

**TOWARDS QUALITY MANAGEMENT: THE ROLE OF
HEADS OF DEPARTMENTS IN SECONDARY
SCHOOLS IN THE KLERKSDORP-AREA**

MOKGADI CECILIA WESSIE

**Mini-dissertation submitted in partial fulfilment of the
requirements for the degree Masters of Development
and Management
at the**

**NORTH-WEST UNIVERSITY
Potchefstroom Campus**

Supervisor: Prof. W.J. van Wyk

May 2004

TABLE OF CONTENTS

CHAPTER 1	1
TOWARDS QUALITY MANAGEMENT: THE ROLE OF HEADS OF DEPARTMENT IN SECONDARY SCHOOLS IN THE KLERKSDORP-AREA	
1.1 ORIENTATION AND PROBLEM STATEMENT	1
1.2 AIMS OF THE STUDY	4
1.3 GENERAL HYPOTHESIS	5
1.4 METHOD OF INVESTIGATION	5
1.5 ORGANISATION OF DISSERTATION	5
CHAPTER 2	7
THE PHENOMENON “QUALITY MANAGEMENT” IN EDUCATION	
2.1 INTRODUCTION	7
2.2 DEFINING QUALITY	8
2.2.1 Procedural and transformational quality	10
2.2.2 Batho Pele and quality management	11
2.3 QUALITY WITHIN THE EDUCATION CONTEXT	12
2.3.1 Quality imperatives in education	13
2.3.2 Client perspective of quality in education	14
2.3.3 Education and its customers	18
2.4 MANAGEMENT FOR QUALITY	21
2.4.1 School-based management	22
2.4.2 Total quality management (TQM) in schools	23
2.5 CONCLUSION	26

CHAPTER 3	27
CONTEXT AND ROLE OF HEADS OF DEPARTMENT (IN QUALITY MANAGEMENT) WITHIN THE MANAGEMENT STRUCTURES IN SCHOOLS	
3.1 INTRODUCTION	27
3.2 THE HODS PLACE IN A SCHOOL STRUCTURE	27
3.2.1 Hierarchy of a school's management system	28
3.2.2 The role of the School Governing Body (SGB)	29
3.3 MANAGEMENT ROLE OF THE PRINCIPAL AND THE SCHOOL MANAGEMENT TEAM (SMT)	30
3.3.1 Management role of the principal	31
3.3.2 The role of the SMT in management for quality	32
3.4 MIDDLE MANAGEMENT AND QUALITY MANAGEMENT	33
3.4.1 Changing roles of middle management in secondary schools	34
3.4.2. Role conflict and ambiguity within middle management	37
3.5 THE ROLE OF THE HOD IN DEVELOPING A CULTURE OF QUALITY EDUCATIONAL SERVICES	39
3.6 CONCLUSION	40
CHAPTER 4	41
EMPERICAL RESEARCH: THE HOD AND MANAGEMENT FOR QUALITY IN SECONDARY SCHOOLS IN THE KLERKSDORP-AREA	
4.1 INTRODUCTION	41
4.2 RESEARCH METHODOLOGY	41
4.3 QUESTIONNAIRE AS A RESEARCH TOOL	42
4.3.1 Advantages and disadvantages of questionnaires	42
4.4 QUESTIONNAIRE CONSTRUCTION FOR THIS STUDY	44
4.5 STRUCTURE AND CONTENT OF THE QUESTIONNAIRE	45
4.6 POPULATION AND SAMPLING	46

4.7	EMPIRICAL STUDY AND FINDINGS ON THE ROLES OF HODs IN SECONDARY SCHOOLS IN THE KLERKSDORP-AREA	47
4.7.1	SECTION A: PROFILES OF RESPONDENTS	48
4.7.2	SECTION B: THE KLERKSDORP-AREA SCHOOL ENVIRONMENT AND QUALITY MANAGEMENT	52
4.7.3	SECTION C: PROFICIENCY IN SKILLS	65
4.8	CONCLUSION	66
	CHAPTER 5	68
	CONCLUSION AND RECOMMENDATIONS	
5.1	INTRODUCTION	68
5.2	CONCLUSION	68
5.3	FINDINGS OF THE STUDY	69
5.4	TESTING THE GENERAL HYPOTHESIS	70
5.5	RECOMMENDATIONS	71
	BIBLIOGRAPHY	73
	TABLES	
	<i>Table 2.1 Quality institutions and ordinary institution</i>	17
	<i>Table 4.1 Skills audit</i>	65
	FIGURES	
	<i>Figure 2.1 Quality supplier-customer relationship</i>	18
	<i>Figure 2.2 School community</i>	20
	<i>Figure 2.3 TQM Pillars</i>	24
	<i>Figure 3.1 Organisational structure of a Public School</i>	29
	Annexure A	

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to:

- ❖ Prof. W.J. van Wyk, my promoter, whose guidance, support, patience and motivation contributed greatly to my successful completion of the course.

- ❖ My dearest children, Thabo, Masechaba, Thaba and Makobane, for their unweaving love and giving me the will to go on. We are all in this together.

- ❖ Mr. Nicodemus V.G and Mr. Malaka L.M for allowing me to consult with them and patiently advising and guiding me right through this study.

- ❖ My loving and supportive family, especially my parents, Malepo and Makobane Mogashoa for believing in me.

- ❖ My friends, for affording me support, encouragement and resources. Their role in my life is immense.

- ❖ The Almighty God, for giving me strength and sustenance to complete the research. Had it not been through his mercy and blessings. . . .

ABSTRACT

This study has focused on the concept of quality management in the educational context and the role that Heads of Departments play, as part of management in enhancing quality in schools.

Quality, nowadays, is at the top of most agendas and improving quality probably the most challenging task facing institutions and the education department. The Department of Education has however introduced policies, like, Whole School Evaluation, Performance Management and Development System and Developmental Appraisal, which are all consolidated into one system, namely, the Integrated Quality Management system (IQMS). All these are endeavours to address the quality issue in schools through evaluation. The department also takes cognisance of the fact that at the core of quality is good management.

The changes in the new dispensation, in terms of education has thus set new parameters for management practices in schools. As a direct consequence of these changes, for example, there was the introduction of the South African Schools Act no. 84 of 1996 from which new structures for management evolved. This evolution led to new roles and responsibilities for school managers, the School Governing Body (SGB) and the proliferation of school management teams (SMTs).

Because central to quality management in any organization is a well defined structure with clear roles and responsibilities, this study focuses also on middle management's contribution to ensure effectiveness in a school system. The role of HODs, the context under which they function, factors that affect their performance together with skills that they possess are examined order to determine why delivery of quality service, in secondary schools in the Klerksdorp Area is still a challenge.

CHAPTER 1

TOWARDS QUALITY MANAGEMENT: THE ROLE OF HEADS OF DEPARTMENTS IN SECONDARY SCHOOLS IN THE KLERKSDORP-AREA

1.1. ORIENTATION AND PROBLEM STATEMENT

The South African democratic government was ushered in with numerous changes and challenges in 1994. The imperatives of the new democratic order had to be embraced by all government employees. Without doubt the education sector, perhaps even more than any other sector, was hard hit with continuous pressure to advance the democratisation process in the country.

The education sector was expected to ensure that an environment was created in which education and training opportunities for all South African citizens were made available. Special attention was to be given to the vast majority who were denied quality education during the previous years.

Many of the past legacies had to be addressed and redressed to improve the situation in schools and to render quality public "Education for all" (EFA). This should be in line with the South African Constitution, Chapter 2, Section 29(1), which stipulates that "everyone has a right to basic education, including adult basic education. It is clearly stipulated in the North-West Annual Report of 1997 that it is against this background that the North-West Education Department assumed its role and responsibility within the context of National policies as follows:

- Introduce relevant education and training programmes that are of relevancy and attuned to local needs in order to produce skilled, dynamic, resourceful and professionally competent individuals who will contribute meaningfully to the social, economic and political development of the country.

- Capacitate all key role players with the aim of evoking images of positive commitment and meaningful participation in the delivery of quality education.
- Put in place the Quality Assurance Directorate structures with the Whole School Evaluation (WSE) unit, for the holistic evaluation of a school with its focus on improvement of quality education and the Systemic Evaluation (SE) unit, for the evaluation of the entire system with regard to the achievement of transformational goals as set out in the Constitution.

These roles and responsibilities had to be assumed because the culture of learning and teaching, especially in former disadvantaged communities, had almost completely collapsed and many schools remained in the "ditch" or "trapped zone" in terms of their performance in education.

The White Paper on Education and Training (1995:21) emphasises the necessity of the improvement of the quality of education and training services in South Africa. It also acknowledges the decline in quality performance in many educational institutions.

In order to redress these imbalances and improve the state of education, the Department of Education had to come up with rigorous programmes, intervention strategies and policies and to put proper structures in place.

The North-West Education Department came into being as a result of the merging of five (5) former separate education departments, namely the Department of Education and Training (DET), Transvaal Onderwys Departement (TOD), House of Delegates Department of Education, House of Representatives Department of Education, and the Bophuthatswana Department of Education.

The merging was accompanied by a number of disparities due to past injustices in education provision in many areas, especially regarding human and physical resources. While the former Model C schools had been well resourced in terms of staff, schools from a disadvantaged background had skeletal staff, especially at management level.

This created a situation where educators were not adequately:

- assessed and evaluated;
- supervised;
- supported & developed;
- mentored; and
- controlled or monitored regarding their work performance.

This meant that most educators at schools, including Heads of Department (HODs), operated with limited guidance and support. Many schools did not have staff development programmes in place and had no standards according to which performance could be measured.

As a result of this, the quality of education in public schools started deteriorating. The culture of teaching and learning disappeared. The situation posed a threat to public education, and thus a challenge to the North-West Education Department in particular, to improve the effectiveness and functionality of schools for quality education.

One priority was to bring about equity in human resource provisioning. As a means of addressing this problem of imbalances, Resolution 6 of 1998 laid down a foundation for a Rationalisation and Redeployment Process. Due to this process many management posts, especially posts of Heads of Departments (HODs), became available. These management posts were to serve as leverage structures in schools, which would lead to quality management culminating in the quality of education. The HODs form part of the School Management Teams (SMTs) and are an essential layer in the management of a school.

There is, however, a perception that people's effectiveness and performance will improve if schools are well-staffed and if people are promoted to higher posts with more benefits. Cheng (1996:162) argues that "successful staffing and directing can maximize the effectiveness of all human initiatives and

power in implementing school plans and programmes achieving school objectives and pursuing long-term school development".

Coetzee (1996:16) describes performance as being equal to: Skills x Abilities x Motivation x Resources". Coetzee (1996:17) believes that it is important to ensure that people have the necessary knowledge (skills, abilities and experience) to do their work effectively, so as to ensure good work performance and quality education.

Blanchar *et al.* (1989:99) share Coetzee's view when they point out that without the necessary training a new system is threatened with failure. Therefore, even in conditions and circumstances in which change is welcomed, "initial enthusiasm can quickly turn to frustration and anger if not supported by well thought-out programmes".

The Department of Education is under pressure to execute its mandate as outlined in the White Paper on Education and Training (1995:21) to provide quality education, and this remains its main objective.

In order to deal with these challenges, the following questions have to be looked into:

1. What is quality management in an educational context?
2. In which context do HODs operate within the management structures of schools?
3. What is the role of HODs in promoting quality management at schools?
4. Is the school environment in secondary schools in the Klerksdorp-area receptive towards quality management in the educational function?

1.2 AIMS OF THE STUDY

The main aims of this study are:

- To determine what quality management is in an educational context (Chapter_2).

- To investigate the context in which HODs operate in management structures in schools (Chapter 3).
- To investigate the roles of HODs in the promotion of quality education within the school system (Chapter 3).
- To identify whether the school environment in secondary schools in the Klerksdorp-area is receptive towards quality management in the educational function (Chapter 4).

1.3 GENERAL HYPOTHESIS

The general hypothesis for this research is that the school environment in secondary schools in the Klerksdorp-area is conducive towards quality management in the education function, which means that skilled Heads of Department (HODs) can play an important role to address quality issues in this area.

1.4 METHOD OF INVESTIGATION

A literature study was undertaken to determine what quality management in an educational context entails and to determine what the role of HODs is in this regard. An empirical study was also undertaken to establish whether the management environment in secondary schools in the Klerksdorp-area is receptive towards quality management and the improvement of quality in education. It was also be determined whether the HODs in these schools feel that they have the necessary skills to address quality issues in education. Qualitative research seemed most suitable for this study since it will allows the researcher to assign numbers to observations by counting and measuring the current state of affairs regarding the receptiveness of schools to implement quality in education. Data was collected through a structured questionnaire. The methodology used will be discussed in more detail in Chapter 4.

1.5 ORGANISATION OF DISSERTATION

The research and findings will be discussed in the following chapters:

Chapter 1: Introduction.

Chapter 2: The phenomenon “quality management” in education.

Chapter 3: The role of HODs in quality education.

Chapter 4: Empirical study.

Chapter 5: Conclusion and recommendations.

CHAPTER 2

THE PHENOMENON “QUALITY MANAGEMENT” IN EDUCATION

2.1 INTRODUCTION

Over the past years South Africa has experienced the first phase of the most significant cycle of social reform in its history. The success of the country's social reform depends on, inter alia, the way problems in education are addressed (Carlson, 1994:15) and also on how a plethora of policies are implemented and monitored to bring about quality education in the country. It goes without saying that the standard of teaching and learning, together with quality management, is crucial for educational development.

The White Paper on Education and Training (1995:21) emphasises the necessity of the improvement of education and training services in South Africa. It acknowledges the decline in quality performance in many educational institutions. It further states that due to the legacy of apartheid in South Africa, many schools still provide education of poor quality.

The Grade 3 Systemic Evaluation survey, conducted in 2001 in all the nine provinces of South Africa, also confirms that the quality of education rendered in educational institutions still leave much to be desired. The findings in the survey show that learners in Grade 3 scored well in Listening Comprehension, while they performed poorly in Numeracy and Literacy, especially in reading and writing tasks. This situation indicates that learners at this level find it difficult to comprehend what they are reading and that they experience even greater difficulty in producing their own written responses (National Report on Systemic Evaluation 2003:63).

The improvement of quality in education is strongly linked to the way the entire education system is managed, what structures are put in place and what each role player will contribute to the well-being of the system. Quality is, however, the key principle and should be managed by well-trained educators, such as Heads

of Department. The term *quality* in educational terms is a difficult phenomenon to describe and in many instances educators are not certain of its meaning. This chapter will address the term *quality* in more detail and elaborate on management within this context.

2.2 DEFINING QUALITY

As indicated above, quality as a phenomenon is difficult to define and in educational terms it is an elusive concept. According to Sallis (1995:21) it is so elusive because it has a variety of meanings and implies different things to different people. It is necessary to have a clear and common understanding of the meaning of the term *quality*; otherwise it will become a mere catch-phrase; a word with high moral tone but little practical value for educators.

Steyn (2001:13) defines quality as “an alignment of all the processes in an organisation to assume full customer satisfaction; a customer being anyone internal or external who seeks a product or a service”.

According to Murgatroyd and Morgan (1993:45-46) quality includes three basic dimensions, namely:

- i. **Quality assurance:** This refers to the determination of standards, appropriate methods and quality requirements. It has as its point of departure a process of evaluation that examines the extent to which the practice meets the required quality.
- ii. **Quality conformance:** This means that some quality standards have been specified during negotiations whilst drawing up a contract, e.g. a quantity of home-work assigned to learners per week.
- iii. **Customer-driven quality:** This has to do with a notion of quality in which those who receive a product or service make explicit their expectations of how the product or service should look like, i.e. the quality of the service or product.

All three of these dimensions are important and should be taken into account when it comes to education management. There should be quality assurance

(requirements), quality conformance (standards) and customer satisfaction regarding the management of schools.

This means that quality, within the education context, has its own character within its own environment and its own degree of excellence and that it is one of a kind. Quality in education may thus differ from quality in, for instance, local government.

Sallis (2001:12), on the other hand, views quality as “both an absolute and a relative concept”. As an absolute concept he assumes that things that exhibit quality are of the highest possible standard and unsurpassable. This means that education must deliver educational services of the highest quality to learners. Absolute quality is similar in nature to goodness, beauty and truth. In an everyday conversation *absolute quality* would be implied in the description of expensive restaurants and luxury cars – by the same token excellent education can be considered as absolute quality.

Relative quality, on the other hand, views quality not as an attribute of a product or service, but as something which is ascribed to it. Its measurement is not an end product, but it would be measured against specifications. Education per se is not only absolute, but is also measured against relative standards.

Quality within the education system is defined by the quality assurance framework as the determination of quality standards in schools and in the entire education system, and the evaluation of these against those standards as determined by a set of agreed upon criteria stipulated in the Whole School Evaluation policy, and the 26 agreed upon indicators as stipulated in the “Systemic Evaluation policy framework”.

The Quality Assurances framework, especially the Whole School Evaluation policy and processes, capture the concept of absolute quality of Murgatroyd and Morgan, as discussed above. The Whole School Evaluation unit operates with supervisors who evaluate schools, focusing on the nine areas for evaluation, utilising agreed upon criteria or standards. These criteria are standards against which the effectiveness and quality of an institution are measured and assessed.

The nine areas for evaluation, to assure quality, are as follows (Government Gazette/Whole School Evaluation Policy):

- The basic functionality of the school.
- The level of leadership, management and communication.
- The effectiveness of governance.
- The quality of learning and teaching and teacher development.
- The curriculum provision and resources.
- The achievement of learners.
- The level of school security, safety and discipline.
- The quality of school infrastructure.
- The level of participation of parents and the community.

Quality outcomes in these areas will secure that the required standards in the education system is being reached. These standards are new to the education system and form part of the changing process in education.

2.2.1 Procedural and transformational quality

Sallis (2001:13) differentiates between two forms of quality, namely procedural and transformational quality. When analysing quality in educational contexts, both these forms of quality are applicable and should be taken into account during the changing process in education.

In the procedural sense quality is demonstrated by a producer (school) having a system (school system), which enables the consistent production of goods or service (education) to a particular client (scholars) by means of a specific standard (quality education). A procedural concept places emphasis on working to defined effective systems and procedures, as it is most likely to produce a standardised or quality outcome. The understanding here is that quality can be achieved by means of efficiently and effectively organised and operated systems.

The transformational concept, on the other hand, has to do more with organisational transformation. It is more focused on the customer (learners) than the product (education). Transformation quality is achieved not only in systems and procedures, but through establishing customer requirements (quality education) and by then building structures and particular organisational cultures (excellent managerial principles) which empower employees to meet those requirements. The transformational approach is about “improving” and not “proving”, that is, “doing things right” and not just “doing the right thing”.

The emphasis is on excellence, such as quality management, and not just on fitness of purpose. It puts customer satisfaction and customer expectations first (Sallis, 2001:14).

As pointed out above, both the procedural and transformational aspects of Sallis play a significant role in the understanding of quality. Quality systems and structures should be affiliated by quality management of the system.

However, quality management is not only an educational school centred matter, but is of national importance. The “Batho Pele” principles are a way by which the public sector seeks to improve service delivery at all levels. This includes education.

2.2.2 Batho Pele and quality management

One of government’s most important tasks is to build a Public Service capable of meeting challenges of improving the delivery of public service to the citizens of South Africa, particularly to many who were previously deprived of access to these services. Accordingly, the guiding principle of the Public Service transformation and reform process is “Service to the people”, or Batho Pele (DPSA Annual Report, 1998:12).

This therefore means that whereas Batho Pele principles are aligned to the transformational concept of putting customer satisfaction first, systems and procedures should be put in place for the production of standardised quality outcomes. Shortages in both human and physical resources put a serious strain

on the implementation of the Batho Pele principles and thus on the continuous improvement of service delivery. The quality of management in the school system is only one field of concern in this regard and should be addressed in order to adhere to the concept of serving the people (DPSA Annual Report, 1998:12).

2.3 QUALITY WITHIN THE EDUCATION CONTEXT

There are two approaches to address quality, namely that of the private sector and that of the public sector. Although highly effective, there is reluctance among educators to embrace the principles followed by the private sector to secure high quality products and services. Some educationists dislike drawing analogies between educational processes (and the public sector) on the one hand and the manufacturing of industrial products on the other hand. However, currently there is a growing willingness to explore the lessons of industry regarding the manners to obtain quality products and service delivery (Sallis, 2002:11).

Quality in education has for a long time been viewed quantitatively and judged in terms of the Grade 12 results as the only measuring stick for performance. The higher the pass rate, the better the quality of education. But this analysis has shortcomings, as it tends to downplay the number of learners who drop out before reaching Grade 12 (*Sunday Times*, 17/06/2003).

The private sector, on the other hand, views quality education on the basis of the smoothness with which the learners who passed Grade 12 are assimilated into the business environment. This impacts directly on the quality of the curriculum offered in schools and an effective management system, rather than on the number of learners going through Grade 12.

The Quality Assurances initiatives, especially the Whole School Evaluation policy of Education, require that quality standards in schools and in the entire education system and the evaluation of these should be measured against specific standards as determined by a set of agreed upon criteria. Quality education is thus no longer measured against a single criterion. The set of criteria takes

aspects such as the following into account to secure quality education through management (Whole School Evaluation Policy, 2001):

- The school must be managed in a functional manner and according to effective management principles.
- School management and governance should be effective and of high standard.
- The quality of learning and teaching and teacher development should acquire prominence.
- The curriculum provision and resources should be of high standard.
- The quality of school infrastructure needs constant attention.
- The level of participation of parents and the community should be of high quality.

If the above set of standards is adhered to, the result should be quality education, as expected by the public. This also means that the phenomenon of quality within the educational context differs from quality in other sectors. In effect, school management, with its unique environment, will differ from management in other sectors, although the principles of management will remain the same, regardless of the sector.

2.3.1 Quality imperatives in education

Sallis (2002:4) identifies four imperatives in education that are crucial for the educational institutions to deliver quality performance.

- i. The moral imperative, which states that the duty of educational professionals and administrators is to have an overriding concern to provide the very best possible quality education and opportunities to clients in education.
- ii. The professional imperative, which implies that educators as professionals have an obligation to improve the quality of education and meet the needs of learners employing the most appropriate pedagogic practices.

- iii. The competitive imperative, which requires that competition should be a reality in the world of education. Educators have a professional duty to improve the quality of education and see to it that an institution is operating at the highest possible standards. They must ensure that their school have a competitive edge over others and thus attract more learners and sponsors from the business world.
- iv. The accountability imperative, which involves that schools, as part of their communities, should meet both the environmental needs and the political demands for education to be more accountable. They should also publicly demonstrate high standards.

Schools have to demonstrate that they are able to deliver what they are required to. This will restore public confidence that diminished during the late 1990s with the decline of performance in Grade 12 final results in public schools (Sallis, 2002:4).

2.3.2 Client perspective of quality in education

It is cumbersome and often difficult to define a product in relation to educational practices. For a product to be the subject of a quality assurance process the producer needs firstly to specify and control the source of supply. Secondly, the raw material must pass through a standard process or set of processes and the output must meet pre-determined and defined specifications. Such a model does not easily fit within the education context (Sallis, 2002:18).

Such a model would clearly require that a selection of learners be made, in order to enrol only the best learners. This is, however, not in line with the admission policy of the Department of Education. The admission policy in the South African Schools Act 84 of 1996 (SASA) states categorically that learners should not be subjected to any tests as a prerequisite for admission into schools. Tests should only be used for the placement of learners. This is in line with the policy imperatives, given the new democratic environment in South Africa of open and non-discriminatory access into public schools.

Consequently, the product in education is often a debated topic, because the product in institutions is not the learner but rather learning. This means that in order to achieve quality products, energy should be channelled to enhance and create the learners' opportunity to learn (Downey et al., 1994:11).

It is impossible to produce pupils and students as an end product to any particular guaranteed standard. Human beings are notoriously non-standard, and they bring into educational situations a range of experiences, emotions and opinions, which cannot be kept in the background of the operation.

It is therefore helpful to view education as a service rather than a production line. The distinction between a product and a service is important, because there are fundamental differences between the two that have a bearing on how their quality can be assured and measured. Characteristics of quality in service are more difficult to define than those for physical products. In the same vein, causes of poor quality and quality failure are different for services and products (Sallis, 2002:18).

According to Sallis (2001:18) products often fail because of:

- faults in raw material and components;
- their faulty design; or
- not being manufactured according to specifications.

The above factors apply to products but not to service. Poor quality service is usually directly attributable to employee behaviour and attitudes. There are major differences between delivering a service and the manufacturing of goods. Services are intangible and they are provided by people directly to other people, such as the service sought by a parent applying for admission of his child. A bakery, for example, produces products (bread) in the form of tangible material (Sallis, 2002:19).

It is therefore important to develop service delivery standards and benchmark principles in the area of courtesy, and to return to a culture of respect, so that the Batho Pele principles may be realised, namely that "the standard of service

should be right first time every time". The only meaningful performance indicators which measure whether service standards have been met, are those of customer satisfaction.

According to Rinehart (1993:260) the notion of quality in education is not new, but what is new is that the private sector philosophy is now being adapted to the problems encountered in the public sector, in particular education.

Many managers in education believe that quality depends on the funds appropriated to education. To them more money and more staff mean better quality. In the South African context the reality is that schools face very limited financial as well as human resources. The North-West Department of Education is still struggling to move from 92% to 85% expenditure on salaries, so that more money could be channelled to physical resources in schools. Achievement of this objective will increase funding in schools through the implementation of the norms and standards for funding of schools. This could also be in consistence with the growth rate of the demands in education.

In analysing quality, it is thus more appropriate to view education as a service industry than as a production process. Once this view is established, the institution needs to define clearly the services it is providing and the standards to which they will be delivered. This will lead to institutions concentrating on quality, or so-called quality institutions.

According to Sallis (1995:61) the differences between a quality institution and an ordinary institution are as follows:

Table 2.1: Quality institutions and ordinary institution

Quality institution	Ordinary institution
Focused on customer	Focused on internal needs
Focused on preventing problems	Focused on detecting problems
Invests in people	Is not systematic in its approach to staff development
Has a strategy for quality	Lacks a strategic quality vision
Treats complaints as opportunity to learn	Treats complaints as a nuisance
Has defined the quality characteristics for all areas of the organisation	Is vague about quality standards
Has a quality policy and plan	Has no quality policy or plan
Senior management emphasises quality	Management role is seen as one of control
The serge for the improvement of quality involves everybody	Only the management team is involved in quality improvement
A quality facilitator leads the improvement process	There is no quality facilitator
People are required to create quality; creativity is encouraged	Procedures and rules are all important
Quality roles and responsibilities are clear	Quality roles and responsibilities are vague
There is a clear evaluation strategy for quality actions	There is no clear strategy for quality evaluation
Sees quality as a means to improve customer satisfaction	Sees quality as a means to cut costs
Plan for long-term quality management	Plan for short-term quality actions
Quality is seen as part of the culture	Quality is seen as another troublesome initiative
Develops quality in line with its own strategic imperatives	Examines quality to meet the demands of external agencies
Has a distinctive mission to address quality aspects	Has no distinctive mission to address quality aspects

2.3.3 Education and its customers

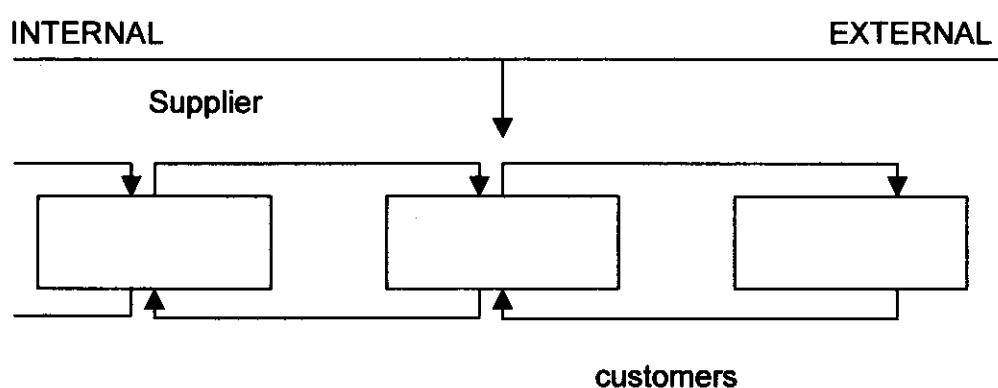
Steyn (2001:1) defines the concept “customer” as anyone for whom a product or service is provided. A customer is therefore defined in terms of relationships and processes rather than relative status, role or function.

According to Arcadro (1995:31) customers can be categorised into external and internal customers. Internal customers refer to people within the school, which include staff whose core business is to see to it that learners perform.

External customers refer to people outside the school, such as employers who would like to recruit suitably educated and skilled staff from institutions. Institutions of higher learning for whom learners are an input into their educational process and the nation as a whole which requires educated citizens in order to generate better standards of living and quality of life for all (Greenwood and Gaunt, 1994:27).

The above scenario clearly indicates that in most cases the expectations of different customers differ even in terms of how they understand and judge quality. Quality is unlikely to improve in education without the recognition that every educational output has customers and suppliers. The quality approach to customers is illustrated in the figure below (West, 1992:30).

Figure 2.1 – Quality supplier-customer relationships



(West, 1992:29).

The above model implies the following (West, 1992:29):

- Everyone is a supplier and a customer.
- There are equal responsibilities on suppliers and customers.
- Work processes have to be defined in terms of customers and suppliers.
- It is helpful to differentiate between internal and external customers and suppliers but not to discriminate in levels of service.
- Supplier-customer “chains” may be of variable length but this cannot be used as an excuse to compromise processes.

The traditional customer-supplier relationship in education was that of a passive recipient of professional services. For example, learners were regarded as “tabula rasas” (meaning that they are like a blank paper) upon which the educator should imprint all the information there is in life and parents regarded as conformers, supplied with school prospectus written by educators imposed on them and their children. This approach lacks principles of participation and consultation in relation to the democratic governance and other transformational initiatives in education (West, 1992:29). West (1992:32) considers these minor irritants as symptomatic of a failure to perceive customer needs and expectations. The South African School’s Act no.84 of 1996 (SASA) encourages participation of all stakeholders in education activities and initiatives.

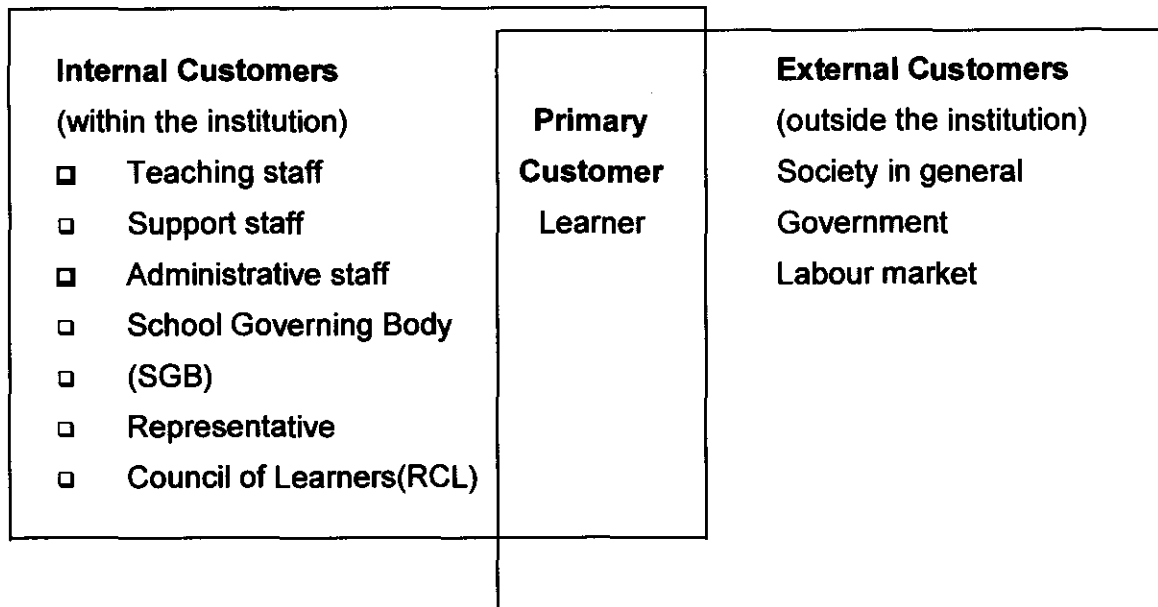
Many education authorities in South Africa argue that they have a full understanding of their stakeholders. However, care has to be taken in the extent to which this understanding, which is based on subjective opinion or swayed by political opinion, is imposed on educators.

Downey et al. (1994:24) agree with West’s definition of customers in education.

He outlines customers as follows:

Figure 2.2

School Community



He further postulates that in order to understand customers one needs information about their:

- | | | |
|-----------------|------------------|------------|
| Values | expectations | commitment |
| Attitudes | preference | |
| Education level | social situation | |

These contextual factors have an impact on the performance and delivery of quality education, be it positive or negative.

The real test for the education system is to make sure that quality, as described in the previous sections, is implemented in educational functions or work. The most important mechanism to secure this is through an effective management process. Management to improve quality in education will therefore be discussed in the next sections.

2.4. MANAGEMENT FOR QUALITY

According to Smith and Du Plessis (1994:1) "management can be defined as a process that gives the necessary direction to an enterprise's resources so that its objectives can be achieved as productively as possible in the environment in which it functions". Basic resources for organisations are identified as:

- Human
- Physical
- Financial
- Information.

According to Beach (1995:6) management is a process of utilising material and human resources to accomplish designated objectives. It involves the organisation, direction, coordination and evaluation of people to achieve these goals.

Cook et al. (1997:10) define management as revolving around tasks such as planning, organising and developing people and finances in a task-oriented system that provides services and products to others.

The above definitions share common characteristics which are fundamental principles of management, namely planning, organising, leading and controlling. These principles refer to the following aspects (Smith & Du Plessis, 1994:1&2):

- Planning is a management function that determines the enterprise's mission, goals and ways of attaining the goals.
- Organising involves developing a framework or organisational structure to indicate how employees and other resources should be employed to achieve the goals.
- Leading focuses on the leadership of the organisation and the most important resource, namely its people. It is about motivating people in such a way that their actions are directed towards the goals and plans.
- Controlling refers to checking that performance and action conforms to plans.

These principles of management are also applicable to schools and school management. In a school environment these tasks are to be performed by School Management Teams (SMTs), principals, deputy principals and heads of department (HODs). In education this management structure is known as the school-based management structure or system.

2.4.1 School-based management

The concept of school-based management (SBM) implies new roles for the principal and the other stakeholders, such as HODs, in the management of the school. Educational reform and restructuring are based on the conviction that participation of all stakeholders in the management system can enhance the achievement of quality results and thus higher productivity (Chapman, 1988:57).

School-based management in South Africa, like in most other countries, is mandated through legislation, such as the South African School's Act (SASA). School-based management has so far been acknowledged by many commentators who view school-based management as casting principals, middle management (HODs), teachers and parents into new roles and responsibilities in the managing of schools.

This new management role impacts on principals in particular, burdening them with the challenging task of securing quality outputs that are acceptable to all the stakeholders in the education environment. However, principals cannot manage alone and the devolution of authority through decentralisation is essential. This means that HODs will also have the responsibility to perform management in such a way as to secure quality outputs (Mosoge & Van der Westhuisen, 1998:74).

The Department of Education's White Paper 2 (1996a:29) assists principals and HODs in achieving quality management, in that it identifies specific dimensions that must be adhere to.

These dimensions are the following (they also form the basis for school-based management):

The first dimension is that of devolution of authority, which is encapsulated in the concept of self-managing schools. This simply means that decision-making responsibilities are taken to school level.

The second dimension has to do with stakeholder participation within schools. In the process of authority delegation stakeholders, such as the principal and HODs, will have to take responsibility for the internal management and governance of the school. The internal functioning of the school management is accordingly divided into governance (SGBs), management (SMTs, principals and senior teachers) and teaching (educators). In practice, however, the demarcation between the responsibilities of each sphere is not that clear. The White Paper II (1996:15) points out that the duties of governance and management overlap and can hardly be differentiated, which makes management in education a complex phenomenon.

The third dimension of school-based management concerns the participation of teachers in the management of the school together with the principal and the senior management team. This still remains an area of contestation, as some principals still believe that teachers should only take instructions, without questioning them.

Walker and Roder (1993:164) suggest that school management has changed, where persons not historically involved in decision-making are now allowed to participate. This forms an important aspect of school-based management. School-based management, if implemented properly, could be the answer to accountability at all levels, which will lead to quality management.

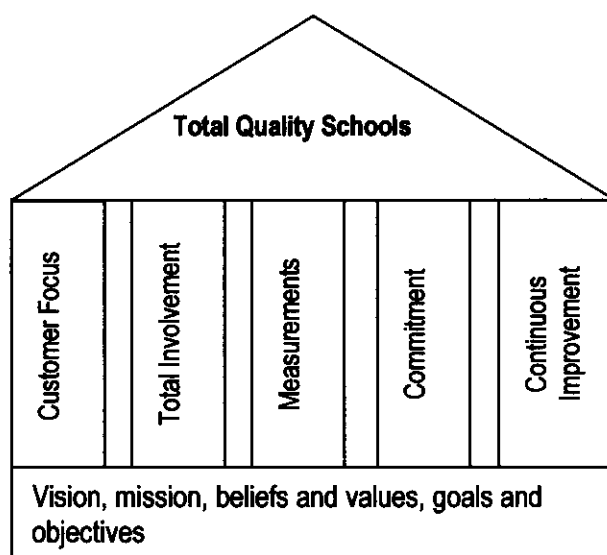
2.4.2 Total Quality Management (TQM) in schools

According to Steyn (2001:17) “[t]he need for quality education is the most important issue in education today. Quality seems to be a high priority for policy makers in the education sector and improving quality probably the most challenging task facing educational institutions.” In this regard Total Quality Management is regarded as a power full vehicle to endorse quality management in schools.

Total Quality Management (TQM) is providing a structured, systematic educational delivery system that leads to improvement in various areas, such as student performance, staff and student motivation and self-esteem for both staff and students. TQM can help schools to bring about change in South Africa by implementing its processes, principles and tools, which have demonstrated significant improvements in schools in the USA. TQM promotes pride, empowerment, teamwork and competition, which may ultimately lead to quality management in schools (Steyn, 2001:115).

TQM is based on five pillars which are considered universal and applicable to every educational institution. These five pillars are depicted in the following diagram (Steyn, 2001:115).

Figure 2.3



A synoptic explanation of the above pillars is captured as follows:

- **Customer focus:** This pillar advocates that everyone in the institution must become customer focused so that they, on continuous bases, meet and exceed customer expectations.

- **Total involvement:** Quality improvement will only be successful when all people across the horizontal and vertical levels are involved in making it happen. This indicates clearly that total stakeholder participation is crucial.
- **Manage with facts and data:** This is a system that allows institutions to measure systematically the degree to which it pleases customers with a view to improving the situation. The tools to be utilised include benchmarking, tally charts, cause and effect design, pereto charts and flow charts (Sallis, 1997:94).
- **Quality improvement:** Quality improvement focuses on the continuous improvement of all processes at all levels and views no process as perfect, but as having room for improvement, by altering, adding and refining. (Steyn, 1996:21).

When all of its elements are implemented properly, TQM is like a well-built house. It is solid, strong and cohesive. This structured and systematic delivery system has shown an increase in learner performance, self-esteem, motivation self-confidence, decrease in learner drop-out, enhanced morale, decreased conflict and a decrease in cost brought about by a redoing of tasks (Wheller & McEwee, 1997:201).

Hayward and Steyn (2001:103) view TQM as the systematic management of an organisation's customer supplier relationship in such a way as to ensure improvement in the quality of performance. TQM principles focuses firstly on achieving quality, which is defined as a philosophy and a set of guiding principles that intend to meet and exceed the needs and expectations of the clients.

Secondly it focuses on the acceptance and pursuits of continuous improvement as the only useful standard goal. TQM may therefore be regarded as an operational theory of management with a set of process tools and their implementation (Lezotte, 1992:23).

It becomes apparent therefore that in order to address quality in education the guiding principles of Total Quality Management (TQM) should be reviewed and

explored. Commitment of management leadership is of the utmost importance in this process. There is a need for clear and visible commitment and support from top management in the Education Department, which should be clear to everyone in the system. Blankstein (1996:65) also argues that quality management includes empowerment of the people closer to the customer, so that they can make decisions about how best to improve education at ground level. Unfortunately, many managers view empowerment as a threat and continue to measure their value by the authority they exert on subordinates (Dover, 1999:51).

2.5 CONCLUSION

The emphasis in the definition of quality is on customers and their needs, views and demands. In the educational context, quality is viewed in terms of the service rendered to the public. It is therefore imperative that service standards in education are understood and adhered to by all stakeholders considered as part of the school community, and by management in particular.

Management in any organisation is key to the delivery of desired objectives. Quality follows from effective management. Consequently the quality aspect cannot be discussed without touching on the issue of effective and efficient management. A closer look at TQM and QM in education reveals an important difference between the traditional concept of education and the modern concept. The modern concept involves challenges in the management of methods, systems and structures within an institution. Total Quality Management has the power to transform our schools in vibrant centres of learning, but only if effective management is in place.

In the next chapter the new school system will be discussed in order to determine where the HOD is situated in the organisational structure and to establish whether quality improvement forms part of their task.

CHAPTER 3

CONTEXT AND ROLE OF HEADS OF DEPARTMENT (IN QUALITY MANAGEMENT) WITHIN THE MANAGEMENT STRUCTURES IN SCHOOLS

3.1 INTRODUCTION

Effective management is central for successful education. Under successful management is understood the securing of quality educational activities in schools. In order to achieve success in education, effective management structures must be in place and the management roles of officials need to be clearly defined in this regard.

School Governing Bodies (SGB), principals and deputy principals must work effectively and manage efficiently to secure quality activities in schools. This is, however, not where quality management stops. A committed middle management (HODs) is necessary to assist in the process to secure quality activities in schools. It involves the day-to-day responsibility for ensuring good planning and promoting better teaching in order to secure and sustain high quality standards, both in management and the implementation of functional educational work.

Efforts to secure quality management are thus not only the responsibility of SGBs and principals, but are also the responsibility of Heads of Department (HODs). In this chapter the role of HODs, as middle management, will be discussed with special reference to their structural position and responsibility regarding quality management.

3.2 THE HODs PLACE IN A SCHOOL STRUCTURE

A role is the set of activities/tasks expected from an incumbent in a particular position or office and within a specific level in an organisational structure. HODs form the middle management level in a school. As such HODs form part of an organisational network that exists within a school's organisational structure (Blandford, 1997:16). From this it can be deduced that a school has a specific

hierarchy of positions on different levels, which in turn indicates management activities on various levels.

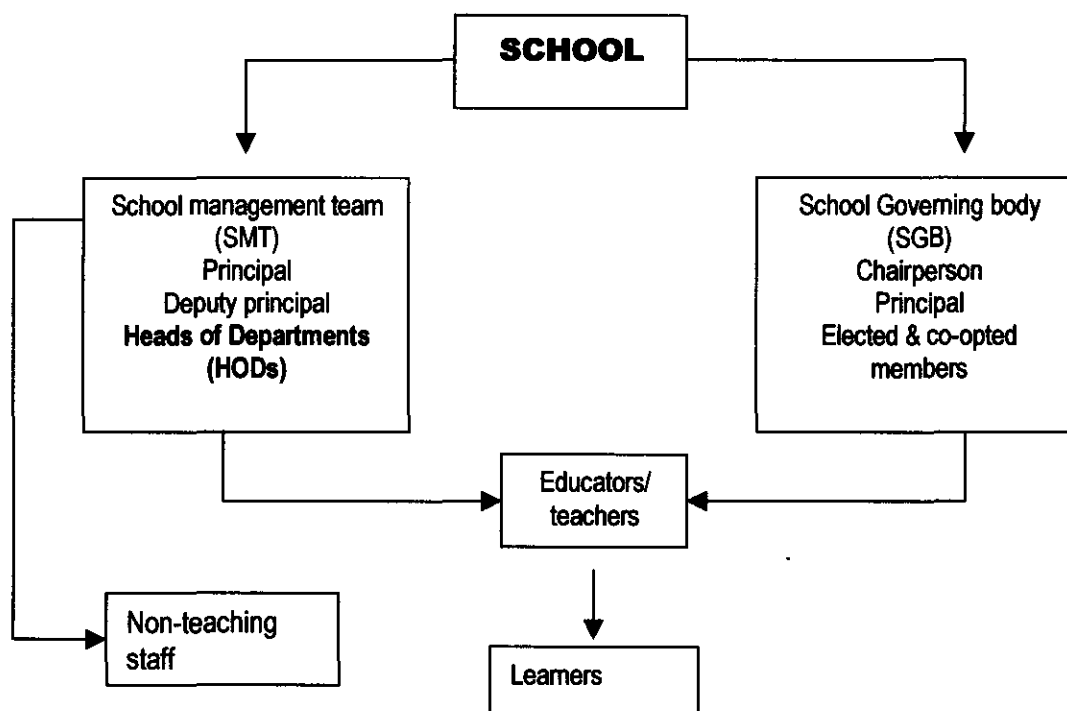
3.2.1 Hierarchy of a school's management system

The new policy framework poses a challenge for leadership and management in schools. Since 1994 the idea of what it means to be a school leader has 50 changed. The national Department of Education has created new policies and new laws to redefine the roles of leading, managing and governing schools (DoE:2003:sec 4-30).

The new system of education has therefore necessitated a new organisational structure for the implementation of these educational policies. Each level in the schools organisation has its own responsibility regarding management. The organisational hierarchy of a school plays an important role in facilitating the achievement of its vision mission and objective.

The organisational structure of a school in the new education system can be depicted as follows:

Figure 3.1 Organisational structure of a Public School (DoE, 2003:3c-9)



The organisational structure, as depicted above, indicates that unlike in the past, the principal is not expected to carry the burden of managing a school alone. He/she is expected to form a School Management Team (SMT) responsible for putting school policies into practice, while the School Governing Body (SGB) determines the policies. This structure is supposed to create an environment conducive to quality management in schools. As mentioned above, the School Governing Body has the responsibility to develop school policies, which include policies for quality management.

3.2.2 The role of the School Governing Body (SGB)

The new policy framework is based on a belief that schools can only prosper if they are guided by new forms of governance, as spelled out in the South African Schools Act no. 84 of 1996, which emphasises the interrelatedness of different stakeholders in the education process.

The SGB is a perfect example of the new understanding of governance, which is at the centre of the new education system. It is made up of the most important

stakeholders: mainly parents, educators, non-teaching staff and learners (at secondary school level) and community members (DoE, 2003: section 2-16).

The SGB as a community level partnership must take responsibility for ensuring that the community get quality education. As such the SGB plays an active role in determining the school's direction, vision, mission and objectives. The Schools Act (Act 84 1996) spells out the duties of the SGB to ensure quality delivery in schools. These duties are, inter alia:

- Promote the best interest of the school and ensure its development towards an institution where there is quality management and learning.
- Adopt the mission statement of the school, which is a brief document setting out the goals of the school, based on shared values and beliefs.
- Adopt the code of conduct for learners at the school.
- Assist the principal, educators and other staff in performing their functions to ensure quality results.
- Administer and manage the school's property, buildings and grounds to ensure that enabling environment is created for quality teaching, learning and management.
- Determine the extra-curricular activities which will enhance quality education for learners.

The SGB, as a governance body that determines the policies of the school, thus plays an important role in ensuring that a school moves in the right direction towards quality education and quality management.

3.3 MANAGEMENT ROLE OF THE PRINCIPAL AND THE SCHOOL MANAGEMENT TEAM (SMT)

An important role that a principal plays in a school is that of "advisor" to the SGB on matters to improve, inter alia, quality management. An HOD at middle management level will play a role of identifying issues regarding quality and will make it known to the principal. An HOD will have to evaluate/analyse the

educational and school activities regarding quality matters from his or her perspective. This information is needed by the SGB, through the principal, to develop a policy for the school that will adhere to quality education as expected by the various stakeholders of the educational environment. In this way HODs thus have an indirect influence on policies regarding quality management, while principals as part of the SGB will have a more direct influence on policies (Blandford, 1997:17).

3.3.1 Management role of the principal

Effective principals in the actively restructuring School-Based Management (SBM) schools were found to be spending considerable amounts of time helping to empower, train, inform and reward their staff, including HODs. To be successful, a principal should fulfil the following roles (Mosoge & Van der Westhuizen, 1998:70):

- *Designer/champion of involvement structures*

Principals must assist in the development of decision-making teams that will involve various stakeholders, such as HODs and teachers. They must provide them with opportunities to get them involved in management activities. Principals empower the teams with real authority by carving out discrete areas of jurisdiction.

- *Motivate/coach to create a supportive environment*

Principals must communicate trust and information, encourage risk-taking and facilitate participation in management activities.

- *Facilitator/manager of change*

Education is dynamic and therefore to survive one has to adapt to the changing environment. Principals must encourage staff development as an ongoing, school-wide activity. Principals will have to provide tangible resources (money, equipment and materials) and intangible resources (time, opportunities) to staff to assist in the school improvement process. With financial constraints, this turns out to be a difficult goal to achieve.

- *Liaison with the outside world*

Principals must bring into schools new ideas on research, about teaching and learning. This will help schools to have a competitive edge over others.

The increasing roles and responsibilities of principals is further acknowledged by many authors who suggest that serious thought should be given to assisting principals adjust and cope with the increasing demands that are being placed upon them. This is because strong emphasis is placed on the significance of the principals in contributing to the effectiveness of a school to deliver quality services. In this regard there needs to be improved delegation of management duties to a lower level of management, which is middle management or HODs.

Principals in SBM schools will need to balance a variety of roles. The principal's role is evolved from direct instructional leadership to a broader role of orchestrating decision management, often through teams of teachers, and interacting with a wider range of individuals, including community members and other stakeholders. That is why focus needs also to be turned to middle management as an essential layer in enhancing the quality management of schools.

3.3.2 The role of the SMT in management for quality

The current policy encourages the principal to form a School Management Team (SMT). The SMT is responsible for the day-to-day professional and operational management of the school under the leadership of the principal. This means making sure that the policies agreed upon by the SGB are put into practice.

Important functions of the SMT include the following (DoE, 2003: sec. 3-24):

- i. An interpersonal function – acting as a representative of a school and dealing with stakeholders.
- ii. An information function – using and sharing information effectively.
- iii. A decision-making function – making decisions to solve problems and deciding how to use resources.

iv. A team-building function – to promote effective teamwork in the school.

There are also certain management tasks which the SMT in a school will have to perform, for instance:

v. Planning and managing school finances.

vi. Setting up participatory structures.

vii. Setting up procedures.

viii. Managing resources.

ix. Keeping records.

x. Appraising staff.

xi. Monitoring and evaluation processes and personnel.

When these tasks are analysed, it is of concern that the management function of this organisational level is not clearly identified. This may lead to a situation where the SMT and HODs are not committed to addressing quality issues in their various departments.

The role of middle management (HODs), as part of the SMT in schools, will be discussed next, to determine whether there are any guidelines regarding quality management for this level.

3.4 MIDDLE MANAGEMENT AND QUALITY MANAGEMENT

According to Hanny and Ross (1999:354) departmental structures in schools have come to symbolise the culture in most secondary schools, and have developed a strong departmental subsystem cultures. This subsystem culture is regarded as important by educators for several reasons: firstly, because they stress subject knowledge and expertise, both for educators and learners. Secondly, because secondary school educators regard themselves as specialist in certain learning areas, which is clearly their professional identity. A third cultural value is the grouping of educators in departmental clusters valued as a means to foster interaction amongst educators as well as providing support with regard to human and financial resources allocated.

According to Blandford (1997:91) middle management in schools applies to a form of tier authority, which attempts to coordinate the day-to-day work of teachers in various sub-units or departments, with an aim to integrate them into the totality of the school. Rutherford (1998:75-88) regards the primary role of a departmental head (HOD) as not only to facilitate curriculum change but also involving fulfilling management tasks. This is because the concept of middle management is gradually shifting from a hierarchical model, based on contractual positions to a more inclusive perspective based on collaboration and educator leadership. This shift is changing the roles of the administration of schools from teaching to managing.

3.4.1 Changing roles of middle management in secondary schools

The main aim of the duty of an HOD is to engage in class teaching, to be responsible to the effective functioning of the department and to organise relevant extra-curricular activities so as to ensure that the subject, learning area or phase and the education of learners are promoted in a proper manner to produce quality results.

The changing role of the HOD during the last decade is adequately illustrated by the increase in workloads. The demands of the implementation of the Revised National Curriculum Statement (RNCS) and Whole School Evaluation (WSE), Development Appraisal (DA), Performance Measure (PM), all of which fall within one integrated Quality Management System (IQMS), have combined to place an extra teaching and management responsibility on the shoulders of HODs, thus hampering their expected performance.

This is compounded by some of the delegated duties from senior management, who also seem to be overloaded. The only way for senior management to survive has been to delegate some of the work to middle management (Glover et al., 1998:279). This then constitutes additional general management functions assigned to HODs.

However, it is not clear whether the management function of HODs is sufficiently defined. The core duties and responsibilities of HODs in public schools are

outlined as follows in the Employment of Educators Act 76 of 1996 and discussed in DoE, 2003: sec. 1-7:

General/ administrative

- To assist with the planning and management of learner support material in his/her department.
- To perform and share one or more non-teaching administrative duties such as, timetabling, fees collection and staff welfare.
- To act on behalf of the principal during his/her absence where the school does not qualify for a deputy.

Teaching

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

Personnel

- To advise the principal regarding the division of work among the staff in the department.
- To participate in agreed educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

Extra- and co-curricular

- To be in charge of a subject/learning area.
- To jointly develop the policy for that area.
- To coordinate, evaluate and assess the contents of all the subjects in the department.
- To provide guidance on the latest approaches on all curricular-related issues in the subject/learning area for which he/she is responsible.

- To control the work of educators and learners in the department to ensure that quality standards are achieved.
- To share in organising and conducting extra- and co-curricular activities that enhance the quality of learning, teaching and management.

Communication

- i. To cooperate with colleagues in order to maintain a good teaching standard and progress among learners and foster administrative efficiency within the department and the school.
- ii. To meet parents and discuss ways of improving quality education of their children.
- iii. To participate in departmental and professional committees, seminars and courses in order to contribute to the upliftment of quality standards in the department and the school generally,

These roles and responsibilities of HODs can be demarcated into two fields, namely:

- i. Firstly, they have the responsibility for curriculum implementation and the provision of quality learning and teaching within their learning areas through evaluation, standard setting and setting of targets. The implication of this situation is that they should lead and direct staff in teaching activities in their departments in such a way that they display their knowledge and understanding of policies relevant to their practice. This is the primary task of HODs.
- ii. Secondly, although not very clearly identified, they are expected to contribute positively toward the shaping of the whole school policies, priorities and practices. They are required to be experts in whole-school issues as determined by government legislation relating to education. This is a management task and forms part of the activities of SMTs, of which HODs are part.

The challenge for HODs is to find a synergy between these two fields of activities. An HOD has to identify the teaching needs in their departments and must be able to recognise these in relation to personal goals, the overall needs of the school and understand how this contributes to school priorities and to the overall learner environment. They must also act as managers and as such contribute to policy making and implementation, through their activities within the SMT.

Both fields of activities require knowledge, understanding and insight. If HODs are to carry out their role and responsibilities effectively, and thus contribute to the overall quality management of schools, they should acquire specific skills in teaching and in management (Jones, 1987:92).

Blandford (1997:7) also postulates that as members of the SMT, HODs also need to have knowledge of all operational aspects of the school, which encompass:

- i. curriculum issues;
- ii. pastoral issues;
- iii. research and development; and
- iv. policy and practice.

3.4.2 Role conflict and ambiguity within middle management

Role conflict arises where an individual is expected to fulfil different roles, such as teaching and managing. Role conflict may also occur when sound organisational principles are ignored. This happens when tasks are conveyed by different stakeholders, such as a principal and the SGB. This happens particularly when one group regard themselves as more important than another group. Role conflict can further be caused by lack of expertise and experience (Bolam, 1997:340).

Wise et al. (2002:337) gives a good description of this when he refers to the confusing situation of HODs as follows: "At the centre of the management sandwich is the middle manager, working with practical difficulties and pressures from below and the higher aspirations from above. While the logic of senior

management may be clear, practitioners living with daily realities of classroom life may have a different view.”

Bennett (1999:290) is also of the opinion that there is confusion as to whether HODs are mere leaders or managers in the true sense of the word, or both. They find themselves within the hierarchical structure that is implicit in the title and one wonders whether their primary accountability is downwards to the team members in their departments or upwards to those to whom they represent in the departments; whether they should contribute in whole school strategic decision-making and policymaking or just be faithful implementers of others’ policy decisions. This results in HODs becoming paralysed, and thus not performing their task effectively and efficiently. This situation is aggravated by the fact that education policy requires that HODs in schools should spend 82-90% of their time teaching, leaving only 10 to 18% for managerial and other functions.

Many HODs thus do not regard themselves as managers. They further indicate that HODs prefer roles as curriculum leaders, agents of change, staff developers and evaluators reviewing the work of their departments, rather than being drawn into management issues. This situation paints a picture of inefficiency and ineffectiveness regarding their management functions.

In implementing a policy on quality aspects, an HOD will have to create a culture in the school that is “user-friendly” to the policy. The establishment of a friendly culture will ensure that a policy on quality matters will be implemented with the minimum resistance.

Blandford (1997:13) refers to this role conflict as *role strain*. She identifies the following sources of this:

- role ambiguity – when you are unclear about what is expected;
- role conflict – when one of the roles you have is in conflict with another;
- role overload – when more is expected of you in a role than you could manage; and
- role underload – when you feel under-utilised.

Blandford (1997:14) suggest that a possible method of reducing strains imposed by role problems: "The more positive approach would be to reduce the ambiguity by agreeing with everyone what the job is all about – to reduce the conflict by drooping some roles or at least putting clear boundaries around each so that they interfere with each other as little as possible,-and to reduce the overload by thinking out the priorities properly instead of coping with the crisis as they occur."

As a middle manager, an HOD should have an understanding of his/her role as detailed in the job description. However, the job of a middle manager will always have difficulties and dilemmas. Courage and persistence are valuable tools, and personal integrity is essential (Blandford, 1997:15).

3.5 THE ROLE OF THE HOD IN DEVELOPING A CULTURE OF QUALITY EDUCATIONAL SERVICES

According to Sallis (2001:67) a manager who focuses on quality should develop a culture that is open to recognise and address quality issues in a school. In this regard a manager may be regarded as a principal or an HOD in a school. The manager will have to take specific actions into account when creating such a culture (Sallis, 2001:67). He or she must:

- have a vision that incorporates quality management as function for his or her institution. This vision must culminate in specific quality objectives;
- have a clear commitment to improve quality in school processes, such as teaching;
- communicate the quality message effectively to all stakeholders in the education/school environment;
- determine what customer needs are regarding quality and make those needs known within a school;
- ensure adequate internal and external communication channels to "sell" the quality message;
- enhance staff development towards quality actions;

- identify problems that hinder quality actions;
- lead innovations within school structures on how to implement quality actions;
- clearly define quality responsibilities and provide maximum delegation compatible with accountability in this regard;
- be committed to the removal of artificial barriers that hinders quality implementation;
- build effective teams which are empowered to address quality issues; and
- develop appropriate mechanisms for monitoring and evaluating quality.

These actions will form the basis of an HODs approach to create a positive environment within a school that will create a culture acceptable to quality improvement. In this regard the HOD thus has an important role to play to secure quality within the context of education.

3.6 CONCLUSION

An individual or a single sector of people alone cannot be responsible for the quality in a school. It should be a concerted effort of all school stakeholders. However, it is also clear that the management of the school should assume leadership in this aspect. Therefore it is crucial that structures and systems are put in place to enhance quality. The structures should be linked to roles performed by individuals.

This implies the enhancement of an organisational structure that will support a continuous quality improvement strategy, which is only possible if middle management is strong. However, it is necessary to reflect on the position and functions of middle management, and to analyse the implications of its position within the school management structure. This is because middle managers in schools are very much player-managers, participating in the daily tasks of teaching while at the same time fulfilling the role of a team manager, subject specialist and a leader.

CHAPTER 4

EMPIRICAL RESEARCH: THE HOD AND MANAGEMENT FOR QUALITY IN SECONDARY SCHOOLS IN THE KLERKSDORP-AREA

4.1 INTRODUCTION

This chapter outlines the methods employed in ascertaining the role that HODs play in quality management of secondary schools in the Klerksdorp-area. The chapter is also devoted to explaining and describing the methodology being used to undertake the empirical research. The first part of this chapter deals with the study which has been undertaken, as well as the reason for the selection of the methodology used in the conducting of the study. The second part of the chapter focuses on the empirical research and the findings of the study.

The empirical investigation embraces the development of a questionnaire, determination of a sample from the population, measurement of responses and analysis and interpretation of results. The main aim of the questionnaire is to determine whether the current organisational system in secondary schools in the Klerksdorp-area are receptive to implementing quality education and whether the HODs in this area perceive themselves as being skilled to secure quality education.

4.2 RESEARCH METHODOLOGY

Research methodology, or method of collecting data, necessitates a reflection on the planning, structuring and execution of research in order to comply with the demands of objectivity. Research methodology focuses on the process of research and the decisions which the researcher has to take to execute the research project. This includes which method and techniques of data collection and data analysis should be used (Brynard and Hanekom, 1997:28).

In the human sciences two basic research methods can be used, namely the qualitative and quantitative methods. Quantitative research, which forms the basis of this study, has to do with analytic research and its purpose is to arrive at a universal statement. In this form of research the researcher assigns numbers to observations. The method could include techniques such as observations, quantitative analysis and questionnaires (Brynard and Hanekom, 1997:29).

4.3 QUESTIONNAIRE AS A RESEARCH TOOL

A questionnaire has been designed as a tool to collect valid and reliable information to test the hypothesis scientifically. Questionnaires are used by researchers to convert data gained during the empirical study into reliable information. This technique or approach makes it possible to measure what a person knows, his/her skills, dislikes and what his/her attitudes and perceptions are. The most significant aspect of this type of data collection is that the questionnaire is the primary means of communication between the respondents and the researcher (Best 1997:166). Questionnaires may be used to obtain the following kinds of information (Huysamen, 1994:128):

- Biographical particulars;
- Behaviour;
- Opinions, beliefs and convictions; and
- Attitudes.

In this study the opinions, beliefs and convictions of the respondents are tested to determine their knowledge and skills on quality management.

4.3.1 Advantages and disadvantages of questionnaires

A questionnaire as a tool for research has certain advantages and disadvantages. Some of the more important advantages and disadvantages will be discussed next.

4.3.1.1 Advantages

The following advantages can be identified (Best, 1977:166; Chardwick et al., 1984:137):

- A questionnaire is one of the instruments which a researcher utilises to collect data quickly and is relatively inexpensive, provided that the respondents are able to interpret the content of the questionnaire correctly.
- Administration of questionnaires is relatively easy, as it is construed in terms of the number of respondents involved at a certain time and gaining their response to certain well prepared questions.

- It is an economical instrument to utilise. This includes the “economy of time” and a high proportion of respondents can be reached by the researcher at one point in time.
- Questionnaires provide reliable results of data obtained, normally without any bias because respondents are usually not known to the researcher.

This technique proved to be a valuable instrument to collect data in this research, due to the fact that respondents from various schools participated and could be reached in a relatively short time.

4.3.1.2 Disadvantages

The following disadvantages of questionnaires can, inter alia, be identified (Chardwick et al., 1984:137):

- The respondents often fail to return the completed questionnaires or do not complete them at all. An important reason for this is that they are suspicious of the reasons for the research and see it as a threat in some way or another.
- Lengthy questionnaires discourage respondents, due to the time and effort involved to complete them.
- The inaccurate completion of questionnaires creates problems. Some respondents may not supply accurate answers as they may misinterpret the questions or lack the verbal skills to express themselves adequately.
- Respondents who are reluctant to divulge information may ignore certain questions or falsify their answers.
- A further limitation in conducting questionnaires is the problem of getting respondents to think and respond honestly, rather than to supply responses which are merely pleasing to the researcher.
- Questionnaires are rigid and provide no flexibility to the researcher, and comments made by the respondents cannot be further explored or probed. Open-ended questionnaires and interviews may, however, address this disadvantage to an extent.

4.4 QUESTIONNAIRE CONSTRUCTION FOR THIS STUDY

Special attention was paid to the construction of the questionnaire used in this research to secure valid information.

The questionnaire was structured with the purpose of determining whether HODs fully understand their roles and their responsibilities with regard to quality management in schools and whether the school system is receptive to quality management. Assurance of the confidentiality of the information was provided to the respondents; thus more sincere and truthful responses could hopefully be obtained. The preparation of the questionnaire took theoretical guidelines, such as the following, into account (See Chardwick et al., 1984:137):

- Long complex sentences were avoided so that questions become readily explicit and clear to respondents.
- Leading questions were minimised.
- The wording of questions was clearly presented with attention focused on directness and simplicity.

The reason for this approach was to make sure that the questionnaire was compiled as simple as possible in order to obtain accurate information.

The questions in the questionnaire are multi-choice questions in which respondents have to select from two or more alternative responses the one which best applies to them (Huysamen, 1994:128).

When compiling the questions in the questionnaire the following aspects have been taken into account (Huysamen, 1994:131-132):

- Not to use leading questions where a question suggests certain responses. A leading question may read as follows: "Do you agree that HODs need training to improve quality management?"
- Not to make use of loaded questions.
- Not to use questions that facilitate responses, which may be regarded as indicative of socially unacceptable attitudes.
- Not to use questions that are sensitive in nature, for instance "Do you have the ability to learn fast?"

With the compilation of the questions the researcher was careful not to lead the respondents in a specific direction, in order to determine the true opinions, attitudes and beliefs of the respondents and not the responses which they felt were expected.

4.5 STRUCTURE AND CONTENT OF THE QUESTIONNAIRE

The questionnaire consisted of three sections (see Appendix A). Section A (biographical information) ranging from question 1-6 covered the profile of the respondents. Respondents were asked to indicate their age, gender, level of education, number of years as a teacher and as an HOD as well as number of years in the current school.

Section B focused on the roles and responsibilities of HODs and on whether they are aware of and can identify factors that contribute to quality management. This section also established whether the respondents possess the necessary skills to perform their duties effectively and efficiently.

Section C dealt with a skills audit of HODs. This section identifies the skills of HODs in order to identify specific training needs and enrichment programmes in this regard.

The questions were constructed according to a four-point scale and were compiled to test the following:

- the hypotheses;
- the roles and responsibilities of HODs;
- factors influencing the performance of HODs;
- the context in which the HODs operate; and
- the skills of the HODs.

The respondents had to indicate their choice in the following way:

SA= strongly agree

ATE= agree to an extent

DTE= disagree to an extent

SD = strongly disagree

Or

E= excellent

G= good

NG= not good

P =poor

A four- point scale was used in order to rule out any neutral answers, which is sometimes an easy way for respondents not to respond positively or negatively to a specific question.

The questionnaire was distributed to 4 HODs in a school that did not form part of the research project. The pre-test was done to ascertain whether the questionnaire was clearly understood by respondents and to determine if it was administratively viable. The response from the participants was positive and the respondents indicated that they did not experience difficulty to complete the questionnaire and that the questions were clear. The questionnaire was therefore administered without any alterations.

4.6 POPULATION AND SAMPLING

According to Denscombe (1998:11) it is normally not possible for researchers to collect data from the whole population of a study, due to specific time limits and financial constraints. As a result of this, the researcher always relies on getting evidence from a portion of the whole in the expectation and hope that what is found applies equally to the rest of the population.

Normally the total population regarding a specific study topic is so large that from a technical point of view it is also impossible to conduct research on all of them. Consequently only a sample of the total population is used in a specific study (Huysamen, 1994: 38). Due to the number of schools in the Klerksdorp-area and the limited scope of a mini-dissertation a total of eight schools serve as basis for the study.

In this survey the questionnaire was administered to 48 HODs in 14 secondary/high schools in the Klerksdorp-area, namely, Klerksdorp town (4 schools), Jouberton township (8 schools), Alabama (1 school) and Manzilpark (1 school).

The fourteen schools were randomly selected from all the schools in the area. This means that each school had the same chance of being included in the sample. This was also the case when the HODs were selected in each school. This method secure

population validity, so that the results obtained from the sample can be generalised to the total population.

The questionnaires were distributed by the researcher. Respondents had to complete the questionnaires within 1 day. The researcher then collected the completed questionnaires for evaluation. A total of 48 questionnaires were completed by the respondents, which means that 100% of the identified population responded positively.

The results of the empirical study will be discussed next. These results will be utilised in the next chapter to indicate whether the objectives of the study had been reached and to make specific recommendations.

4.7 EMPIRICAL STUDY AND FINDINGS ON THE ROLES OF HODS IN SECONDARY SCHOOLS IN THE KLERKSDORP-AREA

In this section the responses of the HODs will be analysed and discussed. The discussion will be in line with the hypothesis and objectives as outlined in Chapter 1. Questions concentrated on the following aspects, which represent the main aims of this study:

- To determine what quality management is in educational context (Chapter 2).
- To investigate the context under which HODs operate in management structures in schools (Chapter 3).
- To investigate the roles of HODs in the promotion of quality education within the school system (Chapter 3).
- To identify whether the school environment in secondary schools in the Klerksdorp-area is receptive towards quality management in the education function (Chapter 4).

The general hypothesis for this research may be formulated as follows:

The school environment in secondary schools in the Klerksdorp-area is conducive towards quality management in the education function, which means that skilled Heads of Department (HODs) can play an important role to address quality issues in this area.

4.7.1 SECTION A: PROFILES OF RESPONDENTS

Section A of the questionnaire focuses on the respondents' profiles as it relates to age, gender, experience as a teacher, number of years as HOD, number of years in the current school and the level of education. Information in this regard will give the researcher a picture of the profile of HODs in the Klerksdorp-area. The biographical information is needed to determine the profile of the population regarding their age, level of education, years of experience in the education and years of experience as HODs, in order to determine whether the population adheres to standards set for the HOD-level. If the population adheres to set standards in this regard it can be deduced that they have the experience to act as managers in an educational context. The responses to section A of the questionnaire are summarised in the tables below.

A1. Gender of respondents

Gender	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Males	14	29.17	14	29.17
Females	34	70.83	48	100.00

A2. Age of respondents

Age	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
30 or younger	1	2.08	1	2.08
31-35	15	31.25	16	33.33
36-40	11	22.92	27	56.25
41-45	8	16.67	35	72.92
46-50	6	12.50	41	85.42
51 or older	7	14.58	48	100.00

A3. Number of years of experience as a teacher

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
01-05	1	2.08	1	2.08
06- 10	14	29.17	15	31.25
11- 15	14	29.17	29	60.42
16 or more	19	39.58	48	100.00

A4. Number of years as an HOD

Response	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01- 03	18	37.50	18	37.50
04- 06	12	25.00	30	62.50
07- 09	6	12.50	36	75.00
10 or more	12	25.00	48	100.00

A5. Number of years in the current school

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
01- 05	17	35.42	17	35.42
06- 10	13	27.08	30	62.50
11- 15	6	12.50	36	75.00
16 or more	12	25.00	48	100.00

A6. Level of education

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Matric+2yr diploma				
3yr diploma	14	29.17	14	29.17
1 st degree	14	29.17	28	60.87
Post-graduate degree	18	39.13	46	100.00

4.7.1.1 Interpretation of the respondents' profiles

Question A1: The results revealed that most HODs, namely 15 (31.25%), are between the ages of 31-35. 11 HODs (22.95%) are between the ages of 36-40; 8 HODs (16.67%) are between the ages of 41-45; 6 HODs (12.5%) are between the ages of 46-50; and 7 HODs (14.58%) are older than 51. This statistics indicate that the majority of the HODs are older than 30 (only 1 HOD is younger than 31). It is normal for middle management to be older than 30 – it is normally expected that a person in a managerial position should be an experienced person, and experience normally comes with years served in a senior capacity. The age profile of the respondents is thus in line with the position of HOD, which is a managerial position within the education context.

Question A2: The statistics denotes that there are 14 (29.17%) males and 34 (70.83%) females acting as respondents in the study. In the past, males were known to dominate management positions, especially in secondary schools. These results therefore revealed that there has been a paradigm shift from a male-dominated management team to a more female-dominated management team in secondary schools in the Klerksdorp-area. This paradigm could have been influenced by legislation addressing affirmative action and equity, for instance the Employment Equity Act no. 55 of 1998. There could, however, be other reasons for this phenomenon, but this study did not address the issue, as it was not the main focus of the research.

Question A3: The analysis of data with respect to experience as a teacher in years revealed that only 1 (2.08%) of the respondents had 1-5 years of experience as an HOD. 19 (39.58%) of the HODs had 16 years or more experience as a teacher. The largest number of respondents (28) had between 6 and 15 years of educational experience. They constitute for 58.34% of the total population. This is an indication that all but one of the respondents met the minimum requirements with regard to experience in years as a teacher in order to be eligible for an HOD position, namely 3 years. This means that the respondents have a sound knowledge of educational matters, which could contribute to the reliability of the results regarding this study.

Question A4: The highest number of respondents with HOD experience (18) fall between 1-3 years, which constitutes 37.5% of the population. 25% (12) of the respondents had 4-6 years of experience as an HOD. The cumulative percentage of respondents with experience of between 1 and 6 years is therefore 62.5 %. The rest of the respondents had more than 7 years experience as an HOD. This means that most of the respondents have been in management positions for a fairly lengthy period of time and should be able to respond with confidence to the questions on managerial matters in the questionnaire.

Question A5: The statistics show that 35.4 % of the respondents have been in their specific school for 1-3 years, while 27.08% of the respondents have been in their specific school for 4-6. 12.50% of the respondents have been in their specific school for 7-6 years and 25% of the respondents have been in their specific school for longer than 6. This means that a high number of HODs (31) have been in their respective schools for more than 6 years. The respondents are therefore well-acquainted with their school environment and should understand the questions being asked on educational matters.

Question A6: Not one of the respondents has less than Matric + 3 years of education. This means that all the respondents adhere to the required standard of Matric + 3 years or above. There is a reason to believe that the recruitment and selection requirements were adhered to by the selection panels in appointing HODs. It is also interesting to note that the highest percentage, namely 39.13%, of the respondents has a post-graduate degree. 100% of the HODs are thus well-qualified to deliver quality education and render quality management. In this regard it could be

expected that the respondents are well qualified to answer the questions in the questionnaire.

An analysis of the biographical information indicates that the respondents are well-established teachers, with experience as HODs. The assumption could therefore be made that the respondents are well-equipped to understand the reason for the study and that they are able to respond to questions in an adequate manner. In this regard the study can be regarded as valid.

4.7.2 SECTION B (Questions B7.1–7.19): To identify whether the school environment in secondary schools in the Klerksdorp-area is receptive towards quality management in the education function

The results with respect to the above aspects are discussed in this section.

SECTION B: THE KLERKSDORP-AREA SCHOOL ENVIRONMENT AND QUALITY MANAGEMENT

The responses to questions in section B of the questionnaire are summarised in the tables below:

Question B7.1: I understand my role and responsibility as outlined in my job description

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	27	56.25	27	56.25
2. Agree to an extent	15	31.25	41	87.5
3. Disagree to an extent	5	10.42	46	97.65
4. Strongly disagree	1	2.08	47	100.00

Results of Question B7.1: The results indicate that 42 (87.5%) of respondents understand and acknowledge their roles and responsibilities as HODs, as set out in their job-descriptions. Only 6 (12.50%) disagree to an extent or strongly disagree. This situation is encouraging, as it is essential and a point of departure in every job to know and understand (roles and responsibilities) what is expected of one. A concern

here is, however, that the job-descriptions of HODs, as discussed in chapter 3, do not clearly demarcate/emphasise the management role of HODs. School principals should therefore make sure that HODs regard quality management as part of their job-description.

Question B7.2: I evaluate the performance of teachers in my department

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	19	39.59	19	39.59
2. Agree to an extent	27	56.25	46	95.84
3. Disagree to an extent	1	2.08	47	97.92
4. Strongly disagree	1	2.08	48	100.00

Results of Question B7.2: The results regarding the evaluation of teachers by HODs show that 19 (39.59%) understand their duty in this regard and in fact do evaluate their subordinates. 17 (56.25%), the majority of the respondents agree to an extent that they perform this function. Only two respondents (4.16%) indicate that they are not evaluating their subordinates. Evaluation of performance of subordinates is an important management task through which an HOD is able to identify weaknesses and needs in order to implore proper intervention strategies, such as the improvement of quality. Without evaluation to determine whether subordinates adhere to the effective implementation of their tasks, quality management will be in question.

Question B7.3 : Development of subject guidelines and policies is part of is my role as an HOD

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	17	35.42	17	35.42
2. Agree to an extent	30	62.5	47	97.92
3. Disagree to an extent	0	0	0	0
4. Strongly disagree	1	2.08	48	100.00

Results of Question B7.3: The majority of respondents, namely 47 (97.92 %), agree that it is their role to develop policies in their specific learning areas, and only an insignificant percentage of 2.08% strongly disagree with this. This means that the majority of the respondents are tasked with the development of subject policies, which is part of their management function as HOD. They are thus in the position to make recommendations to the School Governing Body (SMT) regarding education matters and to secure quality in this regard. As a matter of fact, it is expected from them to identify specific areas in their school activities to address quality issues and to make sure that the improvement of quality is high on the agenda of the SGB. The response to this question is positive and is an indication that HODs are allowed to take part in the policy-making process at schools in the Klerksdorp-area.

Question B7.4: I am certain about my role as being accountable for raising and maintaining quality standards within my school

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	25	52.08	25	52.08
2. Agree to an extent	23	47.92	48	100
3. Disagree to an extent	0	0	0	0
4. Strongly disagree	0	0	0	0

Results of Question B7.4: It is interesting to find that all the respondents (100%) agree strongly (52.08%) and agree to a large extent (47.92%) that as HODs they are accountable for raising and maintaining the quality standards in their respective schools. In the past the quality issue and performance standards were entirely the principal's responsibility. It is interesting to realise that participatory management and ownership is taken seriously in schools. The accountability aspect has only recently become a focus area in the Integrated Quality Management System (IQMS) derived from Resolution 8 of 2003. This policy requires that everyone in the system, from the post level 1 educator in the classroom to top officials in the National Office of Education, should account for the quality of education in the country. This statistics indicate that the HODs are aware of their responsibility regarding the assurance of quality education in schools in the Klerksdorp-area.

Question B7.5: I provide professional support and guidance to teachers in my department regarding curriculum aspects

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	24	50.0	24	50.0
2. Agree to an extent	22	45.84	46	95.84
3. Disagree to an extent	2	4.16	48	100.00
4. Strongly disagree	0	0	0	0

Results of Question B7.5: The statistics denote that 46 HODs (95.84%) provide support and guidance to the teachers in their departments regarding curriculum aspects. Only 2 (4.16%) do not guide and support their subordinates. This is reassuring, as HODs are regarded as subject/learning area specialists, and thus as resource persons to their subordinates. Should an HOD embrace the idea of improving quality education, he/she can emphasise the aspect of quality improvement in the process of support and guiding his/her subordinates.

Question B7.6: I get professional guidance and support from my superiors

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	18	37.50	18	37.50
2. Agree to an extent	21	43.75	39	81.25
3. Disagree to an extent	6	12.50	45	3.75
4. Strongly disagree	3	6.25	48	100.00

Results of Question B7.6: The statistics indicate that the cumulative percentage of respondents who agree to getting professional guidance and support from their superiors is 81.2 %. This means that 39 of the respondents are in the fortunate position of getting support and guidance to accomplish their tasks. 9 (18.75%) respondents indicated that there is to some extent a lack of professional support and guidance. This may be an indication that school principals in some of the schools in the Klerksdorp-area may for some reason or another ignore an important principle of management, namely leading. If related to quality management 18.75% of the principals may not give adequate guidance to his/her HODs on how to improve quality education in their schools. Although not critical, the Department of Education should take notice of this aspect when training principals on managerial aspects.

Question B7.7: I experience positive cooperation from my subordinates

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	14	29.17	14	29.17
2. Agree to an extent	28	58.33	42	87.50%)
3. Disagree to an extent	6	12.50	48	100.00
4. Strongly disagree	0	0	0	0

Results of Question B7.7: 42 respondents (87.50%) indicate that they experience cooperation from their subordinates. 6 (12.50%) indicated that there is insufficient

cooperation between them and their subordinates. Cooperation between an HOD and his/her subordinates is of the utmost importance to secure quality education. Without cooperation, an HOD might experience resistance from subordinates towards the implementation of quality education. The statistics thus indicate that to a certain extent there is a lack of coordination between HODs and their subordinates in schools in the Klerksdorp-area. Teamwork and the creation of a culture to address quality issues are of the utmost importance to make a success of quality management.

Question B7.8: My colleagues (other HODs) are actively involved in the development of the curriculum and learning programmes to guide other teachers

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	12	25.00	12	25.00
2. Agree to an extent	31	64.58	43	89.58
3. Disagree to an extent	3	6.25	46	95.83
4. Strongly disagree	2	4.17	48	100.00

Results of Question B7.8: The purpose of this question was to determine whether other HODs in the school are taken on board, as a collective, in the development of education guidelines and policies. 43 (89.58%) of the respondents indicate that the HODs in their school participate in the development of education policies for the school. 5 (10.42%) of the respondents indicate that all the HODs in their school do not participate in the development of education policies. This may give an indication that should policies regarding the improvement of policies on quality issues be developed, the HODs will work as a team to develop such policies. In essence this means that the establishment of a team to work together to improve quality education in the schools in the Klerksdorp-area may not seem to be problematic. The fact that 5 respondents indicated that teamwork is not up to standard, needs the attention of school principals.

Question B7.9: I have sufficient knowledge of the curriculum and learning programmes to guide other teachers

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	12	25	12	25
2. Agree to an extent	20	41.67	32	66.67
3. Disagree to an extent	14	29.17	46	95.83
4. Strongly disagree	2	4.17	48	100.00

Results of question B7.9: The question tested whether HODs are confident about their knowledge of the curricular and learning programmes that they are leading and managing. This would enable them to guide and support their subordinate teachers. The results indicate that 66.67% feel that they have the necessary knowledge to perform effectively. 33.33% of respondents feel they lack the necessary knowledge on their area of specialisation to provide quality management and leadership to their departments. This does not come as a surprise, as many teachers have admitted to being unsettled by curriculum 2005 and the eminent Revised New Curriculum Statement (RNCS).

Question B7.10: I am part of the decision-making process in my school

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	20	41.67	20	41.67
2. Agree to an extent	23	47.91	43	89.58
3. Disagree to an extent	2	4.17	45	93.75
4. Strongly disagree	3	6.25	48	100.00

Results of Question B7.10: The results indicate that 43 (89.58%) of the respondents are of the opinion that they form part of the decision-making process in their schools. 5 (10.42%) of the respondents are of the opinion that they do not form

part of the decision-making process in their schools. This is an indication that HODs do participate in management activities in their schools and that they are in the position to make inputs regarding school matters. To be able to take part in the decision-making process creates the opportunity for HODs to actively get involved to secure quality in education matters. The fact that 5 respondents indicated that they do not form of the decision-making process needs to be investigated by school principals.

Question B7.11: I am allocated enough time to attend to my core functions as an HOD

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	8	16.67	8	16.67
2. Agree to an extent	23	47.92	31	64.59
3. Disagree to an extent	10	20.83	41	85.42
4. Strongly disagree	7	14.58	48	100.00

Results of Question B7.11: The statistics regarding this question show that the availability of adequate time to perform their duties poses a potential problem for HODs. The cumulative frequency shows that 31 respondents (64.59 %) agree to an extent that time allocated to them is enough. Only 8 (16.67%) strongly agree with this. 17 (35.41%) of the respondents, however, indicated that the availability of time is a problem. This constitutes a substantial number and is thus a cause for concern. Time is an important resource and if HODs are not allocated enough time for their core functions, they might find themselves in a position not to address quality aspects regarding their core functions. Problems may develop if SMTs and school principals delegate more quality management functions to HODs without an analysis of the actual time HODs have to implement such a new function.

Question B7.12: I receive enough training as a curriculum specialist

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	4	8.33	4	8.33
2. Agree to an extent	21	43.75	25	52.08
3. Disagree to an extent	12	25.00	37	77.08
4. Strongly disagree	11	22.92	48	100.00

Results of Question B7.12: This question was intended to determine whether HODs received regular training to enhance their quality of teaching and quality management. The statistics indicate that those who agree constitute 52.08% of the population. Of these, 21 (43.75%) agree with the statement to an extent. 23 (47.92%) feel that they do not receive adequate training to do their duties effectively. Training seems thus to be a major problem in the schools in the Klerksdorp-area. It is a worrying factor, as a plethora of policies have recently been introduced in the Education Department regarding training. Training programmes to guide HODs to secure quality education should thus be addressed. This is not only the task of school principals but also the Department of Education.

Question B7.13: There is proper delegation of duties by senior management in my school

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	23	47.92	23	47.92
2. Agree to an extent	24	50.00	47	97.92
3. Disagree to an extent	0	0	0	0
4. Strongly disagree	1	2.08	48	100.00

Results of Question B7.13: 47 (97.92%) of the respondents indicated that they are satisfied with how duties are being delegated by seniors. Delegation as a

management activity is thus in place in schools in the Klerksdorp-area. The SMT and school principal will be in the position to utilise this situation to delegate quality aspects to the HODs.

Question B7.14: There are clear roles and responsibilities in school management teams (SMTs)

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	14	29.17	14	29.17
2. Agree to an extent	27	27.08	41	56.25
3. Disagree to an extent	4	8.33	45	93.75
4. Strongly disagree	3	6.25	48	100.00

Results of Question B7.14: The statistics indicate that 41 (56.25%) of the respondents are satisfied that the roles and responsibilities are clear to SMTs. 7 (14.58) of the respondents are however of the opinion that responsibilities and roles are not clear. Resolution 8 of 1994 identifies clear core functions for all post levels, i.e. from post level 1 educator to post level 4, the principal. The fact that 7 respondents did not agree, should be investigated. The reason for this might be that, as indicated in chapter 3, there is no clear difference between the management and functional work of HODS. The theory proved to be correct in this regard.

Question B7.15: There are clear communication channels in the school.

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	15	31.25	15	31.25
2. Agree to an extent	29	60.41	44	91.66
3. Disagree to an extent	2	4.17	46	95.83
4. Strongly disagree	2	4.17	48	100.00

Results of Question B7.15: The results of this question, which investigated whether there are proper communication channels within the school, indicate that 44 (95.83%) of the respondents agree, while only 4 (8.34%) disagree. Proper communication channels are vital to the effectiveness and efficiency of every organisation. It is thus securing that the HODs in the Klerksdorp-area regard the current communication channels in their schools as adequate. This means that management for quality can communicate to the lower post levels of the schools.

Question B7.16: There is acknowledgement of good education practice in my school

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	17	35.42	17	35.42
2. Agree to an extent	25	52.08	42	87.50
3. Disagree to an extent	5	10.42	47	97.92
4. Strongly disagree	1	2.08	48	100.00

Results of Question B7.16: With regard to acknowledgement of good education practice, the results indicate that 42 (87.50%) of the respondents agree that their good work is acknowledged. 6 (12.5%) of the respondents disagree and feel that their good work is not recognised by their superiors. Acknowledgement of good performance serves as motivation and it reinforces the energy for good practice. If the quality of education is improving, HODs must be recognised as playing their role effectively to improve the quality of the level of education in schools. School principals should therefore take notice of this when trying to improve quality education in their schools.

Question B7.17: The improvement of the education process involves everybody in my school

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	12	25.00	12	25.00
2. Agree to an extent	28	58.33	40	83.33
3. Disagree to an extent	6	12.50	46	95.83
4. Strongly disagree	2	4.17	48	100.00

Results of Question B7.17: Involvement to improve processes is important to secure buy-in into new concepts. 40 (83.33%) of the respondents indicated that their school structures get them involved in processes that lead to change. 8 (16.6%) do not get involved in processes in their schools. Principals should take notice of the fact that involved personnel deliver better services. Through involvement new initiatives, such as the improvement of quality, could be implemented more effectively. However, it seems that principals in schools in the Klerksdorp-area do create opportunities for involvement, in that 88.33% of the respondents are satisfied with this.

Question B7.18: There is clear commitment to management leadership to ensure quality in my school

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	12	25.00	12	25.00
2. Agree to an extent	29	60.42	41	85.42
3. Disagree to extent	5	10.41	46	95.82
4. Strongly disagree	2	4.17	48	100.00

Results of Question B7.18: This is an important question to establish whether the respondents experience that management (SMTs and principal) are committed to

improve quality education in schools. 41 (85.42%) are of the opinion that this in fact the case in their schools, while 7 (14.58%) are of the opinion that management is not committed to the improvement of quality education in their schools. This means that there are schools in the area which do not regard quality education as important. If school management does not create an environment which is conducive to quality improvement, the HODs and educators will not make this a focus point of their activities. The Department of Education should address this problem and one of the most successful ways to do this is by a proper training programme.

Question B7.19: I have sufficient managerial skills to manage my department

Response	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
1. Strongly agree	19	39.58	19	39.58
2. Agree to an extent	25	52.08	44	91.66
3. Disagree to an extent	2	4.17	46	95.83
4. Strongly disagree	2	4.17	48	100.00

Results of Question B7.19: The statistics show that 44 (91.66%) respondents agree that they possess sufficient managerial skills to manage their departments and lead their staff to quality delivery. 4 (8.34%) do not agree and feel that they are not fully skilled to implement quality education. Skills development is an ongoing process and if neglected, would create a feeling of discontent among HODs. Skills development may be provided through internal programmes presented by the Department of Education. A more formal route is to make use of external training institutions, such as universities. Special attention should be paid to the training of HODs in management principles. As mentioned in Chapter 3, the management function of HODs will become important in order to secure quality educational management, for instance.

4.7.3 SECTION C: PROFICIENCY IN SKILLS

The purpose of this section was to make a skills audit amongst the HODs to find out which skills they think they are good at and which ones they are lacking in. The exercise ascertained whether there is still a skills gap and to determine how this will

affect the quality management of HODs in schools. The results of this section are illustrated in Table 4.1.

TABLE 4.1

SKILL	E	G	NG	P
8.1 Supporting and guiding of subordinates	21.1	76.8	2.08	-
8.2 Communication	25.5	74.5	-	-
8.3 Facilitation	14.8	85.2	-	-
8.4 Motivating others	19.1	80.9	-	-
8.5 Problem solving	25.5	72.4	2.1	-
8.6 Drawing of an action plan	23.4	70	6.3	2.1
8.7 Assessment and evaluation of teachers	10.8	80.8	4.2	4.2
8.8 Coaching	19.1	76.7	2.1	2.1

Key: E – Excellent
 G – Good
 NG – Not good
 P – Poor

The results in the above table indicate that HODs think they are sufficiently skilled as middle managers to provide leadership and render quality management in their schools. This statistics, however, are only the perception of the HODs and give only an indication of how they perceive themselves. According to the 48 respondents they are 97% skilled to implement their educational tasks effectively. The results of this question should be verified by their superiors before it may be regarded as scientific. A specific measurement should be developed to determine the real skills of the respondents, but this is beyond the scope of this study.

Question 8 (drawing up of an action plan) may indicate to a management problem, in that all HODs are not sure of this activity. Drawing up of action plans to improve quality education is an important activity and without the skill to do this it may be difficult to establish actions to improve education.

The assessment and evaluation of subordinates also seem to create problems for some respondents. This means that the success of the implementation of actions to improve quality management cannot be assessed efficiently by some HODs.

The skills audit did not emphasise or detect any significant problems regarding shortcomings in skills of HODs. The perception of the respondents regarding their skills capability indicates that they are well-developed to undertake their function of educator. These results should, however, be verified through further studies.

4.8 CONCLUSION

The questionnaire provided important information on the perceptions of HODs regarding the culture that exists within schools in the Klerksdorp-area concerning quality education and the management thereof. The statistics in itself cannot be regarded as the alpha and the omega to address the problem of improving quality education through effective management. It must be regarded as guidelines that can be utilised in further investigations to actually lay down specific policies that schools can implement to improve the quality of education. It seems that the necessary organisational structures are in place and that these structures can be utilised to improve quality education.

Problem areas that have been identified, through an evaluation of the statistics, may be addressed by effective and efficient training programmes to empower HODs to address quality issues successfully. What also surfaced was that schools, either through the new legislation or change in attitude towards change itself, have started implementing systems to create enabling environments for HODs to perform.

Another important fact that emerged was the acknowledgement by HODs of their skills proficiencies, which they rated very high.

The conclusion to this study and recommendations for future research will be discussed in more detail in Chapter 5.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the conclusion of the study on the role of Heads of Department (HODs) towards the improvement of quality management in secondary schools in the Klerksdorp-area. It further provides the findings of the empirical study. A reflection on these findings is given and specific recommendations on how to improve the quality management of HODs will be presented. The recommendations will focus on the more essential aspects of quality management, which were deduced from the empirical study.

5.2 CONCLUSION

Chapter one introduced the study by giving the background and outlining the problem statement. This chapter also outlined the objectives of the study, which guided the study. The hypothesis was formulated in chapter one and the methodology of the research was explained.

Chapter two examined the theory of quality and management concepts, with special reference to education in South Africa. An in-depth analysis of the phenomenon could not be made, however, because of the limited scope of a mini-dissertation such as this. The views of different authors on quality were presented in this chapter and the concept *quality* was defined.

Chapter three dealt with the roles of HODs in quality management in the education sector. It outlined the education system and indicated the changes that took place. The discussion revolved around the emerging roles of principals in the new dispensation and how this spirals down to affect and influence the roles of HODs. This chapter also focused on the position of HODs in the management structure of a school, and specifically on how they form the middle management, and how this impacts on their performance, workload, role ambiguity and their importance in the school management team (SMT).

Chapter four outlined the methods of the design and the empirical research with the presentation of data in the form of tables. An analysis of the data has also been undertaken. The questionnaire formed the basis of this discussion.

5.3 FINDINGS OF THE STUDY

The main aims of this study were:

- To determine what quality management is in the educational context (Chapter 2).
- To investigate the context under which HODs operate in management structures in schools (Chapter 3).
- To investigate the roles of HODs in the promotion of quality education within the school system (Chapter 3).
- To identify whether the school environment in secondary schools in the Klerksdorp-area is receptive towards quality management in the education function (Chapter 4).

The study revealed that concepts pertaining to quality management have been adopted in education and is gaining a higher profile than in the past. The Whole School Evaluation policy and Systemic Evaluation policy emanating from the National Educational Policy Act (NEPA) No. 27 of 1996 addresses this aspect to an extent. The Integrated Quality Management System, derived from Resolution 8 of 2003 also refers to quality management in the form of evaluation and development.

In general School Management Teams (SMTs) appear eager to understand and apply quality principles in their schools. The fact that HODs, who form part of the SMTs, mostly agree and acknowledge their roles and responsibilities and indicate that they are engaged in quality management, demonstrate this. Some of the activities in which they are engaged and which are regarded as promoting quality management, are the evaluation of teachers, development of subject policies, raising and maintaining quality standards and also the provision of support and guidance to subordinates to secure quality education.

With regard to actions that contribute to quality management and performance, this study revealed that these actions are being implemented in most secondary schools. The study further revealed that because most HODs have a good education and qualifications, they have the knowledge to assist in the developing of policies regarding quality and they also have the skills to implement these policies.

Two concerns in particular were revealed by the study. Firstly, the core business of HODs, namely teaching, does not leave them sufficient time to focus on the management function. A second concern was that of insufficient management training. It seems that HODs should be capacitated to become efficient managers. This does not only pertain to HODs; there has been a general outcry of insufficient training across the education system, especially with the introduction of outcomes-based education (OBE).

The study also revealed that HODs perform their work in a favourable environment. The climate in which HODs perform their roles within schools have been established in such a way that they ought to succeed in performing their duties. The school structure is conducive for the implementation of management principles and these are applied at secondary schools in the Klerksdorp-area.

5.4 TESTING THE GENERAL HYPOTHESIS

The general hypothesis was formulated as follows: *The school environment in secondary schools in the Klerksdorp-area is conducive towards quality management in the education function, which means that skilled Heads of Department (HODs) can play an important role to address quality issues in this area.*

The study established that the management system is in place in these schools and that this structure is conducive to implementing policies on the improvement of quality. The HODs form part of the formal management system and is in the position to implement any policies on quality improvement in schools. They are highly qualified and have the skills to implement quality management activities and they operate in a climate conducive to good performance.

5.5 RECOMMENDATIONS

The following recommendations are made to improve the environment regarding the improvement of quality management in schools in the Klerksdorp-area:

- The transition from being a teacher into a position of HOD where a teacher is charged with the responsibility of managing a group is a challenge. The challenge can also be compounded by the fact that an HOD must currently find a balance between functional work and management. To gain this balance seems to be a problem for HODs and training in this regards may be the answer.
- Training to build managerial capacity is a powerful tool to understand and implement quality activities. Training of managers in quality management is of crucial importance for middle managers (HODs), for they in turn are then capacitated to take the responsibility to lead teachers in this regard.
- Institutions of higher learning must be made aware of the fact that HODs are highly qualified, but still feel the need for better training regarding quality management. Institutions of higher learning should therefore be brought on board to consolidate personal goals and institutional goals for professional growth of teachers so that these goals benefit both the individuals and institutions where they are employed to deliver quality service.
- Educators, including HODs, are usually trained for quality management by subject advisors under adverse financial, time, human and physical resources constraints. The recommendation is that this training be outsourced to Non-Governmental Organisations (NGO's) utilising allocated funds from the Sector Education and Training Authority (SETA) provided for in the Skills Development Act of 1998.
- The establishment of a permanent Regional In-service training Team which focuses only on training is recommended. This will relieve subject advisors who, over and above training, still have to visit schools to monitor and support the implementation of curriculum policies.

- Time management needs attention. The transition of HODs from the classroom to management of a department should be well managed by both the schools and the Department of Education. Workshops on time management should be organised as one of the programmes that form the point of departure for middle managers. These workshops are normally organised for principals only. These should form part of the HODs induction programme and provided thereafter as an ongoing process.

BIBLIOGRAPHY

ARCADO, J.S. 1995. Quality in education: an implementation module. Paper delivered at the Annual Meeting of the American Educational Institute. Unpublished.

BEACH, D.S. 1991. Personnel: the management of people at work. Fifth edition. New York : Macmillan Inc.

BENNET, N. 1999. School leadership and management. Vol.19, No.3, p289–292.

BEST, J.W. 1977. Research in education. 3rd ed. New Jersey : Prentice-Hall Inc.

BLANCHARD, T., LOVELL, B. & VILLE, N. 1989. Managing finance in schools, London : Cassell Educational.

BLANKSTEIN, A.M. 1996. Why TQM can't work—and a school where it did. The Education Digest, vol 62.

BOLAM, R. 1997. Management development for head teachers. Educational Management and Administration, vol 24.

BLANDFORD, S. 1997. Middle management in schools: how to harmonise managing and teaching for an effective school. Great Britain: Pearson Professional Limited.

BRAYNARD, P.A. & HANEKOM, S.X. 1997. Introduction to research in Public Administration and related academic disciplines. Pretoria : J.J. van Schaik.

CARLSON, B. 1994. TQM edges into education. Productivity SA, 20.

CHAPMAN, J.D. 1988. Decentralization, devolution and the teacher: participation by teachers in the decision making-process in schools. The Journal of Educational Administration, 26(1).

CHARDWICK, P. 1994. Organisation and TQM. Achieving quality learning in higher education). London : Kogan page.

- CHENG, Y.C. 1996. School effectiveness and school based management: a mechanism for development. Chicago : Illinois Press.
- COETZEE, L.D. 1996. Creating a motivational climate: a practical guide for the South African manager. Pretoria : Van Schaik.
- COOK, C.W. HUNSAKER, P.L. COFFEY, R.E. 1997. Management and organisational behaviour. USA : The McGraw-Hill Companies, Inc.
- DENSCOMBE, M. 1998. The good research guide for small-scale research projects. Philadelphia : University press.
- DEPARTMENT OF PUBLIC SERVICE AND ADMINISTRATION: Annual Report 1998. Pretoria : Government Printer.
- DoE, 2003. NATIONAL REPORT ON SYSTEMIC EVALUATION: FOUNDATION PHASE, MAINSTREAM 2003. Quality Assurance.
- DOVER, K. 1999. Avoiding empowerment traps. Management Review, vol.88, no.1
- DOWNEY, C.J. FRASE, L.E. & PETERS, J.J. 1994. The quality education challenge. Thousand Oaks : Corwin Press Inc.
- DOWNEY, C.J., FRASE, L.E. & PETERS, J.J. 1994. The quality education challenge. Thousand Oaks : California. Corwin Press. Inc.
- Educational Management and Administration: middle management in secondary schools. South African Journal of Education, 2001, 28(4).
- GLOVER, D. GLEESON, D. GOUGH, G. & JOHNSON, M. 1998. The meaning of management: the development needs of middle managers in secondary schools. Education Management and Administration, 3(26).
- GREENWOOD, M.S. & GAUNT, H.J. 1994. Total quality management for schools. London : Cassell.
- HANNY, L.M. & ROSS, J.A. 1999. Schools leadership and management. South African Journal of Education, vol. 19, no.3.

- HAYWARD, R.P.D. & STEYN, G.M. 2001. The potential of total quality education: a case study of a primary school in South Africa. *South African Journal of Education* 2001, 21(2).
- HUYSAMEN, G.K. 1994. *Methodology for the social and behavioural sciences*. Pretoria : Southern Book Publishers.
- JONES, A. 1987. *Leadership for Tomorrow's schools*. Oxford : Basil Blackwell.
- LEZOTTE, L.W. 1992. *Creating the total quality effective school*. Okemos, Michigan : Effective Schools Products Ltd.
- MOSOGÉ, M. J. & VAN DER WESTHUIZEN, P.C. 1998. School-based management: implication for new roles of principals and teachers. *Koers* 63.
- MURGATROYD, S. & MORGAN, C. 1993. *Total Quality Management in the school*. Bristol : Open University Press.
- NATIONAL POLICY ON WHOLE SCHOOL EVALUATION (Government Gazette, vol 433, no. 225).
- RINEHART, G. 1993. Building a vision for quality education. *Journal of School Leadership*, vol. 3.
- RUTHERFORD, D. 1998. Changing roles and raising standards: new challenges for heads of departments, vol.18, no.1, 75-88.
- SALLIS, E. 1995. *Total quality management in education*. London : Kogan Page.
- SALLIS, E. 1997. *Total quality management in education* 2nd ed. London : Kogan Page.
- SALLIS, E. 2001. *Total quality management in education*. London : Kogan Page.
- SALLIS, E. 2002. *Total quality management in education*. 3rd ed. London : Kogan Page.

- SMITH, P.J. & DU PLESSIS, A.P. 1994. Management principles workbook. Kenwyn : Juta & Co. Ltd.
- SOUTH AFRICA. 1995. White Paper on Education and Training. Pretoria : Government Printer.
- SOUTH AFRICA. 1996. Constitution. Pretoria : Government Printer.
- SOUTH AFRICA. 1996. South African Schools Act 84. Pretoria : Government Printer.
- SOUTH AFRICAN JOURNAL OF EDUCATION 1999, 19(4) and 2001, 21(2) 114-120. The changing roles of principals of public schools.
- STEYN, G.M. 1996. The quest for quality in our schools. Educare Vol(1 & 2).
- STEYN, G.M. 2001. Perceptions of quality in an American school district and some questions it raised in South African Schools. South African Journal of Education, vol. 21(2).
- STEYN, G.M. 2001. The changing roles of principals of public schools. South African Journal of Education 2001, 19(4).
- Sunday Times*. 17 June 2003.
- WALKER & RODER. 1993. Reflections on the practical and legal implications of school-based management and teacher empowerment. Journal of Law and Education. Vol. 22 no. 2 159-175.
- WHELLER, L.D. & MCEWEE, G. 1997. Strategic management of quality: an American and British perspective journal of research and development. Bristol : Open University Press.
- WISE, C. PREEDY, M. GLATTER, R. 2002. Strategic leadership and educational improvement. London : Paul Chapman.

ANNEXURE A

TO : RESPONDENTS

QUESTIONNAIRES

I am M.C. Wessie, a graduate student in the Master's Programme of Public Management and Governance (MPG) at the University of Potchefstroom. I am conducting a study on **"Towards quality management: the role of Heads of Departments in schools"**.

You have been randomly selected from among HODs in schools to participate in the study. Your honest and sincere responses to this questionnaire will assist in assessing and establishing the role that HODs play to ensure quality management in schools.

Information regarding your identity has been omitted to ensure confidentiality.

Your participation is highly appreciated.

QUESTIONNAIRE

SECTION A

Profile of respondent

1. Age

30 or younger	
31 – 35	
36 – 40	
41 – 45	
46 – 50	
51 or older	

2. Gender

Female	
Male	

3. Number of years of experience as a teacher

01 – 05	
06 – 10	
11 – 15	
16 or more	

4. Number of years as an HOD

01 – 03	
04 – 06	
07 – 09	
10 or more	

5. Number of years in the current school

01 – 05	
06 – 10	
11 – 15	
16 or more	

6. Your level of education (highest qualification)

Matric + 2 year Diploma	
3 year Diploma	
1 st Degree	
Post-graduate degree/s	

SECTION B

7. Roles of HODs, the context in which they operate and factors which influence their quality management in schools.

Indicate the extent to which you agree/disagree with the statements below with regard to ensuring quality management by HODs in your school.

	STATEMENT	Strongly agree	Agree to a large extent	Disagree to a large extent	Strongly disagree
7.1	I understand my roles and responsibilities as outlined in my job description.				
7.2	I evaluate the performance of teachers in my department.				
7.3	Development of subject guidelines and policies is one of my tasks as an HOD.				
7.4	I am certain about my accountability role in raising and maintaining quality standards within my school.				
7.5	I provide professional support and guidance to teachers in my department regarding curriculum aspects.				
7.6	I get professional guidance and support from my superiors.				
7.7	I experience positive cooperation from my subordinates (teachers under my supervision).				
7.8	My colleagues (other HODs) are actively involved in the development of guidelines/policies for the school.				
7.9	I have sufficient knowledge of the curriculum and learning programmes to guide other teachers.				
7.10	I am part of decision making processes in my school.				
7.11	I am allocated enough time to attend to my core functions as an HOD.				
7.12	I receive regular training as a curriculum specialist.				
7.13	There is proper delegation of duties by senior management in my school.				