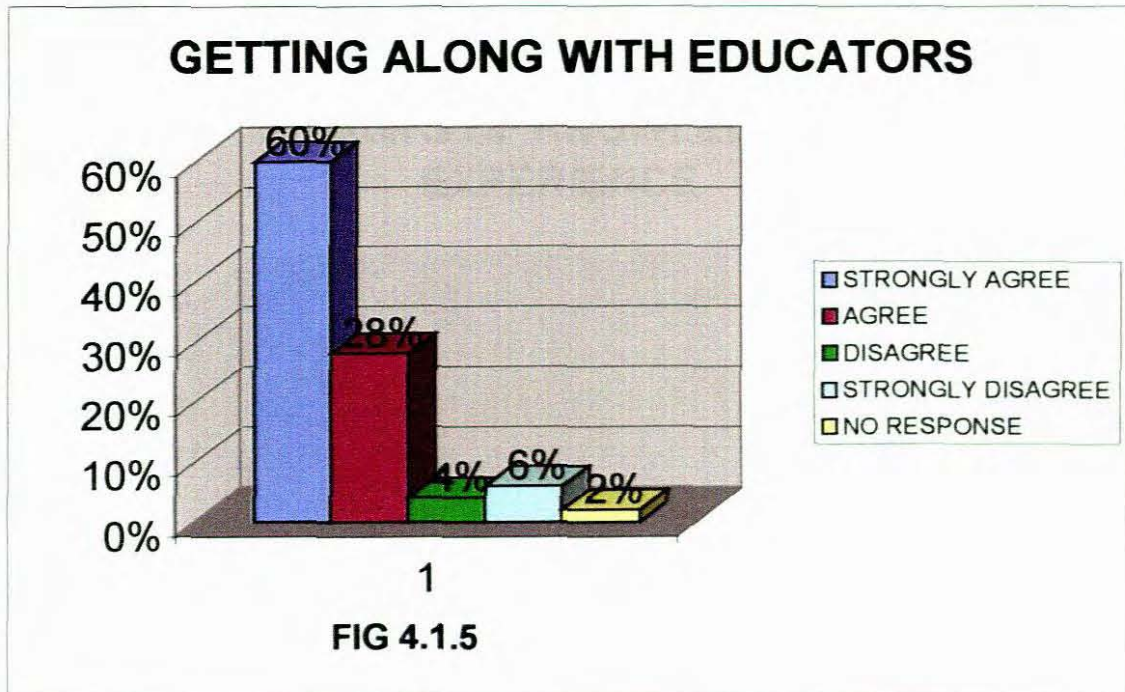
Department's policy regarding furthering qualifications which states "if an educator on Post Level 2-4 with REQV 13 or higher improves his/her education qualifications, which has the effect that his/her REQV improves, such educator will receive a cash bonus" (ELRC, 2003). This resulted in educators not being eager to improve their educational qualifications, since they remain on the same salary scale.

4.1.4 The teaching experience of the HODs [Question 4 of Appendix F]



It is apparent from Fig 4.1.4 above that 4% of the respondents have taught for between 3-5 years, while none of them have taught for between 5,5-8 years. Eleven per cent of the respondents have taught for between 8,5-12 years, whereas 17% have taught for between 12,5-15 years. Forty-two per cent of the respondents have teaching experience of between 15,5-20 years, while 25% have taught for 20 years or more. Only 1% of the respondents did not indicate for how long they had been teaching.

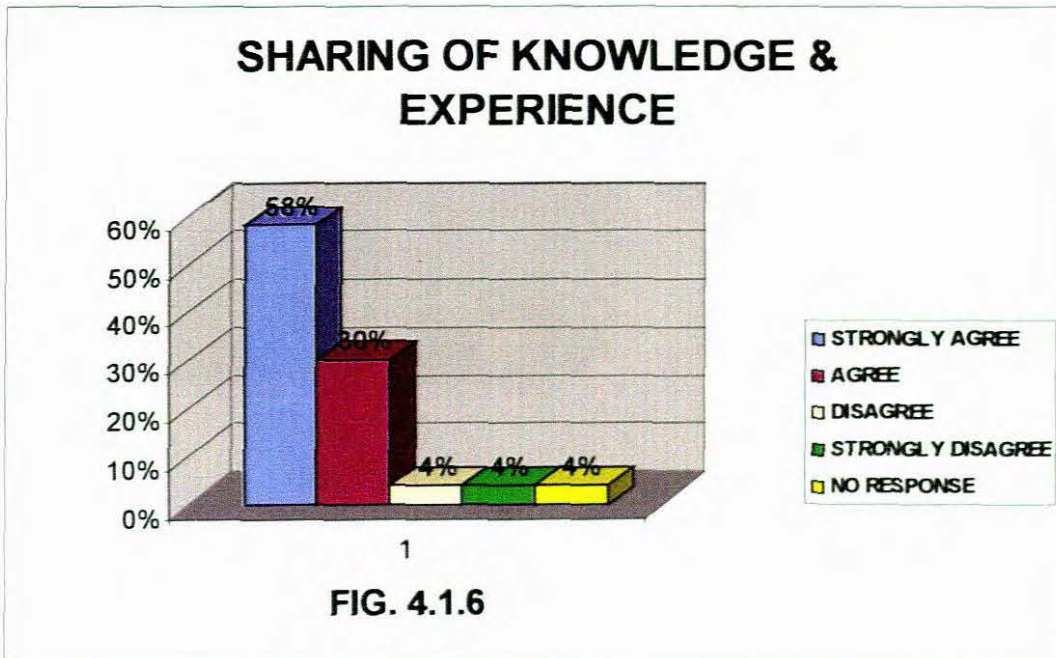
4.1.5 The relationship of the HOD with other educators [Question 5 of Appendix F]



From Fig 4.1.5, it is apparent that the 60% of the respondents strongly agreed and 28% agreed that an HOD should get along with other educators in their department. Four percent of the respondents disagreed while 6% strongly disagreed that a good relationship with the HOD is not important. In addition, 2% of the respondents did not fill in this question completely. It would seem as if good relations play an important role in the workplace.

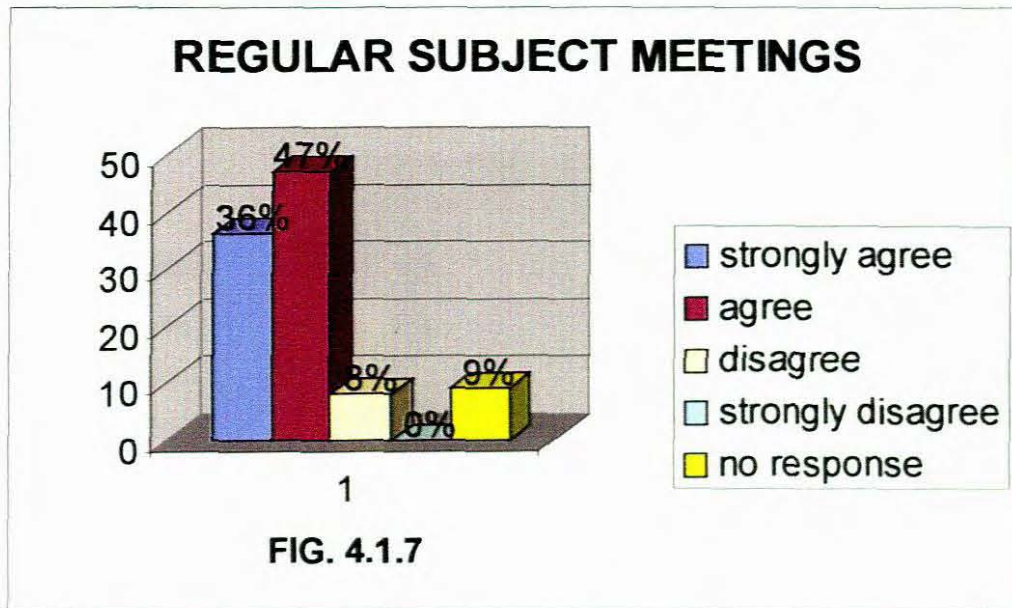
4.1.6 The HOD sharing methodology, knowledge and experience [Question 6 of

Appendix F]



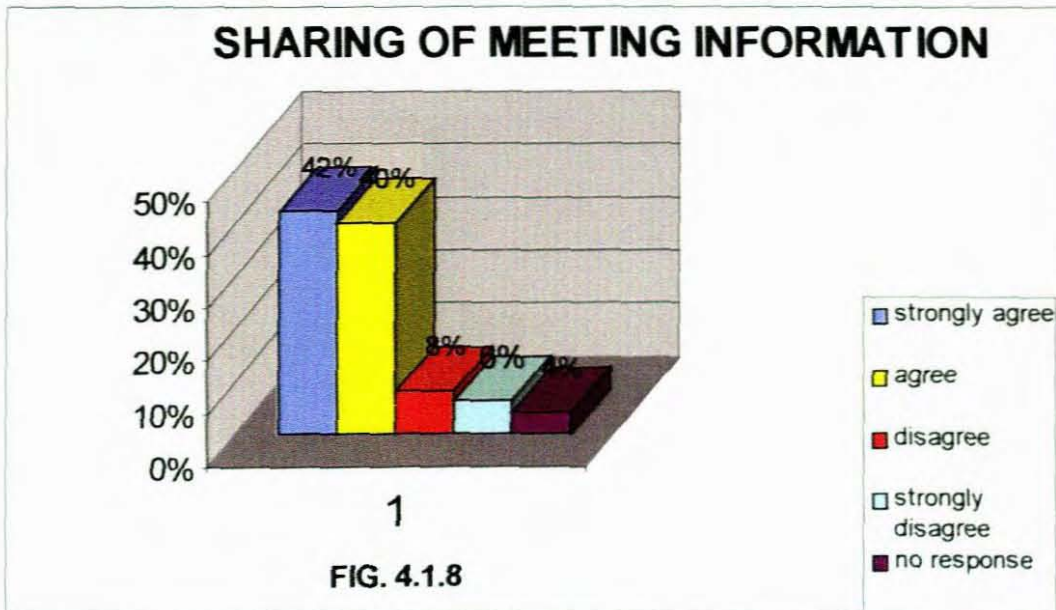
Graph 6 (Fig 4.1.6) indicates a great variation in the responses to the importance of the HOD sharing knowledge and experience with colleagues; while 58% of the respondents strongly agreed and 30% agreed that pedagogic content/knowledge or experience should be shared with colleagues in their department, only 4% of the respondents disagreed while another 4% strongly disagreed with the statement. Another 4% of the respondents did not give any indication whether content/knowledge or experience should be shared. It might be that some schools have different policies regarding the sharing of content knowledge with one another.

4.1.7 The HOD conducting regular subject meetings [Question 7 of Appendix F]



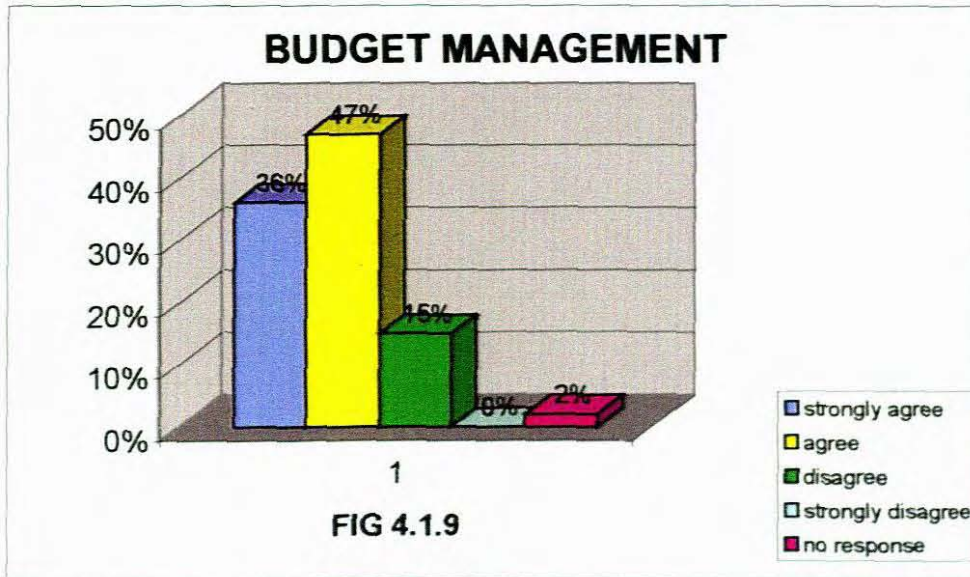
The above graph clearly indicates that 36% of the respondents strongly agreed and 47% agreed that they should conduct regular subject meetings. Eight per cent of the respondents disagreed that regular subject meetings should take place, whereas 9% of the respondents did not indicate whether subject meetings should take place or not. It is evident that the majority agreed that regular subject meetings are important in the workplace.

4.1.8 The HOD sharing departmental minutes with the staff [Question 8 of Appendix F]



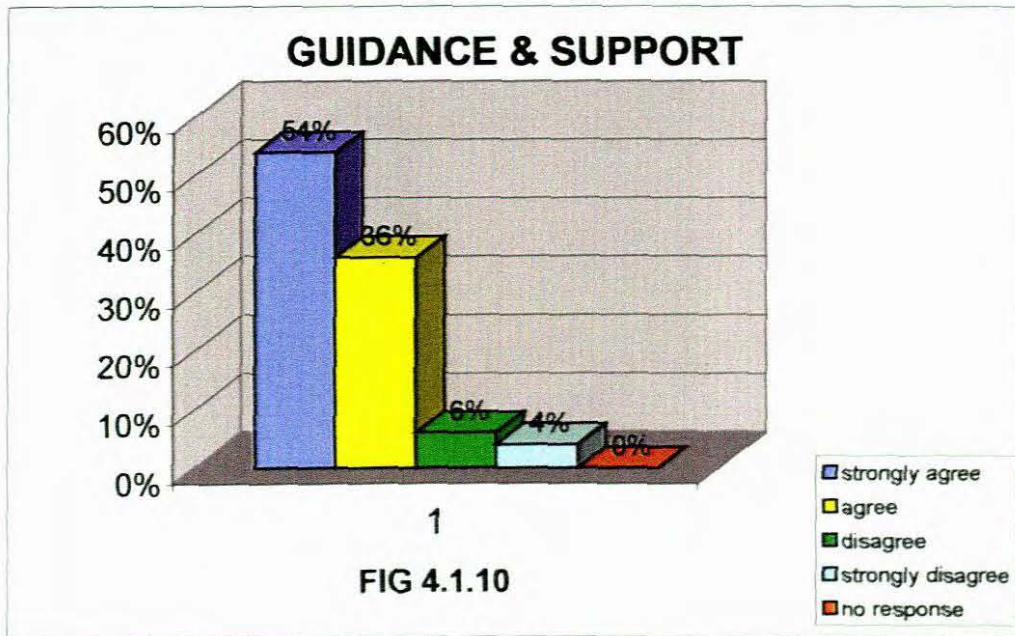
Of the respondents, 42% strongly agreed and 40% agreed that all minutes of departmental meetings should be available to all staff members, while 8% disagreed and 6% strongly disagreed that the minutes of departmental meetings should be available to the staff. Four per cent (4%) of the respondents did not fill in this question. The majority of respondents thus value access to minutes of departmental meetings.

4.1.9 The importance of skills HODs needs to acquire to manage the budget of their departments [Question 9 of Appendix F]



The above graph indicates that 36% of the respondents strongly agreed that they need skills to manage the departmental budget of their departments effectively, while 47% agreed and 15% of the respondents disagreed that they need skills to manage the departmental budget. Another 2% of the respondents did not complete that question. It would appear that some of the respondents are not interested in the skills required to manage the finances of the department.

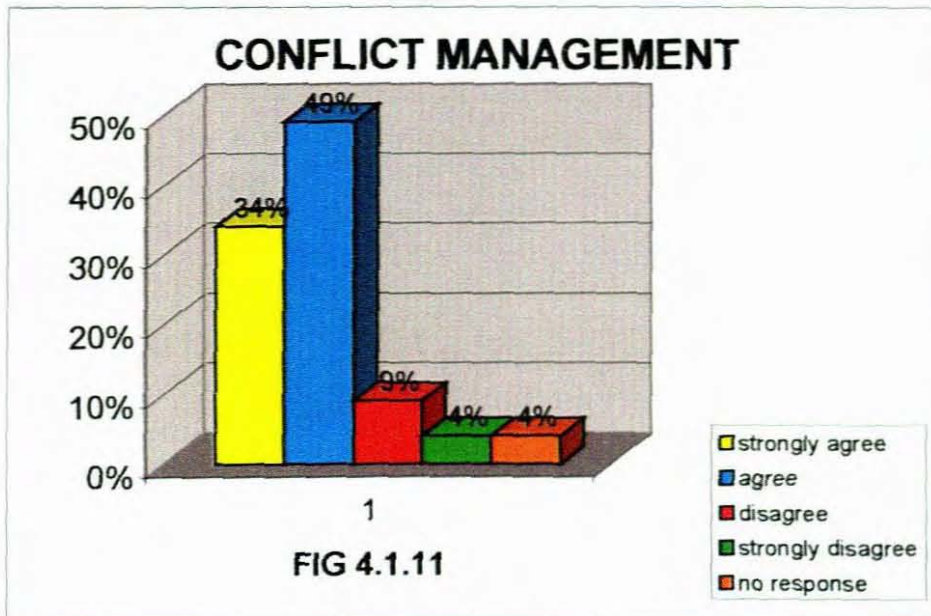
4.1.10 Guidance and support given by the HOD to the educators [Question 10 of Appendix F]



The responses in the above graph reflect that 54% of the respondents strongly agreed that HODs should be able to give guidance and support in their subject or learning area and 36% agreed. Of the respondents, 6% disagreed and 4% strongly disagreed that HODs should be able to give guidance and support in their learning area. It might be that the mentor role is very important to some of the respondents, while others might not need guidance.

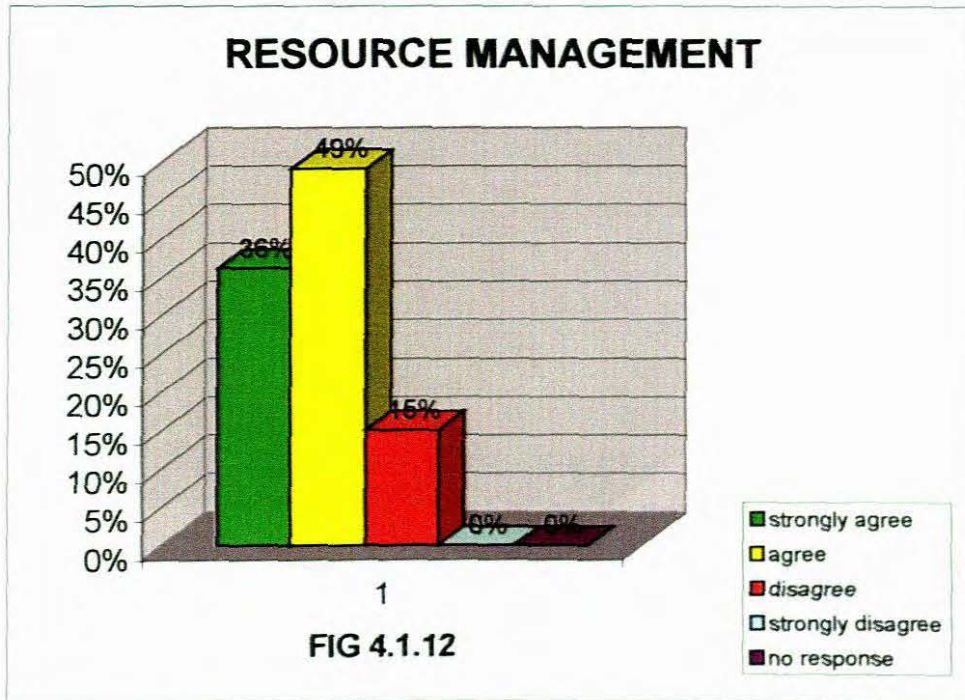
4.1.11 Conflict management skills HODs should acquire to resolve conflict

[Question 11 of Appendix F]



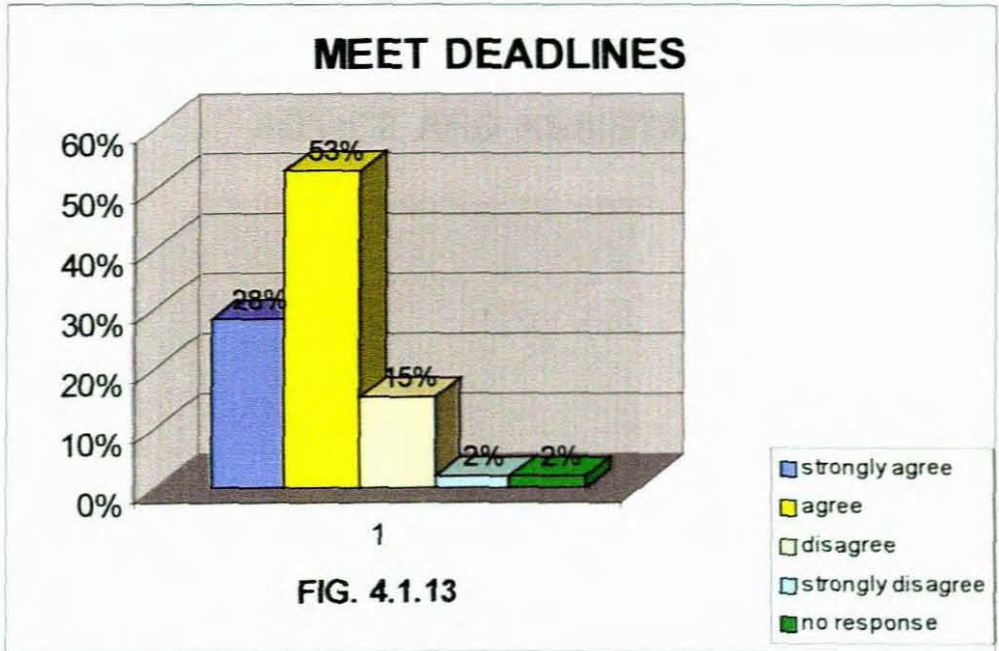
Of the respondents, 34% strongly agreed and 49% agreed that they need conflict management skills to resolve conflict amongst educators in their department, while 9% of the respondents disagreed and 4% strongly disagreed that HODs need conflict management skills to resolve problems in their departments. Four per cent of the respondents did not answer that question.

4.1.12 Management of resources in the department [Question 12 of Appendix F]



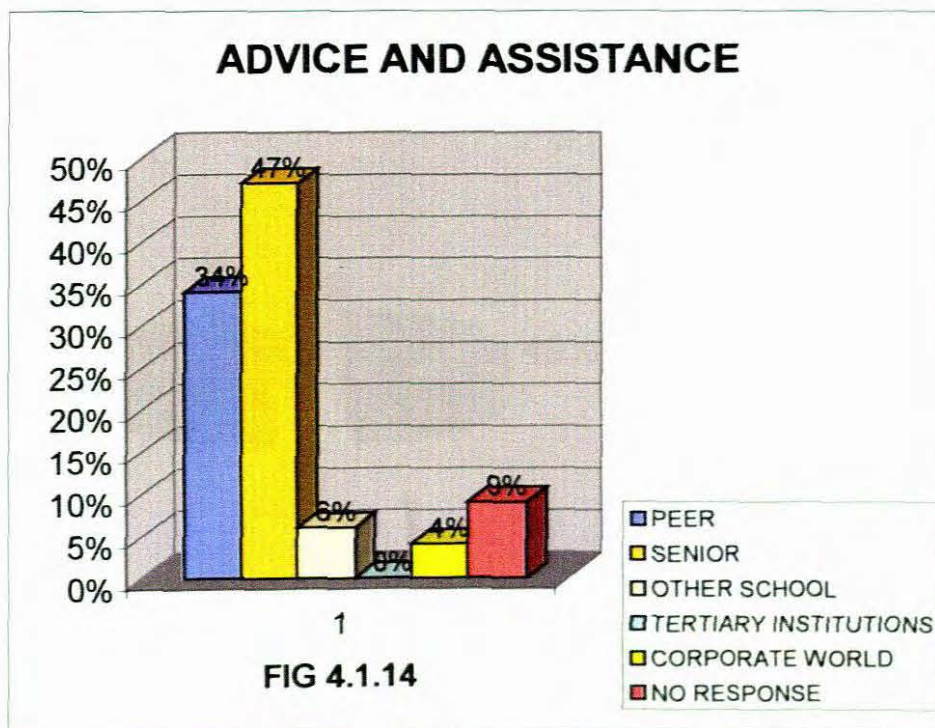
It is evident that 36% of the respondents strongly agreed and 49% agreed that they need skills to manage the resources of the department effectively and efficiently. It might be that they need skills to devise a system for resource management so that some teachers can gain access to the resources with ease and efficiency. The rest of the respondents (15%) disagreed that they need skills to manage the resources of their departments.

4.1.13 The administrative efficiency of the HOD [Question 13 of Appendix F]



It is apparent that the 28% of the respondents strongly agreed and 53% agreed that they should meet deadlines or submit assignments on time. Fifteen per cent of the respondents disagreed and 2% strongly disagreed that meeting deadlines is important. Another 2% did not fill in this question.

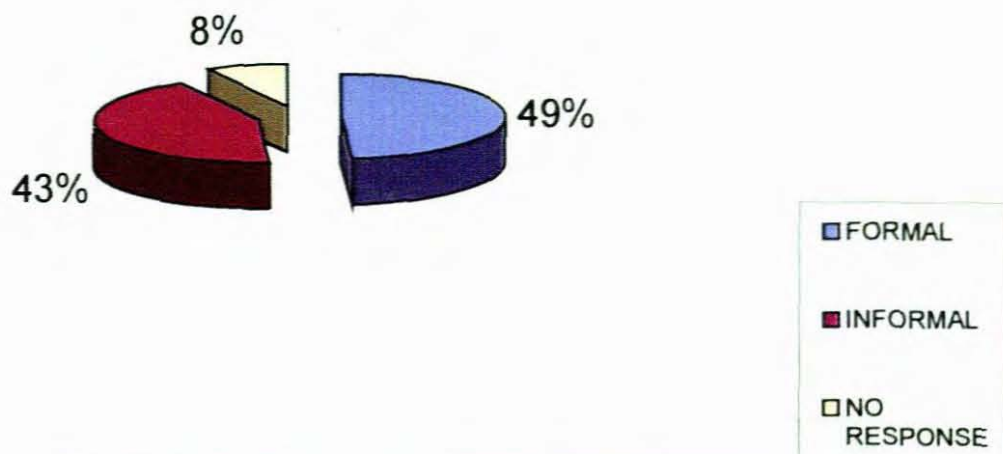
4.1.14 Advice and assistance of the HOD to colleagues [Question 14 of Appendix F]



With reference to the above graph, 34% of the respondents will consult their peers (HODs) if they need advice or assistance regarding their subject or anything relating to the people they work with. Forty-seven per cent of the respondents will consult their seniors and 6% will consult a peer at another school. None of the respondents indicated that they would consult with tertiary institutions should they need help or assistance. However, 4% indicated that they would consult the corporate world if assistance were needed. Nine per cent of the respondents did not indicate whom they would consult if they need any help. From the above graph, it is clear that assistance is given to one another.

4.1.15 Training preference of the HOD [Question 4.1.15 of Appendix F]

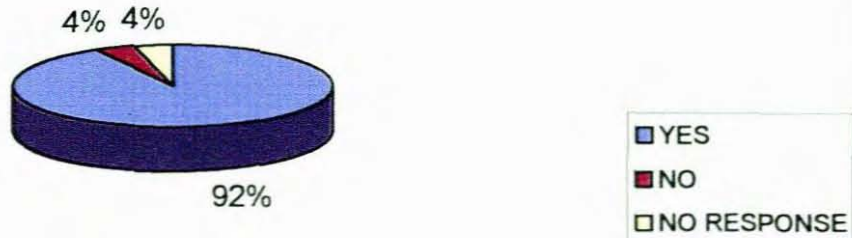
FIG 4.1.15 (TYPE OF TRAINING)



It is apparent that 49% of the respondents prefer formal training in contrast with the 43% who prefer informal training. Eight per cent of the respondents did not indicate the type of training they prefer. From the above graph, it is evident that the majority of the respondents prefer formal training to informal training. Informal training comprises workshops, seminars, etc. Formal training comprises award-bearing courses, which may last for about a term or so. According to Bagwadeen and Louw (1993), these courses provide an opportunity for prolonged in-depth study of particular aspects of education and culminate in the awarding of degrees or diplomas and other certified qualifications.

4.1.16 Membership to a professional organisation [Question 16 of Appendix F]

FIG 4.1.16 (MEMBERSHIP TO PROFESSIONAL ORGANISATIONS)



The responses reflect that 92% of the respondents belong to a professional organisation, while only 4% of the respondents are not affiliated to any professional organisation. On the other hand, 4% of the respondents did not fill in this question. The graph clearly reflects that membership to a professional organisation is high on the priority list of respondents.

4.2 Presentation of the interviews with the principals and the departmental officials

The analysed content of the transcribed interviews of the four principals and the departmental officials will be presented in this section.

4.2.1 Interviews with the principals

The following themes were identified from the interviews with the principals:

1. Managing the curriculum

2. *Managing policies*
3. *Human Resource management*
4. *Administrative skills*
5. *Leadership skills*
6. *Additional skills*
7. *Managing change*
8. *Training.*

The principals were designated P1, P2, P3 and P4, and in some cases their direct responses are indicated using these symbols to protect their identities. Their views will now be summarised and presented.

4.2.1.1 Managing the curriculum

All four respondents identified managing the curriculum as an important function of an HOD. One respondent (P1) believed that “managing the curriculum is the most important function of an HOD”, while another (P3) believed “their core function is to teach”. Another respondent (P4) commented on “the ability to effectively expedite core teaching duties, extra and co-curricular as well as management functions...”

4.2.1.2 Managing policy

All of the respondents (P1, 2, 3 and 4) were of the opinion that the HOD should be able to interpret, formulate and manage policy in relation to curricular aspects. One of the

respondents (P2) stated categorically that: *“Departementshoofde moet in staat wees om beleid rakende sy vakgebied te ontwikkel, formuleer, interpreteer en te bestuur.”*

4.2.1.3 Human Resource management

All four respondents identified Human Resource management as an important skill for HODs to develop in order to effectively manage their departments. Some of the respondents expressed the view that “HODs should have skills in self-awareness and relationship management”, whilst another respondent (P3) felt that “HODs should have good interpersonal skills. Yet another respondent pointed out “the HODs should have good communication skills”.

4.2.1.4 Managing conflict

The respondents were of the opinion that conflict management skills were very important when dealing with people. According to Loock (2003:20) “ ... conflict situations can develop in any organisation, also in schools, where management tasks are people-orientated”. One respondent (P1) mentioned that “conflict management skills are an essential part of management, and that he/she would give high priority to the training of people in order to equip them to deal with conflict and to teach them mediation skills”. Respondent (P2) noted: *“Dit is van deurslaggewende belang dat onderwysleiers konflik effektief en produktief moet kan bestuur.”* He/she goes further to say: *“Die onderwysleier se bestuurstyl moet van so ‘n aard wees dat hy/sy nie die bron van konflik is nie, maar eerder die fasiliteerder van ‘n konflik situasie.”* Another respondent (P4) mentioned that “middle managers without conflict resolution skills are ineffective in their portfolios and

within the current educational system can often be set to fail”, while another (P3) believed that “conflict management skills, by virtue of inherent pro-active elements, often ensure a constructive start to management”.

4.2.1.5 Administrative skills

All the respondents (P1, P2, P3 and P4) identified the need for good administrative skills. Principal 4 is of the opinion that “the implementation of OBE streamlined to the NRCS overburdens educators with extra administrative work”. Therefore, it is important that the HODs plan, prioritise and delegate some of their tasks to colleagues in the department in order to alleviate their workload. One of the respondents (P1) says: “We include the grade heads in the management of the school. Opportunities are available for Post Level 1 educators to apply for the position of a grade head. During this period of time they take on all the managerial and administrative tasks of the grade.”

4.2.1.6 Leadership skills

Most of the respondents believed that “strategic management and analytical skills” are very important skills to have, while others thought that HODs should have “team leadership skills”. It was also mentioned that HODs should be “professional” at all times.

4.2.1.7 Additional skills

Most of the respondents identified additional skills as important for HODs to be effective in their portfolios. Of the most important aspects highlighted were skills to liaise with parents and the community, and skills in the administration of sports.

4.2.1.8 Managing change

Respondent (P3) stated that: “They (HODs) must be change agents and I believe in the old saying which says nothing is as permanent as change.” One of the respondents (P2) was of the opinion that “HODs would never be fully equipped because they are working in an environment where needs are forever changing”. Yet, this is exactly the reason why some of the respondents have identified managing change as an important skill for HODs.

4.2.1.9 Training

Some of the respondents (P2, P3 and P4) identified “a lack of formal structures for training of HODs. One respondent noted: “There is no programme in place, but the new HOD is guided and trained by another senior staff member.” Another respondent was of the opinion that: “They [HODs] need to be systematically and progressively nurtured into management within an environment where top management can effectively monitor and mentor such progress.” Another respondent (P1) said that: “The principal can delegate the task to a deputy principal to act as a mentor and identify areas for development through the Development Appraisal System (DAS).” Respondent (P1) further added: “The Education Management Development Centre (EMDC) also has a Skills Development Plan in place in order to train principals and school management teams (SMTs) in leadership and management.”

4.2.2 Interview with the WCED officials

Interviews with the WCED officials were found most helpful in obtaining a perspective from the WCED in terms of the skills development policy and monitoring and evaluation. Through the use of open coding, the following categories emerged from the interviews with the Circuit Manager, the Skills Development Coordinator and the Human Resources Assistant Director:

1. Skills development policy
2. Monitoring and evaluation.

The content of these interviews will now be presented under the two categories stated above, supported by excerpts from the transcript of the interviews.

4.2.2.1 Interview with the Circuit Manager

4.2.2.1.1 Skills development policy

The Circuit Manager mentioned “the WCED does not have a skills development policy and that it is its [the WCED’s] expectation that institutions would develop their own skills development policy”. The respondent further stated that there was no specific skills development programme for HODs and that their training was included in the skills development programme for SMTs. The respondent also affirmed that the EMDC is currently offering management training through using external service providers. Dysfunctional schools that have shown potential to develop have been identified for the training. The respondent was of the opinion that the WCED’s expectations of these training programmes are that progress would be reflected in the whole school evaluation

reports by external evaluators and that this also be assessed through follow-up visits to schools and participant interviews.

4.2.2.2 Interview with Skills Development Coordinator

The interview with the Skills Development Coordinator revealed the following themes.

4.2.2.2.1 Skills development policy

The interview with the departmental official confirmed that there is “no formal policy on the training of HODs in primary schools”. The respondent also mentioned “the WCED has realised the need for training and is in the process of developing a skills development framework”. In addition, the WCED is focusing on the training of principals and envisages training for HODs in 2005.

The respondent also mentioned that the Education Management and Development Centres (EMDCs) are responsible for identifying the needs for training and development in the schools within each EMDC. The respondent continued by saying that it is “their duty to ensure that these needs are met”. Furthermore, the training model used for the training within the curriculum component is that of the national Department of Education, and this model “proposes training of a number of master trainers within each province” that in turn will train all educators earmarked for such development. While this training does not pertain to the training of HODs or management personnel specifically, this model might ultimately be applied to the training of this sector.

4.2.2.2.2 Monitoring and evaluation

The respondent mentioned that the mechanisms for ensuring effective training of personnel would be “by making use of external evaluators to assess the impact of training after a two- or three-month period”. It was also mentioned that: “ it would require observation of classroom practices”, which is currently not occurring; however the respondent was of the opinion that the only real assessment of a training programme is through “feedback sessions” of the trainers.

4.2.2.3 Interview with Human Resources Assistant Director

Through the use of open coding the following categories were identified from the transcript of the interview.

4.2.2.3.1 Skills development policy

The respondent mentioned, “the current training programme includes curriculum training, school-based management training, as well as training of governing bodies and learner representative councils. The respondent further stated that the WCED apportions part of their budget for skill development training, which is subdivided into training at Head office (Pretoria), the seven EMDCs and Further Education and Training colleges. Furthermore, each EMDC has a committee on which educators, governing body associations, unions and service providers are represented, which have to determine their own training needs in their institutions and submit a skills development plan to the departmental training committee.

The departmental skills training committee has a supervisory role in ensuring that training meets the criteria set out by the Employment Equity Act and Skills Development Act for the inclusion of previously disadvantaged staff as well as for gender equity. The

Directorate: Human Resources Development has only been in existence for two-and-a-half years and has been involved in stress management courses, management in leadership courses, time management, computer training courses, etc.

4.2.2.3.2 Monitoring and evaluation

The Assistant Director of Human Resources mentioned that the mechanisms used for ensuring the effectiveness of training include “evaluation by the service providers as well as interviews with course participants”. The respondent further stated, “EMDCs are also responsible for the evaluation of their training programmes”.

4.3 Presentation of the workshop

The respondents identified the skills that HODs should have under the following key focus areas. Under each focus area they listed the skills that HODs should acquire to be effective in their departments.

4.3.1 Managing teaching and learning

4.3.1.1 Read, interpret and distribute circulars.

4.3.1.2 Keep up with changes in the curriculum by attending workshops, cluster meetings and informing educators on the latest developments in the subject.

4.3.1.3 Observe lessons of educators in the department.

4.3.1.4 Assist with the latest assessment methods and ensure that assessment is done.

4.3.1.5 Ensure *timely submission of marks*.

4.3.1.6 Check educators’ preparation and learners’ work.

4.3.1.7 Moderate marks and assessment.

4.3.1.8 Sign learners’ progress reports.

4.3.1.9 Organise subject meetings and keep records of the meetings.

4.3.1.10 Read the latest literature on the subject

4.3.2. Managing people

4.3.2.1 Share ideas.

4.3.2.2 Assist; give guidance, direction and advice to colleagues in the department.

4.3.2.3 Monitor educators' progress in teaching the relevant subject content.

4.3.2.4 Lead by example.

4.3.2.5 Coach colleagues in the department.

4.3.2.6 Be able to *conduct departmental meetings*.

4.3.2.7 Execute the administrative duties of the department.

4.3.2.8 Keep up to date with what educators in the department do.

4.3.2.9. Delegate duties in an equitable manner amongst educators.

4.3.2.10 Resolve conflict.

4.3.2.11 Develop good communication skills.

4.3.2.12 Allow colleagues to voice their opinions when making decisions.

4.3.2.13 Foster mutual respect, have good listening skills and be able to solve problems.

4.3.3 Managing policy

4.3.3.1 Formulate departmental policy for teaching, marking, moderation and discipline.

4.3.3.2 Devise rules and regulations to be followed in the department.

4.3.3.3 Formulate a complaints and grievance procedure.

4.3.4 Managing resources

- 4.3.4.1 Assume responsibility for the equipment of the department.
- 4.3.4.2 Encourage educators to make use of the laboratory equipment in lessons.
- 4.3.4.3 See to the safety aspect in the subject, especially in practical subjects.
- 4.3.4.4 Laboratory equipment must be available when needed by prior arrangement.
- 4.3.4.5 Ensure that all chemicals are locked up and out of reach of children.
- 4.3.4.6 Count and distribute stationery and textbooks.
- 4.3.4.7 See that educators get the latest information by buying current equipment and books.
- 4.3.4.8 Keep inventory of books, learning materials, equipment and resources pertaining to the subject.
- 4.3.4.9 Appoint an educator to issue textbooks.
- 4.3.4.10 Place the order for the textbooks before the following year commences.
- 4.3.4.11 Check which resources are required.
- 4.3.4.12 Keep records of availability and shortages of learning material.
- 4.3.4.13 Make sure that equipment is stored in a proper place.
- 4.3.4.14 Learning material taken out must be signed for and recorded.
- 4.3.4.15 Elect a finance committee within the department.

4.4 Discussion of results

In the following section, the questionnaires posed to the HODs, interviews with the principals and the departmental officials, and the workshop conducted with the part-time BTech educators will be discussed.

4.4.1 Discussion of the questionnaires

The responses of the HODs to the questionnaires will be discussed.

4.4.1.1 The gender of the HODs

The findings indicate that the HODs are predominately female at the 18 primary schools under investigation. In general, female educators are in the majority at the primary schools, which could explain this phenomenon. Bennett (1995:73) and Bush and Middlewood (1997) are also concur that women constitute 81 per cent of the teaching force in primary schools. Previously, males filled most management positions and the management of the school comprised mainly of male educators. The reason for this practice may be interpreted as management being stereotyped as male territory. However, as observed from the findings, the appointment of female educators in management positions has improved drastically owing to a more transparent process of appointment and also the need to address the imbalances of the past (equity). According to Hall (1997:75), "if women were promoted in proportion to their numbers in the teaching workforce, they would hold at least 60% of senior posts in schools". Women educators are not always encouraged to apply for promotion posts in systems dominated by male preferment.

4.4.1.2 Teaching experience

Most (42%) of the appointed HODs have taught between 16 and 20 years, while 25% have taught for 20 years and longer. The majority (67%) of the HODs have valuable teaching experience (more than 15 years), which points to teaching experience possibly being used as a criterion for the appointment of HODs. Crawford *et al.* (1997) states that

experience is necessary for developing expertise as an educator or a middle manager but it is certainly not sufficient. The fact that educators had been teaching for so long before they were appointed in management posts is because the prospects of promotion are very limited in the primary school. According to Bennett (1995:72), “the absence of a long hierarchy of promotions affects the nature of career expectations among primary teachers...”.

4.4.1.3 Human relationship skills

Most (60%) of the respondent's felt that the HOD should get along with other educators in the department. According to Bush and Middlewood (1997), the middle manager should realise that educators bring to their professional lives a set of experience from childhood; they have developed attitudes, beliefs and values; and their personality consists of a unique pattern of motivations and a striving to satisfy them. Therefore, the middle managers' behaviour will depend on the ways in which their intentions are empowered into actions. A good relationship is imperative, because effective teamwork is an essential component of an effective department. The HOD should show the ability to interact with fellow employees, no matter who they are or what their capabilities are. However, the middle manager should be aware that uncomfortable relationships can present themselves and anxiety and tension can hinder effective human relationships at the giving or receiving of an exchange. The HOD needs interpersonal communication skills when developing relationships with colleagues, learners, parents and the wider community. Riches, as cited in Bush and Middlewood (1997), points out those middle managers should be aware of the barriers that hinder communication. Communication

skills include active listening, appropriate nonverbal communication and effective negotiation through open communication channels.

4.4.1.4 Regular subject meetings

The majority (83%) of the respondents indicated that regular subject meetings should be held. Blandford (1997) stresses the importance of meetings. Van Deventer and Kruger (2003:125) state that every head of department (HOD) is responsible for holding regular subject meetings. Subject meetings are valuable to correlate and coordinate the pace of all the educators teaching a subject, and to convey circulars pertaining to the subject. Teaching approaches and techniques, learner problems or any other issues could be discussed. Effective chairing of meetings will require effective interpersonal skills.

4.4.1.5 Skills to manage the departmental budget

The majority (83%) of the respondents agreed that they need skills to manage the departmental budget of the department. They are often given a delegated budget over which they have control regarding expenditure. The expenditure must be carefully monitored and HODs will be accountable for the department's expenditure in detail. HODs should be aware of the department's needs and prioritise the spending to meet the needs.

4.4.1.6 Give guidance and support

Most (90%) of the respondents agreed that the HOD should be able to give guidance and support in their subject or learning area to secure high quality teaching, effective use of resources, and improve standards of learning and achievement for all learners. One of the

characteristics of a successful school seems to be that educators talk about teaching. Hopkins (2002:27) notes that to assist in this, educators can turn to the literature and resources on teaching to help focus these discussions and enable them to become more specific and informed. Harris *et al.* (2002) posit that in order to improve the quality of teaching and learning within a subject, middle managers need to be aware of what constitutes effective learning and how to promote effective learning. If educators' teaching repertoires are limited, it implies a narrow set of learning experience for the learner. Therefore, middle managers will have to recognise the importance of extending teachers' skills, knowledge and understanding of the learning process.

4.4.1.7 Conflict management skills

The majority (83%) of HOD's feel that they need conflict management skills to resolve conflict between themselves and other colleagues in their departments. The potential for conflict is always present in the department that the HOD has to manage because conflict can happen anywhere and at any time. Sterling and Davidoff (2000) are of the opinion that conflict is a normal part of organisational life. We must also realise that no two individuals are alike. There is no getting around conflict but we can learn to cope with it. According to Nathan (1999:12), knowing how to deal successfully with conflict is what conflict resolution is all about? Nathan (1999) defines *resolution* as dealing with an issue by clearing it up and finding an acceptable answer or solution. She goes further by saying that conflict resolution is a way of using words to talk problems out rather than resorting to violence. Tillett (1999) avers that conflict resolution involves both the study and practice of thinking skills, communicating, and behaving, as well as problem solving,

mediation, and negotiation. The goal of conflict resolution is to effectively and calmly solve the problem at hand to both parties' satisfaction and thus to end the conflict. Should a dispute arise and both parties are unable to resolve the conflict, the help of a mediator (HOD) with mediation skills is important to settle the differences between people. People often make conflict worse by how they react to it. According to Tillett (1999:7), basic problem-solving skills are an essential part of dealing not only with problems, but also with disputes and conflicts. Looock (2003:26) is of the opinion that any education leader (HOD) who wishes to resolve conflict effectively in his or her school must acquire certain skills and attitudes in this regard, irrespective of whether he or she activated the conflict or not.

4.4.1.8 Resource management skills

Most (85%) of the respondents think HODs need skills to manage the resources of the department effectively and efficiently. Rhodes (2001) also attests to the importance of effective resource management in the raising of standards and attainment for all learners. One of the skills required, is the skill to devise a system for resource management so that educators can gain access to resources on a daily basis without impinging on the time allocated for teaching.

4.4.1.9 Advice or assistance

Most of the respondents (47%) will consult their seniors if they need help or assistance regarding their learning area or anything relating to the people they work with. Another 34% will rather consult with their peers, whilst 6% will ask their colleagues from other

schools for their comments. This points to HODs having trust in the professional judgement of top management. None of them will consult the corporate world or a colleague at another institution. I find the fact that HODs will only consult within the school environment of great concern, as they are limiting their exposure to new ideas.

4.4.1.10 Administration efficiency

The majority (81%) of respondents think that they should meet their administrative deadlines in order to be an example to the rest of their colleagues. Blandford (1997) is of the opinion that all middle managers need to develop the administrative skills and abilities to manage their teams. Most managers have to be able to talk and write coherently so that others can understand and respond. HODs also need basic computer literacy skills to make the load of administration (especially in OBE) more manageable. The extensive administration (paperwork) generated by OBE also requires time management skills to prevent paperwork overload.

4.4.1.11 Types of training

The data revealed that 49% of HODs prefer formal training to the 43% who prefer informal training. HODs are aware that with formal training, gratification is in the form of diplomas, certificates or degrees, and the possibility of financial increment is a further incentive. With informal training (workshops, seminars, etc.), the HODs' knowledge and experience will improve but no financial remuneration will accrue.

4.4.1.12 Professional organisation

Most of the respondents (92%) are members of a professional organisation, since membership is compulsory. When applying for any posts, proof of membership of an organisation (SACE) must be produced. Respondents may have interpreted this question as referring to membership to a union.

4.4.1.13 Training received

Most of the respondents indicated that they had sufficient training in managing people and managing the curriculum. Despite changes in the curriculum and the implementation of OBE streamlined to the NRCS, HODs are confident in managing the curriculum. HODs are of the opinion that through their teaching experience and working with colleagues, they are able to manage the people they work with. However, they still need training in counselling and conflict resolution. Some of the respondents indicated that there is a need for training in managing policies and resources. Policy writing is a very complex activity and requires training. The Department of Education expects of HODs to develop policy regarding the learning area assigned to them, but HODs have not been trained in this regard. Policies are evident in schools where HODs or others in management positions took it on themselves to further their studies in educational management.

4.4.2 Discussion of the interviews with the principals and departmental officials

In the following section the interviews with the principals and the departmental officials will be discussed.

In the following section the interviews with the principals and the departmental officials will be discussed.

4.4.2.1 Discussion of the interviews with the principals

The interviews of the principals will be discussed under the following themes:

4.4.2.1.1 Managing curriculum

In their interviews, the principals revealed that the core function of the HOD is to manage the curriculum (teaching and learning) of the school. According to Hopkins (2002:26), school improvement is about raising students' achievement through focusing on the teaching and learning processes and those conditions that support it. Teaching and learning should be at the heart of every school and it is the responsibility of the HODs to help their colleagues to provide the best possible learning opportunities for the learners. Hopkins (2002:26) further notes: "Teaching is the skill that makes educators and schools unique ... we exist to promote learning."

Middle managers should be able to maintain the academic standards of the school. To be able to accomplish this, they should have a sound knowledge of the subject or learning areas assigned to them and should be able to give guidance and support to colleagues in their department. They should have the ability to effectively expedite core-teaching duties and communicate trends in the teaching environment.

4.4.2.1.2 Managing policy

Policy writing is a complex activity. The process of developing policies contributes to school effectiveness and school improvement. Effective and useful policies provide

quality assurance on behalf of a school as an institution, and support and protection for individual educators. According to Du Preez (2003) and Van Deventer and Kruger (2003), each school is responsible for developing its own policy in line with the national as well as the provincial policy. Learning area policies are developed from the school policy and the implementation thereof is the task of the middle manager (HOD) in consultation with the educators in the department. HODs should be able to interpret and manage policies in relation to curriculum aspects. According to Blandford (1997:6), middle managers should have knowledge and understanding of policies relevant to their practice. HODs are of the opinion that the Department of Education expects that they should develop a policy for the learning area assigned to them, but yet no training is provided by the said department. HODs feel that they still need training in developing, interpreting and implementing policy.

4.4.2.1.3 Human Resources management

It was mentioned that HODs should have human resource management skills in order to conduct themselves effectively in their departments. The majority of management activities involve contact with other people. Blandford (1997:28) points out that knowledge and understanding can focus the middle manager on knowing human behaviour, both individual and group. Blandford (1997) further notes that skills and abilities will focus the middle manager on the effectiveness of the team, its skills and abilities to complete tasks and deal with situations. Middle managers should have the knowledge and understanding of how to provide their staff with meaningful work. Blandford (1997) posits that a middle manager with knowledge and understanding on

how to motivate a team will have a framework in which to place the members of his/her team. It is also expected that these skills entail personal competence in order to manage the human beings. These capabilities include self-awareness and relationship management. If a middle manager understands the management process and the application of knowledge with skills and ability, this will produce team effectiveness.

4.4.2.1.4 Administrative skills

The respondents felt strongly that good administrative skills are important for HODs. Blandford (1997) and West (1998) are of the opinion that middle managers need to develop the administrative skills and abilities required to manage their classes and their team. According to Du Preez (2003:112), administration refers to those affairs of a school which involve paper work. At the beginning of each day, middle managers will have a variety of administrative tasks to complete. One of the major concerns of educators pertaining to OBE was the extensive administration work, which took up most of their time and energy. However, this requires good planning and the ability to identify the relevant, urgent and important documentation. Prioritising the work according to importance and also proper delegation might make the workload of the middle manager lighter.

4.4.2.1.5 Leadership skills

All the principals agreed that middle managers require team leadership skills to be able to manage their respective teams effectively. Blandford (1997:82) notes that in the majority of schools middle managers work in teams. A middle manager is also managed and

therefore has a role within a team. The personal relationship of the middle manager with the members of the team is crucial to the effectiveness of the organisation. This means that middle managers should be professional at all times; set an example, take the lead, and assume responsibilities; share information pertaining to managerial aspects; delegate responsibilities within the department; streamline tasks to be inclusive of committee responsibilities; and develop a reporting structure.

One of the respondents mentioned flattening the hierarchy structure by including grade heads in the management team of the school. It was also stated that opportunities are available for Post Level 1 educators to apply for the position of grade head and during this period of time they take on all the administrative and managerial tasks of the grade. This, of course, adds valuable experience to their managerial skills and elevates the workload of the HOD to a large extent. The above practice proves to be succession planning. Quinn (2002:26) points out that succession planning is not just a challenge for education. Every industry and business has to prepare for the future. The purpose of succession systems is not to select candidates for specific vacancies but to create a cadre of management candidates with strong knowledge, skills and attitudes, who can be trained for future leadership vacancies. Succession planning is designed to nurture the talent pool that exists in every school and every district and to groom that pool in supervisory competence. Done successfully, such planning ensures the continuing operation of school organisations by selecting and training key replacements for important positions in school leadership in advance of openings. This practice will help schools avoid the experience gap caused by wholesale retirements of school leaders.

4.4.2.1.6 Additional skills

One school manager stressed the importance of additional skills that would contribute to school effectiveness like participation in extramural activities and liaison with parents.

4.4.2.1.7 Managing change

All the respondents agreed that the only thing that is constant is change. Blandford (1997:175) says that management of change is a recurring theme in education. The reason for change is that education has to respond to the circumstances and events that happen in society. The writer is of the opinion that HODs play a vital role in the change process and their level of success in managing change will be dependent upon good interpersonal skills, a collaborative team culture and effective planning. It is also important that the HOD understands how change affects the individual. It is important that the HOD knows that change causes a certain amount of stress but that this will not necessarily be negative.

4.4.2.1.8 Training

High quality training and regular updating of educators is essential if standards are to be improved. Even if no other aspect of teaching changes, subject content changes continually. The interviews with the principals revealed that formal structures do not exist whereby HODs are empowered for effective employment at schools. Their effectiveness, at present, is based on a blend of experience, trial and error, and informal training. According to Blandford (1997:185), "... self-development and staff development are essential prerequisites to effective management and effective schools". The developmental appraisal system must be in place to address shortcomings and to develop

programmes accordingly to the appraisee. The developmental appraisal system will allow the incumbents to analyse the shortcomings, discuss the problems and provide counselling. This will further assist in building the necessary capacity for HODs to work effectively. However, the appraisal system prescribed by the WCED was not implemented successfully in the schools, owing to a lack of training. The WCED had problems in identifying suitable persons to drive the process and the unions were not keen to own the process.

One of the school managers mentioned that discussions should be “*ondersteunend*” (supportive) and “corrective”, stating the shortcomings, areas of improvement and giving advice on how to get back on track. As part of the informal training process, top management should empower and train middle management by focusing on their talents, gifts and existing skills. This training should allow them (HODs) to grow on a personal level. Two of the managers referred to the role of top management in demonstrating leadership to the HODs (middle managers). This includes giving guidance in terms of team leadership qualities when tasks are assigned to HODs to demonstrate how effectiveness in team building is dependent on the leadership role.

4.4.2.1.9 Training responsibilities

It was evident from the interviews that the training of HODs was the responsibility of various stakeholders. Blandford (1997:212) is of the opinion that “the training of staff [be] shared”. Blandford (1997) further states that the individual also has a stake in developing his/her own development and should take some responsibility for it. Top management in schools should empower and train middle management, focusing on their

talent, gifts and existing skills. Two of the managers referred to the role of top management in demonstrating leadership to the HODs (middle managers) by giving guidance in terms of team leadership qualities when tasks are assigned to them. Crowther *et al.* (2002:9) are of the opinion that principals who want to see their schools develop as learning organisations must empower the educators in meaningful ways. Empowerment has been seen as critical to the creation of a learning organisation. The principal can delegate the tasks to a deputy principal to act as a mentor and identify areas for development through the Development Appraisal System (DAS), allowing them to grow on a personal level.

The Education Management and Development Centre (EMDC) also has a skills development plan in place. This plan is devised in order to train principals and school management teams (SMTs) in leadership and management. The training includes the following: school and staff development, managing policy, interpersonal relationships, and training of principals in managing the Revised National Curriculum Statement (RNCS). These areas thus include all the relevant aspects mentioned by participants.

4.4.2.2 Discussion of the interviews with the departmental officials

In discussions with the circuit manager, the skills development coordinator and the human resource assistant manager, the following themes emerged and will be discussed.

4.4.2.2.1 Skills development policy

The circuit manager is of the opinion that the WCED does not have a skills development policy. It is his expectation that institutions will develop their own skills development policy. The respondent further states “there is no specific skills development programme for HODs; they are included in the skills development programme for SMTs”. The EMDC is currently offering management training through using external service providers. Dysfunctional schools that have shown potential to develop have been identified for the training. The WCED’s expectations of these training programmes are that progress would be reflected in the whole school evaluation reports by external evaluators and that this would also be assessed through follow-up visits to schools and participant interviews.

The interview with the skills development coordinator confirmed that there is no formal policy on the training of HODs in primary schools and that the WCED has realised the need for training and is in the process of developing a skills development framework. The WCED has a draft skills development plan for training and is focusing on the training of principals. It envisages training for HODs in 2005.

The respondent also mentioned that the Education Management and Development Centres (EMDCs) are responsible for identifying the needs for training and development in the schools within each EMDC and that one of their duties is to ensure that these needs are met. The training model used for the training within the curriculum component is that of the national Department of Education. This model proposes training of a number of

master trainers within each province that in turn will train all educators earmarked for such development. While this training does not pertain to the training of HODs or management personnel specifically, this model might be applied to the training of this sector. “I don’t know what selection criteria were applied for selecting these Master trainers, other than that they represented a broad base of stakeholders”.

The Human Resources Assistant Director also confirmed that there is no specific policy in place for the training of HODs. Training is being offered by many sectors within the WCED. The current training programme includes curriculum training, school-based management training, as well as training of governing bodies and learner representative councils. The WCED apportions part of its budget to skills development training, which is subdivided into the seven EMDCs, head office and FET colleges. Each EMDC has a committee on which educators, governing body associations, unions and service providers are represented, which have to determine their own training needs in their institutions and submit a skills development plan to the departmental training committee. There is no policy or criteria for determining these needs, although certain EMDCs have used a skills audit to determine the training needs within their EMDC. Other EMDCs rely on the representatives of the various stakeholders on the EMDC committee to determine the training needs of their sector. The chairperson of the EMDC committee and his/her administrative assistant then appoint service providers to do the training and inform participants of such services available to them.

The departmental skills training committee has a supervisory role in ensuring that training meets the criteria set out by the Employment Equity Act and Skills Development

Act for the inclusion of previously disadvantaged staff as well as for gender equity. The Directorate: Human Resources Development has only been in existence for two-and-a-half years and has been involved in stress management courses, management in leadership courses, time management, computer training courses, etc.

4.4.2.2.2 Monitoring and evaluation

The mechanisms for ensuring effective training of personnel: The department makes use of external evaluators to assess the impact of training after a two- or three-month period. There appears to be no real plan or mechanism to ensure that training of personnel leads to the effective implementation of the training at the various institutions. This would require observation of classroom practices, which is currently not occurring. The only real assessment of training programmes is through “feedback sessions of the trainers”.

Mechanisms used for ensuring the effectiveness of training include evaluation by the service providers as well as interviews with course participants. EMDCs are also responsible for the evaluation of their training programmes.

4.4.3 Discussion of the workshop

The participants identified the skills HODs should have to run their departments. It is evident from the workshop that the skills HODs need to manage the curriculum are very important. It is also evident that HODs have sufficient skills to manage people. The respondents rank managing policy and managing resources as the areas in which they need training. The discussion allowed me to develop a framework for a skills-training course for an inset programme for middle managers.

**PROPOSED FRAMEWORK FOR A PROFESSIONAL DEVELOPMENT
PROGRAMME FOR MIDDLE MANAGERS**

Manage Policies	Manage Curriculum	Manage People	Manage Resources
Interpretation and analysis of policy formulation	Revised National curriculum statement	Management skills	Finance management
Development of the departmental or learning area policy	Role of curriculum development committee	Self and system management	Departmental budgetary process
Implementation of policy	Curriculum planning	Prioritising	Fundraising and budgeting for learning resources
Monitoring and evaluation of policy	Managing phase/grade learning area meetings	Time management	Asset management
	Planning together and working together	Decision-making skills	Acquisitions
	Planning teaching and learning activities	Strategic planning	Allocation
	Ensuring the effective use of learning resources	Planning and monitoring skills	Spending & control
	Managing resources, fundraising, and budgeting	Developing staff	
		Managing with other people	
		Conflict management	
		Motivation	
		Delegation	
		Stress management	

Middle management must take into consideration basic skills managers need. It is vital that these skills are developed if middle managers want to be competitive and successful. Kydd *et al.* (1997) are of the opinion that education managers have to be able to do many things at once, using different competencies in different combinations according to context. According to Oldroyd and Hall, as cited in Kydd *et al.* (1997), any personally expressed professional development need of an individual teacher will, in future, be judged alongside the needs of the school as a whole.

The school has to identify the needs of the school, establishing priorities and keeping in mind the principles for effective needs identification.

This framework could be divided into four modules. Through a needs assessment, HODs could determine their shortcomings, and do only the module or modules that they require.

In the next chapter I shall conclude and make recommendations for further investigation.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Many educators prefer to spend their careers as class teachers, while others prefer to climb the corporate ladder in schools (Everard & Morris, 1990). An educator progressing to a more senior level will need not only the skills of the classroom teacher, but also various other types of management skills. Dean (1991) points out that it is the school's duty to prepare educators for management roles, as they become more experienced. This idea is confirmed by the interview with one of the principals: "Full training on all the administrative aspects before entering the middle management posts would be an advantage to the school." It is the school management's responsibility to ensure that the school has a policy that reflects the school's commitment to staff development and helps the school to fulfil its aims.

Professional development, as Dean (1991) has pointed out, is a matter of personal development, which enables a person to tackle new tasks, relate well to others, see important issues, etc. Part of this development is the acquisition of specific skills, knowledge and understanding, both for classroom and for management purposes. Educators aspiring to promotion posts should acquire these managerial skills in advance of promotion to ensure school effectiveness. The principals, circuit manager and the departmental officials echo the same sentiments in commenting that educators should acquire these leadership and management skills before they are promoted into such positions.

5.2 Summary of the Research Findings

The writer had hoped to establish through the study what HODs' needs are in terms of types of skills, knowledge and understanding, values and attitudes; what principals' perceptions are of the skills HODs should acquire to be effective; and how the departmental officials perceive HODs to manage an effective department. The following research findings could be drawn from the questionnaires, interviews and focus group workshop:

Different respondents confirmed that the Education Department does not have a policy for training of middle managers (HODs). However, as respondents revealed, a draft policy is in place for the training of Senior Management Teams (SMTs). HODs are included in the skills development programme for SMTs.

The WCED has realised the need for training and is in the process of developing a skills development framework. At the moment the WCED is focusing on the training of principals and envisages training for HODs in 20005. Funding is available for the training of educators, but not specifically for the training of middle managers. The respondents identified this as a void.

Educators employed by School Governing Bodies contribute one per cent to the skills development levy, which is available for training. Schools can claim from the ETDP SETA through their school governing body. Such schools must have a skills development

plan and can appoint a facilitator. The facilitator can claim up to 80% of the funds for the training of governing body post educators.

Training of educators is vested in the different Education Management Development Centres and the Circuit Managers are responsible for making these opportunities available to the schools. EMDCs are responsible for determining the training needs in their districts

The initial teacher training diploma prepared educators to become classroom teachers, whereas in a middle management position the focus is on working with people towards certain goals; middle management training therefore is inevitable.

Many middle managers feel that they have acquired certain skills in managing people through experience (trial and error), courses, workshops, discussions, etc., but they still need formal training in counselling, diversity management and conflict resolution.

HODs feel that experience alone is not adequate to prepare them to be effective in their departments; they therefore have to undergo formal management training. HODs have sufficient experience in working with people but still need formal training in self- and system management. Although regular workshops are conducted in curriculum management, more emphasis should be on monitoring and assessment management.

Not all educators want to be promoted to senior posts, but provision should be made to promote the educator within the classroom, e.g., to Master teacher (senior class educator or expert class educator).

Many HODs indicated that they need skills in counselling, coaching and consultation to help them to cope with their job requirements and to enhance interpersonal relationships with colleagues. Skills in strategic management could only be acquired through formal training and should be implemented as an ongoing process at school level. HODs also need training in managing policies because the Education Department expects them to develop policies for their departments.

5.3 Recommendations

The following recommendations have been drawn from the participants in this research study, the researcher, as well as the research literature on the types of skills, knowledge and understanding, values and attitudes HODs should acquire to be effective in their departments:

Educators that aspire to middle management posts should undergo management-training courses before they are appointed in management positions.

I would further recommend the appointment of a Human Resources Consultant (HRC) for every school or the training of a senior educator at the school to fulfil such duties.

Systemic, career-long professional development programs for middle managers must replace the current educational activities taking place in the form of one- day conferences.

Implementation of succession planning programmes to provide a coordinated strategy for the identification and development of the educators in the school. Middle managers to be trained as councillors to be of assistance to their colleagues.

Establishment of assessment centres at the Western Cape Institute for Training to:

- ✓ develop management skills
- ✓ identify educators with management potential
- ✓ assess the potential of an educator and to determine the developmental needs of employees
- ✓ provide training
- ✓ implement career development programmes which comply with the following:
 - planning of human resources
 - communicating job opportunities and career information to employees
 - career counselling
 - opportunities for training and development
 - job enrichment and job rotation
 - awareness programmes of different career pathing within the Education Department
 - implementation of mentorship programmes to prepare aspiring educators should they decide to climb the corporate ladder at schools.

5.4 Conclusion

A review of the relevant literature and the results of the research conducted emphasise the need for management training so that middle managers may acquire the appropriate management skills to be effective in executing their duties as departmental leaders.

A well-trained middle manager may enhance productivity in the organisation and all stakeholders may benefit from his/her skills, knowledge and understanding, values and attitudes.

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Appendix A:



PENINSULA TECHNIKON

DEPARTMENT OF EDUCATION

**Enquiries:
Ref No:**

TO WHOM IT MAY CONCERN

This is to confirm that JANINE JOSEPH (9833706) is a registered student for the MTech. Education program at Peninsula Technikon. As part of the program it is expected that students complete a mini research project. The purpose of the research is to design a curriculum framework for a management development program for middle managers (HOD's) at primary schools.

Mrs. Joseph is currently doing research in schools in the Western Cape and has satisfied the Western Cape Education Department Directorate for Research that the research will not compromise any specific individuals or groups of educators. She proposes to share her findings with the education community by means of a mini dissertation and/or on request.

We trust that you will assist Mrs. Joseph by contributing your expert opinions in the form of questionnaires or interviews or by lending support by participating in the research.

Sincerely

Dr. Beatrice Thuynsma
(M. Tech. Education Coordinator)

Appendix B:

Telephone: 021 9541244 (H)
072 376 4975 (cell)

75 Protea Road
Protea Heights
Brackenfell 7560
15 May 2003

Mr Ronald Cornelissen
Research Unit
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

Dear Sir

I am a registered MTech: Education student at the Peninsula Technikon. For my research component, I would like to conduct research on the requirements for a professional development programme for middle managers at primary schools.

I hereby wish to apply for permission to use the learning institutions (primary schools) of the WCED Metropole North Circuit 5. The research will entail the following:

- To collect information via literature research on the essential knowledge and understanding, skills, values and attitudes required for middle managers (HODs) at primary schools.
- To collect input via interviews-techniques and questionnaires.

The following people will be included in the research:

- Educators (three HODs selected from 18 primary schools) = 54
- Four principals
- One circuit manager
- One HR Assistant Director
- Skills Development Director

It is my intention to conduct the research during the month of June 2003, should permission be granted.

I hope that this application will be considered in a very favourable manner.

Yours in Education

.....
Mrs JM Joseph

Appendix B:

Telephone: 021 9541244 (H)
072 376 4975 (cell)

75 Protea Road
Protea Heights
Brackenfell 7560
15 May 2003

Mr Ronald Cornelissen
Research Unit
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

Dear Sir

I am a registered MTech: Education student at the Peninsula Technikon. For my research component, I would like to conduct research on the requirements for a professional development programme for middle managers at primary schools.

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I hope that this application will be considered in a very favourable manner.

Yours in Education

.....
Mrs JM Joseph

Appendix C:

Navrac
Enquiries Dr Ronald Cornelissen
Mibuzo
Telefaon
Telephone (021) 467-2286
IFoni
Faks
Fax (021) 425-7445
IFeksi
Verwysing
Reference 20030331-0046
ISalathiso



Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISEBE leMfundo leNtshona Koloni

Dear Mrs Janine Joseph

Before a research project can be approved the following must be provided:

1. Full title of the research project.
2. Concise description of the research project/proposal.
3. If questionnaires/interviews/tests are to be used in the investigation, copies of such questionnaires/structured questions/test questions.
4. A letter from your supervisor/project head, must accompany the application stating that you are registered at a tertiary institution.
5. A request in writing to use any material (computer data/questionnaires/surveys) that is the intellectual property of the WCED.
6. The names of the departmental institutions (schools) where the research will be conducted.
7. Who are the Respondents (i.e. learners, parents, educators, etc.)?
8. The period during which the research will be conducted.
9. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations. (October to December 2003)
10. Personal contact details: Home address, telephone number and fax number and/or e-mail address.

If you need further assistance please e-mail (rcornelissen@pawc.wcape.gov.za).

Yours in Education

HEAD: EDUCATION

DATE: 2003.03.31

Appendix D:

THE REQUIREMENTS OF A PROFESSIONAL DEVELOPMENT PROGRAMME FOR MIDDLE MANAGERS (HODs) AT PRIMARY SCHOOLS

Dear Head of Department/Educator

- You are a current HOD or aspiring HOD.
- I would like to determine what essential management skills are required of middle managers (HODs) to be effective in their departments and the school at large.
- This will help me to determine/develop:
 - ✓ What knowledge, skills, values and attitudes middle managers need to be effective in their schools.
 - ✓ A framework for implementing skills training workshops or INSET programmes for middle managers (HODs).
 - ✓ The need for training at various institutions.

With the above-mentioned taken into account, it would be appreciated if you could return the completed questionnaire by not later than Thursday 26 June 2003. Be assured that your participation in this questionnaire will be regarded as highly confidential.

Thank you for your cooperation and your time.

Yours in Education

.....
Mrs JM Joseph

Appendix E:

CONSENT FORM FOR PARTICIPANTS

The requirements for a professional development programme for middle managers (HODs) at primary schools.

You are hereby invited to participate in this study on middle managers in primary schools.

I _____ (full name and surname in print) hereby give consent for data collected from me by means of interviews and/or questionnaires to be used in the study on the skills required by middle managers, in primary schools, in the performance of their tasks. Permission to record the interviews has been requested, and I am aware that I may refuse to have our conversation or part of the conversations tape-recorded.

The purpose of the study will be explained in the covering letter. The letter will also state that participation is voluntary; that I may refrain from answering any or all questions with which I feel uncomfortable and that I have the right to withdraw from the study at any time if I so wish. *Information gathered from the study will be handled with confidentiality and pseudonyms will be used to protect respondents' identities.*

I am assured that the information will be used for research purposes only and I am reassured that there is no risk involved in participating in the study. I believe that the educational benefits derived from the study will contribute towards developing a framework for a professional development programme for middle managers at primary schools.

_____ (Participant's signature)

_____ (Place) _____ (Date)

- 2 = Agree
 3 = Disagree
 4 = Strongly disagree

5. I get along with other educators in my department.

1	2	3	4
---	---	---	---

6. I share pedagogic content knowledge / experience with colleagues in my department.

1	2	3	4
---	---	---	---

7. I conduct regular subject meetings.

1	2	3	4
---	---	---	---

8. All minutes of departmental meetings are available to staff members.

1	2	3	4
---	---	---	---

9. I have the skills to manage the budget of my department.

1	2	3	4
---	---	---	---

10. I am able to give guidance and support in my subject.

1	2	3	4
---	---	---	---

11. I have conflict management skills to resolve problems amongst educators in my d.

1	2	3	4
---	---	---	---

12. I manage the resources in my department effectively and efficiently.

1	2	3	4
---	---	---	---

13. I always meet my deadlines / submit on time.

1	2	3	4
---	---	---	---

14. To whom do you (HOD) go if you need advice or assistance in relation to your tasks as HOD.

- Peer
 Senior
 Colleague at another school
 Colleague at another institution e.g. Technikon/University
 Corporate world

15. What type of training do you prefer?

- Formal Informal

16. Do you belong to a professional organisation?

- Yes No

17. Have you had any formal training in:

Skills for effectively managing people:

How to run a department budget	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Communication skills	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Presentation skills	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Conflict management / resolution	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Aids/ HIV training/ awareness	Yes <input type="checkbox"/>	No <input type="checkbox"/>
OBE in your specific learning area	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Leadership training	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Computer literacy	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other computer packages	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Technology course	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Subject-specific courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Multimedia courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Labour relations policy development	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Interpersonal relations	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Stress management	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Group dynamics/ Teambuilding	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Mentoring skills	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Time management	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Administrative skills	Yes <input type="checkbox"/>	No <input type="checkbox"/>
School development plan	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Planning and monitoring skills	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Managing change	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Managing teaching and learning resources	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How to fundraise and budget for learning resources	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Writing progress reports of department/school	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Staff appraisal skills	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Learner development	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Drawing up assessment tools	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Developing of monitoring and assessment instruments	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Process of self-evaluation	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other: Please specify	Yes <input type="checkbox"/>	No <input type="checkbox"/>

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

Appendix G:

PRINCIPALS' INTERVIEW SCHEDULE

Purpose: To determine the principals' expectations of the HOD.

1. What are your expectations of the HODs in your schools?
2. Middle managers need certain skills in order to initiate and manage change successfully. Can you name some of these skills?
3. The HOD plays a key role in virtually every phase of a school operation. Do you think that HODs are fully equipped to be used effectively in the organisation?
4. Conflict management is an essential skill middle managers should acquire to assure a harmonious working relationship between staff of different personalities. Do you agree or disagree with this statement?
5. How will the work of middle managers be made more manageable?
6. What will you as a principal do if an HOD does not do the work as expected of him/her?
7. Does the school have an induction programme for newly appointed HODs?
8. Do you think that HODs need formal training before they are appointed in such posts?
9. Whose responsibility is the training of HODs in primary schools?

Appendix H:

INTERVIEW QUESTIONS: EDUCATION DEPARTMENT OFFICIALS - HUMAN RESOURCES ASSISTANT DIRECTOR

1. Policies:

Question: What policies are currently available for the training of HODs in primary schools in the Western Cape?

Q. Could you briefly explain what each of these policies entails? (Content)

Q. Which of these policies have been implemented? When and with whom?

Q. Who is responsible for implementation?

2. Training of implementers

Q. Has there been any training for implementation or for the trainers of the “training”.

Q. What did this training entail? Purpose; format; how often; where; by whom.

Q. How were the trainers selected/chosen?

Q. What criteria were used in the selection of trainers?

3. Monitoring “training of implementers” process

Q. What mechanisms did the department put in place to ensure that training of implementers was done effectively?

Q. Were any follow-up/ feedback sessions done to see how improvement of training could be effected?

Q. What follow-up was done to get feedback from staff members who were trained?

Appendix I:

CIRCUIT MANAGER INTERVIEW SCHEDULE

Purpose: To determine what training programmes are available and offered currently to HODs at primary schools.

1. Does the Department of Education have a skills development policy? If yes, what does it entail?
2. Is there a professional development programme for HODs at primary schools?
3. What training programmes are available and offered currently to HODs?
4. By whom?
5. When?
6. How (format)?
7. What criteria did you use to identify these schools that are currently on the Faranani Project?
8. I have noted that the Department of Education recently embarked on an intervention relating to the training of MSTs in management. What was the underlying reason for this intervention?
9. How is the Department of Education going to measure the impact of the management training given to MSTs attending these courses?
10. What are the Department of Education's expectations of these professional development programmes?