

HUMAN RESOURCE DEVELOPMENT AS A
MANAGEMENT PRIORITY FOR HEADS
OF DEPARTMENT

KJ SWARTS

HUMAN RESOURCE DEVELOPMENT AS A MANAGEMENT PRIORITY FOR HEADS OF DEPARTMENT

by

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



K J SWARTS

DATE

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- My wife, Maria Motlalepule, for her continued support and confidence in me throughout this study.
- Participants who made this study possible by sharing their experiences, views and expertise.

DEDICATION

This dissertation is dedicated to my:

- late wife, Maria Kelebogile Swarts;
- late father, Peter Buti Swarts;
- mother, Martha Dikeledi Swarts;
- lovely daughters : Martha Swarts
Nelly Swarts
Prudence Swarts

ABSTRACT

Appraisal is central to the improvement of the quality of teaching and learning, and if educators are well appraised, and are aware of the benefits inherent to appraisal, they might become amenable to it. Educators normally avoid and resist appraisal. Head of Departments (HODs) resort to threats which normally lead to animosity and resentment. HODs do not play a significant role in encouraging HRD, and as a result, the quality of teaching and learning is affected adversely.

This study sought to assess the HODs' understanding of their role in HRD. Secondly, it sought to ascertain the extent to which HODs appraisal strategies enhanced HRD. Lastly, the study aimed to obtain an understanding of HODs perception regarding appraisal and HRD.

The key findings were that HODs have the desire to play a significant role in HRD, but unfortunately lack the capacity to do so. Secondly, that HODs appraisal strategies were not effective enough to enhance HRD. Lastly, though HODs have a clear understanding of appraisal as an aspect of HRD, they lacked the capacity to implement it effectively. It was found that the essence of HRD starts with giving a sense of urgency and priority in order to ensure that it becomes successful.

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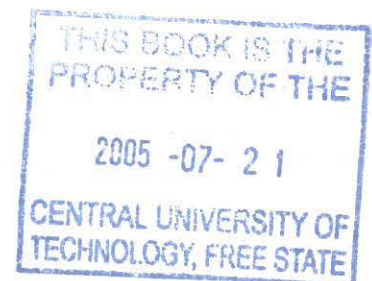
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CHAPTER ONE

1.1 INTRODUCTION

The South African education system is currently attempting to address the poor culture of teaching and learning in many schools. Unfortunately these endeavours cannot always bring about effective changes if they do not focus on the people in the system, who are regarded as the key to effective improvement of the quality in schools (Kuiper & Wilkinson, 1998:206).

Efforts to improve schools through Human Resource Development (HRD) frequently focus on quick fixes which include new programmes and procedures, new curricula and approaches, new methods of learner assessment and reporting on learner achievement, which it is hoped, will transform educational institutions (Du Four & Berkey, 1995:2). Unfortunately these endeavours cannot be regarded as a panacea to complex educational problems. Programmes and materials do not necessarily bring about effective improvement, but the people in the education system may. Therefore, in striving towards school improvement, it is important to focus the attention and energies on HRD (Du Four & Berkey, 1995:2). Castetter (1992:236) goes even further and states that schools and other organisations that fail to provide opportunities for HRD jeopardise the ability to meet their organisational goals.

1.2 WHAT IS HUMAN RESOURCE DEVELOPMENT?

HRD in education has many facets, as is evident from the numerous terms found in the literature to describe it (Webb, Montello & Norton, 1994:234). Such terms include in-service training, professional growth, continuing education, on-the-job training and staff development.

Day (1994:4) says that HRD is the process by which, alone and with others, educators review, renew and extend their commitment as change agents to the

moral purpose of teaching, and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with learners and colleagues through each phase of their teaching lives.

It is in this regard that Bell and Day (1991:4) refer to HRD as an activity for ensuring continuous personal and professional development of staff. It can be deduced from this definition that HRD aims at improving the quality of schooling through individual improvement.

According to Guthrie and Reed (1991:346), the terms HRD and in-service training are frequently used interchangeably. Yet in their opinion there is a logical distinction between the two terms. HRD relates to lifelong development programmes which include a wide range of knowledge, skills and attitudes in order to educate learners more effectively (O'Neill, 1994:285; Dunlop, 1995:149). It is a formal, systematic programme designed to promote personal and professional growth. In-service training on the other hand, relates to the acquisition of knowledge or a particular skill and can therefore be a component of professional development in the broader context (Guthrie & Reed, 1991:346).

Heads of department (HODs), as part of the school management team (SMT), can play a vital role in improving the quality of schooling through HRD. The term HOD is used to describe those educators at Post level 2 who have a management responsibility towards a group of staff members in his/her department. The role of HOD's is central to the development and improvement of the school through HRD.

1.3 AIMS OF HRD

The primary aim of HRD is to increase the quality of schooling through the development of HODs potential (Aylward, 1992:145). In addition, subsidiary aims of HRD include the following (Aylward, 1992:145; Castetter, 1992:291;

Webb, Montell & Norton, 1994:235; Calitz, 1998:14).

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

These aims of HRD can meet some of the current problems experienced in the South African education system, such as in Outcomes-Based Education (OBE).

Without the effective functioning of HRD all the other activities of human resource management (HRM) will be of little value and it will lead to stagnation, demotivation and job dissatisfaction of educators. HRD activities programmes may influence the effectivity of the school. Therefore, Daresh and Playko

Webb, Montell & Norton, 1994:235; Calitz, 1998:14).

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(1992:173) say that the business of schools will increasingly become defined as the promotion of human resource development. In confirmation, respondents in research done by Hofmeyer (1991:298-299) in the RSA to determine which management skills will be needed by managers, people skills were identified as the most important.

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

1.4 STATEMENT OF THE PROBLEM

The key problem in this research study is that it is commonly, but erroneously assumed that the top-down approach and prescriptive school management models in HRD will result in change and renewal in education.

Unless an HOD fully understands and accepts a new HRD programme as something that will strengthen the quality of instruction, there is no need to adopt a new HRD approach. HODs must be involved in HRD programmes if they are to understand the need for the innovations and how they operate (Cotton, 1993:1).

Human resource appraisal is central to the improvement of the quality of teaching in a school and if educators are well appraised and are aware of the benefits inherent to appraisal, they need to be amenable towards appraisal. It is therefore one of the objectives of this research study to identify leadership styles, methods of communication, negotiation skills, personal involvement and methods of decision-making which are contributory to HRD for effective school management.

In attempting to assess the importance of HRD by HODs the researcher focuses on the following questions which will underpin this study:

- Are there substantial indicators of transformative changes in schools?
- What role do HODs play as transformational leaders?
- What are the leadership styles of HODs in terms of HRD?
- How effective are the strategies and techniques used by HODs in HRD?
- What competency skills are required from an HOD to be a transformational leader?

1.5 AIMS OF THE RESEARCH

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

- To provide a theoretical perspective of the underlying imperatives, nature and process of organisational transformation.
- To provide some specific attributes that are implied by transformational leadership.
- To provide a brief theoretical perspective on the various forms of leadership.
- To suggest techniques and strategies for enhancing participatory educator involvement in HRD programmes.
- To suggest ways and means of bringing about changes in HODs beliefs, attitudes and instructional practices in HRD with the aim of influencing learner outcomes.

1.6 RESEARCH DESIGN AND METHODOLOGY

1.6.1 Literature study

A comprehensive study of relevant literature sources will be undertaken in order to acquire a broad overview of [HRD.] Literature provides the necessary assistance, guidance, development and training needed for the problem to be investigated (Radebe, 1995:10).

1.6.2 Qualitative and quantitative research

There are mainly two research methods that researchers use to conduct a research, namely qualitative and quantitative approaches. In a research study the researcher may choose one approach or at times use both approaches to effectively conduct research. The difference between the two approaches is embedded in the way in which the results are presented. Qualitative research presents facts in a narration of words whilst quantitative research presents statistical results represented with numbers. What makes the two approaches different is the way they view reality and the world. They have different assumptions about the world, the research purpose, research methods, prototypical studies, researcher role and the importance of context in the study (McMillan & Schumacher, 1993:14).

Humelvoll and Da Silva (1998;465), as well as McMillan and Schumacher (1993:372-373), state that qualitative researchers accumulate data by interacting with selected individuals in their setting (field of research) and by acquiring documents relevant to the study. The qualitative approach is deemed suitable for this study as it affords HODs the opportunity to explain their working experience from their own perception of their profession.

Qualitative inquiry is further described as an approach which use non-manipulative data collection strategies to discover the natural flow of events and

processes. In gathering data, it follows procedures that are not strictly formalised and the scope is more likely to be undefined (Wilson, 1997:109; McMillan & Schumacher, 1993:372-373). The qualitative approach assumes a free attitude questioning whereby informants are allowed to give information from their own understanding.

In this study the purposeful sampling technique will be used to select participants who are perceived to be representative or informative of the population of the study. The sampling technique is regarded as one of the most reliable tools to select information-rich sources or participants (McMillan & Schumacher, 1997:171).

Questionnaire items will be constructed based on knowledge generated from past research as well as own experience, and would be analysed in terms of the attitude inclination of the respondents.

1.7 RESEARCH INSTRUMENTS

As research instruments, questionnaires and interviews will be utilised.

1.7.1 Questionnaires

Questionnaires will be distributed to HODs of selected primary schools. The purpose would be to gather information with regard to HRD. The aim is to help identify ways of enhancing HODs effectiveness as agents of HRD. The questionnaire is one of the instruments in which the HODs respond to written questions or statements to elicit reactions, beliefs and attitudes (Strauss & Corbin, 1996:108). The researcher would therefore construct a set of questions or statements appropriate to the research problems and attempt to find justification of the existence of such a problem and its possible extent.

1.7.2 Interviews

To clarify certain attitudes gained from the questionnaire, semi-structured interviews will be conducted with ten (10) HODs representing primary schools. The aim is to capture the richness and complexity of behaviours that occurs in the natural school setting from the participants' experience. The semi-structured interviews will be used to collect data from HODs concerning their views about HRD. The personal interaction that this method uses, is favoured for a number of reasons : there is an opportunity for respondents to ask questions where clarification is sought and there is also an opportunity for the interviewer to probe and follow-up responses from interviewees (Soer, 1997:106).

1.8 POPULATION AND SAMPLING

The selection of participants for this study is related to the manner in which the researcher chooses a sample (MacMillan & Schumacher, 1993:381). For the purpose of this study, purposeful sampling will be implemented in an effort to obtain information-rich responses from a relatively small sample of primary school HODs. The sample for this study will consist of ten (10) primary school HODs offering a wide variety of learning areas. The aim is to obtain the HODs views regarding aspects of HRD.

1.9 DEMARCATION OF THE STUDY

The research project will be carried out in the Lejweleputswa district. This area is close to the researcher which will make it feasible for the researcher to undertake the study within the present financial and time constraints.

1.10 DIVISION OF CHAPTERS

Chapter 1 serves as an introduction, a statement of the problem, aim of the study and an explanation of the research method.

Chapter 2 pays attention to transformational leadership dealing with HRD and motivation.

Chapter 3 deals with the collection of data, the research methodology is explained and the questionnaires and interviews are discussed.

Chapter 4 considers the data collection techniques and the data analysis. Data collected will be processed and reported.

Chapter 5 provides conclusions and recommendations with regard to the information gathered.

1.11 CONCLUSION

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

CHAPTER TWO

HRD AS A MANAGEMENT PRIORITY FOR HODs

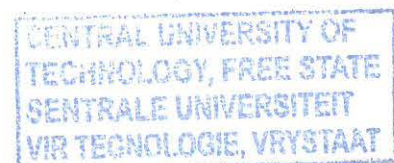
2.1 INTRODUCTION

HRD is one of the most challenging and interesting fields of study. Appraisal as part of HRD, is the best way to identify training needs, help educators with their career plans and improve overall HRD strategies. In addition, regular and systematic appraisal provide HODs with a dipstick impression of educators' life in classrooms generally, for it offers insight into educators aspirations and concerns, educator-learner interaction, human resource relationship, style of classroom management and organisation and the impact of intervention on what takes place thereafter (Wragg, Wikeley, Wragg & Haynes 1996:2). This information can help HODs when they provide guidance for their subordinates and establish the basis for a cooperative relationship. Educators can use appraisal to evaluate their own performance against the expected standard, indicate future training needs and develop a more open relationship with their superiors (HODs).

Educators need processes in which to collaborate to analyse and appraise their own teaching, but they need simultaneously to be introduced to paradigms and methodologies that enable them to engage in the process of discovering what they do, appropriating their knowledge and legitimating their pedagogy (Smyth, 1991:10). HODs are placed in school organisations to assist in the process of HRD. Whether HODs are able to carry out these HRD tasks collaboratively is the aim of this research.

2.2 HUMAN RESOURCE DEVELOPMENT

HRD is defined in chapter one as a lifelong development programme of



educators which include a wide range of knowledge, skills and attitudes in order to educate learners more effectively (O'Neill, 1994:285; Dunlop, 1995:149). Seyfarth (1996:129) defines HRD as a means to provide opportunities for educators to acquire new skills and attitudes that can lead to changes in behaviours, which in turn result in increased learner achievement. Main (1985:2) describes HRD as a means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of particular organisational segments are achieved. Various writers like Cawood and Gibbons (1981), Glover and Law (1996), Kydd, Crawford and Riches (1997) and Webb (1996), to name a few, view HRD differently. Their differing views, however, deal primarily with perspectives and emphasis and not with the essence of HRD.

This study treats HRD from the following perspectives:

- HRD as a vehicle for planned change; and
- school effectiveness and effective teaching and learning.

The concept of HRD as used here will describe the aiding, supporting, encouraging and continuation of learning opportunities and experiences which afford the educator with a programme of instruction and educational services.

2.2.1 HRD as a vehicle for planned change

As has been indicated earlier the HRD function links with or even incorporates the school's development function. Without the effective functioning of HODs in HRD all the other school programmes will be of little value and will lead to stagnation, demotivation and job dissatisfaction with educators. Daresh and Playko (1992:173) say that the business of schools will increasingly become defined as the promotion of HRD. In confirmation of this claim, the respondents in a research by Hofmeyer (1991:298-299) in the RSA, to determine which management skills will be needed by HODs in the future, identified educators

skills as the most important.

Effective HRD in this context means a focus by HODs on educators and their personal needs, the improvement of the quality of their working life, as well as their interaction with the external world. Effective HRD thus gives a new dimension to motivation and productivity.

2.2.2 School effectiveness and effective teaching and learning

School effectiveness can be defined more specifically as the ability to perform the programmes within an occupation or function to the standards expected in schools (Fraser, 1996:76; Saunders, 2000:37). This coincides with the assumption that effectiveness refers to an individual's demonstrated knowledge, skills and abilities (KSAs) performed to a specific standard (Anon, 2000:1). Educators, politicians, learners and parents see effectiveness as something describing an action, behaviour or outcome in the form that is capable of demonstration, observation and assessment (Norris, 1991:332). Tomlin (1995:181) expresses himself more explicitly when he writes that effectiveness or skill signifies a more or less consistent ability to realise particular sorts of purposes, to achieve desired outcomes.

Standards are usually thought of as levels of achievement or performance (Norris, 1991:335) and do not consider the underlying abilities or traits of the HOD, but describe the expectations the HOD is required to meet. Standards in themselves will not ensure effective teaching or learning, and if inadequate and irrelevant performance objectives are used as a focus for teaching, then these objectives will adversely affect the value of effective teaching, education and learning (Fraser, 1995:10).

There are a number of factors to be taken into consideration by HODs when setting and applying standards for HRD. They include the following (University of Pretoria and National Education Group 2000:1-6):

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There are a number of factors to be taken into consideration by HODs when setting and applying standards for HRD. They include the following (University of Pretoria and National Education Group 2000:1-6):

- standards are not meant to represent absolute prescriptions to the educators;
- standards provide a clearly defined framework for the knowledge, skills and experiences that are essential for the educators;
- standards provide significant guidance for the development and revision of educator programs;
- standards provide criteria for the qualifications necessary to be appointed as an educator;
- standards are meant to focus on the skills, knowledge and experience necessary to teach; and
- standards are meant to specify minimum competencies of well qualified educators in the first place, and also specify the minimum competencies required to teach.

Transformational leadership involves a set of cyclical activities. Like all cycles, they are incomplete and eventually collapse if one phase is continually omitted or ineffective. Appraisal as one phase of HRD and the evolution of leadership theory provides a clearer picture of transformational leadership concept. It is therefore of value at this stage of the study to focus on appraisal as a significant component of HRD strategy.

2.3 HISTORICAL DEVELOPMENT OF APPRAISAL

In understanding appraisal of educators, the researcher is arguing for, inter alia, the understanding of its historical development and evolution, to the present day, as well as the role that those tasked with the responsibility of appraisal have played. Scholars of administration in education and management fields, like Wiles and Bondi (1994), Longson and Wiegman (1973) and Thurley and Wirdenius (1973), agree that appraisal practices have evolved over years from pure inspections by administrators, initially from the outside like superintendents of education, lay persons and inspectors of education. This type of appraisal practice was characterised by unannounced visits to schools and/or classrooms,

the checking of learners written work, motivated by the desire to find fault with the educator. Such appraisal behaviour were characterised by telling, directing and judging educators, and sometimes resulted in the dismissal of educators. The relationship between inspectors and educators was tense, stern and punitive in nature (Wiles & Bondi, 1994:4).

Gradually, lay persons, appointed supervisors and inspectors gave way to school managers and head of departments (HODs) to conduct appraisal of their subordinates. The focus had shifted away from global oversights of school buildings and equipment, and observation of educators in the classroom, to instructional appraisal which required specialists in the field. Contemporary appraisal is characterised by what Alfonso, Firth and Neville (1991:32-34) call, sound human relations and cooperative participation of educators, whereby the school manager/HOD moves along with the educators, fully involved and sharing responsibilities.

Appraisal is focussed on HRD with a view to improve educator performance, thereby improving learner performance, which is the primary aim of educational management. In-service training (INSET) is an example of one strategy being implemented to attain HRD of educators. At this stage of the study it is essential to focus on INSET as a strategy for HRD.

2.4 HRD AND IN-SERVICE TRAINING : IS THERE A DIFFERENCE?

HRD and in-service training (INSET) are often confused. INSET relates to the acquisition of knowledge or a particular skill and can therefore be a component of HRD in the broader context (Guthree & Reed, 1991:346). The traditional policy of INSET has been to provide external off-the-job courses located on campuses of colleges, educators' centres and universities (Morant, 1981:40). This tended to create a problem as the basic needs of educators and their institutions were neglected in that they are not afforded an opportunity to determine their own development needs. In HRD the relationship between

educators and the institutions which they serve form the crux of all programmes, hence the concept of school based HRD. This is unlike INSET, which is more practical than theoretical in nature.

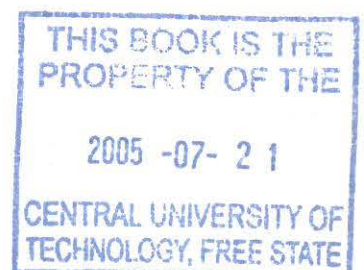
Although improved instruction remains one of the aims of HRD (Fitch & Kapp, 1990:4), in essence HRD is more than just improving teaching techniques. It includes all round development of the individual and the interrelationship of educators' different learning areas and levels of responsibility. HRD, therefore encapsulates the holistic development of educators in that it deals with a number of aspects of an individual educator development. On the contrary, INSET suggests empowerment with mastery of the subject matter.

Fullan (1991:57) points to the following conclusions drawn from earlier studies to what characterises the usual INSET programme:

- one-time seminars with no follow-up, where topics are determined by someone other than the HODS;
- the programmes are rarely ever geared to the needs of the individual school, and an evaluation is seldom carried out; and
- HODs come from schools with vastly different challenges and problems and there is no build-in plan for how to implement what is learner lacking behind the HODs schools.

Furthermore, Fullan (1991:190) points out that many of the programmes are lacking in support and consultancy assistance and even the good ones are prone to be drown in a daily sea of diverse demands.

At this stage of the study it is also essential to give a brief description of the concepts of school-based and school-focussed HRD.



2.4.1 School-based HRD

School-based HRD emanated from the deficiencies of INSET. The essence of school-based HRD rests on the argument that a school could identify and address its problems cost-effectively. According to Mutshekwane (1992:31), school-based HRD refers to decision-making and problem-solving activities taking place within a school in which a team, consisting of educators tackles problems arising from the school context. Since these HRD programmes take place on the school premises, the school manager, educators, the support staff and sometimes the community, will be expected to initiate the school-based HRD programmes (Mutshekwane, 1992:31).

School-based HRD programmes are expected to revolve through participatory involvement, participatory management and democratic leadership. A school-based HRD model is characterised by school-based problem-solving that grows from and is related to HRD and utilises educator-administrator expertise and collegial sharing.

The devolution of decision-making requires educators who can learn and adopt quickly, think for themselves, take responsibility, make decisions, and communicate what they need and know to leaders who coach, supply and inspire them (Gee, Jull & Lankshear, 1996:19; Seyfarth, 1996:129).

According to Mutshekwane (1992:31), school-based HRD also has some limitations. Almost all the schools will be hindered by practical constraints in mounting school-based HRD programme activities. That may lead to little benefit unless there are good trainers. Most of the school-based HRD coordinators do not have the experience and expertise required.

2.4.2 School-focussed HRD

School-focussed HRD is broader than school-based HRD. To counter the weakness of INSET, in terms of educators being removed from schools an alternative programme, the school-focussed HRD programme was initiated (Bell & Day, 1991:10). School-focussed HRD programmes were developed with the view that schools could be used as centres of learning to identify and solve many of the in-service educational problems. Advocates of the school-focussed HRD programmes argue that if HRD was taking place within the school, then the process of identifying educators needs could be easier, close and more accurate. Also that programmes that were devised to address those identified needs could be closely matched against established needs. The choice of content, as well as the delivery of such programmes, would rest with the educators themselves within the school. Use could be made of external agencies, experts and School Management Developers (SMDs).

However, this model still has features similar to the school-based model:

- it takes place on school premises;
- it utilises the school's physical resources;
- it is led and executed by educators;
- it is initiated and planned by educators;
- it is intended for educators' serving the school; and
- it serves the schools institutional needs (Dean, 1991:7; Mutshekwane, 1992:33).

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

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2.5 PROFILE OF AN HOD AS A TRANSFORMATIONAL LEADER

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

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

2.5.1 HODs transformational leadership as a revocracy

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

or issue is affected by numerous interconnected ideas and actions and try to interpret it accordingly.

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

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

Naisbitt, cited in Anderson (1992:67), argues that our world is experiencing changes at a very fast rate. Transformational leaders will have to lead by adapting to change. The following megatrends imply that our schools are going to need greater adaptability, innovation and creative leadership than ever before.

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

- there will be a powerful but sharply focussed role for HODs especially in respect to formulating goals, setting priorities and building frameworks for accountability;
- national and global considerations will become increasingly important, especially in respect to curriculum and an education system that is responsive to national needs within a global economy;
- within centrally determined frameworks, schools will become largely self-managing and distinctions between public and private schools will be narrow;

- there will be unparalleled concern for the provision of a quality education by HODs for each individual educator;
- there will be a dispersion of the educative function by HODs with telecommunications and computer technology ensuring that much learning that currently occurs in schools will occur at home and in the workplace;
- the basics of education will be expanded by HODs to include problem-solving, creativity and a capacity for life-long learning and relearning of educators;
- there will be an expanded role played by HODs for the arts and spirituality, defined broadly in each instance, there will be a high level of connectedness in the curriculum;
- women will claim their place among the ranks of HODs in education, including those at the most senior levels;
- the parent and community role in education will be claimed or reclaimed; and
- there will be unparalleled concern for service by those HODs who are required or have the opportunity to support the work of schools (Caldwell & Spinks, 1992:7-8).

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

2.6 CRITICAL TASKS OF HODs AS TRANSFORMATIONAL LEADERS

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

2.6.1 Creation of a vision

The HOD must provide the school with a vision of a desired future state. The HOD needs to integrate analytic, creative, intuitive and deductive thinking. Each HOD must create a vision that give direction to the school while being congruent with the HODs and the institution's philosophy and style.

2.6.2 Mobilisation of commitment

Here the school, or at least a critical mass of the school, accepts the new mission and vision and makes it happen. It is in this phase that HODs get deeper understanding of their followers. After HODs create a vision and mobilise commitment, they must determine how to institutionalise the mission and vision.

2.6.3 Institutionalisation of change

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

In support for this approach, Anderson (1992:19) see transformative leadership as a complex process involving a fluid series of steps. The process of transformation should bring individual and organisational transformation. To

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

2.7 PRINCIPLES AND GUIDELINES FOR SUCCESSFUL HRD

Literature acknowledge the complexity of the provision of HRD programmes which assist both the educator and the institution. An extensive framework of support for those programmes is needed to ensure effective learning and lasting changes in performance. Literature also acknowledges the key role played by HODs in the support framework (De Long, 1989:23; Du Four & Berkey, 1995:2; Sparks, 1997:22). This is based on the assertion that the most effective development programmes take place within the working environment itself.

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

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

The desire of educators to be involved in their own development can be achieved through case studies (Jolles 1993:10; Bunting, 1997:31). Staff meetings, professional development programmes, memoranda to educators and one-to-one interviews offer excellent opportunities for HODs to encourage

educators to discuss current research on effective teaching and to offer and receive ideas related to immediate problems. Research shows that educators resist when HRD is designed as something that is done to educators, and not as something that educators do for themselves (Jolles, 1993:10). Educators prefer their peers to present HRD programmes since there is less resistance than when they are the exclusive reserve of top management. It implies that HODs should act as facilitators, not as the controllers of HRD.

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

HODs have to take the initiative in working together with educators, parents and learners to determine the strengths and weaknesses of the school's teaching and learning programmes (Sparks, 1992:43; Du Four & Berkey 1995:3; Sparks, 1997:21). HODs should create a situation which maximise the performance of all educators in their (HODs) department. Such a situation provides the educators with both space to move and motivation while at the same time helps to create *esprit de corps*. The feeling of being part of something, such as shared vision, where everyone knows where they are going and going there together as part of a team, is of utmost importance. The importance of vision and the need to ensure visionary leadership and effective management of HRD processes are properly integrated.

2.7.3 Build and protect a core set of values and beliefs

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

2.7.4 Encourage experimentation

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

2.7.5 Provide HRD programmes that are purposeful and research based

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

2.7.6 Model a commitment to professional growth

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

2.7.7 View appraisal as a HRD opportunity

The National Department of Education in South Africa has developed a system for developmental appraisal which includes a class visit by an appraising team

(Developmental Appraisal for Educators, undated :2). The new educator developmental appraisal system is designed to ensure that there is democratic participation in the appraisal process, which is achieved through the establishment of an appraising team (Van Deventer & Kruger, 2003:213).

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

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

The appraising team thus allows for democratic participation, transparency and collaboration. Class visits and the visibility of the HOD, can be an important tool in HRD (Ryan & Kuhs, 1993:75). One of the most important management tasks for HRD is the quality and number of class visits.

2.7.8 Ensure systematic collaboration throughout the school

It is the opinion of Ehrich (1997:14) that HODs play a key role in terms of creating a positive climate for collaboration. Involving educators in designing

and implementing development programmes, improves their readiness for effective learning. Educators can be involved in determining training needs, identifying appropriate approaches (such as workshops, study groups), designing follow-up activities (e.g. peer appraisal, discussion groups) and designing the most appropriate appraisal procedures (Lieberman 1996:186; Sparks, 1992:44; Ehrich, 1997:14).

2.7.9 Work for change by means of school-wide projects

Emphasis on homework, regular monitoring of learner progress, the quality of academic teaching and learner discipline are a few examples of important matters which can be addressed by HODs. HODs are responsible for working with educators to determine needs and then for proposing projects to meet those needs (The National Commission for Education, 1996:366).

Apart from the appropriate support to HRD programmes, the approach to them also deserves attention. The approach to HRD reflects the school's interpretation of the importance of HRD and an indication of its integration with other areas of management activities within the institution.

2.8 APPROACHES TO HRD

Matching HRD needs with the necessary support system is a crucial dilemma facing HODs in schools. When focussing on the individual needs of educators their preferred learning styles have to be acknowledged (O'Neill, 1994:294). The preferences of educators may range from independent study to presentations and workshops, from action-learning to reflective self-analysis and from group learning to individual study (Lockett, 1996:15). It implies that, although educators share developmental needs, all will have individual training needs and that suitable support system have to be identified to meet the HRD needs of educators.

Schools as institutions have to establish a balance in the development which takes place at individual, group or organisational level if they are to improve the quality of teaching and learning. According to O'Neill (1994:301) the following approaches to HRD have been identified.

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2.8.1 Organic approaches

Organic approaches view HRD as evolutionary. These approaches regard development as something that occurs naturally as a normal consequence of experience and social interaction. Informal networks of colleagues on a shared basis serves as a means for the dissemination of knowledge. Informal networks are a suitable method for HRD because in essence they encourage participation by educators, and because they recognise the experience of those involved, they can contribute to the session. These informal networks also encourage the sharing of ideas and experiences. The use of activity to promote involvement during HRD stands to promote morale, stimulate interest and increase retention (Jolles, 1993:10; Bitzer & Mbuli, 1997:7). The lack of a culture of teaching and learning in South African schools is, however, counterproductive towards the organic approach (Department of Education, 1996:10).

Any fundamental changes to the existing teaching practices and procedures, especially if they involve disruption and extra-work are not easily accepted by educators. An example is the Outcomes-Based Education (OBE) approach. Constant support, direction-giving and follow-ups are essential to prepare educators for such fundamental changes.

2.8.2 Ad-hoc approaches

Ad-hoc or laissez-faire approaches to HRD lack planning and integration. Many HRD programmes at different levels in the education system have exhibited this approach to development. These approaches are reactive and lack any systematic effort to balance individual and organisational needs. Activities and tasks are not effective and functional, in that they are not related to the aims and outcomes being pursued (Van Kradenburg, 1993:134). These HRD programmes do not always form an integral part of the school programme and therefore should be integrated into the educational and teaching aims of the school. HODs are not actively involved in the planning and the organising of the

HRD programmes. A laissez-faire approach to HRD programmes does not make provision for the different professional growth phases of the individual educator. In essence HRD programmes are designed to meet and respond to educational needs (Bradley, 1991:165).

2.8.3 Process-based approaches

Process-based approaches are characterised by models which focus on reflection, analysis and self-generated review (Lockett, 1996:15). These approaches encompass a cycle of learning which leads to evaluating potential solutions to problems in practice.

Where these process-based programmes have been implemented in Australian institutions, HRD has been experienced as private or personal with the main purpose being the development of the individual's knowledge and skills (Ehrich 1997:13). This programme has now been replaced by more collegial problem-solving approaches in Australia. The same tendency can be found in some schools in South Africa which have also moved to a more concerted approach to problem-solving (Department of Education, 1997:10; Eltis, 1995:1).

2.8.4 Consultancy approaches

Consultancy approaches include the use of outside agents in analysing individual, group or whole organisation work. Murgatroyd and Reynolds (in O'Neill, 1994:302) identify three types of consultancy in education:

- Consultative assistance which refers to technical assistance in relation to a specific problem.
- Content consultation which is non-directive and which aims to assist particular groups in the institution improve performance in a given area.



- Process consultation which is the most extensive form of consultancy and which aims at the improvement of structures and relationships within the institution as a whole.

2.8.5 Objective approaches

Restoring the culture of teaching and learning is one of the goals of the National Department of Education in South Africa (Van der Lingen, 1995:12). The manual for Developmental Appraisal for Educators is an example of one strategy being implemented to attain HRD of educators.

Objective approaches are typical manifestations of superordinate models of control (O'Neill, 1994:302). These approaches focus on the needs of the organisation at the expense of the individual's development needs. HRD needs are analysed in these approaches according to institutional objectives. Developments in the Australian education system provides an example of the use of objective approaches where institutional needs (driven by government agendas) are steering the direction of HRD in schools (Ehrich, 1997:13). A lot of educator confusion and disillusionment about the education systems stems from the fact that they are once again being left out of the decision-making process which affects them and, ultimately, the learner. Very little of what is happening in the transformation process filters down to the educator on the growth.

Irrespective of the approached preferred, the involvement of educators in HRD is crucial to its success. Educators have to experience a feeling of ownership of HRD programmes.

2.8.6 Skill development approaches

Skill development approaches to HRD programmes focus primarily on helping educators to acquire or refine instructional skills. These approaches involve

several sessions which are held throughout the year. The sessions most often make use of four learning activities : presentation of the theory and research, discussion of application issues and modelling or demonstration of the skill as well as role-playing using that skill (Glatthorn, 1990:228; Darling-Hammond, 1997:326).

2.8.7 Curriculum-related approaches

Curriculum-related HRD approaches are tied closely to a planned or implemented curricular change (Glatthorn, 1990:229). More commonly this kind of HRD approach is intended to support the implementation of a new programme that has been developed. Such approaches are designed to help educators understand the new curriculum, to translate the curriculum guide into specific teaching plans, and to acquire the skills needed to implement the curriculum effectively (Glatthorn, 1990:229; Department of Education, 1996:20).

2.8.8 Linkage approaches

This term is used to designate those HRD programmes that are closely linked with other processes for educator development, usually peer supervision and peer coaching (Glatthorn, 1990:230).

Bolam (1993:5) identified the following HRD programmes that are linked to educator development:

- practitioner development : school-based development, self-development, induction, mentoring, observation, job-shadowing and team teaching;
- professional education : award bearing courses managed and taught at higher education institutions, focussing on the relationship between educational theory and practice and leading to higher education accreditation and professional qualifications;

- professional training : conferences, courses and workshops that emphasise practical information and skills. Such courses may lead to academic awards or accreditation towards national standards; and
- professional support : provided by colleagues and managers in fulfilment of contractual conditions of service, e.g. recruitment and selection procedures, promotion, career development, appraisal, mentoring, redeployment and equality of opportunity.

2.8.9 Personal development approaches

These approaches are concerned primarily with the educators personal concerns rather than their professional ones and are sensitive to their phases or stages of development in identifying such concerns (Glatthorn, 1990:233).

According to Krupp, in Glatthorn (1990:233), these programmes address issues such as self-awareness, retirement planning and stress management. It is now recognised that central to lifelong learning is their ability to absorb new information and to encounter new situations (Fryer, 1997:11). This is particularly pertinent to educators in the current climate where schools require them to manage their own learning accounts and develop their own quality goals.

2.8.10 The cognitive approaches

Cognitive approaches attempt to modify the way educators think. These approaches differ from HRD programmes which are focussed on skill development and programmes which attempt to change behaviour (Glatthorn, 1990:231; Feiman-Nemser & Parker, 1992:17).

According to Glatthorn (1990:231), as well as Feiman-Nemser and Parker (1992:17), there are two factors which create interest in cognitive approaches,

namely: the importance of educators' thinking; and the phenomenological approach.

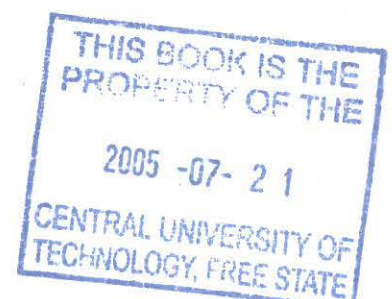
According to research, which is based on the importance of educators' thinking, teaching is primarily a cognitive process of decision-making. This research asserts that the educator's choice and presentation of the subject matter is influenced by the way s/he thinks (Glatthorn, 1990:231; Feiman-Nemser & Parker, 1992:17).

Based on the second factor, namely the phenomenological approach, the educators are seen as reflective practitioners. According to Schoen (1983) in Glatthorn (1990:231; Feiman-Nemser & Parker, 1992:17), the educator also uses a method which is used by other professionals in several fields. In their search for knowledge, educators think and act like other professionals in order to make their teaching more relevant.

When considering the design of HRD programmes it is important for HODs to remember that educator development per se has two important functions: improvement of performance in the educator's present job and preparing educators for future opportunities, responsibilities and tasks. HRD programmes are discussed next.

2.9 DESIGNING HRD PROGRAMMES

Designing HRD programmes require an understanding of the principles of adult learning from HODs as they make decisions about the design and delivery of the HRD programmes. HRD programmes should be effective and therefore be directed at the outcomes and priorities that have been set (Van Deventer & Kruger, 2003:220).



2.9.1 Requirements for successful HRD programmes

The planned HRD programme must meet certain requirements and adhere to certain principles. According to Van Kradenburg (1993: 134-135), the following are the necessary requirements for designing a successful HRD programme.

- Activities and tasks should be effective and functional and be related to the aims and outcomes being pursued.
- The HRD programme should make provision for the different professional growth phases of the individual educator.
- Developmental activities should take the academic and intellectual needs of the educator into consideration.
- As far as possible, aspects such as motivation and job involvement should also be addressed in the programme.

HRD programmes are designed and implemented on the basis of certain principles. These principles are discussed next.

2.9.2 Principles of HRD programmes

Principles that underpin staff growth and improvement ought to serve as the point of departure for constructing HRD programmes. The following principles can be identified (Van Kradenburg, 1993:135):

- staff involvement makes provision for the involvement of all educators to be participants in all the phases of a HRD programme;
- staff development is a continuous process that enables the educator to cope academically and professionally at certain levels. This implies a need for refresher courses, in-service development and retraining;

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- staff development is a continuous process that enables the educator to cope academically and professionally at certain levels. This implies a need for refresher courses, in-service development and retraining;

- the basis of staff development are those principles that are features of teaching and learning situations, i.e:
 - development is a continuous process;
 - it is determined by the aims and needs of the educator;
 - it fails when it is enforced; and
 - it is promoted when there is an exchange of ideas and theories are postulated. It depends on the task-relatedness of learning material and the concreteness of learning experiences.

A HRD programme makes provision for all educators on the staff. This presupposes that every educator is capable of improvement and, indeed, that every educator feels professionally obliged to improve.

Dunlop (1995:155) identifies five characteristics of effective HRD programmes:

- Educators are learners and they need the necessary opportunity to learn continually about their practice, their learners and their discipline.
- Collegiality and collaboration in a collegial context require the necessary support.
- HRD is a long-term investment and commitment.
- The focus of HRD is educators' questions, needs and concerns.
- The organisation of HRD requires the necessary infrastructures as well as innovative approaches to it.

Ongoing HRD is essential if quality education to learners is to be provided (Louw, 1992:1). It implies the continuous growth of educators and the school as an institution. Drucker (in DuFour & Berkey, 1995:5) elaborates on this view by stating that successful institutions of the twenty first century will be learning institutions that build continuous learning into jobs at all levels.

2.10 CONCLUSION

Effective HRD can be achieved by employing a diversity of development programmes and approaches. These different programmes and approaches should all be viewed as equally important. While participatory involvement has been emphasised as a determining factor for educator growth and development, the comfort zone of every participant should be identified, defined and maintained throughout the HRD process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The objectives of this study of HRD as set out in chapter one, were to seek the HOD's understanding of his/her role in HRD, as well as the various strategies used to enhance the development of educators. Relevant literature on HRD was reviewed in chapter two with a view to getting a better understanding of roles played and strategies used by HODs and HRD.

3.2 RESEARCH METHODOLOGY

The research study undertaken, implements the qualitative approach. Qualitative research is a research study that investigates the quality of human relationships, activities, situations or materials (Fraenkel & Wallen, 1993:380).

Qualitative methodologies are less structured than quantitative ones. In qualitative methodologies specific procedures are identified during the research rather than specified ahead of time (McMillan & Schumacher, 1997:16). Each step depends on prior information collected during the study. Qualitative methodologies typically investigate behaviour as it occurs naturally in non-contrived situations, and there is no manipulation of conditions or experience. In this sense qualitative methodologies are non-experimental. Finally, the data consists of words in the form of rich verbal descriptions rather than numbers.

In an ethnographic study the researcher relies on observation, interviews and document analysis, or a combination of these, to provide an in-depth understanding of what is studied.

An ethnographic study begins with a planning phase, in which general research questions, the kind of site and types of participants and/or documents needed are identified (McMillan & Schumacher, 1997:40). Research strategies are flexible, with various combinations of participants observation, in-depth interviews, and artifact collection. The multiple realities are viewed as so complex that one cannot decide a priori on a single methodology.

The qualitative approach is deemed suitable for this study for it affords the HODs the opportunity to explain their working experience from their own perception of their profession. The strength of qualitative research lies in the fact that it studies individuals in their natural settings in an effort to see and experience the way in which they attribute meanings to their work situation (McMillan & Schumacher, 1997:392; Fraenkel & Wallen, 1993:380-381)..

This allows the researcher to learn from HODs perspectives and their personal experience. Qualitative inquiry is further described as an approach which uses non-manipulative data collection strategies to discover the natural flow of events and processes. In data gathering, it follows procedures that are not strictly formalised and the scope is more likely to be undefined (Kincheloe & McLaren, 1994:75; Wilson 1997:109; McMillan & Schumacher, 1993:372-373).

The qualitative approach assumes a free attitude questioning whereby HODs are allowed to provide information from their own understanding. In this study the questionnaire items will be constructed based on knowledge generated from past research as well as own experience, and would be analysed in terms of attitude inclination of the HODs.

3.2.1 Population and sample

In this study the purposeful sampling technique will be used to select HODs who are perceived to be representative or informative of the population of the study. } ✓

This sampling technique is regarded as one of the most reliable tools to select

information-rich sources of participants (McMillan & Schumacher, 1997:171).

The selection of HODs as participants for this study is related to the manner in which the researcher chooses a sample (McMillan & Schumacher, 1993:381).

For the purpose of this study, purposeful sampling will be implemented in an effort to obtain information-rich responses from a relatively small sample of primary school HODs. The sample for this study will consist of 10 (ten) primary school HODs in the Lejweleputswa district in the Free State. HODs from both sexes (i.e. male and female) will be selected.

Secondary SMTs } ~~10~~ 6 (Six) SMT

The HODs involved in the study will be informed of the importance of their contribution and the procedure to be followed to obtain information from them.

3.2.2 Role of the researcher

One of the chief criticisms levelled against the qualitative approach is its subjectivity. Such criticism is usually made because of the role the researcher plays in collecting data. According to this criticism, the research data collected is more susceptible to bias due to the subjective interpretations of situations (Adler & Adler, 1998:88).

A second main criticism levelled against the qualitative approach is that it lacks reliability. The argument is that qualitative measures do not have statistical analysis to confirm the significance of their findings, patterns or trends. Qualitative researchers, according to critics, cannot ensure that their findings are real and not merely the effect of chance (Adler & Adler, 1998:99). However, the qualitative approach, including the role that the researcher plays, yield insights that are more likely to be accurate for the group under study. The use of research strategies in qualitative research, rather than procedures allows for flexibility to study and corroborate each new idea as it occurs in data collection (McMillan & Schumacher, 1997:422).

Unlike in quantitative research, where subjectivity is regarded as a hindrance in data processing, qualitative research view subjectivity as a valuable instrument. Smaling (1994:17) does not view objectivity as an escape from subjectivity, but rather as “the intelligent, acquired use of subjectivity to analyse something”. This in turn implies that the viewpoint, experience, definition or interpretation of the researcher cannot be ignored.

3.2.3 Data collection strategies

3.2.3.1 Questionnaires

A questionnaire is a document that is distributed to participants either by post or completed in the presence of the researcher (Soer, 1997:107-108). The nature of questionnaires as research tool is such that control remains in the hands of the participants and are completed by them in their own time. Questionnaires empower the participants in that they may read all the questions at their own time, before completing them and may decide not to complete them at all if they so desire (Johnson, 1994:37).

In this study, open-ended questions will be used. The questionnaire as a tool of data collection is widely used on social and educational research world wide. It has many advantages over other tools of information gathering. One advantage is that it saves time, as it can take less than one hour for the HODs to complete, thus not infringing too much on their time. It can afford a good measure of objectivity in soliciting and coding of responses. It also allows for uniformity in the way questions are asked thus ensuring greater comparability in the responses. It is generally regarded as one of the best available instruments for obtaining information from a widely spread source (Soer, 1997:108).

3.2.3.2 Interviews

Interviews are characterised by direct verbal, face-to-face interactions between

individuals, one being the interviewer and the other, the interviewee, as well as flexibility and simplicity (Johnson, 1994:43).

Interviewing is one of the most effective methods of data collection, as it gives the researcher ample opportunity of giving participants full and detailed explanations of the purpose of the study. The participants are afforded an opportunity to understand what is required of them. For example, the participant might not understand what the question requires of him/her and with this research method, the researcher can clarify further (Soer, 1997:106).

Interviewing is highly flexible in that the participants can answer in their own words. Another advantage of using interviews schedule is that the researcher has the opportunity of persuading participants to participate in the research project, by emphasising the significance of his/her role in the study, which otherwise would not have been possible had the study been undertaken, for instance, by using posted questionnaires. Interviews ensure maximum participation by participants, and the initiative as well as control of the process remains with the researcher, unlike questionnaires where control rests with the participants (Johnson, 1994:44). It also allows for greater depth than is the case with other methods of collecting data.

Other authors like Powney and Watts (1987), Cohen and Manion (1989) and Soer (1997) acknowledge the fact that interviews are prone to subjectivity and bias and therefore the use of semi-structured questions in the interview is preferred to counter this problem.

Therefore, a personal open-ended, semi-structured interview will be conducted with 10 (ten) primary school HODs at the aforementioned education district schools. This method is useful for greater in-depth questioning of HODs opinions and attitudes about their role as HRD agents. The personal interaction that this method uses, is favoured for a number of reasons: there is an opportunity for participants to ask questions where clarification is sought, there

is an opportunity for the researchers to probe and follow-up on responses from participants, it is suitable for small scale survey, like this study and lastly the participants are implored to acknowledge the value of their participation for the research project to succeed. The interview of ten (10) participants will be used in conjunction with the questionnaires, the latter will be used to collect more information from the same number of participants.

Arrangements will be made to interview participants in an environment that is comfortable and private, for example, after school or during their free time. Interviews will take place where it is most comfortable for the participants, be it in their classroom or office. The questions will be asked in English and the participants are to respond in English or at least in the language in which they feel comfortable to express themselves meaningfully.

3.2.4 Data analysis strategies

3.2.4.1 Qualitative analysis

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

Neuman (1997:317) points out that qualitative research primarily uses data inductively. Inductive reasoning allows one to explore and discover with an emerging research design, rather than testing deductions from theories in a predetermined design like it is done in quantitative research (McMillan & Schumacher, 1993:91). In this study the researcher aims at exploring the role of HODs in HRD.

McMillan and Schumacher (1993:93) elicit that in qualitative research participants are described as individuals who have different personal histories and display different physical, emotional and intellectual characteristics in various levels. Narrative descriptions emphasise the language of the participant and not the language of the researcher.

3.2.4.2 Validity and reliability

Validity refers to the appropriateness of a statement and it is important to determine whether research information is valid, that is, whether the questionnaire is actually measuring what it is supposed to measure. At its core, measurement validity is the degree of fit between a construct and indicators of it. It refers to how well the conceptual and operational definitions match each other. Validity is more difficult to achieve than reliability (McMillan & Schumacher, 1993:167; Neuman, 1997:141).

Although reliability is traditionally associated with quantitative study, it is also important in qualitative studies. Reliability deals with an indicator's dependability. Reliability refers to the consistency of measurement, that is, the extent to which the results are similar over different forms of the same instrument or occasions of data collections. If you have a reliable indicator or measure, it is supposed to give similar results each time the same thing is measured. Reliability implies that information provided by indicators does not change as a result of characteristics of the indicator, the instrument or the measurement devise (Neuman, 1997:138; McMillan & Schumacher, 1993:168). This is important because it minimises chances of errors being made during the research process.

Different steps can be followed to ensure or maximise validity of qualitative data. For the purpose of the study the following steps will be applied:

- Validation by the HODs themselves

Qualitative study always strives to represent data from participants perspectives. It is therefore recommended that the findings of the research be validated by the participants (Kruger, 1997:145). In order to obtain consensus on the gathered data, participants will be involved in the discussion of the findings of the study.

- Validation by the researcher

The researcher will establish the validity of the researcher by checking the findings against that reflected in the current literature. This will enable the researcher to determine to what degree findings fit or do not fit the current trend of literature in this domain (Kruger, 1997:145; Palm-Foster, 2000:147).

3.3 CONCLUSION

This chapter has identified the research methodology that will be followed and the population from which the study will be conducted. The researcher's role in HRD as well as how data will be collected and data analysis strategies were also dealt with in brief. Furthermore, the validity of the study was highlighted. In the next chapter collected data are presented and analysed.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

The study aimed to obtain an understanding of Human Resource Development (HRD) as a management priority for Heads of Department (HODs). It sought to assess the HODs understanding of their role in HRD. It also sought to ascertain the extent to which the HODs appraisal strategies enhanced HRD. A questionnaire with open-ended questions was administered on HODs in order to solicit information from them about their perceptions regarding appraisal and HRD.

Appointments for interviews were made with each individual participant on completion of the questionnaire. The participants were requested to furnish the researcher with the time and venue for the interview. The confidentiality of the interview was guaranteed.

In this chapter data collected from HODs is presented and analysed to obtain their views, attitudes, feelings and perceptions, on appraisal and HRD.

4.2 ANALYSIS OF QUESTIONNAIRE DATA

Section A was based on biographical information of the participants. The researcher needed information regarding the participants experience, gender, age and qualifications in order to establish the impact that such characteristics might have on expectations of the role of HODs in HRD.

4.2.1 Biographical data

The biographical information obtained through Section A of the questionnaire is summarised in table 4.1 below.

Table 4.1 : Biographical information of participants

Participant	Experience	Gender	Age	Qualification
A	1 - 5	M	31 - 40	BA, 3 year undergraduate diploma
B	1 - 5	M	31 - 40	3 Year diploma, 2 year undergraduate diploma
C	16 - 20	F	41 - 50	B (Hons), 4 year undergraduate diploma
D	6 - 10	M	51 - 60	B (Hons), 3 year undergraduate diploma
E	6 - 10	F	31 - 40	B (Hons), BEd
F	6 - 10	F	51 - 60	BA, 4 year diploma
G	6 - 10	F	41 - 50	BA, 4 year undergraduate diploma
H	6 - 10	F	51 - 60	BA, BEd
I	1 - 5	F	41 - 50	4 Year diploma, Postgraduate diploma
J	6 - 10	F	41 - 50	4 Year diploma, BEd

Ten participants took part in the research project. From table 4.1 it is clear that their experience as HODs range from 1 and 20 years, with an average of 6 - 10 years. The majority of participants were females and the minority were males. The data is understandable seeing that only primary schools were sampled. More female educators are likely to be found in primary schools than in secondary schools in the South African education system (Radebe 1995:64; Bhengu 1999:34). The ages of the participants range from 31 to 60 with an average of 41 - 50 years. All the participants are qualified with diplomas and the majority of them have university degrees. By modern standards it is quite clear that they qualify for their positions.

The next section deals with appraisal and HRD

4.2.2 Data on appraisal and HRD

The following questions are meant to elicit views and experiences from HODs regarding their role in HRD.

Question 1: *“Is there a programme of HRD in your school?”*

The overwhelming majority (80 %) confirmed that there was a programme of HRD in their schools, while only a few claimed to the contrary. Those who agreed with the statement indicated that meetings and briefing sessions were held regularly where feedback on various educational issues affecting them were discussed.

Some of those who confirmed the non-existence of HRD programmes (20 %) could not substantiate their claims on what was going on in their schools. They attributed their claims on the fact that the educational department did not provide guidelines for HRD.

Question 2 : *“From your practical experience, what benefits or opportunities are derived from effective HRD programmes?”*

The participants (100 %) stated that HRD programmes provide them with opportunities to come together in order to share information and ideas. HRD programmes empower them to become effective and efficient in their duties and responsibilities. They feel they are better equipped for promotional posts.

Question 3 : *“Do you need more in-service education to perform better?”*

The overwhelming (100 %) “yes” response by participants clearly indicates that HODs are aware of their shortcomings or limitations and the fact that they need

some kind of developmental intervention to improve. One participant stated that more in-service education is necessary as it updates and help them keep abreast of educational developments. Some participants felt that through more in-service education the quality of education can be enhanced. One participant further raised her concern regarding the quality of in-service education. She feels that competent and efficient facilitators should run such development courses or workshops.

Question 4 : *“Does HRD help you grow in your work?”*

The majority (90 %) of participants responded affirmatively. They stated that HRD programmes empower them to work with their educators in a transparent manner in order to identify their strengths and weaknesses. HODs become more effective and this enhances their chances for promotion into higher posts.

Question 5 : *“Do HRD programmes provide for free and open exchange of ideas and information?”*

The majority of participants responded affirmatively. They stated that during meetings, INSET, workshops and seminars they are afforded opportunities to ask questions for clarity and also share their experiences. Some of the participants declared that in their schools they are not afforded opportunities to share ideas and information due to the autocratic leadership styles. One of the participants said that their senior management is very authoritative, dictative and directive. She further stated that their inputs as HODs are disregarded.

Question 6 : *“Are the aims and objectives of HRD programmes established through teamwork (collaboratively)?”*

The overwhelming majority (80 %) of participants agreed that the aims and objectives of HRD programmes are established through teamwork or collaboratively. The other participants (20 %) suggest that consultation and

collective decision-making are not fully instituted in HRD programmes. One of the participants stated that this area needs some urgent attention. She feels that some senior management officials in the school are too undemocratic and dictative.

Question 7 : *"In your view what role should the school development team (SDT) play in HRD?"*

From the responses given, it is evident that the school development team (SDT) in collaboration with the school management team (SMT), must set objectives and aims for HRD.

Some of the proposals given by participants include:

- SDT must draw up HRD programmes after identifying educators developmental needs.
- SDT has to ensure that educators are acquainted with the procedures and processes of HRD.
- training and development of educators in their schools.
- monitoring of the progress of educators.
- ensuring that the appraisal system is implemented at schools.
- that appraisal system should be coordinated with HRD programmes.
- the liaison between HODS and SMDs with regard to high priority developmental needs such as INSET where the need arises.

Question 8 : *“To what extent, are you involved in the identification of needs which are addressed by HRD programmes?”*

The majority of participants (80 %) indicated that they are involved in the identification of needs addressed by HRD programmes as far as their departments are concerned. Some participants (20 %) mentioned that they are not involved in areas of concern and suggest a need for the democratisation of the planning and implementation of the HRD programmes.

Question 9 : *“What is your opinion regarding HRD if one is already well qualified?”*

The participants (100 %) were unanimous in stating that HRD was not only intended for educators who were not well qualified, but that all educators, irrespective of how well qualified they are, need to develop as there are new trends in the field of education. Education is dynamic and ever changing and as a result educators need to keep abreast of developments. Sharing of experiences and knowledge is part and parcel of HRD needed by both highly qualified, as well as less qualified educators alike.

Question 10 : *“What is your view regarding appraisal?”*

The majority of participants (70 %) regard appraisal as a good tool to identify the developmental needs of educators provided it is fair and non-judgmental. They regard appraisal as a process that serve to assess, develop and reward educators for their hard work, dedication and commitment through salary progression.

Some participants (30 %) felt that appraisal played a major role in ensuring that the schools' objectives and aims are realised.

Question 11 : *“What is your feeling regarding deliberate, structural training to be an HOD?”*

The majority of participants feel that deliberate, structural training for HODs is an excellent idea, seeing that they will be empowered to work effectively. It will help orientate them into their new post as HODs. They also feel that it is good for their personal growth and development. Some participants, however, suggest that they are not sure about the significance of HRD as well as their role in the process.

Question 12 : *“If HRD programmes are conducted, which time do you find the most suitable, in order to ensure satisfactory attendance by educators?”*

Some of the participants (40 %) suggested that the most suitable time for conducting HRD programmes is after school hours or during the school holidays. The main reason being that HRD programmes should not disrupt or interfere with the normal school hours. The overwhelming majority (60 %), however, suggested that the most suitable time for conducting HRD programmes is during school hours. They state various reasons for their suggestions which include among others the following : workload which compel them to work after hours and extra-curricular activities such music, sports and cultural activities which consume a lot of their time.

Question 13 : *“In your view, how can you improve the quality of an HRD programme in your school?”*

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

- by creating a conducive atmosphere and lulling down the fear and uncertainty thereby assisting them to adapt with ease;
- by conducting workshops, in-service training, networking and seminars;

- by encouraging educators to improve their qualifications;
- by empowering them through manuals and handouts;
- by assisting in the appointment of competent and effective educators;
- through effective communication; and
- by maintaining good and healthy human relations.

Question 14 : *"Why do you think there is a need for HRD?"*

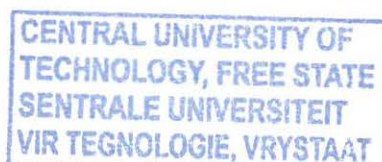
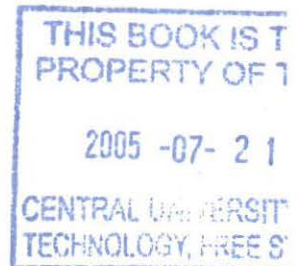
All the participants (100 %) feel that there is a need for HRD in that it enhances the professional and personal growth of educators. They feel that education is not stagnant, as a result, they feel they need to develop in order to keep abreast of ever-changing developments. Through HRD they feel that the quality of teaching and learning can be improved tremendously.

Question 15 : *"In your view, who should be the major role players in the identification of needs to be addressed by HRD programmes?"*

All the participants (100 %) response was that all the stakeholders of the schools should play a major role in the identification of the school needs to be addressed by HRD programmes. The stakeholders include School Management Team (SMT), educators, learners and the School Governing Body (SGB). The response emphasises the need for democratic practice i.e. inclusive planning and decision-making. This is done to guarantee the general and wide acceptance by stakeholders of HRD programmes.

Question 16 : *"How does the current demands in teaching affect your role in HRD?"*

The participants responded to the question by giving various tasks they performed in their departments. The tasks included teaching and management of their departments. The combination of teaching and management tasks suggest a real need for HRD as most HODs would have little or no training on



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management. In such trying circumstances the temptation for them is to limit their teaching responsibilities, so as to concentrate on their management activities and responsibilities.

Question 17 : *“In your opinion, whose needs should be addressed by an HRD programme?”*

The unanimous (100 %) response was that the schools', learners' and educators' needs should be addressed by an HRD programme. The pedagogic principle of the school as a triangular structure is further confirmed by the absolute majority of participants' response endorsing the educators, the school and the learners as the most important entities whose needs must be addressed by HRD programmes. Every HRD programme should thus cater for the needs of these three entities.

Question 18 : *“How often, do you as an HOD present demonstration lessons (e.g. your educators visiting your classroom) to observe your teaching?”*

Eighty percent of participants stated that they often presented demonstration lessons to their educators. They claim that they do this in order to acquaint their subordinates with new teaching and learning skills seeing that they are now dealing with the revised national curriculum statements. Twenty percent of the participants stated that, they never gave it a thought, but would not mind giving demonstration lessons when requested to do so or when a need arises.

Question 19 : *“How often, do you think, educators should be appraised?”*

Eighty percent of participants felt that the educators should be appraised quarterly. Few of them (20 %) said once a year. The affirmative response by the majority of participants is attributed to the fact that they regard appraisal as a meaningful tool that is useful in assisting them to identify developmental needs of educators.

Question 20 : *“In your opinion, which are the most important functions of the HOD in HRD programmes?”*

Various functions have been mentioned by the participants as the most important in HRD programmes. These functions include the following:

- effective teaching and learning strategies;
- appraisal which helps them identify developmental needs of educators;
- supervision of educators;
- control HRD activities in his/her department;
- coordinate HRD programmes; and
- conflict resolution.

The teaching and management tasks of the participants make their life difficult seeing that most of their time is consumed by management responsibilities at the expense of the core function of the school, which is, teaching and learning.

The following section deals with interview questions.

4.3 ANALYSIS OF INTERVIEW QUESTIONS FOR HODs

Question 1 - 14 were open-ended and were designed to give participants an opportunity to express their views and experiences regarding HRD and appraisal of educators.

4.3.1 HODs work environment

The school environment has obvious implications for improving the quality of work for those attached to the school. The HOD as an agent of transformation has to work on creating a conducive environment for HRD. Questions 1 - 2 are used to determine the HODs work environment and how it (environment) influences HRD.

Question 1 : *“What is your perception regarding the following statement? An HOD should be a transformational leader”.*

The majority of participants regard HODs as transformational leaders. They (participants) feel that HODs are employed to translate educational mandate into action and results. Many participants voiced their frustrations with regard to working with the senior management of their schools. They sighted lack of resources and support which make their transformational task extremely difficult. As a result, transformation takes place at a snail's pace.

Some of the participants felt that they would not regard HODs as transformational leaders. The undemocratic environment in which they work prevent them from exercising their role as agents of transformation. Their decision-making is not independent, they should always consult the deputy principal or principal as a matter of protocol.

Participant A : *“Must be able to articulate an understanding of transformation policies guiding her work environment. She must be aware of policies dealing with internal as well as those dealing with community participation. She should ensure that there are adequate resources and facilities that will facilitate the transformation process by engaging the senior management”.*

Participant B : *“Should be able to take prompt decision and create a democratic work environment. Decision-making lies with the senior management. HODs should be allowed to exercise independent decision-making in their departments. Undemocratic leadership styles by senior management as well as lack of resources make the task of an HOD unbearable”.*

Participant C : *“Must implement and manage transformation. I feel HODs are failing in that they lack the capacity to give transformation direction. This I think is attributed to lack of adequate training. They also lack support from senior management which is very autocratic and dictative.*

Participant D : “In order to be an effective transformational leader one has to be empowered. I feel we are not adequately empowered to deal with the rapid changes that take place in our education system. Lack of resources such as learning and teaching support materials and very little support from senior management make our task burdensome and unbearable”.

Participant E : “To be a transformational leader means an HOD should assume leadership in bringing about transformation in the school environment. An HOD should be able to develop a comprehensive HRD programme”.

Questions 2 : *“In your view, what role should HODs play to be effective in HRD?”*

The participants mentioned various roles they think HODs should play to be effective in HRD. These include among others the following:

- good management procedures and leadership;
- organising;
- monitoring;
- assessing;
- provide subordinates with opportunities to develop themselves through workshops and seminars;
- supportive role in the process of development by giving strategic direction as well as building effective networks;
- use INSET coupled with the use of external expertise through workshops;
- articulate departmental mission and objectives;
- articulate transformation policies guiding their work environment; and
- conversant with Integrated Quality Management System (IQMS) which consists of programmes, which are aimed at enhancing and monitoring performance of the education system.

Participant A : “Must show good management skills as well as good leadership qualities. S/he must organise, monitor and assess effectiveness of all activities

in his/her department”.

Participant B : “Must provide subordinates with opportunities to develop themselves through workshops and seminars. She must play a supportive role in the process by building strong teams as well as effective networks”.

Participant C : “Must articulate departmental mission and objectives as well as transformation policies guiding their work environment”.

Participant D : “Must ensure alignment of objectives, goals and activities with national transformative framework. To build departmental capacity as well as ensure delivery on transformative goals”.

Participant E : “Must be conversant with Integrated Quality Management System (IQMS) which consists of programmes, which are aimed at enhancing and monitoring performance of the education system”.

4.3.2 Creating a vision

Vision is an important element of HRD. Vision involves setting a direction for HRD programmes, linking the work of the school to achieving goals and establishing performance standards. The following questions are used to establish the role of HODs in creating a vision in HRD.

Question 3 : *How can you create a shared HRD vision with educators in your department?”*

The majority of participants felt that they have to a greater degree succeeded in creating a shared HRD vision with educators in their departments. They attributed this to the fact that there are collaboration among educators with regard to HRD programmes through collaborative decision-making. Others felt that common vision promoted cohesion and teamwork among themselves.

One participant stated that s/he played a minor role in that they had no vision and lacked direction. The participant further stated that these s/he has relegated transformation to his/her subordinates without a clear mandate or plan of action.

Participant A : “Through collaboration when drawing-up HRD vision”.

Participant B : “By involving my educators when formulating HRD vision.”

Participant C : “Through joint decision-making with members of my department”.

Participant D : “I played a minimal role due to lack of vision and direction. This is attributed to inadequate training and empowerment. I am not certain about my role in creating a shared vision”.

Participant E : “Involving educators will ensure that they own the vision and will find it easy to institutionalise it. Educators really become motivated when they are involved in matters that affect them”.

Question 4 : *“What actions can you take to mobilise the commitment of educators for the HRD programme?”*

The following responses were gathered from the participants:

- taking the lead in putting HRD programmes in practice;
- involve educators when developing HRD programmes;
- motivate educators to institutionalise HRD programmes;
- articulate an understanding of transformation policies guiding his work environment;
- spend time channelling his subordinates into capacity building programmes to deliver on the HRD programmes; and
- ability to mobilise commitment on service delivery as this will assist in expediting the transformational process.

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- motivate educators to institutionalise HRD programmes;
- articulate an understanding of transformation policies guiding his work environment;
- spend time channelling his subordinates into capacity building programmes to deliver on the HRD programmes; and
- ability to mobilise commitment on service delivery as this will assist in expediting the transformational process.

Participant A : “By guiding and taking the lead in putting HRD programmes in practice”.

Participant B : “By involving educators when developing HRD programmes. Educators become motivated when they are given an opportunity to share their views on matters that affect them”.

Participant C : “Motivate educators by involving them in the drawing-up of HRD programmes. Collaborative decision-making motivates educators to institutionalise the HRD programme”.

Participant D : “Ability to articulate an understanding of transformation policies guiding the work environment. Spend time channelling subordinates into capacity building programmes to deliver on the HRD programmes”.

Participant E : “Ability to mobilise commitment on service delivery as this will assist on expediting the transformational process”.

Question 5 : “*What role are you playing to institutionalise the HRD programme and revitalise the school?*”

The majority of participants feel that HRD programmes are institutionalised and have revitalised their schools. Participants also claim that HRD programmes have assisted in developing a positive attitude towards taking the process of transformation forward in their departments by establishing a shared sense of meaning, belonging and commitment among their subordinates (educators).

Some participants however, have sighted obstacles that hamper transformation in their schools. These include:

- autocratic leadership style;
- lack of resources; and

- lack of support.

They feel that through participatory decision-making, relevant and sufficient resources and support from the senior management, would assist to expedite the institutionalisation of the HRD programme and revitalise the school.

Participant A : “By involving educators in the design and implementation of HRD programmes. I also monitor and encourage educators to actively and positively contribute towards the accomplishment of HRD goals”.

Participant B : “Lack of financial resources and support from senior management frustrate the transformation process. There is frequently no money to cater for HRD resources such as learning support materials and INSET. Senior management also play a very minimal role in assisting HODs in difficult times especially when they are unable to cope with workload”.

Participant C : “Autocratic leadership style of senior management in the school makes it difficult for me as an HOD to play a significant role in institutionalising and revitalising the school. They are directive and dictative in that they engage in one way communication and spell out what should be done in my department as an HOD. They normally disregard my inputs with regard to HRD programmes”.

Participant D : “Senior management is supposed to give HODs the necessary support in their endeavour to institutionalise HRD programmes and revitalise the school. They should avail HRD resources which would facilitate the institutionalisation process of HRD programmes. The senior management should also avail itself when their assistance is required”.

Participant E : “Through participatory involvement of subordinates. They take ownership of HRD programmes and it becomes easier for them to institutionalise decisions that belong to them”.

Question 6 : *“How can you ensure or improve collaboration in HRD programmes in your department?”*

The majority of participants felt that they have to a greater extent succeeded in developing a collaborative HRD programmes throughout the school. Others felt that the common vision promoted teamwork among them. They also felt that collaborative HRD programmes have empowered them as individuals and as a team.

Participant A : *“By establishing groups or teams which will fulfil a wide range of functions such as generating new ideas and serve as problem-solving mechanism”.*

Participant B : *“Teamwork reduces insecurity and a sense of powerlessness. Engaging in team-building will enhance a sense of identity and maintain self-esteem of member of the team and therefore provide a supportive forum for HRD programmes”.*

Participant C : *“Collaborative decision-making offers a greater opportunity for equitable and efficient implementation of HRD programmes in the school”.*

Participant D : *“Organise and facilitate group and collaborative work by creating a supportive and caring atmosphere in my department”.*

Participant E : *“Provide support and guidance to increase the potential of educators. Motivate educators by creating a culture of collaboration in developing HRD programmes”.*

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1996:76; Saunders 2000:37). Competence take the following aspects into consideration : the nature (extent) of the task to be performed; the realistic manifestation of teaching experiences and the possibilities and limitations of HRD by HODs. Questions 7 - 8 are used to elicit views regarding competencies of HODs.

Question 7 : *“What type of qualities and principles do you think are needed by HODs to be effective HRD agents?”*

Participants felt that HODs need the following qualities and principles to be effective HRD agents:

- ability to set clear goals and standards;
- ability to motivate educators to develop themselves;
- decisive leader committed to transformation;
- visionary leader who can translate the vision into business plan;
- inspire transformation structures to be extension of his vision;
- developing and training subordinates in process management;
- recognising and rewarding continual improvement; and
- open-minded and innovative.

Participant A : *“Ability to set clear goals and standards which are attainable. To act as a resource person and provide the necessary support when required to do so”.*

Participant B : *“Motivate educators to develop themselves and to recognise and reward their continual improvement”.*

Participant C : *“Ability to identify HRD needs of their educators and to train and develop them according to their individual needs”.*

Participant D : *“Open-minded and innovative”.*

Participant E : “Visionary leader who can translate the vision into business plan and inspire transformation structures to be extension of his vision”.

Question 8 : *“Do most HODs have these qualities? Please elaborate”.*

The majority of participants felt that most of the HODs do not have these qualities due to lack of empowerment and training. They attributed this to the inconsistency with which the HODs run their departments. The inconsistency is imminent in the implementation of HRD programmes. Some of the HRD programmes enjoy preference over the others. As a result some of the HRD programmes are not implemented at all. Unfair and discriminatory practices overshadow some of their good qualities and principles.

Participant A : “No, appointments are based on good relationship with school senior management. They do not consider all those skills”.

Participant B : “Very few of them have these qualities. Favouritism and nepotism is the order of the day when appointments are made”.

Participant C : “Only administrative skill and no skills to manage change”.

Participant D : “Lack of these qualities result in inconsistencies in the manner in which they run their department. Favouring some educators above the others and not treating them fairly and equally”.

Participant E : “No, they do not have these skills. I hope with changes taking place in education they will be developed and empowered to be effective”.

Question 9 : *“What scarce skills do you think, HODs need to be trained on, in order to be transformational leaders?”*

The participants felt that HODs need to be trained on the following scarce skills in order to be transformational leaders:

- strategic management: the extent to which HODs are autocratic or democratic defends existing structures or encourage transformation and is sensitive to HRD needs will have an impact on the success of HRD programmes. HODs need to gain the support of senior management and that of the SGB in order to succeed;
- financial management: although most of the management functions concerning finances are taken care of by the principal and SGB, HODs are also closely involved with financial matters of the school. HODs are involved from time to time in planning and controlling certain aspects of the school budget, as a result, they need to have some basic skills on financial management;
- time management: poor time management is a serious problem experienced by HODs. This is evident in the work that is not completed on schedule or not done at all. They need to be allocated enough time to enable them to fulfil their management responsibilities which include, among others, HRD;
- project management: seeing that HODs are responsible for managing various projects they need to be skilled on this aspect;
- transformation management: HODs need to be trained on transformation management in order to ensure that quality education takes place in schools.

Participant A : "Strategic management by which HODs can be empowered to use their resources of authority and influence in the implementation of HRD programmes. Proper planning and monitoring of their own plans".

Participant B : “Financial and time management skills. HODs need training on the basics of generating funds, budgeting and record keeping as a result they need to be developed on financial management. They spent most of their time teaching and managing their classes at the expense of their managerial responsibilities of their department. Time management is of essence”.

Participant C : “Transformation should not be judgmental or criticise the educators. HODs should be trained on transformation management in order to ensure quality education in schools”.

Participant D : “Project management and clear planning skills. Autocracy can frustrate team spirit. Skills to translate job descriptions into results”.

Participant E : “Strategic management, organisational development as well as general management skills”.

The participants also indicated that the introduction of the Revised National Curriculum Statement (RNCS), necessitates the training of HODs in the interpretation of learning programmes, development of learning materials and assessment methods and selection of appropriate teaching strategies.

4.3.4 Empowering educators

HODs will reach their potential in HRD only to the extent that educators are provided with opportunities to reach their potential. By increasing the effectiveness of educators, HRD ultimately results in increased collective effectiveness. The following questions are used to determine the role of HODs in empowering educators.

Question 10 : *“What is your opinion regarding the opportunities for educators in your department to express their creativity?”*

The participants stated that, to some extent, they do provide opportunities for educators to express their creativity during meetings and workshops. The sharing of ideas and knowledge ensures creativity. Participants strongly feel that their mindset need to change in order to accommodate collaborative decision-making and build a culture of openness because they are still undemocratic.

Participants dream of working and living in a democratic and health school environment. Environment that promotes tolerance and respect among educators.

Participants (HODs) feel that they need to involve educators as cooperating partners both in HRD programme development and implementation. Participants feel they should create and maintain an effective working relationship by establishing trust and support of educators during the implementation of HRD programmes.

Participant A : “By working and living in a democratic and healthy environment school environment that promotes tolerance, trust and respect among educators”.

Participant B : “HODs need to involve educators as cooperating partners by holding regular meetings where progress regarding HRD programmes can be reviewed”.

Participant C : “Educators need to be afforded opportunities to engage in issues which enrich their personal and professional spirits. They must be accorded a broader role to play in the development, implementation, review and evaluation of HRD programmes”.

Participant D : “Creating and maintaining an effective working relationship by establishing trust and support to my educators. Monitor and control costs and enhance value. Control activities against budget”.

Participant E : “Collaborative HRD programmes can best assist educators to be equipped with such knowledge, skills, attitudes and values which will makes them active and suitable participants in the transformation process.

Question 11 : *“What is your view regarding the creation of networks on a shared basis as a means of disseminating information and knowledge in your department?”*

The participants felt that the creation of networks in their schools are of great significance in that they enhance the quality of HRD. Through networking educators support, inspire and encourage one another, thus contributing to the maintenance of high performance standards in schools.

The working environment is responsible for creating and controlling the conditions under which the educators can succeed. HODs are charged with the responsibilities of creating a work environment which is inviting, challenging and motivating. Success breeds further success. Every success which an educators experiences, build his/her self-esteem and the motivation to strive for further success.

Teamwork (collaboration) with educators with the department, the school as well as networking with educators from other schools will provide considerable economy of scale time and energy required to develop and resource HRD programmes for individual support. Networks act as considerable lever for the dissemination and adoption of good practice.

Participant A : “Teamwork, collaboration with educators as well as networking with educators from other schools provides considerable economy of time and energy required to develop and resource HRD programmes for individual support”.

Participant B : “The working environment for creating and controlling the conditions under which the educators can succeed. HODs are charged with the responsibility of creating a work environment which is inviting, challenging and motivating”.

Participant C : “Educators need to be encouraged to reflect, debate and agree on HRD programmes to be effected. HODs need to identify problems and opportunities as well as develop supportive relationships with educators”.

Participant D : “Networks act as considerable lever for the dissemination and adoption of good practice. By working collaboratively, different schools may feel more comfortable about setting realistic HRD programmes”.

Participant E : “Success breeds further success. Every success which an educator achieves builds his/her self-esteem and the motivation to strive for further success. The creation of networks on a shared basis motivate educators to participate voluntarily in the HRD programmes”.

Question 12 : *“Is there a powerful team that leads and guide HRD programmes? Please elaborate.”*

The majority of participants stated that they do have powerful teams i.e. School Development Team (SDT) which is responsible for the School Improvement Plan (SIP). The SDT is responsible for the implementation of HRD programmes which develop and empower educators.

Some of the participants indicated that, though they have SDT's they are not effective because some members of the team derail the very programmes that are to be implemented. They further claim that the SDT is not listened to by educators, as their functions are not institutionalised.

Participant A : “SDT engage in HRD programmes by taking the lead and supporting the process by shaping the direction while remaining open to influence from others”.

Participant B : “SDT is responsible for the SIP by orchestrating and creating conditions that are conducive to HRD and lead to the desired outcomes”.

Participant C : “No, the SDT is not effective as their functions are not institutionalised. It is mainly a token as they do not play a significant role in HRD”.

Participant D : “The SDT engages in HRD programmes by dealing with uncertainties and also by using their influence in matters such as negotiations and conflict management”.

Participant E : “SDT participates in team-building and assists others in participative and collaborative skills”.

4.3.5 HRD need identification

Data that address the quality of HRD and assist identify the developmental needs of educators are prerequisites to effective HRD programmes. The following questions are based on appraisal as a strategy for HRD need identification.

Question 13 : “*What is your view regarding the use of appraisal in HRD need identification?*”

All the participants responded positively. They claim that each educator completes a Personal Growth Plan (PGP) during appraisal where an individual educator states and stipulates his/her needs and areas of development. An educator also has to state whether s/he needs demonstration lessons,

workshops or INSET. All the HODs are therefore of the opinion that appraisal is indeed a very useful and effective strategy in HRD need identification.

Participant A : "Appraisal is a good tool to be used as it provide a two-way communication to review performance of subordinates".

Participant B : "Provide feedback on the performance of educators".

Participant C : "Appraisal is good in that it tells the individual educator what his/her strength or weakness is".

Participant D : "Appraisal is the best tool to be used in HRD need identification because each educator completes a Personal Growth Plan which stipulates the area in which s/he needs to be developed".

Participant E : "Appraisal is useful in HRD need identification in that it provides an inventory of talents, skills and qualifications which are significant in drawing HRD programmes".

Question 14 : *"How do you view appraisal as an HOD?"*

The participants view appraisal positively. They regard it as a tool that measure their performance and also assist in their development. Their main concern is the increased workload for them that involves a lot of paper work. They also raised their dissatisfaction at the 1 % (one percent) pay progression for good work. They feel it is too little compared to the cumbersome tasks they are expected to execute. They claim that it will take a bit longer to bring about noticeable change in their salary notches.

Participant A : "Appraisal is good in that it assists in identifying HRD needs".

Participant B : “Appraisal is an instrument which is used to enhance the quality of education. The 1 % pay progression for good work is, however, inadequate. Seeing that we are not adequately paid this is very unreasonable”.

Participant C : “Appraisal is now enforced on us. The ever increasing workload does not justify the 1 % pay progression for satisfactory work. At least 5 % would bring about a change in our salaries seeing that we earn very little compared to the private sector”.

Participant D : “Appraisal is good as it ensures quality education. What is frustrating, however, is the remuneration for good performance. The 1 % pay progression is a disgrace”.

Participant E : “Benefits inherent in appraisal have changed the attitude of educators and made them amenable to it”.

4.4 CONCLUSION

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

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study sought to assess the HODs understanding of their role in HRD, as well as the various strategies they utilise to enhance the development of educators. Secondly, it sought to ascertain the extent to which the appraisal system enhanced HRD. Thirdly, it aimed to obtain an understanding of HODs perception regarding appraisal as an aspect of HRD.

The literature study, which forms the basis of this research study, has been used to formulate principles and guidelines for effective HRD programmes by identifying ideas and variables that have been found to be important in HRD. In this chapter, findings are tabled and recommendations suggested.

5.2 FINDINGS

The findings are discussed in three-fold. Findings discussed are derived from the following.

5.2.1 Literature study

- Educators need processes in which to collaborate to analyse and appraise their own teaching, but they need simultaneously to be introduced to paradigms and methodologies that enable them to engage in the process of what they do, appropriating their knowledge and legitimating their pedagogy (cf. 2.1).

- HRD is a means of providing opportunities for educators to acquire new skills and attitudes that can lead to changes in behaviours, which in turn result in increased learner achievement (cf. 2.2).
- HODs, as transformation leaders, have to set and apply standards for HRD programmes that will ensure effective and efficient teaching and learning (cf. 2.2.2).
- Quality education is enhanced when HODs play a meaningful role in HRD (cf. 2.6).
- Development appraisal system is designed to ensure that there is democratic participation in the appraisal process, which is achieved through the establishment of an appraising team (cf. 2.7.7).
- Designing HRD programmes require an understanding of adult learning from HODs as they make decisions about the design and delivery of the HRD programmes (cf. 2.9).

5.2.2 Questionnaires

Responses from HODs lead the researcher to draw the following conclusions:

- From responses advanced by participants (HODs) for the need for HRD programmes, one must conclude that HRD is a necessity for the enhancement of efficiency and effectiveness in school management. The responses emphasised the important components of effective school management, namely learner performance, educators' personal and professional growth, all of which cannot be realised without an effective HRD programme (cf. 4.2.2).

- Participatory involvement should be regarded as a prerequisite for effective HRD programmes. Educators must be involved if they are to understand the need for change and how they operate (cf. 4.2.2).
- Integrated Quality Management System (IQMS) consists of HRD programmes, which are aimed at enhancing and monitoring performance of the education system (cf. 4.2.2).
- Some of the schools do not have HRD programmes. It is therefore difficult to determine whether these HRD programmes have direction, well-defined responsibilities for implementation and clearly spelt out lines of authority in the development of educators (cf. 4.3).
- Schools need to be adequately resourced to ensure easy implementation of HRD programmes (cf. 4.2.2).
- The involvement of educators in HRD programmes is encouraging seeing that they are developed through team work (collaboratively) (cf. 4.2.2).

The goals and objectives of HRD should address these skills adequately without giving preference to one over the other.

5.2.3 Findings from interviews with HODs

- HODs as transformational leaders are employed to translate their educational mandate into action and results (cf. 4.3).
- Collaborative HRD programmes assist in developing a positive attitude towards taking the process of transformation forward in academic departments by establishing a shared sense of meaning, belonging and commitment among subordinates (cf. 4.3).

- Autocratic leadership style of senior management makes it difficult for HODs to play a significant role in HRD (cf. 4.3).
- Lack of teaching and learning support material, inadequate HRD resources and lack of professional support from senior management make the HODs role as transformational leaders extremely difficult (cf. 4.3).
- The need for motivation in HRD cannot be over-emphasised. It will serve to remedy the problems of poor attendance, lack of time and interest experienced by educators. Salaries and other incentives should be meaningful so as to motivate educators (cf. 4.3).
- The goals and objectives for HRD should be related to the reasons advanced by educators for the need for HRD. The following skills have been identified in which participants need to be capacitated on:
 - strategic management;
 - financial management;
 - time management;
 - project management; and
 - transformation management (cf. 4.3).

The goals and objectives of HRD should address these skills adequately without giving preference to one over the other.

5.3 RECOMMENDATIONS

On the basis of the findings obtained from the literature study, questionnaires and interviews with HODs the following recommendations are suggested:

- HODs need to be capacitated on HRD. They need to be exposed to

training on how appraisal and HRD should be applied.

- HRD programmes should be integrated with the main school programme.
- To restore trust and confidence HODs need to collaborate with their educators in designing and implementing HRD programmes.
- Transparent and democratic structures should be established to monitor the implementation of HRD programmes.
- Time frames be set as well as mechanisms of assessing HRD programmes.
- Adequate HRD resources as well as teaching and learning support material will assist to expedite the transformation process.
- The goals and objectives for HRD should enhance individual educator developmental needs.

5.4 AREAS FOR FURTHER RESEARCH

As outlined in the limitations of the researcher (cf. Chapter 3), the following are recommendations for further research:

- Obtain views of HODs;

HODs are subject of this study and a lot of perceptions are reflected about their role. It could enrich this contribution if views of all HODs could be sought and compared with the themes that this study focussed on.

- Broaden the sample component and increase sample size

The use of a bigger sample of a broad range of managers whose results could be compared could assist by adding more value to the study of HRD.

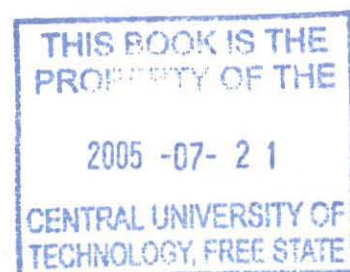
- Compare public and private sector

The research has the influence of both the public and private sector. It would contribute significantly to this study if a detailed study could be conducted, using HRD as a basis, and compare that to the private sector perceptions.

5.5 CONCLUSION

This study was about seeking an understanding of the role of HODs in HRD. It sought to establish the understanding that HODs had about their role in HRD. Whether or not HODs' appraisal strategies were impacting on HRD was one of this researcher's prime concern. It also wanted to find out what perception HODs had regarding appraisal and HRD with specific focus on appraisal as an aspect of HRD.

Before the investigation was undertaken, literature was reviewed to gain insight into the diversity of views held by different stakeholders on the question of appraisal and HRD.



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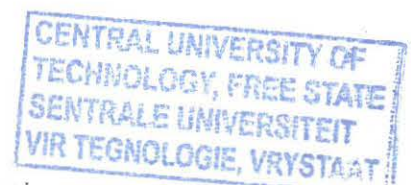
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ANNEXURE A

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

DEPARTMENT OF EDUCATION

EDU8050 MEd : MANAGEMENT OF HUMAN RESOURCES

RESEARCH PROJECT

QUESTIONNAIRE : HUMAN RESOURCE DEVELOPMENT (HRD) AS A MANAGEMENT PRIORITY FOR HEADS OF DEPARTMENT (HODs)

INSTRUCTIONS TO PARTICIPANTS/RESPONDENTS

- Please note that there are *no right or wrong responses* to the items or questions in this questionnaire.
- Complete the questionnaire *as honestly as may be possible* (the first response that generally comes to mind is often the most valid response to a given question or item).
- Also note that through your responses you will be making a valuable contribution to the study.

INFORMATION AS REGARDS QUESTIONNAIRE

The questionnaire consists of two (2) sections which should all be completed.

SECTION A : Biographic information of participants.

SECTION B : Questionnaire for HODs

SECTION A

Please furnish the following *biographic information* by marking an **X** in the appropriate block in response to each question :

1 Experience in years as an HOD

1 - 5		01
6 - 10		02
11 - 15		03
16 - 20		04
21 - 25		05
26 - 30		06
Above 30		07

2 Gender

Male		01
Female		02

3 Age category

20 - 30		01
31 - 40		02
41 - 50		03
51 - 60		04
Above 60		05

4 Qualifications

Please indicate your highest qualification:

4.1 Academic

2 year diploma		01
3 year diploma		02
4 year diploma		03
B degree (e.g BA)		04
B (Hons) degree		05
Masters degree		06
Doctorate		07

4.2 Professional (Education)

2 year undergraduate diploma		01
3 year undergraduate diploma		02
4 year undergraduate diploma		03
Post graduate diploma		04
B degree (e.g. B.Ed)		05
Masters degree (e.g. M.Ed)		06
Doctorate		07

PLEASE NOTE : All the above information will be treated confidentially

SECTION B

Question 1 - 6 are used to put the research into perspective.

1 "Is there a programme of HRD in your school?"

2 "From your practical experience, what benefits or opportunities are derived from effective HRD programmes?"

3 "Do you need more in-service education to perform better?"

4 "Does HRD help you to grow in your work?"

- 5 “Do HRD programmes provide for free and open exchange of ideas and information?”

- 6 “Are the aims and objectives of HRD programmes established through teamwork (collaboratively)?”

The following questions are used to determine the views, attitudes, feelings, perceptions etc. of HODs towards HRD

- 7 “In your view what role should the school development team (SDT) play in HRD?”

- 8 “To what extent, as an HOD, are you involved in the identification of needs which are addressed by HRD programmes?”

9 “What is your opinion regarding HRD if one is well qualified?”

10 “What is your view regarding appraisal?”

11 “What is your feeling regarding deliberate, structural training to be an HOD?”

12 “If HRD programmes are conducted, which time do you find to be the most suitable, in order to ensure satisfactory attendance by educators?”

13 “In your view, how can you improve the quality of HRD programme in your school?”

14 “Why do you think there is a need for HRD?”

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

16 “How does the current demands in teaching affect your role in HRD?”

17 “In your opinion, whose needs should be addressed by an HRD programme?”

18 “How often, do you as an HOD present demonstration lessons (e.g. your educators visiting your classroom) to observe your teaching?”

19 "How often, do you think, educators should be appraised?"

20 "In your opinion, which are the most important functions of the HOD in HRD Programmes?"

ANNEXURE B

INTERVIEW QUESTIONS

The following questions are meant to elicit views and experiences from HODs regarding their role in HRD.

A HODs work environment

- 1 “What is your perception regarding the following statement? An HOD should be a transformational leader.”
- 2 In your view, what roles should HODs play to be effective in HRD?

B Creating a vision

- 3 “How can you create a shared vision with educators in your department?”
- 4 “What actions can you take to mobilise the commitment of educators for the HRD programme?”
- 5 “What role are you playing to institutionalise the HRD programme and revitalise the school?”
- 6 “How can you ensure or improve collaboration in HRD programmes in your department?”

C Competency

7 “What type of qualities and principles do you think are needed by HODs to be effective HRD agents?”

8 “Do most HODs have these qualities? Please elaborate.”

9 “What scarce skills do you think, HODs need to be trained on, in order to be transformational leaders?”

D Empowering educators

10 “What is your opinion regarding the opportunities for educator in your department to express their creativity?”

11 “What is your view regarding the creation of networks on a shared basis as a means of disseminating information and knowledge in your department?”

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

E HRD need identification

13 “What is your view regarding the use of appraisal in HRD need identification?”

14 “How do you view appraisal as an HOD? Please elaborate.”
