

**MANAGEMENT AND LEADERSHIP FUNCTIONS OF
HEADS OF DEPARTMENTS IN TECHNICAL HIGH
SCHOOLS**

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**Dissertation submitted in fulfillment of the
requirements for the degree Magister Educationis in
Educational Management in the Faculty of Education
Sciences of the North- West University
(Potchefstroom Campus)**

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2010

POTCHEFSTROOM

ACKNOWLEDGEMENTS

This dissertation is dedicated to my late sister, Motshidisi Jeannette Borole.

The author wishes to express his thanks to the following people for making this entire exercise possible:

- My supervisor, Prof M. J. Mosoge for his motivation, vision and expertise.
- My sister, Mapule Agnes Mokatsane for standing by my side through the duration of the entire exercise.
- Mev. Anneke Coetzee for assisting with the arrangement and correctness of the bibliography.
- Dr. S. Ellis (Statistical Consultancy Services) for assisting with the computation and analysis of statistical data.
- Mrs. Yvonne Bucwa (Ferdinand Postma Library) for assisting with the search and procurement of sources.
- North West Department of Education for granting the permission to conduct the research.
- Bojanala, Southern and Bophirima Regions for granting me the permission to enter your Technical High Schools.
- Heads of department for participating in the research.
- My kids, Tlhompho and Motshidisi, and my wife Lorato for your patience and understanding.

Give thanks to the LORD, for he is good. (Psalm 136: 1)

DEDICATION

This dissertation is dedicated to:

- My late sister, Motshidisi Jeannette Borole. May her soul rest in peace.
I wish you were here to witness my happiness at completing this
dissertation.
- My parents, Tjale Solomon and Motena Grace Borole for their support
and inspiration.

ABSTRACT

The research study departs from the angle that heads of department occupy an important position at the interface of management and delivery of education. Their functions range from teaching to managing the school's departments in a diligent way. It was assumed that failure for heads of department to be part of the leadership in the school and at the same time manage their department and engage in teaching duties would result in a school becoming dysfunctional.

A literature study was conducted to explore the leadership and management functions of the heads of department and to investigate the specific challenges facing heads of department in technical high schools. The empirical research consisted of a questionnaire survey to determine the views of the heads of department on their management and leadership functions and the challenges they experience in executing their tasks. It involved 75 heads of department in 13 Technical High School in the North West Province.

The major findings of the research study reveal that heads of department experience challenges with a heavy workload, find it difficult to strike a balance between teaching duties and management duties and also face challenges in executing their functions even if a job description exists. It was also revealed that respondents strongly agree with the African cultural perspective concerning the ideal leadership characteristics of heads of department. Generally the study indicated that heads of department require training aimed at meeting the specific needs of middle managers.

Keywords: Management, functions, tasks, Heads of departments, technical schools, subject head and training.

OPSOMMING

Die navorsingstudie gaan van die standpunt uit dat departementshoofde 'n belangrike posisie beklee in die bestuur en lewering van onderwys. Hul funksies wissel van pligsgetroue onderrig tot die bestuur van 'n skool se departemente. Dit was aanvaar dat, omdat departementshoofde deel van die leierskap in 'n skool is en terselfdertyd hul departement bestuur en deelneem aan onderwysverpligtinge, 'n skool daardeur disfunksioneel sou word.

'n Literatuurstudie is uitgevoer om die leierskaps- en bestuursfunksies van die departementshoofde te verken en om die spesifieke uitdaging te ondersoek waarvoor hulle in tegniese hoërskole te staan kom. Die empiriese navorsing het bestaan uit 'n vraelysopname om die menings vas te stel van die departementshoofde oor hul bestuurs- en leierskapsfunksies en die uitdagings wat hulle in die uitvoering van hul take ervaar. Dit het 75 departementshoofde in 13 tegniese hoërskole in die Noordwes Provinsie betrek.

Die hoofbevindinge van die navorsingstudie het onthul dat departementshoofde uitdagings in terme van 'n swaar werkslas ervaar, dit moeilik vind om 'n balans tussen onderrigverpligtinge en bestuursverpligtinge te handhaaf en dat hulle ook uitdagings in die uitvoering van hul funksies ervaar, selfs al bestaan daar 'n posbeskrywing. Die studie het verder getoon dat respondente sterk saamstem met die Afrika kulturele perspektief oor die ideale leierskapeienskappe van departementshoofde. Oor die algemeen het die studie aangedui dat departementshoofde opleiding nodig het wat gerig is op die spesifieke behoeftes van middelbestuur.

Sleutelwoorde: Bestuur, funksies, take, departementshoofde, tegniese skole, vakhoof en opleiding.

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LIST OF ABBREVIATIONS

DoE	: Department of Education
ELRC	: Education Labour Relations Council
EEA	: Employment of Educators Act (76 of 1998)
IQMS	: Integrated Quality Management System
NWDE	: North West Department of Education
SASA	: South African School Act

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

The promulgation of the South African Schools Act (South Africa, 1996) heralded the introduction of a new way of managing and leading schools that was patently different from the hierarchical and authoritarian arrangements of the past. As an Act based on democratic principles, it encouraged the formation of a partnership between all stakeholders who have an interest in education (Potgieter, Visser, Van der Bank, Mothata & Squelch, 1997:8). In school management, this introduced the notion of a School Management Team (consisting of the principal, deputy principal and Heads of Departments) which is expected to lead and manage the school.

Heads of Departments face challenges in executing their functions even if a job description exists. The greatest challenge is the responsibility for securing high standards in teaching and learning in their departments as well as playing a major role in the development of school policy and practice (Teacher Training Agency, 1998:4). Factors creating these challenges could be the lack of experience and training. This indicates that Heads of Departments require capacity building aimed at meeting the specific position of middle managers.

1.2 FOCUS AREA

The study will focus on investigating all those activities enabling more effective education, such as activities concerning education leadership and management, law and systems.

1.3 PROBLEM STATEMENT

Heads of Departments occupy a position between the top management of the school and the teachers. In other words, Heads of Department can be seen as middle managers in the hierarchical structure of the school. Heads of Departments, as middle management, are faced with unique challenges especially in the new democratic dispensation. According to Joseph (2005:13) and Blandford (1997:3), this has resulted in the culture of the schools changing from a top-down hierarchical culture to a flatter model where more role-players are involved in the management of the school. Heads of Departments are to co-operate with colleagues to maintain good teaching standards, progress among the learners and to foster administrative efficiency within the department (PAM, 2003). This implies that collegiality must feature strongly in how Heads of Departments fulfil their duties.

Collegiality is an accepted norm in education because education can be seen as a labour-intensive activity where people are involved. It is expected that colleagues should work together to attain the goal of educating young people. According to Bush (2003:64), pure collegiality is where all members have an equal voice in determining policy. Moloi (2002:70) states that equal participation must be allowed at all levels so that staff members can simultaneously learn from one another. Although collegiality has been in existence for a very long time, yet it remains difficult to achieve because teachers still believe in isolating themselves from their colleagues (Uirab, 2006:108). Non-collegiality impacts negatively on teaching and learning which in turn causes failure and non-achievement of goals.

When collegiality exists, planning in the department becomes easy. PAM (2003) states that the head of department must assist with the planning and management of learning area(s) work schemes. Lack of a proper and detailed development plan, in the department of a school, leads to fragmented efforts. In turn, this also disrupts teaching and learning in the classroom. Giles (1997:35)

describes a development plan as the medium to short-term operational plan of the school. It provides a means of translating a vision into meaningful objectives for those involved on a day to day basis.

Heads of Departments are expected to assist with the budget for each department (PAM, 2003). Every department in the school has its own needs of resources. The allocation of funds to subject departments and teams is determined by middle managers who prepare a budget on behalf of their teams (Blandford, 1997:163). Gold (1998:83) states that budgeting focuses on the allocation of available funds to allow certain educational activities to take place. According to Fleming & Amesbury (2001:109) middle managers are not in full control of the budget due to interference by top management. This argument is applicable to Heads of Departments who act as middle managers in the school.

Additionally, the responsibility of implementing policy in a department falls within the functions of the head of department. PAM (2003) states that Heads of Departments and teachers, jointly develop policy for their department. The challenge facing Heads of Departments in the school is to translate policy into practice.

In the National Curriculum Statement Workshop (Technology Grades 8 & 9) held at Stilfontein Primary School on 31 July-4 August 2006, it emerged that Heads of Departments in Technical High Schools are faced with additional challenges, more particularly in technical subjects, among others. The following are challenges faced by Heads of Departments in technical subjects (NWDE, 2007):

- Bidding for materials to be used in the manufacturing of projects is a frustrating exercise, whereby materials do not arrive in time due to bureaucratic processes that take place at the Education Department. Gold (1998:82) confirms that Heads of Departments must familiarise themselves with micro-political systems due to the difference between the

financial and academic year, since bidding circles begin in the middle of the school year;

- Overcrowding in the classrooms forces Heads of Departments to allow an unacceptable number of learners in the workshops. In turn, this compromises the safety of learners during practical work;
- Since Heads of Departments are often not conversant with all technical subjects in their departments, it becomes problematic to manage teaching effectively. Heads of Departments must have some expertise in the learning areas they manage (Gold, 1998:92). Suppose the expertise of a head of department is Fitting and Turning, then he/she is required to have some knowledge of Electrical, Plumbing and Motor Mechanics because these learning areas also fall within his/her department;
- A significant number of technical teachers is recruited from the engineering industry and do not possess a teaching qualification; and,
- The head of department is also responsible for class teaching (PAM, 2003) and to maintain good teaching standards and progress among learners (Brundrett & Terrell, 2004:42). Classroom instruction is the reason why the school exists in the first place, which is why Heads of Departments must have classes to teach. In the workshop this was found to increase the workload of Heads of Departments, thus compromising their efficiency.

While research on the management tasks of Heads of Departments (Haasbroek, 1981; Van der Walt, 1983; Van Wyk, 1984; Botha, 1987; Ramdass, 1988; and Lowies, 1988), (according to NEXUS search) has been done, it concentrated on management tasks within the paradigm of the former dispensation. Moreover, Uys (1986); Taljaard (1986); Giessing (1988) and Prinsloo (1988) adopted the management development and training perspective on the tasks of Heads of Departments in schools. Most importantly, the above researches, dating from 1981-1988, may be an indication that extant research on this topic is lacking or

minimal. It appears important at this stage to conduct research in this area to incorporate the new paradigm of the democratic dispensation.

The researcher adopts a positivist paradigm in discussing the leadership and management functions of Heads of Departments. The positivist paradigm accepts that empirically observable facts as the only guideline for what is true and scientific (Mentz & Xaba, 2007: 53). The major aim of the use of this paradigm is to obtain objective empirical data about the functions of the Heads of Departments without inference from moral-political values (Neuman, 2006:86). By means of relevant and testable facts, the researcher aims to bring positive change in the schools. However, the aim is not to determine cause and effect but rather to generate probabilistic laws that can enable the Heads of Departments to control their environments and achieve their goals.

It is against the above background that the following questions will be asked:

- What are the management and leadership functions of Heads of Departments in technical high schools?
- What challenges face Heads of Departments in executing their functions in technical high schools?
- What are the views of the Heads of Departments in technical high schools on their management and leadership functions and the challenges they face in executing their tasks?
- What guidelines are required to help Heads of Departments to perform their functions in technical high schools successfully?

1.4 AIMS OF RESEARCH

From the above research questions the following research aims were formulated:

- Research aim 1: To determine, the management and leadership functions of Heads of Departments in technical high schools;
- Research aim 2: To determine the challenges facing Heads of Departments in executing their functions in technical high schools;
- Research aim 3: To determine empirically the views of the Heads of Departments in technical high schools on their management and leadership functions and the challenges they experience in executing their tasks.
- Research aim 4: To propose guidelines that will help Heads of Departments to perform their duties successfully of technical high schools.

1.5 RESEARCH DESIGN

1.5.1 Literature study

A literature study was conducted to explore the leadership and management functions of the Heads of Departments and to investigate the specific challenges facing Heads of Departments in technical high schools. The relevant literature was located by a literature search consisting of EBSCOhost (Eric, Econlit and Academic search premier).

The following descriptors were used: management, functions, tasks, Heads of Departments, technical high schools, schools departments, training and development and subject head.

1.5.2 Empirical research

The research applied a quantitative approach to collect data. The quantitative approach used a questionnaire derived from the literature study. The aim of applying the questionnaire was to probe into the management and leadership functions of Heads of Departments in technical high schools. This enabled the researcher to collect data from a large number of respondents.

1.5.3 Population

The Heads of Departments in the 59 technical high schools and high schools with technical subjects in the North-West Province comprised the universe population. A random selection of thirteen technical high schools was made and from each selected technical high school, 4-7 Heads of Departments (N=75) were randomly selected to respond to the questionnaire.

1.5.4 Methods of data analysis

Quantitative data was analysed using frequencies and percentages, and the mean score ranking technique.

1.6 ETHICAL ISSUES

Permission was obtained from the Department of Education, districts, principals and Heads of Departments. The participants were at liberty to withdraw from this study at any time, without penalty or pressure from the researcher to provide reasons. In this regard the researcher undertook all possible means to ensure that participating in this study would not be to the detriment of the participants. The respondents were advised not to write their names on the questionnaire. The outcomes of the research were made available upon request by the participants.

1.7 CHAPTER DIVISION

Chapter 1: Orientation of the study

Chapter 2: Leadership and management of Heads of Departments as middle managers in the school.

Chapter 3: Management and leadership functions of Heads of Departments

Chapter 4: Empirical investigation, analysis and interpretation of data

Chapter 5: Findings and recommendations.

CHAPTER 2

LEADERSHIP AND MANAGEMENT OF HEADS OF DEPARTMENTS AS MIDDLE MANAGERS IN THE SCHOOL.

2.1 INTRODUCTION

In today's academic fraternity, the concepts of leadership and management and their differences are thoroughly researched and well described. While the academic fraternity has compiled and gathered a huge amount of theory on these two concepts, namely leadership and management, the theory of middle management is still under-studied (par.1.2).

In this chapter the theoretical underpinnings of the nature of middle management are dealt with. The emphasis and main argument in this chapter focus on seeking a deeper understanding of the position of middle management in the structure of an organisation. The concepts that are crucial for understanding middle management are given, followed by an explanation of the differences between management and leadership. Then different cultural perspectives that direct and influence the practice of leadership and management are discussed. Types of leadership, relationships of middle managers, their role in motivating subordinates and the structural arrangements necessary for middle managers to perform their duties effectively are considered. The chapter is closed by conclusions and a summary.

2.2 EXPLANATION OF CONCEPTS

It seems reasonable to begin this discussion by explaining major concepts of the study with the aim of finding common ground for discussion. According to the title of the study the following concepts need to be clarified:

2.2.1 Leadership

The following are representative of definitions usually given of the concept of leadership:

Northouse (2004:3) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal.

Lussier and Achua (2004:5) define leadership as the influencing process of leaders and followers to achieve organisational objectives through changes.

Kouzes and Posner (2002:20) define leadership as a relationship between those who aspire to lead and those who choose to follow.

Blanford (1997:188) defines leadership as an ability to motivate others and involve them in the accomplishment of tasks and also states that leadership consists of a vision, mission and values.

Nelson and Economy (2005:61) define leadership as a means to create the kinds of conditions that will result in motivated employees.

It may be deduced from these definitions that leadership involves a process whereby a person motivates and influences followers in an attempt to reach the set goals and objectives of an organisation. Leadership presupposes a relationship between a leader and followers. In the context, of this research it means a relationship of middle managers and the employees in their team whereby middle managers influence and motivate their team members to achieve the goals of teaching and learning.

2.2.2 Leader

The above deliberations mention the word *leader* from time to time; it is therefore important to define it. The following are definitions derived from the literature study:

McLarney and Rhyno (1999:293) define a leader as someone who creates a vision which forms a bridge between the idea and the action.

Nwankwo and Richardson (1996:45) define a leader as someone with vision who designs the desired future.

Fisher (2006:12) defines a leader as someone with intuitive vision that allows him to reach conclusions by shortcutting the problem.

Farrell and Weaver (2000:28) defines a leader as one who sets the vision, the tone and direction.

These definitions revolve around the word *vision* which Caroselli (2000:13) defines as the ability to see the invisible. This implies that the leader should be able to see the future or what is coming to solve problems and take proper actions. Leaders who exercise leadership effectively should possess characteristics such as imagination, experience, intuition and analytical skills (Nwankwo & Richardson, 1996:45).

It may thus be said that a leader is a person who guides an organisation towards the attainment of goals and objectives on the basis of a shared vision.

2.2.3 Management

Cronjé, Du Toit and Motlatla (2000:100) point out that management is the process in which financial, human, physical and information resources are used to achieve organisational objectives. Therefore this would mean that it is the prerogative of the manager to control and manage resources, budget and materials with the sole purpose of achieving the set organisational objectives.

The following are more precise definitions of management:

Dunham and Pierce (1989:6) define management as the process of planning, organising, directing and controlling organisational resources (human, financial, physical and information) in pursuit of organisational goals.

Hellriegel and Slocum, Jr (1992:8) define management as an activity that involves planning, organising, leading and controlling the people working in an organisation and the ongoing set of tasks and activities they perform.

Yukl (2006:6) defines management as an activity that seeks to produce predictability and order by establishing action plans with timetables, and allocating resources; organising and staffing (establishing structure, assigning people to jobs); monitoring results; and solving problems.

With regard to education, Van der Westhuizen (2005:55) gives a more comprehensive definition as follows:

"Management is a specific kind of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place."

The above definitions imply that middle managers carry out certain tasks to regulate activities within their teams to attain the goals and objectives of the organisation.

2.2.4 Manager

A person who carries out management functions is called a manager. According to Floyd and Wooldridge (1997:466) managers are those who perform a co-ordinating role where they "mediate, negotiate and interpret connections between organisations' institutional (strategic) and technical (operational) levels". In support of the above, Hellriegel and Slocum, Jr (1992:9) define a manager as someone who receives broad, overall strategies and policies from top managers and translates them into specific objectives and plans. Griffin (1990:13) defines managers as those who are primarily responsible for implementing the policies and plans developed by top management and for supervising and co-ordinating the activities.

The definitions above imply that managers are directly involved with day-to-day planning, co-ordination of operations and implementation of a strategy in the organisation.

2.2.5 Management functions

Most commonly cited functions of a manager from the above definitions are: organising, planning, controlling, leading and directing (par. 2.2.3). It is quite clear that the manager has to discharge these duties to be considered successful. Each of the keywords is explained below.

2.2.5.1 Planning

According to Van der Westhuizen (2005:137) planning is “concerned with deliberately reflecting on the objectives of the organisation, the resources, as well as activities involved, and drawing up the most suitable plan for effectively achieving these objectives”. Williams (1999:10) states that planning is about seeing the action steps ahead. Planning assists the manager in placing subordinates appropriately for different procedures while the policy is being honoured. All of these should be done with the intention of minimising production costs and the optimum use of human resources.

2.2.5.2 Organising

Thurlow, Bush and Coleman (2003:8) define organising as creating order through the development of function, line and staff organisational structures to ensure co-operation in the organisation. Through organising, the manager arranges activities, allocates duties, responsibilities and authority to people in the organisation and determines relationships between people and departments (Van der Westhuizen, 2005:162). The manager should put systems in place in an orderly manner which will allow the smooth running of operations in the organisation. As Van der Westhuizen (2005:227) puts it, the task of bringing about order and orderly structures is one of organising.

2.2.5.3 Leading/Directing/Guiding

Guiding or directing involves giving advice or information that shows how a person may achieve set goals. This also means giving the necessary resources and authority to a person to perform his/her tasks. To ensure conformity and adherence to a set plan on the part of employees, a manager is required to provide guidance. Guidance gives direction to employees in a frank-controlled manner. The frank-controlled approach will result in a manager guiding

subordinates creatively, such as disguising authority by guidance. The manager should use a creativity map to guide (DeGraff & Lawrence, 2002:167).

2.2.5.4 Controlling

Kroon (1995:443) asserts that control involves a systematic process through which managers can compare performance with plans, standards and objectives. On-going monitoring and check-ups by the manager on tasks performed and systems followed enables the manager to identify problems and deviation from set plans. By monitoring and checking, a manager measures and ensures that quality is achieved. Control deals with whether instructions are followed and whether rules and policies are adhered to (Ikavalko & Aaltonen, 2001:8).

2.2.6 Middle Management

According to Floyd and Wooldridge (1997:466), middle managers are those “who perform a co-ordinating role where they mediate, negotiate and interpret connections between organisations’ institutional (strategic) and technical (operational) levels”. Noting such a co-ordinating function, Hellriegel and Slocum, Jr (1992:9) and Griffin (1990:13) see middle managers as people who receive broad, overall strategies and policies from top managers and translate them into specific objectives and plans. Caroselli (2000:2) quite rightly advances the notion that middle managers serve as a liaison between employees and upper management.

The definitions above imply that middle managers are directly involved in day-to-day planning, co-ordination of operations and implementation of a strategy at a departmental level. The above-mentioned functions suggest that middle managers’ know-how and contributions are mostly applicable within the department but not limited to the departmental level. According to Hiebert and

Klatt (2001:106), middle managers must understand and deal with all internal and external impacts in a functional area.

Middle management is therefore a layer of management in an organisation whose primary job responsibility is to co-ordinate activities of subordinates and to generate reports for upper management. It includes lower executives and employees who manage supervisors' overseeing day-to-day operations. In many organisations middle managers are called departmental managers, plant managers and assistant managers.

In schools middle management refers to persons occupying promotion posts such as head of department. A head of department is in charge of a particular department where he/she manages and leads teachers offering a grouping of subjects or learning areas. Tomlinson (2004:350) suggests that at the departmental level there is a major potential and possibility to influence the development and functioning of the whole organisation. Through knowledge, middle managers are able to run day-to-day operations in the organisation.

2.2.7 Head of Department

According to Busher and Harris (1999:306), a head of department, in hierarchical terms, is a middle manager. The subject knowledge, leadership qualities, organisation of work routine, administration and crisis management are prerequisites for occupying the head of department post. Turner (1996:205) further states that a head of department's position is considered to be derived partly from expertise in the subject area and partly from recognition that the post-holder can properly exhibit leadership and management skills in the day-to-day operation of the department.

2.2.8 Subject Department

Middle managers at schools provide managerial and leadership skills within a prescribed area of a subject department. Witziers, Slegers and Imants (1999:295) describe subject departments in the school as teams to whom the responsibility to co-ordinate the subject curriculum is delegated. Lynne, Hannay and Ross (1999:346) state that the subject department defines teachers' roles, interaction patterns, knowledge considered worthwhile and learning opportunities offered to learners. Subject departments are potentially highly influential sites, consisting of teachers who are committed to the learning of their learners (White & Rosenfeld, 2003:1)

2.2.9 Technical High School

The range of grades, instead of the age groups of learners, served by a particular school is a characteristic used to divide schools into primary, intermediate, secondary and high schools. In South Africa, a secondary school typically serves learners in grades 7 to 10 while a high school serves grades 11 to 12. However, the name high school is often used interchangeably with secondary school because most schools have retained their former names reflecting the names *high* or *secondary school* while serving grades 7 to 12.

A technical high school is therefore a special secondary school that provides both general academic qualifications and vocational specialisation from grades 7 to 12. As a rule technical high schools offer subject curricula that include practical, mechanical or industrial arts or applied sciences. The appropriate learning field is thus manufacturing, engineering and technology which include the subjects Electrical Technology, Engineering Graphics and Design, Mechanical Technology and Civil Technology (SA, 2006). This implies that the school has workshops instead of ordinary classrooms. This poses unique challenges to Heads of Departments in charge of technical subjects.

poses unique challenges to Heads of Departments in charge of technical subjects.

2.2.10 Comment

The above explanation of concepts indicates that a middle manager, in this case, a head of department, is the person in the school who executes management functions while also fulfilling a teaching-learning role. The functioning of middle managers is influenced by their position in the middle of the hierarchical structure of the school, between top management in the organisation and the employees, and between policy making, decision making, controlling and operational tasks.

One may erroneously view middle managers as merely fulfilling a managing role while top management fulfils the leadership role. This calls for an explanation of the differences between leadership and management, which is done in the next section.

2.3 DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT

There is a great debate about the differences between management and leadership. In most cases commentators agree that one cannot happen without the other (Leader, 2004:68). The following table (Table 2.1.) provides a summarised view of the differences between the two concepts (Stanley, 2006:32; Hiebert & Klatt, 2001:5).

Table 2.1: Differences between leadership and management (Stanley, 2006:32; Hiebert & Klatt, 2001:5)

Area or factor	Qualities associated with leadership	Qualities associated with management
Goal	Change	Stability
Seeks	Vision and expression of values	Achievement of aims or Objectives
Theoretical style	Transformational or Congruent	Transactional
Conflict	Uses conflict constructively	Avoid or manages conflict
Power	Personal charisma and values	Formal authority and A hierarchical position
Blame and responsibility	Takes the blame	Blames others
Energy	Passion	Control
Relationship with	Followers	Subordinates
Direction	Explores new roads	Travels on existing path
Main focus	Leading people	Managing work or people
Planning	Sets direction	Plans detail
Driven by and appeals to	Heart and spirit	Head and mind
Response	Proactive	Reactive
Persuasion	Sell	Tell
Motivation	Excitement for work, unification of values	Money or other tangible rewards
Relation to rules	Breaks or explores the boundary of rules	Makes or keeps rules
Risks	Task risks	Minimises risks
Approaches to the future	Creates new opportunity	Establishes systems and processes
Who within the organisation	Anyone and everyone	Those with senior hierarchical positions
Relationship to the organisation	Essential	Necessary

Table 2.1 above suggests that the difference between the respective leader's and manager's roles is a very thin line. Hence, it may be agreed with the conclusion provided by Leader (2004:68), that leaders must also manage and managers must also lead.

2.4 PERSPECTIVES ON LEADERSHIP AND MANAGEMENT

There is a vast difference of leadership and management approaches according to continents, countries, regions, cultures, beliefs, ethnicity and race. The study attempts to incorporate different perspectives of leadership and management into the middle management level. The choice of the cultural perspectives discussed below is based on the idea that culture influences the behaviour of managers and how they carry out the task of management. While it is not possible to deal with every nuance related to different cultures, it is possible to divide South African cultures into three broad perspectives, viz., the African, Christian and Hindu perspectives (Van der Westhuizen, 2005:109-114).

2.4.1 African cultural perspective

Generally African management and leadership are rooted in paying respect to others, keeping the community intact and being impartial. According to Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008:14) African management and leadership are underpinned by humaneness, mutual respect, trust and team work. To further elaborate on these basic tenets of the African perspective on leadership, De Liefde (2003) identifies the following characteristics of a chief as a leader:

- Listening well and asking questions;
- Trusting people and being respected;
- Being fair and transparent;
- Being impartial and having community interests at heart;

- Keeping the community together;
- Inspiring and motivating;
- Being fearless and having the courage to lead; and,
- Enabling a shared vision.

Furthermore, the African perspective finds expression in the following tenets (Mentz & Xaba, 2007:61-67):

2.4.1.1 Concept of *Ubuntu*

Ubuntu is a Nguni concept which, according to Naidu, *et al.* (2008:13), means a person is a person through other human beings. The expression emphasises the power of the collective which simply indicates that the leader is the leader through his/her followers. In support of this expression, De Liefde (2003:55) states that 'Kgosi ke kgosi ka morafe', a Tswana proverb that means 'A chief is a chief through the people'. Therefore, a leader cannot stand on his/her own and claim that s/he is a leader without being acknowledged.

2.4.1.2 Concept of community

The concept of community is fundamental to African culture and largely determines how people relate to one another and how work is performed. The following values and practices arise from the concept of *community* (Khoza, 2005:124; Mbigi, 2005:219).

Values

- *Inhlonipho* (respect and dignity) relates to treating others with trust and respect, and implies seeking first to understand, then to be understood.
- *Ukhamba* (calabash) is a mindset whereby one does not offer anyone else something one would not drink oneself.

- *Uzwelo* (empathy) which relates to striving to understand and empathise with others.
- Persuasion which relates to being effective at building consensus within groups and is reflective of *Ubuntu*.
- Healing which relates to the ability to manage meaning by creating the vision of an attractive future.
- Self-discipline, which relates to doing things in an extraordinary way and 'walking the talk', thus always putting one's sincerity in the public eye to create trust.
- Consciousness that relates to being sharply awake.

Practices

- *Ilima* or *letsema* is a community practice where the community rallies around a family to lend support in, for instance, building a house, ploughing or harvesting; no gains are expected except a high probability of reciprocity.
- *Inqina*, although similar to *ilima*, relates to hunting, where hunters group together in a particular place and hunt collectively as a team.
- *Imbizo* is a meeting to which everyone is invited, irrespective of position or status, where topics to be discussed are joint efforts and decisions are made collectively and by consensus.

2.4.1.3 Implications of an African perspective for middle management

The African perspective implies that a middle manager should regard subordinates as members of his/her family or as members of a team to be treated with kindness, respect, dignity and fairness (Boon, 1996:32-33). Communal practices such as holding regular meetings with the team, sharing tasks, reaching consensus and carefully listening to one another are some of the practices that should be carried out by middle managers. However, middle

managers should balance these practices with strong leadership otherwise too much empathy and compassion may increase the likelihood of disciplinary problems. Although respect is an important value in all societies, traditions such as a younger person not being allowed to tell an elder what to do and that women leaders may lead to the downfall of the community, should be carefully eliminated from a middle manager's thinking and actions.

The above argument shows the need to integrate African culture and formal education as a means to accommodate the demands of an organisation. Anderson, Mutwa, Makosana and Wildschut (2001:28) state that to impact and shape the emerging leadership in Africa positively we must draw upon education and culture. This will assist middle managers to strike a balance in integrating their principles with those of the organisation. A balance should thus be found between the individual's principles and those of an organisation (Shapiro & Stefkovich, 2001:32).

Another challenge derived from the discussion above is that African middle managers might find themselves at the crossroads as they are operating under both African and Western leadership. Gordon (2002:169) states that African leaders are caught between their traditional values and European value systems. According to Jackson (2004:9), there should be an introduction of effective hybrid management systems that can incorporate different cultural elements in the workplace.

2.4.2 Christian perspective

The spiritual perspective is closely linked with the life and world view of the leader and the manager. While indeed the leader-manager lives in a secular world, his/her actions in leading and managing are determined by the underlying life and world view or the spiritual orientation that is prevalent in the community in

which he/she lives. Western culture is largely dominated by the Christian perspective that in turn influences the behaviour of middle managers.

The essence of Christian leadership demands a middle manager to guide subordinates in the right direction. This guidance, according to Mentz & Xaba (2007:59), "involves gentleness; an easy way of nudging someone in a certain direction". Middle managers should be gentle in leading subordinates and manage the way God prescribes to him/her. The golden rule for Christian leaders is to adhere to what God instructs them to do (Senske; 2003:9).

2.4.2.1 Major tenets of the Christian perspective

Normally, the Christian leader in an organisation is expected to occupy a high moral ground by displaying the image and emotions of Jesus. Manz (1999:2) infers that the very name *Jesus* conjures up different kinds of images and emotions. Therefore, for middle managers to emulate Jesus' image and emotions, the following Christian leadership qualities are essential (Whittington, Pitts, Kageler & Goodwin, 2005):

- Influence without asserting authority: refers to demands that the apostle might have made on the Thessalonians for physical and financial support;
- Affectionate and emotional: are parallel to Christ who was willing to give up his own life for those who would be born again into the family of God;
- Authentic and sincere: Paul used three adverbs to indicate the authenticity and sincerity of his conduct and motives: *devoutly*, *uprightly* and *blamelessly*;
- Follower-centred not self-centred: for Paul, the goal of this strong exhortation is always aimed at the development of the follower; and,
- Changed lives (the real measure of leader effectiveness): the impact of a leader is established through building trust, identification and a willingness to support the leader and the organisation.

2.4.2.2 Implications of Christianity for middle managers

The first implication for Christian middle managers is the call not to manage and lead at the workplace as the world dictates. Higginson (1996:5) believes that Christians in the workplace should not unthinkingly go along with the world's way of doing things. This would mean that middle managers should maintain their composure at all times; hence, they must find time to meditate and pray in different breaks during the day. Rapp (2005:75) asserts that a spiritual leader in Christian terms makes every effort to attain physical and mental purity by extended periods of prayer and meditation.

The second implication would be for middle managers not to persuade or manipulate subordinates to follow a particular direction. Senske (2003:86) asserts that the Christian leader should not persuade members through manipulation, fear tactics, selective listening and a top-down organisational culture to adopt his/her preconceived vision. Often, when middle managers persuade or manipulate subordinates, it is for their selfish gains.

2.4.3 Hindu perspective

According to Mentz & Xaba (2007:58) Hinduism (in Vedanta perspective) refers to "a body of knowledge about the individual self, the external world in relation to oneself and about God, whose manifestation is found in the creation itself". This encourages middle managers to understand themselves first, before managing or leading others effectively, and knowing about their surroundings and God.

2.4.3.1 Major tenets of Hinduism

According to McCormick (1994:6), the following are a number of themes that form part of this spirituality:

- Compassion: "a feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate their suffering".
- Selfless service: through work – the path of karma yoga – leading to union with God.
- Work as meditation: the practice of karma yoga – the yoga of work – to make work a meditative experience that brings Hindus closer to God.
- Problem with pluralism: spiritual and religious pluralism may be a problem for managers who work to integrate their spiritual and managerial lives.

2.4.3.2 Implications of the Hindu perspective

The Hindu perspective adds a spiritual dimension to the activities and behaviour of middle managers. It signals to middle managers to be compassionate and to give selfless service to the subordinates who work in their team. Management, in such a case, does not constitute "just" work but gains a deeper dimension that calls on middle managers to note that their work is not only to please superiors, clients and subordinates, but also to satisfy a higher calling.

2.4.4 Conclusion

Education in South Africa has long been dominated by the Christian perspective, but of late the African and Eastern perspectives have influenced management thinking. These perspectives indicate the characteristics that middle managers should display for effective leadership and management. It should also be noted that middle managers should possess both skills and a suitable character to work successfully with other people in a department, organisation and particularly in a school. Normally, when a middle manager is interviewed, the interviewers also observe the character of the applicant and appoint him/her based on their observation. The values derived from this perspective are important in the school situation because the school aims at educative teaching-learning where middle

managers are expected to serve as role models in developing learners' characters.

In the ensuing sections, the characteristics discussed in this section will be expanded on and applied to the functioning of middle managers.

2.5 TYPES OF LEADERSHIP

The literature abounds with types of leadership. The Internet source, Wikipedia, mentions the following types of leadership: bureaucratic, charismatic, autocratic, democratic, *laissez-faire*, people-oriented, task-oriented, servant leader, transactional leadership, transformational leader, environmental leader. Another Internet source, Legacee, speaks of three classic leadership types: *laissez-faire*, autocratic and participative leadership styles. In addition, the source points out the following types of leadership: transactional leadership, transformational leadership (including charismatic and visionary leadership), strategic, team and facilitative leadership.

Given the scope of this study, it is obviously impossible to discuss all these leadership styles. However, it is possible to choose those styles that seem to be relevant within a democratic milieu of the post-1994 South Africa and which seem more appropriate for the position and the functioning of middle managers as departmental or section heads within the hierarchical structure of an organisation. The following types of leadership seem to fit this requirement: participative leadership, distributed leadership, empowering leadership, transformational leadership, servant leadership and spiritual leadership.

These types of leadership will now be discussed.

2.5.1 Participative leadership

Leithwood and Steinberg (1999:2) state that participative leadership assumes that the decision-making process of the group ought to be the central focus of the group. According to Shriberg, Shriberg and Kumari (2005:185), the emphasis is on consultation with group members. Pheng and Leong (2001:131) agree with this statement by declaring that middle managers provide every member with an equal voice for decision making. Participation of subordinates provides the necessary legitimacy to the decision and in turn this impacts positively on production.

Taking suggestions from subordinates does not necessarily mean that middle managers will lose authority, as the final decision still lies with them. A leader engages staff and makes use of their ideas but retains the final authority to make decisions (Bens, 2006:21). Participative leadership also does not imply rigidity. Middle managers need to be flexible and allow a free flow of ideas from subordinates to enable them to respond quickly to the needs and demands of clients (Davies & Anderson, 1992:10). Moreover, this implies that middle managers are able to take appropriate action on the spot.

It is equally important for middle managers to act as a **conveyor of decisions either top-down or down-up**. The middle management in the organisation is strategically placed to link senior management with subordinates in the organisation. Middle managers will either convey the directives of senior management to subordinates, or take subordinates' grievances up to the senior management.

Playing this role does not mean that a middle manager is merely a messenger/conveyor of directives or grievances in all three approaches. Complex decisions are taken by middle managers in the department and require

middle managers to use their discretion. It is a common practice that decisions taken by senior management are influenced by middle management.

Puth (2002:169) states that decisions can be made either by middle managers individually or in a group context. Very often decisions taken by middle managers unilaterally are not received well by subordinates. Kerry (2001:78) stresses that everyone in the inclusive environment should actively participate in decision making and feel as a valued part of the team/group. The most common reason that compels the subordinates not to co-operate fully with middle managers is the absence of inclusive approach practices.

When the subordinates detect that there is not enough consultations and discussions before the decisions are taken, they would suddenly feel that the manager does not take them seriously enough. Jenkins and Jenkins (2006:221) state that middle managers must know how to listen to subordinates. Communication between middle managers and subordinates will make the organisational goals achievable. Barber and Warn (2005:1033) assert that middle managers' role in achieving the objectives includes involving the followers in decision making through communicating the bigger picture and its consequences to them.

It should also be remembered that the decisions taken at the middle management level are mostly influenced by those taken at the top although a certain degree of power is given to them. Frohman and Johnson (1993:10) state that senior managers decide to shift a certain power to decide about everyday operations to middle managers because they are closer to the operations and customers. It may therefore be said that middle managers play an important role in the organisation in terms of decision making because a certain degree of power is given to them.

In other instances the senior managers tend to deprive middle managers of opportunities of being involved in decision making. Frohman and Johnson (1993:11) found that middle managers complain that senior managers promised to move decision making down to their level but that is just lip-service. What this suggests is that middle managers cannot always be seen as the decision makers.

Every member in the organisation, especially subordinates at the lowest level of the hierarchy, wants to be heard and contribute in the decision-making process. According to Sims, Veres, Jackson and Fateau (2001:219), everyone must solve problems and make decisions at work. Some in middle management make use of subordinates' ideas and this approach proves to be working perfectly in most instances. Rothwell (2001:290) states that problems will be solved by using many possible solutions.

According to Caruso and Salovey (2004:27), emotionally intelligent middle managers will identify how subordinates feel, using their feelings to direct their thinking and understanding the reasons for these feelings. In identifying how subordinates feel, middle managers engage with them (subordinates) to establish how they view a particular or several issues. Olsen and Eoyang (2001:65) maintain that middle managers increase the level of trust by initiating feedback sessions from subordinates. Therefore, middle managers do allow the subordinates to participate in decision making by means of constructive engagement.

Moreover, when middle managers and subordinates work together as a team, it becomes easy to influence decisions taken at senior management level. Wildman and Warner (2003:20) state that matrix decisions allow teams to analyse and influence the pros and cons of each recommended solution against criteria selected by forces external to the team.

2.5.2 Distributed leadership

Youngs (2007:106), Timperley (2005:396) and Hartley (2007:203) define distributed leadership as a form of delegated leadership responsibility; where individual leaders at the 'top' of a hierarchical structure delegate authority to others to exercise leadership themselves. According to Bennett and Anderson (2003:82) distributed management demands that middle managers should be de-centred and the phenomenon of management be distributed among members. This will reduce middle managers' work overload and increase their efficiency.

When middle managers allow subordinates to participate, it is a clear indication that they accept leadership rotation and promote justice at this level (Ciulla, Price & Murphy, 2005:17). Farrell and Weaver (2000:133) state that making the decision and following through with it, is the point at which the decision-making process sometimes goes off track. It is for this reason that middle managers should monitor the decision-making process very closely to ensure that consensus is reached and every member of the team is able to take responsibility (Aranda, Aranda & Conlon, 1998:105).

According to Mayrowetz, Murphy, Louis and Smyth (2007:77) distributed leadership has the following distinct advantages:

- It increases the variety of skills that can be brought into management;
- The level of task significance among followers is increased because the followers see a broader picture in which the job is embedded;
- It is easier to identify tasks to be done rather than the narrow task facing a subordinate; and,
- Subordinates are more inclined to understanding feedback. In such a case, accurate feedback is given through techniques like action research and collective inquiry.

In the context of distributed leadership, a middle manager is seen as somebody who mobilises and encourages subordinates. According to Timperley (2005:397), both transformational and distributed theories involve mobilising personnel on tasks of an organisation or institution. Subordinates participate actively and feel valued when a certain level of responsibility is given to them despite their position in the hierarchy. Copland (2003:378) asserts that in distributed theory, decisions about who leads and who follows are dictated by the task or problem situation, not necessarily by one's position in the hierarchy.

2.5.3 Empowering leadership

According to Yukl (2006:107), empowering leadership describes how the motivation and self-efficacy of people are influenced by leadership behaviour, organisational structure, job characteristics and their needs and values. Arnold, Arad, Rhoades and Drasgow (2000:254-255) identify the following behaviours of empowering leadership:

- **Leading by example:** refers to a set of behaviours that shows the leader's commitment to his or her own work as well as the work of his/her team members.
- **Coaching:** refers to a set of behaviours that educates team members and help them become self-reliant.
- **Encouraging:** refers to a set of behaviours that promotes high performance.
- **Participative decision-making:** refers to a leader's use of team members' information and input in making decisions.
- **Informing:** refers to a leader's dissemination of company-wide information such as its mission and philosophy as well as other important information.
- **Showing concern:** is a collection of behaviours that are important when interfacing with the team as a whole, as individuals and as a group.

- **Interacting with the team:** this construct incorporates behaviours that are important when interfacing with the team as a whole.
- **Group management:** refers to a leader's management function of promoting group cohesion within the team.

Investing in the development of the subordinates at the middle management level leads to the highest level of professionalism attained through a highly skilled, motivated and guided workforce. According to Vargo (2000:1), leaders invest themselves in others; that is, 'people development', and they motivate, encourage, mentor and help them become what they are capable of becoming. Failure to empower subordinates through development programmes affects efficiency at the middle management level. Delegating responsibility for a more significant task will not be empowering if subordinates lack the skills and knowledge required to perform the task successfully (Yukl, 2006:107-108).

Clearly, empowerment enables and equips subordinates to deal with more complex systems independently. For that reason, Schuitema (2004:71) states that empowerment means to give subordinates the means, ability and accountability to perform their tasks.

2.5.4 Transformational leadership

The primary focus of this type of leadership is to bring about change in individuals and the organisation. According to Nguni, Sleedgers and Denessen (2006:147) and Sahin (2004:388), transformational leadership entails raising the level of motivation of followers beyond exchange values and thus achieving a higher level of performance and the followers' self-actualisation. In comparison with the results of transactional leadership, those of transformational leadership usually lead to greater improvements and are generally considered to be "of a higher order with respect to effort, development and performance" (Shiva & Roy, 2008:64).

Furthermore, transformational leadership enables a leader to do more things that will empower followers and make them less dependent on a leader (Yukl, 2006:271 and Nemanich & Keller, 2007:50). The middle manager as a transformational leader seeks to achieve the organisational goals by promoting the development of subordinates' skills and the creation of other fair and just empowerment activities. In support of this notion, Northouse (2004:171) states that transformational middle managers attempt to change their company's corporate values to reflect a more humane standard of fairness and justice.

Rowold and Heinitz (2007:123) believe that in transformational leadership followers are encouraged to question established ways of solving problems. There is a level of openness in the transformational leadership since subordinates have the luxury of challenging and questioning systems and operations without fear of intimidation from middle managers, and this should be viewed as a means of increasing the satisfaction and confidence level of subordinates. Transformational middle managers enhance the job satisfaction of their subordinates by making them feel special and by making them feel that they are called to a higher purpose (Nemanich & Keller, 2007:52).

In sustaining the satisfaction level of subordinates, middle managers should take cognisance of the racial and cultural diversity that exists at this level of the organisation, and employ transformational leadership skills accordingly. Masood, Dani, Burns and Backhouse (2006:942) assert that transformational leadership could be potentially effective across a variety of situations in the organisation. It is therefore essential for middle managers to strive toward understanding different racial and cultural backgrounds. Transformational leadership avoids various managerial derailment patterns, such as the inability to adapt to new cultures that might lead to failure of meeting business objectives (Khoo & Burch, 2008:94 and Ergeneli, Gohar & Temirbekova, 2007:709).

2.5.5 Servant leadership

Spear (2004:8) and Washington (2007:2) state that servant leadership emphasises increased service to others, a holistic approach to work and promoting a sense of community. Ngara (2004:51) declares that a servant leader is not self-seeking but exists to serve the people. It makes sense that when middle managers increase service to clients, promote a holistic approach to work and a sense of community among subordinates, subordinates will be inspired and clients will feel respected. Covey (2006:5) affirms that a servant leader inspires rather than requires, liberates rather than subjugates and respects all people.

An analysis of the characteristics of servant leadership reveals the following: (Crippen, 2005:13-14; Spear 2004:8-9; and Hays, 2008:117):

- Listening: this refers to a deep commitment to listening to others.
- Empathy: a good servant-leader strives to understand and empathises with others.
- Healing: the servant-leader has the potential for a healthier self and others.
- Awareness: the servant-leader has a general awareness, especially self-awareness.
- Persuasion: the servant-leader seeks to nurture his/her own abilities to dream great dreams.
- Foresight: this is the ability to foresee or know the likely outcomes of a situation.
- Stewardship: one has the desire to serve without any pressure and not in response to someone's request or demand, but because he/she is internally motivated to do so.

- Commitment to growth of people: the servant-leader is committed to the individual growth of human beings and will do what he/she can to nurture.
- Building community: the servant-leader seeks to identify some means for building community.

In the teaching context, the exercise of servant leadership produces the following outcomes (Hays, 2008:131):

- Greater appreciation for and sensitivity to diversity, more inclusiveness;
- More meaningful and relevant lessons, having a greater and more enduring impact, learning beyond the classroom and examination;
- Learners who feel empowered and capable show demonstrably increased confidence;
- Reduction in competitiveness with a corresponding increase in collaborative behaviours;
- Richer relationships among learners and teachers;
- More expressive learners and greater acceptance of emotionality;
- More mature and exclusive views on leaders and leadership, an increasing realisation that everyone is or could be a leader;
- Deeper insights and more reasoned and thoughtful analysis;
- Increasing assumption of responsibility for learners' own learning and that of others, more ownership and investment in class activity and success
- Stronger bonds among classmates;
- Greater appreciation for community and citizenship, and what it means to contribute to the greater good; and,
- Dramatic improvements in trust, as evinced by honest and open sharing
- Increasing regard for subordinates' younger learners and peers - everyone a teacher, everyone a learner.

The above information describes servant middle managers as people who are selfless, keen to serve others by assisting and are prepared to listen. Ngara (2004:51) and Greenleaf (1991:13) state that a servant leader is not self-seeking, but exists to serve the people.

2.5.6 Spiritual leadership

Akin to servant leadership is the concept of *spiritual leadership* which emphasises a high interest in ethics, values, relationship skills and the promotion of the balance between work and self (Wolf, 2004:23). Spiritual middle managers are concerned with building and sustaining good relationships with subordinates, and ensuring that sound ethics and values are followed while subordinates are keeping to their job schedules, middle managers believe that doing all these is a calling from God. Mcallister-Wilson (2002:219) suggests that spiritual leaders are called to participate in the work that God is doing in the world.

The following are eight spiritual principles, essential perspectives, beliefs and work of leaders (Wheatley, 2002:5-6):

- **Life is uncertain:** leaders help people understand that change is just the way it is.
- **Life is cyclical:** life uses cycles to create newness and we move from the old to the new only as we pass through the cycles of chaos.
- **Meaning motivates people:** when our good work is destroyed by events and decisions beyond our influence, when we are overwhelmed with tasks, when we have little time to reflect, leaders must create time for us to remember why we are doing our work.
- **Service brings us joy:** the joy and meaning of service is found in every spiritual tradition.
- **Courage comes from our hearts:** leaders need to open their hearts and tell stories that open other peoples' hearts.

- **We are interconnected to all life:** as leaders, we act on this truth when we notice how, at this moment, we might be affecting future generations.
- **We can rely on human goodness, generosity and caring:** in dark times, we can only rely on the hope, resilience and love that is found in the human spirit.
- **We need peace of mind and acceptance:** as leaders, we need to help people work from a place of inner peace, even if it is in turmoil.

In the context of spiritual leadership, middle managers are mostly concerned with a human element with regard to a vision and mission statement. It is important for spiritual leaders to realise human elements in a vision, mission and value statements (Wolf, 2004:25).

2.5.7 Conclusion

The greatest theme that runs through the above discussion is the exercise of leadership that focuses on people as resources whose knowledge and skills add to the organisation's assets. Middle managers, particularly in schools, work in an environment where they are at the point of executing tasks related to educative teaching and learning - a point that is closer to learners. Middle managers' exercise of leadership is to create an environment that enables subordinates and learners to perform their work optimally, guided by the values espoused earlier (par. 2.4). While seeking to develop themselves, middle managers should also seek to develop others by motivating, encouraging, mentoring and helping them become what they are capable of becoming. In that way, middle managers will transform the school into a learning organisation.

In the next section consideration is given to relationships as an aspect that affects the exercise of leadership by middle managers.

2.6 RELATIONSHIPS OF MIDDLE MANAGERS IN THE WORK SITUATION

Management and leadership pre-suppose a relationship between a manager and subordinates and between a leader and followers (par. 2.2.1). The establishment of relationships is considered by Van der Westhuizen (2005:183-184) as a necessary condition for the exercise of leadership, particularly for providing support and guidance to subordinates. In the work situation, middle managers function within a department or section where they should meet and work with a team of employees. Within the hierarchical structure of an organisation, the position of middle managers lies between the workers and top management. This implies that middle managers act as a liaison between top management and the workers (par. 2.2.4). Middle managers should therefore establish relationships at four levels: relationships with senior management, with managers in other departments or sections and with subordinates in the department.

2.6.1 Relationship between middle managers and their seniors

Middle managers, just like all other employees of the organisation, have to report to their seniors, although the level of their reporting is not the same as those of ordinary workers, but decision making by senior management is still slow. Lindgren and Bandhold (2003:126) assert that, in organisational terms, time is about pace and speed since the company needs to deliver on time. This kind of reporting tends to be sophisticated in the sense that graphs and figures are presented and technical language is used. All these factors affect feedback from senior management.

Very often middle managers tend to value more the relationships with their seniors than those with their subordinates. Perhaps it is because there are benefits, such as promotions, salary raises and compliments in the relationships with their seniors, whereas in the other relationship they are the ones who dictate terms. When the relationship between themselves and seniors turns sour, middle

managers tend to become frustrated and take it out on subordinates. Because of this strained relationship, the department stops functioning efficiently. At times the strain prevents middle managers from effecting co-ordination with other departments of the organisation.

2.6.2 Relationship between middle managers and other managers at their level

Co-operation among organisational departments is crucial. Middle managers in one department cannot work in isolation from other middle managers. According to Margulis (2002:60), middle managers should keep equals informed of plans even before presenting them to the general superiors. Collaboration among departments is important in the sense that it strengthens the organisation and ensures uniformity of departments towards the achievement of set organisational goals.

Middle managers should keep contact and find out what is happening in other departments. This information will assist middle managers with compliance, skills required and catching up. Noorderhaven (1995:37) states that activities require different kinds of skills, knowledge and information. Through the discussions with other middle managers at his/her level middle managers will share expertise and learn new skills in areas s/he lacks.

When co-ordination does not exist and middle managers work alone without the help of other functional department managers, it becomes difficult for them to achieve personal, departmental and organisational goals. Proctor (1999:117) states that the generation of many ideas opens up a wide range of possibilities. The failure of one department impacts on others and leads to the failure of the whole organisation. Common sense dictates that where failure occurs within the organisation, intervention from other departments should occur. Margulis (2002:61) states that equals can be one's most important allies in battle.

2.6.3 Relationship between middle managers and subordinates

In instances where there is a good relationship between middle managers and subordinates the performance level is raised. According to Margulis (2002:63, subordinates can make or break middle managers. The job output is always influenced by how the manager relates to employees. Schuitema (2004:33) states that what is at issue between the employer and the employee is not the price of the commodity called labour, it is the legitimacy of a relationship of power. If the manager masters human relations, production is expected to be positively affected.

It is sometimes difficult for middle managers to relate well to employees owing to a lack of organisational culture. Lussier and Achua (2004:412) state that a weak organisational culture symbolises a lack of agreement on key values and norms, and a strong organisational culture symbolises widespread consensus. The differences on key values and norms lead to low morale and failure to achieve objectives. When differences occur between middle managers and subordinates, objectivity disappears, egos are threatened and personal relationships are jeopardised (Harvard Business Review, 2000:2). The top hierarchy of the organisation focuses mainly on the manager's performance based on production achieved in his/her department, not on his/her subordinates.

2.6.4 Conclusion

Middle managers are increasingly becoming concerned with the employees' welfare and well-being. The more friendly the relationship that exists between middle managers and subordinates, the more middle managers strive toward creating a conducive work environment for subordinates. Concern for people influences middle managers to take care of the safety and well-being of employees. Van der Westhuizen (2005:118) believes that it is the task of middle managers to effect a safe climate in which the staff may be stimulated to

productivity. For this reason middle managers should make it their business to relate well to subordinates.

2.7 THE ROLE OF MIDDLE MANAGERS IN MOTIVATING SUBORDINATES

Shuttleworth (2000:138) affirms that the main role of middle managers in motivating colleagues is to get the best out of them. In performing this role of motivating subordinates, middle managers should inspire them to get the best results from them, but it is not an easy role to play. According to Turner (1996:35, mistakes are made and important lessons are learned through role-play. It is expected that middle managers will play this role perfectly but they are expected to improve over time.

Lusser and Achua (2004:74) define motivation as anything that affects behaviour in pursuing a certain outcome. Therefore, middle managers will be required to assume various roles to pursue a certain outcome from subordinates. The following are roles middle managers undertake in pursuing a certain outcome and improving the motivational level of subordinates:

2.7.1 Result-orientated role

For middle managers to get expected results from their subordinates is a mammoth exercise that requires monitoring and controlling of expected results. Harvard Business Essentials (2004:130) state that result-orientated middle managers will act as the thermostat that monitors and controls the temperature. Middle managers, as the thermostat, will either raise or decrease the motivational level of subordinates, depending on how they steer the controls, and wherever new skills and ideas are required to improve efficiency and motivation, middle managers are expected to intervene. Bennett and Anderson (2003:161) assert that learning new skills and ideas is key and valuable, especially when a situation

of uncertainty occurs. Acquiring and developing new skills and ideas serves as an appropriate motivational stimulant to subordinates.

Furthermore, Turner (1996:312) states that senior management is mostly preoccupied with productivity and the organisation's competitiveness. One weakness on the side of middle managers is to place greater emphasis on expected results while forgetting that the results are highly dependent on subordinates' skills. In developing own leadership practices, growth and development of one's staff it is crucial to survive the highly competitive environment (Moloi, 2002:70).

The other way of achieving the intended results, is for middle managers to strive towards opening communication channels as a means of improving the motivational level of subordinates. According to Flanagan and Finger (2003:134), middle managers should encourage their colleagues to talk freely about their personal problems, being empathetic, non-judgemental and supportive. Subordinates' concerns and personal problems may pose challenges that can derail the whole intention of achieving targeted results, hence, the establishment of open communication by middle managers is essential in boosting subordinates' motivational level. Gerzon (2006:167) claims that dialogue is designed for situations where people have fundamentally different frames of reference such as belief systems, mindsets or mental models.

2.7.2 Inviting role

Subordinates will find it easier to work under an inviting manager who always motivates them by listening to their opinions and ideas. Williams (2001:153) states that interaction allows for the gathering of important opinions and ideas. Therefore, practising or exercising good management alone is not enough, but being able to listen to subordinates as well will help. Sound management alone is

not enough for improved productivity (Van Dyk, Nel, Van Loedolff & Haasbroek, 1997:5).

According to Purkey and Schmidt (1990:29), the issues of policies, programmes and process should be intentionally inviting to create a world where every subordinate is cordially summoned to develop physically, intellectually and psychologically. After policy and programmes have been set out, it is equally important for middle managers to invite the subordinates in the implementation phase as a means of motivating them. Williams (2001:233) states that subordinates' involvement in the implementation phase is essential since its fast-tracking will depend on their attitude and perspective.

2.7.3 Supportive role

According to Shoebridge (2006:101), middle managers should support subordinates by evaluating their strength and the areas that need improvement. Supportive middle managers should be able to draft the programme that will suit the pace of subordinates according to their strength and areas that need improvement to motivate them. The essential principle of time management involves adapting the work to the time available, not adapting the time to fit the work (Shuttleworth, 2000:100).

There are instances where subordinates are expected to perform certain tasks without sufficient resources in place and in the shortest time. According to Goldring (1997), in enabling individuals to do their job, a manager should plan ways of matching resources to expectations. In a normal setup, the subordinates should be provided with the necessary materials and equipment to execute their tasks with ease to meet the set time frames and deadlines.

Recognition of excellence plays an important role, especially when it is perceived as a form of appreciation, support and motivation. DeGraff and Lawrence

(2002:140) state that investment in the recognition of hard-working subordinates as a form of appreciation will pay substantial returns in the long term. Hard-working subordinates can easily be relied on and to further motivate them, middle managers can delegate certain responsibilities and tasks to them. Delegation allows subordinates to assume greater responsibility and to work independently, resulting in increased motivation (Du Preez, Campher, Grobler, Looock & Shaba, 2003:77). Middle managers should support the idea of individual expression and self-actualisation through delegated tasks.

2.7.4 Remarks

The work of middle managers lies at the point of the execution of tasks within an organisation. In the case of a school, middle managers are in direct contact with the teachers and should ensure that teachers are performing. It makes sense, therefore, that one of the functions of middle managers should be to motivate staff. Motivation consists of insisting on results, supporting subordinates in their endeavour to perform, guiding them and displaying an inviting attitude so that subordinates see middle managers not only as being in charge, but also as one of them. The bond between middle managers and the subordinates goes a long way in ensuring group cohesion.

2.8 STRUCTURAL ARRANGEMENTS FOR THE FUNCTIONING OF MIDDLE MANAGERS

Designing necessary structures in the form of group management is an essential activity for middle managers. This activity consists of grouping tasks logically, avoiding duplication or overlapping of work and utilising teachers according to their abilities in the execution of tasks so that each task is performed effectively (Van der Westhuizen, 2005:164). The fact that middle managers are in charge of a department or section in an organisation opens the way for the implementation of team management. According to Aranda, Aranda and Conlon (1998:7), using

teams in the organisation cannot be a haphazard process. This confirms that the teams are formed to serve a particular purpose in the organisation.

Middle managers should be aware that transforming a department of an organisation into a well-oiled machine represented by a team, is a long, painstaking and often frustrating process. For purposes of running their departments effectively, middle managers may use the following types of teams:

2.8.1 Self-managing teams

The independence of individual members of the team has recently become highly regarded and respected by middle managers. According to Hayes (2002:108), the modern approach assumes that the team is perceived as composed of autonomous individuals, who may or may not actively choose to co-operate. Clearly, maximum intervention by middle managers could threaten and even disillusion individual members of the team if they proscribe too much to them.

What is crucial in the autonomous or self-managing teams is for the members to take the initiative and have the best interests of the organisation at heart. In support of this, Rees (2001:21) puts it that members of the self-managing teams should think for the company, instigate teamwork on their own and take an active role in engineering the changes their organisation must make.

Most importantly, the role of a middle manager in the self-managing team is still relevant and important as others would like to believe that the role of middle managers in this type of team is redundant. In challenging this position, Yukl (2006:331) states that middle managers' role is to communicate clear expectations about the new responsibilities of self-managing team members for regulating their own behaviour. It should be remembered that it is still middle managers who brief and define the tasks to self-managing teams.

It is not necessarily enough to put together a self-managing team merely based on its divergent of members' knowledge and skills; the ability to reach agreement in the team is equally important. Hence, Aranda, *et al.* (1998:11) states that it might be better to base membership on the understanding of the overall implications of the team's task on long-term organisational needs.

2.8.2 High-performing teams

Selfless members of the team impact positively on the production as they share information and tasks selflessly with colleagues to achieve excellence, and in the process form a high-performing team. Hiebert and Klatt (2001:299) state that high-performing teams are distinguished by the production of exceptional and demanding results, with no expectation of rewards as individuals. It is in their nature for members of high-performing teams to put their work first, the rewards are secondary to them. The following is the executive summary of high performance teams:

Table 2.2: Executive Summary of High Performance Teams (Colenso, 1997:17)

Preconditions	Failure	Success
<i>for high performance</i>	<i>(looks like...)</i>	<i>high performance (looks like...)</i>
Clarity of outcome and criteria for success	No consensus, people pulling in different directions	Team has clear focus on agreed criteria and consensus on priorities
Commitment to unlock Team synergy	Disbelief and cynicism - 'flavour of the day' accusation	Willingness to be open, frank, self-critical and mutually supportive
High levels of effective communication	Communication takes place in the corridor or behind closed doors	Members talk freely at team Meetings - do not feel intimidated or threatened
Preparedness to take some risks	Risk averse - 'don't rock the boat'	Team evaluates risk and takes considered decisions
And	and	And
Search for innovative Solutions	'it will never fly'	actively searches for different and imaginative approaches
Preparedness to accept a shared responsibility for the team, its successes and its failures	Refusal to participate in shared responsibility: 'It's up to you', 'It's not my job'	Committed to succeeding and confident enough to take responsibility for the team's decisions

The table above highlights the following role of the middle manager in achieving and sustaining high-performing teams:

- Middle managers should provide clarity and negotiate criteria for evaluating work, ensure that team members pull in the same direction and obtain consensus about work;
- To avert disbelief and cynicism, middle managers should make use of the open-door policy and take an active role in supporting individual members of the team;

- Middle managers should allow the free flow of communication where members of the team are free to express their feelings and register their concerns. For the successful team to flourish, the eradication of intimidation and threats is essential;
- Potential risks should be evaluated before and after the completion of tasks; and,
- Sharing of responsibilities in the team should be at the top of middle managers' priority list.

2.8.3 Quality circles

Mataboge (1993:84) defines a quality circle as a small group of employees doing similar or related work who meet regularly to identify, analyse and solve problems and to improve the general operations of the organisation. Stravroulakis (1997:149) describes quality circle autonomy as the degree to which the job provides substantial freedom, independence and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.

In the case of a school, a quality circle may consist of three to twelve people drawn from the same or similar work such as teachers sharing the same subject (Mosoge, 1996:116). The leader of the circle need not be the middle manager but any teacher chosen by circle members, thereby distributing leadership among teachers (par 2.5.2). This emphasises that the chairperson's position is rotated among members. The duty of the leader in a quality circle is to provide a communication link with the middle manager and to give an objective perspective on circle work (Mataboge, 1993:87). Within one department a number of quality circles may be formed, depending on the variety of subjects taught by teachers in the department.

Quality circle members identify and investigate problems and generate solutions within their defined learning area, for example, Electrical Technology (par. 2.2.9). Problem identification, selection and problem solving are done by circle members and then presented to the middle manager. However, circle members do not handle it alone as they involve other stakeholders where necessary, e.g. a shortage of equipment or funds. In most cases, recommendations from the quality circle are accepted, approved and implemented. In some cases, however, recommendations are rejected, but then middle managers must give adequate reasons that satisfy circle members (Mataboge, 1993:89-93).

Quality circles, especially in the case of a school, serve an important purpose because they allow middle managers to exercise the leadership styles explained earlier (par. 2.5). Most importantly, quality circles relieve the burden of scrutinising the basics of the day-to-day running of a department. However, in a school it becomes impossible to arrange daily meetings as a result of tight teaching schedules. Moreover, where teachers lack the necessary skills, more time may be consumed by training in problem-solving skills (Mosoge, 1996:117).

2.8.4 Remarks

The above discussion of structural arrangement for the effective functioning of departments under the tutelage of middle managers is not exhaustive as there are many other forms that middle managers may use according to their specific departments. In a technical high school, teams may easily be formed around learning fields such as manufacturing, engineering and technology, while quality circles are formed around subjects such as Electrical Technology, Engineering Graphics Civil and Mechanical Technology (par. 2.2.9).

2.9 CHAPTER SUMMARY

This chapter focuses on theoretical issues around leadership and management at middle management level. These issues were preceded by an explanation of important concepts (par. 2.2) that established a common view of issues to be discussed. Important to note was the identification of Heads of Departments as middle managers who served as a bridge between senior management and teachers (par. 2.2.7).

Theoretical issues raised in this chapter included, first, a differentiation between leadership and management where the conclusion reached was that these concepts are not mutually exclusive but complement one another (par. 2.3). Secondly, the issue of embeddedness of leadership and management characteristics in the prevailing culture was discussed. The cultural milieu in South Africa has for a long time been dominated by the Christian perspective but nowadays the African cultural perspective and the Eastern perspectives are emerging (par. 2.4.4).

Different types of leadership were then explained. While clearly many types of leadership can be quoted, only those that are relevant and current in the new democratic dispensation in South Africa were chosen (par. 2.5). All the types of leadership discussed focus on the person instead of the worker as somebody who must be allowed to be a leader in his/her own right, participate in matters that affect him/her, but at the same to carry out duties as a calling.

The next issue concerned the relationships in which middle managers function because, as title indicates, middle managers are in the middle of the hierarchical structure of organisations (par. 2.6). More than in any organisation, middle managers in schools work with and among people hence, the importance of enabling relationships in the work situation. The focus then shifted to the role of

middle managers in motivating subordinates (par. 2.7) and the structural arrangement required for the efficient functioning of a department (par. 2.8).

In the next chapter the discussion moves from the realms of theory to practice by focusing on the functions of the Heads of Departments at school level.

CHAPTER 3

MANAGEMENT FUNCTIONS OF HEADS OF DEPARTMENTS IN TECHNICAL HIGH SCHOOLS

3.1 INTRODUCTION

The management functions of Heads of Departments necessitated the researcher to take a deeper look into the South African Schools Act of 1996 and Personnel Administration Measures (2003) to understand the legitimate functions of a head of department. In general, Personnel Administration Measures emphasises two key duties of Heads of Departments, namely teaching and managing duties, which are to satisfy the set performance areas.

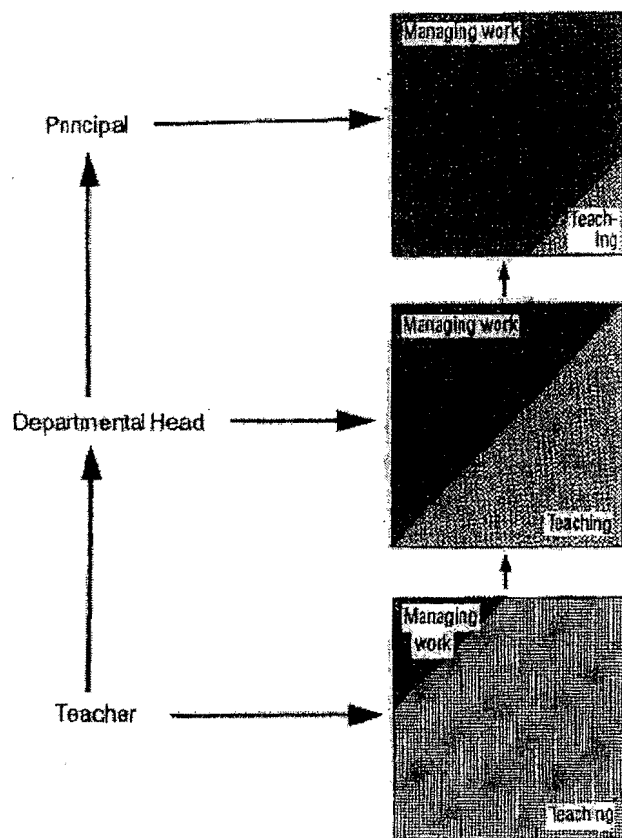
In recent times, technical education has been given less attention because it is seen as less academic. Leaders of the new school reform movement do not give it (Vocational-Technical Education) a high priority, since they assume it is separate from general education and should be replaced by a predominantly academic curriculum (Henniger, 2004:90). This chapter will therefore attempt to show that heads of technical in technical high schools have almost similar teaching and managing duties as other department heads in ordinary schools, and those small differences do not make technical departments less academic.

Moreover, this chapter attempts to unfold matters that Heads of Departments implement to enhance teachers' performance. The participation of Heads of Departments in the general management of the school is also discussed since it forms part of their duties at school.

3.2 KEY FUNCTIONS AS PERFORMED BY HEADS OF DEPARTMENTS

According to Anon (wordnet.princeton.edu/perl/webwn), duty is the work that one is obliged to perform for moral or legal reasons, "the duties of the job". PAM (2003) state that Heads of Departments are also bound by law to perform their duties which are generally divided into two parts, namely teaching and managing duties.

Figure 1: Managing work and teaching work in the school (adapted from Turner, 1996:205; Davies, 2006:7; Van der Westhuizen, 2005:51; Van Deventer & Kruger, 2003:66- 67):



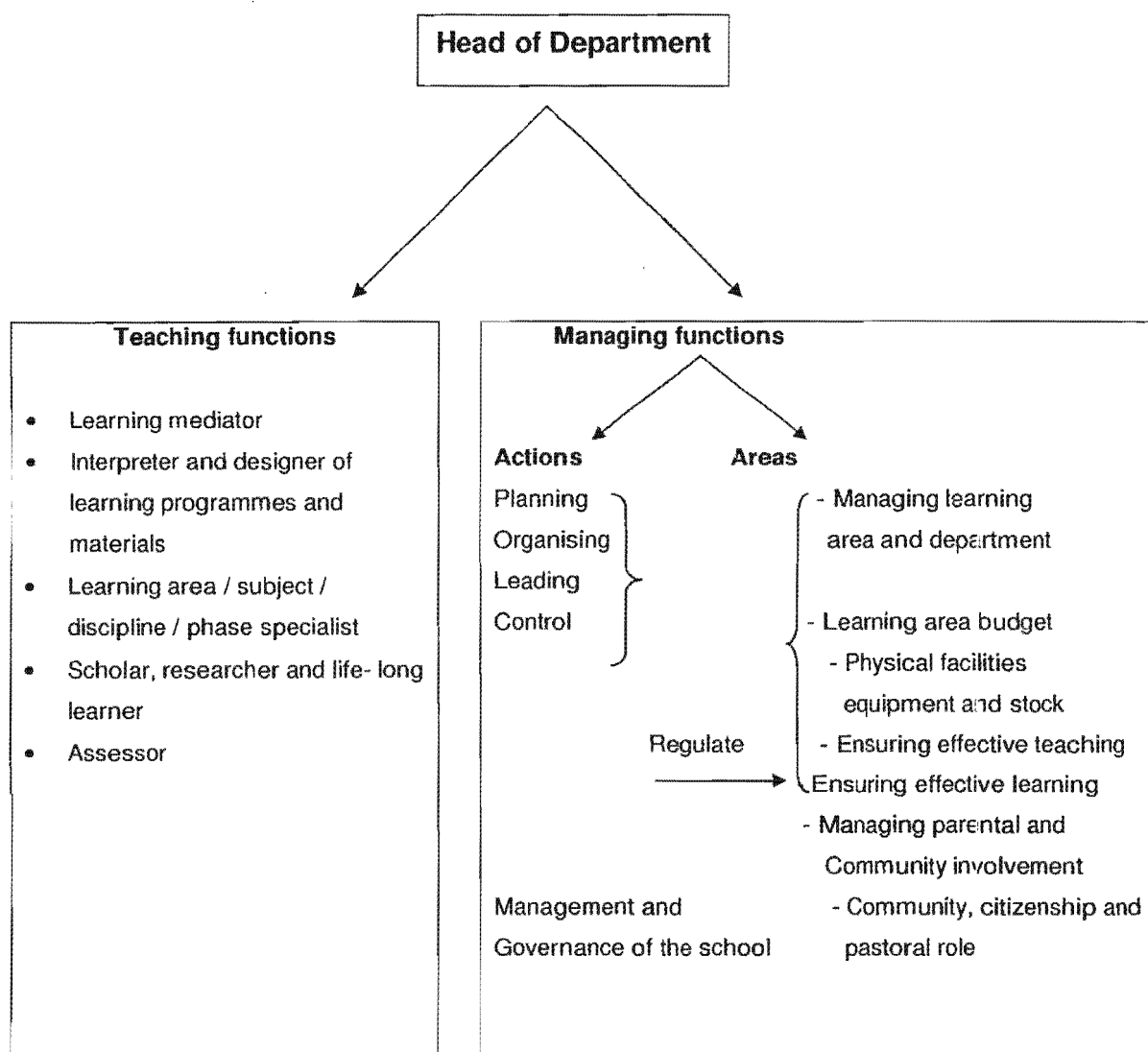
The figure above reflects the ratio of the teaching and managing duties at the different post levels in the school. According to the hierarchical structure depicted above, a head of department is in the middle of the principal and teachers (par. 2.2.7), hence, this position is considered to be a middle management position.

The model divides each post level into two duties and divides those of head of department into two equal parts whereas duties of the principal and teachers are not divided equally. This demonstrates that the head of department is expected to perform both duties equally and cannot give greater preference to one duty than the other. In practice, Heads of Departments do not perform these two duties equally, because of their subject knowledge they are expected to focus more on their teaching duty. Despite reasons put forward, a head of department is expected to balance equally the execution of these two duties.

Although there are three post levels depicted on the figure above, it is important to mention that for the purpose of this study, the focus will be on the managing and teaching duties of Heads of Departments.

The model below (Figure 2) is derived from the figure above:

Figure 2: Differences between the teaching and management duties of Heads of Departments (Holmes, 2003:67; SA, 2002):



The figure above suggests that in respect of the managing functions, actions regulate the areas that Heads of Departments must manage. Therefore, this confirms the idea that for Heads of Departments really to succeed in their managing functions, they cannot operate outside these management

tasks/actions (par. 2.2.5). The notion that “all teachers are managers” has increased the emphasis on the importance of school management and classroom management (Van Deventer & Kruger, 2003:70).

In relation to the teaching functions, a head of department is expected to perform the seven roles (learning mediator; interpreter and designer of learning programmes and materials; learning area/phase specialist; leader, administrator and manager; scholar, researcher and life-long learner; community, citizenship and pastoral role; assessor) mentioned in the figure above. The primary reason that drives Heads of Departments to perform these seven roles is to see their learners succeeding (par. 2.4.1). Van der Westhuizen (2007:161) claims that teachers are not interested only in one another, but also in the success of their learners.

These duties of Heads of Departments in schools are increasingly changing and a number of newly introduced functions are being added to the scope of their responsibilities. The duties of Heads of Departments (teaching and managing functions) are changing as a result of (Fletcher-Campbell; 2003:3):

- A change of focus from administration to management and leadership;
- The downward delegation of aspects of whole-school organisation;
- Increasing responsibility for the monitoring and assessment of subject areas being allocated to Heads of Departments; and,
- Heads of Departments being required to interpret change initiated by principals, at the level of the classroom practitioner.

The teaching and managing functions of Heads of Departments are discussed below.

3.3 THE ROLE OF HEADS OF DEPARTMENTS IN EXECUTING TEACHING FUNCTIONS

Kruger (2008:2) defines teaching as the activity by which someone makes learning content accessible or demonstrates learning content to someone else with the aim that the other person interacts with the learning content. Heads of Departments should ensure that learners access and interact with learning content to satisfy their teaching duties (par. 2.4.2).

According to Capel, Leask and Turner (1995:9), teaching is a continuously creative and problem-solving activity. The continuous, creative process and a problem-solving activity are to be driven by the head of department who encourages his/her teachers to adapt their teaching styles to suit the level of the learners. Teachers who are most effective are those who adapt their teaching styles and methods to their learners (Kellough, 2003:31).

PAM (2003) outlines the teaching duties of Heads of Departments as follows:

- To engage in class teaching according to the workload of the relevant post level and the needs of the school;
- To be a class teacher if required; and,
- To assess and to record the attainment of learners taught.

The above-mentioned teaching duties are applied practically below:

3.3.1 Assessor

An assessor must have knowledge, understand national and institutional policy constraints, be able to make decisions and work alone. A head of department as an assessor is expected to be conversant with subject and other Department of

Education policies and be an independent thinker who makes good decisions (par. 2.2.7).

A head of department as an assessor is expected to play the following roles (SA, 2002):

- Integrates assessment into teaching and learning;
- Understands the purpose, methods and effects of assessment and can provide helpful feedback to learners;
- Designs and manages both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meeting the requirements of accrediting bodies;
- Keeps detailed and diagnostic records of assessment; and,
- Understands how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

For every task that a head of technical subjects performs in class, there should be some form of assessment that will prompt feedback from learners which will indicate to him/her whether learners have at least learnt something. Assessment provides a head of department with feedback on what and how much the learners have learnt (Nathan, 1995:137).

The NWDE (2007:10) states that the head of technical subjects will be required to do practical assessment tasks (design a portfolio for 25 marks and a product or artefact for 75 marks) for Mechanical, Electrical and Civil Technology through the following three phases:

- Phase 1: Learners produce the relevant information and drawings or sketches, and modelling and trial material which will lead to the making of the product or artefact.

- Phase 2: Learners develop the actual product or artefact at the start of the second term and finalise it by the end of term 3.
- Phase 3: Learners submit the product or artefact for assessment by the end of the third term.

3.3.2 Learning mediator

Learning essentially means that if the proper conditions can be provided, 90-95% of learners can actually master most objectives. It is important for Heads of Departments to create an environment conducive to learning for learners to acquire the learning content and satisfy their diverse needs (par. 2.5.4).

The role of head of department as learning mediator is as follows (SA, 2002):

- Present learning in a way which is sensitive to the diverse needs of learners;
- Construct learning environments that are appropriately contextualised and inspirational;
- Communicate effectively, showing recognition of and respect for the differences of others; and,
- Demonstrate a sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in the South African context.

It is important for heads of technical subjects to consider the grouping and seating arrangements in a mixed ability class to cater for learners' needs. Leaman (2006a:114) asserts that a head of technical subjects should consider dividing the class into three or four working groups for individual tasks, and alternate his/her attention among these groups. The number of learners in the Mechanical, Electrical and Civil workshops should match the number of machines and tools to avoid overcrowding. David, Lazarus and Lolwana

(2006:141) state that the space in the workshop needs to be adequate for the number of learners.

In interpreting and delivering the learning content to the learners, the appropriate communication medium between a head of department and learners play a vital role, in this case being face-to-face and writing. Steyn and Van Niekerk (2002:36) state that the appropriate communication medium should be largely determined by the content of the message. In communicating the content to learners effectively, a head of technical subjects should focus on (Nathan, 1995:116):

- Clarity and fluency: defining new terms clearly and appropriately.
- Emphasis and interest: making good use of voice, gestures, materials and paraphrasing.
- Using examples: appropriate in type and quality.
- Organisation: presence of logical sequence and use of link words and phrases.
- Feedback: offering an opportunity for learners to ask questions and to assess learning outcomes.

3.3.3 Interpreter and designer of learning programmes and materials

Holmes (2003:67) declares that Heads of Departments should prepare courses and lessons that are clearly structured and motivating, taking learners' interests and experiences into account. When designing/preparing and interpreting lessons/learning programmes a head of department should take into account learners' interests and experiences and incorporate them into the Department's programmes (par. 2.5.3).

The head of department's role in interpreting and designing learning programmes and material is as follows (SA, 2002):

- Interpret the learning programmes that have been provided by the Department;
- Design original learning programmes;
- Identify the specific requirements for the specific context of learning;
- Select and prepare suitable textual and visual resources for learning; and,
- Select, sequence and pace the learning in a manner that is sensitive to the differing needs of the subject or learning area and learners.

Interpreting and delivering the learning content to the learners requires a head of technical subjects to consider using visual resources and handouts. Leaman (2006a:114) asserts that a head of technical subjects should make use of visual resources, vocabulary lists and handouts, providing continuous opportunities for learning to be reinforced. Using these visual resources in technical subjects, particularly in Engineering Graphics and Design, heads of technical subjects should do the following (Bennett, 2005:62):

- Download the photos from digital cameras, or ask the teacher or a smart learner to do it;
- If using an ordinary camera, order an extra set;
- E-mail a note of thanks to anyone at the venue who was helpful; and,
- Take all the clipboards and worksheets; the learners will be too excited to remember them.

With regard to technical subjects, a head of department should consider setting different and relevant goals for mixed ability classes to cater for the learners' needs. According to Leaman (2006a:114), a head of department should use differentiated target setting as a way of encouraging individuals in mixed ability classes.

3.3.4 Learning area/subject/discipline/phase specialist

Davies (2006:7) states that Heads of Departments are experts in their subject. Their expertise in the subject or learning area should be reflected in the performance of their learners and the quality of feedback their learners display is part of them (par. 2.2.7). A large proportion of teacher-talk contains self-referential comments (Surgrue & Day, 2002:69). It is therefore true that Heads of Departments make self-referential comments when their expertise is reflected in the performance and feedback of learners.

The role of a head of department in a learning area is as follows (SA, 2002):

- Be grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject, learning area, phase of study or profession;
- Know about different approaches to teaching and learning;
- Know how these approaches may be used in ways which are appropriate to learners and the context; and,
- Have an understanding and knowledge appropriate to the specialisation.

Ensuring that knowledge transfer takes place successfully, the head of technical subjects should make sure workshops have enough ventilation and the temperature is set adequately to allow air flow. David, Lazarus and Lolwana (2006:141) affirm that either too much cold air caused by draughts in the workshop, or too little air and heat caused by overcrowding or lack of windows, can be physically stressful and affect health and concentration.

Regarding their position in the hierarchy of the school, Heads of Departments are expected to master different approaches to teaching and learning based on their number of years in the profession and the experience they gained over the years. These varieties of approaches to teaching and learning of the subject that heads

of technical subjects can employ to transfer knowledge to learners are as follows (Nathan, 1995:51):

- Set a task for the whole class;
- Hold a discussion or debate;
- Get learners to work in small groups or pairs;
- Use role-play or simulation; and,
- Manage the practical work.

The success of the learning area largely depends on the varieties of approaches that the head of technical subjects encourages teachers to use.

3.3.5 Scholar, researcher and life-long learner

According to Stoll and Louis (2007:2), for Heads of Departments to fit the profile of a scholar, researcher and a life-long learner, they must be part of a group of teachers sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way. For Heads of Departments to fulfil the profile of a scholar, researcher and life-long learner, they cannot operate in isolation because they must share with other teachers and continuously learn to grow professionally (par. 2.5.1). As part of the group of learning teachers, Heads of Departments should employ the following strategies to motive their group to learn eagerly (Pretorius & Lemmer, 1998:44):

- Interest: the extent to which the group's curiosity is aroused by the lesson and sustained over time.
- Relevance: the extent to which the instruction is related to personal needs and goals which are perceived as meaningful.
- Expectancy: the learning teachers' perceived likelihood of success in learning.
- Satisfaction: the learning teachers' intrinsic and extrinsic motivation.

As scholars, researchers and life-long learners, the efforts of Heads of Departments will mostly benefit learners and teachers in their departments.

3.3.6 Community, citizen and pastoral role

According to Kruger (2008:61), Heads of Departments will practise and promote a critical, committed and ethical attitude to developing a sense of respect and responsibility towards others. By reflecting characteristics such as being critical, commitment, ethical attitude and respect in their behaviour when dealing with others, Heads of Departments will be fulfilling the community, citizen and pastoral functions.

The pastoral function of Heads of Departments reveals their softer side in the sense that they prioritise other people's learning, materials, welfare and wellbeing. According to Davies (2006:233, the pastoral role of Heads of Departments is to write pastoral programmes, compile materials, monitor delivery and ensure consistency of standards and practice. The pastoral programme will enable Heads of Departments to participate in the welfare and wellbeing of teachers and learners in the technical subjects department (providing assistance to teachers with personal problems that influence their work) (par. 2.7.3). The pastoral role is about the responsibility of the head of technical subjects for the welfare of departmental members and learners (Nathan, 199:162).

Heads of Departments go the extra mile when executing their community functions in the sense that they go beyond learners by also assisting the community as a whole (par. 2.7.2). In fulfilling their community function, Pretorius and Lemmer (1998:35) say that Heads of Departments must provide information to learners and their families on community health, culture, recreation, social support and other programmes or services that are available to them and their families.

As a responsible citizen, the head of technical subjects must be cognisant of the health and safety of learners and teachers in Electrical, Mechanical and Civil workshops (par. 2.7.3). A head of technical subjects must design and implement programmes to ensure learners' and teachers' health and safety (Loock, Grobler & Mestry, 2006:13).

3.3.7 Leader, administrator and manager

Kruger (2008:61) states that the head of department will make decisions appropriate to learners' levels, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. A head of department as a leader, administrator and manager should manage learning and carry out administrative duties to influence and affect learners' lives. Leaders influence individuals and affect the lives of the people they come into contact with (Blandford, 2006:25).

The important factor regarding head of department leadership, administration and management capabilities should serve to facilitate the smooth transfer of knowledge to learners. The leader needs to continuously facilitate understanding of the knowledge essential to successful implementation (Calitz, Fuglestad & Lillejord, 2001:34).

3.3.8 Conclusion

The teaching functions of Heads of Departments are concerned with appropriate approaches of delivering learning content or subject matter to learners and ways of improving usage of teaching materials in the classrooms and workshops. They also encourage Heads of Departments to consider the learning abilities of learners when preparing and designing the learning programmes. In practice, Heads of Departments are faced with the mammoth task of delivering learning content effectively in spite of a lack of teaching materials.

With regard to heads of technical subjects, the teaching functions remain the same as those of other subject heads in a technical high school. The delivery and assessment of the learning content of technical subjects are guided by the National Curriculum Statement as is the case with other school subjects.

In the next section the management of learning area and department is discussed as a means of offering progressive remedies to the challenges facing Heads of Departments.

3.4 MANAGING A DEPARTMENT AND LEARNING AREA

Subject departments in the school setup have a pivotal role to play in exerting influence on other school components (such as the school governing body, the school management team and the learner component). Collier, Dinham, Brennan, Deece and Mulford (2002:18) assert that subject departments are seen as being “potentially highly influential sites”. Subject departments are influential in the sense that decisions taken at departmental level can influence some of the decisions taken by the school governing body and school management team and the running of subject departments as influential sites requires Heads of Departments to be fully equipped to be able to plan and manage significant aspects or activities effectively (par. 2.2.5.1). The most popular and significant aspects of the role of head of department in meeting teaching goals are resources, time, conflicts and workload (Au, Wright & Botton, 2003:484; Briggs, 2003:427; Collier, *et al.*, 2002:22-23; Schmidt, 2000:840). The following are actions that heads of technical subjects should undertake in the management of a department and learning area (Davies, 2006:286):

- Staffing: taking part in the appointment of members of his/her department.
- Location of resources: distributing resources appropriately and equitably within his/her department.

- Developing scheme of work for all year groups and levels.
- Policies on marking and assessment: design and make available policy on marking and assessment in his/her department.
- Monitoring: checking whether marking and assessment policies are followed and applied by his/her teachers.
- Lesson observation: monitoring teachers in action.
- Monitoring of learners' books and how learners' work is moderated to ensure that assessment levels are being correctly awarded;
- Keeping a resources stock list that is checked annually; and,
- Keeping copies of ordered materials.

A challenge to the head of technical subjects and other Heads of Departments in a school is to be found wanting in terms of knowledge of management and that creates problems which weaken the departments and jeopardise the delivery of learning areas. Schmidt (2000:840) declares that a lack of role definition for Heads of Departments in a school legitimises the ambiguity of the department head's role. The major departmental obstacles faced by Heads of Departments are (Kerry, 2005:66):

- Expansion at the expense of others;
- Protectionism rather than improvement;
- The 'knowing organisation' rather than the 'learning organisation';
- Operationalising micro-politics, especially among departments;
- Narrowing rather than expanding curriculum (e.g., into thematic approaches);
- Historical budgeting rather than zero-based budgeting;
- Concern for the good of the specific subject rather than the good of the school, the learners or of all subjects;
- Being seen to be effective rather than being effective; and,
- Maintaining the *status quo* in favour of embracing opportunities for experiment and development.

Below are aspects or activities that heads of technical subjects should manage:

3.4.1 Resources

Allocation of resources in the subject department plays a critical part that determines whether the department succeeds or not. Blanford (1997:163) asserts that allocation of resources to subject departments is determined by Heads of Departments who prepare them on behalf of their teams. This justifies the assertion that a head of department should allocate resources appropriately and equitably within his/her department and to do it diligently. A certain level of resources allocation expertise (knowledge and skills) is expected from every teacher who occupies the position of head of department (par. 2.2.7). PAM (2003) further supports the above assertion by stating that the head of technical subjects should assist with the planning and management of school stock, textbooks and equipment for the department, and the budget for the department.

When ordering the materials and equipment for the technical department for the next year, the head of technical subjects should use the current year's price, add the percentage for inflation and consider the forecast growth (par. 2.2.5.1). Clark, Blacklaws and Morrison (1998:13) supports this by stating that the head of technical subjects should study the price of the previous year, and then add a percentage for inflation and expected growth. Long-serving Heads of Departments tend to ignore this and rely on common sense and intuition, forgetting that priorities of the department change every year and the budget should be reviewed annually. These priorities mean that even well established Heads of Departments should plan carefully when thinking about ordering of resources (Gold, 1998:83).

Some form of training on budgeting should be given to Heads of Departments since they are responsible for the bulk of the school's budget and resources.

Fleming and Amesbury (2001:109) state that Heads of Departments are likely to be responsible for spending a proportion of the school's budget. This bulk of the school's budget and resources will be spent by its departments to ensure the quality of teaching.

Gold (1998:81) states that an important resource in the department is staff. Members of staff are part of the resources and the most valuable resource in the technical department of the school since they are the ones who educate learners, plan and operate other resources such as equipment, space, material and facilities (par. 2.5.2), clearly the machines and other equipment in the workshops are important but not like the technical teachers. Therefore, it is very important for the head of technical subjects to use and channel the teachers in such a way that the objectives of the school are met. Heads of Departments should manage their resources (teachers) to ensure that they are sufficient both to achieve the mission and to programme objectives in the school (Settoon & Wyld, 2004:4).

3.4.2 Time

Time is of the utmost importance since school departments plan and organise their different activities (academic and non-academic) around the factor of time. Bisschoff, Govender and Oosthuizen (2004:46) state that time management can only be effective if discipline is continuously exercised in regularly measuring the natural situation against the planned. A head of technical subjects should exercise time discipline to ensure that teachers keep to planned deadlines for the completion of projects and other agreed schedules (par. 2.5.6). The following are activities that heads of technical subjects spend their time on (Collier, *et al.*, 2002:23):

- Teaching their own classes;
- Learner discipline and conflict resolution;

- Facilitating the professional development of staff;
- Assessment and marking;
- Curriculum monitoring;
- Organising activities;
- Dealing with parents;
- Extra-curricular activities; and
- Paperwork and administration.

When a head of technical subjects plans these activities in time, much that will impact positively on teaching and learning will be achieved.

3.4.3 Conflict

It is quite common that where conflict exists, progress will be stilled more particularly in the subject departments of the school. Kroon (1995:395) defines conflict as experiencing incompatible differences within an individual or between two or more individuals, which may lead to some form of opposition. In general, conflict exists in school departments mostly because of unclear roles and expectations which are caused by a lack of communication (par. 2.6.3). Wise (2001:340) states that if these conflicts are to be avoided, there needs to be much clearer communication of role expectations by all members. The communication channels should be such that all the deterrents to communication are dealt with effectively. Heads of technical subjects should do the following in their departments (Loock, Grobler & Mestry, 2006:55):

- Resist the temptation to speak about anyone behind his/her back;
- Do not attempt to gain the support of a group or individual by any means;
- Stay in continuous contact with any individual or group whose viewpoint radically differs from their own;
- Do everything in their power to discourage teachers from adopting a win-lose attitude;

- Attempt to avoid unnecessary conflict situations by keeping tension-producing structures out of personnel management;
- Do not allow staff politics to develop; and,
- If they detect any sign of inter-group conflict, initiate inter-group projects with neutral agendas as soon as possible.

The above argument should be taken seriously and its success to a certain degree depends on the head of department taking the first step in clarifying and explaining roles to teachers. Briggs (2003:427) states that teachers value clarity of role which enables them to operate effectively within the department. Clarity will avert conflict and harmonise relations in the department (par. 2.7.2).

3.4.4 Workload

Workload can deflect the attention of Heads of Departments from their teaching function and focus more on managing functions. Collier, Dinham, Brennan, Deece and Mulford (2002:22) state that Heads of Departments found that the pressures resulting from workload detract them from their own teaching, and compromise their performance.

The managing functions increase the workload of a head of technical subjects and as a result this creates a strain that leads to non-performance of other functions (par. 2.5.2). Ultimately, the head of technical subjects cannot ignore the responsibility of class teaching since by law it is his/her responsibility.

It is quite clear that Heads of Departments cannot escape these pressures of the workload hence, it is very important for them to manage and be given more time (par. 2.5.2). Wise and Bush (2000:194) state that the amount of work does not fit into the time of Heads of Departments. Therefore, the issue of time versus the workload of Heads of Departments should be discussed at the school

management level and circuit or district office, and the National Department of Education should be made aware of the limited time Heads of Departments have.

3.4.5 Conclusion

Heads of Departments are consumed by managing time to suit the workload at their disposal to ensure efficiency and the attainment of aims and objectives. The majority of Heads of Departments are unable to strike a balance between time and workload and this situation drives the subject departments to failure.

It is also the responsibility of a head of technical subjects to distribute resources equitably in the department to prevent conflict among teachers. Familiarising themselves with the latest trends in ordering material is important. It is further crucial for them to master ways of communicating messages to teachers as a means of preventing conflict.

The next section deals with the management of effective teaching by a head of technical subjects as a means of attending to teachers' work so that they may offer the necessary assistance and help.

3.5 MANAGING AND ENSURING EFFECTIVE TEACHING

Managing teaching is one of the managing functions of Heads of Departments and it is achieved when teachers are managed appropriately to ensure that teaching takes place, although it may sometimes appear as if Heads of Departments are disassociating themselves from this function (par. 2.2.5.3). Heads of Departments do not accept the roles of managing teachers, curriculum leaders, change agents and staff developers (Early, 1990:192-3 and Gold, 1998:1). To ensure that effective teaching takes place, Heads of Departments should encourage teachers to demonstrate the following features (Henniger, 2004:64):

- Engage in quality planning and preparation;
- Prepare a positive classroom environment;
- Use proven instructional techniques; and,
- Exhibit professional behaviour.

In achieving these features, Heads of Departments must enhance teachers' knowledge and expertise; in doing so, the following aspects are important:

3.5.1 Staff development

It is appropriate for a head of department to manage the development of his/her staff responsibly and diligently. David, Lazarus and Lolwana (2006:130) describe staff development as a process that is meant to improve the skills, attitudes, understanding or performance of teachers. In improving the skills, attitudes, understanding and performance of teachers, Heads of Departments must identify areas that require development through monitoring and evaluation (par. 2.5.3). Having identified areas where teachers require development after monitoring and evaluating, Heads of Departments must prepare and arrange the necessary development programmes for them (Bowman, 2002:3). In preparing for these development programmes, particularly in a technical department, the head of technical subjects must consider the following obstacles which impede staff development (Brown, Rutherford & Boyle, 2000:250):

- Lack of time for staff development;
- Lack of money for staff development; and,
- Uncertainty about the range of possibilities for staff development.

Considering these obstacles, it is important to overcome them more especially in the technical department of the school as a significant number of teachers in this department are recruited from the engineering industry with no teaching

experience. Professional development is not necessarily important to teachers recruited from engineering and new teachers only; teachers who are halfway in their careers should be encouraged by the head of technical subjects to participate in the development programmes as well (par. 2.7.3). It appears that continuing professional development is particularly difficult for teachers in the middle phase of their careers to decide where their careers are heading, owing to growing family issues and tension (Day, Sammons, Stobart, Kington & Gu, 2007:126).

The four conditions of staff development that need to be satisfied to meet both staff needs and aspirations, and to stimulate and maintain their motivation, are (Brown & Rutherford, 1999:234):

- Responsibility;
- Permitting circumstances;
- New experiences; and,
- Respect and recognition.

According to the Integrated Quality Management System (SA, 2003:13), the Development Support Group (DSG) is responsible for assisting teachers in developing a Personal Growth Plan. Teachers should therefore be assisted by a development support group, of which a head of department is part, to plan and execute their Personal Growth Plans (par. 2.7.3). In addressing the objectives of the DSG on staff development, heads of departments should ask themselves the following questions (Bell & Gilbert, 1996:9):

- What is the nature of teacher development?
- What factors help and hinder teacher development?
- What model of teacher development may be used to plan teacher development programmes and activities?
- What teacher development activities promote growth?

- Why are some teacher development experiences so frustrating for teachers who want to change?
- Why does the change process occur over a longer rather than shorter time span?
- Why do some innovative teachers want to move away from classroom teaching?

Collier, Dinham, Brennan, Deece and Mulford (2002:24) report that Heads of Departments feel that the professional development of their staff suffered because of greater pressure and demands. In further assisting teachers, department heads should guard against the pressure and demand (official and unofficial duties) to enhance the professional development of their staff. Ensuring whether professional development of teachers takes place accordingly, Heads of Departments must allow the following development process to unfold in phases (Van Deventer & Kruger, 2003:193):

- **Phase 1: Forming a group identity.** The initial phase requires the group to find out why they are there and what role each individual will play.
- **Phase 2: Determining tasks and aims.** During this phase tasks are delineated and aims formulated.
- **Phase 3: Bonding.** During this phase people begin to realise that they are no longer just a collection of individuals, each with his own aims and agenda, but a team striving for a common aim.
- **Phase 4: Processing.** While the problems of Phase 3 are being overcome, a team or group is in the process of developing.
- **Phase 5: Assimilation.** Some groups cease to exist as soon as the predetermined aims have been achieved.

According to Wise (2001:338), teachers commented about entering a profession and expecting to be trusted to work unsupervised. It is for this reason that teachers, particularly technical teachers, should undergo the staff development

programmes to better equip themselves, and further develop their expertise that they can exchange among themselves or with their head of department (par. 2.5.2). Expertise is exchanged and validated, and the rest of the department has access to a valuable model of continuing development when their head of department is continuously seeking new ideas, skills and knowledge (Gold, 1998:57; Jones & O'Sullivan, 1997:92).

3.5.1.1 Training

It is essential for Heads of Departments to encourage teachers to continuously attend training since a head of department's effectiveness and efficiency relies heavily on the knowledge and expertise of his/her teachers in the department (par. 2.5.3). Loock, Grobler and Mestry (2006:41) define training as a learning process that involves the acquisition of skills, concepts, rules or attitudes to enhance the performance of employees. Achieving the enhanced performance of teachers requires effort; hence, there must be some kind of investment in training. Stanley (2006:32) argues that considerable investment in training has an impact. The school governing body should invest in the training of teachers over and above the training programmes offered by the Department of Education as it would enable Heads of Departments to assist in the training of teachers. The effect of heads of technical subjects on training should be to bring about the following in teachers' attitudes (Leaman, 2006b:49-50; Kyriacou, 1997:1):

- Feel and appear confident in the classroom;
- Develop a calm and assertive teaching 'voice';
- Explore ways of engaging learners' attention;
- Provide simple, well-structured lessons;
- Give clear and direct instructions;
- Establish and reinforce basic boundaries of behaviour;
- Familiarise themselves with the curriculum basics;
- Develop good habits for paperwork organisation;

- Build up their knowledge and understanding of effective teaching;
- Develop the key skills involved in classroom teaching; and,
- Critically reflect upon and evaluate their own teaching.

In terms of PAM (2003), the head of department must participate in teachers' appraisal processes to review their professional practice with the aim of improving their teaching, learning and management. Therefore, the head of department is encouraged to first establish the problems experienced by teachers before recommending or providing any kind of training to them (par. 2.7.3). What is also important in this case is that the head of department must identify his/her own shortcomings in teaching methodology and management.

PAM (2003) further instructs Heads of Departments to participate in departmental and professional committees, seminars and courses to update their professional standards. Quite clearly, after identifying their own weaknesses and those of teachers, they can then be in a position to recommend which seminar or course they should all attend (par. 2.8.2).

3.5.1.2 Coaching

Heads of Departments should use coaching as a means to guide teachers towards the achievement of effective learning. Rhodes, Stokes and Hampton (2004:25) state that coaching represents a peer-networking interaction (working together) which draws upon collaboration and mutual trust. In discharging their responsibilities of a coach to teachers, Heads of Departments should encourage collaboration (which involves voluntary participation, shared values and responsibility, equal participation and good listening skills) among teachers, which in turn will boost teachers' trust in the Heads of Departments (par. 2.5.1).

There should be a reason why heads of technical subjects should want to coach their team of teachers, especially when things are apparently not going according

to plan (par. 2.2.5.1). Therefore, heads of technical subjects should do the following in terms of coaching their teams (Carr, Herman & Harris, 2005:92):

- Problem solve an instructional issue;
- Analyse an aspect of teaching or instruction for the teacher's reflection;
- Learn new ideas to try in the classroom;
- Share classroom management techniques;
- Apply a new teaching or instructional approach with immediate feedback;
- Act as another set of eyes and report on an agreed-upon area of observation;
- Demonstrate teaching to acquire a new teaching or learning strategy from a colleague; and,
- See expert or model coaching on a specific technique.

It is of no use for heads of technical subjects to coach technical teachers without a proper plan, because the goals and objectives of this programme will never be achieved (par. 2.2.5.1), hence, heads of technical subjects should apply the following three sequential steps of coaching (Rhodes, *et al.*, 2004:28):

- To encourage teachers to build on their strengths;
- To equip teachers to tackle areas for improvement; and,
- To enable teachers to achieve ongoing success.

Clearly, there must be some specified capacity when the head of technical subjects is mentoring teachers.

3.5.1.3 Mentoring

The subject head should view mentoring as a process that seeks to develop teachers with a clear purpose. Rhodes, Stokes and Hampton (2004:14) define mentoring as a role which includes coaching, but also embraces broader

counselling and support, such as career counselling and privileged access to information. The head of department should assist in identifying teachers who are eligible for counselling and support, and make information easily accessible to teachers (par. 2.7.3).

In sustaining and improving the successes of his/her technical department, a head of technical subjects as mentor must be capacitated and resourceful to meet all the needs of his/her department, including those of teachers (par. 2.7.1). The mentors have the capacity and resourcefulness to move from a mentoring to tutoring approach according to the immediate needs of the individual mentee (Kochan & Pascarella, 2003:17). In serving his/her purpose of mentoring teachers, a head of technical subjects is expected to (Davies, 2006:9-10; Rhodes, *et al.*, 2004:9):

- Advise teachers on lesson planning;
- Give guidance about teaching;
- Observe teachers' lessons;
- Be a critical friend;
- Suggest strategies for managing learners' behaviour;
- Support new staff;
- Assist part-time staff in improving their performance;
- Support under-performing staff; and,
- Develop staff for promotion.

For the head of technical subjects to be an effective mentor, s/he should apply the actions above.

3.5.2 Staff induction

Some form of assistance is needed in helping newly appointed teachers to acclimatise in the various subjects department of the school. Steyn and Van

Niekerk (2005:232) define staff induction as the organisation's efforts to enable and assist various categories of new staff members to adjust effectively to their new work environment with the minimum disruption and as quickly as possible, so that the organisation's functioning can proceed effectively.

In the case of the head of technical subjects, it is appropriate to assist new teachers in the department to adjust, but it is equally important for a head of technical subjects to follow up to ensure whether the new teacher has acclimatised or settled in (par. 2.7.3). An effective induction programme should make provision for a follow-up interview with new teachers to establish whether they feel at home (Kroon, 1995:315). In executing their induction responsibilities, a head of technical subjects should (Holmes, 2003:127):

- devise a suitable programme of induction that is individualised and will allow for fair and thorough assessment of a teacher's abilities as well as suitable daily support and monitoring;
- formally assess teachers' work at regular intervals and make fair and rigorous judgements;
- make recommendations to the principal on the outcome of the induction period; and,
- be fully aware of his/her duties.

When executing their induction responsibilities, heads of technical subjects will fast-track acclimatisation of newly appointed technical teachers.

3.5.3 Monitoring

It is a compulsory exercise for Heads of Departments to monitor by observing teachers in action and demanding learners' books and teachers' and learners' files to evaluate progress achieved to date (par. 2.5.3). The Integrated Quality

Management System instructs Heads of Departments to observe teachers in practice in the form of class visits (SA, 2003:9). Although Mercer and Ri (2006:13) state that their research results revealed that Heads of Departments rarely visit their teachers in classrooms. Classroom visits or observations remain relevant because is the most practical data collecting instrument. Classroom observation remains the most practical activity for collecting formal data about teacher performance (Danielson & McGreal, 2000:83). To fulfil his/her monitoring responsibility, a head of technical subjects should be responsible for monitoring and evaluating the quality of teaching and learning within the department, be responsible for the quality of work within the department, and, monitor teaching within the department (Wise, 2001:338).

In the technical department of the school, it is very important to have a head of department with expertise in technical education, especially the knowledge background of Mechanical, Electrical, Civil and Engineering Graphics and Design (par. 2.2.7). Therefore, for heads of technical subjects to fulfil their monitoring role in technical subjects they must be able to know what is going on so they have to be involved in the supervising and monitoring of colleagues' work and ensure that their departments are functioning as they should be and give guidance when necessary (Wise, 2001:338)..

It is equally important for the head of technical subjects to monitor whether teachers are using teaching aids correctly, especially board usage in the theory and graphic design classes (par. 2.2.5.4). It is sometimes difficult for the head of technical subjects to monitor teachers appropriately as they are not familiar with all technical subjects for which they are responsible.

3.5.4 Conclusion

To establish the weaknesses of teachers, Heads of Departments should monitor them to give the appropriate coaching, monitoring and training strategies with the

intention of enhancing their performance, more importantly, in terms of staff development, the head of technical subjects must encourage teachers from industry to attend teaching practice methodology courses. The induction programme managed by head of department will bring teachers up to speed with their expected performance. It is apparent that Heads of Departments find little time to coach and mentor teachers as a result of their heavy workload.

Heads of technical subjects should be conversant with all learning areas under their care to enable them to monitor teachers properly and be able to offer the appropriate remedy to them (par. 2.2.7). It will be very difficult for heads of technical subjects to manage effective teaching if they are not conversant with the learning areas in their departments.

The section below deals with the management of learning by a head of departments to enable learners to acquire knowledge and understand what is expected of them (learners).

3.6 MANAGING AND ENSURING EFFECTIVE LEARNING

It is important for Heads of Departments to be learner-orientated when ensuring that learning is successfully delivered. Kruger (2008:4) defines a learner as a person in need of certain knowledge, skills, attitudes or values and who has to be enabled to acquire it. For effective learning to be deemed successful, heads of technical subjects should be satisfied that learners have acquired knowledge, skills and attitudes (par. 2.5.3). To enable learners to acquire knowledge, skills and attitudes, a head of technical subjects must do the following to ensure that learning programmes meet learners' maturity levels (Reynecke, Carstens & Klipin, 2001:87):

- They permit and encourage active learner participation;
- They encourage learners to introduce past experiences into the process to re-examine these in the light of new information;
- The learning climate must be collaborative rather than authoritarian;
- Learners engage in experiential activities;
- Planning is a mutual activity between learner and teacher;
- Evaluation is a mutual activity between learner and teacher; and,
- Evaluation leads to the re-appraisal of needs and, therefore, to the design of new learning activities.

By considering the above information, heads of technical subjects will achieve many benefits in their departments.

3.6.1 Disciplinary measures

Collier, *et al.* (2002:23) state that the prominent elements of being a head of department should include learner discipline and other matters relating to learners. It is for this reason that Heads of Departments should become involved in assisting their teachers with the disciplinary procedure and measures to avoid

any discrepancies in the process (par. 2.7.3). Section 10 (1) of SASA (SA, 1996) clearly states that no person may administer corporal punishment to a learner at a school.

3.6.2 Guidelines for a code of conduct for learners

The guidelines for a code of conduct for learners (SA, 1998), contains disciplinary measures that should be followed. The policy encourages the disciplinary process to be expeditious, fair, just, corrective, consistent and educative in the technical department (par. 2.4.3.1). It empowers teachers and heads of technical subjects to take reasonable measures to prevent learners from harming others but it also encourages them (heads of technical subjects and teachers) to refer serious misconduct to the principal. Most importantly, the policy (SA, 1998) further encourages heads of technical subjects and teachers to adhere to due process of discipline.

3.6.3 Guiding learners about learning

Davies (2006:25) and Fox (2005:9) state that the emphasis should be placed on learners' knowledge, skills and understanding through learning by doing and by solving real-life problems, both inside and outdoors. In guiding learners about learning, heads of technical subjects should use practical work (mechanical, electrical and civil projects) to solve real-life problems and in the process learners will acquire knowledge, skills and understanding (par. 2.2.5.3). A head of technical subjects should consider the following characteristics of meaningful learning to enable learners to master the content (Kruger, 2008:2):

- Active: the learner must carry out various operations (mostly mental and cognitive) with the information or content being learned for it to be internalised meaningfully.

- Constructive: learners perceive and interpret new information in a unique manner (based on factors such as prior knowledge, interest, motivation, attitude to self, etc.).
- Cumulative: new knowledge builds on the individual's prior knowledge and mental models, although prior knowledge can inhibit as well as facilitate new learning.
- Self-regulate: as learning progresses, learners must make decisions about what to do next.
- Goal orientated: meaningful learning is more likely to be successful if the learner has at least a general idea of the goal being pursued and holds appropriate expectations for achieving the desired understanding.

Learners must develop the above characteristics to master content, and it is the responsibility of the head of technical subjects to guide and assist them to do so.

3.6.4 Choice of career and subjects

Choosing one's career requires assistance from someone with broad knowledge and experience, hence, a head of department should show leadership in assisting and advising learners with career and subject choices. Stead (1988:7) defines career as a sequence of occupations in which one engages. In order for the learners to make the correct career choice, they should first choose relevant subjects that will suit their future occupations, and they will require the guidance of a head of department (par. 2.2.5.3). PAM (2003) categorically places the responsibility of learners' educational welfare in the hands of the head of department. Selection of subjects falls within learners' educational welfare, for which the head of department should be responsible.

The head of technical subjects should take learners through the process by assisting them to identify their strong and weak points in various school subjects. After learners have determined their strong and weak points in various subjects,

the head of technical subjects should leave it up to them to decide on their subjects of choice (par. 2.5.1). In assisting the learners to make correct career choices, a head of technical subjects should consider the following (Stead, 1988:69):

- Career information: determine the level information learners have about the careers they aspire to.
- Career interests: determine the level of interest learners have about the career they aspire to.
- Academic ability: determine whether the academic performance of the learner meets or matches the entrance requirements of the aspired course.
- Age and standard: determine whether the information presented to learners takes into account their age and standard.
- Sex: check whether the course fits the sexual orientation of a learner.
- Language: ensure that the learner is not going to confront language barriers when doing the aspired course.
- Socio-economic status: check if the learner's financial backing from home will be sufficient if the learner does not obtain a bursary or study loan.
- Family: check the learner's family background in terms of social, education and economic standing.

3.6.5 Progress reports of learners

PAM (2003) contains information on the progress reports of learners. It places responsibility for submitting learners' reports to the principal on the head of department. This would mean that the head of department should check the information on learners' reports before handing them to the principal (par. 2.2.5.4).

PAM (2003) further places the responsibility of controlling mark sheets on the head of technical departments. This requires the head of a technical department to scrutinise the marks awarded to learners and afterwards engage teachers to provide clarity where necessary on their allocation of marks (par. 2.2.5.4). The process suggests that the head of a technical department must first moderate the tests, examinations papers and memoranda before scrutinising mark sheets, then s/he can allow teachers to transfer marks onto the learners' progress reports.

3.6.6 Conclusion

Heads of technical subjects should ensure that learning takes place in a situation where learners are disciplined, tolerant and obedient. This situation can only be created when heads of technical subjects ensure that appropriate disciplinary measures are taken with learners, and learners are being guided accordingly to enable them to make different types of decisions (such as career and subject choices, etc.). Subject heads do not fulfil this role appropriately owing to their failure to gather the necessary information (i.e. career brochures and other materials related to career choice) and not creating time for discussing career choice.

In disciplining and guiding learners, heads of technical subjects are guided by policy to avoid discrepancies, not only on their part but also on the part of their staff. Learners' progress reports allow the head of technical subjects to compare the average of learners who succeeded against that of learners who did not.

The next section concentrates on the involvement of parents in the work of their children and the good relations that heads of technical subjects must enjoy with members of the community.

3.7 MANAGING PARENTAL AND COMMUNITY INVOLVEMENT

Davies (2006:212) states that Heads of Departments and schools by law must provide parents with a full written report during meetings with them. Parents have the right to privileged information that concerns their children in the school, and the involvement of the community can provide support that the school is seeking, hence, the head of department must be seen as inviting to both parents and community (par. 2.7.2). Community groups, such as local dignitaries, welfare organisations, civic leaders, welfare groups, youth organisations and town development communities, sometimes exist apparently to support and contribute to a school (Van Deventer & Kruger, 2003:256).

3.7.1 Meeting parents

Bennett (2005:11) states that the head of technical subjects should always start with the premise that parents and teachers both want the child to be happy and to succeed, so they would be on the same side and support each other. When learners receive the support of parents, teachers and the head of department, they are likely to perform better and succeed (par. 2.5.5). Therefore, it is crucial for the head of technical subjects to attend to the following suggestions to forge sound relationships with parents that will enable learners to succeed (Bennett, 2005:12):

- It is important to start properly. The first meeting with a parent should always be warm and friendly. The head of technical subjects must let them see him/her as a kindly person, interested in their child;
- Get to know their names as soon as possible;
- Some families have complicated lives. The 'father' is sometimes a live-in partner. The technical subject head should try to be sensitive, and stay in touch with the real father as well;
- It is best for the technical subject head to be approachable, not aloof;

- Make sure the learner realises that the head of technical subjects regards his/her parents as a friend; and,
- Many learners live with carers. The technical subjects head should always try hard to build a harmonious relationship with them.

The subject department is not expected to perform well and produce good results without parental involvement. Poorly performing schools have strategic plans, but parents and learners are not involved in their formulation (Van der Westhuizen, 2005:140).

3.7.2 Dealing with community

According to Van Deventer and Kruger (2003:255), the word *community* may refer to a group of people living in one place or locality, such as a village or town, or it may refer to a group of persons having the same or similar interests, such as the parent community of a school or a religious group. It is therefore important for a head of department to seek involvement from local dignitaries, welfare organisations, civic leaders, welfare groups, youth organisations and town development communities (par. 2.5.5).

Owing to the high cost of material, particularly for the technical subjects department, the departments of the school are unable to complete other projects in their programmes. It is therefore up to the head of department to forge partnerships with local businesses (as part of community involvement) to obtain donations that will allow the subject department to afford the materials needed. Partnerships are often designed to fill the gaps in funding that appear in devolved budgets (Portin, 1998:385).

To harness and promote good school-community relations, the head of technical subjects should (Van Deventer & Kruger, 2003:257):

- encourage participation by learners in the social, economic and cultural life of the community;
- make certain school facilities and resources available to the community for education and social purposes;
- supply important information on the school to the public;
- maintain regular contact with certain outside institutions and education bodies that may be of mutual benefit;
- staff and learners must receive and attend to all visitors politely and as helpfully as possible; and,
- occasionally invite local dignitaries from each interest group to share in the life of the school.

In determining a way forward for the successful implementation of the National Curriculum Statement in technical high schools, Heads of Departments should evaluate the perceptions of the community, learners, teachers and school management on the subject. The characteristics of a subject are not the only elements that appear to be important but also how the characteristics are perceived by the community (Witziers, Sleeper & Imants, 1999:300). It is for this reason that the community should be consulted during the early planning stages of curriculum design.

3.7.3 Conclusion

Parents, teachers and the community at large form the critical support structure to learners, hence, their incorporation is important in matters relating to learners' education and wellbeing. Heads of technical subjects should strive to forge this type of co-operation with parents and the community for the sake of learners and progress in the department (par. 2.5.1). It is apparent that parent and community involvement in matters relating to learners' performance and the support the school requires from them is minimal.

In the section, below the involvement of the head of department in matters relating to governance of the school are discussed.

3.8 INVOLVEMENT OF HEAD OF DEPARTMENT IN THE MANAGEMENT AND GOVERNANCE OF THE SCHOOL

The smooth running of the school depends largely on its governance, and to achieve this smooth running the governors are to seek assistance from various groups and individuals (par. 2.5.1). A head of department could be requested to assist in matters relating to governance by the school governors or be elected by members of the staff to represent them in governance matters.

3.8.1 Assistance to the principal

PAM (2003) states that Heads of Departments may act on behalf of the principal during her/his absence from school if the school does not qualify for a deputy principal or in the event that both of them are absent.

This means that the head of technical subjects is eligible to perform the functions of the principal (such as general/administrative, personnel, teaching, extra- and co-curricular, interaction with stake-holders, and communication). It should, however, be emphasised that the head of technical subjects may be allowed to perform these functions only during the absence of the principal or deputy principal and at an acting capacity only.

PAM (2003) further empowers the head of technical subjects to have contact with the public on behalf of the principal. This could be interpreted as a means for the head of technical subjects to familiarise himself/herself with the expectations, grievances and socio-political dynamics of that society.

3.8.2 Assistance to the School Governing Body

Section 23 (1) (a-c) of the South African Schools Act, No. 84 of 1996 (SASA) (SA, 1996) states that the membership of the governing body of an ordinary public school comprises:

- (a) elected members;
- (b) the principal, in his or her official capacity; and
- (c) co-opted members.

This serves to confirm that the head of technical subjects may serve in the school governing body as an elected teacher, elected by other teachers. Section 30 (1) (b) (SASA) (SA, 1996) further states that a governing body may appoint persons who are not members of the school governing body to various committees of the school on grounds of expertise, but a member of the governing body must chair every committee. Therefore, the head of technical subjects may be appointed to a school committee that would assist or advise the school governing body on matters relating to any other issue or technical subjects (par. 2.2.7).

According to Shuttleworth (2000:220), management of the curriculum is about those with ultimate power (such as the governing body and the principal) choosing to delegate control of curriculum to Heads of Departments. It is therefore proper for the head of technical subjects to intervene in all matters associated with the offering of technical subjects because of the powers allocated to him/her by the school governing body.

The delegated role awarded to Heads of Departments in the technical department would mean that they occupy an advisory position. This position permits the head of technical subjects to brief and advise the school governing body on matters relating to the National Curriculum Statement and the ordering and buying of consumables and non-consumables.

3.8.3 Conclusion

Running the school is not the operation of a few, but is the operation of all the stakeholders, teachers included (par. 2.8.3). The head of technical subjects could serve in the school governing body in several capacities, and also run the school in an acting capacity during the absence of the principal and deputies.

3.9 CHAPTER SUMMARY

This chapter dealt with an exposition of the management and leadership functions of Heads of Departments in technical high schools. It described two major functions of Heads of Departments, viz., teaching and managing.

Furthermore, the role of Heads of Departments in executing teaching functions (namely assessor; learning mediator; interpreter and designer of learning programmes; learning area/subject/discipline/phase specialist; scholar, researcher and lifelong learner; community, citizenship and pastoral role; leader, administrator and manager) is discussed. The managing functions of Heads of Departments (namely managing a department, managing effective teaching, managing effective learning and managing parental and community involvement) were dealt with. The end of the chapter dealt with the involvement of Heads of Departments in the management and governance of the school.

CHAPTER 4

EMPIRICAL RESEARCH

4.1 INTRODUCTION

The first chapter deals with the development of the idea for this study, the justification for this idea and deriving research problems, whereas chapters two and three deal with theoretical and practical aspects of leadership and management of Heads of Departments in technical high schools respectively where concepts are defined and tested in practice and supported by literature.

In this chapter results are presented through tables for the interpretation and analysis of data.

4.2 RESEARCH DESIGN AND METHODOLOGY

Research design is a blueprint of how one intends to conduct the research (Mouton, 2001:55). A method should be used to limit the amount of data to be used for achieving the set aims of a study (Walliman, 2005:275). In conducting this study, the researcher used the questionnaire survey method.

4.2.1 The questionnaire as a measuring instrument

A quantitative research design was used for this study. A questionnaire survey method was used so that the researcher could collect much information over a wide geographical area within a short period of time. For this purpose a questionnaire was designed to gather data. There are two types of questionnaires that may be presented to respondents, viz., the open-ended questionnaire and the closed-ended questionnaire. In this study, a closed-ended questionnaire was used to obtain respondents' responses. According to Neuman

and Kreuger (2003:272, a closed-ended questionnaire asks a question and gives the respondent fixed responses from which to choose.

4.2.1.1 Construction of closed-ended questionnaire

The researcher carefully thought about the planning and construction of the questionnaire and established how difficult the process was. This process required much of the researcher's time and experience, literature and a vast collection of previous questionnaires.

It is essential to follow certain guidelines in designing a standardised questionnaire (Pietersen and Maree, 2007:222). It is therefore very important for the questionnaire to meet the following standards (O'Hanlon, 2003:82; Leedy & Ormrod, 2005:190):

- Use language that will be easily understood by the target group;
- Ensure that the questionnaire and its questions are short and simple;
- Make the format attractive;
- Avoid asking biased or leading questions;
- Avoid asking negative questions;
- Ask a general question to set the scene for specific questions;
- Organise and lay questions out in a clear, user-friendly manner; and,
- Organise the questionnaire in a logical sequence.

The above guidelines were observed meticulously in constructing the questionnaire for this research.

4.2.1.2 Reasons for selecting a close-ended questionnaire

When the questionnaire is well structured, the following benefits will be achieved (Anon., 2006:1; Brynard & Hanekom, 1997:38-39; Ary, Jacobs & Razavieh, 1999:421; Thomas & Nelson, 2001:18):

- They are relatively easy to analyse, simple to administer and straightforward to use;
- A large sample of the given population can be contacted at relatively low cost;
- They should be simple and quick for the respondent to complete;
- Respondents have time to think about their answers;
- Information is collected in a standardised way; and,
- They ensure confidentiality.

The above advantages of the questionnaire were suitable for the present research because of the following:

- Time constraints: The questionnaires were distributed at the beginning of the academic year and this is the period of turbulence in many public schools owing to disruptions caused by athletics, registration of learners, planning sessions, subject distribution, parents' and teachers' meetings.
- Financial implication: The researcher had to cover the major part of the North-West Province by vehicle to distribute questionnaires which reduced the financial costs of accommodation as the researcher was not bound to one place for long.
- Vastness of the population: Non-response, particularly by the population in the remote areas of the Province prompted the researcher to travel to such areas.

4.2.1.3 Disadvantages of closed-ended questionnaire

A questionnaire, like any other data collecting technique, has weaknesses that might result in the following disadvantages (Milne, 1999:52; Leedy & Ormrod, 2005:185; O'Hanlon, 2003:82-83):

- Respondents may answer superficially, especially if the questionnaire takes a long time to complete;
- Questionnaires are standardised so it is not possible to explain any points in the questions that participants might misinterpret;
- Questionnaires may be put aside and forgotten; and,
- A researcher is apt to gain only limited, and possibly distorted, information.

In spite of all the above-mentioned problems related to close-ended questionnaires, the researcher chose to use it. The researcher would overcome these disadvantages by delivering the questionnaire at different schools, explain it and collect it after the respondents had completed it.

4.2.1.4 Reliability and validity of the questionnaire

The instrument used in this research was derived from an extended literature study whereas most research used standardised measuring instruments such as intelligence tests (IQ Tests). For this reason it was necessary to standardise the questionnaire used in this research by establishing its reliability and validity.

4.2.1.4.1 Validity

Validity is the extent to which the instrument measures what it is supposed to measure (Leedy & Ormrod, 2005: 28). This means that the question items match the social reality being measured (Neuman, 2006: 188). The constructs for this research were derived from a rigorous and comprehensive literature study to

establish **construct validity**. For each construct relevant content was specified in the form of concepts and ideas identified by the literature study. In this way **content validity** was established.

4.2.1.4.2 Reliability

Pietersen and Maree (2007: 215) describe reliability as the extent to which a measuring instrument is repeatable and consistent. According to Leedy and Ormrod (2005: 29), reliability "is the consistency with which a measuring instrument yields a certain result when the entity being measured hasn't changed". This means an instrument is reliable when it produces the same result over a period of time under identical or very similar conditions (Neuman, 2006: 188).

In this research reliability was established by constructing question items that closely reflect functions and duties, the characteristics/ qualities, and challenges of Heads of Departments. In this case multiple indicators were used to measure the same construct in order to obtain a reliable measure which yield consistent results across different indicators. This means that equivalence reliability was obtained.

The Cronbach Alpha coefficient test was further used to establish the reliability of the teaching and management functions of the Heads of Departments. The results were as follows:

Table 4.1: Cronbach Alpha coefficient test

Variable	Cronbach Alpha coefficient
Teaching functions	0,78
Managing functions	0,76

The above table (Table 4.1) indicates that the reliability of the instrument were moderate, and according to Pietersen and Maree (2007: 216), such reliability estimate are regarded as acceptable.

4.2.1.5 Format of the closed-ended questionnaire

In constructing the questionnaire, the format below was used to address the aims and objectives of the empirical research. The questionnaire has four sections and is outlined as follows:

1. Section A: to determine biographic and demographic information of Heads of Departments in technical high schools (Question items A1-A7);
2. Section B: to determine leadership qualities/characteristics that Heads of Departments should possess and display (Question items B1-B13);
3. Section C: to determine the extent to which Heads of Departments perform their functions and duties (Question items C1-C15); and,
4. Section D: to establish the degree of seriousness of challenges or problems that Heads of Departments experience in their work (Question Items D1-D12).

In the next paragraph the total population and sampling of the study are discussed.

4.2.2 Population and sampling

Population is a collective term used to describe the total number of cases of the type which are the subject of a study (Walliman, 2005:276). The total number of technical high schools and high schools with technical subjects is 59 according to the statistics of the Department of Education. The number of Heads of Departments in these schools ranges from 4-7, so that it was difficult to determine the exact total number of Heads of Departments and such information was not readily available from the Department of Education. Thus the researcher decided to select 13 schools that were geographically near to each other, forming some sort of clusters within the vast area. In the selected 13 schools all Heads of Departments in every school were involved in the study, yielding a potential total of 75 respondents (N=75).

Leedy and Ormrod (2005:206) and Kumar (2005:178) state that convenience sampling makes no pretence of identifying a representative subset of a population and is also based on convenience in accessing the sampling population. The researcher used **convenience sampling** to access Heads of Departments in technical high schools and ordinary high schools with technical subjects who were available to him in the North-West Province.

Table 4.2 Response rate of Heads of Departments

Number of distributed questionnaires	Number of returned questionnaires	Percentage
75	68	90,6%

The above table (Table 4.2) shows that only 68 out of 75 questionnaires were returned. The reason for this is that some of the Heads of Departments returned

unusable questionnaires in which a great number of responses were missing. It was impossible to let them complete the questionnaires because the researcher could not know which questionnaire belonged to whom. This led 7 unusable questionnaires that could not be included in the data. In spite of this, 90,6% of questionnaires were collected and analysed. This response rate was adequate to achieve reliable and valid conclusions (Anderson, 1990:167).

4.3 ADMINISTRATIVE PROCEDURES

The researcher applied for the ethics clearance (research) to the Ethics Committee of the North-West University, Potchefstroom Campus. The approval date was 30 October 2008 and the expiry date 29 October 2013.

The North-West Department of Education was requested through a letter to grant the permission to conduct research in the North-West Province. A letter of permission from the North-West Department of Education contained conditions that the researcher had to adhere to. This letter was sent to all three Sub-Directorates of the North-West Province which in response allowed the researcher to enter their technical high schools and ordinary high schools with technical subjects to conduct the research.

On entering the selected schools, permission was sought from the principal to conduct research and Heads of Departments were also asked for their consent. The researcher furnished the respondents with letters of permission from the North-West Department of Education (cf. Appendix D), the Sub-Directorate (cf. Appendix E, F and G) and a covering letter to further support the legitimacy of the research. The respondents were asked to complete consent forms and were assured that this form would not in any way be linked to the responses of a particular respondent.

The questionnaires were distributed to all Heads of Departments in the selected schools and it was agreed that the researcher would collect the completed questionnaires the next day. However, some of the Heads of Departments missed their deadlines and had to be given extensions.

4.4 INTERPRETATION AND DATA ANALYSIS

4.4.1 Introduction

In this section the data collected from respondents is interpreted, processed and analysed.

4.4.2 Biographic and demographic information of Heads of Departments in technical high schools (Section A)

Section A of the questionnaire deals with respondents' biographical and demographic information to clarify the responses in other sections of the questionnaire. The responses to question items in Section A are as follows:

Table 4.3: Biographic and demographic information

Question Item	Variable	Frequency	%
A1: Age	21- 30	1	1,5
	31- 40	16	24,2
	41- 50	28	42,4
	51- 60	19	28,8
	60+	2	3,0
	Missing Frequency	2	3,0
	Total	68	100
A2: Gender	Male	30	46,9
	Female	34	53,1
	Missing Frequency	4	5,9
	Total	68	100
A3: Highest Professional Qualification	PTD	4	7,4
	STD/SED	8	14,8
	UED	7	13,1
	UDE	13	24,0
	OTHERS SPECIFY		
	HED	22	40,7
	Missing Frequency	14	20,6
A4: Highest Academic Qualification	Std 10/Grade 12	18	32,7
	Bachelors Degree	23	41,8
	Honours Degree	9	16,3
	Master Degree	5	9,1
	Doctoral Degree		
	Missing Frequency	13	19
	Total	68	100
A5: Numbers of years as a teacher	01- 05	1	1,5
	06- 10	6	9,1
	11- 15	14	21,2
	16+	45	68,2
	Missing Frequency	2	3,0
	Total	68	100

A6: Number of years as a HOD	01- 03	8	12,7
	04- 06	17	27
	07- 09	16	25,4
	10+	22	34,9
	Missing Frequency	5	7,4
	Total	68	100
A7: Number of years in the current school	01- 03	5	7,5
	04- 06	3	4,5
	07- 09	10	14,9
	10+	49	73,1
	Missing Frequency	1	1,5
	Total	68	100

4.4.2.1 Item A1: Age

The finding that only 1,5% of respondents is between 21 and 30 years of age implies that some teachers become Heads of Departments at an early age while the majority (42,4%), as expected, are between 41 and 50 years of age. This shows that most Heads of Departments are of a mature age and this may reflect the wealth of experience they possess.

4.4.2.2 Item A2: Gender

From the above question item, 46,9% of respondents are male, and 53,1% of respondents are female. The reason for the number of male Heads of Departments to be slightly lower than that of female Heads of Departments could be due to the gender equity policy which seeks to bring gender balance into the schools. The Department of Education is aggressively seeking to promote female teachers into management posts and the results show that the policy is successful.

4.4.2.3 Item A3: Highest Professional Qualification

The question item above shows that 40,7% of respondents have a HED while 7,4% of respondents have a PTD. The majority of Heads of Departments have HED and this demonstrates that a significant number of them are able to understand and interpret the questions of the questionnaire. A very small number of Heads of Departments hold a PTD which is not part of the requirements to occupy this position.

4.4.2.4 Item A4: Highest Academic Qualification

The information from this question item indicates that 32,7% of respondents have Std 10/Grade 12 while 41,8% and only 9,1% of respondents have a Bachelor's degree and a Master's degree respectively. The data reflects that a significant number (32,7%) of Heads of Departments still hold Std 10/Grade 12 as their highest academic qualification which is well below the benchmark of occupying this position and this indicates that much work still has to be done to encourage Heads of Departments to study further as a means of improving their knowledge and effectiveness. The number of Heads of Departments with a Master's degree is very low and this confirms the notion that Heads of Departments need to be pushed and encouraged to improve their qualifications. A significant number (41,8%) of Heads of Departments have a Bachelor's degree which is an encouraging sign that shows Heads of Departments are willing to study though they tend to consider the qualification (Bachelor's degree) as a ceiling

4.4.2.5 Item A5: Number of years as a teacher

This item revealed that 68,2% of respondents have 16+ years' experience as teachers while 1,5% of respondents have 1 and 5 years' experience as teachers. This data suggests that the majority (68,2%) of Heads of Departments acquire teaching experience as teachers over a significant numbers of years before they

become Heads of Departments. Only a very low number (1,5%) of teachers become Heads of Departments in their first five years in teaching which could be due to their knowledge of the learning area (par. 3.3.4) or performance.

4.4.2.6 Item A6: Number of years as a HOD

The results from this question item revealed that 34,9% of respondents have 10 or more years as Heads of Departments in technical high schools while 12,7% of respondents have 1 to 3 years' experience as Heads of Departments. These results indicate that a low number (12,7%) of teachers have occupied their current positions as Heads of Departments for 1 to 3 years which could mean that they are still on a learning curve. The majority (34,9%) of respondents are at 10 or more years in their current positions as Heads of Departments and this reflects a wealth of experience which is in line with Item A1.

4.4.2.7 Item A7: Number of years in the current school

The information of this question item revealed that 7,4% of respondents are between 1 and 3 years at their current schools while 73,1% of respondents are 10 and more at their current schools. The data suggests that there is no job-hopping as the majority of Heads of Departments remain in their current schools for long periods. This could mean there is stability in the subject departments owing to a low rate of movement to other schools and this gives Heads of Departments enough time to get to know their school's ethos and give accurate or reliable information on the school.

4.4.2.8 Missing frequencies

In South Africa there are different types of qualifications hence, there was confusion among respondents regarding the response to the missing frequency of (A3) 14 and (A4) 13. Instead of responding to A3 and A4, the respondents

gave no response to either question items. The missing frequency (5) on A6 could be due to uncertainty on the part of respondents. For instance, some respondents acted before they assumed the position of head of department and could have been unsure they were not sure when to start counting their number of years as Heads of Departments.

4.4.2.9 Conclusion

The discussions above reflect that the majority of Heads of Departments are at a mature age (41 and 50 of age). Interestingly, the number of female Heads of Departments is higher than that of male Heads of Departments. Surprisingly, a significant number of Heads of Departments still hold Std 10/Grade 12 as the highest academic qualification. A great number of respondents served for 16 and more years as teachers before becoming Heads of Departments to acquire the necessary experience.

4.4.3 Responses to question items on leadership qualities/ characteristics of Heads of Departments (Section B)

The aim of Section B was to determine the opinions of respondents on the qualities/characteristics that Heads of Departments must possess. In this section the respondents had to indicate their opinions by marking a cross on the applicable number, and the following scale was used;

1 = Strongly disagree

2 = Disagree

3 = Agree

4= Strongly agree

The above scale means that if the respondent marks agree, it means the Heads of Department should possess the quality and disagree shows the opposite. The mean score ranking technique with regard to leadership qualities/characteristics of Heads of Departments for the purpose of this study was used to further clarify

data, especially to identify issues that need attention by Heads of Departments, the schools and the subject departments. Further, the mean score ranking technique was categorised as follows:

- 3,00 – 4,00 mean scores which represent question items that rank high
- 2,50 – 2,99 mean scores which represent question items that rank medium
- 1,00 – 2,49 mean scores which represent question items that rank low.

Table 4.4: Leadership Qualities/Characteristics of Heads of Departments

The Head of Department ...		Strongly Disagree 1		Disagree 2		Agree 3		Strongly Agree 4		Mean Score	Rank
NO	Questions	F	%	F	%	F	%	F	%		
B1	.....realises that he/she is human because of other fellow workers in his/her department	1	1,5	2	3,1	35	53,9	27	41,5	3,35	8
B2	.....regards members of his/her department as family	2	3,0	12	18,2	25	37,9	27	40,9	3,17	11
B3	.....identifies with everyone in the department and has no favourites	1	1,5	1	1,5	19	28,8	45	68,2	3,64	1
B4	.....shares in personal difficulties of teachers	4	6,2	7	10,8	37	56,92	17	26,2	3,03	12
B5	.....seeks for consensus when making a decision	1	1,5	3	4,5	31	46,3	32	47,8	3,40	7
B6	.....deals with issues openly without any ulterior motives	1	1,6	1	1,6	21	32,8	41	64,1	3,59	2
B7	.....is prepared to put in extra hours in his/her work without expecting	1	1,5	2	3	21	31,3	43	64,2	3,58	3

	extra remuneration										
B8	.....builds team spirit to achieve the set goals	1	1,5	1	1,5	28	42,4	36	54,6	3,50	4
B9	.....remains composed even in the face of work pressure	1	1,5	1	1,5	30	45,5	34	51,5	3,47	5
B10	.....is seen by members of his/her department as a dependable person	3	4,5	5	7,5	25	37,3	34	50,8	3,34	9
B11	.....allocates enough time to listen to the work problems of members in his/her department	2	3	1	1,5	30	44,8	34	50,8	3,43	6
B12	.....considers himself/herself to be equal to members of his/her department	1	1,5	9	13,9	26	40	29	44,6	3,28	10
B13	.....is willing to share management information with other HODs	1	1,5	1	1,5	19	28,4	46	68,7	3,64	1

4.4.3.1 Item B1: realises that he/she is human because of other fellow workers in his/her department

53,9% of respondents agree and 41,5% of respondents strongly agree that the head of department is human because of other fellow workers in his/her department. These results may suggest that the head of department is not arrogant towards teachers or not using them (teachers) for either his/her (head of department's) self-enhancement or for his/her selfish reasons. These results are in line with the literature review (par. 2.4.1) which, according to an African cultural perspective, reveals that the leader must show humaneness, mutual respect and trust to his/her followers. Furthermore, the results also reflect that the success of a subject department does not necessarily rest with the head of department alone, but that teachers should support the head of department to make a

success of the subject department. The literature review (par. 2.4.1.1) shows that, according to an African cultural perspective, the power of a collective simply indicates that the leader is the leader through his/her followers. The mean score ranking suggests that the respondents strongly agree with quality/characteristic on B1, and the question item is ranked nine (9) with a mean score of 3,35, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.2 Item B2: regards members of his/her department as family

Table 4.3 on this question item reflects that 40,9% of respondents strongly agree, 37,9% of respondents agree and 18,2% of respondents disagree that the head of department regards members of his/her department as family. These results are surprising because a significant number of Heads of Departments (18,2%) disagree with the question item. However the majority of Heads of Departments (40,9% and 37, 9%) support this idea. This implies that they see it as the approach that will enhance the performance of teachers. With regard to whether Heads of Departments possess this characteristic, the literature review (par. 2.4.1.2) concurs with the African cultural perspective that Heads of Departments as leaders should rally around a family (teachers) to lend support. In terms of the mean score ranking, the respondents strongly agree with the quality/characteristic on B2, and the question item is ranked twelve (12) with a mean score of 3,16, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.3 Item B3: identifies with everyone in the department and has no favourites

Data in table 4.3 depicts that 68,2% of respondents strongly agree and 28,8% of respondents agree that Heads of Departments identify with everyone in their departments and have no favourites. These results might suggest that to avert internal divisions within the subject department, the head of department prefers to treat everyone equally and forge healthy relations with all teachers in his/her

department. This agrees with the literature review (par. 2.4.1) that according to an African cultural perspective, the middle manager must be fair, transparent, impartial and treat all equally. With regard to the mean score ranking, the respondents strongly agree with the quality/characteristic on B3, and the question item is ranked two (2) with a mean score of 3,64, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.4 Item B4: shares in personal difficulties of teachers

According to Table 4.3, on above question item, 56,9% and 26,2% responses are leaning towards the strongly agree anchor. These findings imply that the head of department is empathetic and sympathetic towards teachers in his/her department. The findings are in line with the literature review (par. 2.4.1.2) which, according to the African cultural perspective, disclosed that leaders (Heads of Departments) must strive towards understanding and empathising with teachers. The mean score ranking suggests that the respondents agree with the quality/characteristic on B4, and the question item is ranked thirteen (13) with a mean score of 3,03, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.5 Item B5: seeks consensus when making a decision

The results show that the responses (46,3% and 47,8%) lean towards the strongly agree anchor. The results might imply that the head of department discourages the notion of taking decisions unilaterally, excluding members of the staff. In essence, Heads of Departments seem to favour pluralism. This is in accordance with the literature review (par. 2.4.1.2), according to African cultural perspective, a leader (head of department) engages in *imbizo* to discuss topics as a joint effort, decisions are made collectively and by consensus. In terms of the mean score ranking, the respondents strongly agree with the quality/characteristic on B5, and the question item is ranked eight (8) with a mean score of 3,40, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.6 Item B6: deals with issues openly without any ulterior motives

The findings show that 64,1% of respondents strongly agree and 32,8% agree that the head of department deals with issues openly without ulterior motives. These results indicate that the head of department is straightforward with teachers and practises the principle of transparency at the same time. The results concur with the literature review (par. 2.4.2.2) in which a Christian perspective reveals that the middle manager (head of department) should not persuade or manipulate subordinates to a particular direction. With regard to the mean score ranking, the respondents strongly agree with the quality/characteristic on B6, and the question item is ranked three (3) with a mean score of 3,59, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.7 Item B7: is prepared to put in extra hours into his/her work without expecting extra remuneration

The results of the above item denoted that an overwhelming majority of respondents, namely 31,3% and 64,2% lean towards the strongly agree anchor. This means that the head of department is selfless and prepared to go the extra mile in assisting teachers and serving learners. The data concurs with the literature review (par. 2.4.3.1) which revealed in terms of a Hindu perspective that the middle manager giving selfless service through work is the path that leads to organisational goals. The mean score ranking suggests that the respondents strongly agree with the quality/characteristic on B7. The question item is ranked four (4) with a mean score of 3,58, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.8 Item B8: builds team spirit to achieve the set goals

The majority of responses, namely 54,6% and 42,4% lean towards the strongly agree anchor. The data implies that team spirit and co-operation leads to better synergy among members of the team to achieve organisational goals. This is in line with the literature review (par. 2.4.1.2) which, according to the African cultural perspective, revealed that the middle manager (head of department) should group together with teachers to achieve a particular goal and work collectively as a team. In terms of the mean score ranking, the respondents strongly agree with the quality/characteristic on B8, and the question item is ranked five (5) with a mean score of 3,50, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.9 Item B9: remains composed even in the face of work pressure

The overwhelming majority of respondents 51,5% and 45,5% lean towards the strongly agree anchor that the head of department remains composed even in the face of work pressure. The results reflect that despite work pressure caused by teaching and management functions, head of department remains composed. This is in line with the literature review (par. 2.4.2.2) which, according to the Christian perspective, the middle managers should maintain their composure at all times. With regard to the mean score ranking, the respondents strongly agree with the quality/characteristic on B9, and the question item is ranked six (6) with a mean score of 3,47, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.10 Item B10: is seen by members of his/her department as a dependable person

The findings revealed that 50,8% of respondents strongly agree and 37,3% of respondents agree that the head of department is seen by members of his/her department as a dependable person while 11,9% of respondents seem to think

otherwise. The results indicate that this position is perceived as an integrity post in which trust showed towards teachers is important. These results are in agreement with the literature review (par. 2.4.2.1) which, according to Christian perspective, the head of department as the middle manager changes lives of teachers through building trust. The mean score ranking suggests that the respondents strongly agree with the quality/characteristic on B10, and the question item is ranked ten (10) with a mean score of 3,34, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.11 Item B11: allocates enough time to listen to the work problems of members in his/her department

The results revealed that 50,8% of respondents strongly agree and 44,8% of respondents agree that the head of department allocates enough time to listen to the work problems of members in his/her department. This implies that 50,8% of respondents perceive Heads of Departments as having good listening skills and are prepared to help teachers with their problems as human beings to improve their performance. This is in line with the literature review (par. 2.4.1) which, according to the African cultural perspective, the leader should listen well, ask questions, hear the other side of the story and give all members an opportunity to air their views. In terms of the mean score ranking, the respondents strongly agree with the quality/characteristic on B11, and the question item is ranked seven (7) with a mean score of 3,43, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.12 Item B12: considers himself/herself to be equal to members of his/her department

Table 4.3 on this question item reflects that 44,6% of respondents strongly agree and 40% of respondents agree that Heads of Departments consider themselves to be equal to members of their departments. The results suggest that the

majority of Heads of Departments work hard to close the gap between themselves and teachers, value their input and create a favourable platform for teachers to feel as equal members of the family, such as addressing the head of department by his/her first name. The results are in line with the literature study (par. 2.4.1.3) which, according to African cultural perspective, middle managers should regard subordinates as members of their family and as equal members of the team. The mean score ranking may suggest that the respondents strongly agree with the quality/characteristic on B12, and the question item is ranked eleven (11) with a mean score of 3,27, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.13 Item B13: is willing to share management information with other Heads of Departments

The data shows that 28,4% of respondents agree and 68,7% of respondents strongly agree that the head of department is willing to share management information with other Heads of Departments. This implies that the idea of networking, co-operation and information sharing among themselves (Heads of Departments) is a benchmark that they use to constantly compare themselves whether their on the same footing. This is in accordance with the literature review (par. 2.4.1) which, according to African cultural perspective, middle managers should enable a shared vision among functional departments for them (subject departments) to prevail. The mean score ranking suggests that the respondents strongly agree with the quality/characteristic on B13, and the question item is ranked one (1) with a mean score of 3,64, falling within the high ranking bracket (3,00 – 4,00).

4.4.3.14 Conclusion

The findings generally support the characteristics revealed by cultural perspectives. An African cultural perspective which embraces the idea that the

leader should listen well, ask questions, hear the other side of the story and give all members an opportunity to air their views has received mixed reactions from the respondents and its results are surprising. The general feeling of respondents about the implications of Christianity for middle managers in which the middle manager (head of department) should not persuade or manipulate subordinates to a particular direction is relatively positive. With regard to keeping on par with their duties, there is a generally positive view among respondents that Heads of Departments should share management information among themselves.

The mean score information above indicates that the majority Heads of Departments view the leadership qualities of head of department as the pivotal part in the subject department. The summary of views and opinions of respondents are as follows:

- African perspective: B13 and B3 (ranked 1) top the category, and
- African perspective: B 4 (ranked 12) is the last question item on the category, but is still ranked high.

The major finding in this section is that the respondents view African cultural perspective as the most important since it is the one dominating this section.

4.4.4 Responses to question items on functions and duties of heads of department (Section C)

It is the aim of Section C was to establish the extent to which Heads of Departments perform their functions and duties. In this section the respondents were requested to indicate the extent to which they perform their functions and duties by marking a cross on the applicable number, and the following four-point scale was used;

1 = No extent

3 = Some extent

2 = Little extent

4 = Great extent

The mean score ranking technique with regard to functions and duties of Heads of Departments will be used to establish to which extent Heads of Departments carry out their functions and duties in their schools and the subject departments, and the mean score ranking technique will be categorised as follows:

- 3,00 – 4,00 mean scores which represent question items that rank high;
- 2,50 – 2,99 mean scores which represent question items that rank medium; and,
- 1,00 – 2,49 mean scores which represent question items that rank low.

Table 4.5: Functions and duties of Heads of Departments

As Head of Department in my school, I ...		No extent		Less extent		Some extent		Great extent		Mean Score	Rank
		1		2		3		4			
NO	Questions	F	%	F	%	F	%	F	%		
C1	.....engage in class teaching (e.g. lesson preparations, tests, examinations and others)					8	11,9	59	88,1	3,88	2
C2	.....establish a classroom environment which stimulates positive learning					8	11,9	59	88,1	3,88	2
C3	.....assist the learners with subject choice	2	3	2	3	26	38,8	37	55,2	3,46	11
C4	.....monitor learners' progress					12	18,8	52	81,3	3,81	3
C5	.....assist teachers with disciplinary measures of learner					23	34,3	44	65,7	3,66	6
C6	.....ensure good teaching and learning standards in learning area or phase					17	25,8	49	74,2	3,74	5
C7	.....conduct classroom visits	3	4,5	16	23,9	24	35,8	24	35,8	3,03	14
C8	.....monitor the implementation of action plans			3	4,5	27	40,3	37	55,2	3,51	9
C9	.....evaluate question papers set by teachers					7	10,5	60	89,6	3,89	1
C10	.....identify areas in which teachers require development			4	6,0	27	40,9	35	53,0	3,47	10
C11	.....select and send teachers for development or training programmes	5	7,5	12	17,9	21	31,3	29	43,3	3,10	13
C12	.....guide teachers regarding matters relating to National Curriculum Statement	1	1,5	3	4,5	21	31,3	42	62,7	3,55	8
C13	.....convene and conduct departmental meetings			2	3	12	17,9	53	79,1	3,76	4
C14	.....prepare the budget of my department	7	10,6	5	7,6	20	30,3	34	51,5	3,23	12

C15ensure that physical resources in my department are taken care of			1	1,5	26	38,8	40	59,7	3,58	7
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4.4.4.1 Item C1: engage in class teaching (e.g. lesson preparations, tests, examinations and others)

In this item 88,1% of respondents indicated that they engage in class teaching to a great extent while 11,9% of respondents that they do engage in class teaching to some extent. The results might imply that the overwhelming number of Heads of Departments perceive class teaching/academic activities (e.g. lesson preparation, tests, examinations and others) as a core function for the position of a head of department. These results are in accordance with the literature review (par. 3.3.4) which revealed that the head of department is expected to master different approaches to teaching and learning. In terms of the mean score the functions and duties in C1 are performed to a great extent, and the question item is ranked two (2) with a mean score of 3,88, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.2 Item C2: establish a classroom environment which stimulates positive learning

The findings show that 88,1% of respondents indicated to a great extent and 11,9% of respondents indicated to some extent that they establish a classroom environment which stimulates positive learning. The results might mean that Heads of Departments do not see contextual factors as posing any challenge in creating a conducive and vibrant atmosphere for positive learning, and this item reflects the same commitment as that in C1. This is congruent with the literature review (par. 3.3.1) which revealed that the head of department should consider setting different and relevant goals for mixed ability classes to cater for learners' needs. According to the mean score ranking, the functions and duties in C2 are performed to a great extent, and the question item is sharing ranked two (2) with

C1. It has a mean score of 3,88, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.3 Item C3: assist learners with subject choice

The results reveal that 55,2% of respondents indicated that to a great extent that they assist learners with subject choice while 38,8% of respondents indicated that they do so to some extent. These results indicated that the majority (55,2%) of Heads of Departments do guide learners with subject choice to enable them (learners) to select the right career path and a significant number (38,8%) of them are not performing this important function fully. The literature review (par. 3.6.4) disclosed that Heads of Departments should show leadership in assisting and advising learners with career and subject choice which majority of respondents concur with. The mean score ranking suggests that the functions and duties in C3 are performed to a great extent, and the question item is ranked eleven (11) with a mean score of 3,46, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.4 Item C4: monitor learners' progress

The opinion of the overwhelming majority of the respondents (81,3%) indicated that they monitor learners' progress to a great extent. In this item the results revealed that a huge number of Heads of Departments do monitor progress of learners to identify areas that need immediate attention and advise the learners and teachers appropriately although the minority of Heads of Departments do not consider monitoring of learners progress as a priority. The literature review (par. 3.6.5) revealed that Heads of Departments should check the information on learners' reports to monitor their progress and this concurs with the response of the majority. According to the mean score ranking, the functions and duties in C4 are performed to a great extent, and the question item is ranked three (3) with the mean score of 3,81, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.5 Item C5: assist teachers with disciplinary measures of learners

On the question whether respondents assisted teachers with disciplinary measures of learners, 65,7% of respondents indicated that they do so to a great extent while 34,3% of respondents' view indicated that they do so to some extent. In practical terms, this means that the majority of Heads of Departments are prepared to assist teachers fully with disciplinary measures of learners to achieve the disciplinary objectives in their departments whereas a significant number (34,3%) of Heads of Departments do not assist teachers fully with disciplinary measures of learners. This could be due to heavy workloads and time constraints or either they (Heads of Departments) believe teachers themselves are equipped to deal with this function on their own. The results are in line with the literature review (par. 3.6.1) which revealed that Heads of Departments should become involved in assisting their teachers with disciplinary procedures and measures. In terms of the mean score ranking, the functions and duties in C5 are performed to a great extent, and the question item is ranked six (6) with the mean score of 3,66, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.6 Item C6: ensure good teaching and learning standards in learning area or phase

Table 4.4 depicts 74,3% of respondents indicating fulfilling this function to a great extent and 25,8% of respondents fulfil it to some extent. This may point to the fact that the majority (74,3%) of Heads of Departments do the monitoring to ensure that good teaching standards are achieved whereas a significant number (25,8%) of Heads of Departments do not show full commitment to this function. The results are in accordance with the literature review (par. 3.5.3) which revealed that the head of department is responsible for monitoring and evaluating the quality of teaching and learning within the department. The mean score ranking suggests that the functions and duties in C6 are performed to a great

extent, and the question item is ranked five (5) with the mean score of 3,74, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.7 Item C7: conduct classroom visits

Table 4.4 shows that 35,8% of respondents indicated to a great extent, 35,8% of respondents indicated to some extent and another 23,9% of respondents indicated to less extent that they conduct classroom visits. In essence, this might mean an equal number of Heads of Departments vary in their commitment to conducting classroom visits since one group (35,8% to a great extent) do conduct classroom visits fully and the other (35,8%) to some extent, while 23,9% do not show any commitment at all. In the case of Heads of Departments (23,9%) who are not conducting classroom visits at all, this could either be due to a lack of commitment, or they do not want to be seen as interfering in the work of teachers to avoid conflict. The literature review (par. 3.5.3) reveals that the Integrated Quality Management System instructs Heads of Departments to observe teachers in practice in the form of class visits. According to the mean score ranking, the functions and duties in C7 are performed to some extent, and the question item is ranked fourteen (14) with the mean score of 3,03, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.8 Item C8: monitor the implementation of action plans

From the results 55,2% of respondents indicated to a great extent while 40,3% of respondents' indicated to some extent that they monitor the implementation of action plans. The majority of Heads of Departments seem to monitor the implementation of action plans to hold teachers to what was agreed upon although a significant number of Heads of Departments are not showing commitment to upholding the agreed decisions. This is congruent with the literature review (par. 3.5.1.2) which revealed that the head of department must monitor teachers and report on an agreed-to area of observation. The mean

score ranking suggests that the functions and duties in C8 are performed to a great extent, and the question item is ranked nine (9) with the mean score of 3,51, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.9 Item C9: evaluate question papers set by teachers

The overwhelming majority of respondents (89,6%) indicated to a great extent and another 10,5% respondents indicated to some extent that they evaluate question papers set by teachers. The results might mean that the quality and standard of question papers are closely monitored by Heads of Departments. These results are in line with the literature review (par. 3.6.4) which revealed that heads of technical departments should first moderate the tests, examination papers and memoranda before scrutinising mark sheets. In terms of the mean score ranking, the functions and duties in C9 are performed to a great extent, and the question item is ranked one (1) with the mean score of 3,89, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.10 Item C10: identify areas in which teachers require development

Table 4.4 shows that 53,0% of respondents indicated to a great extent, and 40,9% of respondents indicated to some extent that they identify areas in which teachers require development. The reason for this is that the majority (53,0%) of Heads of Departments do appraise teachers to develop and nurture a formidable workforce, and another significant number (40,9%) of Heads of Departments is less committed to appraising teachers. The literature review (par. 3.5.1) revealed that to improving the skills, attitudes, understanding and performance of teachers, head of department must identify areas that require development through monitoring and evaluation. According to the mean score ranking, the functions and duties in C10 are performed to a great extent, and the question item is ranked ten (10) with the mean score of 3,47, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.11 Item C11: select and send teachers for development or training programmes

In this item, 43,3% of respondents perceived to a great extent while 31,3% of respondents perceived to some extent that Heads of Departments do select and send teachers for development or training programmes. A significant number (31,3%) of Heads of Departments do not select and send teachers for the development or training programmes, only 43,3% of Heads of Departments show commitment and this could be due to exposure, awareness and benefits of empowered team. The literature review (par. 3.5.1.1) revealed that it is very important for Heads of Departments to select and send teachers to attend training on the ongoing basis. The mean score ranking suggests that the functions and duties in C11 are performed to some extent, and the question item is ranked thirteen (13) with the mean score of 3,10, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.12 Item C12: guide teachers in matters relating to the National Curriculum Statement

In this item, 62,7% of respondents indicated to a great extent while 31,3% of respondents indicated to some extent that they guide teachers regarding matters relating to National Curriculum Statement. The majority of Heads of Departments are encouraging their staff to master and understand matters relating to National Curriculum Statement. This is in line with the literature review (par. 3.5.1.1) which revealed that Heads of Departments must encourage teachers to familiarise themselves with the curriculum basics. According to the mean score ranking, the functions and duties in C12 are performed to some extent, and the question item is ranked eight (8) with the mean score of 3,55, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.13 Item C13: convene and conduct departmental meetings

The results show that 79,1% and 17,9% of responses are leaning towards the great extent anchor that they convene and conduct departmental meetings. Clearly the majority of Heads of Departments convene meetings and this could mean that teachers can engage and access Heads of Departments, and surely this reflects/demonstrates an open door policy where criticisms are accommodated. The results seem to be in line with the literature review (par. 3.4.3) which states that if conflicts are to be avoided, there should be departmental meetings to have much clearer communication. In terms of the mean score ranking, the functions and duties in C13 are performed to a great extent, and the question item is ranked four (4) with the mean score of 3,76, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.14 Item C14: prepare the budget of my department

The findings reveal that 51,5% of respondents indicated to a great extent and 30,3% of respondents indicated to some extent that they prepare the budget of their departments. This information confirms that the majority (51,5%) of Heads of Departments assist with budget of their department since they (Heads of Departments) know the needs of their departments better although another significance number (30,3%) of them do not fully engage in it. The results concur with the literature review (par. 3.4.1) which states that the head of technical subjects should assist with the budget for his/her department. According to the mean score ranking, the functions and duties in C14 are performed to some extent, and the question item is ranked twelve (12) with the mean score of 3,23, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.15 Item C15: ensure that physical resources in my department are taken care of

In this item, 59,7% of respondents indicated to a great extent and 38,8% of respondents indicated to some extent that they ensure physical resources in their departments are taken care of. The majority (59,7%) of Heads of Departments are in charge of physical resources and this could mean that there is smooth running of teaching functions because resources are distributed and allocated accordingly within the department by the head of department since is the best person to do so. These results are in accordance with the literature review (par. 3.4.1) which revealed that allocation of resources to subject departments is determined by Heads of Departments who prepare them on behalf of their teams. The mean score ranking suggests that the functions and duties in C15 are performed to a great extent, and the question item is ranked seven (7) with the mean score of 3,58, falling within the high ranking bracket (3,00 – 4,00).

4.4.4.16 Conclusion

From the above discussion, it is encouraging to note that Heads of Departments are engaging in class teaching which serve the purpose of allowing them to demonstrate their level of expertise. It is also encouraging to note that Heads of Departments are monitoring teachers and do send them to development/training programmes to learn more. In increasing the pass rate, Heads of Departments create a conducive environment for learning and monitor learners' progress.

The above mean score information shows that the majority of respondents are of the view that the functions and duties of Heads of Departments are performed diligently and well. The summary of views and opinions of respondents are as follows:

- Managing: C9 (ranked 1) is at the top of the category; and,

- Learning: C1 (ranked 2) is second in the category.

The major finding in this section is that Heads of Departments are trying to balance teaching and managing functions equally.

4.4.5 Responses to question items on challenges experienced by heads of department in their work (Section D)

The aim of Section D was to establish the challenges which make it difficult for Heads of Departments to meet the school's requirements in terms of work that produces greater productivity. Work should meet the employees' needs to achieve the organisational requirements which lead to greater productivity and better quality of work (Erasmus & Van der Westhuizen, 2007:279). In this section the respondents were asked to rate items as reflected in Table 4.5 to determine the seriousness of challenges they experience, and the following four-point scale was used;

1 = Not serious at all

2 = Not serious

3 = Serious

4 = Very serious

The mean score ranking technique with regard to challenges experienced by Heads of Departments will be used to determine the seriousness of challenges Heads of Departments faced, and the mean score ranking technique was categorised as follows:

- 3,00 – 4,00 mean scores which represent question items that rank high
- 2,50 – 2,99 mean scores which represent question items that rank medium
- 1,00 – 2,49 mean scores which represent question items that rank low.

Table 4.6: Challenges experienced by Heads of Departments in their work

As Head of Department in my school, I experience challenges with regard to ...		Not serious at all		Not serious		Serious		Very serious		Mean Score	Rank
NO	Questions	F	%	F	%	F	%	F	%		
D1	.....shortage of resources to achieve teaching objectives	8	12,1	25	37,9	24	36,4	9	13,6	2,51	8
D2	.....motivating teachers by giving them rewards or benefits	7	10,8	21	32,3	22	33,9	15	23,1	2,69	5
D3	.....using charisma to influence teachers in accepting my point of view	14	21,2	30	45,5	19	28,8	3	4,6	2,17	11
D4	.....using sanctions or punishment to influence teachers to work harder	29	43,9	16	24,2	14	21,2	7	10,6	1,98	12
D5	.....dealing with conflicts in my department	14	20,9	25	37,3	20	29,9	8	11,9	2,33	10
D6	.....assessment of teachers' work	12	18,5	17	26,2	21	32,3	15	23,1	2,60	7
D7	.....managing changes relating to curriculum development	7	10,8	14	21,5	27	41,5	17	26,2	2,83	2
D8	.....heavy workload as a result of my position as head of department	5	7,5	12	17,9	21	31,3	29	43,3	3,10	1
D9	.....keeping healthy relationships with members in my department	19	28,4	19	28,4	15	22,4	14	20,9	2,36	9
D10	.....participating in decision making concerning issues affecting the whole school	10	14,9	19	28,4	19	28,4	19	28,4	2,70	4
D11	.....striking a balance between teaching duties and management duties	8	11,9	16	23,9	25	37,3	18	26,9	2,79	3
D12	.....knowledge of each learning area which fall under my department	15	22,4	14	20,9	20	29,9	18	26,9	2,61	6

4.4.5.1 Item D1: shortage of resources to achieve teaching objectives

In this item 13,6% of respondents perceive as very serious, 36,4% of respondents view as serious, 37,9% of respondents perceive as not serious, and 12,1% of respondents view as not serious at all the shortage of resources to achieve teaching objectives. Interestingly enough, nearly equal number (36,4% and 37,9%) of majority of Heads of Departments hold sharply different opinions regarding the above item and this could mean that either there is an unequal distribution of resources towards different subject departments of the school or unequal distribution of resources towards different schools, and a significant number (12,1%) of Heads of Departments do not have any problems regarding the availability of resources whereas another significant number (13,6%) is seriously struggling with accessing required resources to achieve the teaching and learning requirements. The literature review (par. 3.4.1) revealed that even well established Heads of Departments have careful planning to do when thinking about ordering of resources. In terms of the mean score ranking, the challenges in D1 are equal and serious, and the question item is ranked eight (8) with the mean score of 2,52, falling within the medium rank bracket (2,50 – 2,99)

4.4.5.2 Item D2: motivating teachers by giving them rewards or benefits

Data depicts that 23,1% of respondents experience very serious, 33,9% of respondents experience serious, and 32,3% of respondents experience not serious challenges with regard to motivating teachers. This could be attributed to the fact that the majority of Heads of Departments (23,1% and 33,9%) do not have rewards or benefits to motivate teachers and another significant number (32,3% and 10,8%) of Heads of Departments may be improvising or use their creativity to motivate teachers by giving them rewards or benefits. The mean score ranking suggests that the challenges in D2 are serious, and the question item is ranked five (5) with the mean score of 2,69, falling within the medium rank bracket (2,50 – 2,99).

4.4.5.3 Item D3: using charisma to influence teachers in accepting my point of view

The results show that 28,8% of respondents experience serious, 45,5% of respondents experience not serious and 21,2% of respondents experience not serious at all challenges with regard to using charisma to influence teachers in accepting their point of view. The majority of Heads of Departments (45,5% and 21,2%) prefer engaging teachers openly to reach decisions rather than imposing over them although another significant number (28,8% and 4,6%) of Heads of Departments prefer to disguise, persuade, pretend and manipulate to achieve to achieve a particular outcome. This is in line with the literature review (par. 2.4.2.2) which revealed that middle manager should not persuade or manipulate subordinates to follow a particular direction. According to the mean score ranking, the challenges in D3 are not serious, and the question item is ranked eleven (11) with the mean score of 2,17, falling within the low medium rank bracket (1,00 – 2,49).

4.4.5.4 Item D4: using sanctions or punishment to influence teachers to work harder

The results showed that 10,6% of respondents experience very serious, 21,2% of respondents experience serious, 24,2 of respondents experience not serious and 43,9% of respondents experience not serious at all challenges in relation to the use of sanctions or punishment to influence teachers to work harder. These results may suggest that the majority of Heads of Departments (43,9% and 24,2%) are not taking tougher actions (coercive power) against teachers instead prefer other democratic means of influence to attain the results although another significant number (10,6% and 21,2%) of Heads of Departments seem to believe in a harsh treatment towards teachers in realising the expected results. The literature review (par. 2.7.1) reveals that the result-orientated middle manager will act as the thermostat that monitors and controls temperature. In terms of the

mean score ranking, the challenges in D4 are not serious all, and the question item is ranked twelve (12) with the mean score of 1,98, falling within the low rank bracket (1,00 – 2,49).

4.4.5.5 Item D5: dealing with conflicts in my department

Table 4.5 depicts 11,9% of respondents experience very serious, 29,9% of respondents experience serious, 37,3% of respondents experience not serious and 20,9% of respondents experience not serious at all challenges in connection with dealing with conflicts in their departments. The majority (37,3% and 20,9%) of Heads of Departments seem to be avoiding conflict by enjoying good and healthy working relations with their teachers although another significant number (11,9% and 29,9%) of Heads of Departments seem not to have harmonious relations with their teachers which in most instances result into conflict. This is in accordance with the literature review (par. 2.6.3) which revealed that when differences occur between middle managers and subordinates, objectivity flies out the window and personal relationships are placed in jeopardy. The mean score ranking suggests that the challenges in D5 are not serious, and the question item is ranked ten (10) with the mean score of 2,33, falling within the low rank bracket (1,00 – 2,49).

4.4.5.6 Item D6: assessment of teachers' work

In this item, 23,1% of respondents experience very serious challenges: 32,3% of respondents experience serious, 26,2% of respondents experience not serious and 18,5% of respondents experience not serious at all challenges with regard to assessment of teachers' work. The results suggest that the majority of Heads of Departments are not fulfilling their function of assessing teachers' work; this may be due to fear of infringing on teachers' working space and professionalism, whereas another significance number (18,5% and 26,2%) of Heads of Departments seem to assess teachers' work to increase efficiency and

achievement of set objectives. The results are in agreement with the literature review (par. 3.5.3) which reveals that it is a compulsory exercise for Heads of Departments to monitor teachers by observing them in action and demanding learners' books, and teachers' and learners' files to assess the progress achieved to date. According to the mean score ranking, the challenges in D6 are serious, and the question item is ranked seven (7) with the mean score of 2,60, falling within the medium rank bracket (2,50 – 2,99).

4.4.5.7 Item D7: managing changes relating to curriculum development

In this item, 26,2% of respondents experience very serious, 41,5% of respondents experience serious, 21,5% of respondents experience not serious and 10,8% of respondents experience not serious at all challenges with regard to managing changes relating to curriculum development. The results might imply that the majority (26,2% and 41,5%) of Heads of Departments are not keeping up with changes presented by the curriculum, and another significant number (21,5% and 10,8%) of Heads of Departments seem to be coping with curriculum development. This is in agreement with the literature review (par. 3.3.2) which reveals that Heads of Departments should demonstrate a sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in the South African context. In terms of the mean score ranking, the challenges in D7 are serious, and the question item is ranked two (2) with the mean score of 2,83, falling within the medium rank bracket (2,50 – 2,99).

4.4.5.8 Item D8: heavy workload as a result of my position as head of department

The results revealed that 43,3% of respondents experience very serious, 31,3% of respondents experience serious and 17,9% of respondents experience not serious challenges regarding heavy workload as a result of their position as Heads of Departments. The majority (43,3% and 31,3%) of Heads of

Departments are inundated with heavy workload since the managing functions are added to teaching functions and this pose serious problem in terms of completing all their functions. In accordance with the literature review (par. 3.4.4) which revealed that the managing functions increases the workload of a head of technical subjects and, as a result, it creates a strain that leads to non-performance of other functions. The mean score ranking suggests that the challenges in D8 are very serious, and the question item is ranked one (1) with the mean score of 3,10, falling within the medium rank bracket (3,00 – 4,00).

4.4.5.9 Item D9: keeping healthy relationships with members in my department

The results show that 20,9% of respondents experience very serious, 22,4% of respondents experience serious, 28,4% of respondents experience not serious and 28,4% of respondents experience not serious at all challenges with regard to keeping healthy relationship with members in their departments. It seems that the majority (28,4% and 28,8%) of Heads of Departments are handling teachers appropriately to harness relationships; another significant number (20,9% and 22,4%) of Heads of Departments seem not to enjoy healthy relationships with teachers which could be due to a different orientation to organisational culture. The literature review (par. 2.6.3) reveals that it is sometimes difficult for middle managers to relate well to employees owing to a lack of organisational culture. According to the mean score ranking, the challenges in D9 are not serious, and the question item is ranked nine (9) with the mean score of 2,4, falling within the low rank bracket (1,00 – 2,49).

4.4.5.10 Item D10: participating in decision making on issues affecting the whole school

According to this item, 28,4% of respondents experience very serious challenges, 28,4% of respondents experience serious, 28,4% respondents of experience not serious and 10% of respondents experience not serious at all challenges with regard to participating in decision making on issues affecting the whole school. The majority (28,4% and 28,4%) of Heads of Departments are sidelined when serious decisions are taken and this could lead to Heads of Departments not exercising their advisory role effectively. This is in accordance with the literature review (par. 3.8.2) which revealed that a head of technical subjects can be appointed on a school committee that would assist or advise the school governing body on matters relating to any other aspect or technical subjects. In terms of the mean score ranking, the challenges in D10 are serious, and the question item is ranked four (4) with the mean score of 2,70, falling within the medium rank bracket (2,50 – 2,99).

4.4.5.11 Item D11: striking a balance between teaching duties and management duties

Table 4.5 depicts that 26,9% of respondents experience very serious, 37,3% of respondents experience serious, 23,9% of respondents experience not serious and 11,9% of respondents experience not serious at all challenges with regard to striking a balance between teaching and management duties. These results suggest that the majority (26,9% and 37,3%) of Heads of Departments are not coping in striking a balance between teaching and managing duties concurrently which could be due to heavy workload. The literature review (par. 3.2) does support the findings which revealed that the head of department is expected to perform both duties (teaching and managing) equally and may not give more preference to one duty over the other. The mean score ranking suggests that the

challenges in D11 are serious, and the question item is ranked three (3) with the mean score of 2,79, falling within the medium rank bracket (2,50 – 2,99).

4.4.5.12 Item D12: knowledge of every learning area that falls under my department

The data reveals that 26,9% of respondents experience very serious, 29,9% of respondents experience serious, 20,9% of respondents experience not serious and 22,4% of respondents experience not serious at all challenges with regard to knowledge of each learning areas which fall under their departments. This mean that the majority (26,9% and 29,9%) of Heads of Departments are struggling to manage their departments effectively because they are not familiar with the content of other subjects which fall under them, although another significant number (20,9% and 22,4%) of Heads of Departments seem to be coping. These results are in agreement with the literature review (par. 3.5.3) which revealed that it is sometimes difficult for heads of technical subjects to monitor teachers appropriately as they are not conversant with all technical subjects that they are in charge of. The mean score ranking suggests that the challenges in D12 are serious, and the question item is ranked six (6) with the mean score of 2,61, falling within the medium rank bracket (2,50 – 2,99).

4.4.5.13 Conclusion

Heads of Departments are experiencing challenges which impact negatively on the execution of their functions. Among these challenges, a shortage of resources is threatening progress in subject departments, not being conversant with all learning areas poses a serious problem to Heads of Departments and a heavy workload seems to divert the attention of Heads of Departments from serious curriculum objectives.

The mean score data above shows that the majority of respondents are of the opinion that challenges experienced by Heads of Departments are serious and valid. The summary of views and opinions of respondents is as follows:

- Workload: D8 (ranked 1) is high ranking; and,
- Assistance to the principal: D4 (ranked 12) is low ranking.

4.5 CHAPTER SUMMARY

In this chapter the analysis of quantitative data is presented and described. Positive responses were generally received on the leadership qualities of Heads of Departments (Section B), and functions and duties of Heads of Departments (Section C). It should be indicated that the positive responses do not mean there are no problems and challenges in the two sections mentioned.

The negative responses were generally received on challenges experienced by Heads of Departments (Section D). The next chapter presents and discusses the summary, findings of the research and recommendations with their justification.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND SUMMARY

5.1 INTRODUCTION

This chapter presents a summary, the major findings, recommendations and suggestions of the research study.

5.2 SUMMARY

The research study is summarised by the following:

Chapter 1 outlines the idea and reason behind the study, and further explains the research topic from preliminary readings. An indication of research design (which consists of the literature study, empirical research, population and methods of analysis of data) is given. The problem statement, research questions and aims of research are clearly described.

In Chapter 2, the first section of this chapter defines and explains the key concepts of the study (such as leadership, leader, management, manager, management functions, planning, organising, guiding, controlling, middle management, head of department, subject department and technical high school). The difference between leadership and management is discussed, and the three perspectives on leadership and management (namely African cultural, Christian and Hindu) are elaborated on. Types of leadership, relationships of middle managers in the work situation and their (middle managers) role in motivating subordinates come under scrutiny. The last section of this chapter outlines the structural arrangements for the functioning of middle managers.

The first section of Chapter 3 deals with the first aim of the study (i.e. to determine the management and leadership functions of Heads of Departments in technical high schools). In tackling the first aim of the study, this chapter discusses key functions as performed by Heads of Departments (namely teaching and managing functions).

Furthermore, the role of Heads of Departments in executing teaching functions (namely assessor; learning mediator; interpreter and designer of learning programmes; learning area/subject/discipline/phase specialist; scholar, researcher and lifelong learner; community, citizenship and pastoral role; leader, administrator and manager) is discussed. In addressing the second aim of the study (i.e. to determine the challenges facing Heads of Departments in executing their functions in technical high schools), this chapter outlines the managing functions of Heads of Departments (namely managing a department, managing effective teaching, managing effective learning and managing parental and community involvement). The end of the chapter deals with the involvement of Heads of Departments in the management and governance of the school.

In Chapter 4, the results of empirical investigation are presented and discussed. The reasons for selecting the questionnaire (research instrument) are given, and its (questionnaire) characteristics, construction, advantages and disadvantages are thoroughly discussed. This chapter presents the population and sample of the study, and the representation of responses on Sections A, B, C and D are indicated through percentage and frequencies.

In interpretation and analysis of the data of Section A (i.e. Biographic and Demographic information), Section B (i.e. Leadership Qualities of a Head of Department), Section C (i.e. Functions and Duties of Heads of Departments) and Section D (Challenges Experienced by Heads of Departments) mean score ranking.

Chapter 5 summarises and discusses important points. This chapter discusses the summary, findings, recommendations of the research and recommendations for further research. The overview which contains the aim of the research is presented to inform readers about the research..

5.3 FINDINGS

The major findings of this research may be presented as follows:

5.3.1 Findings on research aim 1: To determine the management and leadership functions of Heads of Departments in technical high schools;

The findings on this aspect are divided into leadership functions and management functions.

5.3.1.1 Findings on leadership functions

The literature shows that the Heads of Departments perform the following major functions in the school. They:

- influence and motivate teachers to achieve a common goal which is teaching and learning (par. 2.2.1);
- create a vision which forms a bridge between the idea and the action for their subject departments to achieve the desired future (par. 2.2.2);
- explore new roads and ways of tackling or solving the immediate obstacles that are facing their subject departments (par. 2.3);
- should be passionate about their work to inspire their subordinates (par. 2.3);
- take the blame and responsibility on behalf of their departments (par. 2.3),
- create and sustain good relationships with their followers (teachers) (par. 2.3);

- delegate leadership responsibility to empower their subordinates (par. 2.5.2);
- educate their team members and help them to become self-reliant (par. 2.5.3); and,
- emphasise a high interest in ethics, values, relationship skills and promote the balance between work and self (par. 2.5.6).

5.3.1.2 Findings on management functions

The literature shows that Heads of Departments perform the following major functions in the school. They:

- plan, organise, direct and control diligently all key elements that Heads of Departments must perform in making their subject departments successful (par. 2.2.3);
- receive broad, overall strategies and policies from top managers and translate them into specific objectives and plans (par. 2.2.6);
- manage conflict in positive ways by using strategies such as mediation, compromise, avoidance and confrontation (par. 2.3);
- use formal authority and hierarchical position in the organisational structure to structure the relationship between the teachers and the top management of the school (par. 2.3);
- travel on the existing path created by the top leadership to manage their subject departments (par. 2.3); and,
- manage relationships appropriately for the sake of progress (par. 2.6.3), and
- assist members of high performing teams to share the responsibilities equitably (par. 2.8.2).

5.3.2 Findings on research aim 2: To determine the challenges facing Heads of Departments in executing their functions in technical high schools

The literature reveals that Heads of Departments are faced with challenges with regard to:

- delivering the learning content effectively because of a lack of teaching materials (par. 3.3.8);
- preparing and determining the allocation of resources because of their lack of relevant training which involves identifying the specific need and demand of resources for a particular subject/learning area within the subject department (par. 3.4.1);
- keeping to planned deadlines for completion of projects and other agreed schedules posed because teachers do not hand in their work in time (par. 3.4.2);
- unclear roles and expectations which are caused by a lack of communication (par. 3.4.3);
- pressures resulting from workload detract them and compromise their performance (par. 3.4.4);
- striking the balance between time and workload (par. 3.4.5);
- preparing and arranging the necessary development programmes for teachers owing to a lack of funds (i.e. transport claims) and a lack of will on the part of teachers to attend these development programmes (par. 3.5.1);
- the recruitment of technical teachers from the engineering industry with less or no teaching experience because these teachers do not have teaching practice methodology (par. 3.5.1);
- coaching technical teachers without a proper plan poses a challenge to Heads of Departments in the sense that the coaching loses direction and the intended goals of the plan are no longer attainable (par. 3.5.1.2);

- limited time to assist new teachers in the department to adjust (par. 3.5.2);
- limited time to perform class visits owing to a heavy workload (par. 3.5.3);
- guiding learners in learning because learners are not studying correctly (par. 3.6.2);
- checking the information on learners' progress reports before handing them to the principal because teachers hand in the information late (par. 3.6.4);
- assisting and advising learners with career and subject choices because they (Heads of Departments) are failing to gather the necessary information (i.e. career brochures and other materials related to career choice) and not creating time for career choice (par. 3.6.5); and,
- involvement of parents in matters relating to learners' performance (par. 3.7.3).

5.3.3 Findings on research aim 3: To determine empirically, the views of the Heads of Departments in technical high schools on their management and leadership functions and the challenges they experience in executing their tasks

The findings in this section are divided into three aspects: leadership characteristics; functions and duties; and the challenges of Heads of Departments

5.3.3.1 Findings on the views of the Heads of Departments on leadership characteristics

- The study revealed that an equal number of respondents strongly agree with the African cultural perspective in the following characteristics:
 - be fair, transparent, impartial and treat all equally (par. 4.4.3.3);
 - share management information with other Heads of Departments (par. 4.4.3.13);

- The empirical data revealed that the respondents strongly agree with the African cultural perspective which denotes that Heads of Departments must engage in *imbizo* to discuss topics as a joint effort; decisions are made collectively and by consensus (par. 4.4.3.5);
- The respondents strongly agree with the Christian perspective which views Heads of Departments as managers who should not persuade or manipulate subordinates into a particular direction (par. 4.4.3.6);
- An overwhelming majority of respondents lean towards the strongly agree anchor which, according to Hindu perspective, reveals that Heads of Departments should give selfless service through work as the path that leads to organisational goals (par. 4.4.3.7);
- The responses lean towards the strongly agree anchor which, according to the African cultural perspective reveals that Heads of Departments should group together with teachers for achieving a particular goal and work collectively as a team (par. 4.4.3.8);
- It was established that the respondents lean towards the strongly agree anchor which, according to the Christian perspective, Heads of Departments should maintain their composure at all times (par. 4.4.3.9); and,
- It was established that the respondents strongly agree with the African cultural perspective that views Heads of Departments as leaders who should listen well, ask questions, hear the other side of the story and give all members an opportunity to air their views (par. 4.4.3.11).

5.3.3.2 Findings on the views of Heads of Departments on their functions and duties

- The empirical data revealed that Heads of Departments evaluate question papers set by teachers to ensure quality (par. 4.4.4.9);
- The study revealed that Heads of Departments are engaged in teaching duties and perform the following functions/duties:

- engage in class teaching (par. 4.4.4.1); and,
 - establish a classroom environment which stimulates positive learning (par. 4.4.4.2).
- It was established that Heads of Departments monitor learners' progress for their departments to attain good results (par. 4.4.4.4); and,
- It was revealed that Heads of Departments ensure good teaching and learning standards in learning areas or phases (par. 4.4.4.6).

5.3.3.3 Findings on the views of Heads of Departments on the challenges they experience

- The data disclosed that Heads of Departments experience challenges with a heavy workload (par. 4.4.5.8);
- The empirical data revealed that Heads of Departments are finding it difficult to manage changes related to curriculum development (par. 4.4.5.7);
- It was established that Heads of Departments are unable to strike a balance between teaching duties and management duties (par. 4.4.5.11);
- The data revealed that Heads of Departments are not participating effectively in decision making on issues affecting the whole school (par. 4.4.5.10); and,
- The data revealed that Heads of Departments are unable to motivate teachers by giving them rewards or benefits (par. 4.4.5.2).

5.4 RECOMMENDATIONS

In line with Research Aim 4, which seeks to propose guidelines that will help Heads of Departments perform their duties in technical high schools successfully, the following recommendations are proposed:

Recommendation 1

Heads of Departments should enjoy healthy relations with every member of their teams without having favourites and show consistency in treating members of their departments (family).

Justification

Camps, seminars and workshops that deal with human relations should be arranged for Heads of Departments to attend to assist them in providing a sustained family setup in their subject departments. During the running of these courses, the importance and advantages of healthy, long-term family relations should be thoroughly explained to them.

Recommendation 2

Different cultural perspectives must receive attention during the training of Heads of Departments to instil the characteristics/qualities needed to lead and manage their departments effectively.

Justification

This training will prepare Heads of Departments to embrace and respect teachers' different cultural and religious perspectives. Moreover, the training will assist Heads of Departments to develop characteristics/qualities that will enable them to resolve the challenges faced by their departments.

Recommendation 3

Heads of Departments should be assisted in familiarising them with all learning areas under their arm.

Justification

To achieve good results, it is crucial for the DoE to design a programme(s) that will expose Heads of Departments in technical high schools to other learning areas that fall within their jurisdiction as this will enable them to engage and monitor teachers more effectively. It is very difficult to head a learning area about whose content one is ignorant. A more practical and tangible approach is required to introduce Heads of Departments to such learning areas to remedy this situation.

Recommendation 4

Teachers of technical subjects with less or no teaching practice methodology must be developed through the recommendations of heads of technical subjects.

Justification

Methodology in education plays a vital role in the teaching and learning environment and serves as a requirement for every individual who enters the teaching profession. It is thus crucial for heads of technical subjects to recommend some sort of training on education methodology for technical teachers with less or no didactics training. After recommendations by Heads of Departments, the DoE should make arrangements with Institutions of Higher Learning to train such technical teachers. Another option for the DoE is to offer accredited, in-house training programmes to such teachers and these programmes must be evaluated by the South African Council for Teachers.

Recommendation 5

Resources must be provided to ease overcrowding in classrooms, more particularly in workshops.

Justification

An acute shortage of resources hampers the good intention of delivering quality teaching where content is imparted or transferred successfully to learners. In instances where resources (equipment, classrooms, workshops, teachers and materials) are reaching schools late, particularly the technical department of a school, it is suggested that the technical school itself should buy the resources required from its own budget and the DoE must be informed of the purchase of such resources; this is seen as a measure that can save time for both teachers and learners. This would only be relevant to schools where funds are available. When enough resources are available, the overcrowding is eased and teachers will be able to control classes.

Recommendation 6

The dual roles of teaching and managing that Heads of Departments in technical high schools perform should be reduced to avoid an increased workload.

Justification

Without shifting or removing any of the teaching and managing functions that Heads of Departments must perform, the DoE should conduct a study that could establish the areas where senior and other teachers within the department can offer assistance to Heads of Departments as a means of easing their workload.

Recommendation 7

Co-ordination and co-operation among technical high schools' subject departments is crucial.

Justification

No department of the school should find itself operating in isolation from other departments. It is the right thing for one head of department to interact with other subject heads to establish their progress and strive to form a co-ordinated effort toward the realisation of the school's goals and objectives.

Recommendation 8

Heads of Departments must seek parents' and the community's involvement as the means to improve learners' performance.

Justification

The interaction (teaching and learning) between a teacher and learners is not the only component that will make learners succeed in their grades. Parents' involvement is also important in the sense that learners' work will be monitored at home and homework will be done. The local community, particularly those who are considered as role-models and local business, can contribute greatly to learners' academic success through inspiration.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

- A further study should be conducted to investigate how Heads of Departments may be empowered to exercise the following power models confidently to achieve organisational goals:
 - legitimate power;
 - expert power; and
 - referent power.

- The study revealed a number of challenges faced by Heads of Departments in technical high schools, and these challenges might be used as an excuse not to perform certain functions either intentionally or unintentionally. A further study should therefore be conducted to design a comprehensive performance measuring tool that would effectively monitor and assess the leadership and management functions of Heads of Departments; and,
- It was also revealed by the study that Heads of Departments are faced with an increasing workload that is impacting negatively on the overall goals of the school. Against this background a study should therefore be conducted to explore means of easing or reducing the workload of Heads of Departments in technical high schools.

5.6 CHAPTER SUMMARY

The difference between two fundamental functions (teaching and managing) of Heads of Departments in technical high schools requires extensive experience and knowledge of Heads of Departments to provide the required leadership and management to their subject departments.

The data and findings of the research indicate the urgent need to address challenges faced by Heads of Departments in technical high schools to improve learners' performance and the overall efficiency of subject departments as this would lead to the attainment of the school's goals.

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APPENDIX A

QUESTIONNAIRE

MANAGEMENT AND LEADERSHIP FUNCTIONS OF HEADS OF DEPARTMENTS IN TECHNICAL HIGH SCHOOLS

INSTRUCTIONS:

1. Please note that the questionnaire is strictly intended for research purposes.
2. Please follow carefully the instructions given under each question.
3. Please ensure that you answer all questions.
4. Do not enter your name or the name of the school.
5. All information will be dealt with in a confidential manner.
6. Please give frank and honest opinions.

P.T.O.... /SECTION A

SECTION A: BIOGRAPHIC AND DEMOGRAPHIC INFORMATION

Please complete the following general questions by drawing a cross (X) in the appropriate box.

A1 Age:

21 – 30	1
31 – 40	2
41 – 50	3
51 – 60	4
61 +	5

A2 Gender:

Male	1
Female	2

A3 Highest Professional Qualification:

PTC	1
PTD	2
STD / SED	3
UED	4
UDE	5
(OTHERS SPECIFY)	
	6
	7
	8

A4 Highest Academic Qualification:

STD 10 / GRADE12	1
Bachelors Degree	2
Honours Degree	3
Masters Degree	4
Doctoral Degree	5

SECTION A continues....

A5 Number of years as an teacher:

01 – 05	1
06 – 10	2
11 – 15	3
16 +	4

A6 Number of years as an HOD:

01 – 03	1
04 – 06	2
07 – 09	3
10 +	4

A7 Number of years in the current school:

01 – 03	1
04 – 06	2
07 – 09	3
10 +	4

PTO.....SECTION B

SECTION C: FUNCTIONS AND DUTIES OF A HEAD OF DEPARTMENT

The following questions seek to determine the extent to which you, as Head of Department in your school, the following functions and duties related to your position. Please indicate your response by putting a cross (X) on the applicable number next to each statement.

Scale: 1= No extent
3= Some extent

2= Less extent
4= Great extent

As Head of Department in my school, I.....		No extent	Less extent	Some extent	Great extent
No					
C1	...engage in class teaching (e.g. lesson preparations, tests, examinations and others)	1	2	3	4
C2	... establish a classroom environment which stimulates positive learning	1	2	3	4
C3	...assist the learners with subject choice	1	2	3	4
C4	...monitor learners progress	1	2	3	4
C5	...assist teachers with disciplinary measures of learners	1	2	3	4
C6	...ensure good teaching and learning standards in the learning area or phase	1	2	3	4
C7	...conduct classroom visits	1	2	3	4
C8	...monitor the implementation of action plans	1	2	3	4
C9	...evaluate question papers set by teachers	1	2	3	4
C10	...identify areas in which teachers require development	1	2	3	4
C11	...select and send teachers for development or training programmes	1	2	3	4
C12	...guide teachers regarding matters relating to National Curriculum Statement	1	2	3	4
C13	...convene and conduct departmental meetings	1	2	3	4
C14	...prepare the budget of my department	1	2	3	4
C15	...ensure that physical resources in my department are taken care of	1	2	3	4

PTO.....SECTION D

SECTION B: LEADERSHIP QUALITIES OF A HEAD OF DEPARTMENT

The purpose of this section is to determine your views and opinions with regard to leadership qualities that a Head of Department should possess and display. Indicate with a cross (X) the number that best represents your view or opinion according to the given scale.

Scale: 1= Strongly disagree

2= Disagree

3= Agree

4= Strongly agree

The Head of Department...		Strongly disagree	Disagree	Agree	Strongly agree
No					
B1	...realises that he/she is human because of other fellow workers in his/her department	1	2	3	4
B2	...regards members of his/her department as family	1	2	3	4
B3	...identifies with everyone in the department and has no favourites	1	2	3	4
B4	...shares in personal difficulties of teachers	1	2	3	4
B5	...seeks for consensus when making a decision	1	2	3	4
B6	...deals with issues openly without any ulterior motives	1	2	3	4
B7	...is prepared to put in extra hours in his/her work without expecting extra remuneration	1	2	3	4
B8	...builds team spirit to achieve the set goals	1	2	3	4
B9	...remains composed even in the face of work pressure	1	2	3	4
B10	...is seen by members of his/her department as a dependable person	1	2	3	4
B11	...allocates enough time to listen to the work problems of members in his/her department	1	2	3	4
B12	...considers himself/herself to be equal to members of his/her department	1	2	3	4
B13	...is willing to share management information with other Heads of Departments	1	2	3	4

PTO.....SECTION C

SECTION D: CHALLENGES EXPERIENCED BY HEAD OF DEPARTMENT

Please indicate your opinion by putting a cross (X) on the scale of 1-4 the degree of seriousness to which you experience the following challenges in your work as Head of Department.

Scale: 1= Not serious at all 2= Not serious
3= Serious 4= Very serious

As Head of Department in my school, I experience challenges with regard to...		Not serious at all	Not serious	Serious	Very serious
No					
D1	...shortage of resources to achieve teaching objectives	1	2	3	4
D2	...motivating teachers by giving them rewards or benefits	1	2	3	4
D3	... using charisma to influence teachers in accepting my point of view	1	2	3	4
D4	...using sanctions or punishment to influence teachers to work harder	1	2	3	4
D5	...dealing with conflicts in my department	1	2	3	4
D6	...assessment of teachers' work	1	2	3	4
D7	...managing changes relating to curriculum development	1	2	3	4
D8	...heavy workload as a result of my position as Head of Department	1	2	3	4
D9	...keeping healthy relationships with members in my department	1	2	3	4
D10	...participating in decision making concerning issues affecting the whole school	1	2	3	4
D11	...striking a balance between teaching duties and management duties	1	2	3	4
D12	...knowledge of each learning areas which fall under my department	1	2	3	4

THANK YOU FOR YOUR COOPERATION
REA LEBOGA !!!!!

APPENDIX B

ETHICS LETTER



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS

Privaatsak X6001, Potchefstroom
Suid-Afrika, 2520

Tel: (018) 299-1111/2222
Web: <http://www.nwu.ac.za>

Navorsingsfokusarea Onderrigleerorganisasies
Tel: (018) 018 299 4780
Faks: (018) 018 293 5245
E-pos: monty.monteith@nwu.ac.za

30 Oktober 2008

Prof Mosoge

Etiekaansoek: NWU-0086-08-S2
Projekhoof: Prof MJ Mosoge
Student: TD Borole
Projektitel: Management and leadership functions of Heads of Department in technical high schools

Dankie vir die indiening van die brief vir ingeligte toestemming en vraelys.

Die etiekpaneel het die aansoek oorweeg en op grond van die indiening van die bogenoemde dokumente voldoen die aansoek aan die vereistes.

Die status van volle magtiging kan daarom aan die projek toegeken word. Die etieknommer word vervolgens gewysig na NWU-0086-08-A2

Vriendelike groete

JLdeK Monteith
Direkteur

HOSTNAME document1

APPENDIX C

Request to conduct research

School of Education

Tel (018) 018 299 4752

Faks (018) 018 299 4712

e-mail 10479918@nwu.ac.za

FOR ATTENTION: MR TYATYA

Tuesday, 06 May 2008

Office of the Superintendent General
Private Bag X2044
MMABATHO
2735

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH

I am doing a M.Ed-degree at the above institution and wish hereby to request for permission to conduct research in the schools under your jurisdiction. This will consist of requesting principals and educators to complete a questionnaire that consists of closed and open-ended questions. The respondents will remain anonymous and the schools' names will also not be reflected in any questionnaire or on the final report. The topic for my research is:

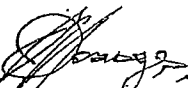
"Management and leadership functions of Heads of Department in Technical High Schools.

I promise to abide by any conditions that you may set for carrying out this research.

Yours faithfully



T.D. Borole



Prof M.J. Mosoge
Research Supervisor

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education

Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

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Mmabatho 2735
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e-mail: plyatya@nwpg.gov.za

OFFICE OF THE SUPERINTENDENT-GENERAL

Enquiries: Mphiliso Tyatya
Tel: 018 387 3429
Fax: 018 387 3430
E-mail: sgedu@nwpg.gov.za

12 May 2008

To: University of the North West
Research Supervisor
Prof. M.J. Mosoge

Attention: Mr. T.D. Borole

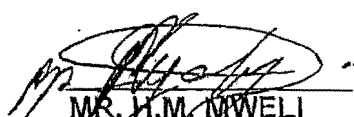
From: Mr. H.M. Mweli
Superintendent-General

PERMISSION TO CONDUCT RESEARCH AT SCHOOLS IN THE NORTH WEST PROVINCE

Reference is made to your letter regarding the above matter. The content is noted and accordingly, approval is granted to your kind self to conduct research in schools in the Province as per your request, subject to the following provisions: -

- That you notify the relevant District Managers about your request and this subsequent letter of approval.
- That the onus to notify the Principals of your target schools about your intended visit and purpose thereof rests with your good self.
- That participation in your project will be voluntary.
- That as far as possible the general programme of learning and teaching should not be interfered with.
- That the findings of your research will be made available to the Education Department upon request.

With my best wishes


MR. H.M. MWELI
SUPERINTENDENT GENERAL



education

Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

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Fax: (014) 597-3399
e-mail: pmokhutle@nwpg.gov.za

OFFICE OF THE EXECUTIVE REGIONAL MANAGER: BOJANALA REGION

Enq : Mr M.P. Shole
Tel: 014 597 - 8648/8
Fax: 014 597 - 3399

TO: Mr T.D. Borole

FROM: Ms M.P. Mokhutle
Director: Professional and Auxiliary Support Services

Date: 13 May 2008

SUBJECT: PERMISSION TO VISIT TECHNICAL HIGH SCHOOLS

I hereby grant you permission to visit the Technical High Schools in Bojanala Region in 2008 on the following conditions:

1. That you arrange first with the Area Managers about your intended visit, and
2. That you do not disrupt the actual teaching and learning in schools.

The contact numbers for the Area Managers are:

- Moses Kotane West =	014 550 - 0192
- Moses Kotane East =	014 555 - 6183
- Brits =	012 252 - 2478
- Moretele =	012 714 - 2794
- Rustenburg =	014 592 - 7586

I hope you will find the above in order.

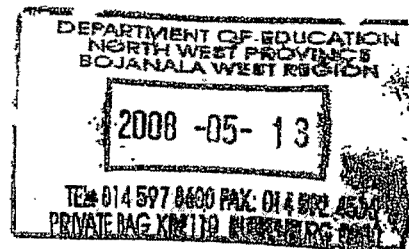
Yours sincerely

M.P. Mokhutle

Ms M.P. Mokhutle

Director: Professional and Auxiliary Support Services

cc: Mr E.R. Gradwell - Executive Regional Manager
Dr D.D. More - Head Corporate Services
Area Managers



"STAND UP, TEAM UP AND REACH OUT"
"A PORTRAIT OF EXCELLENCE"



education

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OFFICE OF THE EXECUTIVE MANAGER: BOPHIRIMA REGION

Enq: Ms M. Kereeditse
Tel: 0539287502
Fax: 0539270564

TO: Mr T.D. Borole

FROM: Mr D. Ntlabathi
CES: Director's Office

DATE: 15 May 2008

PERMISSION TO VISIT TECHNICAL HIGH SCHOOLS

I hereby grant you permission to visit the Technical High School in Bophirima Region in 2008 on the following conditions:

1. That you arrange first with the Area Project Managers about your intended visit, and
2. That the actual teaching and learning time is not compromised

The contact numbers for the Area Project Managers are:

- ☐ Taledi = 0828825198
- ☐ Kagisano Molopo = 0828825175
- ☐ Greater Taung = 0822023963
- ☐ Greater Delareyville = 0836751663

I hope you will find this in order

MR D. NTLABATHI
CES: DIRECTOR'S OFFICE



education

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e-mail: hmotara, @nwpg.gov.za

SOUTHERN DISTRICT

CES: PROFESSIONAL AND EDUCATIONAL SUPPORT SERVICE OFFICE OF THE DIRECTOR

16 May 2008

Mr T D Borole
Student Number: 20446594
North West University
Potchefstroom Campus

**RE: PERMISSION TO CONDUCT RESEARCH IN TECHNICAL HIGH SCHOOLS IN THE
SOUTHERN DISTRICT**

The above matter refers.

Permission is hereby granted to you to conduct research in Technical High Schools in the Southern District under the following provisions:

- the activities you undertake at school should not tamper with the normal process of learning and teaching;
- you inform the principals of your identified schools of your impending visit and activity;
- you provide my office with a report in respect of your findings from the research.
- you obtain prior permission from this office before availing your findings for public or media consumption.

Wishing you well in your endeavour.

Thanking you

DR S H MVULA
ACTING DISTRICT EXECUTIVE MANAGER
SOUTHERN DISTRICT

.cc Mrs M A Motaung – APO Manager: Matlosana
Ms S Yssel – APO Manager: Potchefstroom