

# **INDUCTION EXPERIENCES OF NEWLY PROMOTED HEADS OF DEPARTMENT IN THE UMLAZI DISTRICT**

**DIVAS MAKONI**

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**University of KwaZulu-Natal  
Faculty of Education**

**Supervisor: Dr Irene Muzvidziwa**

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## **DECLARATION**

I, DIVAS MAKONI declare that this dissertation, titled: **Induction experiences of newly-promoted Heads of Department in the Umlazi District**, is my own work, and that all sources consulted are acknowledged.

SIGNATURE.....

DATE:.....



## **ABSTRACT**

A case study of the induction experiences of three newly-promoted Heads of Department (HODs) in the Umlazi District.

Recent years have seen a move to enhanced focus upon the induction of school leaders. Initial induction programmes for school leaders tended to focus mainly on school principals. There is new found realization of the need to broaden the focus on school principals to include Heads of Department. This study explores the induction experiences of newly-promoted HoDs.

The study used a qualitative approach using the interpretive paradigm. Three new HoDs reflected on their personal experiences of being inducted into the system through semi-structured, face-to-face interviews. They were selected through the use of purposive and snowball sampling techniques. The participants narrated on how they were inducted by the Department of Education (DOE) as well as their respective school management teams within the Umlazi District.

The findings reveal that both the DOE and schools offered formal induction programmes to new HoDs. All the new HoDs who participated in this study claimed to experience feeling of anxiety and stress. The DoE as well as the schools with which the participants are affiliated, showed that they valued the process of introducing novice HoDs by conducting such induction programmes soon after their appointment. All the new HoDs were inducted through forum of workshops held in the Umlazi District.

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## **DEDICATION**

This work is dedicated to my wife, Faith for her love and support.

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## **Chapter 1: INTRODUCTION TO THE STUDY**

### **1.1. Introduction**

The purpose of this study is to explore on the Heads of Department's (HoD's) experiences of induction. Newly-promoted HoDs need to be inducted in order to be effective in their roles. Induction is a form of introducing a person to the new job enabling him / her to familiarize with new ethos of an organization or a school. In South Africa, the responsibility of managing high schools rests with the School Management Team (SMT). This team consists of the Principal, the Deputy Principal and Heads of Department. The SMT has to develop programmes to improve the performance and professionalism of its most treasured resource, people. These programmes include induction for all new staff members. It is the responsibility of leadership of the school to design and implement school based induction programmes and to introduce new members into the system. This chapter introduces the setting and the background to the study which is an exploration of the induction experiences of newly-promoted Heads of Department (HoDs) in high schools and the study is located within Umlazi District.

### **1.2. Background of the study.**

Since 1994, the South African education system has undergone macro and micro policy challenges. The demise of apartheid has brought extensive legislative and societal challenges to the South African education system particularly in high schools. An important strategy to meet these challenges has been the development of a vibrant human resource base in high schools. According to the South African Education Act, 84 of 1996, schools are seen as learning organisations. It is therefore the responsibility of educational managers and leaders to ensure that all new members of staff are inducted. Induction programmes are now being used to integrate new employees into the education system. The induction of newly-promoted school principals, HoDs and teachers helps to create leaders who are competent in their respective new roles and duties. Leadership has something to do with setting the vision, mission and direction of the organisation (Weller, 2000). The vision of the school shows the values that are important to a particular school. Such values include quality education, discipline and equality to transform the society from its racist past. New employees have to learn these values through a school based

induction programme. Therefore; the induction of new leaders is crucial during the transition period after 1994.

Phillips (2008) makes the assertion that South African education system has undergone constant changes. Some of the changes were aimed at making teachers specialists in their respective learning areas. According to the ministerial committee on teacher education (2003), policy changes in South Africa were strongly anchored on the premise that teachers are important role players in the quest to provide quality education. The National Framework for Teacher Education in South Africa reports that, “the practice of launching novice teachers into employment without explicit on site induction is unsatisfactory”; (Department of Education, 2006, p.16). The same sentiments can be echoed for the induction of newly promoted HoDs. As a result, the draft policy on teacher education and development states that the Department of Education would ensure that induction programmes would be developed in South Africa. This study is an attempt to move away from an exclusive Newly Qualified Teacher (NQTs) focus to a more inclusive policy drive which encompasses newly promoted HoDs in induction programmes and processes. This is more appropriate given the fact that, since 1994, school governance has in South Africa moved from centralized governance to a more decentralized system.

Decentralisation in the way schools are governed has changed the focus from school principals to the middle managers who are the HoDs. There is a growing trend among researchers to focus on the leadership of HoDs as being crucial to developing successful schools. HoDs have to be inducted since moving to a new job or role can be demanding. Norton (2001), states that properly organized induction programmes can lead to improved job satisfaction by the new appointees in the school system. Induction of new HoDs is important as it helps new employees to focus their attention on responsibilities that they are expected to do in their new positions or roles (Norton, 2008). The challenge is to enable newly promoted HoDs to contribute to their full potential, in a short time. Induction programmes help the new HoDs to develop their departments and consequently the whole school.

The induction of newly-promoted HoDs is a critical link in the formation of an effective leader of a subject department. Many studies on induction of new appointees have been carried out in

countries like United States of America (Carroll, 2006) in this study the findings show that induction integrates new employees into the school culture. Induction also creates professional discussions on goals and values of an organisation. The findings of the study also show that induction is a network of support for new employees which lead to better performance by the newcomers in a short time.

### **1.3.Rationale**

As a former HoD in my own country and my present experiences which have had a bearing on my perception about being a novice leader. I was exposed to management and leadership tasks without formal induction and it was a challenge for me as a Head of Department. My appointment as a Head of Department in my country brought feelings of anxiety, worry and stress. I was promoted to a post in another school different from the one where I was teaching, and this made my appointment to be more challenging. There was a need for an effective induction programme for my integration.

I was further prompted to approach this study from a leadership and management position since I am an educational leadership and management student. It is the duty of every manager to provide a well-planned and easy to implement induction programme. According to Van Deventer & Kruger, (2003), it is the duty of education managers to integrate all new staff members. This allows the new members to quickly make a productive contribution. As a student in leadership and management it is important to understand the benefits of induction of newly promoted HoDs. Norton (2008, p.162) indicates that induction, “facilitates an effective, efficient transition of personnel into their respective roles within the school system and community”. It is for this reason that students in leadership and management should have a full understanding of the induction experiences and challenges that newly promoted HoDs face. A study by Heng& Marsh (2007) suggests that an understanding of the experiences of middle leaders in schools provide a clearer understanding of the role that HoDs play in enhancing schooling as curriculum managers or Heads of Department.

Studies in the developed countries, (Wong, 2008; Ellen, 2009) paid much attention to the induction experiences of newly qualified teachers. This was done in order to assist them to easily fit into the system and perform better in their classrooms. This came out of an understanding that induction help HoDs to get familiar with the school ethos. Induction provides quality assistance to the new members of an organization from the more experienced members who can be school principals or mentors. This study has been chosen because it focuses on middle managers just like my study on induction experiences also focuses on HoDs in high schools in the Umlazi District. Induction is required for everyone new in a position including experienced teachers new to a school or site, newly promoted Heads of Departments, and also new school principals. Therefore, the induction of newly promoted HoDs is well worth researching as this assists them to familiarize themselves with school needs and to be effectively integrated into the way things are done.

#### **1.4 Theoretical framework**

This study is an interpretive study which draws from organizational socialization theories. One of the most influential theories of how new members learn about an organisation's systems is the contingency theory of socialization by Feldman (1976). It is imperative that new members are socialized into their new roles or new sites. In this study, the researcher uses the contingency theory as the theoretical framework. This theory is appropriate because all newly promoted HoDs have to be inducted to fit into the new system, and to understand the new values, norms and culture of the new school or new position.

The contingency theory is a process theory which focuses on the socialization of individual new member of staff. In my own study of induction experiences, I have focused on the experiences of three individual HoDs. According to Feldman (1976), the contingency theory has three main stages, namely an anticipatory, an encounter and an acquisition stage. This theory shows the activities that the individual newcomer goes through at each stage. It is called a process theory because it shows a sequence that occurs over time.

Anticipatory stage is the first stage in the contingency theory. This stage covers the activities that take place before the arrival of the newcomer to take up the post. Induction mainly covers what takes place upon arrival at the new school by the newcomer. Therefore, my study on the induction experiences of newly-promoted HoDs shall not focus on the anticipatory stage as induction only starts upon arrival of newcomer at the new school. The arrival of the newcomer marks the beginning of the induction phase. This stage is also called encounter stage. The newcomer learns about the values, norms and culture of the organisation. According to the contingency theory, the newly-promoted HoD is initiated to both the task and to the group. A Head of Department will be initiated to both his / her task and responsibilities as an HoD, as well as those of the group. In this instance, the group will be the teachers in a specific department. The newcomer learns and adjusts through a process of defining his / her role as a middle-manager. In this study, the newcomer will be the newly-promoted Heads of Department. He / She learns about his / her new role through professional socialisation. During this stage he / she learns how to relate to subordinates and supervisors. The new HoD also learns more about the new school to which he / she is affiliated (organizational socialisation). In my study, the researcher explored the experiences of how the new individual HoDs went through the accommodation stage within the context of their new schools and adapted to their new roles.

### **1.5 Research aims**

The aim of this study is to explore the induction experiences of a selection of new Heads of Department, their feelings, anxieties and suggestions.

### **1.6 Objectives of the study**

The objectives of this study are:

To explore and document the induction experiences of newly-promoted Heads of Department  
To find out how newly-promoted Heads of Department are inducted into the system.

## **1.7. Research question**

What the experiences are of newly-promoted Heads of Department with regard to induction?

## **1.8. Clarification of concepts**

### **1.8.1. Middle management**

Camburn, Rowan & Taylor (2003) define middle-leadership, as those roles which relate to middle-management of the school, and the subject leadership role that teachers take. These roles entail both management and pedagogical responsibilities and encompass roles such as that of the Head of Department and subject head. Middle management is usually occupied by experienced teachers. In South African schools, middle-management consists of people like subject heads, master teachers, senior teachers, as well as Heads of Department.

Middle-management refers to staff members who are responsible for the day to-day management of various departments or sections of the school. Further, it consists of those members of the school who are in charge of a department, or who co-ordinate some of the school's. According to Kemp & Nathan (1994), middle-managers include the chief librarian, Examinations Officer, and the Head of Department.

### **1.8.2.Socialisation**

According to Nel, van Dyk, Schultz, Sono& Werner (2004, p.251), the term “socialisation” means to adapt to life in society. It is a process of instilling in all employees the prevailing attitudes, standards, values and patterns of behaviour expected by the organisation”. It is important to note that socialization is a process. It takes time to instill in all new employees the idealized values and expected patterns of behaviour of an institution. According to the Encyclopedia of Management (2009), socialization is an informal process. The value system is instilled within new employees through social interaction. Socialisation of the new HoD can take place through advice from co-workers, their own observation of the workplace, and through trial



and error. They have to participate in agreed-to school / educator appraisal processes in order to regularly review their professional practice.

Turner (2005) makes the assertion that socialization is a gradual or incremental process. Socialisation can take two forms, namely, that of professional and organizational socialisation. Becoming a leader for the newly-promoted HoD is an ongoing, gradual and / or incremental process of socialisation. The socialisation of the new HoD takes a variable amount of time. My study shall focus on how newly-promoted HoDs are inducted into the Umlazi District. Professional socialization “is the process through which a person acquires the habits, beliefs and knowledge common to and expected by members of a profession” (Hart & Weindling, 1996, p.314). It can be through formal learning or derive from experience. Socialisation can even begin before the newly-promote HoD is appointed and can continue for weeks, or even months, after the HoD has taken up the post.

### **1.8.3. Induction**

The term induction is derived from the Latin word “inducere” which means “to guide into”, Fowler & Fowler (1990, p.603). All new members of staff have to be guided into the culture of an organization through an induction process. Kemp & Nathan (1994) define induction as the process through which a newcomer is introduced into a new post. This process helps the newcomer acclimatize to the school ethos. Therefore, induction is a process whereby a person new to a post or school is guided into the post, or the culture of the school. Induction occurs after a new member of staff is placed into a post and becomes oriented to the school community.

Moreover, induction is a formal process organized by senior managers (the principal) to help a newcomer to adjust to an organisation. This can be done as a guided tour of the workplace, and / or introduction to co-workers and managers. Therefore, induction is a formal process to acclimatize a newcomer to an organisation. The person can be new to the profession, post or school. Induction should, ideally, be provided to new teachers, new HoDs, or new school principals.

Kemp & Nathan (1994, p.190) state that, “the most important guidance and support will come from within a team, or teams, in which that probationer works”. Thus, the team leader has, arguably, the most important role to play in the induction process. The HoD is also responsible for inducting new teachers, or experienced ones who have been reassigned to new posts or new subject areas. It is important to note that induction covers two main areas. The first area covered by induction is the “development of skills and competencies of the new appointees”, (Loock, Grobler&, Mestry 2006, p.38). Induction helps newcomers to acquire and develop their teaching or managerial skills through school-based training programmes.

### **1.9. Methodology**

This study uses a qualitative approach as it aims to explore the induction experiences of a selection of newly-promoted Heads of Department. The study is located in the interpretive paradigm and takes the form of a case study of the induction experiences of three newly-promoted Heads of Department working within the Umlazi District. These three participants bring out narratives of their diverse induction experiences through semi-structured face to-face interviews.

The three participants were selected through purposive sampling and snowball sampling techniques. The participants were selected from newly-promoted HoDs in the Umlazi District. At first two participants were selected from a school near the researcher’s place of work to reduce traveling time. These two newly-promoted Heads of Department were then asked to identify one more newly-promoted Head of Department who had attended the induction workshop organized by the Department of Education in the district (snowball sampling). This is a sampling method which uses participants who have already been identified in a study to find other people from the population who can also be used in the research.

Semi-structured interviews were then used as data collection strategy. The interviews were done in the respective offices of the new Heads of Department. These interviews were tape recorded and later transcribed. After transcribing the data, I read the transcripts over and over again in order to familiarize myself with the data. I discarded the data that was not relevant to my study

(the data that did not answer my research questions). Then I developed categories that were bringing similar ideas. These categories then helped me to formulate themes. Finally, I sorted all topics under the relevant themes. Data was then analysed according to these emerging themes and also contextualized against relevant literature.

The writer explained to the participants the purpose of carrying out this study and asked them to take part in the study. Those who agreed were asked to sign informed consent forms. The writer used pseudonyms for the schools (Jabulani and Sebenza High Schools) and the three participants (Bongani, Philani and Thulani). This was done so that no information could be traceable back to them. All data was kept in strict confidence.

### **1.10. Chapter outline**

In this chapter I have discussed the background to the study which included some of the concepts that come with the topic and the rationale. This chapter also outlines the study set up indicating the different chapters.

Chapter Two is a review of literature relating to the study. The concept of induction is defined. Then I covered the purpose of induction. This was followed by a discussion of three empirical studies on middle-management. Then finally the contingency theory of socialization is presented as a theoretical framework.

Chapter Three describes the research design and methodology. The research approach, paradigm and data collection strategy are all covered in this chapter. The location of the study, sampling, data collection strategy, data analysis, limitations, validity and reliability as well as ethics in research form part of chapter three.

Chapter Four presents a description and analysis of the data collected. The researcher used emerging themes to analyse the data. The data was also contextualized against the relevant literature. The study is concluded in Chapter Five. This is where a summary is given, a conclusion made and recommendations are put forward.

### **1.11. Conclusion**

This chapter has introduced the study on induction experiences in the Umlazi District. The chapter starts with the background to the study, followed by the rationale. I also define key concepts in relation to induction. This chapter ends by an outline of the whole thesis. The next chapter presents a review of the literature related to the study. The theoretical framework underpinning this study is also presented.

## **Chapter 2: LITERATURE REVIEW**

### **2.1. Introduction**

Chapter One gave an introduction of the study. This chapter reviews the literature relating to the study. It also discusses the theoretical framework which underpins the study. There are different perspectives about induction. Different theories have been used to try and explore the induction experiences of newly-promoted HoDs. The contingency theory of socialization is used to inform the present study on induction experiences of newly-promoted HoDs in the Umlazi District in South Africa. Tickle (2000) states that induction is a local acculturation programme. It is a planned and systematic programme which supports additional investment in the learning and measurement of performance of all newcomers in to a school.

### **2.2. Induction**

Wong (2005, p.125) defines induction as a, “comprehensive process of sustained training and support for new teachers”. From the definition given above, the focus has been the induction of new teachers, leaving out newly-promoted HoDs. This seems to suggest that research has ignored the induction of middle-managers in general and Heads of Department in particular. For Brown, Rutherford & Boyle (2000, p.240) “subject departments have been neglected in favour of research designs based on the school or alternatively, although less frequently, the individual teacher as the primary unit of analysis.” Some studies have been done which focused on newly-qualified teachers only. However Bush (2008) makes the claim that there is a paradigm shift from the focus on individuals, mainly teachers to include the preparation of school principals. In South Africa, the post appointment induction for school principals is being offered through a Principals’ Management Development Programme(PMDP). However, this paradigm shift still leaves out the middle-managers, the Heads of Department. It is for this reason that my study focused on the induction of HoDs as middle-managers in the South African schools.

Taylor (2010) commenting on this broad terminological spectrum (induction) makes the assertion that induction is a process which involves all new employees to adjust to their new jobs

and the environment in which they work. Thus induction should focus on all new members of staff not newly-qualified teachers only. This is in agreement with the assertion by Rebore (1987, p.128) who describes induction as, “the process designed to acquaint newly-employed individuals with the community, the school district, and with their colleagues”. We often tend to limit induction to acquainting newly-employed or promoted individuals with their colleagues, yet for this author that is not the case. These newly-employed individuals may include subject heads and newly-promoted HoDs. Definitions of induction have changed over the years from the focus on newly-qualified teachers (NQTs) to more inclusive ones, which include the HoDs or school principals. Through the 1980s and 1990s definitions on induction have concentrated on newly-qualified entrants into the teaching profession. The emphasis has been on induction of university graduates into the profession.

Evolving definitions now focus on training and support for all new employees (Wong, 2005, Taylor, 2010). This is in line with what Heng & Marsh (2009, p.525), say when they claim that, “the leadership literature has typically focused on the major role that school heads or principals play...the study of leadership has been located in individuals...”. This is where I noticed the gap and decided to focus on the newly-promoted HoDs. The purpose was to find out what their experiences of induction were. In recent years, there have been new educational policy initiatives, which highlight that HoDs play a vital role in the school and are recognized for their expertise in respective subject and teaching, methodology (Bak, Swee and Onn, 2010). According to the PAM document HoDs provide guidance on the latest approaches to the subject, teaching methods, techniques and teaching aids to all members of the department.

It is important to view middle-managers and leaders as key to developing successful schools. My study shall focus on the induction of newly-promoted HoDs as key stakeholders in developing successful schools. In order to be able to effectively do this all newly-promoted HoDs should go through an induction process. This is important because, “leadership no longer rests with an individual but extends within an organization”, according to Heng & Marsh (2009, p.526). After 1994, the South African education system has evolved from a hierarchical structure to a more decentralized one, where leadership no longer rests with the principal alone but is also shared by Heads of Department as middle-managers.

## **2.3. Induction and leadership**

### **2.3.1. Leadership**

Amos, Ristow, Ristow & Pearse (2008, p.196) define Leadership as, “the ability of one person to influence others to not only understand and accept what needs to be achieved but to willingly contribute to the efforts required to accomplish shared objectives”. This definition shows that the principal is the chief initiator, facilitators and coordinator in designing and conducting induction programmes. According to the PAM document of the Employment of Educators Act, (1998, p. C99), the school principal is the leader in a school. He / She is “able to influence colleagues with decisive recommendations and has clear sense of how decisions can be implemented”. The principal is responsible for the development of school based and school focused training programmes. These programmes are particularly aimed at new and inexperienced members of staff. It is the responsibility of the principal to design and implement induction programmes for the newly-promoted HoDs. This study explored how the newly-promoted HoDs were inducted by the Department of Education and school principals in the Umlazi District.

Leadership focuses on people and is long term in nature. Leadership also refers to the ability to guide, direct and influence subordinates, KZN DoE (2010). The principal is accountable for the induction process. He / She should oversee the management and implementation of all induction programmes organized by the school. According to the Principals’ Management Development Programme (PMDP), the principal should design, monitor progress of the induction process. The principal as a leader designs school based induction programmes. These programmes help newly-promoted HoDs to understand the history and culture of the school. Therefore, the principal plays a central role in the induction process of new HoDs. Leadership focuses on shared values and passes these values on to new HoDs through school based and school focused induction programmes. Weller (2000, p.30) says “leaders are catalysts, inspire and energises teachers and students to excel and maximize potential”. Through Induction the novice middle-manager, the HoD, gets energy and inspiration from the principal of the new school. This study

explored induction experiences of new HoDs, focusing on the support they got from the principals, colleagues and mentors.

The principal as a leader in the school can also delegate the task of induction to a member of the SMT, called an induction organiser. The induction organizer arranges the induction activities and is available to assist the newcomer whenever assistance is required. The newcomer can be given mono-support by the school principal. Assistance can also be offered by the SMT in addition to central control as Bi- support. An understanding of the leadership styles of the school manager is important as it determines the performances of the school (Boehnke, Bontis & Distefano, 2002). Leadership style influences the way a leader influences the newcomer. The school principal as a leader directs and supports the whole process of induction. The principal defines the roles of the individual HoDs undergoing induction. The success or failure of an induction programme is determined by the input of the principal.

## **2.4. School Management Team (SMT)**

### **2.4.1. What is a team?**

According to Kemp & Nathan (1994, p.134) a team is a “group of people who work or relate in a way which helps them to achieve their common objective”. The principal works with the SMT to organise, implement and evaluate school induction programmes. Although the principal is accountable he / she does not work alone. The South African Schools Act, 84 of 1996, emphasizes collaboration and collective leadership in school management. Decision making is done through teams. Such teams include the SMT, fund raising team and classroom teams. Squelch (1994, p.70) says, a team is “a group of individuals working together in such a way that they can achieve more corporately than individually”. From the two definitions, a team is a group of individuals working together to achieve a common goal. Team work brings success and achievement. In the school system, teachers teaching the same kinds of subject are grouped together into one department as one team. The head of this team or department is called the Head of Department (HoD). This Head of Department is the formal leader of the team.



#### **2.4.2. School Management Team (SMT)**

According to Blandford (1997), there are two kinds of school management teams. The first team is called Senior Management Team which is made up of the head teacher and deputy head teacher. The second team is the middle-management team which is made up of the HoDs and Master teachers. As schools increased in size and complexity there was need to formulate a team which would help in the management of the school. This gave birth to the School Management Team (SMT) in the school system. In South Africa, the School Management Team consists of the principal, deputy principal and HoDs. The Heads of Department are in charge of subject departments.

#### **2.5.1. Middle-management in schools**

At secondary school level teachers are organized according to subjects such as sciences, languages or commercial subjects. Teachers are allocated to departments based on their teaching expertise. If a teacher is trained to teach mathematics he / she is allocated to the sciences department. The teachers are under a manager called a Head of Department. These HoDs are “responsible for the teaching and management of their respective subjects”, (Bak, Swee and Onn 2010, p.465). The HoD is not necessarily a specialist in all learning areas in his / her department. The principal and HoD should identify an experienced educator as a learning area head. The HoD teaches in his / her area of speciality and manages the department. According to Brown, Rutherford and Boyle (2004, p.240), HoDs are, “neither fully teacher nor fully administrator”. According to the Personnel Administrative Measures (PAM) of the Educators Act of 1998, HoDs are mandated to engage in class teaching, ensure effective functioning of the department and organize extra curricular activities.

According to Calitz, Viljoen, Moller and van der Bank (2004, p.153), HoDs as middle-managers “are responsible for the implementation of the goals set by the top management”. It is the duty of the HoD to ensure that all formal tasks are moderated before they are given to learners. The HoD is responsible for providing direction and guidance to educators in curriculum planning, learning programmes, work schedules and assessment plans. The Personnel Management Measures

(PAM) of the Employment of Educators Act, 76 of 1998, states that the HoD should submit reports to the principal about the department he / she is leading. This is in line with the Encyclopedia of Management (2009, p.524), which states that “middle managers also communicate upward, by offering suggestions and feedback to top managers”. HoDs as middle-managers are involved in the day to day working of the department by advising the principal regarding the division of work among the teachers in their departments, thus providing valuable information to top managers. Top managers give orders to deputy principals who pass on the order or information to HoDs through linear delegation. The HoDs pass on the information to teachers. However, the principal of the school as a top manager can also delegate some tasks to teachers directly. The principal can pass on circulars from subject advisors directly to educators.

### **2.5.2. The role of HoDs in the school system**

In a school set up, the senior management consists of the head teacher and deputy head teacher (principal and deputy principal in the South African educational system). In South Africa the concept of middle-managers consist of the Heads of Department and Master teachers. According to Blandford (1997), the HoD is responsible for staff development and induction for new teachers joining his / her department. The HoD acts as a figurehead or a role model for the department under his / her care. He / She acts as both a team leader and manager. The HoDs works with other HoDs and make decisions with members of the SMT. Then the liaison role involves monitoring the quality of the departmental work. According to the Employment of Educators Act, number 76 of 1998, the HoD has to collaborate with educators and HoDs of other schools, especially those from the same cluster. It is the responsibility of the HoD to meet with parents regularly to discuss the progress of their children. He / She also provide both professional and executive functions as a leading professional in the department. Turner (2005, p.5) says that the HoD provides, “professional guidance in terms of curriculum planning, suggesting courses for departmental staff to attend and act as a role model”. He / She is responsible for the induction of all new teachers in his / her new department. He / She also allocates staff to classes, allocates resources and coordinates the functions of the department

### **2.5.3. Management functions for middle-managers (HoDs)**

HoDs as middle-managers have four management functions. These functions are planning, organising, leading and controlling. Firstly, under planning the HoDs are responsible for choosing the most appropriate goals for the department that they lead and the right direction to achieve the stated goals. According to the PAM document, HoD should assist with the planning and management of school stock and equipment for the department. The second management function is organising. This is where HoDs determines the tasks to be undertaken by the members of the department. The third management function is leading, in which HoDs are responsible for motivating teachers who are in their respective departments. Lastly, HoDs have to monitor and assess whether the department that they lead is able to achieve their set goals.

### **2.5.4. Management roles of middle-managers (HoDs)**

HoDs fill in three major types of management roles. These are decisional, interpersonal and informational roles. There are four specific roles that are decisional. The HoD takes the role of entrepreneur. This is where the HoD assigns the department resources to all its members. This is a decision that the HoD has to take. Secondly, the HoD can be a disturbance handler where he / she corrects unanticipated problems facing the department. Another decisional role is the negotiator role. The HoD as a middle-manager has to negotiate with other middle-managers when they draw up the school timetable. Finally, the HoD is a resource allocator. This is when the HoD shares the resources of the department to its members. According to the PAM document, HoDs assist in the planning of school stock, purchase of textbooks and equipment and prepare a budget for the department.

Besides, decisional roles, the HoD can also fill in the interpersonal role. The interpersonal has three specific roles, figurehead, leader, and liaison roles. The HoD is a figurehead. He / She is responsible for highlighting departmental goals. The second interpersonal role is a leader role. A Head of Department gives commands and direction to the members of the department. Finally, the HoD has a liaison role, where he / she co-ordinates the work of teachers in the department with other departments or even other schools. According to the PAM document, the HoD has to

collaborate with educators and HoDs of other schools, especially those schools in the same cluster so as to develop the department. It is the responsibility of the HoD to meet with parents and discuss the progress of their children on regular basis.

The third role for middle-managers is the informational role. HoDs obtain information which they share to members of their respective departments. The informational role has three specific roles, namely, monitor, disseminator, and spokesperson. The HoD has to maintain contact with sporting, social and community organizations where he acts as a spokesperson of the department or school. As a monitor, the HoD evaluates the performance of staff members and takes corrective action where it is deemed fit. The HoD monitors the work of educators in his department. He / She is responsible for mark sheets, test, examination papers and memorandum. It is the role of a Head of Department to inform department members of any changes that affect them and the school. HoDs also communicate the vision and purpose of the school to the teachers in his / her department when he / she plays the role of a disseminator.

It is important to note that the literature on middle-managers in schools is,” extremely limited, and efforts to fill this would advance current leadership research”, Heng & Marsh, (2009, p.527). Another gap in the leadership literature is the lack of specific research in middle-leadership in high schools. The present study seeks to explore the induction experiences of newly-promoted HoDs in high schools in the Umlazi district in South Africa. My study suggests therefore that an understanding of induction experiences of middle-leaders (HoDs) in high schools could serve to contribute positively to the leadership literature on middle-management in South Africa.

## **2.6. The importance of induction**

### **2.6.1. Integration**

Bush & Middlewood (20005, p.142) lists three main purposes of Induction. Firstly, induction helps in the socialization of the new teacher in to the school. Induction helps the new teacher to become part of the organisation. Induction enables effective integration of new staff members into the school (Taylor, 2010). Induction as a formal programmes organized by school makes the

new member of staff to “understand core values and beliefs of the organization”, (Bush & Middlewood 2005, p.142). Induction helps the newcomers to understand what the school expects from them. They learn the system of communication at the new school. Thus induction process helps in the assimilation into the culture of a school of all new appointees (Rippen & Martin, 2006). An induction programme helps newcomers to understand the culture of the new school. Newcomers are assimilated through school based induction programmes. Nel, van Dyk, Schultz, Sono, & Weller (2004, p.252), state that, “the main purpose of induction is to assist the new employee in his / her integration into the organisation”. Through induction newcomers learn how to conduct assemblies and the accepted dressing code.

Newly-appointed HoDs get all the information about the organisation. This therefore helps the school to attain social and cultural continuity. One can therefore conclude that the continuous growth of all HoDs is attained through induction. Carrol (2006, p.112) further makes an assertion that induction, “support entry into a learning community”. Therefore, induction helps the new to attain social and cultural continuity. Thus the continuous growth of all teachers is attained through induction. Thirdly, induction programme help new members of staff to perform well, Bush & Middlewood, (2005) induction helps newcomers to understand the new system in the school. They know where and how to get teaching resources which can be used to improve teaching and learning. Norton (2008, p. 159) alludes to the foregoing by indicating that induction, “integrates effectively and efficiently new and experienced staff personnel into their role in the school system”. Therefore induction enables the effective integration into the organization of the new employees. The employee will have a better understanding of his / her role in the organisation. This will lead to high morale and high achievement.

### **2.6.2. Exposure to school culture**

Each school has its own culture which is unique. The new school system has its aims, policies, programmes, customs, personnel, lines of communication and mission statement. Every school has its own network of relationships and expectations. Newly-promoted HoDs have to adjust to the new culture in a short time frame. The newcomers have to adjust to the way the new school interacts with parents, how to conduct school assemblies, school uniforms, use of school

equipment and resources. Induction provides information about the school as a whole including its history, benefits and philosophy. It is therefore imperative that the leadership designs induction programmes that maintain the culture of the school. It is for this reason that newcomers should go through induction programmes that focus on the culture of the school. According to the PMDP manual, the principal should develop and maintain effective procedures and practices for induction.

An understanding of the culture of the new school is important as it helps new employees to adapt to the new environment. Induction is a nurturing process in which new employees develop positive attitudes towards the new school's policies, procedures, values and what is expected of them. Induction helps newcomers to know and understand the vision and the mission of the school. The vision contains the values, such as equality. All the newcomers should be familiar with the constitution and the bill of rights as enshrined in the Constitution and the Bill of Rights, Act No.108 of 1996. All newcomers should be familiar with the Batho Pele principles in the spirit of Ubuntu. The Department of Education (2000, p.30), advocates that, "a well organized school will have a carefully planned induction programme. This programme will help newcomers learn about the school. In particular, it ensures that they learn about the values, ethos and procedures at the school. It also ensures that the newcomers know what is expected of them, and help them to become members of the school." Therefore, induction helps newcomers to get to know the school staff, administrative procedures, rules and learners. Induction also helps newcomers to adapt to working in new teams.

### **2.6.3. Collaboration**

Induction also leads to a culture of collaboration in the organisation (Portner, 2008). The new employees interact with other employees both in the department and across other departments in the same school. I agree with this assertion as collaboration between teachers teaching the same subject help strengthen the design of lessons and the sharing of lesson ideas. Collaboration will also enable colleagues to share experience and advice. In the culture of collaboration, induction also brings direct classroom assistance. The new employee receives direct assistance on discipline and lesson planning which are normally the most common classroom management

problems for most new teachers. Most of the literature on induction is on newly-qualified teachers, showing that there is limited literature on induction of newly-promoted HoDs.

Induction therefore helps the new employee to perform well in the new job or new role. This is supported by Jablin (2001) who makes an assertion that one's socialization into an organization determines his / her success. Induction provides information about an organization which helps the newcomer to perform better. Induction for the newcomer helps him / her to focus on the task which leads to better performance. In the same vein, Wong (1999), states that, well-structured induction programmes help new employees to become effective. The newcomers know where the resources are, and how to use them for the benefit of the learners. Feuman-Nemser (2003, p.141) stated that, "initial experiences are vital to the creation of a strong foundation which leads to quality instruction". Kelley (2004) says induction programmes are more important because the novices, fresh from their studies bring the latest research and theoretical perspectives to bear on their practice where it is tested by both novice and veteran practitioners. Newly-promoted HoDs from other schools bring in different experiences which can be tested in a new school.

Such professional discussions help articulate the goals and values of the organization and improve the community's best practices. Commenting on the effects of induction Logersoll (2004) cites a number of studies which seem to provide support that induction programmes lead to high morale and help retain new teachers. Therefore, induction builds and strengthens the knowledge that teachers have. This is further supported by Norton (2008, p.159) who says induction, "identifies the specific talents of each employee and builds these abilities into the overall educational team".

Thus induction allows for job satisfaction. High job satisfaction keeps the new members in the job and lowers absenteeism levels for all the newcomers. Norton(2008,p.165) states that "Induction results in a reduction of turnover rates, improved job satisfaction, higher levels of job performance and less time spent on remedial approaches" induction provides information which can be used to get better results. This motivates the newcomer to stay for a long time in the school. Portner (2008,p.115), also argues that, induction provides supervision to the new member of staff. Thus induction helps the new member of staff in the "design and implementation,

curriculum alignment skills of novice teacher providing assistance when necessary. The new member gets suggestions on lesson preparation and all manner of curriculum support”.

## **2.7. Empirical studies on middle leadership**

I have selected studies on middle-management for comparison and analysis. The first study is by Turner (2000) on learning about leading a subject department in secondary school. The second study is by Bush & Oduro (2006) on school principals in Africa: preparation, induction and practice. The third study is by Heng& Marsh (2009) on understanding middle-leaders: a closer look at middle-leaders in primary schools in Singapore. These studies explored competencies, preparation and training of HoDs, the role of HoDs and induction and preparation for new principals. In this section, I will try to highlight issues that emerge which are related to my study on induction experiences of newly-promoted HoDs in the Umlazi district in South Africa.

The first study presented was conducted by Turner (2000). This study was on the preparation and training of subject Heads of Department in secondary schools in Wales. The main issue which comes up in this study is the importance of HoDs attach to the way in which they learned about the HoD role through both professional and organizational socialisation. The main focus is on the training and preparation for the role of HoD. This point to their learning from their experience in the post (organizational socialisation).The study also highlighted the responsibilities of HoDs in England and Wales. These include, “organization of resources in the department, monitoring classroom practice, appraising departmental staff, ensuring that the curriculum is continually updated and providing training opportunities for all department staff”, (Turner, 2000, p.1).

This literature shows that subject leadership is a demanding role. The study therefore sought to find out if the ad hoc training which HoDs received would be adequate for such a demanding role in the school system. The literature also shows that most HoDs in England and Wales are promoted, “without any systematic formalized training”, (Turner, 2000, p.2). The same scenario is true for South Africa, where, Mathibe (2007, p.529) writes that, “any educator can be appointed to the office of principalship irrespective of the fact that he / she had school



management or leadership qualification”. The study also found out that for learning to be effective, HoDs are required on the job. This evidence supports the view that even HoDs need support through a systematic induction programme. My study shall focus on induction experiences of newly-promoted HoDs in the Umlazi district in South Africa.

It is important to note that the study by Turner (2000) was a case study which used semi-structured interviews as a research instrument to get data from 36 HoDs. The 36 HoDs were from 10 secondary schools in Wales. My study on the induction experiences shall also use semi-structured interviews as the, “respondents answer the same questions, thus increasing comparability of responses”, (Cohen, Manion& Morrison, 2009, p.349).

The second study presented was conducted by Bush & Oduro (2006). This study was on the preparation, induction and practice of new principals in Africa. The study highlights that there is rarely any formal leadership training for principals on the continent. This is a departure from the first study by Turner (2000) which focused on HoDs. The study also highlighted that, “throughout Africa there is no formal requirement for principals to be trained managers”, Bush & Oduro (2006, p.362). This is true in countries such as Kenya, Ghana, Zambia, Nigeria, Botswana and South Africa. It is pleasing to note that there are efforts to change this scenario in countries like the Seychelles, where there is a training programme by the Ministry of Education in partnership with University of Lincoln (UK) to provide training for close to a 100 principals at Masters Level. Another exception in the leadership literature is training programmes in Ethiopia and South Africa. Most literature on middle-management now focuses on training programmes and there is little evidence of formal induction occurring in the education systems across the continent of Africa. It is for this reason that I want to fill this gap by embarking on a study on induction experiences of new HoDs in South Africa. Bush & Oduro (2006) conclude that principals receive little or no induction when they are appointed principals. This is significant because the very principals who do not receive induction are expected to induct the newly-promoted HoDs.

In their study, Bush & Oduro (2006) use the survey method, carried out with a total of 100 school principals. It is important to note at this stage that this study is a compilation of many

studies from many countries across the continent of Africa. My study on induction shall focus on the experiences of newly-promoted HoDs on a much smaller study unit in the Umlazi district in South Africa. My study shall use a case study methodology, as it does not attempt to generalize its findings with other studies.

The third study presented in this chapter was conducted by Heng & Marsh (2009). This study sought to find out the roles of middle-leaders in primary schools in Singapore. The main focus of this study was the middle-leaders' understanding and experiences in leading learning and teaching. It sought to highlight the experiences which were envisaged to clarify their professional role to bring about change and improve schooling. The middle-leaders in this study noted the importance of developing knowledge about their jobs (professional socialisation) and the advantage of understanding their colleagues and the environment in which they work (organizational socialisation).

This study also points to the need for more research in the area of middle-managers, especially the HoDs are key role players in overseeing teaching and learning. In contrast to the primary school focus in a study by Turner (2000), my study shall focus on induction experiences of newly-promoted HoDs in high schools. The existing research (Turner, 2000; Heng & Marsh, 2006) has been based predominantly on the case study methodology. However, the study by Bush & Oduro (2006) was a survey involving 100 principals.

The most common research methodology was the case study. These case studies used interviews and focus group discussions to get the data. The survey was carried out through the use of questionnaires. My study on the induction experiences of newly-promoted HoDs shall use the case study design and semi-structured interviews as the research instrument. It is important to take note that the survey was used where large numbers of participants were involved.

Heng & Marsh (2009, p.528), used the thematic analysis framework to analyse their data. "This allowed emergent themes to develop along an a priori framework that consisted of existing themes based on the literature". In my study, I shall interpret data through the framework

analysis which is also based on a priori themes from the literature. This data analysis framework also uses themes that emerge from the data collected from the semi-structured interviews.

All the studies highlighted (Turner, 2000; Bush & Oduro, 2006; Heng & Marsh, 2009) were carried outside South Africa. The study by Turner (2000) was carried out in the developed world. The study by Bush & Oduro (2006) was carried out in some African countries. The study that was conducted in South Africa by Mathibe (2005) focused on school principals and middle-managers (HoDs). Therefore there is need for more detailed research on middle-management in South Africa. Another gap in the literature on induction is the lack of specific research on HoDs in high schools. My study shall focus on the induction experiences of newly-promoted HoDs in high schools in the Umlazi district in South Africa.

The study by Heng & Marsh (2009) was conducted through focus group discussions for 12 participants. I find this research instrument not suitable for my study because I focused on only three participants. However, I used face-to-face, semi-structured interviews in study which was appropriate for the small group of participants. Most studies presented in this study (Turner, 2000; Bush & Oduro, 2006; Heng & Marsh, 2009) used the qualitative approach in the interpretive paradigm. This is the research approach that I also used in my study on induction experiences of newly-promoted HoDs in the Umlazi district in South Africa.

## **2.8. Theoretical framework**

The theory that informs the present study is presented in this section. One of the most influential theories of how members of an organization learn about its systems and procedures is the contingency theory of socialization by Feldman (1976). According to Ardts, Jansen & van der Velde (2001, p.159) socialization is, “a learning process that consists of a number of phases...an anticipatory phase, an encounter phase, and an acquisition phase”. Feldman (1976) believed that the contingency theory focused on socialization process of individual newcomers into an organisation. In my study on induction experiences of newly-promoted HoDs, I focused on the experiences of three individuals new to either a position or a school. This theory clearly shows the activities that the individual newcomer participates in at each stage or phase. The theory has

process variables that indicate progress of the newcomer throughout the socialization process. It is important to note that the theory focuses on the ways in which the individual newcomers learn about the organisation. Newly-promoted HoDs as newcomers at a school or newcomers as Heads of Department at the same school where they have been working as teachers have to learn and adjust to the culture and values of the new school or department.

The first phase of the contingency theory is called anticipatory socialisation. In this phase, learning takes place before the newcomer enters the organisation. That is why this stage is also called pre-arrival. Unfortunately in South African schools we do not observe this phase, even though as a researcher I feel it is important. I feel that this stage is crucial in preparing the new appointee for his / her appointment. The individual newcomers have their own expectations about the organisation. The first variable at the anticipatory phase is called realism. This is the extent to which individual newcomers have a full and accurate knowledge about life in the school before they enter the organisation. Realism shows how successful newcomers have completed the information sharing and evaluation stage of the socialization process.

The second variable at the anticipatory phase is called congruence. This indicates the level at which resources, individual needs and skills are mutually satisfying (Feldman, 1976). It is important to note that these two variables should be met before the new HoD takes up the post. My study shall not focus on the anticipatory stage as induction mainly occurs after the arrival of the new appointee to take up the post.

From the anticipatory phase, the newcomer enters the second phase of the contingency theory called the accommodation phase. This is the phase in which the newcomer, sees the true picture of the new organisation. My study on the induction experiences of newly-promoted HoDs shall focus on this phase. According to this theory, the newcomer learns to be a full and active member of the organization through learning new tasks. The learning process helps to clarify the role that new HoD should play in the organisation. It is in this stage that a newcomer establishes interpersonal relationships (collegiality) with subordinates and supervisors (managers).

Induction of the newcomer is done in the accommodation phase. It is in this stage where newcomers have anxieties such as feelings of isolation, loneliness and have performance anxieties. Feldman (1976) identifies four process variables in the accommodation stage. The first process variable in the accommodation phase is called initiation to task. This variable measures level of success of the newcomer at learning new tasks of the new job. The second variable in this phase is called initiation to the group. This variable measures the level of acceptance of the newcomer by subordinates and supervisors.

The third variable in the accommodation phase is called role definition. This refers to the tasks the individual newcomer has to perform in the new organisation. Newly-promoted HoDs partake of new tasks as middle-managers. Induction processes help the individual newcomer to define his / her role through knowing accurate job descriptions. The fourth variable is called congruence. Congruence refers to the match between resources provided and the progress of the newcomer. Evaluation is done by both the newcomer and the supervisor. Therefore, the induction process covers all the four variables. Induction is part of the socialization process which is long term in nature. My study shall use the accommodation phase of the contingency theory as the theoretical framework.

The contingency theory on socialization is based on a number of assumptions. The first assumption is that organizational socialization brings in anxieties on the part of the newcomer. These anxieties include feelings of isolation, loneliness and performance anxieties. Secondly the process of socialization does not occur in a vacuum. Newcomers learn and get feedback from every member of staff. The third assumption is that the way in which individual newcomers adjust is similar. My study on the induction experiences of newly-promoted HoDs is an attempt to find out if the induction experiences are similar, and if all newcomers go through some anxieties. Finally, the theory makes the assumption that any theory should not be specific to certain people, organization and roles. That is why it is called a contingency theory.

## **2.9. Achieving competence**

Induction helps new employees to perform well in his / her new post or school. For the new employee to perform well in his / her new post or school, he / she goes through three stages. The first stage involves getting familiar with the new place. This helps reduce the initial shock about the demands of the new job. This stage is mainly covered by induction. The second stage is called relearning. This is the induction stage. In this stage the learned skills are applied to the new job or new role. The third stage is when the newcomer becomes effective by applying learned skills (divestiture tactic).

Commenting on how induction helps new employees achieve high competence, Feumann-Nemser (2003) state that induction is vital in the creation of a strong professional base which leads to quality instruction and consequently high competence levels. The improved performance by the newcomer will improve even the performance of the whole school. Induction helps the school to improve the pass rate. Induction of HoDs helps improve teaching and learning in a school as the HoD is the curriculum manager in the department. This is in line with the assertion made by Nel, van Dyk, Schultz, Sono & Werner (2004, p.252) when they say, “in addition to impacting on their morale and to remaining within the firm, it also affects the firm’s productivity, as well as its ability to maintain a competitive edge”. Induction helps the new member of staff to understand what the new organization regards as acceptable performance. Thus induction makes the new member of staff to be part of the school and he / she becomes productive and effective at a faster rate.

## **2.10. Conclusion**

This chapter has reviewed the literature relating to induction. It gave the different definitions of induction. Over the years the definitions have evolved to more inclusive ones, which show that induction is for all newcomers at different levels of the school hierarchy. The chapter showed that the main purposes of induction have to do with integration, high competence and instilling school values and culture. Three studies were analysed and the contingency theory of

socialization was chosen as the theoretical framework highlighting its relevance to the study. In the next chapter the study focuses on methodology and research design.

## **Chapter three: RESEARCH DESIGN AND METHODOLOGY**

### **3.1. Introduction**

Chapter Two presented the review of literature relating to induction. The contingency theory of socialization was also presented as the theoretical framework. This chapter presents a discussion of the research design and methodology. This chapter covers the research methodology, interpretive paradigm, qualitative research, case study and interviews as the research instrument. It is in this chapter where I describe the research site. I also explain how access to the sites was gained. I then present the sampling procedure that I used followed by my choice of participants. Then I present the following, ethical considerations, limitations, reliability and validity, and data analysis. Finally, I present a conclusion to the chapter at the end.

### **3.2. Research methodology**

Cohen, Manion& Morrison (2009), make the assertion that the aim of methodology is to understand both the process and the results of the research process. The methodology chosen should be appropriate so as to get the intended results. This study is in the interpretive paradigm.

### **3.3. Research paradigm**

This study on the induction experiences of newly-promoted HoDs is located within an interpretive paradigm. The interpretive paradigm believes that there many realities of truth. Epistemologically, knowledge is socially constructed by the participants and researchers in the research process. In an interpretive paradigm, “theory is emergent from particular situations”, (Cohen, Manion& Morrison, 2009, p.22). In this study themes and not theory come out of the research process. These themes are analysed from the perspective of the participant and not the researcher. According to Newman (2000) qualitative research has the following characteristics. Firstly, data is in the form of words as transcribed data from the face-to-face, semi-structured interviews. To get the data the researcher follows procedures which are very clear. The data is



analysed by extracting themes from the transcribed data. Data analysis provides coherent and consistently clear picture about the topic of the research process.

### **3.4. Qualitative approach**

A qualitative approach focuses on describing and interpreting actions and behaviour of the participants in a natural setting (Creswell, 2003). The main aim is to get an in-depth description and understanding of actions and events. In this study, the participants are newly-promoted HoDs who are interviewed in their offices at their respective schools. Focus is on description of the context, circumstances and feelings of participants (De Vos(2002). In a qualitative approach the focus is on the feelings of participants. In my study on induction experiences of newly-promoted HoDs, the feelings of participants came out of the face-to-face, semi-structured interviews. This is in line with the view of, Cohen, Manion & Morrison (2009, p.467), when they say that qualitative approach, “involves making sense of data in terms of participants’ definition of the situation.” This study focuses on the feelings and experiences of the participants during the induction process. Therefore, the induction experiences come out as words and not in numbers, Murray & Berglar (2009). In this study, data was collected in words and not in figures, as figures could not describe the participants’ feelings or experiences. The participants’ words or narrations were used to describe induction experiences of the newly-promoted HoDs in theUmlazi district. Ontologically, qualitative research shows the cause and effect relationship between structures and objects. In my study the effect of the management of a school on the induction of new HoDs is important. According to the Personnel Administrative Management(PAM) document it is the responsibility of the school principals in South Africa, to develop training programmes which are school based and school focused for all newcomers into the school, Employment of Educators Act 76 of 1998.

### **3.5. Casestudy**

This study used a descriptive case study to narrate induction experiences of three newly-promoted HoDs in the Umlazi district. A case study is described as an intensive study of a specific individual or context (De Vos, 2002). There are three types of case studies. Firstly an

exploratory case study; which act as a pilot to other studies. The second type of case study is called a descriptive case study which focuses on the narration of events. The third type of case study is called an explanatory case study which focuses on testing theories. This study shall use a descriptive case study to narrate induction experiences of newly-promoted HoDs in the Umlazi district. This case study is not a pilot to another study and it focuses on the induction experiences of the newly-promoted HoDs. The focus shall be on the process and is not done to test any theories. I therefore use a descriptive case study to desc on the outcome (Henning, 2004). The case study method shall be used to answer the questions, how are the newly-promoted HoDs inducted in the Umlazi district, and what are their induction experiences if any, of newly-promoted Heads of Department in the Umlazi district?

According to Creswell (2008), in a case study the case can be a single teacher or several teachers. In my study, I will focus on three (3) newly-appointed Heads of Departments in 2 schools in the Umlazi district, namely Jabulani and Sebenza High schools. This is in line with the assertion by Maree (2007, p.5) when he states that, “case study does not necessarily mean that one site is studied.” This district is chosen because of easy access as I am teaching in this district and there were several recent appointments of new Heads of Department.

According to Cohen, Manion & Morrison (2009, p.254), case studies provide, “thick description of participants’ lived experiences. Events and situations speak for themselves.” I shall use the case study because of flexibility and rich descriptions of the newly-promoted HoDs’ lived experiences. The case study method allows the participants to shape the interview process. Cohen, Manion& Morrison (2007) states that case studies strive to portray what it is like to be in a particular situation and to provide a thick description of participants’ lived experiences, thoughts and feelings for a situation. The newly-promoted Heads of Departments’ narrations of events were used to compile their induction experiences. According to Cohen, Manion& Morrison (2009, p.256), case studies; “catch unique features that may otherwise be lost in larger data.” This study is an in depth study which involve only three newly-appointed heads of departments. Therefore, the study can be undertaken by a single researcher. This is in line with the assertion by Cohen, Manion& Morrison (2007, p.256), when they write that, “case studies, can be undertaken by a single researcher without needing a full research team.”

However, the researcher is aware of an inherent subjectivity in using a case study as a method. The case study approach relies heavily on personal interpretation of the data and this can cause the data to lack objectivity. I had to verify the data collected by listening to the tapes together with the participants to check on the accuracy of the recordings so as to avoid being subjective. I also sent back the transcripts to the participants for them to verify if what I had transcribed was a true reflection of their induction experiences. This process gave me the opportunity to redefine the analysis and check the reliability of the findings.

### **3.6. Research instruments**

#### **3.6.1. Interview**

The research instrument used was an interview. An interview is defined as, “a two way conversation in which the interviewer asks the participant questions to collect data and learn about ideas, beliefs, views, opinions and behaviors of the participant” (Maree, 2007, p.87). I used an interview so as to get the induction experiences of newly-promoted HoDs in the Umlazi district. According to Maree (2007, p.87), “the aim is to see the world in the eyes of the participant”. Vos, Strydom, Fourche & Deport (2002) mentioned that in general, qualitative researchers use semi-structured interviews to gain a detailed picture of a participant’s beliefs, perceptions or accounts of a particular topic. I used semi-structured interviews in this study. I had to ask questions, probe for clarifications during the face-to-face interviews. “The writer probed and sought clarifications from the participants to express themselves at length”, Coleman and Briggs (2002, p.149). I then drew up an interview schedule. This schedule acted as my guide during the interview process although I was not dictated to by it. Then I also drew up interview notes which enabled me to make a summary of each participant’s induction experiences during the interviews. I was careful not to over transcribe during the interview process.

### **3.6.2. Semi-structured interviews**

I used semi-structured interviews. In a semi-structured interview, “the participant answers a set of predetermined questions,” (Maree, 2007 p.87). I was able to probe and seek clarifications from the participants. The semi-structured interviews, “allows for participants to express themselves at length”, Coleman & Briggs (2002, p.149). In this study I interviewed the participants for close to thirty minute in their offices. I started by writing letters to the participants asking for their informed consent for participating in the study. Each participant read the letters and then I personally explained the purpose of the study to them. I informed them that their views would be kept in confidence and they were free to withdraw from the study at any time.

### **3.7. Research site**

The research for this study was done at two sites namely Jabulani and Sebenza high schools in the Umlazi district. The total enrolment of the learners at Jabulani High school is more than one thousand from grade eight to grade twelve. The population of learners consists of only black African learners. The staff establishment is 34, two deputy principals and four Heads of Department. Out of the four Heads of Department, two of them were promoted to the post in the last six months. The two newly-promoted Heads of Department are in charge of science, computers, mathematics and humanities. The focus of this research is to explore the induction experiences of these newly-promoted Heads of Department. Sebenza high school is situated in a rural background also in Umlazi district. The total enrolment is 1500 learners from grade 8 to grade 12. The learner population consists of only black African learners. The staff establishment is 56, two deputy principals and five Heads of department were promoted in these last six months and the last on to be promoted is in charge of the humanities department. The staff complement consists of both local and expatriate teachers from Europe. The focus of this study is on the induction experiences of the new Head of Department.

### **3.8. Sampling procedure**

According to Maree (2007, p.79) Sampling refers to the process used to select a portion of the population for the study”. It is not possible to do a study involving the whole population. Qualitative research involves smaller sample sizes (Maree, 2007). In this study, a small sample of three (3) newly-appointed Heads of Department in the Umlazi district was adopted. According to Maree (2007, p.79), Purposive sampling means that “participants are selected because of some defining characteristic that makes them the holders of the data needed for the study”. In this study the participants selected were newly-promoted. McMillan & Schumacher, (2001, p.400), says “Purposeful sampling is done to increase the utility of information obtained from small samples”. In this study, three (3) newly-appointed Heads of Department were chosen as research participants. These three Heads of Department were knowledgeable and informative about the phenomena under study (McMillan & Schumacher, 2001). In this study a small sample is used because qualitative research “usually involves smaller sample sizes (Maree, 2007, p.79).

In this study, stratified purposive sampling was used. Stratified purposive sampling refers to the “selecting participants according to pre-selected criteria relevant to a particular research question”, Maree (2007, p.79). The criterion for one to be selected to be a participant in this study was the fact that one had to be new Head of department who had been promoted in the last six months in the district. This study explores the induction of experiences of three newly-promoted HoDs in the Umlazi district.

#### **3.8.1. Snowball sampling**

I also used the snowball sampling. According to Maree (2007), snowball sampling refers to a sampling method which uses participants who have already been identified to find other people from the population who can be used in the research. Snowball sampling is also called chain referral sampling. I started by identifying two newly-promoted Heads of Department as my first two participants. Then I asked these two participants to identify one more newly-promoted Head of Department whom they had contact with at the induction workshop organized by the district. This participant had to be one who was working in Umlazi district for easy access. Therefore, I

identified two new Heads of Department at Jabulani high school by purposeful sampling and another new Head of Department at Sebenza high school through snowball sampling.

### **3.9. Data analysis procedures**

The data that had been collected was analysed through the framework analysis approach. According to the Lacey & Luff (2001, p.9) framework analysis, “provides systematic and visible stages to the analysis process, so that readers can be clear about the stages by which the results have been obtained from the data”. These stages can be done in a linear fashion. The researcher collected all the data before data analysis could begin. Framework analysis is the most appropriate to my study on induction experiences, where data collection and analysis were done in a short time scale. According to the framework analysis approach data is analysed based concepts that emerge out of the data and a priori concepts from the literature relevant to the study.

After the interviews, I transcribed all the data from the three participants. After transcription I gave each interview a number (1; 2; 3). Then I gave all three participants pseudonyms, namely Bongani, Philani and Thulani. Then I removed names of schools, mentors, school principals and other colleagues from the transcripts so that the information could not be traceable back to them. This was done to keep all information confidential as part of ethics in research.

Then I listened to the tapes over and over again so as to familiarize myself with the data. Then I read and re-read the transcripts. After that I made memos of the data before I got started with the formal data analysis process. I started the formal data analysis process by allocating codes to the data. Some of the codes came from the most occurring words in the three transcripts per question, such as ‘anxious’. I framed all the codes from the data and then chose some codes from the literature (a priori concepts) such as “mentor support”. From the identified codes I then formulated broader categories. Then I came up with the themes that were, “emerging” from the categories. These themes were used to make descriptions and to interpret the data on the induction experiences of newly-promoted HoDs in the Umlazi district.

### **3.10. Ethics in research**

I sought the permission and the voluntary participation of Heads of Department. Permission was also sought from the Department of Education to carry out research at Jabulani and Sebenza high schools. Finally, I wrote a letter to the University of KwaZulu-Natal, research office asking to carry out this study. Then I informed the participants about the purpose and intended use of the data. The participants agreed to participate voluntarily and they signed consent forms to show that they had agreed voluntarily to participate in the study. Their agreement was based on full and open information. This was done in order to encourage free choice of participation. The identities of participant were kept anonymous. All the information was kept in confidence and no information can be traceable back to the participants, as the writer used pseudonyms. McMillan & Schumacher (2001, p.421) say, "Use of imaginary locations and disguise features of settings in such a way to make them appear similar to several possible sites". McMillan & Schumacher (2001) also point to importance of using code names Bongani, Philani and Thulani. The two high schools were code named Jabulani and Sebenza high schools. I informed the participants that they were free to withdraw their consent and to discontinue participation in this study at any time. The participants selected the interview times and places (McMillan & Schumacher, 2001).

Then I interviewed the participants in their own offices, not in interview rooms. This was done because all their information was kept in their offices. I recorded data obtained through the face-to-face, semi-structured interview on tape recorder. The writer then transcribed the data from the tape, after transcription the data was organized and presented according to emerging themes. The data or responses from each participant were grouped according to the interview question. The data was analysed into themes. The data also analysed connection with the literature review and theoretical framework .I made a pledge to give a copy of the final copy to the participants. If the results are to be published I have to seek the permission from the participants before doing so.

### **3.11. Limitations of the study**

My study was limited by the unavailability of many participants for the study. My original plan was to interview six HoDs from more than two schools, so as to get different induction experiences. However, those who had been recently promoted were located far and wide, it was therefore difficult and expensive to travel to all sites. All the three participants were interviewed during lunch breaks. This meant that time was limited. Participants were interviewed during lunch breaks and as a result time was limited. Participants chose the times and venues that were convenient for them. All the interviews were held in the offices of these newly-promoted HoDs. Having interviews in their offices helped save time as all their documents were kept in these offices. However, there were constant disruptions during the interviews by some teachers who came for resource materials even if they had been informed about the interviews in advance. At one of the school a certain teacher came to ask for car keys as they were in the same Lift club. These constant disruptions were a threat to reliability of the findings. The researcher had to repeat the questions where it was necessary.

### **3.12. Validity and reliability**

According to Lacey & Luff (2001, p.22) reliability in qualitative research is on, “the emphasis on reliability of methods employed”. The researcher has described how the data was collected, coded, categorized and the themes that emerged were then used to analyse the data. These themes were also contextualised with the relevant literature. The researcher also used the exact words used by Bongani, Philani and Thulani during the interviews to analyse the data. This helped to check the accuracy of both the recording and the analysis of data. The researcher had to take time to listen to the tape with the participants, to check the accuracy of the recording of the data. The participants were also given transcripts of the interview to check on the accuracy of recording of the data before the actual process of data analysis. This activity helped to ensure the validity and reliability of the research process.



### **3.13. Conclusion**

The research methodology procedures described in this chapter are as follows: the research study is in the interpretative paradigm which uses a qualitative approach. The method used is a case study of 3 newly-appointed Heads of Department in Umlazi district. The 3 participants were selected from two high schools using stratified purposive sampling and snowball sampling. This was done so as to get induction experiences newly-appointed Heads of Department in the Umlazi district. The 3 participants were selected from 2 high schools using stratified purposive sampling and snowball sampling. Data was analysed using the framework analysis approach.

## **CHAPTER 4: PRESENTATION OF FINDINGS AND DISCUSSION**

### **4.1. Introduction**

In the previous chapter I have presented the research design and methodology. The aim of this study was to explore and understand the induction experiences of newly-promoted Heads of Department in the Umlazi district. In this chapter, I present the findings of my study of induction experiences of newly-promoted Heads of Department in the Umlazi district. This chapter also focuses on the analysis, findings and discussion of data. In chapter Two, the researcher conducted a literature related to induction which was then used to contextualize the findings in chapter Four. In this chapter, the researcher provides a detailed discussion of the results of the data, quoting the actual words used by the participants in the semi-structured interviews as evidence.

The research question that guided the study:

What the induction experiences are of newly-promoted Heads of Department in the Umlazi district?

### **4.2. Participants' biographical information**

The participants were newly-promoted Heads of Department in the Umlazi district. All the participants were from two high schools. The first high school was code named Jabulani and the second high school is known as Sebenza high school in this study. The participants were all given pseudonyms so that the data could not be traceable back to them. These pseudonyms include Bongani, Philani and Thulani.

Bongani is 34 years old and a single man. Bongani holds a Diploma in Education. He has been acting Head of Department for over 12 months. Philani, the second participant is 39 years old. He is also single and has a Bachelor of Education degree. He was promoted to be a Head of Department since June 2011. Thulani is 37 years old and currently the Head of Department for

humanities. He has been in an acting capacity since October 2010, in the same school. All the three Heads of Department were promoted by the Department of Education in June 2011.

Data presentation is presented under the following sub headings derived from the research questions:

Induction experiences of newly promoted Heads of Department

Induction programmes

Curriculum for the induction programmes

Support provided to the newly-promoted Heads of Department.

### **4.3. Induction experiences of newly-promoted Heads of Department**

#### **4.3.1. Worrisome thoughts**

The study revealed that participants had different experiences with regards to induction as newly-promoted Heads of Department. They mention feelings such as anxiety due to uncertainty and not being sure of what is expected of them; confusion and stress that come with being promoted to a new position and low morale. Both positive and negative experiences emerged. The positive experiences included the excitement of being promoted to a new position, the salary adjustments and being a member of the elite School Management Team (SMT). However the negative experiences like not getting support or any form of induction dampens this excitement.

Bongani highlights the challenges that he experienced at the beginning. Bongani describes his main experience of induction as being that of excitement. He describes his experiences as a new Head of Department promoted in the same school like this:

*“I was very excited. It was my first time becoming a Head of Department. Although I had some very scary moments just to lead people, some who were older than you. But I knew what I had to*

*do.” “Things were hectic at the beginning. You soon get acclimatized to the situation. I was not very confident at first.”*

Bongani was not the only one who experienced anxiety. Philani also related his experience as that of nervousness. This is what he had to say about induction experience as a newly-promoted Head of Department promoted from another school.

*“I was a bit nervous, not knowing what type of people I was going to meet. I was anxious to know if they were going to accept me. I did not know whether that would be easy for me to get along with them, their expectations, or attitude, since I was a newcomer here. But as I was introduced to them, they showed themselves as people who are very receptive to me as their colleague and brother. They even told me to feel at home. It seems like I have been here for a number of years. So I never felt any difficulties. However my new colleagues were very receptive.”*

However, Philani mentioned that his colleagues were very receptive. It became apparent that the experience is not the same if you are promoted to a new position in the same school or even when you were acting in the same position. Thulani reported that he was scared when he first came in to the school. Thulani describes his unique experiences as a Head of Department promoted in the same school where he was in an acting position:

*“It was a bit scary since I was working among people of the same level. Now things had to change because I was now their senior, so the way I conduct myself was going to be different as it was before”.*

Thulani’s experience shows that he was scared because of his new role that he had to feel. He says he knew the people whom he was working with. It became apparent that he needed induction to be able to work with people whom he already knew. As a new HoD he needed professional knowledge about the new role. According to Robertson (2003) induction provides newcomers with knowledge so that they can conduct their duties well. This shows that the school based and school focused induction programmes differed with schools. Mathibe (2005) says that in South Africa induction programmes are fragmented and not co-ordinated. However, the findings of this study showed that newly-promoted HoDs were inducted when they took over

their new appointment. At first newly-promoted Heads of Department were not confident enough. They were worried about the kind of reception they would receive and some had performance anxieties.

#### **4.3.2. Induction programmes**

Findings suggest that induction is seen as a once off event by the Department of Education. From the findings of this study formal induction programmes were in the form of workshops. Both Bongani and Philani were in agreement on the length of the induction programme. This was a once-off programme. Bongani commenting on the induction programme had this to say,

*“The induction workshop took three days. It started on Friday and we completed on Sunday.”*

Philani also makes the same remark when he says,

*“The Department of Education issued us with invitations to attend an induction workshop for about three days.”*

The findings of this study shows that in the Umlazi district, newly-promoted Heads of Department are inducted in once off formal programmes organized by the Department of Education. It may be argued that findings point to clear evidence that all new Heads of Department in the Umlazi district go through an induction programme. Integration of the new HoDs is done through first hand experiences, modeling (learning by observing mentors), and through mandatory induction programmes. The mandatory programmes are organized as once off events and not as a process.

All newly-promoted Heads of Department who participated in this study learnt a lot about the culture of the school from the school principal and mentors who were senior members of the organisation. The support provided by the mentors helped the newly-promoted HoDs to learn about the values, norms, beliefs and traditions of their respective schools. Van Maanen & Schein (1979, p.211) argue that, “new members must be taught to see the organization world as do the

more experienced colleagues if the traditions of the organization are to survive”. It is through the socialization process that newcomers inherit the culture of the organisation.

Induction experiences take several dimensions. Most of the participants in this study had both individual and collective socialization experiences. They experienced induction together as a group when they went through the induction programme organized by the Department of Education. The induction programmes organized by the respective schools offered individual socialization experiences. The new Heads of department had shared induction experiences on both formal and informal levels on a daily basis. It was clear that the new Heads of Department’s induction programme organized by the department of education was aimed at the professional socialization of these newly-promoted Heads of Department.

All the participants went through serial socialization processes through the induction programmes offered by the school. These programmes are not a once event but allows the new HoDs to go through a process. They were allocated a mentor. The mentor was a senior experienced member of staff, especially from the School Management Team (SMT), who assisted them in their new role or position as head of a subject department. The participants in this study went through formal socialization experiences.

Induction programmes include mentor programmes, policy handbooks and information manuals. An effective induction programme also includes support teams and workshops. It was clear that the Department of Education planned a formal induction programme for the newly-promoted HoDs in the Umlazi district. The findings of this study show that the induction programme organized by the district was a three day workshop. According to Mathibe (2005) in New York (USA) induction was offered not as three day workshops as in the Umlazi district but through half day seminars, called “Look before you leap”. Such programmes mainly focused on providing a smooth transition of new employees into their new roles or positions in the school system.

This is how Bongani describes the induction programme offered by the district. Induction was in the form of a workshop.

*“The Department of Education issued us invitations to attend an induction programme for about three days. In this workshop we were introduced in some of the roles and responsibilities of Heads of Department.”*

Bongani goes on to describe what they learnt in the three day workshop. This is how he describes his personal experiences of what they learnt in the induction workshop organized by the Department of Education.

*“We were inducted on legislation impacting on education. We also looked at co-operative discipline, the constitution of the school, governing bodies, and the school as an employer, curriculum management and policy on learner attendance”.*

Philani commenting on the same induction programme organized by the Department of Education in the district, had this to say,

*“We were introduced to some of the administrative tools, policies of the department, curriculum management and school development plan.”*

Commenting on the same issue the findings of this study show that Thulani had a different view in terms of the induction programme that he went through. These are the topics covered in the induction programme,

*“arranging classes especially when we are writing a test. those were the duties of leadership, to check on the work of colleagues especially lesson preps, moderating question papers, examination papers and tests.”*

The participants agreed that formal programmes of induction existed in the schools in the Umlazi district. The induction process was well structured in all the schools where the participants were employed. The participants were also shown copies of the school policies such as the code of conduct and the organogram showing the school hierarchy. Bongani reports that he was shown the organogram. He says:

*“I was shown the organogram first. Then the principal introduced me to the code of conduct of the school, as well as the general disciplinary handbook.”*

Philani reported that he was given a tour of the school, although it would appear that the other participants were left to discover the school facilities by themselves. Philani says:

*“Then the principal gave me a short tour around the school to see the physical buildings of the school, the classrooms, administrative centre, nearby sports ground that the school normally uses. It was during this tour that I was introduced to my new colleagues”.*

These findings show that induction programmes were offered by both the Department of Education and the individual schools. The content of the programmes offered by the Department of Education focused on job related topics (professional socialisation). The induction programmes offered by the school focused on the school as an organization (organizational socialisation). It is important to take note that induction was available only after the new HoDs had begun their jobs.

#### **4.3.3. Curriculum for the induction programmes**

The Department of Education in the Umlazi District organized formal induction programmes for newly-promoted Heads of Department. All new Heads of Department faced experiences of transferring to different locations or roles. The findings of this study show that the newly-promoted HoDs were introduced to topics that included curriculum management and administrative policies. Thulani’s experience of induction as offered by the district show the topics covered in the programme offered by the Department of Education. This is how Philani describes the topics covered in the formal three day workshop offered by the department in Umlazi district. Philani stated:

*“We were introduced to some of the legislations related to education, administrative tools and systems. Our core business, curriculum management, school development plans and financial management”.*



Bongani had similar views and experiences. This is what he had to say in relation to what was learnt in the same induction programme offered by the district.

*“This induction programme took three days. We were inducted on legislation impacting on education. We also looked at co-operative discipline, the constitution, and school governing bodies, the school as an employer. We looked at curriculum management, policy on learner attendance, strategic planning, school development plan, year plan, administrative systems. We also covered how to run productive meetings, roles and responsibilities of a HoD. We also looked at issues like bullying in the classroom, financial management, filing and record keeping and employee assistance programmes.”*

Philani related similar views on the contents of an induction.

*“There were various topics that were covered related to meet who are new into the field. We were introduced to some of the legislations related to education. We were introduced to some of the administrative tools and systems that we can use as new HoDs. We were told about our core business, which are the rules and responsibilities. We also learnt about the policies of the department, curriculum management, and school development plan. We also learnt about how we run the financial side of the school and administrative systems of the school”.*

Thulani highlights different topics covered by the induction programme run by the school. He says:

*“collecting the lesson preps from my colleagues. Arranging classes especially when we are writing tests. How to check the work of my colleagues, especially lesson preps, moderating question papers and memorandum”.*

This shows that induction is also provided in schools. The programme offered by the school includes orientation to the school, school organization (history of the school) and mentoring programmes. School principals often spearhead the internal induction programmes in the school system. This is what Bongani had to say about his internal induction programmes.

*“The principal of the school introduced me to the culture of the school. I was given information about the history of the school. The principal introduced me to the staff, learners and senior management of the school.”*

As a new Head of Department promoted to the post from outside the school, Thulani describes his experiences when he came into the school.

*“My principal inducted me a little bit on the things of how to run the department [policies, curriculum management, and the structure of the school]. My colleagues, especially other heads of department introduced me to other issues [assessment of educator and learner’s work] that I should do as a Head of Department.”*

Philani also received information about the school during the induction process. He went on to make an example of his own experience.

*“The principal of the school introduced me to the culture of the school. I was given information about the history of the school. The principal introduced me to the staff, learners and senior managers.”*

The findings suggest that all the three principals introduced the new HoDs to similar topics. Induction plays a critical role in exposing new HoDs to the culture of the school. According to Portner (2008) mentoring leads to a culture of collaboration. Collaboration between newly-promoted HoDs and their mentors enable them to share experience and advice.

#### **4.4. School culture**

As a new HoD promoted to the post from outside the school, Thulani shows the topics covered in the induction programme which are specific to a particular organization or school. This was a school based induction programme. The process is specific to a school in which the new Heads of Department are appointed to in Umlazi district. The new Heads of Department were exposed to the culture and values of the new school. Most of the participants show that induction programmes offered by the school focused on the history of the school. The history of the school

can also include school policies, vision, values and traditions. Commenting on the school culture, Philani says:

*“The principal of the school invited me to his office, He introduced me to the staff, to the general body of students just to be given an opportunity to know more about the history of the school. And I was given an opportunity to learn more about the physical structure of the school”.*

Philani gives similar sentiments on the induction programmes offered by the school by saying,

*“The principal introduced me to the culture of the school. I was given information about the history of the school. I was given the opportunity to know more about the physical structures”.*

#### **4.5. Support provided to the newly-promoted Heads of Department in the Umlazi district**

All new appointees need the support of colleagues, the School Management Team, principal and mentors. Any induction programme should provide support through teams such as the professional growth development team, SMT, colleagues and mentors. The findings of this study show that newly-promoted HoDs in Umlazi district were provided with assistance by the Department of Education, school management and mentors.

##### **4.5.1. Support provided to new Heads of Department by principals**

According to Smethem & Adey (2005) induction relies on the commitment of the top management, the school principal to be effective. The findings of this study show that newly-promoted Heads of Department were supported by the principal as the top manager of the school. Such assistance could be in the form of accommodation, transport or pedagogical skills. Bongani commenting on the supported he received from the school principal says,

*“In my school things were arranged in order, the principal and the colleagues were very supportive. I can say that they inducted me. They themselves had their school based induction programme because I was assisted in whatever bits and pieces of activity that I had to do. I was*

*given all the relevant documents to run the department. I was introduced very well to the staff. Surely I got all the support possible from my colleagues and principal”.*

Philani also talks about how he was helped with personal difficulties. Philani shows his appreciation of the kind of support he received in a new school as he was promoted from another school. This is what he had to say to show the support provided by the school principal in his new school by saying:

*“The principal of the school invited me to his office. Then he introduced me to the culture of the school. I was given information about the history of the school. I was told about how things are done here. The principal introduced me to the staff and to the general body of students. I was given the opportunity to learn about the physical structure of the school. He also introduced me to the general management of the school. Since I was coming from another school, my colleagues asked me if I had a place to stay. The principal of the school also offered me a place to stay in the school cottage. My colleagues offered me places to stay near their homes. I got 100% support from my colleagues.”*

Things were different for Thulani as compared to the other participants. He was promoted in the same school where he was teaching. He had different experience of the induction process as compared to the other participants. This is what he had to say:

*“Actually my principal inducted me a little on how to run the position that I was holding. He helped me a lot. My colleagues especially other HoDs from the other departments introduced me to other issues that I should look at as a Head of Department”*

These findings reveal that school principals took the lead in the induction process. The school principals were very clear in expressing their expectations to these new managers. All the three participants felt the support that was provided by the principal. Kemp & Nathan (1994) say that the most important guidance and support comes from the team leader. The principal is the leader of the school Management Team (SMT). The findings reveal that the principals as team leaders played an important role in the induction process.

#### 4.5.2. Support provided by mentors

A mentor is a person who is usually more experienced who provides support to his mentee or protégé. Support is provided through face-to-face interactions. Support provided is usually work related. The findings of this study showed all the participants received support which was provided by mentors to the newly-promoted Heads of Department. The findings of this study show that newly-promoted Heads of Department learn from their mentors who are senior managers in the high schools in Umlazi district. Bongani's experience of induction was that of support from the mentor provided by the school. This is what he had to say in relation to the support provided by mentors:

*“The post that I entered into was a post occupied by a person who got promoted to be a deputy principal in the school. So obviously she acted as a very supportive mentor. She is always by my side helping me with all the important components of management. She helps me with important sections, management pieces and the factors [assessment, strategic planning] that I have to know.”*

Philani experienced mentor support, and the mentor acted as his role model. The findings of this study show that all the participants had support provided to them through mentors during the induction process. This is what Philani had to say:

*“When I arrived I was given a particular person who was going to help me with much detail about how I must conduct my work. Apparently she became my mentor. She introduced me to how things are being done, administratively. She provided the tools that I was going to use when carrying out my duties. She provided that leadership role to me since she is a senior manager in the school.”*

Thulani also spoke about his experience of mentor support. He had similar experiences as the other two participants. This is how Philani shared his experiences about the support he received from his mentor.

*“My mentor supported me a lot. She is the one who told me a lot that an Head of Department is expected to do. She taught me on how to assess both educator and learner work. I know most of the things from her.”*

The new Heads of Department learned a lot of information about the school from their predecessors who were their mentors (organizational socialisation) Bongani highlights the important role played by his mentor. Bush & Middlewood (1997) state that, the mentor's role is to encourage and nurture his / her protégé. Mentors pass on insight derived from experience as senior and experienced members of staff.

#### **4.6.1. Collaboration**

The findings of the study suggest that induction of newly-promoted Heads of Department lead to a culture of support or collaboration. If new employees are supported they feel confident and are willing to contribute to the achievement of organizational goals. All the participants in this study showed that they were well supported and they were assigned to a mentor, who was part of the school management team (SMT). Thus most collaboration requires leadership to take a leading role in the induction programmes in the school. According to the Employment of Educators Act, Number 76 of 1998, one of the functions of the school principal is to assist new teachers develop educational objectives which suit the needs of their schools. The school principal as the chief executive officer of the school should provide a shared vision of the school. The vision should be underpinned by the history of the school and the principal should be a good role model to the new members of staff (Norton, 2001).

Bongani shows that by being provided with a mentor the school management provided support to the newly-promoted Heads of Department. According to the Employment of Educators Act, (1998) mentoring is used to facilitate induction. This is what Bongani said about the mentor provided to him by the management of the school,

*“She has been very supportive. She is always by my side helping me with important sections.”*

Philani echos the same sentiments when he says:

*“When I arrived I was given a particular person who was going to help me with much detail about how I must conduct the work administratively she provided the tools that I was going to use.”*

Thulani seems to be in agreement with the other participants when he says:

*“My mentor supported me a lot as she is the one who told me a lot of things that a head of department is expected to do.”*

The findings suggest that newly-promoted Heads of Department learnt to lead their departments by observing and getting support from people who led before them. The newly-promoted Heads of Department in the Umlazi district mentioned that they learnt to lead from their mentors and senior managers in their schools who were Heads of Department before them. Kemp & Nathan (1994) say that guidance and support comes from teams in which the new Head of Department works. They stress the important role played by the school principal as the leader in the induction process. Such teams include the professional growth development group, SMT or subject teams.

Thulani points to the positive influence of his mentor, by saying that he learnt a lot from his mentor:

*“My mentor supported me a lot. She is the one who told me a lot of things that a head of department is expected to do”*

Bongani seemed to be in agreement when he says:

*“The post that I entered into was a post that was occupied by a person who got promoted to be a deputy principal in the same school. So she has been very supportive. She is always by my side helping me with important sections.”*

All the new Heads of Department used the support of their predecessors to develop understanding of their new roles. The mentors were perceived as being very supportive. Bongani experienced some form of organizational socialization as he was promoted from outside the school.

#### 4.7. Assimilation

The Induction programme offered by the Department of Education in the Umlazi district enabled newly-promoted HoDs to experience the assimilation process. The findings of this study suggest that the principal played a vital role in the assimilation of the new HoDs into the new systems or schools. This enabled newly-promoted HoDs to be accommodated, assimilated and accelerated in their new roles and or new schools. According to Staniforth & Harland (2006) it is the responsibility of the school principal to support newcomers through all the stages of induction.

Bongani talks about the crucial role played by the school principal in integrating the newly-promoted Heads of Department by saying:

*“the principal assisted me so much in job related issues, especially as I was a new candidate or member in management”.*

Philani shares the same sentiments when he says:

*”The principal of the school invited me to his office. He introduced me to the culture of the school. I was given information about the history of the school.”*

Thulani brings in the important role of the school principal and the colleagues especially the other Heads of Department when he says:

*“My principal inducted me on the things of how to run the position that I was holding before [as acting Head of Department]. He helped me a lot and also other Heads of Department in the school offered me help.”*

Thus induction process helped the newly-promoted Heads of Department in the Umlazi district in the assimilation of the culture of a school. Wong (1999) states that well structured induction



programmes help new employees to become effective as they have full understanding of the new role or new school. This is what Bongani said when talking about his induction experiences:

*“I was given all the relevant documents to run the department and I was introduced fairly very well to the staff and surely I got all the support possible from my colleagues and the principal”*

The participants in this study were given the tools that they needed to perform their new roles. The principal helped them to join other members in the department so that they could perform their work (assimilation). Thus the principal as the on site manager led the new Heads of Department through their assimilation experience. This is further supported by Carrol (2006) who says induction fosters a better level of understanding between and among colleagues in relation to techniques and shared norms, beliefs and traditions. Thus reducing the psychological gap between what the new Head of Department expects and what he / she finds on the actual ground.

#### **4.2 RESULTS OF THE ANALYSIS**

The researcher started the analysis of the data by familiarizing himself with the data. Data that did not relate to the research questions was eliminated. The first step conducted was coding and categorizing the data (Schumacher and McMillan 2012). After coding and categorizing the data, similar patterns and concepts were grouped together to form themes in the analysis. The following themes were identified, namely supportive context, worrisome thoughts, induction programmes, curriculum of the induction programmes, and mentoring. I also used a priori concepts such as professional socialisation, organizational socialisation, collaboration, assimilation and school culture.

From the findings of this study, the principal, as the leader of the school should design and oversee the implementation of an induction programme. All the newly-promoted HoDs interviewed showed that they were supported in acquiring knowledge about how to run subject departments. Induction is an important component in the teaching of newcomers about the school's vision and mission. The Employment of Educators Act number 76 of 1998 stipulates that one of the functions of the school principals is to assist educators, particularly new and

inexperienced educators. The findings of this study show that principals offered support to the newly-promoted HoDs. The principals took the lead in the induction process.

All the participants reported that they were given a tour of the school by the school principal. This is how Bongani describes his experience of the first tour:

*“shortly after I assumed my duties as a Head of Department, the principal called me to his office. He told me that he wanted to show me around the school. I was shown the computer laboratory, the tuckshop, sports ground and even the offices of the SMT”.*

Philani had a similar experience of the school tour:

*“the principal gave a short tour around the school to see the physical buildings of the school, the classrooms, schools, the size of the class, some of the facilities that the school enjoys, the nearby sports ground that school normally uses”.*

This experience was different for Thulani, who reported that:

*“well, my experience, I can say because I was working in the school there was nothing much that was new, I knew everything.”*

The findings also show that the Department of Education offered induction programmes in line with the legislative framework. According to the Skills development Act, number 97 of 1998, employees should be provided with opportunities to acquire new skills. New skills can be provided to newly-promoted HoDs through induction programmes. The induction programme organized by the Department of Education covered key areas for the new HoDs. According to Bush (2008) there is a shift from induction programmes that focus on newly-qualified teachers. The induction programmes organized by the Department of Education were specially designed for newly-promoted HoDs in the Umlazi district. According to Carrol (2006), such programmes support the new entrants into schools, or new posts.

All the participants showed that they were well supported by mentors in their respective schools. The mentors were instrumental in promoting the organizational socialization of newly-promoted HoDs into the school's values and traditions. The mentors also acted as models to the newly-promoted Heads of Department. According to Middlewood (1997), mentors pass on insight derived from experience. The mentors allocated the newly-promoted HoDs in the Umlazi district were former Heads of Department promoted to be deputy principals. Therefore mentors were members of the SMT.

#### **4.9. Conclusion**

In this chapter, I have presented and discussed the findings from my study. The key points of the induction experiences of newly-promoted HoDs include feelings of anxiety, nervousness and stress. These feelings can be grouped in positive and negative feelings. The positive feelings include upward salary adjustments. The negative feelings identified include a lack of support for the new HoDs. The findings show that both formal and informal induction programmes are offered by both the department of education and the schools. The curriculum for the induction programmes include a look at school policies, financial management and legislation impacting on education. Induction also introduces new HoDs to the values and traditions of the school.

## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Introduction**

The previous chapter presented the findings of this study. Data collected was then analysed through themes that were emerging. This chapter provides a summary of each chapter of the study, recommendations emanating from the findings in chapter 4. Finally conclusions on the research project are drawn. Data collected from the participants revealed that new Heads of Department are inducted in formal, sequential and collective processes or programmes organized by the Department of Education. Again it was found out that the induction was planned, organized and initiated by both the Department of Education and the school management. Then I present a summary of each chapter, followed by the summary of the findings, recommendations and the conclusion.

### **5.2. Summary of each chapter**

Chapter One presents a setting for the whole study. I begin the chapter with the purpose of the study. I then bring in the background to the study. After that, I deal with the rationale and the theoretical framework. This chapter focuses on the aims, objectives and research question used in this study. I also define key concepts, such as middle-management, induction and socialisation. Finally, I present the methodology that I used in this study.

Chapter 2 is a review of literature. Different scholars and studies have mainly focused on induction of newly-qualified teachers (NQTs) entering the education system. This justified my study focus which is the Head of Department. I focused on the induction experiences of newly-promoted Heads of Department. Concepts defined include induction, middle-managers and socialisation. Then a discussion on organizational socialization theory as the theoretical framework is presented. All these concepts are interwoven into the study.

In chapter 3, I presented my research design and methodology. Justification for my choice of the qualitative approach is given. Purposive sampling is used to identify newly-promoted Heads of

Department since my focus is on new Heads of Department. It was therefore only from them that I did obtain data that I was looking for. I also used snowball sampling to identify the third participant from the first two new Heads of Department. Then I made a provision for how I was going to analyse the data. Ethics in research is also highlighted. Finally, limitations are discussed and how I managed those limitations.

Chapter 4 is a presentation and a discussion of the findings. The study revealed that newly-promoted Heads of Department are inducted in formal, sequential and collective processes or programmes organized by the Department of Education. Induction provides both professional and organizational socialisation. Induction in the Umlazi district was planned, organized and initiated by both the Department of Education and the school management. Induction produced anxieties for the new Heads of Department. The discussion was done around emerging themes and the literature reviewed in chapter 2; as well as the theoretical framework. I also present my personal input regarding the findings.

Finally, I summarise the whole study and its findings in chapter 5. After the summary, I make recommendations to the Department of Education, the school management and to the Heads of Department, followed by the conclusions.

### **5.3. Summary of findings**

The new HoDs in the Umlazi district had feelings of anxiety, worry, stress and nervousness. These feelings can be classified into two groups, namely positive and negative feelings. The positive feelings include a raise in the salary when one gets promoted, and being a member of the School Management Team. The negative feelings include anxiety and stress. The Department of Education provided formal induction programmes. These programmes were offered as workshops for all new HoDs. The schools through the principal and SMT provide programmes that were aimed at specific work tasks in the respective departments. Schools offered induction as a process. The Department of Education offered a once off three day workshops. Induction programmes offered provided both professional and organizational socialization to the new HoDs.

The main aspects that were covered in the induction programmes included the legislation impacting on education, school policies and the history or culture of the school through values, traditions and beliefs being passed on from the more experienced members to the middle-managers called Heads of Department. The newly-promoted HoDs got support from colleagues, SMT and principals.

#### **5.4. Recommendations**

In view of the above findings on the induction experiences of Heads of Department, it is imperative that the Department of Education look into the induction of Heads of Department as a vehicle towards empowering them to perform their roles. It is therefore, recommended that the department of education give priority to the training of the Heads of Department and to see to it that, the training course content suits the needs of the Heads of Department. This could include the following:

Encourage universities such as the University of KwaZulu-Natal to formulate a well planned training and development programme for Heads of Department. This can be done through the University's Advance Certificate in Education (ACE) programmes

Formulate follow up workshops on initial induction programmes every six months.

I further recommend that school managers should create time for professional development to take place and make induction an integral part of the Heads of Department's professional life. This would give Heads of Department time to attend courses and participate in other professional developmental activities. Provide in house training to Heads of Department and provide resources for the induction programmes for all newly-promoted Heads of Department to carry out their role as Heads of Department.

Schools should team up with other schools in clusters in the circuits and districts to organize workshops and provide in service training to newly-promoted Heads of Department. The

workshops can be done on a quarterly basis with the assistance of universities and the Department of Education.

Heads of Department need to continually update their knowledge and skills so as to keep abreast of latest developments in the field of education management through distance learning. These courses can be at Certificate, Diploma or Advanced Certificate levels from the local universities.

## **5.5. Reflections**

It was not easy for the writer to get the newly-promoted HoDs to voluntarily agree to take part in this study. Some of the HoDs had the fear that the writer could have been a journalist working for some of the daily or weekly newspapers. I had to explain the purpose of the study and my colleague accompanied me to the other site to show that I was not working for newspaper companies. Some of the HoDs had still to come to terms with the new working conditions, responsibilities and the accountability that goes with the new post.

I had to plan interview sessions during lunch breaks. This was a challenge to some of the participants who also wanted to use the lunch breaks to have their meetings with their mentors. The most challenging part; was to have the participants agree to be recorded on tape. Most of the participants had the experiences of the stressful promotion interviews that they had undergone before their promotions.

However, I learnt that properly planned semi-structured face-to-face interviews can create conducive conditions for a person to narrate their experiences. I also learnt that probing further is an important technique that every researcher, using the interview, should have. Finally, I learnt that interviews carried out in the participant's office yield more results and is stress free on the part of the participant.

## 5.6. Conclusion

This study has revealed that the newly-promoted HoDs had different experiences with regards to induction. The newly-promoted HoDs had both positive and feelings. The negative feelings range from feelings of confusion, worry, anxiety and stress. The positive feelings include excitement over upward salary adjustments. There are different experiences between HoDs promoted in the same school and those who are promoted from outside.

Those HoDs who got promoted from outside the school showed feelings of worry. They were worried about the kind of reception that they would receive when taking up the post. Most of them were nervous and at times they were scared. This study also revealed that the newly-promoted HoDs went through the formal induction programme organized by the Department of Education. However, the Department of Education organized once off induction workshops. Schools in the district also offer longer induction programmes, where the newly-promoted HoDs have individual induction experiences. The findings of this study have also revealed that the main topics covered by the induction programmes include curriculum management, legislation impacting on education, and financial management.

One of the main themes coming out of this study is school culture. The findings show that induction by the school principals focused mainly on the culture and history of the school. The newly-promoted HoDs were introduced to the values, beliefs and traditions of their new schools and departments. All the participants said they were allocated a mentor to help them integrate into the new school. Most of the mentors were HoDs and senior members of the organisation. Most of the newly-promoted HoDs revealed that they were assisted with accommodation by their colleagues. Support for the newly-promoted HoDs led to a culture of collaboration.

The leadership and support for newly-promoted Heads of Department is vital in the successful implementation of educational changes. There is need for the Heads of Department, the school management and the Department of Education to invest in professional development of newly-promoted Heads of Department. The changes and innovations implemented in the South African education system since 1994 require that newly-promoted Heads of Department need to be



inducted well before and when they take up a new post or new role. Induction provides opportunities for new Heads of department to refine practices and to fit into new organizations with minimal disruption to curriculum implementation.

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## **APPENDICES**

### **Appendix A**

#### **INTERVIEW SCHEDULE**

Below is a list of questions that shall be used to find out the induction experiences of newly-appointed Heads of Department in the Umlazidistrict:-

Question 1: Can you explain your experiences of the first tour of the school?

Question 2: Can you talk about how you felt when you first met your new colleagues?

Question 3: What arrangements were made when you took up the post?

Question 4: What form of assistance was provided by the colleagues, principal and Department of Education when you took over the job?

Question 5: How were you helped with any personal difficulties, such as accommodation?

Question 6: What kind of support did you get from your mentor?

## **Appendix B**

1253 Sidiya highway  
Magabeni Township  
Umkomaas

The Director of Education  
Department of Education and Culture  
KwaZulu-Natal

25 August 2011

Sir/Madam

### **RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN FOUR HIGH SCHOOLS IN THE UMLAZI DISTRICT**

I am Divas Makoni, a student presently enrolled for a Masters Degree in Education Leadership, Management and Policy at the University of KwaZulu-Natal (Edgewood campus). I am required to do a mini-dissertation as part of the requirements of my studies. My research will focus on the Induction experiences of Heads of Department (HoDs) in high schools. I will be conducting interviews in order to establish how a selection of these HoDs experience induction, their feelings, and how they manage their experiences.

I therefore request your permission to interview heads of department from the following schools in the Umlazidistrict: Sidelile High school, Ezisibeni Comprehensive High School, Mcthoyi High school and Sibusisiwe High school. The interviews will be conducted during non-official contact times to avoid any interruption to educational programmes. The participants will be made aware of their right to withdraw from the study at any time should they so desire. Their written consent will also be sought. If you have any questions pertaining to this study, you may contact

me at 0786828288 or at divasmakoni@yahoo.com. You may also contact my supervisor, Dr Irene Muzvidziwa at 0769668600 / (033) 260 6095 or at muzvidziwaI@ukzn.ac.za.

I look forward to your response.

Yours faithfully,

D. Makoni

(Student no: 209533620)

## **Appendix C**

### **CONSENT FORM TO THE PRINCIPAL**

1253 Sidiya highway  
Magabeni Township  
Umkomaas

22 June 2011

Sir/Madam

#### **RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL**

I am Divas Makoni, a student presently enrolled for a Masters Degree in Education Leadership, Management and Policy at the University of KwaZulu-Natal (Edgewood campus). I am required to do a mini-dissertation as part of the requirements of my studies. My research will focus on Induction experiences of Heads of Department (HoDs). I will be conducting interviews in order to establish how a selection of HODs experience induction, their feelings, and how they manage their experiences.

I therefore request your permission to conduct such an interview at your school. I intend on using the findings to write my dissertation. The information gathered will be utilized with confidentiality and the participant's anonymity will be ensured throughout.

If you have any questions about this study, you may contact me at 0786828288 or at divasm38@gmail.com. You may also contact my supervisor Dr Irene Muzvidziwa at 0769668600 or (033) 260 6095, or email her at muzvidziwaI@ukzn.ac.za.

I look forward to your response.

Yours faithfully,

D.Makoni

(Student no: 209533620)

Declaration of consent

I.....hereby confirm that I understand the contents of this document fully and I do / do not grant consent for D. Makoni to conduct research at my school.

.....

Signature

.....

Date



## **Appendix D**

### **CONSENT FOR FOR THE PARTICIPANT**

1253 Sidiya Highway  
Magabeni Township  
Umkomaas

22 June 2011

Sir/Madam

#### **RE: REQUEST FOR YOUR PARTICIPATION IN MY RESEARCH PROJECT**

I am Divas Makoni, a student presently enrolled for a Masters Degree in Education Leadership, Management and Policy at the University of KwaZulu-Natal (Edgewood Campus). I am required to do a mini-dissertation as part of my studies. My research will focus on Induction experiences of Heads of Department (HoDs). I will be conducting interviews in order to establish how a selection of HoDsexperience induction, their feelings, and how they manage their experiences.

This research will provide insights of how heads of departments are inducted in South African high schools as subject leaders. You are hereby requested to participate in this research project. I seek your permission to interview you and tape-record our discussion. This will help me to analyse data later on. The information gathered will be used with confidentiality for this study only, and your anonymity will be ensured throughout. Participation is voluntary and you could withdraw at any point should you wish to do so. There are neither foreseeable direct benefits nor direct risks associated with your participation in this study.

If you have any questions about this study, you may contact me at 0786828288 or at divasm38@gmail.com. You may also contact my supervisor Dr Irene Muzvidziwa at 0769668600 or (033) 260 6095, or email her at muzvidziwaI@ukzn.ac.za.

I look forward to your response.

Yours faithfully,

D.Makoni

(Student no: 209533620)

Declaration of consent

I..... hereby confirm that I understand the contents of this document fully and I do / do not consent to participate in this study by D. Makoni, entitled *Induction experiences of newly-appointed heads of department* in the Umlazi district.....

.....

Signature

13 September 2011

Mr D Makoni (209533620)  
School of Education Studies  
(Leadership, Management and Policy)  
Faculty of Education  
Edgewood Campus

Dear Mr Makoni

**PROTOCOL REFERENCE NUMBER: HSS/0843/011M**

**PROJECT TITLE: Induction experience of newly promoted heads of departments in Umbumbulu circuit in Umlazi district**

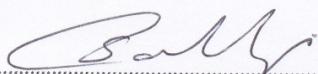
In response to your application dated 6 September 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



Professor Steven Collings (Chair)  
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Supervisor: Dr I Muzvidziwa  
cc: Mr N Memela/Mrs S Naicker, Faculty Research Office, Edgewood Campus



kzn education

Department:  
Education  
KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/121

Mr. Divas Makoni  
Sidelile High School  
Private Bag x 1012  
Ukomaas  
4171

Dear Mr Makoni

#### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **Induction Experiences of Newly Promoted Heads of Departments in Umbumbulu circuit in Umlazi District**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The Period of investigation is limited to the period from 01 September 2011 to 01 September 2012.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:
  - 10.1 Sidelile High School
  - 10.2 Esizibeni High School
  - 10.3 Mcothoyi High School

  
Nkosinathi S.P. Sishi, PhD  
Head of Department: Education

  
Date

...dedicated to service and performance  
beyond the call of duty.

#### KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL : Private Bag X9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: Office G 25, 188 Pietermaritz Street, Metropolitan Building, Pietermaritzburg 3201

TEL: Tel: +27 33 341 8610 | Fax: +27 33 3341 8612 | E-mail: sibusiso.alwar@kzndoe.gov.za |





kzn education

Department  
Education  
KWAZULU-NATAL

UMLAZI DISTRICT  
EMAWELANI BUILDING  
UMLAZI

PHONE: 031-3606198  
FAX: 031-3086218

Enquiries: Mrs T M Magubane  
0798728637

REF: Induction Workshop

DATE: 08 August 2011

To: The Circuit Manager  
The Ward Manager  
Principal of .....

### Invitation to Induction for newly appointed HOD's

1. The above subject refers.
2. Please be informed that Umlazi District EHRD Unit has organized an Induction workshop for the newly appointed HOD's.
3. You are kindly requested to release... to come and attend this workshop.
4. The details of the workshop are scheduled as follows  
  
Venue : Marine Parade (Garden Court)  
Date : 12 to 14 August 2011  
  
Arrival Time : 15h30 for 16h00 (on day 1)
5. Please be advised that all participants will be accommodated in the above- mentioned hotel.
6. It is **mandatory** that the member of SMT mentioned above, attends this workshop as this has serious financial implications.
7. **Participants are requested to bring along their note books.**
8. Your co-operation will be highly appreciated.

*M. M. Magubane*

Mrs T M Magubane  
for Dr B E Nobin  
CES: HRD&ER

08-08-2011  
Date

*[Signature]*  
Mr B H Ntuli  
Acting District Director

08-08-2011  
Date