

**MANAGEMENT OF HUMAN RESOURCE DEVELOPMENT
BY HEADS OF DEPARTMENT IN PRIMARY SCHOOLS
IN THE FREE STATE**

by

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DECLARATION

I declare that this research study:

MANAGEMENT OF HUMAN RESOURCE DEVELOPMENT BY HEADS OF
DEPARTMENT IN PRIMARY SCHOOLS IN THE FREE STATE

is my own independent work, that all the sources used or quoted have been
indicated and acknowledged by means of complete list of references.

.....

K J SWARTS

.....

DATE

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I wish to express my sincere gratitude and appreciation to:

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DEDICATION

This thesis is dedicated to my:

- 🎬 late wife, Maria Kelebogile Swarts;
- 🎬 late father, Peter Buti Swarts;
- 🎬 mother, Martha Dikeledi Swarts;
- 🎬 lovely daughters: Martha Swarts
 Nelly Swarts
 Prudence Swarts
- 🎬 my grandson, Koos Jakobus Swarts Junior

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LIST OF ACRONYMS

DA	Developmental Appraisal
DAS	Developmental Appraisal System
DFEE	Department for Education and Employment
D/Os	District Officials
DoE	Department of Education
DPSA	Department of Public Services and Administration
ELRC	Education Labour Relation Council
EMD	Education Management Development
FET	Further Education and Training
FSDoE	Free State Department of Education
HODs	Heads of Department
HRD	Human Resource Development
HRM	Human Resource Management
INSET	In-Service Education and Training
IQMS	Integrated Quality Management System
KSAs	Knowledge, Skills and Abilities
LAs	Learning Areas
LFs	Learning Facilitators
LSEN	Learners with Special Education Needs
LTSMs	Learning and Teaching Support Materials
NCCRD	National Centre for Curriculum Research and Development
NCE	National Commission for Education
NCS	National Curriculum Statement
NQE	Newly Qualified Educator
NTA	National Teachers Award
OBE	Outcomes-Based Education
PA	Performance Appraisal
PAM	Personnel Administration Measures
PGP	Personal Growth Plan
PMS	Performance Management System
PWG	Professional Working Group

QR	Qualitative Research
SASA	South African Schools Act
SDTs	School Development Teams
SGBs	School Governing Bodies
SMART	Specific, Measurable, Achievable, Relevant and Time-framed
SMGDs	School Management and Governance Developers
SMTs	School Management Teams
TQ	Total Quality
TQM	Total Quality Management
WSD	Whole School Development
WSE	Whole School Evaluation
WSEP	Whole School Evaluation Policy

ABSTRACT

South Africa has a shortage of SMTs with well-honed management skills. SMTs are working under the most difficult conditions, especially during the transformation process in education. They are often not well-prepared for tasks they must perform and are neither given sufficient training. The focus of this research is to examine the role of HODs in the management of HRD. The EMD curriculum delivery nexus prompts the need to examine curriculum and education management and development, theories, practices and policies that support the implementation of the curriculum. HODs that are determined to build learning organisations should be able to create a culture of collaborative learning, where the acquisition of skills and knowledge is seen as an investment for the future. For transformation to take place in schools, educators should become major focal points for producing the momentum for change.

Educational transformation and curriculum change development is taking place at a rapid pace. The whole transformation process is characterised by policy formulation rather than policy implementation. The concern is that the state of readiness of implementation at school level has not been investigated. The establishment of sound legal and regulatory framework to facilitate the transformation process can only become effective if schools are ready for the implementation of the new curriculum.

A qualitative research methodology was employed for this study. The key objective of the research was to elicit the perceptions, by means of questionnaires and interviews, that educators and SMTs have of the role that HODs play on the management of HRD to support curriculum change, development and delivery, as well as the role of District Officials in this regard. The population of this study consisted of educators from primary schools in three education districts in the Free State province. The sample employed in this study consisted of sixty educators, including Heads of Department (HODs). Twenty educators per education district were randomly selected.

It is evident that HODs require competencies such as staff provisioning, maintaining good human relations and providing an intensive HRD programme so that they manage educators effectively, which, in turn will result in their effective management of departments. The recommendations of this study are incorporated in a Human Resource Development (HRD) programme put forward by the researcher to add to the current body of knowledge in Human Resource Management in Education.

CHAPTER ONE

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

The South African education system is currently attempting to address the poor culture of teaching and learning in many schools. Unfortunately, these endeavours cannot always bring about effective changes if they do not focus on the people in the system, who are regarded as the key to effective improvement of the quality in schools.

This chapter firstly provides a short background to the study, followed by the significance of this study and an explanation of the aims of human resource development. The latter is to provide the reader with some insight regarding human resource development. The problem of this study is also stated and leads to the research questions that this study will aim to answer. The aim and ensuing objectives of the study are provided and are directly linked to the research questions. This study does not include a hypothesis or research assumptions, as a qualitative research method is pursued.

A framework of the research methodology, research instruments and population and sample to be employed in the study is provided. A much more detailed explanation of the research methodology is to be found in chapter four.

1.2 BACKGROUND OF THE STUDY

Educators' work is becoming more complex day-by-day and more demanding. In a single school day educators have to carry out a multitude of responsibilities. The roles of educators are not clearly defined and the variables that come into play are growing more complex. Educators are expected to excel in all or most

of their responsibilities in and out of classrooms (Niehaus, Myburgh & Kok, 1996:104-105). Major complaints from educators include an increased amount of work and the time required to do this. Furthermore, continuous assessment, which is an extremely time-consuming exercise, remains a major stumbling block to educators (Fine, 2000:8).

Efforts to improve schools through Human Resource Development (HRD) frequently focus on quick fixes which include new programmes and procedures, new curricula and approaches, new methods of learner assessment and reporting on learner achievement, which it is hoped, will transform educational institutions (Fine, 2000:8). Unfortunately these endeavours cannot be regarded as a panacea to complex educational problems. Programmes and materials do not necessarily bring about effective improvement, but the people in the education system may. Therefore, in striving towards school improvement, it is important to focus the attention and energies on HRD (Fine, 2000:8). Bunting (1997:31) goes even further and states that schools and other organisations that fail to provide opportunities for HRD jeopardise the ability to meet their organisational goals.

Management of HRD involves attracting, developing and maintaining a talented and energetic workforce to support organisational missions, objectives and strategies (Schermerhorn, 1999:240). This is a strategic process that makes a substantial contribution to the readiness of any organisation to perform to expectations. Management of HRD includes employee orientation, training and development, and career training and development.

1.3 SIGNIFICANCE OF THE STUDY

HRD in education has many facets, as is evident from the numerous terms found in the literature to describe it (Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono & Werner, 2001:468 - 469). Such terms include in-service training, professional

growth, continuing education, on-the-job training and staff development.

Agochiya (2002:27-29) says that HRD is the process by which, alone and with others, educators review, renew and extend their commitment as change agents to the moral purpose of teaching, and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with learners and colleagues through each phase of their teaching lives.

It is in this regard that Ehrich (1997:12) refers to HRD as an activity for ensuring continuous personal and professional development of staff. It can be deduced from this definition that HRD aims at improving the quality of schooling through individual improvement. However, finding fresh and innovative methods of HRD remains a problem (Bunting, 1997:30).

According to Guthrie and Reed (1991:346), the terms HRD and in-service training are frequently used interchangeably. Yet in their opinion there is a logical distinction between the two terms. HRD relates to lifelong development programmes which include a wide range of knowledge, skills and attitudes in order to educate learners more effectively (Carter, 1998:102). It is a formal, systematic programme designed to promote personal and professional growth. HRD also relates to the acquisition of knowledge or a particular skill and can therefore be a component of professional development in the broader context (Quong & Walker, 1996:224; Willemse, 2002:2).

Although HRD can be provided to all staff in primary schools (including clerical staff, cleaners and gardeners), this study focuses only on the professional staff (educators). This study will gather information regarding HRD from principals, deputy principals, HODs as part of the SMT and educators. The management role of HODs is central to the development and improvement of the school through HRD and therefore, this management role of HODs will be the primary

focus of this study.

1.4 AIMS OF HUMAN RESOURCE DEVELOPMENT

The primary aim of HRD is to increase the quality of schooling through the development of HODs potential to manage the HRD process (Aylward, 1992:145). In addition, subsidiary aims of HRD include the following (Agochiya, 2002:27-30; Calitz, 1998:14):

- to identify human needs and improve human performance in their present positions. Changes to teaching methods, especially with regard to outcomes-based education, necessitate an identification of educators needs in their current position;
- to create opportunities for personal fulfilment and institutional effectiveness in order to enhance creativity and facilitate changes to the system;
- to serve the primary aims of the education system, the promotion and attainment of quality teaching and learning. Everybody's effort and especially that of educators is required in creating a culture of teaching and learning;
- to enable educators to cooperate on achieving their personal aims and those of the system;
- to develop the skills of important selected educators so that anticipated vacancies can be filled; and
- to provide meaningful programmes in which the strengths and talents of each individual in the system can be utilised.

Without the effective functioning of HRD, all the other activities of Human Resource Management (HRM) will be of little value and it will lead to stagnation, demotivation and job dissatisfaction of educators. HRD programmes may influence the effectivity of the school. Therefore, educators as part of the decision-making process, should be assisted to have a collective commitment to the vision, values and purpose of the education system (Karodia, 2002:7). Any HRD programme needs to harness skills and qualities that could enable educators to respond effectively to whatever imperatives that arise (ELRC, 1998:7).

Effective HRD means a focus on people (educators) and their personal needs, the school's needs, the improvement of the quality of their working life, as well as their interaction with the external environment, which gives a new dimension to motivation and productivity.

1.5 STATEMENT OF THE PROBLEM

The key problem observed by the researcher is that the top-down approach and prescriptive school management models in HRD will not necessarily result in change and renewal in education. It is therefore essential that the management of human resource development in schools be investigated.

It seems that pressures exerted on educators by education officials serving the education department do have negative consequences on the very quality of teaching that are being targeted (Abel & Sewell, 1999:287-288; Bell, 1995:67).

Unless an HOD fully understands and accepts a new HRD programme as something that will strengthen the quality of instruction, there is no need to adopt a new HRD approach. HODs must be involved in HRD programmes if they are to understand the need for the innovations and how they operate (Wright & Noe, 1996:20; Halsall, 1998:37; Karodia, 2002:9).

1.5.1 Research questions

As this is a qualitative research study, the researcher will not draft a hypothesis or make research assumptions. In attempting to assess the importance of HRD by HODs, the researcher focuses on the following research questions which will underpin this study:

- (i) Are there substantial indicators of transformative changes in primary schools?
- (ii) What role do HODs play as transformational leaders?
- (iii) What are the leadership styles of HODs in terms of HRD?
- (iv) How effective are the strategies and techniques used by HODs in HRD?
- (v) What competency skills are required from an HOD to be a transformational leader?
- (vi) What are the essences of an effective HRD programme?

1.6 AIMS AND OBJECTIVES OF THE RESEARCH

The main aim of the research is to contribute to and amplify the existing body of knowledge regarding HRD by HODs as a priority in primary schools, its impact on the quality of teaching and learning and to propose appropriate guidelines to facilitate the HRD process. In order to accomplish this aim, the following research objectives are aimed to be realised by the study:

- to provide a theoretical perspective of the underlying imperatives, nature and process of organisational transformation;
- to provide some specific attributes that are implied by transformational leadership;
- to provide a brief theoretical perspective on the various forms of HRD leadership;
- to ascertain the effectiveness of strategies and techniques currently used

- by HODs in HRD;
- to ascertain competency skills that are essential to be an effective transformational leader;
 - to draft an effective HRD programme to be used by HODs as educational managers.

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 Literature study

Literature reviews, carefully conducted and well presented, could aid the understanding of the problem researched. It could also assist in establishing the results of a study in a historical perspective. Without relevant reviews of literature, difficulties could be experienced when constructing a volume of approved knowledge on any educational topic. A review of literature also provides the benefit of further insights to be gained from the purpose and results of a study (McMillan & Schumacher, 1997:119; McLaughlin & Mertens, 2004:36).

The present study is based on a literature study which includes secondary and primary sources, because knowledge in any given area consists of the accumulated outcomes of numerous studies conducted by generations of researchers, as well as the theories designed to integrate this knowledge. Literature is reviewed for the purpose of finding a link between ones' own study and the accumulated knowledge in one's field of interest (McMillan & Schumacher, 1997:4; McLaughlin & Mertens, 2004:35).

Through a literature review unintentional replication of previous studies is avoided and the study of related literature places the researcher in a better capacity to interpret the significance of personal results. The essence of a review, however, is the primary literature. Primary sources provide information of current research, theories and methodologies used to investigate the problem

(McMillan & Schumacher, 1997:123).

A comprehensive study of relevant literature sources will be undertaken in order to acquire a broad overview of HRD. Literature provides the necessary assistance, guidance, development and training needed for the problem to be investigated (McLaughlin & Mertens, 2004:35-36).

1.7.2 Qualitative and quantitative research

There are mainly two research methods that researchers use to conduct research, namely qualitative and quantitative approaches. In a research study the researcher may choose one approach or at times use both approaches to effectively conduct research. The difference between the two approaches is embedded in the way in which the results are presented. Qualitative research presents facts in a narration of words, whilst quantitative research presents statistical results represented with numbers. What makes the two approaches different is the way they view reality and the world. They have different assumptions about the world, the research purpose, research methods, prototypical studies, researcher roles and the importance of context in the study (McMillan & Schumacher, 1997:16).

Humelvoll and Da Silva (1998:465), as well as McMillan and Schumacher (1997:391-393), state that qualitative researchers accumulate data by interacting with selected individuals in their settings (field of research) and by acquiring documents relevant to the study. The qualitative approach is deemed suitable for this study as it affords HODs the opportunity to explain their working experience from their own perception of their profession.

Qualitative inquiry is further described as an approach that uses non-manipulative data collection strategies to discover the natural flow of events and processes. In gathering data, it follows procedures that are not strictly

formalised and the scope is more likely to be undefined (Wilson, 1997:109;

McMillan & Schumacher, 1997:401-404). The qualitative approach assumes free attitude questioning whereby participants are allowed to provide information from their own understanding.

1.8 RESEARCH INSTRUMENTS

The qualitative data collection instruments to be used for this study include questionnaires and interviews.

1.8.1 Questionnaires

A questionnaire is the most widely used instrument for obtaining information from people, especially in educational research. It is a document that is distributed to the participants either by post or filled in by participants in the presence of the researcher, in order to obtain information from them about something (Soer, 1997: 107-108). A questionnaire is relatively economical, has standard questions, ensures anonymity and questions can be written for specific purposes (McMillan & Schumacher, 1997:252). It also determines how people feel about the particular issue, or it may seek to establish the effect to some extent on peoples' behaviour. In addition, questionnaires provide an opportunity to examine correlations between the participants' responses and possible patterns of cause and effect. The questionnaire is generally regarded as one of the best available instruments for obtaining information from a widely spread source (Soer, 1997:108).

Questionnaires are distributed to principals, deputy principals, HODs (SMT) and educators of selected primary schools. The purpose is to gather information with regard to HRD. The aim is to help identify ways of enhancing HODs effectiveness as agents of HRD. The questionnaire is one of the instruments in

which the SMT and educators respond to written questions or statements to elicit reactions, beliefs and attitudes (Strauss & Corbin, 1996:108). The researcher would therefore construct a set of questions or statements appropriate to the research problems and attempt to find justification of the existence of such a problem and its possible extent.

1.8.2 Interviews

Interviews are essentially vocal questionnaires. They involve direct interaction between individuals, and this interaction has both advantages and disadvantages as compared to the questionnaire. The interview technique is flexible and adaptable. During an interview, non-verbal as well as verbal behaviour can be noted in a face-to-face encounter. Furthermore, the interviewer has an opportunity to motivate the participants which in turn results in information-rich responses (McMillan & Schumacher, 1997:450).

To clarify certain attitudes gained from the questionnaire, semi-structured interviews are conducted with participants in this study. The aim is to capture the richness and complexity of behaviours that occur in the natural school setting from the participants' experience. Semi-structured interviews are used to collect data from the SMT and educators concerning their views about HRD. The personal interaction that this method uses, is favoured for a number of reasons: there is an opportunity for participants to ask questions where clarification is sought and there is also an opportunity for the interviewer to probe responses from participants (Soer, 1997:106).

1.8.3 Data analysis

Questionnaire responses are gathered for the purpose of identifying emerging topics and recurring patterns. Transcripts of recordings of interviews will be carefully scrutinised and analysed. Content analysis is used to analyse research

data and it entails identifying, coding (the process of dividing data into parts by means of a classification system) and categorising the primary patterns in the recorded data (Neuman, 1997:439; McMillan & Schumacher, 1997:401-404).

1.9 POPULATION AND SAMPLING

McMillan and Schumacher (1997:164), McMillan and Schumacher (2001:161) and Mouton (1998:134) define population as a group of elements or cases, whether individuals, objects or events, that conform to specific criteria. The population of this study include: principals, deputy principals, HODs, that is SMT and educators from primary schools. The research is carried out in three of the five education districts of the Free State province. The three districts include Lejweleputswa, Motheo and Fezile Dabi (formerly known as Northern Free State district).

For the purpose of this study, purposeful sampling is used. McMillan and Schumacher (1997:17) state that in purposeful sampling the researcher selects particular elements from the population that is representative or informative about the topic of interest. The research is conducted in twenty primary schools in each district. The composition of the participants is one principal/ deputy principal or HOD (one SMT member) and four educators per school.

The findings of qualitative research, however, are aimed at an extension of understanding the phenomenon observed or researched, rather than generalising findings. It is imperative that HRD be managed in an effective manner so as to pursue excellence in the workplace (school or classroom).

1.10 DEFINITION OF TERMS/CONCEPTS

1.10.1 Human resource development

Human resource development (HRD) is defined a lifelong development programme of educators which include a wide range of knowledge, skills and

attitudes in order to educate learners more effectively (Carter, 1998:102). Seyfarth (1996:129) defines HRD as a means to provide opportunities for educators to acquire new skills and attitudes that can lead to changes in behaviours, which in turn result in increased learner achievement. Bitzer *et al.* (1999:188) describe HRD as a means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of particular organisational segments are achieved. Various writers like Cawood and Gibbons (1981), Glover and Law (1996), Kydd, Crawford and Riches (1997) and Webb (1996), to name a few, view HRD differently. Their differing views, however, deal primarily with perspectives and emphasis and not with the essence of HRD.

These definitions emphasise the end result of HRD management, namely the attainment of goals. Halsall (1998:43) seems to be correct in stating that HRD management involves sustained performances of thought and collaborative interactions of multiple minds and tools as much as individual possession of information.

HRD in this research would mean the transformation, improvement and effectiveness of primary school educators to meet both the immediate and long-term challenges shared by all school stakeholders.

1.10.2 Management of human resource development

The process of HRD management involves attracting, developing and maintaining a talented and energetic workforce to support organisational mission, objectives and strategies (Schermerhorn, 1999:240). This is a strategic process that makes an irreplaceable contribution to the readiness of any organization, such as a primary school, to perform to expectation.

Total quality management of HRD can be regarded as a powerful vehicle to deal with poor quality of teaching and learning in primary schools, because it provides

a structured, systematic educational delivery system which leads to an improvement in various areas, such as learner performance, learner motivation, learner self-esteem, staff motivation and staff self-esteem (Weller & McElwee, 1997:20; Wiedmor & Harris, 1997:317). Managing HRD is the key to bottom-line success. Management is defined as a process of directing the use of an organisations' resources in a way that efficiently accomplishes the organisational goals (Department for Education and Employment (DFEE), 2000a:1; Wright & Noe, 1996:4).

1.11 PROGRAMME OF THE STUDY

Chapter 1 serves as an introduction to the study and contains the introduction and orientation, the statement of the problem, statement of the aims, as well as an explanation of the research method.

Chapter 2 reviews literature regarding the management of HRD. It includes issues such as: transformational leadership, change management, leadership competence and competency levels needed for HODs to be transformational leaders.

Chapter 3 deals with a literature review regarding the culture of effective teaching and learning. Issues such as curriculum development and delivery, culture of teaching and learning, classroom management, teaching approaches and performance management are addressed.

Chapter 4 gives a detailed account of the research method implemented in this study. It explains how data is collected and analysed and reports on the data obtained from the research instruments.

Chapter 5 deals with data analysis and presentation.

Chapter 6 provides conclusions and the recommended HRD programme.

1.12 CONCLUSION

This chapter provides the background problem postulated and introduces the study as such. Aims and objectives of the study are given as well as the route the study will follow. The next chapter will be reviewing relevant literature on HRD.

CHAPTER TWO

LITERATURE REVIEW: MANAGEMENT OF HUMAN RESOURCE DEVELOPMENT

2.1 INTRODUCTION

In this chapter literature is reviewed regarding the management of human resource development. The management of HRD is one of the most challenging and interesting fields of study. The role of educational managers (HODs) is a crucial factor in influencing the success of HRD (Ehrich, 1997:12) and therefore literature regarding transformational leadership is also reviewed. As individuals' careers progress, new skills and abilities are required. HRD management, thus, refers to the development possibilities within a job or position for a specific employee (in this study such an employee is a primary school educator), with reference to the employees' (educators') personal growth and personal goals (Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono & Werner, 2001:468-469). To fulfill their tasks efficiently, primary school HODs must keep abreast of new developments in the technological, economic, political, legislative and social field, as well as HRD practices.

One of the objectives of HRD is the prevention of obsolescence. Obsolescence occurs when an educator in a particular post lacks the current skills and knowledge generally considered by other managers as vital for that person to remain effective in performing his or her work (Van Dyk, Nel, Loedolf, Van Zyl & Haasbroek, 2001:468).

Against the background of the afore-mentioned exposition of HRD, it is essential to adopt a total quality management (TQM) approach to HRD which will generate the maximum benefit to an organization (such as a primary school). TQM of HRD will therefore be discussed in the next section.

2.2 CHARACTERISTICS OF TQM

Originally a business paradigm, TQM has now moved into the education sector (Daugherty, 1996:83; Cramer, 1996:360). In order for a school to become a quality school, certain criteria have to be met. The criteria for a Total Quality (TQ) school are classified as the pillars of quality for education (Arcaro, 1995:9). According to Arcaro (1995:9), these pillars are universal and applicable to every educational institution and should be present in order to attain the TQ school status. The beliefs and values of a school will determine the success and strength of quality transformation. Each pillar and its foundation have to be understood before a TQM school can be developed.

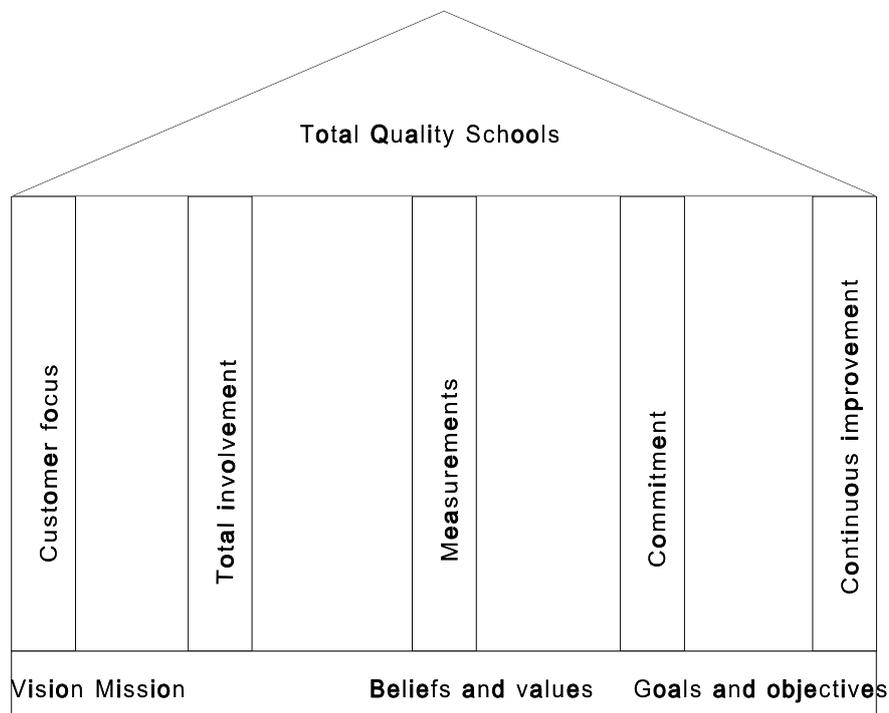


Figure 2.1: Total Quality School Model

Source: Arcaro (1995:10).

2.2.1 Customer focus

According to Arcaro (1995:31), customers are categorised into internal and external customers. Internal customers refer to people within the school such as staff, learners, school governing body (SGB) and parents. External customers refer to people external to the organisation such as employers, families and higher education (Greenwood & Gaunt, 1994).

TQM advocates that schools become so customer focussed that they continually find new ways to meet or exceed customers' expectations. By doing this, not only customers' satisfaction is created but also customer loyalty. For schools to develop a customer focus, everyone in the school must realise that every educational output has customers. Quality is unlikely to improve without this recognition. This process develops a sense of belonging and importance among individuals who try to understand each others' needs. Asking customers what they want through techniques such as suggestion cards, interviews and surveys provides data for making effective decisions (West-Burnham, 1992:40-41; Weller & McElwee, 1997:209). It is not enough to base decisions on experience and intuition as the needs of different customers do not always coincide.

Greenwood and Gaunt (1994:27) distinguish between the following groups of customers of a school:

- (i) The learners, to whom the school supplies education.
- (ii) The parents, who are directly or indirectly paying for their children's education.
- (iii) Institutions of higher and further education, for which the learner will be possible and potential student.
- (iv) The job market, which needs to recruit suitable educated and skilled staff.
- (v) The nation, which requires a better educated and trained workforce in order to generate better standards of living and quality of life.

The school must establish a system which is capable of fulfilling the needs of the

customers. Customer satisfaction is considered to be the acid test of any institution's effectiveness. Involvement of all stakeholders is therefore essential.

2.2.2 Total involvement

Full stakeholder participation and empowerment is an integral part of the quality process and requires the commitment of everyone in the primary school to meet the needs of customers collaboratively (Karodia, 2002:7; Quong & Walker, 1996:224). The movement towards a more democratic education system also supports this criterion. The participation of stakeholders requires the commitment of the management of the school to focus on change and to provide educators and learners with the support they need to improve their efforts. Such efforts need to be measured.

2.2.3 Measurement

One of the major differences between TQM and other educational reforms is the use of a rational measurement system (Daugherty, 1996:85). In TQM there are a number of quality tools for measuring customer satisfaction. It is important to note that although quality tools provide more and better information, merely using them does not ensure a high quality primary school. Instead, quality tools exist to help solve problems, gather information, analyse data and assist in making decisions about the process and systems.

The commitment of all stakeholders in TQM is of utmost importance.

2.2.4 Commitment

TQM starts at the top and the role of school management in TQM has to be made clear to everyone in the system (Fields, 1993:73; Beavis, 1995:5; Daugherty, 1996:84). This view is supported by Bitzer *et al.*, (1999:118) and they assert that commitment of leadership and management is the key for quality improvement. Quality education can, however, only happen when educators are

totally committed and when they are empowered.

Clearly, if educators are committed to TQM, it would be desirable to ensure that they are continuously improved.

2.2.5 Continuous improvement

TQM does not rely solely on large planned change, but is constantly seeking small improvements in all processes (Quong & Walker, 1996:222). TQM focuses on the continuous improvement of all processes and views no process as perfect (Bonstingl, 1996:16; Daugherty, 1996:86; Meer, 1999:38; Weller & McElwee, 1997:209).

For TQM to be effective in its striving towards continuous improvement, training is indispensable. Without the necessary training, HODs will not be adequately equipped to implement TQM principles and practices of HRD (Kanji, 1996:147).

In reviewing literature in terms of what some authors describe as the “profile of transformational leadership”, it will be important to make an observation whether such personalities are ready to tackle what these authors outline as critical tasks of transformational leadership. At this stage it is essential to focus on the profile of an HOD as a transformational leader.

2.3 PROFILE OF AN HOD AS A TRANSFORMATIONAL LEADER

Koehler and Pankowski (1996:15) define transformational leadership as a process of inspiring change and empowering followers to achieve greater heights, to improve themselves and to improve organisational processes. It is an enabling process causing followers to accept responsibility for themselves and the processes to which they are assigned.

Transformational leadership is dynamic leadership in the sense that HODs throw themselves into a relationship with educators who feel elevated by it, and often

become more active themselves, thereby creating new cadres of leadership. Transformational leadership is very revolutionary in nature. The way the South African schools are intended to be transformed is an ambitious one, requiring revolutionary leadership. It is seen as a holistic process, aimed at reconstituting all facets of society (economic, social, political and cultural) with changes in other spheres affecting HRD programmes (Department of Public Services and Administration (DPSA) Conference Report 1998). Therefore the nature of school bureaucracy requires rare skills that combine a revolutionary approach operating within the bureaucracy. This approach is outlined in the following section.

2.3.1 HODs transformational leadership as a revocracy

In order to escape the unwieldy term “revolutionary public manager”, Human (1998:10) coins the term “revocrat” and states that transformational leadership must design their own transition from bureaucracy to revocracy. Whereas the word bureaucrat translates literally as the power of the office, the word revocrat translates as the power of change. The characteristics of the true revocrat are varied and may often seem contradictory. This stems from high levels of complexity that HODs have to deal with. The ability to manage many things simultaneously is known as cognitive complexity. Cognitive complex people have the ability to think multi-dimensionally. They understand that any problem or issue is affected by numerous interconnected ideas and actions and try to interpret it accordingly.

Considering that leadership is composed of complex elements, in this study the three most relevant are:

- the person leading, in this case the primary school HOD;
- the members within departments as the followers being led (primary school educators); and
- the situation as determined by the transformation environment.

Hallsall (1998:40) argues that the world is experiencing changes at a very fast rate. Transformational leaders will have to lead by adapting to change. The following megatrends imply that schools are going to need greater adaptability, innovation and creative leadership than ever before.

In leading the self-managing school, Caldwell and Spinks (cited in Naisbit, 1992:10), provide ten Megatrends regarding development which are unfolding around the world. Writing in the future tense they proposed the following:

- there will be a powerful but sharply focused role for HODs, especially in respect to formulating goals, setting priorities and building frameworks for accountability;
- national and global considerations will become increasingly important, especially in respect to curriculum and an education system that is responsive to national needs within a global economy;
- within centrally determined frameworks, schools will become largely self-managing and distinctions between public and private schools will be narrow;
- there will be unparalleled concern for the provision of a quality education by HODs for each individual educator;
- there will be a dispersion of the educative function by HODs with telecommunications and computer technology ensuring that much learning that currently occurs in schools will occur at home and in the workplace;
- the basics of education will be expanded by HODs to include problem-solving, creativity and a capacity for life-long learning and relearning of educators;
- there will be an expanded role played by HODs for the arts and spirituality, defined broadly in each instance, there will be a high level of connectedness

in the curriculum;

- women will claim their place among the ranks of HODs in education, including those at the most senior levels;
- the parent and community role in education will be claimed or reclaimed; and
- there will be unparalleled concern for service by those HODs who are required or have the opportunity to support the work of schools (Caldwell & Spinks, 1992:7-8).

The implication of these trends in schools is that if HODs do not adapt, the best and brightest people will gravitate toward schools that foster HRD. This research will now focus on the critical tasks of an HOD in HRD.

2.4 CRITICAL TASKS OF HODs AS TRANSFORMATIONAL LEADERS

The HOD should lead by example in outlining a strategic task to create a vision, mobilise commitment and institutionalise the desired change. Tichy and Devanna (1990:89) describe the following as among the critical tasks of HODs.

2.4.1 Creation of a vision and mission

In order for a school vision and mission to be effective, it must be line-driven rather than personnel department-driven. Development of a vision and mission should be a collaborative effort between the principal, deputy principals, HODs (SMT) and educators. This will offer the SMT and educators ownership of the vision and mission of the school and ensure stronger commitment (Daugherty, 1996:84). Lundy and Cowling (1996:306) point out that ownership should be taken a step further in that all stakeholders should play an active role in the development of the vision and mission of the primary school. Shared vision can help the school to keep on course even during times of colossal stress. This is because a shared vision is an ethical force that develops hope in spite of

difficulty (Moloi, 2004:50).

Quinn (1996:198) states that useful visions inspire people to new levels. A useful vision can be achieved in the following manners:

- (i) discuss the vision and what it means (Johnson & Redmond, 1998:193);
- (ii) share decisions so that educators can understand each other;
- (iii) have a team member remind other members frequently that there is an important mission. Unless the teams contribute, the organisation (primary school) cannot move to a higher plane (Dubrin, 1996:105);
- (iv) build a shared understanding about what is happening inside the school (Binney & Williams, 1997:82);
- (v) share a vision that is honest and coherent and engage educators, which will naturally encourage them to get involved (Price, 1996:149);
- (vi) create inspiring visions that explain why clear breaks with the past are needed (Binney & Williams, 1997:3).

Binney and Williams (1997:14) are of the opinion that if HODs cannot communicate the vision to educators in five minutes or less, and get a reaction that signifies both understanding and interest, they have not yet completed this phase of the transformation process and are still far away from transforming the school into a learning organisation. For this reason, it is vital that all stakeholders become committed to the vision of the school.

2.4.2 Mobilisation of commitment

Here the primary school, or at least a critical mass of the school, accepts the new mission and vision and makes it happen. A collaborative culture can be established by creating positive interpersonal working relationships, through mutual support, mutual understanding and shared purpose. Creating a commonly accepted culture that enables everyone in the school to flourish is the task of the modern leader (Welch, 2001:6). Teamwork, productive involvement, empowerment and workplace democratisation are key issues to facilitate

collaboration and commitment. It is in this phase that HODs get deeper understanding of their followers. After HODs have created a vision and mobilised commitment, they must determine how to institutionalise the mission and vision.

2.4.3 Institutionalisation of change

Primary schools will not be revitalised unless new patterns of behaviour within the schools are adopted. HODs need to transmit their vision into reality, their mission into action, and their philosophy into practice. Alterations, communication, decision-making and problem-solving systems are tools through which transitions are shared.

In support for this approach, Anderson (1992:19) sees transformative leadership as a complex process involving a fluid series of steps. The process of transformation should bring individual and organisational transformation. To summarise his model, the process starts with envisioning which requires imagination, creativity and stepping out of the ordinary way of doing things. Planning is the next step to carefully specify just how, where and when a project like transformation can best be done and by whom. Teaming involves building harmonious, matching and productive teams. Once there is acceptance by the team, motivation must develop from inside the people on a continuing basis. It is necessary to evaluate results of a transformation process in order to make improvements, and celebrate specific wins. Lastly, it is advisable in this process to recycle the process so as to reformulate and renegotiate the plans, finding new motivators and mobilising new resources. In order for the HODs to succeed in HRD they need to follow specific principles and guidelines.

2.5 PRINCIPLES AND GUIDELINES FOR SUCCESSFUL HRD

Literature acknowledges the complexity of the provision of HRD programmes which assist both the educator and the institution. An extensive framework of support for those programmes is needed to ensure effective learning and lasting

changes in performance. Literature also acknowledges the key role played by HODs in the support framework (Sparks, 1997:22; Hopkins, 1997:224). This is based on the assertion that the most effective development programmes take place within the working environment itself.

HODs who intend promoting school quality by focussing on HRD, may consider the following guidelines.

2.5.1 Provide opportunities for educators to discuss case studies and good teaching practices

The desire of educators to be involved in their own development can be achieved through case studies to encourage educators to discuss current research on effective teaching and to offer and receive ideas related to immediate problems (Bitzer, *et al.*, 1998:118; Bunting, 1997:31). HODs need to provide structures that encourage and support individual feedback. This entails fostering an environment where informal feedback is woven into the day-to-day work. This can be done, according to Coens and Jenkins (2000:144-145), in the form of informal, on the job conversations and an array of feedback formats, tools and processes that include elective tools and structured formats, and prepared questions on forms and templates. Research shows that educators resist when HRD is designed as something that is done to educators, and not as something that educators do for themselves (Jolles, 1993:10). Educators prefer their peers to present HRD programmes since there is less resistance than when they are the exclusive reserve of top management. It implies that HODs should act as facilitators, not as the controllers of HRD.

2.5.2 Create consensus on the vision of the school and review annual school objectives

HODs have to take the initiative in working together with educators, parents and learners to determine the strengths and weaknesses of the school's teaching and learning programmes (Sparks, 1992:43; Du Four & Berkey 1995:3; Sparks,

1997:21). HODs should create a situation which maximise the performance of all educators in their (HODs) departments. Such a situation provides the educators with both space to move and motivation while at the same time helps to create *esprit de corps*. The feeling of being part of something, such as shared vision, where everyone knows where they are going and going there together as part of a team, is of utmost importance. The importance of vision and the need to ensure visionary leadership and effective management of HRD processes should be properly integrated.

2.5.3 Build and protect a core set of values and beliefs

Cloke and Goldsmith (2002:111) define values as priorities and contend that the process of identifying values, elaborating on them, and acting from a position that integrates values, ethics and integrity impacts on both personal and organisational effectiveness. Cloke and Goldsmith (2002:132-133) further suggest that if one wants to keep personal and organisational values alive, then there is a need to bring these values to the fore, where they are internalised and translated into action. In this way, values live. Methods of implementation should include, among others:

- (i) considering values conflicts as opportunities for growth and change;
- (ii) accepting invitations to engage in dialogue; and
- (iii) participating in value-based collaborative, social and developmental.

Shared values are the means to attain school objectives. Du Four and Berkey (1995:3) succinctly summarise it: "They (shared values) carry the message of common purpose and agreed upon standards". These values represent a commitment from staff as to how their behaviours and attitudes will move the school towards its target (Ehrich, 1997:14).

2.5.4 Encourage experimentation

A key to school quality is to encourage educators to approach their work

differently. Risk-taking is less threatening in schools where HODs encourage experimentation (Sparks, 1992:44; Du Four & Berkey, 1995:3). High expectations are important, but the challenge lies in inspiring others to fulfill them. Everybody's effort, and especially that of educators, is required in creating a culture of teaching and learning (Calitz, 1998:14).

2.5.5 Provide HRD programmes that are purposeful and research based

HRD programmes can only be successful if they are carefully designed and implemented while considering current research in the field. It implies that the mode of presentation has to reflect the research findings. For example, if workshops are used, it is important for trainers to present theory, provide demonstrations and give ample time for participants to practice and give feedback (Bunting 1997:31, Purvis & Boren 1991:92).

2.5.6 Model a commitment to professional growth

HODs who hope to encourage others to grow professionally and to be enthusiastic lifelong learners, also need to demonstrate leadership qualities for educators aspiring to a promotional post. For example, HODs, should be aware of the need to identify and adapt best practice in order to be effective. The National Commission for Education (NCE, 1996: 366) has stated that effective HRD involves leadership, ethos, high expectations, positive teaching and learning, parental involvement in the life of the schools and a programme of extra-curricular activities and continuous improvement.

2.5.7 View appraisal as a HRD opportunity

The National Department of Education in South Africa has developed a system for developmental appraisal which includes a class visit by an appraising team (Developmental Appraisal for Educators, [s.a.] :2). The new educator developmental appraisal system is designed to ensure that there is democratic participation in the appraisal process, which is achieved through the

establishment of an appraising team (Van Deventer & Kruger, 2003:213).

The appraisal team is composed of at least four educators, the appraisee and three others drawn from the following:

- (i) a peer nominated by the appraisee;
- (ii) an union representative; and
- (iii) a senior management level person such as an HOD, deputy-principal or principal.

The appraising team thus allows for democratic participation, transparency and collaboration. Class visits and the visibility of the HOD, can be an important tool in HRD (Ryan & Kuhs, 1993:75). One of the most important management tasks of HODs is the quality and number of class visits. Having discussed appraisal as a development tool, it becomes imperative at this stage to pay attention to collaboration.

2.5.8 Ensure systematic collaboration throughout the school

Ehrich (1997:14) is of the opinion that HODs play a key role in terms of creating a positive climate for collaboration. Involving educators in designing and implementing development programmes, improves their readiness for effective learning. Educators can be involved in determining training needs, identifying appropriate approaches (such as workshops, study groups), designing follow-up activities (e.g. peer appraisal, discussion groups) and designing the most appropriate appraisal procedures (Lieberman, 1996:186; Sparks, 1992:44; Ehrich, 1997:14).

2.5.9 Work for change by means of school-wide projects

Emphasis on homework, regular monitoring of learner progress, the quality of academic teaching and learner discipline are a few examples of important matters which can be addressed by HODs. HODs are responsible for working

with educators to determine needs and propose projects to meet those needs (The National Commission for Education, 1996:366).

Apart from the appropriate support to HRD programmes, the approach to them also deserves attention. The approach to HRD reflects the school's interpretation of the importance of HRD and an indication of its integration with other areas of management activities within the institution. Change needs to be managed effectively, because it can either be constructive or disruptive. The next session deals with change management.

2.6 CHANGE MANAGEMENT

Managing change is a challenge to HODs because diverse individuals in the school will invariably hold diverse views of change, and their energies need to be harnessed in order to meet the goals of change.

2.6.1 Resistance to change

Change has to be managed because people generally fear and resist change. People perceive change as a threat to their self-interest. According to Nelson and Quick (1997:546-547), change induces the following fears:

2.6.1.1 Fear of the unknown

Change often brings with it a great deal of uncertainty. It creates ambiguity and sometimes anxiety. Educators facing technological changes, for example, such as the introduction of new computer systems, may resist the change simply because it leads to a situation of uncertainty and ambiguity where before, there was certainty and comfort. With massive scope of change, the organisation (school) moves to a radically different and at times unknown future state. In this change the organisation's (primary school's) mission, culture, goals, structure and leadership may change dramatically (Nelson & Quick, 1997:544). Stewart

(1999:161) states that one of the most difficult problems for managers (HODs) is rapid change. How HODs react to change will have an important influence on the future outcome of the school. The tempo of change and the demands made on HODs to plan for, and adjust to, change are greater. Change requires both abilities.

2.6.1.2 Fear of loss of security of their jobs or positions

An impending change generally leads educators to fear for the security of their jobs or positions. When new user-friendly computer systems are introduced educators may feel that their expertise is eroded by the introduction of the new system. When educators perceive an erosion of their expertise, they perceive their status to be lowered and their jobs to be at stake.

2.6.1.3 Fear of failure

One of the greatest factors inducing fear of change is fear of failure. The introduction of new workplace systems arouse a sense of self-doubt about the educators' ability to work with new systems.

Stewart (1999:94) states that research repeatedly shows that it is managers who are the chief stumbling block to making change happen. Changing organisational structures and managerial thinking challenges and undercuts traditional power bases. For the manager reared on the old functional certainties, the new world organisation is very difficult to manage. Indeed, the vast majority of managers are neither trained nor equipped to manage in such environment.

2.6.1.4 Fear of disrupted relationships

Often educators develop meaningful, long-term interpersonal relationship at the workplace. Some educators may be relocated to other schools. Change, however positive, does not necessarily lead to positive feeling among educators

as it may lead to disconnected or disrupted relationship (Mullins, 2005:913).

2.6.1.5 Fear of conflict

Conflicts may result as a consequence of changed workplace situation. Introduction of new colleagues with different attitudes may lead to conflict because educators may feel that their concerns and needs no longer receive the attention they once received.

2.6.1.6 Fear of loss of power or influence.

One of the greatest fears of organisational change is the disturbance of the settled balance of power. Mullins (2005:914) states that those who hold power or have great influence under the prevailing arrangement feel threatened by the prospects of losing their power or influence with the advent of change.

One key to managing resistance to change is to plan for it, and to be ready with a variety of strategies to help educators negotiate the transition.

2.6.2 Strategies for managing resistance to change

The traditional view treated resistance to change as something to overcome, but many organisational attempts to reduce the resistance have only served to intensify it. Three key strategies that HODs can use for managing resistance to change are: communication, participation, as well as empathy and support (Nelson & Quick, 1997:547).

2.6.2.1 Communication

Communication about impending change is essential if educators are to adjust effectively (Blandford, 2000:8). The details of change as well as the rationale behind the change, should be provided. Provision of accurate and timeous

information can prevent unfounded fears and potential damaging rumours from developing. Information about the implications and potential benefits should be communicated clearly to all interested parties. Educators should be actively encouraged to contribute their ideas, suggestions, and experiences and to openly voice their worries and concerns (Mullins, 2005:919). HODs should discuss problems directly with educators and handle any foreseen difficulties in working practices or relationships by attempting to find solutions agreed with them. Joint consultation may assist discussion and participation, and may help maintain the momentum of the change process.

2.6.2.2 Participation

Participation of all stakeholders in the change process is very important. Studies have shown this importance. Reeves, Forde, O'Brien, Smith and Tomlin (2002:93) indicate that the various models that emerge from the assumptions and processes of organisational development are based on the notion of the collective as the best medium of learning. Consequently, individual learning and performance is enriched when participating in collegial processes of learning where everyone in the organisation works in synergy to improve organisational outcomes. Participation helps the educators as well as other stakeholders to become involved in the change and to establish a feeling of ownership of the process. When they are allowed to participate, they become more committed to the change process (Hopkins, 1997:220).

2.6.2.3 Empathy and support

Nelson and Quick (1997:547) state that empathy and support is critical for educators who have trouble dealing with change. Active listening is an excellent tool for identifying the reasons behind resistance and for uncovering fears. Emotional support and encouragement can help an educator deal with the anxiety that is a natural response to change.

Expression of concern about the change by educators can provide important

feedback that HODs can use to improve the change process. Having discussed the strategies for managing resistance to change, it is now necessary to highlight the principles of managing change.

2.6.3 Principles of managing change

HODs should be aware that the success of managing change effectively depends on an operational structure that incorporates the following principles (Nel *et al.*, 2001:404-405):

- HODs should be able to identify the forces of change;
- a shared vision for change should be developed and should include participation by all educators in the planning process;
- SMT must be committed to the change and should visibly demonstrate support;
- a comprehensive diagnosis and needs analysis should be conducted;
- there must be adequate resources for carrying out the change;
- resistance in change must be planned and managed;
- participation in the change process should also be recognised and rewarded;
- reward systems reinforce new behaviours, not old ones; and
- change management efforts should be undertaken in an ethical manner and should preserve educators' privacy and freedom of choice.

Next to be discussed is reflexivity and action research as an essential element of curriculum change and practice.

2.7 REFLEXIVITY AND ACTION RESEARCH

Reflexivity and action research provides a mode that can influence learning and change. Coleman and Lumby (1999:14) argue that it is an important vehicle of change rather than simply a mere means of investigation. This is demonstrated by Lumby (1998:28) in a case study in which a senior educator conducted research on induction and classroom practice and reviewed the whole area of

induction of Newly Qualified Educators (NQE). This research emanated as a result of the appointment of an NQE who was strained by the differentiated needs and increasing size of her class. Upon the review of the research, the NQE was given a mentor and a half day release a week as part of her induction support. The new recruit was made to feel more supported and valued and was enabled to pursue her career in a context of reflexive classroom practice.

Both reflexive practices and action research that trigger learning and change processes, can contribute to shaping the spectrum of learning opportunities and the direction of change towards achieving empowerment. In terms of facilitating reflexive curriculum change, development and delivery practices, the dynamic nature of these sources of inquiry, have their potential for increased learning and change as well as the vast spectrum of new forms of knowledge, skills and values that can impact on improved curriculum delivery.

Next to be discussed is reactions and interventions that can result from change.

2.8 REACTIONS AND INTERVENTIONS TO CHANGE

Change can lead to a series of negative reactions which would, in turn, trigger managerial intervention. Corporate change constantly needs appropriate husbandry. Nelson and Quick (1997:550-551) identify some of the negative reactions and the managerial interventions which are dealt with below.

2.8.1 Disengagement

Disengagement is a psychological withdrawal from change. The educator may appear to lose initiative and interest in the job. Educators who disengage may fear the change, but take on the approach of doing nothing and simply hoping for the best. They lack drive and commitment, and they simply comply without real psychological investment in the work. The disengaged are recognised by behaviours such as being hard to find or doing only the basics to get the job done.

Tolo (2002:10) argues that HRD should focus on developing the teaching and learning skills of educators, enabling them to contribute to and influence the decisions that affect them. HODs need to encourage a partnership between educators and the SMT. It is only when primary school educators make meaningful contributions to HRD programmes, that they may be able to realise that such relationships benefit them as active participants in the educational activity (Halsall, 1998:3 & Karodia, 2003:9).

The basic managerial strategy for dealing with disengaged educators is to confront them with their reaction, and draw them out so that they can identify the concerns that need to be addressed. Disengaged educators may not be aware of the change in their behaviour, and they need to be assured of organisational intentions and plans. Disengaged educators seldom become cheerleaders for the change, but they can be brought closer to accepting and working with a change by open communication with an empathetic manager who is willing to listen. HODs have a major role to play in this regard and should inspire and motivate such educators to see change as an opportunity and not a threat. HODs need to assure educators their continued support, because if they (educators) are not given the support needed to make their teaching tasks easier, HRD efforts are not likely to happen (Wright, 1997:7).

2.8.2 Disidentification

The educators reacting in this way feel that their identity has been threatened by the change, and they feel very vulnerable. They often cling to a past procedure because they had a sense of master over it, and it gave them a sense of security. They may appear to be sulking and dwelling in the past by reminiscing about the old way of doing things. Disidentified educators are vulnerable, in that they feel like victims in the change process.

The manager (HOD) can assist disidentified educators through the transition by encouraging them to explore their feelings, and to transfer their positive feelings

into the new situation. One way to do this is to help them identify what they liked in the old situation, and to show them how it is possible to have the same positive experience in the new situation. Marion (1999:311) describes organisational culture and organisational inertia as networks of events, ideas and people that derive a lasting strength from the interdependence of their participants. These networks can be described as “attractors” in that they guide the manner in which the organisation behaves. The network does so by regulating and sanctioning the behaviour of individual educators to the point of conformism. When non-conformance occurs, the fluctuation or variation is promptly dealt with by disciplining, dismissing or containing (for example, by not promoting) the individual educator until his/her behaviour once again conforms to the organisational ideology, culture and related attractors.

2.8.3 Disenchantment

Disenchantment is usually expressed as negative behaviour. Disenchanted educators realise that the past is gone and they are angry about it. They often interpret a change event and its precipitating circumstances as an injustice (that is, an unfair and not asked for situation) in an attempt at blocking organisational goals and, virtually without exception, experienced as a source of uncertainty (Van Tonder, 2004:177). They may try to enlist the support of other educators by forming coalitions. Destructive behaviours like sabotage and backstabbing may result. A particular danger of disenchantment is that it is quite contagious in the workplace. Bad-mouthing and rumour-managing are its chief weapons of sabotage.

The HOD should bring these educators from their highly negative, emotionally charged state, to a more neutral state. To neutralise the reaction does not mean to dismiss it, but rather to allow the individual educators to let off the necessary steam so that they can come to terms with their anger. The second part of the strategy is to acknowledge that their anger is normal and not to hold it against them.

2.8.4 Disorientation

Disorientation is a final reaction to change. Disorientated educators are lost and confused, and are often unsure of their feelings. Van Tonder (2004:179) also includes a lowering of morale, the experience of stress, lowered self-esteem, increasing mistrust, loss of focus or direction and control, anxiety, uncertainty, insecurity, outrage, sadness, diminished loyalty and shattered commitments. Disoriented educators waste energy trying to figure out what to do instead of how to do things. Disorientated educators ask a lot of questions and become very detail-orientated. They may appear to need a good deal of guidance and may leave their work undone until all their questions have been answered. Disorientation is a common reaction among educators who are used to clear goals and unambiguous directions. When change is introduced, it creates uncertainty and a lack of clarity.

HODs as managers should explain the change in a way that minimises the ambiguity that is present. The information about the change needs to be put into a framework or an overall vision so that the disorientated educators can see where they fit into the grand scheme of things. HODs need to have the ability to diagnose these four reactions to change.

Having briefly written about reactions and interventions to change, it is now necessary to give a cursory account of feedback strategies used by HODs.

2.9 HRD FEEDBACK STRATEGIES

According to Coens and Jenkins (2000:138-139), an organisation strategy centering upon individual feedback, (improving the parts improves the whole), is an inherently incorrect perception. In their view, there should be changes to the various parts that constitute the whole, and with people, in particular, the individual is only one part of the whole. The other parts that can be changed are the methods, materials, equipment, structure and other components of the feedback system. Coens and Jenkins (2000:143) propose four measures that can initiate a cultural shift in a way that can transform people (educators) perceptions and thinking about feedback at the deepest level. These four

measures are summarised below:

- create a clear vision of the culture that the organisation desires. This entails fostering a shared vision in which educators value good communication and commit themselves to sharing information. Educators must be able to see the benefit of the continual flow of information that connects and enables them to be more effective;
- enlighten, educate and train people about useful feedback. This entails helping educators develop the basic skills around giving and receiving feedback. After educators have learned feedback skills, they will understand that any time they are not getting feedback, it's mostly their own fault;
- provide structures that encourage and support individual feedback. This entails fostering an environment where informal feedback is woven into the day-to-day work. This can be done in the form of informal, on the job conversations and an array of feedback formats, tools and processes that include elective tools and structured formats, and prepared questions on forms and templates; and
- raise awareness and use non-feedback communication tools. Coens and Jenkins (2002:142) propose three types of group communication tools, which according to them, emerge from the more open organic organisational models. These are:
 - (i) the practice of *Dialogue*, which can yield powerful results;
 - (ii) a tool called *An open space*, that is, energising a small or gigantic group of educators to commit to multiple improvement initiatives; and
 - (iii) the tool "future search", in two days a group of diverse stakeholders reflect on critical trends and devise guideposts for organisational strategic improvement.

Langdon (2000:49-50) differentiates between the “after” feedback process and the feedback “during” process. The former, pertains to the input received from educators, among others, through tools such as satisfaction or merely informal communication with educators. This input can add value to the process by raising concerns of the training programme or service and making suggestions for an improved programme or service. The feedback “during” process enables the information received from educators, to gauge the pace and quality of the training programme or service while it is being developed or delivered, respectively.

It is essential for HODs as educational managers to ensure that proper feedback forms part of all educators work ethics, as well-informed educators are motivated and are prepared to work as a team with the HODs.

2.10 MOTIVATING TEAMS

As educational managers, HODs need to know how to motivate their team members in order to operate at an optimal level. The following are some categories of motivators relevant to teamwork:

- achievement a sense of achievement can be gained from completing a specific task or solving a problem.
- recognition: some educators are motivated by recognition from colleagues, their managers, and by the organisation for the work well done.
- job interest: educators are motivated by the intrinsic appeal of a job if it is interesting and if creativity is encouraged.
- responsibility: educators are motivated by being allowed to use their own discretion, by being shown that they are trusted, by being given authority to make decisions and by being accountable for the work of others.

■ advancement: opportunities for promotion motivate educators, but when these are scarce and awarded unfairly, educators lose interest. This is especially the case when educators who excel at a lower level discover that they are more competent than staff higher up in the hierarchy (Chivers, 1995:88 - 89).

Educators work best along HODs who can act as role models and guide, as well as provide support. HODs with such occupational competency are more likely to influence educator performance by ensuring compliance with standards based on values and core competencies of the organisation (school).

2.11 OCCUPATIONAL COMPETENCY OF HODS AS TRANSFORMATIONAL LEADERS

Fraser (1996:76) and Saunders (2000:37) define occupational competency as the ability to perform the activities within an occupation or function to the standards expected in an employment. This coincides with the assumption that competency refers to an individual's demonstrated knowledge, skills and abilities (KSAs) performed to a specific standard (Association Educator, 2000:1).

The key elements of competence are reflected by standards. What is more important, however, is the new meaning given to the concept of 'standard'. It is no longer an illusive controversy, but a standard can now be operationalised in terms of concrete qualities and assessable levels of expectations. A given standard is expressed in two parts: the element of competence, and its associated performance criteria (Fraser, 1996:80).

The next section pays attention to factors that need to be taken into account when setting or applying standards.

2.11.1 Factors to be taken into account when setting or applying standards

There are a number of factors to be taken into consideration when setting or/and applying standards to any branch of teaching, training and education. They are the following (University of Pretoria and National Education Group, 2000:1-6):

- (a) Standards are not meant to represent absolute prescriptions to the educator.
- (b) Standards provide a clearly defined framework for the knowledge, skills and experiences that are essential for the educator.
- (c) Standards provide significant guidance for the development and revision of educator programmes.
- (d) Standards provide criteria for the qualifications necessary to be appointed as an educator.
- (e) Standards are meant to focus on the skills, knowledge and experiences necessary to teach.
- (f) Standards are meant to specify the minimum competences required to teach. Assessing the competence level of HODs, which is very important is discussed next.

2.11.2 Assessing competence levels of HODs

Assessment is in the first place about developing measuring instruments, generating evidence and making judgements of an individuals competence against specified descriptions of acceptable evidence (performance and assessment criteria) (Fraser, 1996:82). When assessing the competence of HODs, his/her performance and knowledge are compared or matched against the specified descriptions of acceptable evidence or expectations that are expressed explicitly in terms of performance criteria. An HODs performance is therefore measured against assessment criteria or assessment indicators specifying how the task has to be done or executed. Fraser (1996) states that the dimensions and specifications of the final product could be used as

comparative standard of excellence, and also suggested that the assessment could be done indirectly by weighing the candidates (HODs) performance against the written standards the final product has to meet (Fraser, 1996:82; Association Educator, 2001:1). The assessor (researcher) will specify and lay down performance criteria (standards) and through the use of a measuring instrument gather evidence to determine whether the candidates (HODs') behaviour meet the criteria (Agochia, 2002:310; Fraser, 1996:12). Assessment will be effective when the HRD programme has been designed in relation to criteria that are attainable, observable and measurable, and which arise directly from performance competences.

2.11.3 Generating evidence

Many assessors see evaluation and assessment process as the selection of a suitable measuring instrument or device that will eventually be used to generate evidence in support of competent or incompetent behaviour (Agochia, 2002:310; Fraser, 1995:12; Fraser, 1996:82). The evidence required might be of practical or functional origin meaning that the HOD should be able to demonstrate how well s/he performs his/her tasks. The reliability of evidence supplied (assessment results) and the content or construct validity of the measuring instrument or assessment process, will therefore be determined by the congruency or association between the task and function to be performed and the measuring device selected to assess the outcomes of performance. This implies that researchers should ensure at all times that the conditions required as proof of performance (task to be performed) are closely linked or associated with the authenticity of the assessment method (evidence gathering strategy) (Agochia, 2002:310; Fraser, 1995:12; Fraser, 1996:82). In their focus on managing evaluation, Russel and Reid (1997:191) indicate the significance of allocating resources for HRD in evaluation and the identification of training needs.

2.12 CONCLUSION

HRD forms a large part of HRM, including training and development, career development, organisation development programmes and processes. Primary school HODs as HRD managers and primary school educators must establish working relationships with line managers (principals and deputy principals) in order to coordinate HRD programmes and processes throughout the organisation. To be effective, HODs must be able to serve in a number of roles. These roles should be executed well to enable HODs as HRD managers to meet the challenges facing the organisation. These challenges include changing the workforce demographics, competing in a global economy, eliminating the skills gap, meeting the need for lifelong learning and becoming a learning organisation.

This chapter focussed on literature regarding the management role of HODs with regard to HRD. Issues such as transformational leadership, change management, leadership competence, occupational competence levels needed to be a transformational leader, as well as principles and guidelines for successful HRD were addressed. Evaluation should be conducted in all phases of HRD processes, that is, from the beginning to the end, so that the necessary changes or adjustments can be effected to the programmes whenever a need arises.

Understanding and finding ways to influence the careers of educators in an organisation is also an integral part of HRD. While the individual educator is ultimately responsible for his or her own career, which includes developing a clear understanding of the self and the environment in order to establish career goals and plans, the HOD can assist the educator by providing information, opportunities, and assistance. By doing so, the school can enhance its internal labour market and be more effective in recruiting and motivating educators.

Effective HRD management can be achieved by employing a diversity of development programmes and approaches. These different programmes and

approaches are viewed as equally important. While participatory involvement has been emphasised as a determining factor for educator growth and development, the comfort zone of every participant should be identified, defined and maintained throughout the HRD process. In Chapter Three attention will be paid on the culture of effective teaching and learning as an aspect of HRD by HODs.

LITERATURE REVIEW: THE CREATION OF A CULTURE OF TEACHING AND LEARNING

3.1 INTRODUCTION

In this chapter the literature review continues and focuses on the restructuring of South African education to create a unified system based on access, equity and quality. The demise of a culture of teaching and learning, as well as resistance to change, has created enormous problems at schools leading to deterioration in the standard of education. The following aspects further compound the difficulties of HODs in improving the standard of education in primary schools: lack of capacity to handle multifaceted tasks such as curriculum development and delivery, lack of leadership qualities, lack of capacity in implementing the IQMS and NCS, lack of training in HRD, lack of LTSM, as well as lack of support from senior SMT and D/Os.

Literature regarding the curriculum, the culture of teaching and learning, the leadership of HODs and management tools to effect a positive culture of teaching and learning, is thus addressed in this chapter. Firstly, a short background on educational reform efforts is provided, as well as defining what learning and learning outcomes are.

3.1.1 Educational reform efforts

The school system in South Africa has seen many reform efforts. Curriculum 2005 which was gradually phased in from 1998, would be outcomes driven. Outcomes-Based Education (OBE), is the most far-reaching change to education that South Africa has ever experienced (Kahn, 2000:13). The introduction of the Integrated Quality Management System (IQMS) in 2003, and the National Curriculum Statement (NCS) in 2004 and RNCS in 2005 have added more responsibilities to HODs as managers of change.

Having mentioned some of the challenges facing the education system, efforts by HODs to enhance educator development must persist. Education reform succeeds or fails at classroom level. This is where teaching and learning take place. The emphasis on the role of the educator as the sole transmitter of all knowledge in the classroom has broadened to encompass the notion of learners being contributors to their own knowledge base as well. The role of the educator in the classroom has, therefore, had to change to accommodate participative learning. The rationale underlying participative learning is the empowerment of learners to contribute to their own learning and growth. Thus resource allocation, school leadership, climate of the school and institutions not having the ability to change, are factors capable of contributing either positively or negatively to teaching and learning. The class size, educator-learner ratio and the curriculum development process, are also some of the realities that are likely to demand more from schools. Reform initiatives, which endeavour to empower those closest to the learners in the classroom (educators), create new roles and responsibilities for role-players in education. HODs as transformational leaders, must ensure that the teaching and learning process that unfolds in classrooms is transformed, and that decentralisation of management of the school is developed, monitored and implemented.

In order for schools to function effectively, HODs as part of the SMT, have an important role to play in HRD. McIntyre and Byrd (1998:41) stress that change in education should be educator-centred. HODs need to ensure that educators grow into jobs and new roles, adapt to new situations, refine their teaching-learning techniques and profit from their relationship with each other and with their learners.

It is against this background that this research focuses on the management of HRD by HODs regarding teaching and learning, as well as different fragments of the teaching-learning context (summarised in these questions):

- What within an environment would enable teaching and learning to take place?
- What conditions are necessary for such teaching and learning to take place?
- What processes are necessary to enhance such teaching and learning?
- What outcomes may ensure that teaching and learning has taken place?

Central to these questions is how HODs can ensure that conducive conditions for teaching and learning environments, which enhance quality access, are established. HRD should aim at committing schools and educators to continued improvement (Meer, 1999:38).

HODs should always bear in mind that they are the architects of human possibilities (Welch, 2001:6). The challenge for HODs is to create a powerful teaching and learning culture, in order to build upon the talents of the educators. Birkenbach (2001:26) further states that, for transformation to take place in schools, the educators should become a major focal area for producing the momentum for change. Before focussing on curriculum development and delivery, the concepts learning and learning outcomes need to be defined.

3.1.2 Defining learning

Agochiya (2002:50) states that the process of learning gets stimulated when individuals are convinced of the need to bring about changes in their actions, behaviour or any aspect of their lives, but believe that they do not possess the necessary knowledge or skills to effect the desired changes. This strong urge for change provides motivation and impetus for individual educators to create and make full use of the opportunities for acquiring the required knowledge and competencies.

Agochiya (2002:50) and Stoll and Fink (1996:120) state that learning at all levels

involves sustained performances of thought and collaborative interactions of multiple minds and tools as much as individual possession of information.

The purpose of this study is to investigate the role of HODs in promoting the professional and personal growth of educators so that they can improve teaching-learning opportunities for learners.

3.1.3 Learning outcomes

Lubisis, Parker and Wedekind (1998:24) define learning outcomes as the process in which learners gain knowledge, skills and attitudes which they must be able to demonstrate through applying this knowledge, skills and attitudes in real situations.

In the past, a curriculum was defined in terms of what educators wanted to cover and not what learners were expected to learn. Educators alone were accountable to address the learning of all learners (Stoll & Fink, 1996:122).

The traditional paradigm came to mean the imparting of approved knowledge through government guidelines, state authorised textbooks and standard tests. Since learners are the inputs in the educative process, the educators= job is to mould them in accordance with specifications (courses, hours, texts, tests) designed by educational experts to achieve the proper outputs measured by test scores (Stoll & Fink, 1996:119).

A new paradigm views the development of the learner towards somebody who is equipped with conventional skills, which include critical thinking, problem-solving and technological literacy. Basic skills also include the personal management skills such as positive attitudes, responsibility and adaptability. A democratic society is committed to seeing all its people as able, valuable and responsible, to valuing cooperation and collaboration, to viewing process as product in the making and to develop untapped possibilities in all worthwhile areas of human

endeavour (Purkey, 1992:48).

The OBE approach regards learning as the process in which the learners gain knowledge, skills and attitudes which they must be able to demonstrate through applying this knowledge, skills and attitudes in real situations (Lubisi, Parker & Wedekind, 1998:24).

The OBE approach leads the way to what it is that should take place in the classroom in order to facilitate effective learning. Curriculum, which is concerned with teaching and learning in primary schools, and is driven by the OBE approach, is discussed next. Primary school educators must be abreast of new developments, such as the streamlining of the curriculum and HODs should ensure that these educators are developed through HRD in such a way as to successfully create a positive culture of teaching and learning.

3.2 CURRICULUM

Chisholm (2000:56) claims that for the NCS to be implemented successfully, educators should be given proper support and training to enable them to improve their broader understanding of the new education system. HODs through HRD programmes could assist educators to understand the curriculum framework and have command of skills they impart to learners.

The policy framework, as captured in post 1994 curriculum has been broadened to include all teaching and learning activities and those conditions that, on the one hand, influence these activities, and that on the other hand, are shaped by these activities. As stated in the Further Education and Training Draft Curriculum Policy Framework (2000b:11), curriculum is concerned with what institutions teach, and with what, how and under what conditions learners acquire knowledge, skills, values and attitudes.

The definition of curriculum for Further Education and Training (2000b:11) reads: "All teaching and learning opportunities take place in learning institutions. It

includes the aims and objectives of the education system, the content taught, the skills imparted, strategies used for teaching and learning, forms of assessment and evaluation, how the curriculum is serviced and resourced, and how it reflects the needs and interests of those it serves, including learners". This meaning is compatible with the postmodernist views of educational practice. According to Steyn and Hay (1999:124), the postmodernist conception contributed to the process of removing teaching as an activity from the centre and replacing it with learning. The actions of learners become the focal point. This view is significant in that the learners' needs are understood in relation to their situational and relational context.

The broader concept of the curriculum that characterises South African post apartheid curriculum frameworks espouses postmodernist views. This paradigm recognises that HODs and other SMT members should equip educators with information and skills that would enable them to deliver education in accordance with OBE and the NCS. Curriculum policies are developed and changed in specific circumstances involving political and economic considerations, thus curriculum development is not a neutral process. Karodia (2002:9) posits that, it is only when educators have made meaningful contributions to HRD programmes, that they may be able to realise that such a relationship benefit them as active participants in the educational activity. Primary school educators who are engaged by HODs in HRD programmes are likely to be more capable to adapt to curriculum changes in their classrooms. Aspects of curriculum development such as leadership, control, organisation and planning can impact greatly on the implementation of transformation of the organisation's curriculum.

3.2.1 Aspects of the curriculum

Integral aspects of the curriculum, by definition, include micro processes such as curriculum delivery, curriculum development, EMD and curriculum evaluation, among others. A dynamic interrelatedness exists between these social processes and they all, directly or indirectly have a role in influencing and

shaping curriculum change. What should be taught or learned becomes far less important than determining what can be taught and learned given the values, constraints, desires, and possibilities within which schooling and school improvement take place.

Hatch (1999:10-11) emphasises how structures, modes of operations and interactions in the school are “value laden” and how they reflect the curriculum and the nature of schooling. Roger (1999:47) contends that it is the recognition of reinvention of these social and organisational structures, and the processes that set the context of learning that is really needed to transform the curriculum.

Curriculum is usually thought of as a plan for what will be taught in the classroom, the focus being cognitive and academic. However, the way learning is configured in the classroom, the way groups are used to support cooperation, the use of learning resources, the discipline procedures, after school activities such as sports, and the HRD agenda all have relevance to a child developing and learning within the social and organisational context of the classroom and the school. Curriculum, according to Roger (1999:46-47), not only defines intellectual architecture of the school, but also the social and organisational architecture. Decentralisation of the curriculum will be discussed next.

3.2.2 Decentralisation of the curriculum

Central to this concept of the curriculum, is the decentralisation of decision-making powers to key stakeholders in education at the level of the institution (Smith, 1998:87). These stakeholders need to take ownership and manage their own educational transformation in line with the national goal of striving for an equitable distribution of increased quality education for all. It presents opportunities to the previously disadvantaged communities, including key education stakeholders such as learners, educators and SGBs, to create customised interventions to improve the contextual conditions that influence the quality of teaching and learning, available resources, equitable assessment

frameworks and learner support services, among others. Given its status as the central process in education, the curriculum is the key to increased quality education, as well as the primary lever that addresses the inequalities that characterised past educational provision. The next session pay attention to key role players and key functions during the implementation process of the curriculum.

3.2.3 Key role players and key functions in HRD

At school interface, four key role players interact directly to shape the curricular and organisational performance and complementary support arrangements at the site of implementation. These role players collectively impact on the quality of curriculum delivery at this level. They are the district office, the SMT, educators and SGBs, who are key in all HRD and support processes. These key role players should converge as strategic forces that will enable curriculum delivery by collectively engaging the power of decentralisation and generating participative action. The planning of any innovative strategy aimed at improving curriculum delivery occurs at school level and subsequently its impact on accountability, quality support and human capacity building would have to be internalised in the organisational arrangement that exist between these four role players (Parsard, 2000:9). The functions of the key role players as outlined in the Personnel Administration Measures (PAM) policy regulations, shape organisational practices that impact on and can support reflexive curriculum change, development and delivery. The alignment of these role functions outlined in PAM with the newly identified competencies and knowledge areas, outlined in National Norms and Standards for Educators and the National Policy on Whole School Evaluation (WSE) is imperative. An appropriate In-service Education and Training (INSET) strategy for educators and the District Officials that provide support in developing the necessary competencies is crucial. The focus on role functions and key role players emphasises the complex relationship that exist in schools as organisations and that should be considered as a key variable when assessing the teaching and learning culture of schools.

Ribisch (1999:116) illustrates how the Vienna School Based Teacher Development Project (SBP) provided real opportunities for real change in educator behaviour by following a model which involves regular rather than occasional meetings, in which educators, rather than any external body, jointly decide on the content. In this way INSET is seen as an ongoing process, in which educators come to know each other, develop a great sense of collaboration, share common problems and assume greater responsibility for their own professional development.

This approach supports the view of increased educator involvement in designing and planning the curriculum, and locates effective curriculum delivery at the site of curriculum implementation. It challenges the need for educators to understand their context of curriculum delivery, which is addressed next.

3.2.4 Curriculum delivery

The core status attributed to curriculum delivery in the transformation of education extends from the strategic policy framework for improved service delivery and social equity outlined in the White Paper on the Transformation of the Public Service (1995:15). Some of the key goals stipulated in this White Paper that underpin the vision and mission of the new public service are:

- to assist in creating an integral yet adequately decentralised public service capable of undertaking both the conventional and developmental tasks of government;
- responding flexibly, creatively and responsibly to the challenges of the change process;
- to encourage the evolution of effective accountability and transparency in public management processes;

- to upgrade the standards of efficiency and effectiveness; and
- improve the quality of service delivery.

The Employment of Educators Act (1998, paragraph 4.3, c-15) identifies curriculum delivery as the core process in education, and INSET and EMD the strategic levers for curriculum delivery. These legislative frameworks underpin curriculum delivery as a process and provide the context within which policy implementation should take place.

Central to the framework of curriculum delivery are aspects of accountability, customer satisfaction, quality support, cost efficiency and improved service delivery. Curriculum delivery draws attention to the provision of the outcomes of the teaching and learning process. The HOD as transformational leader has a substantive role to play with regards to the development of educators to succeed in proper curriculum delivery.

The OBE approach leads the way to what it is that should take place in the classroom in order to facilitate effective learning. In order to ensure that an organisation such as a school, reaches its core function, a culture of teaching and learning has to be present.

3.3 A CULTURE OF TEACHING AND LEARNING

A number of issues have brought black schools to the forefront of public debate in South Africa. There is, for example, an increasing tendency towards low morale among educators and ineffective teaching and learning practices are used by both learners and educators. At some schools there is an atmosphere of exhaustion, authority relations between principals, educators and learners are often disputed and disrupted, and there is inconsistent school attendance by both learners and educators. All this has left the public wondering about the

future of these schools (Christie, 1998:293). According to Senge, Kleiner, Roberts, Ross and Smith (2001:1), if HODs can learn to anticipate and develop the capability to deal with these challenges, then these challenges can become opportunities for HRD and growth.

HODs have certain unique responsibilities in HRD, but their most important role is to celebrate and support a culture where it is both natural and exciting for educators to make teaching and learning real, relevant and challenging (Middlewood, Parker & Beere, 2005:43). HODs can establish a collaborative culture by creating positive interpersonal working relationships with educators, through mutual support, mutual understanding and a shared purpose.

A culture of teaching and learning is characterised by the learning programme that consists of units or courses of learning, that is, learning materials combined with methodology, through which learners can achieve agreed upon learning outcomes (Clarke, 1997:1). HODs should foster a good culture of teaching learning that provides opportunities for learners regardless of age, gender, circumstances and level of education and training (Clarke, 1997:5). Schools should collectively discover their responsibility to construct and defend a climate of safety and tolerance, as a basic condition for the maintenance of orderliness which is necessary for effective and systematic learning to take place. This can be allowed through encouragement and support from community and parents. As partners in education they must give whatever is necessary to ensure that schools provide good education through a positive culture of teaching and learning. "Collaboration" means working together, labouring jointly with others, especially in an intellectual endeavour (Moloi, 2002:79). The restoration of the culture of teaching and learning involves the creation of a culture of collaboration and accountability. Through collaboration HODs can develop accountability, in the sense of the development of a common purpose among learners, educators, and parents, who espouse mutually agreed and understood responsibilities. Creating a commonly accepted culture enabling everyone in the school to flourish is the task of the modern leader (HOD) (Welch, 2001:6).

Christie (1998:286) states that, what is needed is not a restoration of the culture of teaching and learning, but a transformation of the culture of teaching and learning. The believe that the replacement of the existing education system with a new “ideal” one gives people false hope. As Christie (1998:239) further warns, conscientious disciplined teaching and learning have been disrupted and the work ethos has apparently collapsed, and the situation may take on frightening proportions if it remains unheeded. The school system itself may collapse and further deterioration may make it impossible to sustain the scarce human resources schools have. HODs as transformational leaders, should advocate a systemic change and a teaching and learning strategy that will capture a shared vision to guide educators’ actions as educational practitioners.

Leadership capability of HODs will assist in identifying underlying teaching and learning disciplines needed for tackling problems in schools and for transforming them from dysfunctional organisations into viable, teaching and learning organisations.

3.4 LEADERSHIP CAPABILITY OF AN HOD

Leadership involves the function which the HODs and other SMT members perform to enable educators to fulfill their teaching and learning tasks effectively (Pretorius & Lemmer, 1998:57). The role of effective leadership in learning and change processes is critical. The following variations of what constitutes effective leadership practices are complementary and collaboratively provide an invaluable leadership toolkit.

Clarke and Goldsmith (2002:18) posit that collaborative, democratic and self-managing organisations require the following leadership qualities.

3.4.1 Visionary leadership

HODS should create inspiring values that are honoured, providing direction for the future and articulating big picture organisational goals. Denton (2001:311) mentions, however, that a vision should not be unrealistic. It must address issues that could be faced in the future, otherwise it would become little more than a piece of paper.

Quinn (1996:198) states that useful visions inspire educators to new levels. HODs can achieve a useful vision in the following manner:

- discuss the vision and what it means with educators (Johnson & Redmand, 1998:193);
- share decisions so that educators can understand each other;
- have a team member who reminds build a shared understanding about what is happening inside the school (Binney & Williams, 1997:82);
- share a vision that is honest and coherent and engages educators, which will naturally encourage them to get involved (Price, 1996:149);
- create inspiring visions that explain why clear breaks with the past are needed (Binney & Williams, 1997:3).

A shared vision emerges from a coherent process of reflection and sustained conversation. Although it is important to have a shared vision in schools, HODs should also focus on the importance of celebrations, rewards and recognition, in order to keep the vision alive. Celebrations and rewards enhance mutual caring and caring for the vision.

3.4.2 Principled leadership

The motivation of educators to act on the basis of what is best not only for the District Office, but for co-workers, society, environment and for themselves, is envisaged.

Bowrig-Carr and West-Burnham (1999:135) see the HOD as the steward for learning: “Through personal example, in conversation, in notes to other colleagues, in some of the in agendas for meetings, in every conceivable way, the HOD will demonstrate an unending commitment to learning, personal and professional”. The HOD as a steward of learning will put in place those structures that say overtly that effective teaching and learning are vital and honoured at school.

Leadership will only be perceived as being effective if HODs enable educators to be transformed into focussed and efficient learners, able to find out, take in and give out information in the sure knowledge that they are comfortable with and fully engaged in the teaching and learning process.

3.4.3 Empowering leadership

Supporting responsible, self-managing teams and helping educators develop the capacity to develop themselves.

Leithwood, Jantzi & Steinbach (1999:188) stress the extent to which leadership for empowering educators needs to be at the heart of a school.

Much of the contribution that HODs make to the empowerment of educators depends on properties of the school organisation, over which they have considerable control, for example, mission, cultures, structures and teaching and learning resources. Collective capacity development on a broad scale depends on building conditions into each of these organisational properties that not only do not inhibit, but also create opportunities for educators’ development.

3.4.4 Facilitative leadership

Eliciting participation and assisting everyone in the organisation to work together and act as one.

Middlewood *et al.* (2005:39) endorse the view that there is a built-in demand for HODs as facilitative leaders to enhance their own learning, as well as that of other educators. HODs must, therefore:

- lead by example in encouraging formal and informal questioning of the status quo, providing learners and educators with every incentive and opportunity to develop their own learning and challenge them to do the same;
- stress to everyone involved in the educational debate that nothing should be taken for granted, or accepted as fact;
- give educators the confidence and the means to research and broaden their knowledge base; and
- put research and enquiry at the centre of everything they do.

Given these trends, it is not surprising that the demands and expectations placed on HODs in schools have grown and changed.

3.4.5 Collaborative leadership

Transforming schools into effective teaching and learning organisations requires committed HODs and educators, as well as collaborative cultures, to bring about deliberate, meaningful change in schools. Moloï (2002:80) postulates that HODs can establish a collaborative culture by creating positive interpersonal working relationships, through mutual support, mutual understanding and shared purpose.

Russel and Reid (1999:181), emphasise the attention that managers need to

give to the school's culture, which in their view, is a vital yet neglected dimension in the improvement of HRD process. Among the key attributes of school culture that is being regarded as being the most supportive of school improvement efforts, leadership roles and skills are cited. Leadership then, in supportive school cultures, is characterised by collaborative efforts, having high expectations for both learners and educators, exhibiting a consensus on values, supporting an orderly and secure environment, and encouraging educators to assume a variety of leadership roles. The school culture reflects the nature of leadership and thus the nature and scope of the improvement. Effective leadership is only possible when proper communication and feedback form part of the leadership approach.

3.5 COMMUNICATION AND FEEDBACK STRATEGIES

Lashway (1998:5), in advocating how collective inquiry may be strengthened by more democratic forms of governance, illustrates how groups comprising administrators, educators, parents and community members could act as champions for extended inquiry. Lipton and Melamede (In Lashway, 1998:5), focus on how dialogue, which is key to successful group dynamics, can disclose new types of collective learning. The emphasis is more on dialogue than debate and skills such as listening, judgment and seeking common understanding are encouraged. Successful dialogue with participants who examine assumptions and share multiple perspectives that disclose new types of collective learning, instead of marching towards the nearest solution, is stressed.

With regard to feedback strategies, but not losing sight of collaborative and systemic inquiry, appraisal as a feedback strategy is explored by Coens and Jenkins (2000:138-139), who contend that individual appraisal as feedback strategy is not an effective centrepiece for an organisational improvement effort. Instead a more systemic approach is supported, whereby the target of organisational improvement is the examination of all related components of a system.

Coens and Jenkins (2000:138-139) posit that, individual improvement is a low-yield strategy. Appraisal is a plan, based on the idea of getting all employees to improve by giving them performance feedback. The unsurfaced assumption is that improving individual performance creates an organisational improvement effort. According to Coens and Jenkins (2000), an organisational strategy that centres upon individual feedback suggests that improving the parts improves the whole and that this suggestion is an inherently incorrect perception. There should be changes to the various parts that constitutes the whole, and people in particular, are one part of the whole. The other parts that can be changed are methods, materials, equipment, structure and other components of the system.

The Integrated Quality Management System (IQMS) as an essential appraisal tool for HRD can be used to initiate, enhance and monitor change.

3.6 INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) AS AN ESSENTIAL TOOL FOR HRD

An agreement was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. The existing programmes were the Developmental Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998), the Performance Measurement System (PMS) that was agreed to on 10 April 2003 (Resolution 1 of 2003) and Whole-School Evaluation (WSE). The IQMS is informed by Schedule 1 of the Employment of Educators Act, No. 76 of 1998 where the Minister is required to determine performance standards for educators in terms of which their performance is to be evaluated. A brief explanation of what IQMS entails, is next to be attended to.

3.6.1 Explanation of IQMS

The IQMS is an integrated quality management system that consists of three programmes, which are aimed at enhancing and monitoring performance of the

education system. These are:

- developmental appraisal;
- performance measurement; and
- whole school evaluation.

Developmental Appraisal as a tool for HRD will be discussed next.

3.6.2 Developmental Appraisal (DA)

The purpose of DA is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development.

The Developmental Appraisal System (DAS) marked a bold step in policy reform, in contrast to the previous system of educator evaluation, in favouring the role of the educator in appraising his/her performance. The key features of the policy which are favourable to educators include:

- the transparent and participatory process in which educators engage with other key stakeholders in developing the evaluation instrument;
- the alignment of the instrument to the job descriptions and workloads of educators (a list of core criteria was constructed for different post levels); and
- it is in contrast to the former system of educator evaluation which was based on unannounced visits which focussed largely on paperwork. DAS identified the quality of the educator's performance within the context in which the educator worked and professional development needs that emerged from that context.

The outcomes of the DAS process are two-fold. On the one hand it provides a form of identifying existing skills and competencies of educator performance, an end in itself in articulating the quality of educator performance. On the other hand it provides a conduit through which to channel resources to upgrade and/or

transform educator skills and knowledge areas. At the end of the process, the educator's strong areas of performance will be identified and acknowledged and areas which also need improvement will be identified in order to provide the necessary support.

All these changes, at least at the policy formulation level, simultaneously unlock::

- (i) vision of innovative curriculum initiatives for emerging INSET and performance assessment strategies, among others, and changing relationships stemming from the participatory role of the school and its community in collaborative decision-making structures;
- (ii) constraints such as the current uneven spread of resources and inadequate capacity, among others, that impact on the curriculum change process; and
- (iii) finally, it also provides a platform for mobilising social science critique and social actions to shape and reshape policy formulation.

The DA process provides the opportunity for HODs to identify strengths and weaknesses, as perceived by themselves and educators. The DA process is a means by which HODs measure the performance of educators, hence the next section pays attention to performance measurement by HODs.

3.6.3 Performance Measurement (PM) by HODs

The purpose of PM is to evaluate individual educators for salary progression, grade progression, affirmation of appointments and rewards and incentives.

PM is central to the appraisal and professional development of educators, as a means by which HODs express the relationship between appraisal, individual and WSD, planning, target setting and progress monitoring (Blandford, 2000:200). PM is an integrated strategy concerned with improvement and

development of organisational productivity. It relates to TQM, in part, through its emphasis on inputs, outputs and communication. Another similarity with TQM is its willingness to retain older elements alongside new ideas. HODs similarly embrace the relationship of the old elements to the new ideas in the systems and structures that allow for growth and creativity.

The issue of performance related salary increase is having a detrimental affect on educators' views of PM. The Department of Education (DoE) considers that the pay and PM arrangements are designed to improve the performance of schools by:

- attracting, motivation and retaining high quality educators;
- raising standards of learners attainment by establishing clear connections between learners performance and educators= objectives;
- linking increased rewards to good performance, and permitting the best educators to progress faster; and
- ensuring for all educators better opportunities for career and professional development relating to school targets and their own career aspirations.

Reeves *et al.* (2002:53) caution that “without careful planning, design and administration to ensure fairness, the high motivational potential of performance related pay can remain unrealized”. Reeves *et al.* (2002:53-54) further put emphasis on aspects of the design of performance related pay, that relate to issues of fairness, transparency, values, attainability, feasibility, flexibility and reflection, as follow:

- the importance of using multiple performance measures across academic and non-academic dimensions of school performance;
- the need for clarity and fairness in calculating the desired change, or improvement, using standard and value added models;
- ensuring the level of the challenge is reasonable. Unrealistic and unattainable goals will have a negative influence;
- the need for clarity in terms of who should receive the award, how many

award levels there should be and how large the award should be;

- the need for guaranteed funding;
- the importance of enabling conditions and support for performance related pay should enhance:
 - (i) educator knowledge, skills, abilities;
 - (ii) teaching methods and techniques; and
 - (iii) school climate.
- the need to evaluate the performance related pay programme, including whether teaching strategies actually change and improve.

These considerations will imply that the HODs will need performance and INSET strategies that are designed to address the needs of educators and computerised data bases to support information relating to categories and levels of educator achievement. The main reason HODs engage in HRD is to facilitate the personal and professional development of educators in order to improve the quality of teaching and learning in classrooms which will ensure WSD.

The next section pays attention to the role of HODs in WSD.

3.6.4 The role of HODs in Whole School Development (WSD)

The purpose of WSE is to ensure WSD by evaluating the overall effectiveness of a school as well as the quality of teaching and learning.

HODs as part of the SMT have a major role to play in WSD. WSD is a broad term that encompasses many dimensions of which educator development is only one. Probst and Buchel (1997:15) view it as a process by which the organisation's knowledge and value base change, leading to improved problem-solving ability and capacity for action. Through this view, WSD harnesses the full brainpower, knowledge and experience available to the school, in order to evolve continually for the benefit of all its stakeholders.

Davidoff and Lazarus (1997:69) outline elements of a school that need to be considered for WSD by HODs. These are issues relating to the culture and identity of the school, strategy, structures and procedures, technical support, human resources, leadership and management, and contextual issues that relate to the schools. The emphasis is on the importance of HODs planning, target-setting and progress monitoring in relation to all these elements to ensure WSD (Blandford, 2000:200).

In reflecting on the projects that focussed on WSD by HODs, Roberts (2001) indicates that, in addition to focussing on development planning, all projects offer additional skills training on leadership development and the acquisition of specific managerial skills. Roberts (2001:9) finds that management related training as part of WSD focusses predominantly on the acquisition of soft skills, including constituency alignment, conflict management, team building and management styles. While this type of training builds general management competence it does not necessarily focus on the particular skills required by an HOD as a school manager.

The National Policy on WSE which was released in 2000, provides the platform for an activity cycle of conducting formative WSE. Formative WSE comprises stages of pre, on site and post evaluation activities for HODs to participate actively in developing strategies for monitoring and evaluating curriculum delivery and for conducting improvement strategies. The need for school self-evaluation and the proposed cyclical evaluation activity is elucidated by the National Department of Education document on WSE (2000b:7) as follows:

“With the democratisation of education and the decentralisation of authority schools are increasingly being held accountable for their performance.”

This implies that school improvement is the responsibility of the HODs as SMT members as much as it is of the national and provincial departments of education. In order to meet the demands for improved quality and standards,

HODs need to establish appropriate strategies for monitoring and evaluation of the work. They need to find a practical means of organising a programme of self-evaluation that is supported by audits and evaluations by external teams. The audit/evaluation process outlined above seeks to provide a comprehensive monitoring and evaluation model for HODs that is highly participatory.

Two of the national guideline documents on WSD entitled Whole School Evaluation Instrument (2001) and Evaluation Guideline and Criteria for the Whole School Evaluation Policy (WSEP) (2001), provide illustrative guides for self-evaluation. With regard to the first document, useful forms, such as the school rating forms on which educators and HODs can provide overall ratings for key evaluating areas, are presented. The second document maps out different degrees of the performance of the school in each of the nine key areas of evaluation, namely:

- basic functionality of the school;
- leadership and management;
- governance and relations;
- quality of teaching and learning;
- curriculum and resource provision;
- learner achievement;
- school safety and infrastructure; and
- links with parents and the community.

Although these guidelines are useful, their design should reflect the school environment and feature the schools' needs and priorities.

Both policy documents draw attention to the competencies and standards needed by HODs for improved education provision, delivery and performance.

The policies provide quality indicators for effective organisational and performance competencies, standards and practices. The HODs effective mediation, contextualisation and implementation of these policy regulations can

facilitate curricular, organisational and performance competencies that will impact on improved curriculum change and delivery. For the whole school to be developed, it needs to become a learning organisation for the purpose of optimising human fulfillment and increasing organisational capacity (Davidoff & Lazarus, 1997:36).

The three programmes of IQMS (DA, PM and WSE), are to be implemented by HODs in an integrated way in order to ensure optimal effectiveness and coordination of the various programmes (IQMS Manual, [s.a.]:1). For the successful implementation of IQMS in schools, education district offices need to assist and support schools in their endeavours to succeed.

Next to be attended to is curriculum change and support at school and education district level.

3.7 CURRICULUM CHANGE AND SUPPORT AT SCHOOL-EDUCATION DISTRICT LEVEL

The Free State Department of Education (FSDoE) has been assigned the responsibility of formulating HRD policies at provincial level in accordance with the South African Schools Act, Act No. 84 of 1996 (Karodia, 2000:7). The FSDoE has the responsibility to expose educators in the districts to effective training and organised HRD programmes. Educators should be developed to become lifelong learners in order to adapt easily in changing environment of education. The HOD should be developed to utilize human resources effectively and also to play a pivotal role in HRD.

At the district level interface, curriculum change and innovation is necessary for effective and sustained curriculum delivery. Squire (1999) alludes to how the district and school social-structure can play a role in curriculum change. To sustain and support curriculum innovations, Squire (1999:158) recommends that reformers provide clarity, assistance, and structure in developing the necessary organisational and social routines, both in the classroom and the school. The

author also warns that when school and district values conflict, the necessary support may not have been available at the school or district level to confront the problem. In building social structures to support reform, the problems of classroom implementation of the curriculum are nested in school implementation, school implementation is nested in district support, and district support is nested within a context set by the state. This systematic reform means assisting educators, schools, districts and state to confront the impact of ripples from the social changes that curriculum changes generate.

The DoE audit and national projects, conducted by the National Centre for Curriculum Research and Development (NCCRD) (2000c:23), drew attention to national and provincial education departments' lack of project coordination. They outlined the limited district capacity, as well as the overload of implementing key strategic projects/programmes without provinces having the necessary and competent HR capacity to drive these.

The NCCRD accounted for the lack of coordination by drawing attention to the alignment tensions that exist between the different levels (national, provincial and district) of education systems and attributed it to the departments' form of structural alignment and the way in which it allocates powers and responsibilities. The NCCRD (2000c:23) report espouses the view that the authority and decision-making powers of national, provincial and district levels were sometimes unclear. In addition, it was indicated that while the DoE was responsible for system-wide quality, as well as, the development and monitoring of frameworks and norms and standards for educators, it was not always able to control the implementation of national policies in the provinces.

The lack of organisational alignment not only exists between national, provincial and institutional levels, but also within levels. A DoE respondent (in the DoE NCCRD, 2000c:16) commenting on the problematic lack of coordination at the national level, stated that "Departments are organised along line functions, that don't understand each other. We could do a project for two years and nobody would know unless you make an effort to go across and talk to your colleagues"

Key recommendations in the NCCRD (2000c:14) ask for increased organisational alignment, both between and within the different levels, included the need for joint planning activities, as well as the establishment of a communication network system. The NCCRD report (2000c:17) also pays attention to the school context, drawing attention to aspects such as: human resources, physical resources, and the number of demands being placed on the school, and indicates the need for these aspects to be examined. In addition to these activities curriculum delivery could be improved through effective monitoring and evaluation of policy implementation by HODs, as well as policy interpretation and its impact. The White Paper on Education and Training (1995:13) notes that “Policy is important but execution is more important”. This leads to the role of the provinces in supporting, monitoring and evaluating effective execution of policy. Jarvis (2000:7) observed that more time and energy is spent on implementation activities, including training, as opposed to monitoring activities. Policy has to be *lived*, within the experiences of the implementers and should therefore, be informed at the implementation level.

According to Roberts (2001:17), some of the implementation problems included: the lack of a clear policy on the status and powers of the education districts, the fact that district officials do not have job descriptions and the organisational instability resulting from districts undergoing successive waves of restructuring.

In addition she noted that problems arose when different levels of system no longer operated “in sync” with one another and that district focussed training sometimes caused the districts to undergo operational and cultural shifts, which did not cascade through the educational bureaucracy. The findings reflected that effective transformational change was hampered by the organisational context within which districts were located and operated, notably, over stretched workloads, limited human and financial resources and the perception that district development activities were an “add on”, were identified as some of the hindrances towards lack of school support and development. Roberts (2001) cautioned that until development activities are integrated into the normal

operations of the district office and the organisational culture is supportive of change, outside led input will not produce the expected effect. The HOD has a significant role to play in emphasising the development of the individual educator within the schools organisational context and address both individual and WSD needs.

The next session deals with the role of SMT in WSD. The SMT includes the school manager (principal), deputy principal and HODs.

3.8 THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN WHOLE SCHOOL DEVELOPMENT

HRD should be seen as a WSD activity. Everyone in a managerial role in a school, therefore, has the responsibility for developing educators for whom s/he is responsible. It does not matter on which level of the management of the school HRD is taking place, this activity requires certain functions and skills which every education manager should understand and perform effectively (Pretorius & Lemmer, 1998:69). There are four managerial functions that are performed at school management level regarding WSD and they are, planning, organising, controlling and leading (cf.3.2)

3.8.1 Planning

Planning is of critical importance to WSD. It is the starting point of any educational manager in which s/he determines in advance which learning outcomes should be achieved at a specific time in future and how they could be achieved (Pretorius & Lemmer, 1998:57).

HODs require an understanding of effective planning in order to succeed in WSD. In schools which demonstrate improved HRD, outcomes tend to be viewed in terms not so much of meeting individual needs as of collaborative endeavour with a WSD focus (Blandford, 2000:126). In such schools, HODs

view HRD in relation to the overall framework and realised through a WSD and commitment plan. A WSD plan will not succeed unless HRD programmes embrace both whole-school and individual educator needs. Ideally, HRD programmes for individual and WSD should be determined and planned together. Good planning could assist HODs to achieve set outcomes. In order for planning to be effective, a high level of organising capability is essential.

3.8.2 Organising

Pretorius and Lemmer (1998:57) describe organising as the creation of a mechanism to be implemented, the strategy or plan previously discussed. The HOD should make arrangements about which activities are to be put into operation, which resources are to be used and the relevant educators to put these plans into operation. The activities should be coordinated and evaluated by HODs to ensure that the tasks have been effectively performed. It is also required of the HODs to lead educators and learners to ensure effective results in school, hence the next discussion.

3.8.3 Leading

In order for plans to be successful, the HODs should show quality leadership (cf.3.5). This is the most important function where direction is given educators to ensure that the required standards or outcomes are achieved. Leadership involves the function which the HOD performs to enable educators to fulfill their teaching and learning tasks effectively. Measures taken by the HOD to determine whether teaching and learning has taken place effectively, is seen as control.

3.8.4 Control

Control normally takes place in two stages. The first is control prior to activities which includes all activities used by HODs to ensure that teaching and learning

moves in a successful direction. This is followed by control during the instructional event, which includes guiding educators in their teaching and learning tasks (Pretorius & Lemmer, 1998:57).

In whatever sense the word control is used (Smith, 1998:80), it generally implies:

- the existence of some standard;
- the comparison of behaviour or performance against standards; and
- the corrective action will be taken when there is a deviation from the standard.

Feedback by HODs can be seen as a vital part of the control system in WSD to some extent, HODs attempt to reduce the need to control educators by pursuing appropriate HRD programmes and selection policies and through the type of culture used in schools.

Jansen (2001:11) states that, should HODs implement the above measures, teaching and learning could be continuously improved, a quality culture could be created and each and every educator may feel that quality teaching and learning is his/her responsibility.

3.9 CONCLUSION

The purpose of this chapter was to inform a conceptual and practical framework and possibly a knowledge basis within which to examine how EMD practices, processes, structures and strategies can improve curriculum delivery.

Curriculum delivery is the key process in education. EMD and INSET are enabling functions as the strategic levers for curriculum delivery.

Since 1994 to date, educational transformation and curriculum change and development, has been predominantly characterised by policy formulation rather

than policy implementation. Despite the establishment of sound legal and regulatory framework to facilitate the process of change, it is at the level of policy implementation, that is, at school level, that the major crisis points appear to be.

All the theoretical orientations discussed support the view of the curriculum as a social and cultural activity that can best be understood at the site of implementation. The role of education management and development as a strategic lever for reflexive curriculum change, development and delivery is also located in the dynamic context of a learning continuum.

The next chapter pays attention to the research methodology and the collection of data.

CHAPTER 4

RESEARCH METHOD

4.1 INTRODUCTION

Chapter four deals with research methods for data collection. It highlights how the research was conducted. Technical details such as reliability and validity of the research method are also discussed. Sampling, selection and data collection instruments are highlighted. Both the questionnaire and interview processes as well as the questions posed will be shared in the next chapter.

The interview should not be seen in isolation from the questionnaire which was conducted at schools, as both research methods are employed as complementary tools of inquiry in this research. Before focussing on these two tools of inquiry, it is imperative to define or describe research methodology.

4.2 RESEARCH METHODOLOGY

Henning, Van Rensburg and Smit (2004:36) define the research method as the term used to describe the portfolio of data collection and analysis techniques that is used to operationalise particular research methodology.

Henning *et al.* (2004:36) describe research methodology as the philosophical framework that guides any research activity, it is the paradigm or tradition within which the research problem is framed and which guides the selection of research objectives, and consequent data-gathering and analysis techniques. They indicated that the research methodology would encapsulate the general orientations to life, the view of knowledge, and the sense of what it means to be human and that all these considerations would inform a particular method or source of inquiry in a study.

Fien and Hillcoat (1996:29) and Babbie and Mouton (2001:4) contend that a

critical social scientific approach to educational research would be scientific, critical and practical. They elaborate on what each dimension would add to research. In their view, the first dimension would be scientific because it would engage in scientific empirical research to uncover causal explanations, trends or relationships that explain the anomaly or problem. The second dimension would be critical in its approach of uncovering and analysing those assumptions, structures or social relations that engender oppression and hinder educational reform. Finally, the third dimension would be practical as the investigation, theoretical and/or practical, will provide relevant stakeholders with the findings or frameworks, possibly steeped in practical illustrations that are needed to enact the necessary changes. The above-mentioned approach to educational research renders it rational, transformatory and reflex in nature. The nature of transformative educational research, according to Waghid (2000:28) is encapsulated in the actions that follow from the research activity, to report findings faithfully and to rely on voices and interpretation as obtained from participants. A qualitative research approach was employed in this study, hence the focus of the next sub-section.

4.2.1 Qualitative research

Qualitative research (QR) was used to generate, analyse and interpret the collected data. Creswell (1998:42) and White (2005:80) contend that qualitative research concentrates on verbal responses and approaches which are not limited to formality and the scope is less defined and data appear as words. Strauss and Corbin (1998:91) postulate that qualitative research aims at covering various methods and approaches into the inquiry of human behaviour. It examines the information gathered with the purpose of establishing the meaning of facts being provided.

Strauss and Corbin (1998:72) maintain that one of the features of QR is its interpretive character in that the inquiries try to account for what researchers have given account of and thereafter collect the responses from the participants.

McMillan and Schumacher (1997:233) further state that QR interprets reality as interactive and as a distributed experience viewed by individuals. In this study, various perceptions by educators and SMTs with regard to HRD and EMD are explored.

According to Strauss and Corbin (1998:30) the following concepts should be applied by the qualitative researcher:

- the focus should be based on the respondents' ideas and experiences;
- qualitative research should be designed to discover what can be learnt about a phenomenon of interest;
- qualitative research should use various interpretations;
- impressive conceptions related to the origin of truth of the world should be revealed;
- it should help in the justification of correct life skills and the future success of the individuals; and
- simple events in their original situation should display real life in the research process.

Anderson (1998:116) and De Vos, Strydom, Fouche, Poggenpoel and Schurlink (1998:23) list the following advantages for making use of the QR:

- the QR has different descriptions. It reveals complexity and the truth, which has a strong impact on the readers;
- the researcher is able to obtain a good conception regarding the nature of reality of the world;
- the phenomenon is easily understood;
- the focus is on participants' perceptions and experiences;
- it focuses on the occurrences of events, products or outcomes;
- ordinary events in natural settings portray real life in the research process;
- it assists in the identification of suitable life skills and career success;

- it emphasises description, induction and grounded theory; and
- it includes observation, in-depth interviews, orally history and conversational analysis.

Disadvantages of qualitative research are focused on next.

4.2.2 Disadvantages of qualitative research

Henning, Van Rensburg and Smit (2004:102) mention the following disadvantages of qualitative research:

- it may lead to superficial and naively realistic findings because it captures what is presumed to be the real world (through the eyes of the research participants) in a straight forward, direct and often formulaic way;
- the data are not interrogated The assumption is that the researcher arrives at a set of valid findings, due to the stringent application of the method of coding and categorization;
- often lacks objectivity, due in particular to the human interaction inherent in the interview situation (Kvale, 1996:64).

The researcher has chosen this method in order to assist him to suggest possible alternative and workable approaches in ensuring that HRD achieves what it is intended to achieve, and also that it is given the attention it deserves, that is, making educators productive and efficient in the classroom (De Vos *et al.*, 1998:82). Data collection instruments will be discussed next.

4.3 DATA COLLECTION INSTRUMENTS

Data collection forms an essential part of any research because it does not only give a description of what data could be collected and how it should be collected, it also forms the basic information from which conclusions are drawn.

A questionnaire and the interview were used as instruments to collect data in this research. Questionnaires as a data collection tool will be discussed in the next section.

4.3.1 Questionnaires

A questionnaire is a document that is distributed to participants either by post or filled in by participants in the presence of the researcher, in order to obtain information from them about something (Soer, 1997:107-108).

The questionnaire was designed to obtain information about the role of HODs in HRD and EMD. The questionnaire was also used as an instrument to verify the usefulness of the literature survey, its recommendations and lessons to be learnt as well as to provide the basis for a triangulation of the data obtained from the interview process. Brynard and Hanekom (1997:39) mention that questionnaires are an effective way of soliciting views from participants because participants have the opportunity to think about answers to questions appearing in the questionnaire. It is also easy to reach a large number of participants distributed over a large geographical area.

4.3.1.1 Questionnaire design

The questionnaire, in keeping with the National Policy on South African Schools Act (SASA) 1996, recognised that HRD was identified as a key strategic lever that enables effective curriculum delivery. The assumption implicit in the development of the questionnaire was that HODs can work towards supporting good HRD and EMD practices that can ensure effective delivery of the curriculum.

The aim of the questionnaire was to elicit the perception that SMTs and educators have of HRD and EMD at their schools and the role played by the

district office in support of curriculum change, development and delivery at schools.

4.3.1.2 Approaches to questionnaire design

Three key approaches utilised in the design of the questionnaire are the following:

- an approach that considers the nexus between HRD and EMD, as well as curriculum practices;
- an approach that considers the multi-levels of curriculum delivery, that is, gauging perceptions of participants regarding curriculum practices at school level, as well as district level of curriculum delivery; and
- an approach that considers as many elements of the school, related to HRD, EMD, elements of change, curriculum development and curriculum delivery.

Davidoff and Lazarus (1997:69) outline elements of a school that need to be considered when designing a questionnaire. Among these are issues relating to culture and identity of the school, its strategy, structures and procedures, technical support, human resources, leadership and management and contextual issues that relate to the school life. Goals set should be in relation to the aforementioned elements to ensure WSD.

The questionnaire is generally regarded as one of the best available instruments for obtaining information from a widely spread source (Soer, 1997:108). It has many advantages over other tools of gathering information. Advantages of questionnaires are focussed on next.

4.3.1.3 Advantages of the questionnaire

- It allows for uniformity in the way questions are asked, thus ensuring greater comparability in the process.
- It saves time, seeing that participants were given two weeks to respond to the questionnaire, at their own convenience.
- It can afford a good measure of objectivity in soliciting and coding responses.
- The assurance of anonymity was given with the use of this instrument.
- Once received, it provides a quite diagnosis of whether the items were comprehended by the participants and to determine the level of difficulty of the survey technique.
- In comparison with interview data, questionnaire results are easier to process.

Questionnaires also have disadvantages that must be borne in mind when employed.

4.3.1.4 Disadvantages of the questionnaire

- It has poor rate of return, opportunity for asking questions for clarification purpose are limited and the chance for personal interaction are also limited.
- Responses are limited by the structured questionnaire design, and additional relevant information will not be received as a result of the research design.
- Worries about the response rate and patterns of responses are of great concern.

■ It is not easy to check for the honesty of responses with follow-up interviews. The nature of the questionnaire as a research tool is such that control remains in the hands of the participants and is completed by them in their own time. They empower participants in that the latter may read all the questions in their own time, before filling them in, and may decide not to fill them in at all if they so desire (Johnson, 1996:37).

The next session pays attention to the effective use of questionnaires.

4.3.1.5 Effective use of questionnaires

Johnson (1996:38) considers the following points as essential in order to ensure effective use of a questionnaire:

- the format of the questionnaire as well as the procedure for compiling it, has to be user friendly and non-threatening;
- the questionnaire should be clear and comprehensible;
- the questionnaire should reach the hands of the appropriate participants;
- it should motivate the participants to complete and retain the questionnaire; and
- the researcher should make effective administration arrangements for the return of questionnaire.

Instructions given with regard to the completion of the questionnaire are discussed on next.

4.3.1.6 Instructions for the completion of the questionnaire

Instructions were kept as concise as possible. The following instructions were given:

- participants were urged to be honest in their responses;
- participants were told that only their opinions or perceptions were required, there could be no wrong or right answers;
- confidentiality of their responses and identity was emphasised; and
- participants were thanked in advance for their participation and cooperation.

4.3.1.7 Approval process related to questionnaire

The implementation of the questionnaire was facilitated by the following procedure:

- permission was granted by the Free State Department of Education, Quality Assurance Unit, to conduct research in schools on condition that a report is donated on the study.
- permission was also granted by principals to conduct research in schools.

Next to be discussed is the interview with an overview of the research approach that is fore-grounded in this research.

4.4 INTERVIEWS

The interview is a purposeful interaction between two or more people who are in the process of communication, conversation and negotiation for specific purpose associated with some agreed subject matter. Through the interview, the participants have the opportunity to discuss, answer and pose questions related to the phenomenon (Thomas, 1998:134). The researcher in this case personally has to get to the particular setting which is under study, because s/he is concerned about the context of the study (Phillips, 2000:45). Therefore personal, open-ended, semi-structured interviews were conducted in this study.

The interviews were guided by a list of questions to be asked, and took the form of a free conversation where the participants were encouraged to talk without constraint. The interviews were audio-taped and transcribed with the permission of the participants. This was done to capture the participants' words, thereby ensuring first hand information. The next session highlights the advantages of interviews.

4.4.1 Advantages of interviews

Participants are afforded an opportunity to understand what is required of them, for example, some participants may not understand what the question requires of them, but clarity can be provided by the interviewer (Thomas, 1998:138; Soer, 1997:106). It is highly flexible in that participants can answer in their own words. By making personal contact participants get the impression that they are being valued and they therefore provide sincere responses (Thomas, 1998:138).

Another advantage of using an interview schedule, is that the researcher has the opportunity of persuading educators to participate in the project, by emphasising the significance of his/her role in the study which otherwise would not have been possible had the study been undertaken by posted questionnaires. Interviews ensure maximum participation by participants and the initiative, as well as control of the process remains in the interviewer, unlike questionnaires where control rests with the participants (White, 2005:143; Henning *et al.*, 2004:52). Interviews also allow for greater depth than is the case with other methods of collecting data, as clarity can be asked for if needed.

When preparing to engage participants in an interview, the researcher is advised to study and explore the subject matter thoroughly. If the researcher shows a clear understanding of the subject matter, participants may be encouraged to respond freely and with enthusiasm (Brynard & Hanekom, 1997:33). Interviews also have disadvantages or limitations which are discussed next.

4.4.2 Disadvantages or limitations of interviews

White (2005:144) attributes among others, lack of anonymity in that in most cases HODs ultimately know participants' names and addresses and often their contact numbers. Williams (1999:4) cites the following disadvantages:

- difficulty of data analysis,
- the need for high levels of training and skills for researchers; and

- the difficulty in assembling groups or getting representativeness.

Interviews are prone to subjectivity and bias and as a result the researcher preferred the use of structured questions in the interview to counter this problem. The interview method used in this study is the semi-structured interview. Structured questions allow the researcher to probe further. The next discussion pays attention to interview questions.

4.4.3 Interview questions

As the method of inquiry contributed to the triangulation of data, significant correlation could be made with information or lack of information gathered through the literature survey and questionnaire. The nature of the questions posed was drawn from the questionnaire schedule so that participants could respond on similar areas of concern. Basic principles of interviewing that the researcher should adhere to are discussed next.

4.4.4 Basic principles of interviewing

White (2005:150) mentions the following basic principles of interviewing:

■ Respect and courtesy

No matter who the interviewee is, the inherent dignity of a person should always be respected.

■ Acceptance and understanding

The interviewer should show empathy for the interviewees, despite their problems and shortcomings. However, this does not mean that the interviewer condones deviant behaviour. Interviewers should also be wary of emotional involvement, as this could affect the validity and reliability of the

data.

🎬 Confidentiality

Interviewees should be satisfied that their identity and any information that they provide will in all circumstances be treated as confidential. They should be allowed to use a pseudonym (false name) if preferred. The interviewer should at all times respect the dignity of the interviewees.

🎬 Integrity

To maintain a sound relationship of trust, interviewers should not raise false expectations, and interviewees should be treated with absolute honesty. Schurink (1998:307) advises that it should be explained to them from the outset that the relationship will hold little or no benefit for them other than that they will have the undivided attention of a patient, non-critical listener.

🎬 Individualisation

Interviewers should not let interviewees feel they are merely a number as they will then tend to withhold their true feelings. Interviewers should adhere to the following guidelines:

- empathy and understanding;
- relatedness and warmth;
- honesty, sincerity and confidentiality.

The next session pays attention to the interview.

4.4.5 The interview

The interview was conducted with three focus groups.

4.4.5.1 Prior planning

The district directors at the three districts (Lejweleputswa, Fezile Dabi and Motheo) were approached for granting permission to conduct interviews and one principal was approached by the researcher in each district to:

- organise a homogeneous group of HODs (participants);
- a venue; and
- to confirm the day and time of the interview.

The researcher contacted 10-25% more participants to counter no shows (Williams, 1996:6). Because of the possibility of participant mortality in any research project it is wise to draw a larger sample than eventually needed. Should all the participants turn up, the researcher will continue to accommodate the excess participants, seeing that the sampling will still be manageable. Care was undertaken that the interview did not clash with the schools' priority tasks. At this stage attention is paid to population and research sample.

4.4.6 Population and research sample

4.4.6.1 Population

McMillan and Schumacher (1997:164), McMillan and Schumacher (2001:161) and Mouton (1998:134) define population as a group of elements or cases, whether individuals, objects or events, that conform to specific criteria. The population of this study consisted of all educators in primary schools in three education districts of the Free State Province.

4.4.6.2 Sample

Flick (1998:78) and De Vos *et al.* (1998:191) define sampling as the process of selecting a number of participants for a study in such a way that the participants represent the larger group from which they were selected.

Sampling is a process of systematically selecting participants for inclusion in a research project. The researcher obtains a set of participants from sampling that is more manageable and cost effective to work with, than the pool of all cases. If properly done, sampling allows the researcher to measure variables on the smaller set of cases and extends understanding of the phenomenon observed or researched rather than generalising findings (Neuman, 1997:203). The key concept in sampling is representativeness. The sample from which conclusions are drawn must be representative of the population with which the researcher is dealing.

A sample can be viewed as a subject of measurement drawn from a population in which the researcher is interested. With regard to the size of the sample group, Lewis (1995:2) suggests that, the group size, should not be so large as to be unwieldy or prevent adequate participation by most members. Nor should it be so small that it fails to provide substantially greater coverage than that of an interview with one individual.

The logic of the sample size is related to the purpose of the study, the research problem, the major data collection technique and the availability of the information-rich cases. When a qualitative approach is used, the information-richness of the cases and the analytical capabilities of the researcher become more important than the sample size (McMillan & Schumacher, 1997:40).

For the purpose of this study, purposeful sampling is used. McMillan and Schumacher (1997:17) state that in purposeful sampling the researcher selects particular elements from the population that is representative or informative about the topic of interest.

Questionnaires were distributed to 60 (sixty) schools (300 questionnaires) in total across 3 (three) education districts. In each school, the recipient (principal or deputy principal) of the 5 questionnaires was asked to distribute 3 of the 5 questionnaires to SMT members and 2 to educators. The number of schools that completed the questionnaires, as well as the number of questionnaires that were returned, per district, is illustrated in the table below.

Table 4.1: Number of questionnaires distributed and returned

DISTRICT	NO OF SCHOOLS THAT RECEIVED QUESTIONNAIRE	NO OF QUESTIONNAIRES COMPLETED AND SUBMITTED
Lejweleputswa	20	74 (74%)
Fezile Dabi	20	72 (34,8%)
Motheo	20	61 (29,5%)
Total	60	207 (69%)

In total 207 (69%) questionnaires were returned from a total of 300 (100%).

A sample of four educators per school in each education district was then selected for interviewing. The composition of the interview sample was as follows:

- one principal/deputy principal/HOD (one SMT member)
- three educators.

Since five primary schools were visited by the researcher in each education district, one SMT member and three educators per school were selected for interviewing. This means that sixty educators in the three education districts were chosen by the researcher for the interview process, using purposeful sampling. The researcher applied purposeful sampling which is a non-random selection, because prior knowledge suggests it is representative or because those selected have the needed information (McMillan & Schumacher, 1997:397).

The interviews were conducted as ordinary conversations, during which the

researcher listened intently, recorded each conversation, made notes and where necessary, sought clarity or more information from participants. An interview goes through four stages (Neuman, 1997) which are:

- First, the researcher introduces him/herself and explains the need for the interview and reason for selecting the participants.
- Second, questions are asked and answers are recorded. The researcher accurately records responses and s/he may not summarise, or paraphrase, because this may cause loss of information or may lead to distortions of responses.
- Third, the researcher seeks for clarity from participants by means of asking probing questions to supply more information. A probe is a neutral request to clarify an ambiguous answer, to complete an incomplete answer, or to obtain a relevant response.
- Finally, the researcher thanks participants and then enters details such as time, place and interview and attitude of participants. Every disturbance that might have taken place, such as a phone ringing and the participant going to answer it for whatever duration should be recorded (Neuman, 1997:258).

These four stages were also adhered to by the researcher when interviews were conducted.

The next session addresses the method of analysing data.

4.5 ANALYSIS OF DATA

Data analysis is the process of selecting, focussing and discarding data. In research, the mass of collected data is analysed and interpreted with the purpose of bringing order and structure to information (Sarantakos, 1998:313).

The researcher made use of qualitative analysis in this research, which is discussed next.

4.5.1 Qualitative analysis

Neuman (1997:439) noted that qualitative analysis requires more effort by an individual researcher to read or reread data notes, to reflect on what is read, and to make comparisons based on logic and judgement. The researcher obtains information from participants about their present or past experiences which form detailed descriptions of people perceptions and social realities. From these, descriptions are generated, explaining the phenomenon being studied, all in an effort to gain a better understanding of such phenomenon (Phillips, 2000:56).

Neuman (1997:317), McLaughlin and Mertens (2004:96) point out that qualitative research primarily uses data inductively. Inductive reasoning allows one to explore and discover with an emerging research design, rather than testing deductions from theories in a predetermined design like it is done in quantitative research (McMillan & Schumacher, 1993:91).

Both forms of qualitative data analysis involve coding and writing analytic memos. Both are complex efforts by the researcher to read over data carefully and think about them seriously (Neuman, 1997:439). In this study, transcripts of recordings of interviews were carefully scrutinised and analysed over a period of time in order to gain familiarity for categorising purposes. Content analysis was employed to analyse research data and it entailed identifying, coding (the process of dividing data into parts by a classification system) and categorising the primary pattern in recorded data (McMillan & Schumacher, 1997:401-404).

To enable the researcher to arrive at relevant conclusions it becomes imperative to focus on the characteristics of a research instrument.

4.5.2 Characteristics of a research instrument

According to Thomas (1998:133) an important attribute of a research instrument is the existence of validity and reliability. Research is a scientific method of inquiry and thus information should be carefully assessed by means of validity and reliability which involve explanation of phenomena reliability and validity (Charles, 1995:101; McLaughlin & Mertens, 2004:107). Validity and reliability are key in ensuring that appropriate standards in educational research are maintained. Fien and Hillcoat (1996:31) posit that, these appropriate standards include, firstly, an understanding of the values and background assumptions that underlie the research methodology. Secondly, the need for congruence between the research philosophy and method, that is, between the research objectives and questions and the research design. A third standard entails the employment of data collection and analysis technique. Research practices that are informed by these standards, facilitate increased reliability and validity of the information that is acquired from the research process.

4.5.2.1 Reliability

Reliability means stability of observed changes over time in the positivist paradigm (McLaughlin & Mertens, 2004:107). Reliability refers to the consistency of measurement, that is, the extent to which the results are similar over different forms of the same instrument or occasions of data collection. If an indicator or measure is reliable, it is supposed to give similar result each time the same thing is measured. Reliability implies that information provided by indicators does not change as a result of characteristics of the indicator, the instrument, or the measurement devise (Neuman, 1997:138). This is significant in that it minimises errors being made during the recess process.

To ensure the validity of qualitative data analysis the following steps were applied:

- Validation by the participants themselves

Qualitative study always strives to represent data from participants perspective. It is therefore recommended that the findings of the research be validated by the participants (Kruger, 1997:145). In order to obtain consensus on the gathered data, participants were involved in the discussion of the findings of the study. The participants agreed that the findings did indeed represent a true reflection of their work experience.

■ Validation by the researcher

Since literature does exist on HRD and EMD, validity was established by checking the findings against that reflected in the current literature. This enabled the researcher to determine to what degree findings fit or do not fit the current trend or literature in this domain (Kruger, 1997:145; Palm-Forster, 2000:147).

4.5.2.2 Validity

Validity is the degree in which findings of a research study present a true and accurate picture of what is claimed to be described (Seale, 1998:134). McLaughlin and Mertens (2004:107) explain validity as the degree to which the researcher can generalise the results to other research situations.

Validity refers to the appropriateness of a statement and it is important to determine which research information is valid, that is, whether the questionnaire is actually measuring what it is supposed to measure. Measurement validity refers to how well the conceptual and operational definitions match each other. Validity is more difficult to achieve than reliability (Neuman, 1997:141).

Williams (1999:3) distinguishes between three types of validity and explains how validity can be compromised in each case. The first of the three, namely, internal validity, pertains to the conduct of the study itself. He explains that

where the procedures and execution of the interview influences the results, the internal validity of the study is compromised. He warns that the internal validity is strengthened by a moderator (promoter) providing the appropriate amount of guidance without introducing any of his/her own opinion or stifling free expression. He identifies threats to the internal validity in cases where participants do not heed ground rules, criticises the contributions made by others or in cases where inappropriate topics are applied.

The second validity type, namely construct validity, pertains to the adequacy of measure. Was the focus group actually “measuring what they are trying to measure?” Williams (1999:3) reminds the reader that the “measures”, in the form of comments and interactions, provided by the researchers and participants (whom he refers to as measuring instruments) should be free from any artificial influences seeping in from the environment or the moderator. Finally, external validity, pertains to the ability to generalise the results from the sample to the population.

Validation depends on good craftsmanship in an investigation, which includes continually checking, questioning and theoretically interpreting the findings (Kvale, 2002:309). Craftsmanship means precision throughout the research process, from design to presenting the findings. The researcher assured the quality throughout and filed evidence of data, participants decisions and practice, as well as discussing and sharing research actions.

4.6 CONCLUSION

This chapter has identified the research design that was implemented as well as the population and sample from which the data were obtained. The two sources of inquiry employed in this research aimed at generating specific kinds of complementary data, as well as providing the opportunity to analyse data in a variety of ways. The data base is used to broaden the wide spectrum of views pertaining to HRD and EMD practices.

The validity and reliability of the study was highlighted as well as the correlation between cause and effect was also made. Data collection tools were also attended to. In the case of the group interview, the depth of viewpoints could be gauged in both qualitative and reflexive way, in which case, follow-up questions were asked regarding district improvement practices or perceptions of how those practices impact on schools.

In the next chapter collected data are analysed and presented.

CHAPTER FIVE

DATA ANALYSIS AND PRESENTATION

5.1 INTRODUCTION

Analysis of data obtained from questionnaires and interviews will be done through identifying common responses of their experiences. Geographical data is presented in numbers, but data obtained from open-ended questions is reported on in a narration of words, as is characteristic in qualitative reporting. The relevant information will be broken into phrases or sentences which reflect a single, specific thought.

The phrases or sentences will be further grouped into categories that reflect the various aspects of meanings. The various meanings identified will be used to develop an overall description as seen by the respondents (McMillan & Schumacher, 2001:464). The next section pays attention to the analysis of data obtained from questionnaires.

5.2 PROFILE OF THE SAMPLE

To capture the biographical information of the participants, the researcher used 6 variables. The biographic information comprised:

Table 5.2: Capacity of participants

Table 5.3: Experience of participants

Table 5.4: Gender of participants

Table 5.5: Age category of participants

Table 5.6: Academic qualifications of participants

Table 5.7: Professional (education) qualifications of participants

The biographical information obtained through Section A of the questionnaire is

summarised below.

Table 5.2: Capacity of participants

Capacity	No	%
Principal	20	9,7
Deputy principal	29	14,0
HOD	89	43,0
Educator	69	33,3
Total	207	100

The majority of participants (89) were HODs (43%), 69 were post level one educators (33,3%) and 49 were senior SMT (23,7% - total of principals and deputy principals). Their participation helps in presenting a balanced view in Section B of the questionnaire regarding the management role of HODs which is central to the development and improvement of the school through HRD.

Table 5.3: Experience of participants

EXPERIENCE	NO	%
1- 5	24	11,6
6 – 10	29	14,0
11 – 15	39	18,9
16 – 20	41	19,8
21 – 25	27	13,0
26 – 30	36	17,4
Above 30	11	5,3
Total	207	100

The experience of the participants in their current positions range from 1 to above 30 years. The range of participants assists to ensure various opinions regarding the management process of human resource development.

Table 5.4: Gender of participants

SEX	NO	%
Male	93	44,9
Female	114	55,1
Total	207	100

The majority of the participants (114) were female (55,1%) while the males (93) were in the minority (44,9%). The data is understandable seeing that only primary schools were sampled. More female educators are likely to be found in primary schools in the South African education system (Bhengu, 1999:34).

Table 5.5: Age category of participants

CATEGORY	NO	%
20 – 30	0	0
31 – 40	55	26,6
41 – 50	112	54,1
51 – 60	40	19,3
Above 60	0	0
Total	207	100

The ages of the participants range from 31 – 60 years, with an average of 41 – 50 years. The age category shows that all participants were of the more mature group, as no participant was younger than 30 years. More mature participants tend to express themselves better and it may result in more reliable data.

Table 5.6: Professional (education) qualifications of participants

PROFESSIONAL	NO	%
2 year teaching diploma	49	23,7
3 year teaching diploma	55	26,6
4 year teaching diploma	34	16,4
Post graduate education diploma	29	14,0
B degree (e.g. B.Ed)	37	17,8

Masters degree (e.g. M.Ed)	3	1,5
Doctorate	0	0
Total	207	100

Most of the participants are qualified with at least a three year teaching diploma and therefore meet the minimum requirement of a qualified teacher. Almost a quarter (23.7%) of the participants has only obtained a 2 year teaching qualification and can be seen as under-qualified. The 29 participants (14%) with a post graduate diploma have completed a first degree (i.e. BA, BCom). This table indicates that most of the participants qualify for the positions they hold and that the under-qualified participants may provide relevant data regarding the management of human resource development (as their development will be managed by more senior SMT members – such as the HODs).

5.3 QUESTIONNAIRE: SECTION B

The following questionnaire questions are meant to elicit views and experiences of SMT and educators regarding the management role of HODs in HRD in primary schools in the Free State.

Questions 1 – 10 are used to put the research into perspective.

Question 1: “What is your perception regarding the role of HODs on HRD?”

Various perceptions regarding the role of HODs on HRD were given by the participants.

The perceptions of the SMTs include:

- to develop and encourage educators to face the challenges of the NCS and implement it accordingly;

- they are the most important people since they link the senior SMT with post level 1 educators. They are closest to the educators and are in a better position to identify their development needs. They should assist in this regard by organising training through INSET and workshops;
- planning, organising and controlling HRD activities;
- it is the responsibility of every HOD to empower his/her subordinates for excellent performance. They need to delegate responsibilities to their subordinates, but only when they have been adequately developed to be entrusted with such responsibilities;
- HODs assist senior SMT to obtain desired results, advising, co-ordinating and controlling their respective departments;
- to ensure that school policies and procedures are consistent with the change process; and
- to advice senior SMT on the recruitment or staffing processes as they are the ones who know the needs of their departments.

The perceptions of educators include among others, the following:

- HODs should be able to identify HRD needs and draw development programmes that address those needs;
- to empower and capacitate educators by delegating responsibilities to ensure further development;
- to manage effectively and ensure quality service delivery;
- as managers they should be able to lead, guide, support and assist educators in their developmental needs;
- they should be involved in recruitment or staffing processes as they are the ones who know the needs in their departments;
- they should plan HRD programmes, implement, monitor, evaluate and give regular feedback;
- they need to ensure that adequate and relevant HRD resources are available and effectively utilised;

- advise senior SMT about the performance and progress in his/her department;
- setting goals and objectives and planning on how to achieve them;
- ensure that a culture of effective teaching and learning is cultivated in schools;
- give regular feedback to educators on progress of change implementation;
- to ensure that school policies and procedures are consistent with the change process; and
- ability to manage resistance to change.

Question 2: "What would you say is the purpose of HRD? Please elaborate?"

Participants gave various purposes of HRD. Their responses are grouped into three categories which are:

(i) Personal development

- Capacitating educators with the knowledge and skills essential to make them effective educators and classroom managers.
- To enhance and promote effective teaching and learning in schools.
- To prepare educators for effective service delivery that is cost effective through the use of relevant and adequate learning and teaching support material.
- To keep educators abreast of new developments in the education circle.
- To empower educators through INSET, seminars and workshops on how best to deal with the rapid change in education.

(ii) Career development

- Career development of educators is advanced to a higher level by providing them with the necessary skills and knowledge.
- These skills, knowledge and qualifications acquired would enable the educator to compete favourably for promotional posts.

(iii) WSD

- To develop a high performance workplace that values diversity, recognising outstanding achievement and promoting inclusion.
- Create an integrated framework for effective teaching and learning, and also facilitate access to mobility and progression within education, training and career path.
- Improving performance in order to benefit the whole school and to ensure that the core function of the school, which is, promotion and attainment of quality teaching and learning is realised.

All the participants feel that the purpose of HRD is to enhance the professional and personal growth of educators. Education is dynamic and as a result, educators need to be developed to adjust to these changes in education.

Question 3: "Is there a programme of HRD in your school? Elaborate"

The overwhelming majority of the participants confirmed that there was a programme for HRD in their schools, while only a few claimed to the contrary. Those who agreed with the statement indicated that dates are reflected in the year plan when the development plan is to be conducted. INSET, workshops, seminars and conferences are held to keep educators abreast of educational developments. Professional Working Groups (PWGs) assist the SMT in drawing development plan for HRD.

Some of the participants who confirmed the non-existence of HRD programmes could not substantiate their claim on what was going on in their schools. They

claim that through the IQMS they are able to identify their developmental needs, and do not, therefore need any other HRD programmes. They further raised their concern regarding the NCS, which they claim consumes a lot of their time due to a lot of paperwork involved which distracts them from their core business, which is effective teaching and learning.

Question 4: “From your experience, what benefits or opportunities are derived from effective HRD programmes?”

All the participants stated that HRD programmes do provide them with opportunities to come together in order to share information and ideas. The benefits or opportunities mentioned by the participants include among others the following:

(i) Professional development

-  Build an atmosphere of shared decision-making and promote a culture of effective teaching and learning.
-  Advance the knowledge and skills for personal and professional development.
-  Shaping behaviour, that is, good discipline among learners and educators.
-  Enhance self-esteem of educators.
-  Mobilise commitment and builds teamwork.
-  Educators adapt easily to new changes and challenges.
-  Ensure mutual trust and open communication among educators and learners.
-  The morale of educators is boosted seeing that they are enabled to work voluntarily and willingly because they are capacitated to do so.
-  Promote a conflict free school environment as proper procedures shall have been communicated to all.

🏢 Educators become confident, motivated and enjoy teaching and learning and in the process acquire a lot of knowledge and skills.

(ii) Career development

Through career development, the professional advancement of educators to jobs at higher level in the school is supported. Educators are provided with the necessary knowledge and skills essential for them to fill in the anticipated vacant post. Individual educators are encouraged to develop their own career goals and objectives and to meet with other educators to discuss their progress.

(iii) WSD

Effective HRD programmes drawn collaboratively ensure greater job satisfaction, higher morale and improve learner and educator achievement. The improvement will benefit the whole school by serving the primary aim of the education system, which is, the promotion and attainment of quality teaching and learning.

Question 5: "Identify and describe any number of factors that are likely to affect your HRD (school) requirements".

The following factors were identified as the main factors that are likely to affect HRD requirements:

🏢 Changes in curriculum.

Curriculum changes and challenges, for example, the NCS requires educators to acquire new knowledge and skills to adapt easily.

 Awards for best performing educators

Lack of transparency, honesty and fairness in the whole process of identifying and rewarding deserving educators is frustrating and demotivating.

 Staff turnover.

The great number of educators who require training and development due to inadequate or ineffective training of the past.

 Attitude of educators

Educators who are lazy, arrogant and reluctant to adapt, as well as a lack of commitment to the profession.

Educators are frustrated by the ever increasing workload and inadequate remuneration coupled with the threat of transfers or redeployments.

 Lack of support from District Officials (D/Os)

D/Os who do not render the necessary assistance and support in HRD, especially with regard to the National Curriculum Statements. Many visit schools randomly and without an appointment and are always in a hurry to leave due to other commitments.

 Lack of discipline

Change in education laws such as the abolition of corporal punishment, requires new ways of disciplining learners.

 Lack of resources

Lack of adequate and relevant resources such as learning and teaching support materials as well as facilities for extra-curricular activities such as sports, cultural and recreation.

 Leadership style of SMT

Autocratic and dictative leadership style of senior SMT makes it difficult for HODs to play a significant role in institutionalising and revitalising the school.

 Change in technology

New systems and processes which require educators to be fully trained, for example, computer literacy.

 Redeployment and transfers

Educators who are frustrated by pending redeployment and transfers due to dwindling number of learners caused mainly by the pandemic of HIV/AIDS decease.

 Platooning

Some participants complained about their schools which are still using the platoon system. The schools sharing the buildings do not want to take responsibility of the school, as a result, the school is filthy and untidy. Inadequate time for teaching and learning due to sharing of school buildings is impacting negatively on the effective teaching and learning process.

Question 6: “Do HRD programmes provide for free and open exchange of knowledge and ideas in your school? Substantiate.”

The majority of participants responded affirmatively. They stated that during meetings, INSET, workshops and seminars they are offered opportunities to ask questions for clarity and ideas are shared. Inputs are constantly invited and recommendations are followed up. Networking with different schools where ideas and knowledge are shared. In one school educators who further their studies in HRD are offered opportunities to share their experiences and knowledge by leading or facilitating discussions during meetings or INSET. In most schools departmental circulars are circulated timeously among educators for information and are discussed to ensure common understanding. The establishment of PWGs has ensured that regular meetings are held to address issues related to the NCS. Some schools also indicated that they get assistance and support from the district office with regard to HRD, especially with regard to the implementation of NCS.

Some participants however, claimed to the contrary. They declared that in their schools they are not afforded opportunities to express or exchange ideas due to the undemocratic leadership style of their SMT. They stated that they are not involved in decision-making even in matters that affect them directly, such as, classification with regard to grade progression and learning areas (LAs). Participants also complained about HRD programmes run by district office which are not open for exchange of knowledge and ideas and are rigidly implemented.

Question 7: “How are the aims and objectives of HRD established in your school?”

Most of the participants stated that the aims and objectives are established collaboratively. All the stakeholders, i.e.: SMT, educators, SGB, learners and the D/Os are involved. They further indicated that these aims and objectives are established according to individual needs of educators as well as curriculum

delivery needs of the school. Some participants indicated that in their schools there is lack of consultation and collaborative decision-making in that decisions are only taken at SMT level.

Question 8: “What are your developmental needs? Mention three in their order of priorities or preferences”.

Various developmental needs have been mentioned by participants. The most frequent are tabled in the order of preference below:

- 🎬 NCS training;
- 🎬 Computer literacy;
- 🎬 Financial management;
- 🎬 IQMS training;
- 🎬 HIV/AIDS workshop.

Question 9: “Do you need more INSET to perform better? Elaborate”.

The participants were unanimous in stating that, indeed, more INSET is needed to perform better. They indicated that due to the dynamic nature of education, there is a need to keep abreast of new developments. For example, the introduction of inclusive education, warrants INSET so as to capacitate educators to deal effectively with learners with special education need (LSEN). Participants also raised concern regarding the training they received in IQMS and NCS. They feel that more in-depth training is essential to ensure quality service delivery.

Question 10: “What role does HRD play in terms of your growth at work?”

The participants mentioned various roles that are played by HRD in terms of their personal and professional growth at work. These roles include among others, the following:

- it helps them have a better understanding of HRD issues such as recruitment, training, promotion and induction of new educators;
- teamwork in that they plan together, share ideas and knowledge;
- motivation for self-development;
- improved leadership skills;
- capacitates on how to plan, prepare and monitor the management plan for (DA) as well as in identifying educators to be appraised, assisted and supported;
- feel confident, competent and capacitated to work independently;
- ensure WSD in that developed or empowered educators will deliver quality and teaching services;
- ability to take responsibility for ones actions and set achievable goals and manage time effectively;
- builds self-esteem and promotes creativity;
- helps to grow academically and professionally, thereby enabling us (HODs) to empower and develop our subordinates;
- exposure to the effects of the HIV/AIDS pandemic has resulted in change of attitudes towards a healthier lifestyle;
- IQMS as a tool for HRD has brought about a better way for the design of an individual growth plan;

A few participants however, have indicated that very little HRD is taking place at their schools. They attributed these to the following factors:

- no structured HRD programmes, so growth and development is minimal;
- lack of support and assistance from SMT;
- lack of management and HRD skills displayed by SMT;
- inadequate resources; and
- lack of opportunities for HRD through INSET and workshops.

The following questions are based on the role played by HODs on educational

management and development and HRD.

Question 11: “What role do you think HODs should play in maintaining an energetic and motivated team of educators?”

The following responses were gathered from the participants:

-  involve all stakeholders in curriculum design and implementation;
-  ability to plan, organise, lead and control HRD programmes as well as give regular feedback;
-  being loyal to the profession by being committed to an approach of mutual respect, open and frank communication;
-  motivate educators to attend INSET, seminars and workshops in order to get developed;
-  allocate duties and responsibilities in accordance with the educators interest and capabilities;
-  must be knowledgeable about curriculum development and implementation and willing to assist educators who are still struggling with IQMS and NCS and give support and guidance, especially to newly appointed educators;
-  manage performance of both learners and educators and give regular feedback;
-  promote teamwork;
-  participate actively in departmental and Teacher Union Forums;
-  commend and share appreciation to dedicated and committed educators;
-  encourage educators to participate in National Teachers Awards (NTA) events;
-  engage in classroom teaching and ensure that their departments are equipped with adequate and relevant learning and teaching support material;
-  feedback should be developmental rather than judgemental; and
-  engage in collaborative decision-making.

Question 12: "In your view, what action can HODs take to mobilise commitment of educators for HRD programmes?"

-  Engage educators in the planning and developing of HRD programmes. This will motivate educators to become committed to it and make it their responsibility to actualise it.
-  Be prepared to assist, guide and support educators at all times.
-  The action programme must be based on clear aims and objectives which are achievable.
-  Create a healthy working environment.
-  Delegate some developmental responsibilities to subordinates, encourage them to do some research on them, so that they can claim ownership of those HRD programmes and fast-track the process of quality service delivery.
-  To implement systems and structures that are congruent with policy framework.
-  Encourage teamwork at all times.
-  Emphasise the need for further studies.
-  Educators inputs must be noted and considered for implementation where possible.
-  To disseminate and encourage the application of good practice at all areas of work.
-  Show educators that they are important in the professional hierarchy by involving them in decision-making.
-  Organise INSET, workshops or seminars and access information regularly.
-  Work programmes, schedules and lesson plans should be done collaboratively to ensure uniformity in the school.
-  Set high (but achievable) standards and expectations.
-  Interact regularly with D/Os to render assistance and support in the implementation of the NCS.

- Participate enthusiastically and show commitment to the implementation of HRD programmes.

Question 13: “What influence, if any, does TQM have to assist HODs to deal effectively with poor quality of teaching and learning in schools?”

The participants were unanimous in stating that through TQM, HODs would be influenced to deal effectively with poor quality of teaching and learning in schools. By working collaboratively with stakeholders in the school will ensure commitment from all. The participation of the stakeholders require the commitment from all. The participation of the stakeholders require the commitment of the SMT to focus on change and provide the school with the necessary support and assistance. HODs need to assist educators in the interpretation of the curriculum and its implementation. They also should delegate work and responsibilities to subordinates and give guidance. By organising INSET and workshops that are developmental. Through TQM, HODs can ensure the restoration of an effective culture of teaching and learning in schools.

Question 14: “To what exten, do you think HODs should be involved in the identification of needs which are addressed by HRD programmes? Substantiate”.

The participants were unanimous in declaring that HODs need to be wholly involved in the identification of needs which are addressed by HRD programmes for the following reasons:

- as immediate managers of educators, they are better positioned to identify the developmental needs of their subordinates;
- as members of the SMT they should also assist in identifying WSD needs and render assistance and support;

- they should play a significant role in the planning, designing and implementation of HRD programmes at all times by working collaboratively with all stakeholders;
- they should monitor and evaluate HRD programmes continuously to ensure that shortcomings are dealt with promptly;
- as agents of transformation they must ensure that departmental policies and approaches are implemented in schools;
- liaise with D/Os or outside experts for assistance and support;

Question 15: “In your view, who should be the major role-players in the identification of needs to be addressed by HRD programmes? Substantiate”.

The participants were unanimous in their responses that all stakeholders of the school should play a major role in the identification of the school needs to be addressed by HRD programmes. These stakeholders include SMT, educators, learners and SGB. The response emphasised the need for democratic practice, that is, inclusive planning and decision-making. This is done to guarantee for the institutionalization and commitment by all stakeholders of HRD programmes.

Question 16: “Please elaborate on how the quality of HRD programmes can be improved in your school?”

Different views were expressed by the participants. The views included among others, the following:

- a timetable for HRD should be drawn, fused into the year plan, and followed to the letter;
- collaborative planning, designing and implementation of HRD programmes;
- thorough training on effective teaching and learning strategies and methodologies;

- WSD by creating a conducive atmosphere, by lulling down the fear of change thereby assisting them to adapt with ease;
- by availing the necessary resources before change is implemented;
- time frames to ensure timely implementation of change;
- giving regular feedback on the progress of change implementation and adjust or amend accordingly;
- by encouraging educators to improve their qualifications;
- through workshops, seminars and INSET;
- through effective communication;
- by maintaining good and healthy human relations.

Question 17: "Development of a vision and mission of a school should be a collaborative effort between the SMT and educators. Do you agree or disagree with the statement? Elaborate on your answer".

All the participants responded affirmatively to the statement. They indicated that, over and above the SMT and educators, all the stakeholders should be involved, that includes the SGB, parents and learners. This will, according to them, ensure that all take ownership of the vision and mission and institutionalise it. Collaborative vision and mission will also ensure commitment and movement to a higher level of performance by the school.

Question 18: "What is your view regarding the training of HODs on change management?"

The participants indicated that education is dynamic and as a result, they feel that HODs should be trained on change management. They will be better equipped to deal effectively with resistance to change and assist educators to adapt with ease. Through training they will be kept abreast of developments in the education circle. They stated that HODs are employed as agents of change and should be capacitated on how to manage change and transform schools.

Question 19: "What strategies would you suggest, should be used by HODs to manage resistance to change?"

Participants suggested among others, the following strategies that should be used by HODs to manage resistance to changes:

-  hold advocacy meetings to inform educators about the pending change and the benefits thereof;
-  they should train educators on change management;
-  good communication and listening skills are essential when dealing with resistance to change;
-  be patient and polite because people act differently and take time to adapt;
-  hold workshops where educators are exposed to scenarios and become part of the solutions;
-  through participatory decision-making, empathy and support.

Question 20: "What role, if any, do you think HODs should play in WSD?"

The majority of participants have indicated that HODs can play a significant role in WSD by ensuring that HRD programmes are institutionalised and revitalise schools. They have mentioned among others, the following roles HODs can play in WSD:

-  should assist in identifying individual as well as WSD needs and assist in the planning, designing and implementation of HRD programmes;
-  creating a healthy working climate which is conducive to effective teaching and learning;
-  building and maintaining good relations with subordinates as well as the senior SMT;
-  conduct workshops and INSET to develop and empower educators;

- active participation in all school activities including extra-curricular activities;
- control and monitor the work of educators and learners and give regular feedback;
- assist and support educators in the interpretation and implementation of NCS and employ the services of D/Os or outside experts where need arises;
- encourage educators to develop themselves through institutions of higher learning;
- ensure that all Departmental Policies and processes are known and adhered to by learners and educators;
- by frequently revisiting HRD programmes and make the necessary amendments;
- liaise with all stakeholders on matters related to WSD to ensure cooperation and commitment from all.

Some of the participants, however, indicated that although their HODs are keen on developing educators, they are unable to do so due to lack of training and capacitation. They lack skills on change and conflict management. In order for HODs to play a significant role in HRD they need to be capacitated in order to become effective transformational leaders.

Question 21: “How are the HODs coping with the rapid curriculum change, and how do they generate training and support within schools?”

The majority of the participants felt that HODs cope under duress and stress due to several adverse factors such as the emergence of new policies and approaches, for example, NCS, WSEP and norms and standards for education as well as the continuous review and amendment of existing ones. All these changes require new knowledge and skills to be implemented effectively.

Participants stated that HODs were struggling to cope with the rapid curriculum

change and are therefore unable to generate training and support within schools due to lack of adequate training. They lack skills on change and conflict management as they have not being trained as managers. In order to succeed in their endeavours to assist and support schools on HRD they need to be capacitated and developed. They should be compelled to establish PWGs who should undergo thorough training and assist in identifying HRD needs of the school.

Participants further raised their concerns regarding the training they received during the NCS. They complained that the training was far from being adequate and the facilitators seem not to be confident and sure about what they were delivering. Training is held in the afternoons when educators are tired and stretch till late in the evening.

Contrary to the afore-mentioned, some participants indicated that HODs in their schools are coping quite well. They encourage, assist and support educators in the implementation of the NCS. They monitor, control and give regular feedback on the performance of both learners and educators. They avail resource necessary to ensure good teaching and learning. They attend PWG meetings to acquaint themselves with new developments in all learning areas in the school. Follow-up meetings are held to review progress and make the necessary changes.

Question 22: "How often do D/Os share information and provide feedback and support towards HRD in school? Elaborate".

The participants provided various responses on how often D/Os share information and provide feedback and support towards HRD in schools. These varied from seldom to regularly. From monthly to quarterly while others claim that it happens once a year or it does not happen at all. The majority of participants claim that there is little or no assistance or support from the D/Os. Some of the Learning Facilitators (LFs) are new appointees and lack empowerment or capacitation in what their jobs entail. They need training and

retraining. The complaint by participants is that D/Os visit schools without appointment and as a result disrupt the smooth running of the schools. Some participants complained that some of the D/Os only visit principals and never hold meetings with them. Feedback is normally done through reports, with comments and remarks that are generally destructive and demotivating. They do not organise INSET or workshops for our development. They do not render assistance, guidance or support with regard to the NCS as they are also ill-equipped to do so.

Some participants responded to the contrary in that they claimed that D/Os regularly visit their schools and share information and provide feedback. They stated that D/Os are supportive, but the problem lies with LAs without LFs. The other problem stated by the participants is the non-compliance with the year plan which is randomly changed. These changes are normally communicated within short notices. They give assistance in the development of educators through INSET and workshops.

Question 23: "Are all D/Os clear about their roles and responsibilities in curriculum development and support to schools? Elaborate".

Most of the participants responded by stating that the D/Os seem not to be clear about their roles and responsibilities with regard to curriculum development and support to schools. They stated that they do not visit schools or if they do, it is for a short while with no real assistance or support. Those who are newly appointed seem to wander in their attempt to assist schools due to lack of training or inadequate training. They seem to struggle and lack confidence when dealing with the implementation of the NCS. Some participants raised their concern in that when they pose questions during visits, they are always referred back to them, claiming that there are no wrong or right answers.

Some participants however, painted a different picture about the roles and responsibilities of curriculum development and support played by the D/Os.

They stated that the D/Os are able to assist and guide schools in the implementation of NCS. D/Os provide samples of learning programmes and lesson plan. They always avail manuals and policies to schools. They conduct INSET and workshops to keep educators abreast of developments in the education circle.

Question 24: “What in your opinion, would constitute the ideal kind of curriculum delivery strategies that SMT and D/Os should employ?”

Various responses were received from participants which included the following:

-  do away with a lot of paper work as demanded by the NCS. Educators are employed to teach not to do administrative work;
-  simplify the language in the NCS;
-  do strengths, weaknesses, opportunities and threats (SWOT) analysis of schools and provide the necessary support and training to schools that are dysfunctional or under-performing;
-  collaborative need identification and developing HRD programmes for individual and WSD;
-  regular workshops and INSET;
-  regular meetings where ideas and knowledge are shared;
-  inviting experts on curriculum development, planning and implementation;
-  parental involvement is of paramount importance, but on the contrary parents shun their responsibility in the education of their children, the reason being that they are not put on board regarding the new curriculum;
-  before the implementation of the new curriculum, parents should have been put on board so that they should assist in lessening the burden of educators by assisting learners with their homework;
-  provide adequate time and resources for HRD.

Question 25: "In your view, what role should the School Development Team (SDT) play in HRD?"

From the responses given by the participants it is evident that the SDT, in collaboration with the SMT and educators must set realistic and achievable aims and goals for HRD. Proposals given by participants include:

- SDT must advise SMT on HRD needs of the school;
- must ensure that HRD programmes are infused into the year plan;
- ensure that all educators and therapists are acquainted with the procedures and processes of HRD;
- report to the SMT and give advice on the progress made on the implementation of IQMS and NCS;
- assist the SMT in setting performance standards and ensuring that they are implemented and adhered to;
- review HRD programmes and make amendments;
- should be trained or retrained in the processes of WSE and DA in the manner which would enable them to play a significant role in HRD and WSD;
- to assist and support educators in areas that need development;
- engage D/Os and outside expertise in HRD.

Question 26: "How, in your view, can HODs establish a collaborative culture in schools that will ensure effective teaching and learning schools?"

The participants stated the following views on how HODs can establish a collaborative culture in schools that will ensure effective teaching and learning in schools:

- planning collaboratively with senior SMT and educators;
- collaboration will ensure commitment and ownership of HRD programmes;

- monitor and evaluate HRD programmes and give regular feedback;
- encourage teamwork among educators;
- provide adequate and relevant resources that are user-friendly;
- parental involvement is essential;
- code of conduct for both learners and educators;
- act as mentors especially for new educators;
- encourage educators to take risks by venturing into the unknown and by rendering assistance and support;
- they should be conversant with the vision and mission of the Free State Department of Education (FSDoE);
- encourage networking with other schools;
- conduct research on various methodologies and strategies that can be used to ensure effective teaching and learning;
- involve all stakeholders, that is, SMT, SGB, educators, learners and parents to play a meaningful role in the restoration of a culture of effective teaching and learning.

Question 27: "What is your view regarding IQMS as a tool for HRD?"

The overwhelming majority of participants stated that IQMS can be a useful tool, provided it is used properly to identify HRD needs.

Their responses included the following:

- IQMS is directed towards HRD in that it is performance related. Through performance evaluation educators can be assisted in identifying their developmental needs and assisted through development programmes;
- builds trust as it clarifies job description for each educator;
- best tool in that it provides an inventory of talents, skills and qualifications which are significant in HRD programmes;
- it is good and intended for a good cause which is effective teaching and learning;

- through SWOT analysis the educators are able to complete a PGP;
- it helps educators to assess themselves and provides opportunity for development;
- it is useful in that it allows everyone in the school to participate in extra-curricular activities;
- motivates educators who are committed by means of rewards such as cash bonuses and certificates of acknowledgement;
- promotes professional growth and WSD;
- benefits inherent in IQMS have changed the attitude of educators and have made them amenable to it.

Some of the participants felt the IQMS is just a waste of time and money as it is more about incentives rather than the quality of education. Lack of transparency and honesty in scoring on performance is frustrating. Educators who are “not deserving” are usually rewarded at the expense of hardworking and committed ones. Such biases should be avoided and the whole process should be collaborative and transparent.

Question 28: “The role of effective leadership in teaching-learning and change processes is critical. Which leadership capabilities are demonstrated by HODs in this regard?”

Participants felt that for the HODs to be effective leaders in the teaching-learning and change processes they need to demonstrate the following leadership capabilities:

- ability to assist senior SMT to identify WSD needs, set objectives and aims and decide collaboratively with educators on HRD programmes;
- role model, for example, being presentable and punctual at all time;
- assist and support in implementing the NCS;
- monitor and evaluate HRD programmes and effect the necessary changes;

- 🎬 transformational leadership;
- 🎬 ability to motivate and inspire educators to develop themselves;
- 🎬 decisive leader committed to transformation;
- 🎬 visionary leader who can translate the vision of the school into business plan;
- 🎬 participative management;
- 🎬 conflict management;
- 🎬 change management;
- 🎬 creating an atmosphere that is conducive to effective teaching and learning by providing resources and facilities.

Question 29: "HODs have a significant role to play in emphasising the development of individual educator within the organisational context of the school and address both individual and WSD needs. In your opinion, what managerial role should be played by HODs in WSD?"

The participants mentioned various management roles that should be played by HODs in WSD. These include among others, the following:

- 🎬 plan, implement, monitor and evaluate HRD programmes;
- 🎬 change management;
- 🎬 conflict management;
- 🎬 collaborative decision-making;
- 🎬 organise resources and assist in the management of WSD process;
- 🎬 provide subordinates with opportunities to develop themselves through INSET and workshops;
- 🎬 supportive role by giving strategic direction as well as building effective networks;
- 🎬 articulate departmental mission and vision;
- 🎬 articulate transformation policies.

Question 30: “What is your view regarding the following statement: ‘An HOD should be a transformational leader?’”

The majority of the participants responded affirmatively to the statement, but not without reservations. They indicated that the education system is undergoing drastic and rapid changes, and as a result transformational leadership becomes of utmost importance. HODs as agents of change need to be developed or skilled on how to deal with transformation in schools in order to assist educators to adapt to these changes and challenges. They feel HODs are employed to translate the educational mandate into action and results through their subordinates.

Participants also raised their frustrations with regard to working with the senior SMT, i.e. Deputy principals and principals. They sighted lack of assistance and support which makes the whole process of transformation extremely difficult. As a result, transformation is taking place at a snails’ pace.

Some of the participants felt that they would not regard HODs as transformational leaders. They stated that their HODs have never been trained as managers, let alone as transformational leaders. The undemocratic environment in which they work also prevent them from playing their role as agents of change. Their decision-making is not independent, they should always consult the senior management as a matters of protocol.

5.4 INTERVIEW QUESTIONS FOR SMT AND EDUCATORS

The interview questions are meant to elicit information from the SMT and educators about the management role of HODs which is central to HRD. The interview process is used to explore the nature of the focus group interview as a source of critical and reflexive enquiry. It provides clarity on the nature of the questions posed in the semi-structured interview schedule and presents the accounts provided by participants. The interview should not be seen in isolation

from the questionnaire which is conducted at schools, as both methods are employed as complimentary rudiments of enquiry in this research.

A sample of educators in each of the three education districts were selected, hence the three focus groups. Flick (1998:78) and De Vos *et al.* (1998:191) define sampling as the process of selecting a number of participants in such a way that the participants represent the larger group from which they were selected. The researcher made use of purposeful sampling to select the participants. The researcher applied purposeful sampling which is a non-random selected, because prior knowledge suggest it is representative or because those selected have the needed information (McMillan & Schumacher, 1997:397). The aim of the researcher was to measure variables on the smaller set of cases in the three districts (focus groups) and extended an understanding of the phenomenon researched rather than generalising.

Question 1: "What problems do HODs experience with regard to HRD?"

Most (97%) of the participants highlighted the difficult circumstances under which the HODs work and also raised their concerns regarding coping mechanisms. The introduction of the IQMS and the NCS has added more challenges and responsibilities to them as agents of change. The challenge for HODs is to create a powerful teaching and learning culture to ensure that transformation takes place in schools. They should ensure that educators are capacitated and empowered with skills and information that would enable them to implement education in accordance with the OBE and NCS. Participants mentioned various factors which impacted negatively on HODs endeavour to develop educators. Insufficient support generated from the senior SMT and D/Os, lack of human resources as well as learning and teaching support materials (LTSMs), physical and logistical support were cited. Educators are demotivated due to work overload, hostile time frames set by D/Os, unhealthy working relations and threat of redeployment due to dwindling number of learners caused by the HIV/AIDS pandemic. Educators resist change because they perceive it as a threat to their

self interest. The major problem, however, is lack of training of HODs as transformational leaders on change management. They lack the skills and knowledge that could help them generate innovative coping and supportive strategies.

Very few (3%) of the participants indicated that they do not experience any problems with regard to HRD as educators voluntarily participate in self-development projects by enrolling with institutions of higher learning. There is collaboration in need identification, development and implementation of HRD programmes.

- 🎬 “Despondent and demoralised educators due to decreasing number of learners caused by the HIV/AIDS pandemic. This results in redeployment of educators. Some educators are sickly and frequently absent from school. This is burdensome as we have to look after their learners during their absence.”
- 🎬 “People are different and act or respond differently. It therefore becomes difficult for HODs to be responsible for the development of educators who are not cooperative, committed or dedicated to their work and resist transformation or change. The major problem however, is lack of training of HODs on transformational leadership. They lack the skills to deal effectively with change management in schools.”
- 🎬 “No problems are experienced as HRD needs are jointly identified and HRD programmes collaboratively developed and implemented. Educators are motivated to participate in their development because of the support and assistance they receive from the SMT and D/Os. They voluntarily participate on self-development projects by enrolling with institutions of higher learning.”

Question 2: “How can these problems be solved?”

The participants were unanimous (100%) in stating that the problems that HODs experience with regard to HRD can best be solved or addressed through INSET, meetings, seminars and workshops where they can be capacitated and developed. SMT, educators, SGB and D/Os are key role players in all HRD and support processes. These key role players should be used as strategic forces that will enable curriculum delivery by collectively engaging the power of decentralisation and generating participative action. The planning of any innovative strategy aimed at improving curriculum delivery occurs at school level and subsequently its impact on accountability, quality, support and HRD would have to be internalised in the organisational arrangement that exist between these role players. Support mechanism for the HIV/AIDS sufferers should be instituted. The DoE should also ensure that vacant posts are swiftly filled up to reduce the workload of educators who are already overloaded. D/Os should become more visible at schools and render assistance and guidance regarding the interpretation and implementation of IQMS and NCS. They should ensure effective communication by disseminating information timeously and setting realistic timeframes for submissions. Adequate LTSM, teamwork, collaborative decision-making, motivation to teach and learn and feedback are essential elements of HRD. To manage resistance to change, HODs need thorough training on change management and transformational leadership.

- “Provide adequate training through INSET, seminars, workshops, meetings and networking with neighbouring schools. Promote effective communication. Educators should be placed according to their abilities and interests. Create an environment that is conducive to HRD by providing adequate and relevant teaching and learning support materials. Motivate and encourage teamwork among educators. Recognize problems and empathise. Monitor their work and give regular feedback and support.”

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 “The education department should determine, we suggest, the schools establishment not only through learner-enrolment but also by taking into account the diversity of learning areas. Acquire more educators to assist where educators have more periods. Temporary educators can also be employed and remunerated by the education department or SGBs. Something like a wellness plan for HIV/AIDS sufferers should be instituted to assist and support such educators to ensure their quick recuperation and reduce absenteeism”.

Question 3: “What type of qualities and competencies do you think are needed by HODs to be effective HRD agents?”

HODs must display good management and good leadership skills. They must be able to organise, lead, plan, control and monitor all activities in their departments and give regular feedback. As transformational leaders, they should advocate a systemic change and a teaching and learning strategy that will capture a shared vision to guide educators’ actions as educational practitioners; must be conversant with the new education system and assist and support in its implementation; must be able to assist with IQMS which consists of programmes which are aimed at enhancing and monitoring performance of education system; self-motivated, disciplined, assertive, positive, creative and visionary leadership; use subordinates optimally and have the ability to inspire transformation structures to follow their vision. Collaboratively designing HRD programmes with subordinates and setting time frames for implementation. Articulate education policies and ensure that they are implemented.

- 
 “The ability to manage effectively; setting clear goals and objectives; be a lifelong learner; be positive, creative and a visionary leader. Subordinates should be employed optimally and HODs should have the ability to inspire them to follow their vision. Have clear understanding of the education policy and articulate these in their departments.”

- 
 “Must show good management and leadership skills by being able to organise, plan, control, monitor and lead all activities in their departments. Establish a collaborative culture by creating positive interpersonal working relationships, through mutual support and shared purpose.”

Question 4: “Do most HODs have these qualities?”

The responses from the participants differed considerably. The majority (70%) of participants indicated that HODs do not have the qualities and competencies to be effective HRD agents. They lack good management and leadership skills to transform schools.

Some (27%) of the participants, however, stated that HODs do have most of these qualities but are frustrated by lack of support from the senior SMT and inadequate LTSM.

A few (3%) of the participants were not sure because HODs do not normally perform tasks related to their job descriptions and show lack of commitment in all they do.

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 “They do not. This is evident in that they fail to transform their departments. They are unable to manage change and lack leadership skills. I think they need more training and capacitation on change management and transformational leadership.”
- 
 “Very few HODs have these qualities. The education department normally allocates funds on skill development to enable HODs to meet the challenges accompanying the new education system. They are however, handicapped by the senior SMT which is unappreciative of good work and unsupportive. Lack of LTSM makes their task as HRD agents extremely difficult.”

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 “Not sure. HODs seem not to know what their job entails. They do not normally perform tasks related to their job descriptions and show lack of commitment. I think this is caused by the fact that normally wrong people are placed in wrong positions. Nowadays leadership is acquired through interviews as compared to the past where leaders were appointed in accordance with the inherent potential to deliver or acquired competence over a period of time under consistent and strict observation.”

Question 5: “Is there a powerful team that leads and guide HRD programmes? Please elaborate”.

The majority (57%) of participants indicated that they do not have powerful teams to lead and guide HRD programmes. This is attributed to the fact that existing SDTs and PWGs are only tokens in that they do not enjoy the assistance and support of the SMT. Due to lack of training and capacitation they are unable to play a significant role in HRD. The D/Os support team is also not doing enough to assist and support HRD programmes.

Many other participants (43%) claimed that SDTs and PWGs do play a significant role in HRD. They assist in identifying HRD needs and the drawing up of development programmes. Monitor progress of educators and give guidance and support. They liaise between HODs and D/Os with regard to high priority developmental needs such as INSET and workshops where the need arises. They attributed their claims to the fact that the SMT and D/Os did not provide guidelines for the establishment of such structures.

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 “No, the SDT consists mainly of educators that are subjected to the bureaucratic divides. They do not have influence on the SMT and lack their assistance and support. They are only on paper to flutter D/Os because they are not visible and as a result play no significant role in leading and guiding HRD programmes due to lack of training.

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 “Yes, the D/Os have established SDTs which they guide and support. They regularly hold INSET and workshops to capacitate them on HRD. SDTs assist in identifying HRD needs and collaboratively draw-up development programmes. They monitor the implementation of these programmes, give regular feedback and effect changes where necessary.”

- 
 “No, we don’t have such teams, as a result there is no need for HRD programmes. The SMT and D/Os seem not to care about the establishment of such structures which, when brought to existence can play a meaningful role in HRD and ensure WSD.”

Question 6: “What, if any training, have HODs received in change management strategies?”

Responses from the majority (73%) of participants show that HODs did receive training in change management. Workshops and INSET were held on change management, transformational leadership, team building and strategic planning and implementation. They however, raised their concerns regarding the inadequate and ineffective training they received.

Other (21%) participants indicated that only one session was held to train the principals. The training model in change management is cascading in nature. The training HODs received from principals was very theoretical. Despite democracy principals are still authoritative, dictative and disregard contributions made by HODs during training sessions.

A few (6%) of the participants indicated that they received no training on change management hence they are struggling with the implementation of the IQMS and NCS. D/Os communicate by means of circulars which are at times not easy to interpret and bring about confusion.

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 “The D/Os (LFs and SMGDs) conduct numerous workshops and INSET for the development of HODs on change management. The training however, has been inadequate and ineffective in that we are still struggling, to manage change. We don’t have strategies to deal with attitude of educators towards change, especially those who resist it. Change in itself is not the main concern but rather the practical knowledge and strategies to be implemented which are central to change management.”

- 
 “We did not receive any training in change management hence we are struggling with the implementation of the NCS and IQMS. We depend on colleagues for assistance and support. We need formal training on change management by experts in the field. D/Os communicate by means of circulars which are at times not easy to interpret. It is also difficult to make follow-up or seek clarity as these officials are not readily available.”

Question 7: “What kind of change management dominates the management style of HODs and senior SMT members at your school?”

The majority (82%) of participants posit that the democratic leadership style of change management dominates the management style of HODs and senior SMT members at their schools. Democratic in this sense meaning, collaborative decision-making, delegating responsibilities and teamwork. They however, sometimes become very autocratic in that they take controversial decisions without consultation. Though the democratic approach is preferable, at times the combination of the two leadership styles might be desirable to achieve the set outcomes.

Some (18%) of the participants indicated that principals are very autocratic in that they dominate the whole process of change management by giving

instructions and directives without involving the SMT. They are real dictators.

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 “The SMT uses the democratic leadership style although they can be very autocratic at times. Participatory involvement where decisions are collaboratively taken, teamwork promoted, responsibilities delegated and experiences and knowledge shared.”

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 “The principal is very autocratic. He dominates the transformation process by giving instructions and directives. There is no collaboration whatsoever. He is a real dictator.”

Question 8: “What is your view regarding IQMS as a tool for HRD?”

Participants view IQMS as an excellent tool for HRD provided it is implemented correctly. It assists in identifying developmental needs of educators and provides support for their continued growth and development. It improves human relations in that all educators are involved in the process of appraisal. However, some participants felt that the attitude of some educators needs to be changed towards DA due to lack of transparency and subjectivity by HODs coupled with inadequate training they received in the implementation process. Some SMT members use it punitively to ensure that educators do not qualify for the 1% salary progression for good performance. The 1% incentive for good performance is frustrating to educators and they feel that the education department needs to look urgently into the matter if it hopes to retain happy, competent and committed education corps.

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 “The IQMS is encouraging, but the end results are discouraging. Encouraging in that it is developmental by helping in identifying developmental needs of educators and training them accordingly. Educators are equipped to work diligently and to be committed to quality education. However, the 1 % incentive for good or excellent performance is an insult to the profession and very demotivating. The education

department needs to review the incentive to at least 5% if it wants to keep a happy and committed workforce.”

Question 9: “Do you agree that D/Os have a role in curriculum development? What role do they play, if any?”

All three focus groups agreed with the statement, but raised their concerns regarding the role that HODs should play in this regard. D/Os seem keen to play a meaningful role in curriculum development but lack the capacity to do so due to lack of training and capacitation. They need an in-depth training in the NCS so as to be able to assist and support schools in the interpretation and implementation of the new education system. The new appointments of LFs were seen as having impacted negatively in the development of curriculum. They visit schools, hold workshops and INSET, encourage schools to establish PWGs and SDTs but lack the capacity to really play a meaningful role in curriculum development. Some participants indicated lack of feedback and follow-up after training in order to render the necessary assistance and support and to ensure that what has been acquired is put into practice. There is lack of collaboration and effective communication between schools and D/Os to improve their partnership.

🎬 “D/Os are accountable to schools allocated to them. The problem is that their inputs are not taken seriously as most of them are newly appointed LFs and seem not to have undergone training in their new jobs. They seem keen to assist in curriculum development by assisting in the interpretation and implementation of the NCS but are failing due to incapacitation. Their role in curriculum development and support to schools is minimal and therefore ineffective.”

🎬 “They provide educators with relevant information and policy documents as well as learning programme guidelines. Organise workshops and INSET to capacitate educators on the NCS. Encourage schools to

establish developmental structures such as SDTs and PWGs. Advise schools on teaching and learning support materials. Collaboratively design and implement HRD programmes.”

Question 10: “What is your perception regarding the level of training D/Os received at workshops to equip them to ‘train the trainer’?”

The majority (79%) of participants regard the level of training that D/Os received at workshops to equip them to ‘train the trainer’ as good. HODs are capacitated to train and develop their subordinates. The major problem they cited was that the duration of the training was too short. More in-depth training would yield excellent results. Regular school visits and feedback are of great assistance in that they ensure that what has been imparted at workshops and INSET are correctly interpreted and implemented.

Other (21%) participants, however, raised their concerns regarding the level of training the new LFs underwent because they seem not to be fully capacitated to train HODs who in turn should train their subordinates. D/Os need thorough training themselves to be able to train and develop HODs.

- 🗨️ “Very high. The only problem is that they don’t hold these training sessions regularly and the duration is very short. Regular training sessions and school visits after training to give support to schools is crucial. Training sessions will be more effective if they are accommodated during school hours not in the afternoons when we are tired or during holidays when we are supposed to be resting or preparing for the next session.”
- 🗨️ “The level of training that D/Os have received is questionable. The newly appointed LFs are incompetent. I think the criteria was based more on addressing the issue of gender equity, because the majority, if not all of

them are ladies, rather than on competence or suitability for the position. By stating this I am not trying to be a sexist, but just stating a fact.”

Questions 11 and 12: The two questions are grouped together because of their similarity. *“What innovative strategies had the D/Os adopted in WSD? Have they been effective? Elaborate”.*

Workshops and INSETs are conducted to ensure that WSD takes place. Participants felt that participation and feedback was vital. There was no effective partnership formulated between D/Os and schools. It seems the appointment of new LFs added pressure to the performance of tasks more than the extent to which it builds capacity at schools due to incompetence and incapacitation. Their training sessions are too theoretic and of short duration and are unable to assist in the practical application of their theories. What educators need is how to apply different scenarios in schools in order to become effective and functional. Workshops and INSETs are not that effective because they are held in the afternoons when educators are tired or during holidays when they are supposed to be resting or preparing for the following term. The application of new methodologies and strategies for effective teaching and learning requires schools to be adequately or well resourced, which is not the case with most of our schools and this puts unnecessary pressure and stress on educators. There is very little support from D/O regarding WSD. D/Os do not give feedback after school visits or make follow-ups after training to ensure the appropriate implementation of what has been acquired and to render assistance and support. Communication is in the form of circulars where impromptu meetings or demands are made of this and that without realistic or reasonable time frames. One of the participants indicated that D/Os only visit schools at the end of the year when they come for moderations and promotions.

The few D/Os who are capacitated on HRD are doing a splendid job. The educators seem not to have serious problems regarding workshops held in the afternoons or during holidays. They would however, prefer that they be held

during school hours with minimal disruptions where the services of volunteers could be employed during their absence. Training is effective in that they are grouped into different LAs where group discussions are held and regular feedback given to ensure common understanding. Through regular visits they ensure assistance and support throughout the development process. WSD need analysis is done collaboratively with all stakeholders.

- 🎬 “Workshops and INSETs. D/Os seem not be sure about their roles in WSD. They lack the capacity to play a meaningful role in this regard. During workshops or INSETs they are too theoretical and unable to assist in the practical applications of their theories. What we need is how to apply different scenarios in our schools in order to become effective. These training sessions are not effective because they are held in the afternoons when we are tired from a hard days work. Training in the afternoons also puts pressure on us because as we also have to do extra curricular activities. There are no follow-up visits to monitor the implementation of the acquired knowledge and skills in order to render assistance, guidance and support”.
- 🎬 “To be honest, very little is done by D/Os regarding WSD. D/Os are duty bound to assist in WSD and WSE, but schools have up to now benefited nothing. We only see them at the end of the year when they come for moderations and promotions.”
- 🎬 “WSD need analysis is done collaboratively with all stakeholders. Workshops and INSETs are held to address these shortcomings. IQMS plays an important role because it assists in identifying HRD needs and provides support for continued growth of educators. Regular school visits are conducted to monitor, evaluate and give support.”

Question 13: “How is curriculum policy implementation and reform process monitored in schools?”

D/Os in collaboration with the SMTs regularly monitor curriculum policy implementation. Monitoring is done by means of support visits, control of learners and educators portfolios. Developmental structures such as SDTs and PWGs also play a meaningful role in the implementation of curriculum policy and monitoring of reform process. They attend workshops and INSETs and assist in WSD after undergoing training in WSE. During school visits D/Os not only monitor, they evaluate and give feedback as well as assistance and support throughout the implementation process. One of the participants raised concern regarding the lack of capacity of D/Os in this regard.

🎥 “HRD is an ongoing process which ensures maximum output which leads to full functionality. D/Os in collaboration with SMTs and developmental structures ensure curriculum policy implementation and monitor reform processes. The whole process is evaluating regularly and feedback given HRD programmes are jointly developed and implemented.”

🎥 “D/Os are trying their level best to assist in this regard but are ill-equipped to do so. Their visits at school are fruitless as we benefit nothing from them. They need more training to capacitate and develop them.”

5.5 CONCLUSION

In this chapter, collected data were analysed and presented. The results of the research were highlighted in order to advance discussion and analysis. The next chapter will present details that pertain to findings and recommendations of the research study.

CHAPTER SIX

FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

The research study investigated the management role of HODs which is central to HRD. The study was based on the assumption that a well planned, designed and implemented HRD programme would enable HODs to develop the talents and potentials of educators (subordinates) optimally in order for them to give optimum performance in both educative and management functions. Factors which contributed to the effectiveness of HRD programmes and those which inhibited the successful implementation thereof were identified, as well as possible ways or strategies of promoting its effectiveness.

From the literature study, it is evident that HODs as managers should be competent in the following:

- (i) management of the curriculum;
- (ii) management of educators; and
- (iii) management of physical resources.

The researcher confirms the premise that HODs should have the necessary knowledge and skills to manage and develop educators effectively. HODs should have sound knowledge of staff provisioning, DA, maintaining good human relations and developing effective HRD programmes for educators. These are essential components for effective EMD and HRD.

The study gathered information from SMTs and educators in primary schools by responding to questionnaires and interviews. SMTs and educators have a significant role to play in HRD through their teaching and learning experience and management roles, hence their invaluable contribution in the study.

The literature study, which forms the basis of this study, has been used to formulate principles and guidelines for effective HRD and management programmes by identifying ideas and variables that have been found to be important in HRD. In this chapter, findings are tabled and recommendations made. Recommendations are not discussed separately, but are embedded in the new HRD programme for HODs drafted by the researcher (cf. 6.4).

6.2 SUMMARY OF FINDINGS

The findings are discussed in a three-fold manner, namely findings from the literature study, the questionnaires and lastly from the interviews.

6.2.1 Literature study

The literature study revealed that for HODs to be effective in EMD and HRD, they must keep abreast of new developments in the technological, economic, political, legislative and social fields, as well as HRD practices. HRD management should be aimed at the end result (outcomes) of HRD, namely, the attainment of goals and objectives. HODs need continuous training if they are to implement TQM effectively. Development of a vision and mission should be a collaborative effort between all the stakeholders to ensure stronger commitment and institutionalization. Shared vision has an ethical force that develops hope in spite of difficulty.

Literature argues that HODs as transformational leaders should lead by example in outlining a strategic task to create a vision, mobilise commitment and institutionalise the desire change. Complexity of the provision of HRD programmes is needed to ensure effective teaching and learning and lasting changes in performance. The key role played by HODs in support framework of HRD programmes is acknowledged based on the assumption that effective development programmes take place within the working environment itself. Effective HRD programmes involve leadership, ethos, high expectations, positive

teaching and learning, parental involvement in the life of the school and the continuous improvement.

Managing change is a challenge to HODs because diverse individuals in the school will inevitably hold diverse views of change, and their energy will need to be harnessed in order to meet the goals of change. HODs need to be able to manage change because people normally fear and resist change. It is essential for HODs as educational managers to ensure that proper feedback forms part of the educators work ethics, as well-informed educators are motivated and prepared to work as a team.

The introduction of the IQMS and the NCS has added more responsibilities to HODs as managers of change. HODs must ensure that the teaching and learning process that unfolds in classrooms is transformed, and that decentralisation of management is developed, monitored and implemented. HODs need to ensure that the NCS statement is successfully implemented in their departments by capacitating them in order for them to grow into jobs and new roles, adapt to new situations, refine their teaching and learning techniques and profit from their relationship with each other and with their learners. The most important role of HODs in HRD is to celebrate and support a culture where it is both natural and exciting for educators to make teaching and learning real, relevant and challenging.

Among the key attributes of school culture that is being regarded as being the most supportive of school improvement efforts, leadership roles and skills are cited. Effective leadership is only possible when proper communication and feedback form part of the leadership approach.

The IQMS is an integrated quality management system which consists of developmental appraisal, performance measurement and whole school evaluation which are aimed at enhancing and monitoring performance of the education system. The key feature of the implementation of the IQMS is the

transparent and participatory process in which all the stakeholders are engaged in WSD. The provincial DoE has the responsibility to expose district officials and schools to effective training and organised HRD programmes. Lack of provincial capacity to develop districts were highlighted hence the limited capacity of district officials to implement key strategic projects and HRD programmes in schools.

- HODs to be effective in EMD and HRD, must keep abreast of new developments in the education circle. Their management role should be aimed at end-results (outcomes) of HRD, namely, the attainment of goals and objectives. HRD management involves sustained performance of thought and collaborative interactions of multiple minds and tools as well as individual possession of information (cf.2.3).
- HODs as transformational leaders, should advocate a systematic change and teaching and learning strategy that will capture a shared vision to guide educators actions as educational practitioners. Development of a vision and mission should be a collaborative effort between the SMT and educators. Shared vision and mission can help the school keep on course during times of colossal stress because as ethical forces they can develop hope in spite of difficulty (cf.2.6.1 and 3.3).
- HODs have to ensure that through the implementation of the IQMS and the NCS schools are transformed. Educators need to be capacitated in order form them to grow into jobs and new roles, adapt to new situations, refine their teaching and learning techniques and profit from their relationship with each other and with their learners. The challenge for HODs is to create a powerful teaching and learning culture, in order to build upon the talents of the educators (cf.3.1).
- Lack of provincial capacity to develop D/Os was highlighted hence the limited capacity of these officials to implement key strategic projects and HRD programmes. At the district level interface, curriculum change and

innovation is essential, as well as continued assistance and support by D/Os to ensure effective and sustained curriculum delivery (cf.3.7).

-  DA as a tool for HRD assists in the identification of HRD needs. It provides a conduit through which to channel resources to upgrade and transform educator skills and knowledge. If properly performed HODs can be assisted to design effective HRD programmes. The purpose of HRD programmes is for the personal, career and organisational development (cf. 3.6.2 and 5.3).

6.2.2 Questionnaire

HODs should ensure that a culture of effective teaching and learning is cultivated in schools. DA is an essential tool for HRD need identification. HODs should be able to draw HRD programmes that address these deficiencies. Ability to plan HRD programmes, implement, monitor, evaluate and give regular feedback. Delegate responsibilities that ensure further development of educators. Ensure that adequate and relevant resources are available. Ensure that school policies and procedures are consistent with the change and manage resistance to change. Should be engaged in staffing or recruitment of educators because they know the needs of their departments. Advice senior SMT about performance and progress in their departments.

-  Reform initiative which try to empower educators, create new roles and responsibilities for role-players in education. HODs as transformational leaders, must ensure that the teaching and learning process that unfolds in classrooms is transformed, and decentralisation of management of the school is developed, monitored and implemented (cf. 6.4.1).
-  Managing change is a challenge to HODs because people generally fear and resist change. They perceive it as a threat to their self-interest. Diverse individual educators in the school will invariably hold diverse

views of change and HODs will need to harness their energy to meet the goals of change (cf. 6.4.18).

- The purpose of DA is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and draw up programmes for individual development (cf. 6.4.27).

All the participants feel that the purpose of HRD is to enhance their personal and professional growth. HRD capacitates them with knowledge and skills essential in making them effective educators and classroom managers and enhances effective teaching and learning by empowering educators through INSET and workshops. Develop high performance workplace that values diversity, recognizing outstanding achievement of educators and promoting inclusion. Improving performance in order to benefit the whole school, by ensuring that the core function of the school, which is the promotion and attainment of quality education is attained.

- HODs must model commitment to professional growth. If they hope to encourage subordinates to grow professionally and to be enthusiastic lifelong learners they need to demonstrate leadership qualities for educators aspiring to a promotional post (cf. 6.4.12).

- The restoration of a culture of teaching and learning involves the creation of a culture of collaboration and accountability. Through collaboration HODs can develop accountability, in the sense of the development of a common purpose among learners, educators and parents. Creating a commonly accepted culture enabling everyone in the school to flourish is the task of the modern leader (HOD) (cf. 6.4.26).

HRD is likely to be affected by various factors. Among others are changes in curriculum, for example, the introduction of the NCS which requires educators to acquire new knowledge and skills to implement it successfully, lack of

transparency, fairness, honesty and objectivity, during DA process. Staff turnover, especially new educators who need more training in the NCS, hostile attitude of educators towards change, lack of commitment from educators, lack of support and assistance from D/Os, lack of discipline due to change in laws, for example, abolition of corporal punishment, change in technology. Platooning and pending redeployment of educators due to the ever dwindling numbers of learners, are among other factors, likely to affect HRD.

- The introduction of the IQMS and NCS has placed more responsibilities on HODs. HODs as agents of change must ensure that they are correctly interpreted and implemented. The rationale underlying participative teaching and learning is the empowerment of educators to contribute to their own learning and growth. Resource allocation, school leadership and climate of the school not having the ability to change are factors capable of contributing negatively or positively to teaching and learning. HODs lack the capacity to empower and develop them (cf.6.4.13).

6.2.3 Interviews

Lack of training or capacitation of HODs on change management and HRD make their tasks difficult as transformational leaders. Resistance to change, absenteeism of educators due to the HIV and AIDS pandemic, work overload due to teaching and having to fulfil other responsibilities as HODs are some of the comments made. Other issues brought forward include: Lack of HRD and teaching and learning resources, inadequate and ineffective communication and feedback mechanisms, unhealthy working results that normally leads to formation of cliques and the lack of support from the senior SMT and District Officials. Deadlines normally set for submissions by D/Os are hostile in that educators are not given enough time to prepare or submit.

- Empathy and support is critical for educators who have trouble dealing with change. Active listening can be an excellent tool for identifying the

reasons behind the resistance and for uncovering fears. Emotional support and encouragement can help educators to deal with the anxiety that is a natural response to change (cf.6.4.19 and 6.5.2, 6.5.3).

- HODs as transformational leaders should lead by example in outlining a strategic task to create a vision, mobilise commitment and institutionalise the desired change. A collaborative culture can be established by creating positive interpersonal working relations, through mutual support, mutual understanding and shared purpose (cf.6.4.11 and 6.4.12).

IQMS is an excellent tool for HRD. Through DA educators developmental needs are identified. PGPs stipulate developmental needs of individual educators and are developed accordingly. This PGP provides support for continued growth of educators, promotes accountability and teamwork. Human relations are improved because all educators are involved in the appraisal process.

27% of the participants, however, regard IQMS as a waste of time and the taxpayers money. The 1 % pay incentive is an insult to the profession and should be improved or done away with. This needs urgent revival if the DoE wants to keep educators happy and committed. There is lack of transparency and objectivity during developmental appraisal. Some SMT members use DA punitively rather than developmentally by denying educators the 1 % pay progression due to indifferences that are not work related.

- The purpose of DA is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and draw up programmes for individual development. Provides a form of existing skills and competencies of educator performance and articulates the quality of educator performance (cf. 6.4.27 and 6.5.8).

57% of D/Os are unable to play a meaningful role in curriculum delivery due to lack of or inadequate training. They need development and capication in the

implementation of the IQMS and NCS. They have received no training on "train the trainer" hence their incapacity to training HODs and HRD. They play a very minimal role in WSD regarding assistance, guidance and support.

43% D/Os, however, do play a significant role in curriculum delivery. They provide schools with information and policy documents as well as learning programme guidelines which facilitate the implementation of the NCS. They establish SDTs and PWGs according to LAs and compile learning programmes for different phases and grades to facilitate the process of transformation in schools. Through collaborative identification of needs, INSETs and workshops are organised to address these deficiencies.

-  D/Os have an essential role to play in curriculum change. To sustain and support curriculum innovations D/Os should provide clarity, assistance, and structure in developing the necessary organisational and social routines, both in the classroom and the school. In building social structures to support reform, the problems of classroom implementation of the curriculum are nested in school implementation,
-  school implementation is nested in district support. The limited district capacity leaves schools without the necessary and competent HRD to drive the process (cf. 6.4.22, 6.5.9 and 6.5.11).

6.3 CONCLUSIONS

The results of the above is revealed in low morale among educators and managers, lack of a culture of teaching and learning, poor understanding of issues related to curriculum development and delivery, lack of parental interest in the school system, lack of D/Os support to schools and a mass exodus of highly skilled managers.

In addressing the above issues, the effectiveness of HRD remains one of the

main challenges facing HODs. In the next section of this research, the recommendations are incorporated in a HRD programme to be used by HODs.

The first three questions and corresponding research objectives of the study (cf. 1.5.1; 1.6) were successfully addressed by the conclusions drawn from the literature review (cf. 6.2.1). These aims are:

- to provide a theoretical perspective of the underlying imperatives, nature and process of organisational transformation;
- to provide some specific attributes that are implied by transformational leadership; and
- to provide a brief theoretical perspective on the various forms of HRD leadership.

The next two research questions and corresponding research objectives of the study (cf. 1.5.1; 1.6) were attained by the conclusions drawn from the empirical study (questionnaires and interviews) (cf. 6.2.2; 6.2.3). These aims are:

- to ascertain the effectiveness of strategies and techniques currently used by HODs in HRD;
- to ascertain competency skills that are essential to be an effective transformational leader;

The last research question and corresponding research objective of the study (cf. 1.5.1; 1.6), namely:

- to draft an effective HRD programme to be used by HODs as educational managers

is addressed in the last section of this study (cf. 6.4) and adds to the current body of knowledge in Human Resource management in Education.

6.4 RECOMMENDED HRD PROGRAMME

6.4.1 Introduction

The demands of commerce and industry are continually changing and are reflected in the activities of the training department and the HRD programmes. New approaches, skills, operations and procedures require either new training programmes or modification of existing ones. This in turn affects the members of the training department, planners and designers of HRD programmes. The researcher therefore wants to put forward design features for an HRD programme in this chapter.

Educators are the schools' greatest asset. They stand at the interface of the transmission of knowledge, skills and values. Primary school educators will only be able to fulfil their educational purposes if they are both well prepared for the profession and are able to maintain and improve their contributions to it through career-long learning. HODs support for the well-being of educators and their professional development, is therefore, an integral and essential part of efforts to raise standards of teaching, learning and achievement. HODs need to develop the ability to sense changes in their environments, adapt their strategic and operational approaches to those changes and then engage the hearts and minds of everyone in the school to grasp the challenges presented. For this reason, HODs as transformational leaders need to design successful and effective HRD programmes.

The design of a HRD programme is a complex process and starts at a decision-making event. This might be at an SMT meeting, at which a new operation or procedure is decided, a personnel report on suspicions of problems gleaned from performance reviews, line managers' concerns that they or their educators may be performing at less than total effectiveness or educators themselves who realise that they need support, guidance and training to perform their roles or develop beyond their current level. Whatever the source of the need

requirement, if an effective HRD programme is to result, HODs need to plan activities in a capable manner to achieve the needs.

As identification of training needs is crucial to designing a sound HRD programme, it is necessary that considerable attention should be given to this aspect of training. For carrying out a productive exercise, there is a need for active cooperation between the HOD and the educators participating in the HRD programme. HODs as HRDs must ensure that the training needs of educators are fully reflected in the HRD programme, hence the next section focuses on the design of a HRD programme.

6.4.2 Designing HRD programmes

Designing HRD programmes will require an understanding of the principles of adult learning from HODs as they have special needs and qualities that set them apart from young learners. HODs should not only be familiar with ways to teach young learners effectively, but also with ways to teach adults and develop adult talent effectively. HRD programmes should be effective and therefore be directed at the outcomes and priorities that have been set.

6.4.3 Purpose of HRD programmes

Lying behind the main philosophical debates concerning the nature of HRD, there is a current set of debates concerning the purpose of HRD. These debates on the purpose of HRD centre on the learning versus performance perspectives. The question is whether HRD should focus on the well-being of the individual or more on WSD. This section presents a rudimentary map of the various claims of the purposes of what HRD might be.

The following can be regarded as the purpose of HRD programmes.

6.4.3.1 Personal development

The purpose of personal development and professional development is the eventual self-actualisation of the educator. Giving an educator an opportunity to attend appropriate workshop in his/her learning area could lead to the educator's growth.

HRD programmes focus on the improvement of the knowledge, skills and abilities of individual educators to perform to the standards expected in schools. Developmental activities, in contrast, have long-term foci on preparing for future responsibilities while increasing the capacity of educators to perform their current jobs effectively. HRD programmes are therefore, programmes of organised activities of both a group and individual nature, planned and carried out to promote the personal and professional growth of educators.

6.4.3.2 Career development

HODs are positioned in schools to be major forces in driving improvement standards of teaching and learning, and the government believes that schools should recognise the importance of their contribution when allocating training budgets. Career development can take place when an educator is assigned a job for which s/he has not developed the necessary skills, and s/he would learn skills while doing the job. A rational sequence of job assignments can be used to reduce the time required for an educator to develop the necessary skills for a chosen target group. If a particular job requires a particular skill, a series of job assignments should be selected that will provide the best means of development over the course of an educators' career.

Most organisations are talking not of opportunities for advancement and/or progression, but of opportunities to improve marketability and employability. Thus, they foresee that career development is no longer likely to involve lateral development.

6.4.3.3 Organisational development

The major purpose of career management is to match the educators' developmental need, abilities and goals with the current or future needs of the school. This is intended to ensure that the school places the right educators in the right place at the right time, thereby offering the educator the opportunity of achieving personal fulfilment in the job. The purpose of HRD programmes is therefore to promote learning processes that will in turn enhance the performance of individuals and the organisation as a whole.

The researcher is of the opinion that the purpose of HRD focuses on theory and practice relating to training, development and learning within organisations, both for individuals and in the context of business strategy and organisational competence formation. One should keep in mind that without a focus on the theoretical foundations of research and practice, HRD is destined to remain a-theoretical in nature and poor practice will continue to undermine its credibility. In order to identify and articulate the organisations' goals and its effectiveness in reaching these goals, a need analysis needs to be conducted. It is clear to the researcher that a needs analysis of the organisation becomes essential.

6.4.4 Needs analysis

Needs analysis is a process by which an organisations' HRD needs are identified and articulated. It is the starting point and the training process of HRD. A needs analysis is a study that can be used to identify:

- an organisations goals and its effectiveness in reaching these goals;
- discrepancies between educators' skills and skills required for effective job performance;
- discrepancies between educators' current skills and skills needed to perform successfully in the future; and
- the conditions under which the HRD activity will occur.

The aforementioned information assists the HOD to ascertain where and what kind of programmes are needed, who needs to be included in the programmes, whether there are currently any roadblocks to the programmes effectiveness and establish the criteria to guide programme evaluation. It is obvious then that a needs analysis forms the foundation for an effective HRD effort.

Conducting a needs analysis for HRD in a school, as in any organisation, is a multi-phase process. Figure 6.1 illustrates these phases.

Figure 6.1: Needs analysis process

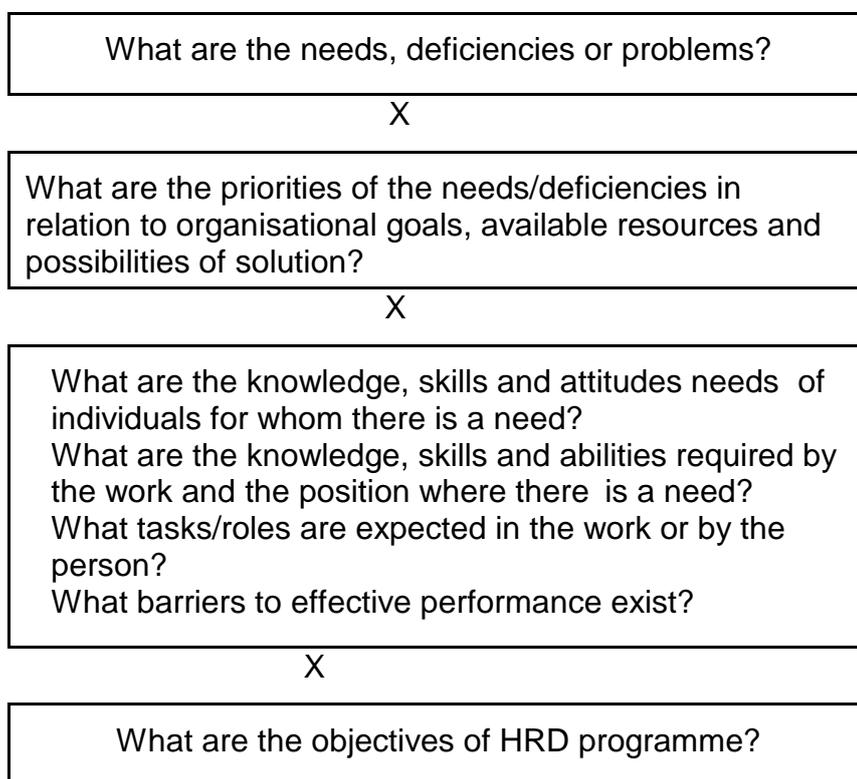


Figure 6.1 presents what is considered to be the key factors in conducting a needs analysis in a school. These factors are now discussed.

6.4.4.1 What are the needs, deficiencies or problems?

Person analysis is directed at determining the training needs of an educator in the school. The focus is typically on how well each educator is performing key job tasks, but this process may identify a wide range of both common and unique HRD needs. Depending on the nature of an individual's work, the HODs, peers, customers and subordinates may also be in a position to provide information that can be used to identify person-level needs.

Person analysis data are also used to define developmental needs, which can be identified during the periodic performance evaluation. Performance management can be defined as a managerial activity that is implemented or aimed at bringing about change on others, their behaviours and their achievements. The primary use of developmental data is for maintaining the skills, knowledge and abilities of each educator. However, the information can also be used for career development by preparing the educator for future responsibility. A skills inventory can also help determine an educator's need for training. This helps assess the educators KSAs by examining their education, training, experience, certification, performance reviews and recommendations. The HOD needs to prioritise the needs identified so that s/he knows which programmes or issues require attention and resources.

6.4.4.2 What are the priorities of the needs/deficiencies in relation to organisational goals, available resources and possibilities of solution?

Assuming that a needs analysis reveals multiple needs, HODs will have to prioritise these needs. As in any organisational function, limited resources are available for the HRD effort. Decisions must be made about what resources, including facilities, material, skilled personnel, travel and consultant fees will be used in the HRD programmes.

Programmes aimed at improving HRD are more likely to succeed if principals,

deputy principals, HODs (SMT) and educators of the school are supportive and committed to its implementation, and recognise the value to the school. HRD needs to be understood as a transformative process, it can not be separated from learning, teaching, assessment, institutional practices and cultures and the institutional, departmental, faculty culture and climate.

Unfortunately, there are cases where committed staff undertook initiatives at their institutions, but received very little support from the SMT.

In supporting lifelong learning for educators, the SMT can use several ways of doing so in practice. These include informing educators about current trends and issues, encouraging attendance at workshops, seminars and conferences, building a culture of learning, promoting coaching, and providing resources to promote development.

6.4.4.3 What are the KSAs needs of individuals required by the work and the position where there is a need?

The development of skills, that is, both improving the existing skill base and applying new skills in the workplace, is critical. Skills pertaining to planning, organising, leading, evaluating and researching are vital in the workplace. The researcher is of the opinion that these skills should include:

Character skills

These skills build integrity through self-knowledge, ethical sensitivity, value-based action, personal balance, kindness, spiritual openness, trustworthiness and responsibility.

Relational skills

Relational skills, sustain interconnections among people through dialogue,

social inclusion, consensus, acknowledgement, constructive feedback and collaborative problem-solving.

Mediation skills

Mediation skills turn conflicts into opportunities through penetrating honesty and empathy, supportive confrontation, courageous consent, valued diversity, emotional intelligence, empathetic listening, interest based negotiation and conflict resolution.

Wisdom skills

They increase understanding, such as imagination, intuition, judgement, innovation, critical reasoning, paradoxical problem-solving and revolutionary strategic planning.

Elicitive skills

They motivate people to act, such as, involving others, building coalitions, coaching, facilitating, mentoring, nurturing talent, inspiring passion and empowering leadership.

Action skills

They commit to achieving dramatic results, such as dedication, self-correction, responsibility, concern for quality, commitments, perseverance and evaluating results.

HODs should also emphasise skills for teamwork that focus on the skills of self-management, communication, leadership, responsibility, supporting diversity, evaluation, strategic planning, shaping successful meetings, resolving conflicts and enjoyment. In order for a HRD programme to be effective it is important to

know what tasks or roles are expected in the work or by the person developed.

6.4.4.4 What tasks/roles are expected in the work or by the person?

Description of the process of organisational redesign positions people at the centre of the redesign process. The process of organisational redesign, involves a process of personal redesign which in turn, affects interpersonal design. Redesign of the change process involves having to address four dimensions of changes: personal, interpersonal, managerial and organisational. These dimensions are viewed as one large ecosystem that is interrelated and interdependent.

The dynamic nature of organisational redesign by HODs should draw attention to the need to monitor how change impacts on the person and interpersonal relations. In particular, the emphasis should be on the need to relate interpersonally in the interest of ongoing empowerment of survivors and to redesign the work accordingly so that the worth, sense of control, and competency to perform, among others, is restored. In this way the context is set for people to respond positively to organisational change.

Integral to the establishment of an organisational performance design is the clarity given to the job description or role functions of individuals or teams in an organisation. The need for clarity in managers' (HODs) roles is that it enhances organisational performance design and alignment. Some aspects of the role of an HOD could involve the need to facilitate school improvement by defining clear objectives, inform the schools' action plans and create profession development opportunities for educators.

Some of the new duties that HODs face under systematic reform include: assisting in the establishment of organisational visions and missions, planning and coordinating process, facilitating change, bridging institutional gaps, and in general, providing opportunities for communicating, resolving conflicts and

improving organisational efficiency. Despite the importance of needs analysis, many organisations do not perform a needs analysis as frequently or as thoroughly as they should due to some barriers which are discussed next.

6.4.4.5 What barriers to effective performance exist?

There are a number of reasons for organisations' unwillingness to perform needs analysis due to barriers including the following:

- a need assessment can be a difficult, time consuming process. A complete needs analysis involves measuring a variety of factors at multiple levels of the organisation;
- action is valued over research. Managers often decide to use their limited resources to develop, acquire and deliver HRD programmes rather than to conduct an activity they see as a preliminary study;
- they reach the incorrect conclusion that a needs assessment is unnecessary because available information already specifies what an organisations needs are. The temptation to copy the HRD programmes of widely admired organisations or competitors often lead to such conclusions; and
- there is a lack of support for needs assessment. This can be attributed to either lack of bottom-line justification or HODs inability to sell needs assessment to management.

The aforementioned factors need to be considered when promoting needs analysis. While it is possible to improve the organisations effectiveness without accurate needs analysis information, the results are by no means guaranteed. If the limited resources available are spent on programmes that do not solve the organisations' problems, the effort is a failure and the resources are wasted and the original problems still demand solutions.

When a need for development has been identified, the HOD must translate the need into a set of programme objectives.

6.4.5 What are the objectives of an HRD programme?

HRD objectives can be defined as broad statement of intent, action and outcomes. They articulate final outcomes or end result(s) of the development programme. They describe what participants will be able to do or perform at the end of the development programme.

One of the first things the HOD should do in HRD is to define the programme objectives. Clearly defined and agreed objectives are the first stage in the design of HRD programmes and help facilitate systems of communication between different parts of the organisation. The ability of HODs to communicate corporate objectives to those responsible for seeing that those objectives are achieved, is also an essential characteristic of an effective incentive pay scheme.

Objectives may be just implicit but the formal, explicit definition of objectives will help highlight the activities which the organisation needs to undertake and the comparative importance of its various functions. An explicit statement of objectives may assist communication and reduce misunderstandings, and provide more meaningful criteria for evaluating organisational performance. However, objectives should not be stated in such a way that they detract from the recognition of possible new opportunities, potential danger areas, the initiative of educators, or the need for innovation or change. An objective is a description of a performance an HOD wants the educators to be able to exhibit before they are considered to be competent. As such, programme objectives describe the intent and the results of the HRD programme. The results can be achieved in many ways (such as lectures, role play and coaching), but this is not specified in the objectives. Rather, objectives are used as the basis for determining which methods should be used to achieve specified outcome.

As stated, objectives are essential to a successful training or HRD programme. In addition to forming the basis for selecting the programme content and methods, objectives are used by the organisation to evaluate the success of the programme, and they also help participants (educators) to focus their own attention and efforts during the programme. It is of utmost importance that HRD programmes be characterised by effective objectives.

6.4.6 Characteristics of effective objectives

Objective setting is intended to bring about change. Where objectives have been helpful to educators they have generally obeyed the fundamental rules of clarity and precision, i.e. keeping them short and simple! Above all, objectives need to be:

- *consistent* with the values of the school and departmental objectives;
- *precise*, clear and well defined, using positive terminology;
- *challenging*, in order to stimulate high standards of performance and to encourage improvement;
- *measurable*, they can be related to quantified or qualitative performance measures;
- *achievable*, within the capabilities of the individual and the constraints of resources;
- *agreed* by the HOD and the educator, the aim being to provide for the ownership, not the imposition of objectives; and
- *time-related*, achievable within a defined time scale.

The SMART mnemonic, described in Figure 6.2 below, conveniently summarises the characteristics of effective objectives.

Figure 6.2: The SMART mnemonic

S = Specific	Objectives should be clear, unambiguous and understandable and should provide criteria for monitoring their progress. They should be expressed in terms of active verbs which focus attention on process, for example, 'undertake an audit which will aid review of the Whole School Development (WSD) policy by end of May' NOT 'hold discussions about the WSD provision in the school'.
M = Measurable	Objectives not only enable progress to be monitored, they also provide criteria which enable us to evaluate the success of our achievement, for example, quantity, quality, time, money. They are measures of success, for example, 'increase the percentage of parents attending school reporting evenings by 10 per cent' NOT 'improve parental support of the school'.
A = Achievable	Objectives need to be achievable in terms of time and available resources, otherwise expectations will not be realised and commitment to future activities will be lost. However, they should be challenging yet within the reach of a competent and committed person. There is a temptation to set simple objectives which do not motivate because they are not demanding.
R = Relevant	Objectives should be relevant to the needs of the educator as well as to the priorities of the school and the department so that the objective is aligned to school goals. The capabilities of individuals should enable progress to be made. If certain skills are lacking, programmes of training may need to be considered before a plan is implemented, for example, 'reorganise the classroom to aid small-group work' NOT 'plan how small group work could be improved'.
T = Time-framed	Without a time frame, targets provide no real criteria for monitoring progress. Each target should be linked to a short-term, mid-term or long-term reference point which will act as a marker and help to keep the implementation of a plan on course, for example, 'complete the audit by the end of autumn'.

Source: Jones (2001:34).

Following the agreement of objectives, the HOD has the important task of supporting the professional development of educators. Enquiring about progress and discussing issues as they arise are just two ways in which this may be achieved. The HOD and educators may also agree to approach other colleagues for support and advice in relation to any of the objectives.

While HRD objectives and needs analysis are critically important, their worth will ultimately be determined by an effective HRD programme which is being dealt with next.

6.4.7 Process for designing effective HRD programmes

A formal process for designing effective HRD programmes follows the following steps:

Step 1 - Need Assessment

HODs are to assess the needs for HRD based on an (i) organisational analysis, (ii) task analysis and (iii) personal analysis.

(iv) Organisational analysis

The organisational analysis weighs whether training is appropriate in management support. It is important to analyse training needs against the backdrop of organisational objectives and strategies. Unless this is done money and time may be wasted on training programmes that do not advance the cause of the organisation.

It is essential to analyse the organisations' external environment and internal climate. Trends in the strategic priorities of organisations, judicial decisions, civil rights laws, union activity, accidents, turnover, absenteeism and on-the-job educator behaviour will provide relevant

information at this level. If a training need does surface at the organisational level, a task analysis is the next step.

(ii) Task analysis

Task analysis identifies what tasks, knowledge, skills and behaviours need to be covered by training. Task analysis requires a careful examination of the work to be performed after training. It involves: (i) a systematic collection of information that describes how work is done, so that (ii) standards of performance for that work can be determined, (iii) how tasks are to be performed to meet the standards, and (iv) the competence necessary for effective task performance. Task analysis, performance appraisal, interviews and analyses of operating problems (quality control and educator complaints) all provide important inputs to the analyses of training methods.

(iii) Personal analysis

At this level, training needs may be identified in terms of the following general idea: the difference between desired performance and actual performance is the individual's training needs. Performance standards identified in the operations analysis phase, constitute desired performance. Each educator's performance can be compared to standards that represent desired performance by using information such as the following: individual performance data; diagnostic rating of educators by the HODs or peers and records of performance kept. A gap between actual and desired performance may be filled by training.

Step 2 - Assessment of employee (educator) readiness

HODs should consider whether educators are motivated to learn. Educators generally are motivated by inner need. They need to gain recognition for their

contribution and experience responsibility. HRD programmes need to be developed in such a manner that educators find them intrinsically rewarding. Research indicates that once an individual accepts a goal, and is committed to achieving it, difficult but attainable goals result in higher levels of performance than do easy goals or even a generalised goal such as “do your best”. According to Klein, Wesson, Hollenbeck and Alge (1999:885), these findings have three important implications for motivating educators:

- (i) Make the objectives of training programme clear at the outset.
- (ii) Set goals that are challenging and difficult enough that the educators can derive personal satisfaction from achieving them, but not so difficult that they are perceived as impossible to reach.
- (iii) Supplement the ultimate goal of “finishing the programme” with sub-goals during training, such as educator evaluations, work - sample tests, and periodic quizzes. As each educator clear each hurdle successfully, their confidence about attaining the ultimate goal increases.

While goal setting clearly affects educators’ motivation, so also do the expectations of the trainer (HOD). In fact, expectations have a way of becoming self-fulfilling prophecies, so that the higher the expectations, the better the educators perform. Conversely, the lower the expectations, the worse the educators perform. This phenomenon of the self-fulfilling prophesy is known as the Pygmalion effect.

Step 3 - Creation of a learning environment

HODs need to lay a foundation for successful training by creating the conditions under which educators will learn best. They need to promote motivation, spell out the objectives of training and provide opportunities for educators to practice what they learn. Successful schools build infrastructures for HRD within their

day-to-day arrangements. Such infrastructures comprise among others, time allocated from the school week for HRD activities such as curriculum development and implementation, as well as opportunities for development related discussion, observation and coaching.

Step 4 - Ensure transfer of training

HODs need to ensure that educators will be able to apply what they have learnt to their jobs. Training programmes should ask educators to set goals for using their new skills on the job and define how they are likely to benefit from using those skills. HODs must ensure that all training programmes are presented in a purposeful and effective manner.

Step 5 - Selection of training methods

An organisation consists of various sub-systems that pursue the achievement of organisational objectives by means of different organisational processes. These sub-systems are organised according to unique needs of each organisation, and usually include the marketing, production, financial and human resource functions. Each of these sub-systems can be divided into smaller systems or sub-systems, such as, planning, training and development of human resources and labour relations. HODs need to consider the possible training methods and select those that will be most appropriate.

Step 6 - Evaluation of HRD programmes

Evaluating the effectiveness of a training programme is the final phase in the implementation of a training programme. Evaluation is a means of exploring alternatives, re-educating and reforming judgements and consequently, by means through which the decision-making processes and activities can be improved. Evaluation is a critical component of the planning, reflection and redesigning process and a skill that a leader requires. The programme must be

evaluated to determine the extent to which the developmental outcomes have been attained. In the absence of evaluation, there is no feedback for identifying deficiencies or shortcomings in the programme, such as, incorrect or vague outcomes, incorrect methods, poor and defective training material and the motivation level of educators. The following aspects of a training programme need to be evaluated: the intensity with which the participants experience the programme, and how functional or effective they regard it (reaction), the measure of insight, knowledge and skills acquired (learning experience), the measure of change that has manifested in work and organisational behaviour (change in behaviour) and the extent to which productivity has increased and job performance improved (tangible result). The primary responsibility for implementing the HRD programme lies, of course, with the HOD. The next session focuses on the implementation of HRD programmes.

6.4.8 Implementing HRD programmes

This phase covers all the HRD activities to achieve the specific objectives that have been set. Some criteria to be met when implementing HRD programmes include the following:

- management support should be evident;
- the rationale and objectives of the programme should be clear;
- quality material should be used;
- the programme should be relevant to the professionals who are participating;
- a reasonable plan for achieving objectives is essential; and
- communication and feedback should be part of the process and programme.

Having briefly discussed the HRD programmes, it is now necessary to indicate how the development of educators can be monitored.

6.4.9 Monitoring HRD programmes

The importance of this phase cannot be overemphasised. Educators often attend HRD programmes and learn new techniques but never use them afterwards. The HODs should therefore establish periodically whether the new techniques are being applied or not. Programmes could also be adopted to meet objectives and goals more effectively.

6.4.10 Techniques for HRD

The following techniques can be used in this regard.

6.4.10.1 Demonstration

Demonstration is one of the most common forms of development. In demonstration the educator is shown how to perform a task and then left to go on with it. Demonstration is perhaps the simplest, quickest and most cost-effective way of enabling educators to learn the work, provided it is properly controlled. Observing an HOD or someone else succeed at challenging activities provides a forceful impetus for others to believe that they, too can succeed.

6.4.10.2 Coaching

Coaching as a process can be utilised to change the behaviour that threaten to derail a valued educator. Through coaching HODs can help educators to recognise that they have a performance problem and assist them in dealing with it. Coaching can be defined as a process used by HODs to encourage educators to accept responsibility for their performance, enable them to achieve and sustain superior performance and treat them as partners in working towards organisational goals. This is done by performing two distinct activities which are:

- (i) coaching analysis, which involves analysing performance and the

conditions under which it occurs; and

- (ii) coaching discussions, or face-to-face communication between educator and HOD both to solve problems and to enable the educator to maintain and improve effective performance.

Coaching differs from demonstration in that it is more a way of managing educators than simply a direct means of passing on detailed instructions. The educator is given support and guidance, but the focus is more on helping the educator teach him or herself and on ensuring that s/he acquires the necessary knowledge and skills.

6.4.10.3 Job rotation

Job rotation means moving educators into new jobs within their field of study for a period of time to enable them to acquire new and wider skills and knowledge. Any job rotation should be part of a planned HRD programme.

The best weapon educators have against uncertainty and change in education is working together. When educators work together, they become more efficient and professional, and the quality of their work with one another and the learners is enhanced. Job rotation is a good way to introduce variety into an educator's career, particularly if the educator has become bored with the current work assignment, as may be the case at mid-career. It may also serve to help educators build networks within the organisation. Working together leads to the formation of effective teams, which is discussed next.

6.4.11 Teamwork

In schools where performance is improving, it is often the case that a collaborative approach is discernible at the senior management level and that such team-working is replicated among the educators. In such improving

schools, HRD tends to be given a high profile, being viewed as an important means of introducing innovation and sustaining curriculum development.

A team is a group of people with a common objective that effectively tackles any task which, it has been set to do. Teamwork is essential to organisational learning and success, as it focuses and builds upon individual learning. Individual learning does not necessarily lead to organisational learning but team learning becomes a microcosm for learning throughout the whole organisation. Individual insights are shared and may be put into action. Skills are developed, refined and shared within the team.

By using teams it becomes possible to involve large number of educators in decision-making which is the first step in building ownership and commitment. Teamwork can probably enhance quality management in schools as teams can utilise resources more effectively, increase organisational effectiveness, improve the quality of educational programmes and create better learning and working environments. Effective teams will comprise members with a range of skills that include analysis, reasoning, synthesis, thinking holistically, valuing others' contributions, creativity, intuitive thinking, the possession of an excellent memory, and high numeracy and literacy skills.

Some benefits of working as a team are that:

- it improves morale and motivation;
- it reduces staff turnover;
- productivity increases;
- job satisfaction is enhanced; and
- it is far easier to overcome problems when everyone is working together.

When all staff members are making a success of their teamwork the benefits for the whole school, are that:

- it promotes emotional support;
- interaction is coordinated;
- new members of staff are inducted or old members are inducted into new posts;
- ideas are generated;
- decisions are made collectively; and
- overall, working together adds value in thinking, services and achievements that makes everyone realise that the whole is more important than the sum of the parts.

6.4.11.1 Key elements of a quality team

Members of a quality team recognise that the greater good of the school is the driving force and they are unified in supporting all the teams activities. The following are the key elements of a quality team:

- Commitment: administrators, supervisors and staff support the teams= mission;
- Mission: team members understand what they are expected to achieve;
- Objectives: team members work on tasks that are consistent with the mission;
- Trust: team members trust and respect one another and are willing to invest in one another;
- Meetings: team meetings are efficient and produce results;
- Shared responsibility: team members recognise the interdependence for success that exists within the team;
- Conflict: team anticipate conflict and eliminate it before it becomes divisive;
- Roles and responsibility: team members know what is expected of them;
- Participation: everyone in the team participates in all activities;
- Communication: information is shared with all members and team activities are communicated to all staff.

It is important for HODs as educational managers to learn about what motivates educators and what demotivates them. Next to be discussed is how to motivate educators.

6.4.12 Motivating teams

As educational managers, HODs need to know how to motivate their team members in order to operate at an optimal level. The following are some categories of motivators relevant to teamwork:

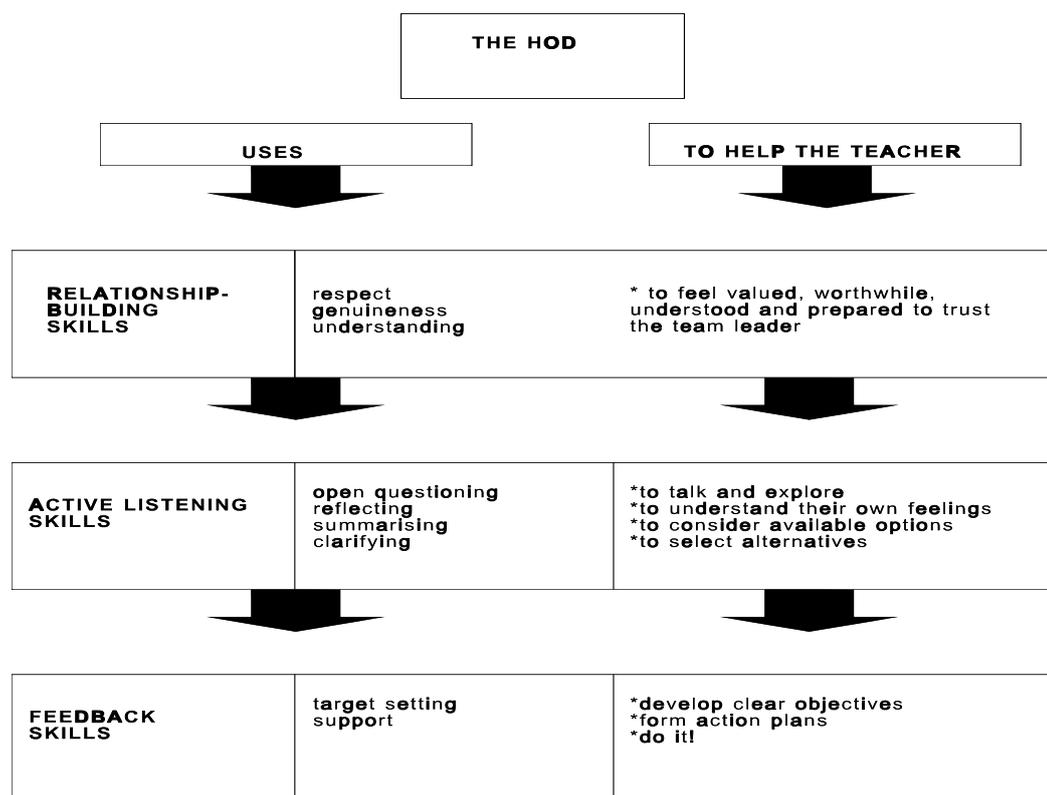
- Achievement: a sense of achievement can be gained from completing a specific task or solving a problem.
- Recognition: some educators are motivated by recognition from colleagues, their managers, and by the organisation for the work well done.
- Job interest: educators are motivated by the intrinsic appeal of a job if it is interesting and if creativity is encouraged.
- Responsibility: educators are motivated by being allowed to use their own discretion, by being shown that they are trusted, by being given authority to make decisions and by being accountable for the work of others.
- Advancement: opportunities for promotion motivate educators, but when these are scarce and awarded unfairly, educators lose interest. This is especially the case when educators who excel at a lower level discover that they are more competent than staff higher up in the hierarchy.

Any activity consuming resources of an organisation is evaluated to assess the returns on investment, hence the next section pays attention to the evaluation of the HRD programme.

6.4.13 Evaluation of the HRD programme

This section considers the nature and scope of the skills needed by HODs and educators when conducting a successful evaluation meeting. However, it should be pointed out that these same skills are highly pertinent throughout each of the stages that comprise the HRD process. The skills required of the HOD to bring about a successful evaluation process are summarised in Figure 6.3.

Figure 6.3: The evaluation process



Source: Jones (2001:45)

6.4.13.1 Relationship-building skills

Building and maintaining a productive relationship are the first important tasks of the HOD. By demonstrating respect, genuineness and understanding, the HOD encourages the educator to feel valued and understood, thus leading to a trusting relationship. Through their behaviour, HODs indicate to educators that

they are worthwhile, valuable and unique. Truly effective HODs are those who genuinely promote and sustain a positive ethos of distributed leadership within their respective departments. Fostering leadership at many levels is one of the HODs main roles.

Genuineness involves HODs being 'themselves', they need to be real, trustworthy and appropriately open about themselves. Empathising and understanding involves demonstrating the capacity to take the educator's perspective on his or her professional context. Moreover, the challenge for HODs is to achieve empathy without becoming so intimately involved that personal feelings mask or distort the educator's view. Among the ways that HODs can demonstrate these skills are the following:

- being punctual for meetings;
- being prepared;
- showing respect; and
- not being judgmental.

HODs should encourage educators to make emotional contact outside the classroom through knowing their learners' interests and hobbies, what they are good at and what their problems are. This can make a big difference to building rapport in the classroom.

6.4.13.2 Active listening skills

Effective listening is an active skill. It involves not only hearing what is being said, but also judging what is meant by the words and the gestures used. During evaluation discussions, educators may demonstrate some reluctance to express their fears and problems; they may be anxious about being criticised or judged. By listening actively the HOD shows genuine interest and understanding and so is able to help the educators to talk about and explore aspects of their work, understand their own feelings about learners progress or learner's behaviour,

consider available options for bringing about changes and, finally, selecting alternatives which usually translate into future objectives. By making personal contact educators get the impression that they are being valued and they therefore, provide sincere responses.

6.4.13.3 Open questioning

Good questioning skills are as essential as good listening skills. It is helpful to use different types of questions to encourage participants to offer relevant information about their classroom practice and development issues. Questioning can be a powerful tool, if in its application, it is used to identify, question and if necessary change invisible assumptions and the taken-for-granted that have become incorporated in received knowledge and practice. Questions are an effective way of soliciting views from participants.

6.4.13.4 Reflecting

Reflecting is a powerful skill available to HODs to help them recognise what was said by participants. HODs may be reflecting feelings experience and content at any point in the evaluation meeting. This is most successfully achieved when HODs show attention not only to what is being said (content), but also to how it is being said (feelings) possibly through non-verbal behaviour. The school as a living organisation of people who are developing and need to be developing all the time is reinforced. The school needs to be a learning organisation, an organisation which is constantly and systematically reflecting on its own practice, and insights gained through that reflection.

6.4.13.5 Summarising

When summarising, the HOD attempts to condense and crystallise the fundamental nature of what is being said. The HOD can check that the participants have understood what was said, identify the main points and

summarising can also help participants elaborate further on points summarised.

6.4.13.6 Clarifying

Effective evaluation meetings will generate a vast range of information. Clarification can help to highlight significant points raised by the participants in the course of the discussion. Done with care, HODs make use of clarification to gain a true and accurate view of what is being conveyed by participants.

6.4.14 Feedback skills

People are motivated when their contribution is recognised and acknowledged. Consequently, giving praise is the most powerful element of feedback. Constructive feedback, when honest, specific and genuine, can increase self-awareness, offer options and encourage development. A significant benefit for good performers arises from the existence of the feedback process itself. The reality is that the process can become paper driven and an administrative nightmare that precludes any efficient way of providing adequate and timeous input and support for educators. Once evaluation has been conducted, the purpose of evaluation, which is highlighted next, has to be explained to every educator involved.

6.4.15 Purpose of evaluation

The aim of the evaluator (HOD) is to do a sound job with available resources, in terms of both time and human resource. The purpose of evaluation includes the following:

- to improve HRD programmes by discovering which programmes are successful in achieving their objectives, to sort out the good training from the bad;

- for HODs, evaluation is itself a learning process. It is a tool for growth. Different HRD agents may be involved in the delivery of the programme, emphasising the need for a coordinated approach and effective monitoring and supervision;
- to suggest new approaches in designing HRD programme;
- it may highlight adequacy or pre-training preparations;
- it may also bring to light unforeseen factors.

All these will help HODs to work continuously towards improving its work and functioning and not remain content with what it has achieved. The exercise can also generate data to help the HODs in identifying their strengths and weaknesses. They can then work towards improving their performance. Since evaluation affects teaching and learning, it can be put to use as a training aid. Knowledge that results from an activity or action will be appraised and can itself become a motivating factor for teaching and learning. It facilitates more effective teaching and learning. The HODs all round skills and preparation are vital to the success of the evaluation process. Learning is a journey and educators are travellers. While reaching the final destination is impossible, evaluation is one vehicle for advancing towards the destination. The next section pays attention to some assumptions that underlie HRD.

6.4.16 Some assumptions that underlie HRD

The basic assumptions that underlie the planning, implementation and evaluation of effective HRD programmes include the following:

- all educators in schools, to stay current and effective, need INSET and should be involved in it throughout;

- INSET should impact on the quality of the school programme and should assist educators improve their abilities to perform their professional responsibilities effectively;
- effective INSET programmes must be based upon research, theory and best education practice;
- the school is the primary unit of meaningful change in education;
- professional growth requires both personal and group commitment to new performance norms and standards;
- educators, as adult learners, are motivated to risk learning new behaviours when they believe they have control over the learning situation and are relatively free from threat or failure;
- the health of an organisation, which includes factors such as social climate, trust, open communication and peer support for change, influence the success of HRD programmes; and
- district office has the primary responsibility for providing resources and training necessary for educators in their efforts to improve teaching and learning in schools.

From the assumptions, perhaps the greatest challenge facing HODs is changing the educators' attitude about HRD. The fact that HRD programmes have generally been regarded as irrelevant and ineffective and a waste of money and time, may have contributed to educators openly resisting HRD efforts. A more positive approach to INSET would be a growth approach which assumes that teaching and learning is a complex and multi-faceted activity, about which there is more to know than can ever be known by any individual person.

The above section brings to an end the HRD programme put forward by the

researcher. The next section deals with problems experienced during the research.

6.5 PROBLEMS EXPERIENCED WITH THIS STUDY

There were problems experienced with the literature study and the empirical research.

6.5.1 Problems experienced with the literature study

The researcher experienced serious problems regarding sources about HRD in South Africa. Reasonable international sources are however, available and had to be presented in the South African context. Information about IQMS and NCS was limited as these are relatively new policies in South Africa.

6.5.2 Problems experienced during empirical research

Initially, many educators showed interest to participate. In some schools principals would not cooperate. They would come up with excuses such as, educators having no time to assist in the research or having forgotten to distribute them to participants. Some of them really felt that the research should be conducted during school hours, which is contrary to the education policy.

Many questionnaires were not fully completed and the reasons advanced being:

- the questionnaire was too long and difficult to complete;
- repetition of some questions;
- some participants felt that the questionnaire did not benefit them in any way except for the researcher who would advance his academic qualifications and position himself for a better position in the education system.

Although the researcher encountered the aforementioned problems, the positive

thing is that participants in the interviews were very cooperative, helpful and offered honest responses.

6.6 LIMITATIONS OF THE STUDY

The study was confined only to primary schools. Therefore, it may not be accurate to generalise the results of the study beyond that as secondary and tertiary institutions were not sampled.

6.7 AREAS FOR FUTURE RESEARCH

- HODs were the subject of this study and a lot of perceptions regarding their management role in HRD were reflected. It could enrich this contribution if views of all HODs could be sought and compared with the themes that this study focussed on.
- The effects of transformation in education.
- The role of District Officials, that is, LFs and School Management and Governance Developers (SMGDs) in support of curriculum change, development and delivery at schools.

6.8 CONCLUSION

In this chapter, various opinions about the design of HRD programmes were researched and put forward by the researcher. The design of HRD programme consists of various phases which are interrelated and of equal significance. It is highly recommended that these phases be followed step-by-step. The omission of any phase can have a negative ripple effect on the entire HRD programme.

The commitment of HODs should not be focussed on bureaucracy but on creating an environment for learning and continuing openness to new ideas.

This can be achieved if HRD programmes not only focus on skills, but also breathe the spirit of creativity and flexibility into the schools' core processes, that is, effective teaching and learning. The effectiveness of HRD programme will rely on the HODs proper climate setting, communication, human relations, negotiation skills and participatory involvement and availability of resources.

The orientation implicit in the recommendations is to cultivate management practices that facilitate open, flexible and innovative curriculum change, development and delivery at the school and school district interface. Collaboration and collective learning are key features in the study. It is, however, recognised that the findings, conclusions and recommendations, as presented, are but a small contribution to a vast field of study.

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APPENDIX A

Private Bag X30
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14 July 2006

The Director : Quality Assurance
Room 401
Syfrets Building
Free State Department of Education
Private Bag X20565
BLOEMFONTEIN
9300

Dear Sir/Madam

RE : PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

I kindly request for permission to conduct research at some township schools in your education districts. The districts include : Lejweleputswa, Motheo and Fezile Dabi.

My personal information is as follows:

Title and name	: Mr K J Swarts
Employer	: Department of Education
Degree	: PhD
Promoter	: Dr G Schlebusch
Title of thesis	: Management of human resource development (HRD) by HODs in primary schools in the Free State

The research concerns among others:

■ Rationale

The study is intended to investigate the management role of HODs which is central to the development and improvement of the school through HRD. An attempt will be made to establish from SMT and educators what role HODs play in HRD.

■ Population

The population for this study consists of 100 educators in 20 primary schools in each district.

■ Research instruments

Questionnaires will be administered and interviews conducted. Before questionnaires are distributed and interviews conducted, permission to undertake the study will be sought from school principals. There will be no encroachment on school activities.

Please understand that the study involves no invasion of individual rights, or privacy, nor will it apply any procedures which may be found ethically objectionable. No personal information regarding those who participate in the research, will be made known.

Your attention to this matter is highly appreciated.

Thanking you in advance.

**MR K J SWARTS
PhD STUDENT
CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
WELKOM CAMPUS**

APPENDIX B

Private Bag X30
WELKOM
9460

14 July 2006

The Principal

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Dear Sir/Madam

RE : PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

I kindly request for permission to allow educators as well as SMT members to complete questionnaires as part of my PhD study. The aim of the research is to investigate the management role of HODs which is central to the development and improvement of the school through human resource development (HRD).

Questionnaires will be handed to some educators and SMT members to complete after hours. These questionnaires will be collected after two weeks. Interviews will also be conducted after school hours.

Confidentiality is guaranteed. No name is required on the questionnaire.

Your cooperation is highly appreciated.

Thanking you in advance.

MR K J SWARTS
PhD STUDENT
CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
WELKOM CAMPUS

APPENDIX C

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE SCHOOL OF TEACHER EDUCATION

QUESTIONNAIRE : MANAGEMENT OF HUMAN RESOURCE DEVELOPMENT (HRD) BY HEADS OF DEPARTMENT (HODs) IN PRIMARY SCHOOLS IN THE FREE STATE

INSTRUCTIONS TO PARTICIPANTS/RESPONDENTS

- Please note that there are *no right or wrong responses* to the items or questions in this questionnaire.

- Complete the questionnaire *as honestly as may be possible* (the first response that generally comes to mind is often most valid response to a given question or item).

- Also note that through your responses you will be making a valuable contribution to the study.

- Please answer all questions

INFORMATION AS REGARDS TO QUESTIONNAIRE

The questionnaire consists of four (4) sections which should all be completed.

SECTION A : Biographic information of participants.

SECTION B : Questions to put research in perspective

SECTION C : Questions based on the role played by HODs on Educational Management and Development and HRD.

SECTION D : Questions focussed on curriculum change, development and delivery

SECTION A

Please furnish the following *biographic information* by marking an **X** in the appropriate block in response to each question:

1 CAPACITY

In what capacity are you completing the questionnaire?

Principal		01
Deputy principal		02
HOD		03
Educator		04

2 EXPERIENCE

Number of completed years of service, in the position specified above.

1 - 5		01
6 - 10		02
11 - 15		03
16 - 20		04
21 - 25		05
26 - 30		06
Above 30		07

3 GENDER

Male		01
Female		02

4 AGE CATEGORY

20 - 30		01
31 - 40		02
41 - 50		03
51 - 60		04
Above 60		05

5 QUALIFICATIONS

Please indicate your highest qualification

5.1 Professional (education)

2 year undergraduate diploma		01
3 year undergraduate diploma		02
4 year undergraduate diploma		03
Post graduate diploma		04
B degree (e.g. B.Ed)		05
Masters degree (e.g. M.Ed)		06
Doctorate		07

PLEASE NOTE : All the above information will be treated confidentially.

SECTION B

QUESTION 1 - 10 ARE USED TO PUT THE RESEARCH INTO PERSPECTIVE

1 What is your perception regarding the role of Heads of Department (HODs) on Human Resource Development (HRD)?

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2 What would you say is the purpose of HRD?.

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3 Is there a programme of HRD in your school? Please elaborate.

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4 From your practical experience, what benefits or opportunities are derived from effective HRD programmes? Elaborate.

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5 Identify and describe any number of factors that are likely to affect your HRD (school) requirements.

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6 Do HRD programmes provide for free and open exchange of knowledge and ideas in your school? Substantiate.

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7 How are the aims and objectives of HRD established in your school?

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8 What are your current developmental needs? Mention three in their order of priorities or preferences?

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9 Do you need more in-service education to perform better? Elaborate.

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10 What role does HRD play in terms of your growth at work?

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SECTION C

THE FOLLOWING QUESTIONS ARE BASED ON THE ROLE PLAYED BY HODs ON EDUCATIONAL MANAGEMENT AND DEVELOPMENT AND HRD

11 What role do you think should HODs play in maintaining an energetic and motivated team of educators?

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12 In your view, what action can HODs take to mobilise the commitment of educators for the HRD programme?

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13 What influence, if any, does Total Quality Management (TQM), have to assist HODs to deal effectively with poor quality of teaching and learning in schools?

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14 To what extent, do you think HODs should be involved in the identification of

needs which are addressed by HRD programmes? Substantiate.

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15 In your view, who should be the major role-players in the identification of needs to be addressed by HRD programmes? Substantiate.

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16 Please elaborate on how the quality of HRD programmes can be improved in your school?

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17 Development of a vision and mission of a school should be a collaborative effort between the SMT and educators. Do you agree or disagree with the statement? Elaborate on your answer.

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18 What is your view regarding the training of HODs on change management?
Elaborate.

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19 What strategies would you suggest, should be used by HODs to manage
resistance to change?

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20 What role, if any, do you think should HODs play in whole school development
(WSD)?

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SECTION D

QUESTIONS 21 - 30 FOCUS ON CURRICULUM CHANGE, DEVELOPMENT AND DELIVERY

21 For the National Curriculum Statement to be implemented successfully, educators should be given proper support and training. How are HODs coping with the rapid curriculum change, and how do they generate training and support within schools?

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22 How often do district officials share information and provide feedback and support towards HRD in school? Elaborate.

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23 Are all district officials clear about their roles and responsibilities in curriculum development and support to schools? Elaborate.

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24 What in your opinion, would constitute the ideal kinds of curriculum delivery strategies that SMT and district officials should employ?

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25 In your view, what role should the School Development Team (SDT) play in HRD?

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26 How, in your view, can HODs establish a collaborative culture in schools, that will ensure effective teaching and learning?

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27 What is your view regarding Integrated Quality Management System (IQMS) as a tool for HRD?

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28 The role of effective leadership in learning-teaching and change processes is critical. Which leadership capabilities are demonstrated by HODs in this regard?

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29 HODs have a significant role to play in emphasising the development of individual educator within the organisational context of the school and address both individual and WSD needs. In your opinion, what managerial role should be played by HODs in WSD?

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30 What is your view regarding the following statement? “An HOD should be a transformational leader”.

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APPENDIX D**INTERVIEW QUESTIONS**

The following questions are meant to elicit views and experiences from SMT and educators about the role played by HODs in HRD as well as the support system provided by District Officials.

- 1 What problems do HODs experience with regard to HRD?
- 2 How can these problems be solved?
- 3 What type of qualities and competencies do you think are needed by HODs to be effective HRD agents?
- 4 Do most HODs have these qualities?
- 5 Is there a powerful team that leads and guide HRD programmes?
- 6 What, if any, training have HODs received in change management strategies?
- 7 What kind of change management dominate the management style of HODs and Senior SMT members at your school?
- 8 What is your view regarding IQMS (Integrated Quality Management System) as a tool for HRD?
- 9 Do you agree that District Officials have a role in curriculum development? What role do they play, if any?
- 10 What is your perception regarding the level of training that District Officials received at workshops to equip them to “train the trainer”?
- 11 What innovative training strategies have District Officials adopted? Have they been effective? Elaborate.
- 12 What kind of strategies do District Officials employ in WSD?
- 13 How is curriculum policy implementation and reform processes monitored in schools?