



**INDUCTION AND MENTORING TO MIDDLE MANAGEMENT: PERSPECTIVES  
OF DEPARTMENTAL HEADS IN UMLAZI DISTRICT**

**BY**

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**A dissertation submitted in partial fulfilment for the Master of Education Degree in the  
Discipline of Educational Leadership, Management and Policy, School of Education,  
College of Humanities**

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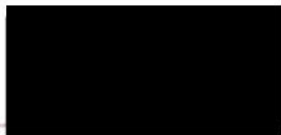
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## DECLARATION

I, Sithembiso Hevies Cedric Gamede declare that:

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Date: 23 April 2024

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**STATEMENT BY SUPERVISOR**

This dissertation is submitted with ~~without~~ my approval



Signed..... Date: 30 April 2024



20 April 2023

Sithembiso Hevies Cedric Gamede (221085192)  
School Of Education  
Edgewood Campus

Dear SHC Gamede,

**Protocol reference number:** HSSREC/00004868/2022

**Project title:** Induction and mentoring to middle management: Perspectives of departmental heads in Umlazi District.

**Degree:** Masters

### Approval Notification – Expedited Application

This letter serves to notify you that your application received on 07 October 2022 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) 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 discipline/department for a period of 5 years.**

This approval is valid until 20 April 2024.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

#### Humanities and Social Sciences Research Ethics Committee

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INSPIRING GREATNESS

## **DEDICATION**

To the almighty God, all glory, honour and praise I give it to you. Without the courage, strength, guidance, wisdom, knowledge, understanding and ability to work hard, I would never have completed this dissertation, you deserve to be praised and work for you all the time. Hallowed be thy name.

This dissertation is also dedicated to my late mother Olpha Ntombikanina Gamede (umaXulu), my late father Mandla Alson Mvemvvana Gamede for bringing to me courage from birth. My mother for encouraging me to be the Teacher thank you. To family my wife Nonhlanhla Princess Gamede (umaKhuzwayo) my son Siphesihle Gamede and my daughter Sibusisiwe Gamede for always supporting and motivating me. To my mentors Phelelani Percy Maphalala, Preciuos Nondumiso Mlondo and Ndumiso Quincy Khuzwayo for full guidance to work hard to complete this dissertation.

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## **ABSTRACT**

The study explored practices as well as experiences that Departmental Heads (DH) in middle management who received no prior induction and mentorship, acquired when executing managerial and leadership roles in curriculum, administrative, teaching and learning, and related activities. The qualitative case study was conducted in three primary schools and three secondary schools, located in the uMlazi District, KwaZulu-Natal, South Africa. Schools were chosen through convenient sampling while departmental Heads were selected through purposive sampling. Data was collected through semi-structured interviews that lasted for 35 to 103 minutes, within a qualitative research design. Participants' responses were analysed using categorisation and inductive coding, to establish themes. Themes were created when data from transcriptions was coded, analysed, and categorised. Findings revealed that the Departmental Heads (DHs) experienced many challenges and faced different experiences. DHs in two primary schools and a high school were inducted and mentored in their adaptation to middle management while that in two high schools and a primary school did not receive induction and mentoring. Recommendations of the study are, the Department of Basic Education can conduct induction of principals and School Management Teams (SMT's) of neighbouring schools together. Furthermore, the Department of Basic Education should induct and train newly appointed DHs.

## ABBREVIATIONS

ACE	Advanced Certificate in Education
ATP	Annual Teaching Plan
DBE	Department of Basic Education
DH	Departmental Head
DOE	Department of Education
EAP	Educator Assessment Programme
ELMP	Education Leadership Management and Policy
ELRC	Education Labour Relations Council
FET	Further Education and Training
GET	General Education and Training
HEI	Higher Educational Institutions
HOD	Head of Department
IQMS	Integrated Quality Management System
KELI	Kansas Educational Leadership Institute
LftM	Leadership from the Middle
MOGE	Ministry of General Education
NCSL	National College For School Leadership
NQT	New Qualified Teachers
PAM	Performance Administrative Measures
PL1	Post Level One
SACE	South African Council for Educators
SADEC	Southern African Development Community
SASA	South African Schools Act
SGB	School Governing Body
UK	United Kingdom
WSE	Whole School Evaluation

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## CHAPTER ONE

### INTRODUCTION AND ORIENTATION TO THE STUDY

#### 1.1 Introduction

When an educator teaching in level 1 is promoted to become a Head of Department (currently referred to as Departmental Heads), they are expected to possess experience in middle management, however, they are rarely inducted nor mentored (Mokoena, 2023). This study focussed on experiences of Departmental Heads on induction and mentoring in South African schools. In this introductory chapter of the study, the researcher provides an in-depth overview of the study, describe a background of the study, state the statement of the problem as well as the rationale and significance of the study, lists the research questions, clarify key concepts as well as the delimitation of the study. The chapter concludes with a summary as well as an outline of all the chapters constituting this dissertation.

#### 1.2 Background to the study

Educators that are promoted to the role of Departmental Heads (DH) are required to be perfect (Tapala et al., 2021). Soon after getting promoted, DH ought to receive induction and mentorship. Such ensure that they understand that which ought to be done to execute their management and leadership responsibilities, how, and when (Mahome & Mphahlele, 2023; Nxumalo, 2021). While induction is not offered in some schools in South Africa, staffers including DHs, are expected to perform their tasks effectively and satisfactory (Mahome & Mphahlele, 2023; Nhlapho 2023; Nxumalo, 2021). It is therefore an anomaly that some support services needed by newly employed or promoted staffers including DHs, are rarely offered however, there are high expectations about their performances. Among challenges associated with the transition from Post Level 1 to middle management is insufficient experience, inadequate training, and poor communication skills (Seobi & Wood, 2016; Valle & Ogina, 2015).

My personal experience resonates with some of the challenges that scholars have highlighted. For instance, when I was appointed as a Departmental Head (DH), I had limited experience on

leadership and management at classroom level. My experience included having being head of Accounting, Business Studies, Economics and Mercantile Law. However, upon reflection, I realised that novice DHs did not receive induction and mentorship on their new management and leadership role as well as curriculum management in schools. The Employment of Educators Act 76 of 1998 states that the responsibility of the DH is to oversee the work that students and teachers do in their departments (RSA, 1998). Among their roles, they ought to: conduct management, perform administrative duties, educate students as well as supervise educators and make certain that they adhere to the Department of Basic Education's (DBE) prescribed syllabus. Little is done to ensure that newly appointed DHs are inducted and mentored. They get introduced to educators, School Management Teams (SMT) as well as nonteaching staff and the office. According to Tapala (2020), Departmental Heads have enormous tasks of header phases, department, and training themes while concentrating on guidance and administration.

### **1.3 Rationale for the study**

In the main, literatures agree on the definition of a rationale, as used in academic research. The concept explain why a researcher get interested in a particular research topic. In other words, a rationale addresses the question ‘Why did I become interested in this particular research’ (Maree, 2007, 2016). The second aspect of a rationale concern the researcher showing why a study is worth doing. This is different to the significance of a study, but it is more about why a researcher would have realised the need to conduct a study (Bak, 2004; Vithal & Jansen, 2004). In the context of this study, I am an early career Departmental Head in a secondary school in the uMlazi District. Like other DHs, when I began, I wished to perform my duties well and therefore expected to be introduced to this work while assisted in order to get settled. To my surprise, my expectations were not met.

When appointed as a DH, I was eager to manage and lead the department, professionally and successfully, but I faced challenges. The challenges included a variety of issues that concerned management, administrative responsibilities and duties, helping teachers understand how to teach content and the curriculum as well as learners’ attitudes towards teachers. Also, it involved dealing with teachers’ personal challenges and work challenges while having to ensure that learning and teaching took place. Various scholars have theorised the issue of

leading teaching and learning in departments by DHs. Of crucial points raised in studies is ensuring that their departments are run smoothly where every member of the team understands what s/he has to do. In other words, the DH has to effect constant communication and ensure that every member is kept abreast of what is happening in the department.

According to Smith et al. (2013), one of the primary duties of the DH is to hold the department accountable for its efficient operation with regard to curriculum creation. Upon my appointment as a DH for Commercial Subjects in a secondary school in 2020, I had to take keen interest in the shift from teaching in the classroom to management duties while moving from the role being a class manager to that of being a DH. I had to comply with SMT duties delegated to me and while it was easy to do so on some subjects given my prior experience, it was challenging on some subjects. Overall, I felt that I ought to have been inducted and mentored on how to execute my duties as a DH. However, that was not to be. As a DH, I was not given induction on how I needed to play a role on the particular leadership and position of management. The school did not provide induction, mentoring or training that would have enabled me to adapt to the middle management leadership roles. To make the situation worse, I am now working in a bigger school where there are five DHs - for Commerce, Languages, Humanities, Technology and Technical.

Larger schools should also have more DHs, whereas smaller schools should have at least one DH who has more work to complete (RSA, 1996). My view is, newly employed DHs should be trained, inducted, and mentored properly in order to grasp their roles and responsibilities. For this research, the intention was to understand whether these were offered in the participant schools. Given challenges that are reportedly experienced by DHs, I believe that it is important to conduct a study on the topic of induction and mentoring of newly appointed DHs to schools and to understand how they experience their new responsibility in the Middle Management as members of the SMT.

#### **1.4 Statement of the problem**

The background section of this chapter described the importance of induction and mentoring of newly appointed DHs, which enable them understand their duties and responsibilities. My experience shows that there exists a problem in some schools whereby newly appointed DHs do not receive any induction and mentoring support. Induction and mentorship rank among

aspects of support that must be conducted to middle managers who get promoted in South African schools (Mahome & Mphahlele, 2023). Studies suggest that DHs are not inducted, mentored, and trained on leadership, which is meant to help them adapt to middle management leadership roles (Tapala et al., 2021). Having experienced this anomaly, I have evidence of consequences caused by the problem; what is now needed is empirical evidence about this problem. Therefore, this study is about getting perspectives and understandings of the newly appointed DHs in the uMlazi District regarding the question of how they adapted to new leadership roles and responsibilities in middle management in their schools.

### **1.5 Significance of the study**

The significance of a research study, unlike a rationale, is that, it focuses on the merit of a study or its importance (Mkhize, 2017). This scholar also reason that any study has to carve a niche for itself. In other words, a study has to make a case for its existence. In the context of this study, I showed the importance of schools providing effective teaching and learning through the services of the DHs who supervise teachers in their respective departments. Current empirical evidence suggests that DHs struggle to manage and oversee teachers in their departments, due to a lack of time, and they frequently deal with teachers who are unwilling to embrace the vision of driving learning (Naicker, 2016). Therefore, among contributions made by this study that it unearths experiences of newly appointed DHs, through showing their insights on this important topic.

### **1.6 Research aims and questions**

This research aimed to explore experiences, understandings, and practices of DHs after assuming leadership and management responsibilities as middle managers. The study intended to achieve the aims through asking the following three questions:

- What are the experiences of novice Departmental Heads regarding induction and mentorship?
- Why is it important that newly appointed Department Head undergo induction and mentorship processes?
- How can induction and mentorship be implemented to assist novice Departmental Heads

cope with the demands of middle management responsibilities in the school?

## **1.7 Clarification of key concepts**

The following concepts were considered important namely, Induction, Mentoring, and Effective Departmental Heads.

### **1.7.1 Induction**

According to Bickmore and Bickmore (2010), induction is a methodical procedure that satisfies the personal and professional requirements of new instructors while they are incorporated into a positive school environment. Makanya (2004) defines induction as the process of educating a newly hired person about expectations for their work and assisting them in managing the stress of change. Induction includes organising programmes that provide novice teachers and DH with support, mentoring, and orientation when they transition into their first jobs (Ingersoll & Smith, 2004; Pelsler, 2023). Drawing from the aforementioned literature, it is clear that every school that employ or promote department heads must go through a process of induction in order to learn about their new duties and adapt to middle management positions in schools.

### **1.7.2 Mentoring**

Mentoring, according to McIntpe and Hagger (1996), Hobson and Maxwell, (2020)., Pelsler, (2023) is an interactive process in which people with varying degrees of experience and competence support one another as they grow professionally, academically and socially within the institution. Mentoring and intervention support in the form of for example workshops, are usually provided through one-on-one meetings between mentors and teachers that are usually scheduled after classroom visits and lesson observations (Nel & Luneta, 2017). One method and procedure that schools utilise to assist their instructors is mentoring (Pollard, 2015). In their first managerial position, DHs require mentoring so that they can adapt to middle management positions and role easier in schools.

### **1.7.3 Middle Management**

This term Middle management does not carry a single meaning as it means different things in different countries and education systems. In the South African education context, particularly in this study, middle management refers to the position that Departmental Heads hold in the school set up. Muller (2024) describes middle management in schools as a scheme that facilitate organisational development by offering care and guidance for purposeful and coordinated progress in an agreed upon and meaningful direction. Bridges (2009) argues that Departmental Heads operate in the middle of the school organisation between leadership team and teachers. Middle managers are placed in the centre of school hierarchy below senior leaders which are principals and have the responsibility for leading teachers (Fitzgerald, 2009). According to Leithwood and Jantzi (1999), HODs go by the titles of middle managers and curriculum coordinators in other nations, such as England. DH are SMT members and the front line of the SMT in the South African setting. They oversee and monitor the delivery of a curriculum on a daily basis in order to guarantee high-quality instruction.

### **1.7.4 Departmental Head**

The term Departmental Head refers to an educator who works in schools and is employed under the Employment of Educators Act, No. 76 of 1998 (RSA, 1998). This person should hold a position and be responsible for curriculum management in addition to teaching. The achievement of objectives of the management and leadership goals of the DH as a leader for any phase in any form of formal school in the society. According to Tapala (2019), the DH must perform several roles such as mentoring, and oversight of educators' and students' work as part of their curriculum responsibilities. For DHs to perform optimally, they are supposed to be inducted to their positions. In this study, the term Departmental Head is used as contemplated in the Employment of Educators Act, and the study seeks to understand their respective experiences in this regard.

## **1.8 Delimitations of the study**

The study focused on three Secondary schools and three Primary schools which were in the uMlazi District in an urban area of Durban. Umlazi District consists of urban, township, and

rural schools. The study was conducted under the Phumelela circuit of the uMlazi District and the choice was purposive based on the availability and accessibility.

## **1.9 Organisation of the study**

This dissertation is organised into five chapters and these are briefly outlined below.

### **1.9.1 Chapter One**

The chapter introduces the study through providing the background to the problem, providing a rationale of the study as well as the statement of the problem. Also, it describes the significance of the study, the objectives of the study, the research questions, the clarification of key concepts, the delimitations as well as the organisation of the study.

### **1.9.2 Chapter Two**

This chapter presents a detailed discussion of literature that was reviewed in order to better understand the key debates in the topic of induction and mentoring generally, and specifically, on the induction and mentoring of newly appointed DHs. The three theoretical frameworks that underpin the study are also discussed.

### **1.9.3 Chapter Three**

This chapter provides a detailed account of the research design, how the approach was chosen, describes the methodology and the methods and the tools corresponding the paradigm that were used to generate and provide outline of data analysis and the findings of the study.

### **1.9.4 Chapter Four**

This chapter is devoted to the presentation of data, data analysis as well as discussions of findings. As part of analysing the data, the literature that was reviewed and discussed in Chapter Four, is utilised to enhance the quality of the analysis. This chapter also presents the themes of findings emerging from the data collected and sources.

### **1.9.5 Chapter Five**

This chapter presents and discusses the conclusions that were reached. Furthermore, the chapter make recommendations or implications of the conclusions for better understanding of the issues around induction and mentoring of DHs in schools.

### **1.10 Chapter summary**

This chapter introduce the study and outline all other issues relating to induction and mentoring. The background to the problems, the research questions underpinning the study as well as key concepts were clarified in this chapter. The next chapter discusses the review of relevant literature and the theoretical framework.

## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### 2.1 Introduction

The study's introduction and background are covered in the previous chapter. The literature reviewed in this chapter of the study comprises mostly that which is recent although some studies were published a while back but were cited due to their relevance. This chapter examines subtopics that: defines and explains the understanding about the topic explored, Exploration of the concepts of induction and mentoring, Understanding induction in the school setting, Understanding the concept of mentoring in the school setting, Importance of induction and mentoring in schools, Induction and mentoring in middle management, Perspectives from the developed economies on Induction and mentoring: Perspectives from the developing countries, Experiences of novice DHs in induction and mentoring, Benefits of induction and mentoring for the DH's; Implementation of induction and mentoring for the newly promoted DH's, The role of principals in induction and mentoring the DHs at school level.

The theoretical framework are MacBeath Social Identity theory, Townsend and MacBeath Five Leadership Theory and Feldman (1976). The Contingency Theory is the main category of this chapter, and both are pertinent. Induction and mentorship of the DHs to middle management is the main topic of this study. Scholars have different definitions of what a literature review is. For instance, Van Wyk (2018) defines a literature review as the selection of relevant published and unpublished documents that are available on the subject and contain ideas, data, information and evidence written from a particular perspective to achieve specific goals or express particular opinions about the topic and how it should be investigated. It also involves an effective evaluation of these documents in light of the proposed research.

According to Mudavanhu (2017), a literature review is essentially a summary or summary of other people's writings. He goes on to say that the purpose of this is to review published literature in order to identify arguments and summarise theories and researches that are pertinent; to critique the literature in order to identify arguments for and against theories, evaluate the validity of research claims, and point out limitations in earlier research; to identify gaps in the literature in order to pinpoint knowledge gaps and areas that have only been partially

investigated; and to inform proposed research in order to offer justification, background, and context for the proposed study and to direct the selection of an appropriate design and methodology. Lopes and Oliveira (2017) elucidate that literature review reveals techniques and statistical procedures that have not been attempted by others, locates, reads and evaluates research documents, reports, as well as thesis and other sources of academic materials on a particular research topic being studied. Morgan (2014) expands on this idea, arguing that the purpose of a literature review is to summarise previous research in the area of interest and show how your findings connect to those of other studies. This literature reviewed in this chapter help readers comprehend the numerous arguments surrounding induction and mentoring of DH to middle management in schools.

## **2.2 Exploration of the concepts of induction and mentoring**

According to Bush and Middelwood (2013), Mokoena (2023), Pelsler (2023), induction is an official set of procedures for managing staff members in educational institutions and is also a socialisation process that helps newly appointed fit in, grasp the culture of the company, and perform competently. Socialisation is the most important component of induction, which is a process rather than a programme. Wong (2005), Mokoena (2023), Pelsler (2023) define induction as a complete process of sustained training and support for new teachers. Wong (2004) emphasises that two terms are not synonymous, despite the fact that they are frequently used incorrectly. Induction is a procedure that is organised by a school system to train, support and retain new teachers and smoothly advance them into lifetime learning programmes. It is a thorough, coherent and persistent professional development process (Wong, 2005). This scholar continues by saying that although mentors are included in the induction process, mentoring is something that mentors do on their own. These definitions omit promoted DH to middle management in favour of concentrating on the on boarding of new teachers. Makoni (2012) highlights that the entrance of middle managers as DH has not received enough attention in research.

Mentoring is a professional relationship in which an experienced person, called the mentor, helps another person, called the mentee, develop specific skills and knowledge that enhances the less experienced person's professional and personal growth (Nel & Luneta, 2017). DHs need to be mentored and guided by senior DHs, deputy principals, and principals, to their new appointment. Mentoring is important for educational leaders because it allows them to act in a

manner that portray them as matured individuals and be involved in determining their own learning needs (Bush & Middelwood, 2013; Nel & Luneta, 2017). The teaching profession poses many challenges on the promotion of DH in their role of middle management in schools, even for experienced educators encounter difficulties. In their experiences as Post Level 1 educators (teachers), it is critically important that when they are promoted to DHs' positions, they are inducted and mentored so that they obtain sufficient understanding of what their duties entails in schools. This occurs when they engage in peer mentoring relationships with teachers of similar levels of experience (Bush & Middelwood, 2013; Hobson & Maxwell, 2020). These engagements are a result of the expectations or demands inherent of DH's in the field.

Teachers are supposed to meet students' needs, foster a good relationship between the family and school, and handle administrative duties as part of their jobs, which are described in the Norms and Standards for Educators (2000). Effective time management is necessary for this and training of DH to reduce stress levels and better understanding of middle management. Tapala et al. (2021), Bush and Middelwood (2013), Steyn and van Niekerk (2013) argue that new staff members must be assessed so that induction programme can be designed and implemented accordingly in schools. A great deal of policies is provided by legislation to rectify historical injustices, which frequently results in equal chances. The South African Schools' Act of 1996 and the Norms and Standards for Educators of 2000 are policies that support inclusivity and democracy. These regulations are relevant to this research on induction and mentorship because they recognise that all members of the education system, particularly DHs in schools, are accountable for management and leadership. With a focus on community, parent, and educator involvement in schools, the South African Schools Act, Act 84 of 1996, contains policies pertaining to school governance.

### **2.2.1 Understanding induction in the school setting**

Scholars, academics, and writers argue that induction of a newly appointed employee is one of the most important duties which the human resource of any organisation must ensure takes place and is defined as a formal activity and a process that occurs over an extended period of time (Fried, 2018; Tapala et al., 2021; Mokoena, 2023; Pelser., 2023). Bush and Middlewood (2013) and Bush (2011) state that managing financial and material resources, managing teaching and learning, including curriculum management, evaluating learner outcomes, monitoring classroom practice, classroom observation, mentoring, and modelling context, are

all considered important for school leadership. Leading and managing people also includes staff development, mentoring, performance management, leadership teams, teacher unions, and leadership development. It is therefore, important to train newly appointed DH to adapt to middle management of the school appointed at.

Staff induction, according to Steyn and van Niekerk (2013), Mokena (2023), Pelsner (2023) is the process by which an educational organisation helps newly hired persons to undertake a variety of tasks and roles so they can quickly and with the least amount of disruption adjust to their new official environment and help the institution function as efficiently as possible. Therefore, the induction of the DHs to middle management needs to undergo training and guidance to their new leadership and management tasks.

The term "induction" refers to the process of introducing, supporting, supplying, and directing a recently hired individual into a new function in order to facilitate their transition and help them feel comfortable in their new surroundings (Lungu, 2017; The Merriam-Webber Dictionary, 2020; Mokoena, 2023). Middlewood (2003) and Pelsner (2023) as the commencement into the job and the organisation. Coleman (2003) further defines define induction as the method of learning about the position, his or her co-workers, and the workplace culture, and goes on to say that the induction process comprises support development in addition to practical information-giving components that may go beyond an overview. According to Wong (2004), induction is a thorough, well-organised, and ongoing process of professional development that is divided into social districts and serves as a smooth transition for participants into a programme of lifelong learning. As indicated in the definition of induction it is important for the newly appointed DH in schools to be inducted and trained for their new roles and support.

Ingersoll and Smith (2004), Mokoena, (2023) describe induction as support, guidance and orientation programmes for novice teachers during the transition into their first job. Induction plays an important in establishing values in novices (Van Niekerk & Dube, 2011). They go on to contend that a key component of preparing novice teachers for school setting and the teaching profession is assisting them in achieving desired educational values and assimilating them into a positive, values-driven teaching and learning culture. Induction, according to Wong (2004), establishes a community of educators that includes new teachers, seasoned educators, and school administrators in a cooperative environment where they can watch one another

teach and participate in a cooperative culture that is closely related to the elevation of the DH to middle management and adoption in schools.

### **2.2.2 Understanding the concept mentoring in the school setting**

The concept of mentoring is conceptualised in different perspectives by academics in their writing. In an institution, mentoring is described as a formal one-to-one relationship between a relatively novice instructor (mentee) and a more experienced one (mentor), with the goal of promoting the mentee's growth, learning and well-being (Hobson & Maxwell, 2020; Koutsoukos & Sipitanou, 2020; Pelsler, 2023). Pollard (2015) further states that schools employ mentoring as a method and an action to support their teachers in this case DHs. According to Aspfors and Fransson (2015), mentoring is a professional relationship in which an experienced individual, known as the mentor, helps another individual, known as the mentee, acquire particular knowledge and abilities that would further the less experienced person's professional and personal development.

In order for the DHs to feel secure in their positions and responsibilities, mentors must be able to assist them (Nel & Luneta, 2017). Mentors are expected to work with new teachers for example, in the areas of diversity, equality, content, policies and procedures (Ingersoll & Smith., 2011; Smith & Ingersoll, 2004; Pelsler, 2023). This justify the need to conduct studies as this, which assess the importance for schools to have induction and mentoring to leadership and management roles in schools. Middle management, as the basis of School Management Team (SMT), must understand the role and nature of preparation for leadership based on recognition of how work is defined and organised in the 21<sup>st</sup> century (Mulford, 2003).

Mentoring, according to Garvey et al. (2008), is the process of one-on-one interaction between people who assist each other or other people in learning and developing task-appropriate skills. This perspective, which could be short- or long-term, is centred on the development of the person both personally and professionally. This may be covered in pre-service, preparation, induction and continuing in-service training for school administrators. Also, this demonstrates how mentoring may equip mentees with skills needed for duties such as those of the DHs, which are assigned to middle management in schools. According to Pheko et al. (2018), mentorship can lead to both short-term and long-term personal relationships and can serve as an organised leadership strategy. Mentors are typically men and women who are experienced

in a particular aspect and use induction and mentoring to help middle management. Mentoring also seems to draw and validate those experiences that lead to wisdom.

### **2.3 Importance of induction and mentoring in schools**

Bush and Middlewood (2013) argue that each institution and each environment is unique; therefore, it is important to introduce, or induct new post holders at whatever level in the institution, so that they have the opportunity for the arranged familiarisation with their new work environment. Induction also provides some form of empowerment of the newly appointed staff such that they are able to form their duties as expected (Bush & Middlewood, 2013). Hobson and Maxwell (2020) expand on the two concepts by emphasising the importance of mentoring, and describes it as a one-on-one relationship between a mentor who is reasonably knowledgeable and a relatively inexperienced teacher (mentee), that is intended to support the management of teaching and learning in schools. These scholars argue that mentoring is developmental and focuses on the well-being of newly appointed middle managers who may also be novice or early career professionals. This process is important, hence, the need for induction and mentoring of DH to middle management in schools.

Drawing from an array of both developed world's perspectives and developing countries, the study makes an effort to explain management and leadership experiences of novice the DHs in terms of induction and mentoring, its benefits, as well as the factors affecting them and implementation. The issues around the lack of induction and mentoring and the role principals and deputy principals in induction and mentoring are tackled. Studies also indicate that a newly promoted DH require leadership that empower staff to carry the school forward through joint planning, involvement and be accountable for the output of their respective subjects and departments (Tapala, 2019; Van Deventer & Kruger, 2011). Tapala (2021), Van Deventer and Kruger (2011) stress the need for School Management Team (SMT) and School Government Body (SGB) to support the DH training. This is important because since this is a leadership position, it uplift DHs to middle management within the school. Therefore, education management is becoming a prerequisite for middle management training rather than principal training. Since leadership is a socially engaged activity, there is evidence that it is essential to the success of organisations and the accomplishment of goals. Leadership is linked to improved student results because of the need of good management and leadership in successful schools (Pheko et al., 2018).

To conclude this section, I should highlight that induction and mentorship are important that each school conduct to accommodate newly employed or promoted staffers, including DHs. The Summit, which took place in 2009 and included all relevant parties in South Africa's teacher education and development sector, focused on the induction of new teachers as a crucial stage of their professional development. The guidelines for the New Teacher Induction Document, DoE Training Manual, (2009), highlight the entire teacher career path, from recruitment to ongoing professional development. It important to conduct a study to get the perspectives of the newly appointed DHs in their experiences of Induction and Mentoring to middle management to schools.

#### **2.4 Induction and mentoring in middle management: Perspectives from the developed economies**

Developed countries including the United States of America (USA), Canada, China, United Kingdom have created platforms to overcome challenges faced by newly appointed teachers to avoid having them leave the profession especially in the first three years of their graduation (Fantili & McDougall, 2009; Ingersoll & Strong, 2011). These scholars stress that novice educators have the same responsibility as a teacher with many years of service, in this situation, the newly DHs have experiences in teaching class management but need induction and mentoring to middle management in schools. As shown by studies conducted in the United Kingdom (UK), leadership from the middle can be concisely described as a purposeful strategy that raises the middle's capability and internal coherence as it becomes a more effective partner upward to the state and downwards to its schools and communities (Fullan, 2015).

The scenario painted in the preceding paragraph gives direction that other countries offer induction and mentoring to middle management leadership in schools. According to Fullan (2015), the purpose of Leaderships from the Middle (LftM) is to increase the overall coherence of the system by making the middle more focused on the needs of the local community and the system's objectives. As such, it is a linked strategy rather than a stand-alone one. LftM is effective because it mobilises the middle, which consists of districts and/or networks of schools, building capacity across the board. At the same time, the middle improves its relationship with its schools and becomes a more valuable and powerful partner going up to

the centre (Fullan, 2015). According to Shanks et al. (2020), new instructors who work in supportive environments—in this example, the DHs—are more likely to seek help and overcome obstacles more skilfully.

According to Ingersoll and Strong (2011), mentoring is regarded as one of the most crucial elements of educational programmes, providing guidance to aspiring and the newly qualified teachers (NQT) on how to build their professional identities and gain knowledge about teaching techniques. In 1990, the School Management Task Force in England and Wales suggested that all new employees should be entitled to an induction, however many schools and colleges still only aspire to this (Bush & Middlewood, 2013). This gives an indication that induction and mentoring is the needed for effective DHs in beginning their leadership roles and practice. Developed countries such as Germany, Sweden, Finland, and Wales have established formally structured induction programmes for new school leadership, principals and middle management (Bush & Middlewood, 2013). For example, governments of New Zealand and Wales ensure that coordination exists at the federal, state or local levels concerning the guidelines and requirements for mentorship and induction programmes, as well as the distribution of resources related to those initiatives (Langdon et al., 2019). Therefore, it is important for the education system of such countries to ensure that induction and mentoring is conducted to NQT and the newly promoted DHs in middle management.

This indicates that induction and mentoring are essential in every education institution worldwide. Bush and Middlewood (2013) argue that in many nations, induction is formally regarded as crucial to the efficient administration of employees. The Commonwealth Secretariat and World Bank (1992) acknowledged induction as a practice that was primarily the responsibility of the site-based leaders and managers and incorporated agreed-upon procedures on the subject in their framework for successful staff management within educational organisations. Bush (2008) argues that there is official process to give attention to induction in Finland for training of the newly appointed principals when assuming office attend two-year training process comprising aspects of leadership training counselling, organisational theory and educational management. Bush (2008) goes on to emphasise that the purpose of the induction training curriculum in Sweden was to assist principals during their first year of employment. This suggests that as middle management executives in schools, newly appointed DHs must be inducted and mentored.

It is debatable if there are characteristics specific to career and technical education teaching that call for different mentoring approaches. However, Bradley et al. (2007) suggest that many induction concerns for new teachers are similar across disciplines. Bush (2008) argues that in the United Kingdom leadership has changed with the establishment of the National College for School Leadership (NCSL), which offers programmes for teams, aspiring heads, middle leaders, deputy heads, and new heads of department. It is therefore important for newly appointed DHs to have a senior management member induct and mentor them.

In Israel, all new teachers must complete an induction curriculum during their first year of teaching; in order to be granted a permanent teaching license, they must successfully complete the one-year programme (Schwabsky et al., 2019). The DHs are essential to management and leadership since it is becoming more widely acknowledged that leadership is a distinct profession that calls for training (Bush, 2008). It is therefore, important to induct, mentor, and train DHs to face challenging times of their leadership and management. Bush (2008) argues that in the United Kingdom leadership development has changed with the establishment of the National College for School Leadership (NCSL), which offers courses for teams, new heads, deputy heads, middle leaders, and experienced leaders. Bush (2010) argues that despite being in a position of power, department heads' opinions are ignored.

Botha (2013), Manual (2010) state that the DHs and senior teachers should engage with people who are informed in the latest trends in teaching, concerning positions at Higher Educational Institutions (HEI) knowledge of recent literature and attendance of relevant workshops and training sessions, to determine whether, the school has a need for renewal in terms of its goal to see its teaching remains relevant. The DHs should determine the present situation and future situation. Anso (2010) discovered that in New Zealand, the department heads (DH) rarely lacked sufficient training to manage their subordinates. This is because newly appointed department heads receive longer tertiary training on leadership skills instead of work skills-related in-service training.

## **2.5 Induction and mentoring: Perspectives from the developing economies**

Countries that form part of the Southern African Development Community (SADEC) countries including Botswana, Lesotho, South Africa, Zambia, Mozambique, Malawi, Zimbabwe, have challenges associated with induction and mentoring of new leadership to middle management

in schools. These experiences differ because of their educational Management and leadership, administration, and expectation by societies. According to Pheko et al. (2018), the University of Botswana offers a Bachelor of Management programme that the government of Botswana to train head teachers in educational management. The University of Botswana established a Bachelor of Leadership and Management degree in 2017 in response to the ongoing need for qualified school administrators. This degree is intended to enhance the leadership abilities needed for managing and directing schools in Botswana. Primary schools' leaders were targeted to improve weak management and poor interpersonal and Secondary schools' leaders or head teachers were sent to read for Masters of Education Management. This necessitate training, induction, and mentoring of newly appointed DHs to middle management in South African schools as a matter of importance. In Colombia, one of the developing countries, 80% of new teachers nationwide participated in induction and mentoring programme for in service professional development and management (Gillies et al, 2018).

Challenges faced in South Africa concerning perception of induction and mentoring are relevant to other African countries. For example, Tapala (2021) argue that DHs need training on curriculum leadership to be able to manage curriculum effectively in their department, so they need to be inducted and mentored. Bush (2008) found that in South Africa, the first leadership centre called Matthew Goniwe School of Leadership and Governance was established where school leaders train for Advance Certificate in Education: School Leadership. Such training on leadership should be created and enforced for newly promoted DHs to middle management in schools. According to Madonsela (2017), most DHs are not prepared to manage a large number of workers under their supervision, which presents a significant challenge, particularly if one is promoted within the school, because some colleagues may try to take advantage of the newly appointed Department Head by breaking the rules. It is important that DHs get induction and mentorship as such could help them to cope with the new work load of his/her department or phase promoted to.

In order to overcome gender disparity, as shown in secondary education in Botswana, mentoring can greatly boost the proportion of female teachers in leadership roles within the school (Pheko et al., 2018). This challenge has to be attended to by ensuring that induction and mentoring is conducted not on gender basis but on position of the DHs appointed. Due to South Africa's constantly shifting curricular policies, DHs are required to play a key role in the educational system in order to support teachers in comprehending and putting the changes into

practice (RSA, 2009). Tapala et al. (2021) argue that in South Africa, a teacher with a degree and expertise in an area they are expected to lead must meet certain qualifications in order to be designated as a DH. RSA (2016) states the requirements to the candidate has to be a three-year degree, and the holder needs to be registered in line with South African Council of Educators (SACE Section 21).

In South Africa, principals and the DHs are no longer school-based officials who oversee and guide education. District officials have a crucial job to perform. For instance, Mdabe (2019) and Tapala (2020) emphasise that the DHs like others, are inadequately trained on the most recent curricular changes, therefore, the need for induction and mentoring to schools is important. The Advanced Certificate in Education (ACE) in School Leadership was piloted by the South African Department of Basic Education delivered by universities which was a mentoring for school leaders in South Africa (Bush & Middlewood, 2013). Mentoring in this ACE programme was a distinctive and central feature designed to facilitate the transfer of learning to candidates and to school practice.

The Ministry of General Education (MOGE) in Kenya recognises the crucial role that head teachers play in mentoring the freshly positioned or transferred teachers toward the achievement of the intended learning objectives (Jato et al., 2022). According to their findings, a school principal's mentorship duties determine how well a newly positioned or transferred teacher may perform. However, most school principals do not provide coaching to newly assigned teachers, including DHs. According to Jato et al. (2022), newly placed or promoted DHs lack leadership and management skill and require assistance and direction in order to function well in their new setting. In order to help DHs, adjust to their new surroundings, it is crucial to provide them with mentoring and training. According to Chepkole et al. (2017), in-service training for the DHs need was provided in secondary schools in Kenya in order to facilitate the DH adaption. As opposed to teacher resource management, innovation and management, they contended that in service training for the DHs concentrated on curriculum implementation, supervision, teaching techniques, and learner evaluation. This is the key focus to induction and mentoring in Kenya education system. Chepkole et al. (2017) in their study recommended that for the DHs, frequent in-service training is required, and the material offered is relevant.

## **2.6 Experiences of novice Departmental Heads in induction and mentoring**

Novice DHs have different experiences in their leadership and management roles to conduct in schools appointed at; therefore, they experience various new challenges in their operation as new middle managers. To be able to manage, oversee and lead in schools, individuals must be inducted and given mentorship upon assuming new leadership roles (Tapala, 2021; Tang et al., 2022). In the education system in South Africa, DHs lead the administrative tasks and staff mentoring responsibilities as per type of school appointed at. In secondary schools, DHs are appointed in subjects they specialise in whereas, primary school leaders and teachers are prepared according to a grade level (Brandmo et al., 2021; Van Deventer & Kruger, 2011). These are the experiences of novice DHs in their daily leadership and management duties which they are not trained, or even inducted and mentored to do. Bush and Middlewood (2013) argue that managers and leaders always want their new appointees to perform well from the first day. It is possible that individuals in their initial positions in particular will not take long to accomplish this if they have not been inducted and mentored to middle management.

## **2.7 Benefits of induction and mentoring for the Departmental Heads-in service**

Of various benefits of induction is in-service training, as shown by a study conducted in Kenya by Chepkole et al. (2017) which emphasise that the approach imparts DHs with skills that benefit schools so they achieve their objectives and maintain excellence in the delivery of high-quality education. DHs can apply their skills in leadership and management through leading their departments or phases in schools. Studies conducted by Blose (2000) produced findings that suggested that proficient instructional leaders foster a culture of learning that supports the DHs' professional development. This indicates that when a DH is mentored and inducted, they become confident to administer leading and controlling activities of the subordinates and middle management.

According to Koutsoukos and Sipitanou (2020), the key advantages of mentoring for mentors are: networking and meeting new people as well as professional development, enhanced communication skills, and ongoing self-improvement. On the other hand, the establishment of a culture of cooperation, the growth of the educational organisation as a learning community, and the support of innovative teaching methods by DHs, are the primary advantages for the

educational organisations, in this example, the school (Jato et al., 2022; Koutsoukos & Sipitanou, 2020). Their research revealed that in addition to boosting self-esteem and confidence, mentoring also helps the mentees face challenges at work and develops their leadership abilities so they can effectively handle these problems (Koutsoukos & Sipitanou, 2020). Through these benefits, newly promoted DHs in schools would know, understand and apply their administrative, management, and leadership roles. According to Jato et al. (2022), the function of mentorship is to develop a person's perception of their own identity, ability, and efficacy in the DHs and this is a benefit for professional roles. Results shown in the report by these scholars also show that formal and informal induction and mentoring practices that benefited newly promoted DHs featured training sessions for school-based in-service teachers, in-service meetings, and ongoing professional development. Bush and Middlewood (2013) emphasise that mentoring has the ability to assist the mentees and the educational system in significant ways enabling the DHs to gain the confidence in their new role in the middle management.

The main benefits associated with professional development is mentoring and it is helpful. The concept can be included in the on entering process for the newly hired teachers or anybody entering any other field, as well as for the promoted DHs (Coleman & Glover, 2010). They further argue that mentoring provides offering support, listening and settle problems by mentors, and mentees must have appropriate time and training where people are coming from different backgrounds, and individuals feel excited being mentored by a person who share the same background. According to Duncan and Stock (2010), mentoring provides intra-professional support that frequently contributes to career success and development of leaders and this is the benefit of the newly promoted DHs and mentors cultivate leadership.

## **2.8 Factors affecting induction and mentoring**

Administration is an important factor that affect newly promoted DHs in schools however, in order to understand and apply it effectively, they need induction and mentoring (Tapala, 2019). Ngcobo (2019) states that administration is a key element of ensuring organisational departments operate effectively. This scholar further emphasises that when applied in the school context, administration refers to the DHs tasks of organising and coordinating available resources for the purpose of meeting client expectations. It also involves the analysis of results, which are used by the DHs to monitor the level of teacher performance. All DHs, irrespective

of their phase, specialise in, are expected to implement the following administrative duties, some which may be non-teaching duties like collecting fees for staff or learners, ensuring staff welfare, assuming authority on behalf of the principal if the school has no incumbent in the deputy principal position or as directed by policy, do not qualify for one (Tapala, 2019). There is a professional expectation that the above-mentioned duties are to be done by all DHs (PAM, 1999).

According to Bantwini (2010), some DHs believe that implementing their instructional approaches effectively is hampered by a lack of resources. Textbooks, classroom space, laboratory equipment, computers, audio-visual equipment, the internet, and data for research are examples of resources that DHs ought to be introduced to and be guided on (Simpson et al., 2016). DHs complained that one of the main reasons they performed poorly was that they lacked these different resources (Seobi & Wood, 2016). Also, DHs have to be inducted and mentored on how to acquire the aforementioned resources. Tapala (2019) notes that the chances of the DHs succeeding in their duties are enhanced if they are given all the tools necessary to implement their teaching techniques. For DHs, managing and navigating gaps caused by a shortage of educators are significant. Teachers are among the most important resources for instructional leadership. Therefore, in order to maintain their efficacy, the DHs must efficiently manage their workloads (Tapala, 2019). DHs may find it difficult to establish their instructional leadership methods throughout their departments if they do not properly manage and arrange their human resource staff.

DHs have to be inducted on how to apply Quality Management Systems (QMS) as Policy and need to understand QMS concepts. QMS consists of three programmes: Developmental Appraisal (DA), which helps identify an individual's areas of strength and weakness. According to Resolution 8 of 2003, Performance Measurement (PM) is used for individual pay progression and whole school evaluation (WSE) is used to assess the efficacy of the entire institution. Quality Management System is a continuous process that occurs during the academic year and enables educators to monitor their own personal development and professional needs. According to the Department of Education (2005), it is the DHs' mandatory responsibility to guide the Developmental Support Groups (DSG) during the assessment process in order to carry out suitable professional development programmes. As part of their inclusive tasks, DHs must collaborate closely with teachers to support them in creating their Personal Growth Plans (PGPs), which are meant to draw attention to both areas of concern and

areas of excellence. The detection of curriculum implementation weak points is another function of QMS. Even though QMS is not the focus of this study, I thought it was necessary to emphasise the part that the DHs play in ensuring the calibre of instruction in the South African context. This is because QMS is one of the most important policies that direct the duties of the DHs to identify and implement appropriate development programmes for teachers once their work has been monitored.

## **2.9 Implementation of induction and mentoring by Principals and Deputy Principals**

From the experience I have gained as a teacher (Post Level One Educator) and newly appointed DH in the schools I have worked at, I have experienced that most schools do not conduct induction and mentoring to newly appointed educators and middle managers to adapt to school culture and environment. Coleman and Glover (2010) state that mentoring is a person-driven process, and that rather than focusing solely on task completion, there is an increasing recognition of the need to question a mentor and mentee, ensure that mentors possess the necessary skills, and ensure that there is time, support and understanding through reflection on the process. This emphasises the necessity of mentoring newly appointed DHs in schools. Mentoring should be implemented in the manner that the mentor's role is to guide, support and act as a resource to the colleagues by co-teaching, assisting in planning, modelling lessons, answering questions and encouraging reflection (Gillies et al., 2018). Gillies et al. (2018) stress that by induction, novices learn their skills at the same time they begin to understand their identities as teachers and the DHs and how they fit into their social context of the school. Also, they state that early induction plans included a mentor who checked sometimes with novice. In many schools, induction and mentoring are not applied and, should be implemented including to newly appointed DHs to middle management.

Wong (2005) defines induction as a comprehensive, organised and continuous process of professional development that is arranged by an educational institution to support and ready the newly hired teachers, in this example, the DHs, and then advances them into a lifelong learning programme. Conducting training to mentor and induct the promoted DHs into middle management in schools is crucial and necessary (Tapala, 2019). Makoni (2012) asserts that induction aids in a new appointed success in his new position or institution. The new member must go through three steps in order to succeed in his new role or school. Getting to know a new location is the first step in the process. This lessens the initial shock of discovering the

responsibilities of a new career, however, induction addresses this phase. Relearning is the name of the second stage of the induction phase. At this point, abilities that are acquired are put to use in the new position. In the third stage, the novice applies newly acquired abilities and strategies to become productive. These concepts are dealt with the section to follow on theoretical framework.

## **2.10 Implications of the lack of induction and mentoring for the newly promoted Departmental Heads**

Empirical studies have shown that the lack of induction and mentoring to middle management occupiers in schools in schools leads to unproductive school operation (Mahome & Mphahlele, 2023). In cases when there are no explicit guidelines for induction and mentorship, Bush (2008) states that principals must develop their own induction procedures. This forces newly appointed DHs to learn through trial and error. According to Chepkole et al. (2017), training could not be enough if there are not enough resources or innovations in teaching and learning. They emphasised that many principals are reluctant to spend money on training out of concern that it would not get the desired effects. According to Chipkole et al. (2017), the majority of the DHs who are not inducted take time to comprehend and know the ‘what’, ‘how’, and ‘when’ to perform a specific leadership and management function in their administrative and curriculum planning.

## **2.11 The role of Principals and Deputy Principals in inducting and mentoring the Departmental Heads at school level**

In each school, as a public institution, it is important that staffers are inducted and mentored, including DHs to develop and adapt to middle management spaces. Leithwood (2016), Bush and Middlewood (2013) emphasise the need for the DHs to be trained for the application of mentoring, moderation and for implementing the curriculum to assist educators who encounter complications in implementation. This is applicable by the principal and deputy principal who have to ensure effective management, leading, learning and teaching. Tapala (2019) states that the DHs have to write reports about curriculum related matters when these are delegated by the principal and they make decisions in the absence of the deputy principal. The principal serves

as the head and the deputy serves as the second-in-command. It is their responsibility to train and guide the DHs in report writing, administration, and middle management leadership duties.

When appointed to positions in middle management, appointees ought to lead their peers, at times for the first time, and therefore, such require that the incumbent possess skills that are different skills to that possessed by a class room teacher, and therefore, training and development of DHs should be conducted by the principal and deputies at school level (Irvine & Brundrentt, 2016). This emphasises the important role that the principal, the deputy principal, and other members of School Management Team (SMT) should train, induct and mentor the newly positioned DHs in schools. Principals must be proactive, aware of the requirements of recently promoted DHs, and provide mentors with the necessary training to ensure high-quality instruction and improved student achievement in schools through mentoring (Jato et al., 2022). These scholars stress the need for leaders (Principals) to help the subordinates (including the DHs) advance their competencies by providing them with visibility, sponsorship, and exposure to difficult management and leadership duties.

A study conducted in the United States by Lynette (2019) revealed that head teachers in Texas State provided conferences, seminars and workshops to mentor, induct and train newly appointed teachers and DHs in schools. Induction and mentoring, especially when offered to middle management, are intended to create effective leadership and management to schools. Head teachers, including that in public schools are dedicated to supporting professional development of the recently promoted or transferred teachers, as evidenced by their provision of necessary materials and lesson plans (Jato et al., 2022). This is a role that is important and that which principals need to do in our schools and it include induction and mentoring of DHs to middle management. Bush and Middlewood (2013) stress the main benefit for principals' roles to mentor the newly promoted DHs to develop their skills in a series as staff management, motivation and conflict management. It is believed that such enable DHs to gain confidence in the new responsibilities and roles. They emphasised that induction development by principals (Head teachers) enable them to get directly involved with the organisations to care for the newly appointed DHs and ensuring high standards of induction.

## **2.12 Theoretical framework**

This study is underpinned by three theories that constitute a theoretical framework, and these are: (a) MacBeath Social Identity Theory; (b) Townsend and Macbeth's Five Leadership principle and (c) Feldman (1976) Contingency theory of socialisation. These theories are related to socialisation and leadership which DH's are going to new leadership roles and management in schools which belong to the society or communities appointed to serve.

These three theories are discussed below.

### **2.12.1 Social Identity Theory**

Social Identity theory is described in leadership as a group process generated by social categorisation process associated with social identity. The appearance becomes a reality to DH's through depersonalised social attraction process that make followers agree and comply with the leader's ideas and suggestions (Hogg, 2001).

The first theory to discuss in this chapter is MacBeath's Social Identity Theory. This is followed by Five Leadership Principles by Townsend and MacBeath (2011) and finally, Contingency Theory of Socialisation by Feldmann (1976). All three theories constituting a framework are concerned with socialisation which is the full involvement of the DHs in their daily duties. First, Social Identity Theory is applied since it connects the DHs in a personal and professional context through interactions and behaviours in support of the research. Social Identity Theory is from Psychology but is fully related to leadership and learning in schools (Townsend & MacBeath, 2011). This framework promotes the department leaders' self-perception and their capacity for reasoned decision-making. Their perception by others may influences how they develop into lifelong learners. The relationships that a DH has with their instructors and senior management members help to define who they are. The concept of leadership for learning is also important for DHs because they have to support teaching and learning. However, for them to do this, they have to be socialised and understand who they are and what then need to do. Therefore, these are the expectations for the DHs' responsibilities, and I argue that it would be difficult to carry them out if they are not trained or supervised accordingly. As part of the socialisation, DHs ought to be supported though integrating them with the activities of schools. In so doing, there are many activities that they should be involved in, and these include

communication, training, and ensuring that the departments they oversee runs smoothly (Townsend & MacBeath, 2011). Therefore, this theoretical construct is important to show the social adaptation of the DHs to the school socialisation processes, leadership and management.

### **2.12.2 Townsend and MacBeath (2011) Five Leadership Principles**

Leadership for learning refers to stirring positive change and taking responsibility for the mobilisation of educators around a common goal, vision of needed improvements. Leadership for learning is an element of innovation, based on taking initiatives by individuals or groups directed to the improvement of student learning which the DH's is leading in middle management (Townsend & MacBeath, 2011).

I have indicated that leadership for learning is an important concept that Townsend and MacBeath have shown interest in and have published literatures on it. Within the bigger concept of leadership for learning, I have extracted five leadership principles, and these are' Shared leadership, Focus on learning, Dialogue, Conditions for learning, and Shared accountability.

#### **(a) Shared leadership**

Townsend and MacBeath (2011) stress that DHs have to ensure that leadership in education is interpreted as aggravating or encouraging constructive change and are made accountable for recruiting teachers with a common goal in mind and a system-wide understanding of the necessary changes, which may involve small- or large-scale reform. A teaching load may be divided in order for the weight to be shared. Therefore, leadership is shared to overcome day to day operational challenges. Naicker (2016) stresses that working collaboratively results in trust and accountability. In the context of shared leadership, it is important that the principal and the whole SMT understand the overall goal of the school in terms of supporting teaching and learning. For smooth sharing of leadership responsibilities, all stakeholders have to understand responsibilities of each individual. That is why induction of novice DHs is important. Besides induction, continuous mentoring is also important so that even when tasks are delegated by the school principal, the DHs can understand their roles, particularly, what leadership for learning entails.

(b) Focus on learning

In schools, DHs must ensure that teaching and learning is conducted effectively. Tapala (2019) stresses that DHs have to oversee the operation of the curriculum and the subjects they teach. As part of supporting curriculum delivery, school managers need to distinguish between urgent and significant tasks in order to carry out their daily duties, and they have to prioritise accordingly. Visiting of unexpected parents, departmental and non-governmental organisations which then distract the DH, teacher and principal calling educators to attend to the issue, negatively affect their focus on learning (Naicker, 2016). In other words, the focus on learning is similar to the idea of protecting instructional time, which is the concept that is used in the instructional leadership circles (Weber, 1996). DHs need to ensure that schools focus on learning, no matter what else prevails except when fighting broke up in class during teaching time. Townsend and MacBeath (2011) view quality leadership for learning as internal and external dimensions as the critical performance of the school system in grade promotion, completion and gender equity and academic knowledge's application to the actual world. While attention on learning is given first preference, it should remain when conducting a self-analysis, it is advisable to consider past experiences wherever feasible. The DHs should ensure that leadership for learning is always possible to be conducted.

(c) Dialogue

DHs are expected to wield positive forces and negative forces in execution of teaching and learning. Townsend and MacBeath (2011) are of the belief that leaders can use the force field to consider the factors at work and act appropriately to remain unexploited. Interactions between DHs in a department must ensure good and effective communication and positive dialogue to problem solving. Regular meetings with subordinates and learners by DHs ensure that leadership for learning in effective and conducive learning environment is made (Naicker, 2016).

(d) Conditions for learning

Townsend and MacBeath (2011) emphasise that learning should not be impacted by social, emotional, or physical factors. Of the conditions that affect the teaching and learning are, the lack of resources small classrooms, big learner enrolment and shortage of educators distracts the leadership in enforcing orders and rules. Tapala (2021) supports the view that for the DHs to work well in their leadership and management for tangible learning to occur, they must be given access to teaching and learning support materials (LTSM). A leader bears the responsibility for creating a favourable atmosphere that facilitates learning to confront all obstacles and disparities. School management team (SMT) which the DH is part of leadership is in charge of establishing chances for educators and students to study and educate. Therefore, DHs have to be made aware of these imperatives so that their efforts of supporting effective teaching and learning are directed at creating conditions for effective curriculum delivery.

(e) Shared Accountability

The DHs must always ensure shared accountability (Tapala, 2019). The DHs are leaders accountable for every activity or action in the department or in middle management resolutions. Tapala (2021) stress that the DHs must conduct class visits and check on teachers and learners work to oversee the class attendance by order to guarantee that learning and teaching are done in an efficient manner. Acquiring the skill of understanding accountability is crucial, and DHs need it, which they acquire when inducted and mentored to middle management. According to Bambi (2012), the department heads have a responsibility to maintain the academic advancement and productivity of their departments. When leadership is shared it is the same as accountability.

### **2.13. The Contingency Theory of socialisation**

The third concept is the contingency theory by Feldman (1976). Contingency theory of socialisation is described as the focus on socialisation process of individual newcomer into an organisation. In the study of induction experiences of newly promoted DHs, the theory shows activities that new comers participate in when applying leadership and management roles of administration, curriculum control and execution of orders. The first phase of the Contingency

theory is called anticipatory socialisation where learning takes place before the newcomer enters the organisation (Feldman, 1976).

The contingency theory of socialisation is one of the most well-known theoretical tools that can be used to explain how people become familiar with an organisation's policies and practices. Feldman (1976) thought that the socialisation of individual newcomers into an organisation was the main emphasis of the contingency theory. My research focused on experiences of six people who were either new to a post (Post Level Two) or in a school, but all occupied the same positions of Post Level Two as DHs. The study examines how novice DHs experienced induction and mentoring processes or the lack thereof.

Process variables in the theory indicate how a beginning progresses during the socialisation process. It is noteworthy that the theory centres on the methods by which the individual novices become familiar with the organisation. DHs that are promoted or employed must become familiar with and adapt to the values and culture of the new department or school (Heather & Keilwitz, 2014). In this regard, Tapala (2019) argues that the DHs should be trained on how to source materials to their educators in order to support curriculum leadership and ensure that teachers in their department are not hindered or negatively affected by a lack of resources to do their tasks. Induction and mentoring in the context of this study constitute resources that help support the agenda of effective leadership and management in schools. The term, anticipatory socialisation, refers to the first stage of the contingency theory. Learning occurs during this phase prior to the novice joining the establishment (read school or department). This phase is also called pre-arrival which is important for the newly appointed DH to engage with, in order to get better accepting of the new management and leadership roles. Tapala (2021) stresses that the DHs need training for curriculum leadership content and structure of curriculum leadership training programme.

In most schools in South Africa, this period is rarely observed, but I think it is relevant to this study. This phase is quite important because it get a new appointee ready for a job. Particularly, newly appointed DHs have expectations of their own regarding the organisation. Realisticism is the initial moveable in the anticipation phase. This is the degree to which each new educator or DHs knows, before to joining the organisation, everything there is to know about life in the institution (Tallbot, 2010). A DH must be aware of the surroundings before they begin this

phase (Jaca, 2021). Realists demonstrate how successful immigrants have successfully finished the information-sharing and assessment phase of the socialisation process (Tallbot, 2010).

The comparison variable is second on the anticipatory phase. According to Feldman (1976), this denotes the extent to which resources, personal demands, and skill levels are mutually fulfilling. It has to be remembered that before the new DHs assume this position, these two requirements need to be satisfied. The anticipatory stage will not be the focus of the study because induction takes place mostly after the new appointee has arrived to assume duties in the position. The anticipation phase is followed by the newcomer's entry into the accommodation phase, which is the second stage of the contingency theory (Feldman, 1981). The new educator or DHs gets to see the real face of the new organisation at this time. This research largely focusses on this stage of mentorship and induction experiences of the recently promoted DHs. This theory holds that while taking on new responsibilities, the newcomer gains the skills necessary to become an integral and active part of the group (Feldman, 1976). Clarifying the new DHs' function within the organisation is made easier by the learning process. In this phase, a new educator or DHs builds rapport (collegiality) with managers and staff members who are beneath them (Jaca, 2021). During the accommodation phase, the novice is mentored and inducted (Feldman, 1976; Nel & Luneta, 2017). It is argued that beginners usually worry about performance at this point, as well as emotions of loneliness and isolation. Four process variables are recognised in the accommodation stage by Feldman (1976). Initiation to task is the name of the first process variable in the accommodation stage. This variable assesses how well a beginning is able to pick up new job-related duties. This phase's second variable is known as "initiation to the group". This indicator quantifies the degree to which managers and subordinates have accepted the newcomer.

Role definition is the third variable in the accommodation stage (Feldman, 1976). The tasks that each individual newcomer must complete in the new organisation are mentioned to here. As middle managers, recently promoted, the DHs take on new responsibilities. The methods of induction and mentorship assist each newcomer through defining their function by providing insightful and accurate job descriptions. The term congruence refers to the fourth variable. Congruence is the correspondence between the beginner's progress and the available resources and help (Feldman, 1976). Both the supervisor and the new appointed evaluate each other. For this reason, all four variables are covered by the induction and mentoring process. The long-

term socialisation process includes both induction and mentorship. The study's theoretical framework will be drawn from the contingency theory's accommodation phase.

## **2.14 Chapter summary**

This chapter provides an extensive review of literature to help readers understand induction and mentoring to middle management. This chapter examined the following: The first section reviewed, exploration of the concepts of induction and mentoring. The Second section unpacked, understanding induction in the school setting. The third section reviewed, understanding the concept of mentoring in the school setting. The fourth section unpacked importance of induction and mentoring in schools. The fifth reviewed induction and mentoring in middle management. The sixth section unpacked perspectives from the developed economies on induction and mentoring: The seventh unpacked perspectives from the developing countries. The eighth reviewed experiences of novice DHs in induction and mentoring. The ninth unpacked benefits of induction and mentoring for the DHs. The tenth reviewed implementation of induction and mentoring for the newly promoted DHs. The eleventh the role of principals in induction and mentoring the DHs at school level. The twelve the theories that form a theoretical framework for this study have been presented and discussed. The next chapter provides a detailed discussion of the research design and methodology that were followed in conducting the study.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

The review of the literature on department heads' mentorship and induction into middle management as well as theoretical frameworks, are defined and discussed in Chapter Two. This chapter presents a detailed discussion about the research methodology that was used in conducting the study. It describes methodological discussion by outlining the research paradigm that underpinned the study. This is followed by a discussion about a research approach that was followed, the methodology, the sampling technique, data generation methods, data analysis techniques, as well as trustworthiness issues. Before the chapter summary is presented to conclude the chapter, ethical considerations that were followed in conducting the study are presented.

#### 3.2 Research paradigm

This section focuses on the research paradigm that was deemed appropriate for this study. A research paradigm is a set of beliefs and assumptions of the world view and serves as a guide to the researcher's behaviour (Jonker & Pennink, 2010). This study adopted interpretative paradigm in order to understand induction and mentoring of DHs selected schools in the uMlazi District. The strength of this paradigm is that data were generated through understanding experiences of the participants as they were the primary source of data, sharing their experiences on being newly appointed or promoted DHs in their schools. Celliers et al. (2019) refer to a paradigm as a research tradition or worldview. Kivunja and Kuyini (2017) state that a paradigm is an approach used in research to position findings and make it easier for readers to understand the study's ontology, epistemology, methodology, and axiology. A paradigm is a system of ideas that governs how actions should be taken and how outcomes should be perceived. I used this paradigm to explore the DHs experiences in executing, their new leadership and management roles when assuming their duties on their new positions.

Three research traditions are dominant in research namely positivism, interpretivism, and critical realism are paradigms which are commonly used in research (Celliers et al., 2019). This study used interpretive paradigm to get experiences of newly promoted DH on their leadership

and management roles and adaptation to middle management. The next important issue to engage with is about what scholars say interpretive research paradigm is. Interpretivism is a research paradigm in which reality is constructed by people's perceptions (Wahyuni, 2012). Interpretive studies seek to understand a phenomenon through the meaning constructed by people (Maree, 2012). Cohen et al. (2011) suggest that interpretive research seeks to understand the subjective world, and human experiences in specific context. Maree (2012) argues that reality is socially constructed by people within their social context. This means that to understand people's perceptions about a phenomenon, there ought to be studies conducted in their natural context. According to Maree (2012), interpretivist approach also assumes that human mind is the origin of meaning. Therefore, in this study, I ensured that I engaged with newly appointed DHs within their own work environment. In other words, I did not hire any person to distribute questionnaires for them (DHs) to fill-in and return, but, I personally held conversations with them with a view to understand their real-life situations.

### **3.3 Research approach**

Different scholars define the concept of research approach in different ways. For instance, Cilliers et al. (2019) refer to the approach as a design and define it as a comprehensive plan for the entire research project. This study adopted a qualitative research approach. A qualitative research is characterised mainly by the fact that the findings and evidence are presented in the form of words from the participants rather than in the form of statistics (Creswell, 2012). Moreover, Lodico et al. (2010) indicate that qualitative researchers accept that learning is obtained in the context of social scenery and that understanding social information is an authentic logical procedure. Adding to this conversation, MacMillan and Schumacher (2010) argue that in research, a qualitative approach is distinct from those used in quantitative designs or mixed methods. These authors report that while a qualitative design (read approach), emphasises the gathering of data qualitatively, that is, gathering information by words and meanings that the participants attach to phenomena, the quantitative design uses numbers or figures, while a mixed-methods design focuses on a combination of the qualitative and quantitative designs. The rationale for using the qualitative approach is that it focuses on the understandings that the individuals attach to their lived experiences (Donald et al., 1999).

In this study, qualitative research approach was used for the study because I wanted to understand the personal perspectives and experiences of novice DHs regarding induction and mentoring processes. In instances where induction and mentoring were not done, I needed to understand why that was the case from their own perspectives. Qualitative approaches begin with an interest, problem or question (Ravitch & Carl, 2016). As part of the interpretation of the research question, qualitative research is viewed as a set of interpretive activities which privilege no single methodological practice over another (Ravitch & Carl, 2016). As part of the research, using qualitative research method from the literature review the study is possible to unpack the purpose of the research and to get clarity from experiences of the participants.

### **3.4 Research methodology**

According to Kivuja and Kuyini (2017), methodology is when a researcher asks himself/herself questions about obtaining the desired knowledge, understanding and data that would assist to answer research questions and then make contribution to knowledge. Case study research is a type of research involves the study of a case for real-life, contemporary context or setting (Yin, 2014). The real-life case here is the application of leadership and management of newly appointed Departmental Heads in schools without induction and mentoring. Case studies involve gathering broad data from the people being studied or observed, trying to extract some meaning that was not previously apparent or confirmed, and then attempting to present this in a convincing manner to an audience (Bassegy, 1999).

Methodology refers to an approach adopted in a research process (Wahyuni, 2012). Maree (2012) defines methodology as a strategy used by a researcher in producing data. In this study, a case study research methodology was used to understand views and experiences of newly appointed DHs in selected schools in the uMlazi District. A case study refers to an empirical inquiry aiming at getting an in-depth understanding of a phenomenon within its naturalistic context (Yin, 2003; 2009; 2011; 2013). Furthermore, a case (phenomenon) is studied within a specific context, therefore, a boundary between a phenomenon and its context is not always clearly identifiable (Cohen et al., 2007; Yin, 2003). Gerring (2004) defines a case study as an in-depth study of a single phenomenon, on the other hand, Gillham (2000) refers to case study as an investigation undertaken to answer specific research questions in order to find different evidence from the case settings. According to Rule and John (2011), a case study refers to a systematic investigation of a phenomenon in its context in order to generate data. According to

Yin (2003), a case study methodology should be considered when the focus of study is to answer “how” and “why” questions to the phenomenon under study.

In the context of this study, the phenomenon under scrutiny are the experiences of newly appointed DHs that are located in selected schools within the uMlazi District. The DHs had been in their positions for more than five years, and were not considered as newly appointed or novice DHs but as sufficiently experienced. Therefore, the boundary for this case study research were defined clearly. Six Departmental heads from three (3) Secondary schools and (3) Primary School, were selected for participation in the study and they were the source of qualitative data generation.

### **3.5 Sampling technique**

In this study, the purposive sampling method was used to select schools and the Departmental Heads that had recently been appointed. Purposive sampling entails researchers picking and choosing participants or research sites based on the kinds of information they have that would assist answer research questions (Cohen et al., 2011). Purposive sampling, according to Cohen et al. (2007), is the process of gathering information from a smaller group or subset of the population in order to ensure that only a manageable number of participants can participate in the study. In qualitative studies, the sample of the participants does not represent the entire population as it is the case with quantitative research where generalisation of the findings is the main aim. In qualitative inquiry, the researcher selects the bare minimum number of the participants required to carry out the study. Decisions need to be made about who or what should be sampled (Creswell & Poth, 2018). The study aimed to solicit views and experiences of the Departmental Heads about their induction and mentoring or the lack thereof. In addition, they would share their views about what they understood these terms to be about and how they affected their work lives.

In addition to purposive sampling, I also used convenience sampling. Maree (2012) argues that convenient selection of participants is used where participants are available. According to Cohen et al. (2011), convenience sampling is about selecting the nearest and easily accessible participants. Welman et al. (2007) share the same view that convenience sampling is appropriate for the selection of participants that are easy to find or one has easy access to. In the context of this study, I ensured that within the uMlazi District, I chose schools that met the

selection criteria, but that were located in the uMlazi Township because they were easily accessible to me.

### **3.6 Data generation methods**

This section focuses on how qualitative data was generated or produced. Although some qualitative research texts including books use the term ‘data collection’, in this study, I use the term ‘data generation’ or ‘data production’ to be consistent with the research approach that I adopted for this study, namely, qualitative approach, and also to be consistent with the interpretative research paradigm in which this study is located. According to Patton (2002), qualitative data can be generated in three ways, that is, interviews (structured interviews, semi-structured interviews or in-depth, open-ended interviews, direct observation and written documentations. Creswell (2014), argues that when conducting qualitative method of research that is interpretive in nature, it usually involves the researcher spending a long time and working closely with participants. In this study one on one interviews were conducted with the participants. Semi-structured interviews were held with the newly appointed DHs from six schools – three primary and three high schools, and these interviews were audiotaped to ensure accuracy of the content, and also that it would be easier to transcribe it later for purposes of data analysis (Creswell, 2014). Creswell (2014) further indicates that even researchers record information from notes, by audiotaping, or by videotaping they need to take notes if recording equipment fails.

The semi-structured interviews were conducted in-person and through video conversations utilising a variety of video conferencing technologies (Zoom, WhatsApp) in accordance with social distancing strategies to avoid the spread of COVID-19 during the interview process. As indicated previously, the conversations with DHs were audio-recorded. Before the conversations started, participants were asked to certify that their participation was voluntary and also that they agreed with the idea of recording our discussion. I explained to them that by recording the discussion I wanted to make sure that I did not miss something as their stories are important for this study, and misrepresentation of what they told me should be avoided.

### **3.7 Data analysis techniques**

It is generally agreed among scholars that data that is generated in the research process has to be analysed so that readers and researchers alike can make sense of what the findings of the research. In the context of this study, the data that had been produced had to be analysed. In this section, I explain how that process unfolded. Data analysis refers to extracting insights from data that is generated when conducting research using various analytic processes. Data was arranged and ready for investigation (Creswell & Creswell, 2017). Thematic analysis technique was used to analyse data in the study. Thematic analysis (some call it content analysis) is the examination of qualitative data based on recurring notions known as themes or emerging topics in the proposed research (Creswell & Creswell, 2017; Guest et al., 2011). Therefore, the data generated from conducting semi-structured interviews was analysed thematically. Content analysis can be applied to any type of written material, including transcripts from interviews and documents (Cohen et al., 2011).

Before the process of thematic data analysis can commence, data has to be prepared. For instance, I had to ensure that the recorded interviews were first transcribed into a Microsoft Word format. Hence the term transcriptions. Data transcription created the important application of content analysis. According to Cilliers et al. (2019), content exploration examines, converts, and identifies overt themes and patterns that are embedded in a specific text. It also focuses on distinctive themes that highlight various interpretations of the phenomenon rather than the statistical significance of a text's or concept's occurrence. Since this study is qualitative, no statistical analysis was involved.

The interview had been recorded verbatim, read aloud several times, and then organised into units of analysis (Buthelezi, 2021). Coding process followed. The act of converting the participants' responses into distinct sets for analysis is known as coding (Cohen et al., 2011). The researcher can find related material by using coding. Following coding, themes were created by grouping related codes together (Buthelezi, 2021). Babbie (2020) and Rule and John (2011) state that after data is coded, it is subjected to a thematic analysis. Additionally, using codes to find patterns and organise them into themes is a component of thematic analysis (Babbie, 2020). The pattern that was generated had a specific focus on the topics relating to the departmental heads' mentorship and induction.

### **3.8 Ensuring trustworthiness of the findings**

It is important that the results of any study can be believed, and thus, trusted. In qualitative research, Lincoln and Guba (1985) developed and popularised trustworthiness and constituent concepts of credibility, transferability, dependability and confirmability as alternative criteria to validity and reliability measures that should be used to assess trustworthiness of findings in qualitative research. Trustworthiness refers to the level of assurance in the interpretation of data and the procedures that are followed to guarantee a study's quality (Pilot & Beck, 2014). The four criteria to assess qualitative research mentioned above are discussed next.

#### **3.8.1 Credibility**

Credibility was used and considered important in the study to ensure the findings in the research are accurate (Maree, 2007). According to Tobin and Begley (2004), credibility is related to internal validity, which addresses the issue of agreement between participants' perspectives and researchers' interpretation of that perspective. Credibility establishes whether findings from a research study represent plausible information drawn from the participants' original data and is a correct representation of the participants' original view (Lincoln & Guba, 1985). In this inquiry, I made use of the above-mentioned strategies to ensure that the findings were credible. Firstly, all stories that were narrated by the participants during interview sessions were audio-recorded and transcribed verbatim to ensure that interview transcripts are accurate. Secondly, all interview transcripts were shared with participants as part of member checking technique, and which ensures credibility of the findings. Such credibility is enhanced in the sense that this technique ensures the stories that were told by the participants were checked for accuracy. The study shall link and associate the findings with what is a response to the question to show validity of the research project. The participants shall be continuously checked to sustain credibility.

#### **3.8.2 Transferability**

Transferability is defined as the degree to which results of a qualitative research can be transferred to other context or settings. According to Rule and John (2011), transferability occurs when a researcher gives the reader sufficient information and details to enable them to

draw their own conclusions and conclusions about inferences and results. Thick description is one strategy that can be used to promote transferability (Creswell & Miller, 2000; Lincoln & Guba, 1985). These authors explain thick description as a means of achieving an external validity of sorts (quantitative inquiry). By providing a detailed description of a phenomenon, one can assess how much the inferences made can be applied to different eras, environments, circumstances, and individuals. Sharing a similar view is Hiller (2016) who articulates that the description of contextual information associated with the study enables one to enact transferability. In this inquiry, transferability was ensured by transcribing and interpreting voice recordings correctly after the interviewing of the participants during the process of generating data. Furthermore, all the steps that I followed are discussed in greater details.

### **3.8.3 Dependability**

Dependability is the degree to which study participants' assessments of results, interpretations, and suggestions are substantiated by the data generated from them (Lincoln & Guba, 1985). An audit trail, which allows other people to review an inquirer's data, techniques, decisions, and final product documentation, can be used to show dependability (Tobin & Begley, 2004). It emphasises thoroughness and soundness in so far as methodology towards generating results and conclusions which researchers can positively receive is concerned (Rule & John, 2011). Bitsch (2005, p. 86) defines dependability as “the stability of findings over time”. It is concerned with consistency of research findings. The interpretation of data must be in line with data that is generated in the field, for consistency. In this study, I used similar interview schedule for all the participants in the study. The observations done in the three secondary schools had the same questions to ensure consistency of the findings and dependability.

### **3.8.4 Confirmability**

Confirmability is “concerned with establishing that data and interpretations of the findings are not figments of the inquirer’s imagination, but clearly derived from data” (Tobin & Begley, 2004, p. 392). It determines whether a researcher could have been biased when analysing data. Confirmability can also be regarded as the extent to which readers may verify study findings in order to make sure that the results do not reflect the researcher's views and experiences, but those of the participants' subjective experiences (Wahyuni, 2012). Lincoln and Guba (1985)

view confirmability as maintaining objectivity of the phenomenon that is under investigation. In line with this view, researcher influence and bias in the study is minimised. In the context of this study, I made sure that I checked with participants whenever I had developed any interpretation about what they had said. That technique is referred to member-checking. This ensures that data and interpretation of findings do not become figments of the researcher's imagination, but clearly derived from the data (Tobin & Begley, 2004). In line with this requirement, I ensured that when the transcripts had been done, I gave each participant a copy so that they could confirm if what I had written down was a true reflection of what transpired during our discussions.

### **3.9 Ethical considerations**

It is always important that whenever research is conducted, this is done in a manner that is ethical (Cohen et al., 2018). In this study, I complied with all ethical requirements such as seeking permission to conduct the study from relevant authorities and also ensuring that the rights of all the participants are respected. Research scholars (Creswell & Poth, 2016; de Force et al., 2011; Maree, 2016; Wiles, 2013) maintain that researchers need to be aware of ethical concerns when conducting research - developing the data production process and think about whether or not the study methods could result in any bodily or psychological harm. To make sure that all the research processes were ethical, I first sought permission to conduct research from the KwaZulu-Natal Department of Education and I applied for and was granted ethical clearance from the Human and Social Sciences Research Ethics Committee (HSSREC) of the University of KwaZulu-Natal.

In terms of the participants' rights and autonomy, all the Departmental Heads as participants were informed about their rights, they may choose to remain anonymous, or their real names and places are acknowledged. According to Edwards and Weller (2016), it is common in social research that participants are guaranteed anonymity to protect their identity for various reasons including undue pressure from society. This is done in order to ensure that identities of participants are unveiled to the public and thus, expose them to possible dangers relating to their participation. This is known as principle of non-Maleficence, or no harm.

There is agreement among the scholars that no participant should be exposed to danger (physical or otherwise) due to the fact that they are participating in a research (Cilliers et al., 2019). In line with this thinking, I ensured that all the participants were free from any exposure to harm. Their identities were protected through the use of pseudonyms for both the schools and the participants. I promised to keep the participants safe from harm—both physical and emotional. In order to prevent offence and emotional distress among the participants, the interview questions were gender, race, and ethnicity neutral. To avoid contracting COVID-19, video conferencing was used for the interviews. In order to make participants felt more at ease during conversations, I created a suitable setting and atmosphere for data generation (Rubbi et al., 2019; Singh, 2012). In fact, I asked them to decide on the date, time and venue that would be suitable for them individually.

### **3.10 Chapter summary**

This chapter has provided a detailed discussion of the methodological processes that were followed in conducting the study. The introductory section provided a brief recap for the previous chapter and introduced the topics of the breakdown in chapter three. Outlining of the research methodology and paradigm of the study was conducted. The second section provided the paradigm used in the study and motivated why it was used. The processes followed in conducting the research, were discussed while the third section presented the qualitative approach for this study. The fourth section discussed research methodology while the fifth presented sampling, gaining access to the research sites and the participants. The sixth section unpacked data generation. The seventh reviewed data analysis process, while the eighth reviewed the techniques that were followed in ensuring trustworthiness of the findings. The ninth section concluded by highlighting the ethical considerations and protocols that were followed during the study. The tenth section provided the chapter summary. The next chapter provides presents data, analyse data and a detailed discussion of the findings of the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

A thorough explanation of the research design and methodology used for the study was given in the previous chapter. The presentation and the discussion of findings is the focus of this chapter. The information presented in the chapter was taken from the transcripts of the semi-structured interviews with Departmental Heads. The discussion of findings is presented according to various themes that were developed from the analysis process. The participants' voices are used in the form of actual quotes to support the claims that I make as a result of my interpretations. For the DHs, confidentiality and anonymity are ensured through the use of pseudonyms. The inclusion of reviewed literature and the study's guiding theories enrich the conversation as well. A brief synopsis or biography of every participating school and its participants is given prior to the discussion of the themes that emerged from the data. The reader will be able to comprehend the background from which the data was obtained with the aid of the research schools' profiles.

#### **4.2 Participants' and schools' profiles**

The schools' profiles are discussed in this section, and then the participants' profiles follow. Muziwandile Primary Schools (MPS), Qhela High School (QHS), Zeqile Primary School (ZPS), Mega High School (MHS), Velani High School (VHS), and Khatami Primary School (KPS) are used as pseudonyms for the purposes of anonymity. The profiles of the six participating schools and the six participants are described in this section. The Umlazi District (Durban) is home to all six of the schools. For the study, one department head from each school was interviewed.

##### **4.2.1 Muziwandile Primary School**

Muziwandile Primary School (MPS) is a Quintile 4 public primary school, situated in a poor socio-economic area within uMlazi Township, and it enjoys Section 21 privileges. The population set up consists of formal and informal housing settlement. According to Section 39

(7) of the Schools Act (Republic of South Africa, 1996b), an annual national quintile for public schools must be determined by the Minister and used by the MECs to identify which schools are prohibited from charging tuition. The lowest ranking school (Quintile 1) at the top and the highest-ranking school (Quintile 5), South African schools are therefore divided into five groups.

Funds are allocated to schools using the quintile system, where Quintile 1 receives the highest per-learner allocation and Quintile 5 receives the lowest. Further to that, public schools are divided into two categories - those belonging to Section 20 as well as those found in Section 21. Section 21 states that the provincial education department gives money directly to the schools, who then take responsibility for purchasing goods such as stationery and textbooks, pay water and electricity bills, and do their own upkeep. The school is also eligible for the National Feeding scheme learners are cooked for and receive food during lunch time each school day of teaching and learning. A female administrator oversees the school and provides directives to the teachers, parents, guests, department heads, and other employees. Twenty-two educators, a principal, deputy principal, three Departmental Heads(DH's)work at school. Six non-teaching staff work at (MPS) including handy man, two cleaners and two security guards, one for day shift and one for night shift. The school presently has 819 learners enrolled. Twenty classrooms available for learners, with average of 40 learners per class. Learners at the school range in Grade from R to Grade 7. The school receives Corporate Social Investment (CSI) Participation from one of the national brand's educational outreach programme.

#### **4.2.2 Qhela High School**

Qhela High School (QHS), located within the uMlazi District, was a Quintile 4 high school with Section 20 status, and its current learner enrolment was wholly African. The eThekweni Municipality provided all services, including the collection of waste refuse. The school was run by a male principal who also provided guidance to two deputy principals, five department heads, teachers, and other staff members. Forty-six educators worked at the school, along with a principal, two deputy principals, five Departmental Heads. Other staff members comprised thirteen non-teaching staff, which included 2 Security guards, garden cleaners, and school cleaners. At the time of conducting this study, the school had 1686 learners. There are 28 classrooms at the school, holding an average of 80 students from Grades 8 through Grade 12.

### **4.2.3 Zeqile Primary School**

Zeqile Primary School (ZPS) was a Quintile 3 public primary school which enjoyed Section 21 privileges, and it was located within the uMlazi District. ZPS served learners from Grade R through to Grade 7. Learner population comprised wholly African learners who came from both privileged and impoverished home backgrounds. The school consisted of both brick complex and mobile prefabricated structure buildings used for teaching and learning. Learners and educators had easy access to transport in the form of trains, taxis, and buses. The school was run by a male principal who was assisted by a female deputy principal, department heads, teachers, and other employees. The school employed 28 teachers, one deputy principal, four departmental heads (DHs), and a principal. In addition, ZPS also had two non-teaching staff - a security and a cleaner. There were 1244 students enrolled in the institution. There were 23 courses at the school, each with an average of 80 learners in a classroom. The school featured a playing field, a kitchen, and a four-room cabin.

### **4.2.4 Mega High School**

Mega High School (MHS) was a Quintile 4 school with Section 21 powers and was located in the uMlazi District. The eThekweni Municipality provided water, electricity, and waste collection services. Learner population comprised 1506 learners all of whom were African. Learners enrolled in the school came mostly from impoverished home backgrounds. The school building was an excellent double-storey face brick building. The school was run by a female principal who provided guidance to male and female deputy principals, department heads, teachers, and other staff members.

The school employed 52 teachers, a principal, two deputy principals, and five department heads. Also, there were two administrative clerks, two security guards, a gardener, and a cleaner. There were 1506 students registered in the institution as well as 24 classrooms in the school, with an average of 80 learners in each. The school featured large grounded chess gaming grounds, a security house, and stadiums with a pavilion, cottage, and sick bay. MHS enrolled learners from Grade 8 up to Grade 12.

#### **4.2.5 Velani High School**

Velani High School (VHS) was a Quintile 3 school with Section 21 privileges, and situated in an urban environment that had formal and informal home settlements. Learner population were Africans that came from privileged and impoverished home backgrounds. The modes of transport moved easily using buses, taxis, trains, and private cars. A male principal lead the school, giving instructions to deputy principals, departmental heads, educators and non-teaching staff.

There were five Departmental Heads, a principal, two deputy principals, and 47 educators working in the school. Non-teaching staff consisted of six personnel (2 cleaners, one grounds man, two administration clerks and one security). At the time of this study, VHS had 1697 learners. There were 28 classrooms in the school, with an average of 65 students in each. There was a school tuckshop container at the school. The school had double storey buildings which consisted of cottage, kitchen and a covered assembly area. VHS had learner enrolment ranging from Grade 8 up to Grade 12.

#### **4.2.6 Khatami Primary School**

Khatami Primary School (KPS) was a Section 21, Quintile 3 primary school, located in the uMlazi District, and it started from Grade R to Grade 7. Learner population comprised 698 learners, all African who came from privileged and impoverished home backgrounds. The school consisted of a bright colourful brick painted building. Learners had easy access to buses, taxis, and scholar transport. A female principal led the school, male deputy principal, departmental heads, educators and non-teaching staff.

Staff establishment consisted of a principal, 2 deputy principals, three Departmental Heads, 17 educators and 21 non-teaching staff. Among the non-teaching staff, the schools had Kitchen staff for cooking learner's food, administrative staff, grounds man, cleaners, and security for midday and night duty. There were sixteen classrooms in the school, each having an average of forty students. The school included ample facilities, such as a kitchen, playing field, library, board room, and cottage.

#### 4.2.7 An overview of the participants' backgrounds

At the uMlazi District, I selected six DHs from six schools as participants in the study. Background data about the DHs' years of experience working as educators and their qualifications are provided in Table 1. Based on the information in the table, every participant was eligible and was enrolled in their respective institutions for over three years.

School	Code and Participant	Number of years in the school	Qualifications
Muziwandile Primary School	DH 1 Mr Shandu	02	Bed Honours
Qhela High School	DH 2 Miss Zakhala	19	STD Commerce
Zeqile Primary School	DH 4 Mrs Ngcongco	07	National Diploma in Management B Degree in Financial Management PGCE
Mega High School	DH 4 Miss Mthiyane	15	B PEAD Commerce
Velani High School	DH 5 Miss Myeni	03	BEd Honours
Khetami Primary School	DH 6 Miss Mabuza	07	BEd Degree

**Table 1: Background information of Departmental Heads in the sample**

#### 4. 3 The emerging themes from the analysis

Semi-structured interviews were conducted to provide information about the experiences of the DHs particularly that concerning their resumption of duty without induction and mentoring after their appointment/promotion to middle management. Basic understanding of induction and mentoring was shown in the process. Findings are presented to this section with emerging key themes based on research questions as subsections with data from each participant. After each theme findings are discussed, and the literature is engaged to understand the analysis and responses from participants. Nine themes emerged from the analysis of data. The themes that emerged from the data covered in this section and include; Departmental Heads opinions about

their experiences in induction and mentoring to middle management in schools where they are leaders. The following themes were discussed: Departmental Heads' understanding on induction and mentoring; How the Departmental Heads have experienced induction and mentoring; What the Departmental Heads perceive as benefits of induction; What the Departmental Heads perceive as the benefits of mentoring; The challenges that the Departmental Heads encounter as they transition to middle management positions, Understanding Departmental Heads roles in management and leadership after induction and mentoring process, Departmental Heads application of induction and mentoring subordinates, Departmental Heads induction and mentoring enacted by School Management Teams (SMT) and Departmental Heads induction and training session Department of Basic Education.

#### **4. 3.1 Departmental Heads' understandings of induction and mentoring**

The analysis suggests that there was diversity of views about what constitutes induction and what constitutes mentoring. The participants were asked the question "What are your views about induction and mentoring in school?" Their responses suggest that their understanding of the two concepts differed. Four out of six participants believed that induction and mentoring are very much needed and important since they are first entry to middle management in schools. In other words, their understanding of the two concepts is underpinned by their views regarding the concepts' efficacies. The four participants also believed that induction did not take place in their respective schools, while the other two participants indicated that they were inducted when they assumed middle management positions as the DHs. As indicated earlier, four out of six participants believed that induction was necessary and therefore, that it was important that they should be conducted in schools in order to assist the DHs to adapt to middle management positions. The understandings expressed by the participants is that induction is the first crucial task that need to be conducted to the newly promoted DHs in schools. DH 1 Mr Shandu, believed that induction was necessary for DH position since it was needed in schools as the first step towards their integration to the school life. He responded as follows to express his view:

*You know I believe induction is very much needed especially in the middle management, since it is the first step or the entry level of middle management in the school environment.*

This view concurs with that of DH 2 Miss Zikhala who argued that induction for DH was needed in schools. She added that DH should be inducted on how to compile management and curriculum file. She expressed her sentiments as:

*There should be induction for newly appointed DH in schools. Among other things, they should be inducted on how to compile management and curriculum file.*

DH 4 Miss Mthiyane, shared the same understanding with DH1 Mr Shandu and DH2 Miss Zakhala that induction was important to middle management in schools as they give some direction to the newly appointed DHs in schools. She expressed her sentiments as follows:

*I think induction is very important, especially to middle management in schools. DH should be inducted on tasks that they have to carry out.*

While DH 1 Mr Shandu, DH 2 Miss Zakhala and DH 4 Miss Mthiyane articulated that induction for DH was needed and conducted in their schools, DH 3 Mrs Ngcongco presented a diverging view. She stated that induction for DH did not take place in her school and other schools she knew. She explicated:

*I will say in most school's induction does not take place as it is supposed to.*

DH 5 Miss Myeni, believed that not all schools did induction for the newly appointed DHs. She explicated:

*Some schools do induction and some others do not. In this school we do have induction programme.*

DH 6 Miss Mabuza, shared an understanding that induction is the core thing that schools needed. She continued to stress that induction helped the newly appointed DHs to manage their departments better. She emphasised that:

*That's the core thing that the school need to do induction to people that are newly appointed as Departmental Heads to help them managed better, have better growth, what is needed in leadership.*

Overall, the findings suggest that some participants gave their understandings of induction related to its importance in schools. They regarded it as the core thing that needed to be conducted by the schools and the DBE. In agreement with the opinions expressed by four participants on understanding induction, Steyn and van Niekerk (2013) define induction of staff as the process by which an educational organisation facilitates and supports newly appointed staff members in a variety of tasks and roles so they can quickly and with the least amount of

disruption transition into the official atmosphere and make the most of the institution's functioning. Bickmore and Bickmore (2020) regard induction as a structured process that is conducted in a safe and supportive school environment and is tailored to the individual requirements of the newly appointed instructors. The definitions of induction by these scholars give a clear understanding of induction as indicated by the DHs in their views.

Academics have argued that induction of a newly appointed employee in the world of work is one of the most important duties which the human resource of any organisation must ensure that takes place (Fried, 2018; Tapala et al., 2021). Transition and change, according to Jato et al. (2022) and Jaca (2021), is a process experienced in work-related changes that includes roles and responsibilities. Such roles and responsibilities are to get knowledge of compiling managing curriculum files for their departments. Therefore, induction is important to be conducted. In conclusion, in support of this view, Schwabsky (2019) argues that the principal plays a major role in the success of the induction in schools. It is important that principals ensure that induction takes place in schools they lead. In addition, I should highlight that the responses of the participants did not actually explain what induction is, but they indicated that they valued what it does for newly appointed staff as a way of introducing them to the new work environment.

#### **4.3.2 Departmental Heads' understandings of mentoring**

The understandings of mentoring by the participating DHs seemed to converge on the notion of continued support that ensured that they are able to perform their duties optimally. The participants in the study gave views on understanding mentoring as a follow up after induction has been conducted. Mentoring is defined as the process where newly promoted DHs require leadership that empower staff to carry the school forward through joint planning, involvement and be responsible for the performance of their own departments and subjects (Tapala, 2019; Van Deventer & Kruger, 2011). The participants indicated that newly appointed DH needed to be mentored so they would understand and know the roles and responsibilities of leadership and management in middle management. DH 1 Mr Shandu, believed that when the DH is promoted there is change in the responsibilities of being led and supervised to planning, organising, leading and controlling of the curriculum and administration roles. He believed that

mentoring is important to the newly appointed DH when assuming leadership responsibilities.

His views were as follows:

*As the DH you are at the position of which you manage the curriculum and the programmes of that particular department at the same time. So being mentored and being guided by the one senior whether the deputy principal or the principal is very important, so that you also move from the mentality of an ordinary educator in to management. There are many roles that one plays once you become management.*

DH 2 Miss Zakhala was acting DH prior to her formal appointment as DH, observed what she considered the essence of mentoring when especially mentoring novice educators from university and these were employed in her department. They needed to be guided and taught how to work in class. She believed that mentoring is important for newly appointed DHs and educators in schools. She observed senior DHs while acting as an DH before her formal appointment. She expressed her ideas as follows:

*I have noticed that those who have studied especially in universities, there is a lot of work that they did not do; like for example, preparing a file. So, it is important to mentor them, because at the time for example, I find myself just teaching the novice educator how to prepare a file. I also accompany them to class. I also ehhh, make class visit whereby I will request another experienced teacher for that particular subject to teach so that one can observe for the strategies on how to, on how to teach.*

DH 3 Mrs Ngongo, when she was appointed as the acting DH, she was mentored by her deputy principal. She gave her views as:

*As Post Level One educator there are things that you actually you don't know when it comes to management and, you need someone who can channel you and guide you to a correct path. So, since she was not the only person who was in the management at that time, that is my understanding of mentoring.*

DH 4 Miss Mthiyane, shared her understanding that mentoring is about leading a person towards goal of knowing how to do work. Her views were expressed as follows:

*Mentoring is about leading a person towards that goal of knowing how to do work, so that is my understanding of the topic and work as a whole.*

DH 5 Miss Myeni, and DH 6 Miss Mabuza both believed that some schools mentored newly appointed DHs while others did not. DH 5 Miss Myeni stated that DHs are mentored by members of the SMT. This is shown in her statement below:

*Some schools do have mentoring and some do not. In school we do have mentoring for our newly appointed DHs are new in the school. Mentoring is done by the Principal and the Deputy principal to newly appointed DH's in our school.*

All the participants gave their understandings of mentoring during the face-to-face interviews conducted. The participants expressed the need for the application of mentoring to schools since there are changes in positions and roles when the DHs assume leadership and management positions. Prothero (2014) and Service et al. (2018) argue that mentoring is a better way to learn about what leadership is, and to mentor someone in leadership. This relates to the experiences of DH 5 Miss Myeni and DH 6 Miss Mabuza who were mentored by the members of the SMT when they were appointed to their positions.

Some of the participants had prior experience of acting in the DHs position and acquired management and leadership responsibilities while others did not. Findings of Jaca (2021) that involved examining DHs' transition to middle management show that there is a requirement of mentorship for the newly appointed DHs to cope with demands of their jobs and responsibilities. The findings suggest that the participants got to know the roles and responsibilities if they were mentored by senior SMT members. The participants thought that in learning development and well-being, the DHs and teachers (Post-Level One educators) participated in mentorship processes. These are one-to-one relationships between inexperienced DHs or educators (mentee) and experienced DHs and educators (mentor) (Hobson & Maxwell, 2020; Jato et al., 2022). In conclusion, I should highlight that the participants viewed mentoring as critically important, and as such, it is needed for people who enter middle management space in schools. Mentoring is reflected an effective leadership development approach (Service et al., 2018). From the participants' perspectives, mentoring promotes change in responsibilities for leadership and management in middle management. They shared an understanding that mentoring is leading a person towards a goal of knowing what to do.

### 4.3.3 How the Departmental Heads have experienced induction and mentoring

This is a third theme and it focuses on how the participants experienced being inducted and mentored. The data indicate that not all the participants had been inducted, and therefore, their experiences of this phenomenon was invariably quite different. To begin with, these participants gave their views about whether or not induction and mentoring are related and if so, they shared their views about the nature of the relationship between the two concepts. The participants responded by giving their experiences of induction and mentoring in their leadership and management as the DHs. All participants shared the same understanding of induction and mentoring. Each gave a response of showing which concept comes first and which one would follow when they are applied in equipping the newly promoted DHs in schools. DH 1 Mr Shandu, viewed induction as an introduction to understanding new management roles and mentoring as the continuation of support and guidance that needs to be given to the newly promoted DHs in schools. The second question posed to him was, “in your view is induction related to mentoring”? His response suggested that the two concepts are related. This is what he had to say in this regard:

*I believe they are related when you are being inducted, your mind is set into a particular position. Given the roles during training that you will be applying and the responsibilities that is induction. Mentoring is a continuation after induction is conducted. Mentoring is when you are shaped how you are to work around in that particular position. I look at one as primary and the other secondary. I say one is primary and the other secondary, is because being inducted can be a workshop, can take a day or two. But now being mentored is a long term process where you are in time you meet a particular challenge than someone senior than you, comes to you and mentor you as to how to address challenges in motion.*

DH 2 Miss Zakhala, shared similar sentiments as DH 1 Mr Shandu that induction and mentoring are related and they are important. DH 2 Miss Zakhala believed that induction was important for newly appointed DHs, while mentoring was more about ensuring that management duties are conducted properly. Her views were as:

*When the DH or any person that is new in the industry or at work, there are a lot of things they do not know; so, induction is so important, so I*

*think they are related. Mentoring is like you need to follow every steps of what the new DH is doing to make sure that s/he is doing what he/she is supposed to do properly.*

DH 3 Mrs Ngcongco, believed that induction and mentoring are related. If you introduce the new DH as staff member at work, he or she has to be inducted and mentored and these two concepts are related. Her sentiments are as:

*I believe that when you induct someone you are actually guiding that person. Each and every step on how to do things. Then when you are mentoring that means you are also there actually showing the person on how to do things, and where there are mistakes you are close in order to channel that person into the correct path. I believe that they are related.*

DH 4 Miss Mthiyane shared similar sentiments with other DHs that induction and mentoring are related. She believes that when you induct and mentor a person you prepare him/her to be a prospective manager. Her views are:

*Induction and mentoring are related because when you induct you introduce and then when you mentor you lead. You have to lead by example. When you are inducting or training that person you are capacitating him/her to be the prospective manager. You have to do it simultaneously you lead at the same time you train the person.*

DH 5 Miss Myeni believed that both induction and mentoring are related. She stated that induction involved teaching a newly appointed person what to do. In this study, the DHs. Mentoring is giving advice on how to do the expected. Her response was:

*Induction it's about giving out knowledge to newly appointed persons in that particular institution. Induction it's some sort of teaching you give knowledge what to do, and what not to do, work ethics, dress codes and curriculum. Mentoring is to give advice if you think it's not enough or it's not as expected.*

DH 6 Miss Mabuza also shared the view that induction and mentoring are related and the school need to do it. Her views were:

*Inducting someone regarding their position and what is expected of them to do, and what are the rules on how to manage the department. When it comes to mentoring that's when you do the follow up on work that has been inducted to, so that's practically doing your mentoring*

*and open the brain of a DH that is now about to head the phase in the right direction.*

On the second question regarding the relationship between induction and mentoring, all the participants gave similar responses, suggesting similar understandings. Their views gave better clarity and indicated the interdependency in induction and mentoring. The findings suggest that induction is an introduction of a newly appointed person so that she or he understands the roles, including that in management. Mentoring on the other hand is like a continuation of support, guidance to give the DHs advice on how to do work (Jato et al., 2022). Hobson and Maxwell (2020) argue that the purpose of formal mentoring is to support the learning, growth, and well-being of the mentee by placing them in a relatively novice role as the mentee and the mentor in a relatively experienced one. The importance of induction is emphasised by Keilwitz (2014) who suggests that induction is only for new educators and that it is for any DH teacher new to that particular school.

The Contingency theory by Feldman (1976) is linked to the responses of participants because it focuses on socialisation process of individual beginners into an Organisation. This theory has some phases which the newly promoted DHs need to be part of before understanding their management and leadership roles. The participants in their views indicated the relationship in induction and mentoring of the newly promoted DHs in their assumption of new leadership and management roles. They indicated that it was important that induction should be conducted first and mentoring to follow in order to guide and empower the newly appointed DHs. In concluding, the participants gave an excellent understanding of showing how the concepts of induction and mentoring are related and induction should be the first step and followed by mentoring.

#### **4.3.4 What the Departmental Heads perceive as the benefits of induction**

This is the fourth theme of the data analysis chapter and it focuses on what the DHs perceived as the benefits of induction. In responding to the question posed regarding their perceptions, they perceived the benefits of induction differently. Three Departmental Heads gave positive views and apparently, these views were largely influenced by the fact that they were inducted in schools where they were appointed as DHs. They understood communications skills better; they understood important matters in the middle management space. They indicated that they knew how to monitor large number of subordinates in the department they managed after

induction workshops had been conducted. The other three participants expressed the view that although they were not inducted but they took the initiative to lead and manage their respective departments for effective and progressive functioning of the school. The participants DH 3 Mrs Ngcongco, DH5 Miss Myeni and DH 6 Miss Mabuza, gave their different experiences and benefits of being inducted in the schools they were promoted to.

According to these participants, their schools and the DBE at Circuit and District levels conducted induction workshops for them. The induction was conducted by deputy principals and DBE officials in their circuits. DH 1 Mr Shandu, DH 2 Miss Zakhala and DH 5 Miss Mthiyane were never inducted when assuming DH management and leadership. Chepkole et al. (2017) emphasise the importance of in-service training for the DHs. These authors argue that skills provided to the DHs provide benefits for the effective system, making it possible for the school to achieve its goals, objectives and maintaining excellence in providing quality education. The DHs are able to apply their leadership and management skills in leading their departments or phases in their schools. The above is supported by the sentiments of DH3 Mrs Ngcongco:

*I was appointed to act in my school where now I am now permanently appointed. The person whom I took over, was promoted to another school. Induction workshops conducted within the school by the deputy principal benefited me in understanding of management and leadership roles.*

Mrs Ngcongco continued explaining how induction benefitted her, saying that:

*I was inducted by the deputy principal since; she was in this DH position before. I had to fill the new position, of which there were other things she needs to focus on to her new position. She inducted me on documentation to prepare when you go to class visits and a peer talk one on one with educator before class visits. Principal conducted induction on the site.*

DH 5 Miss Myeni, shared the same sentiments as DH 3 Mrs Ngcongco, that she was inducted by her deputy principal when she was promoted to this new school and benefited in the induction process. She shared that she was inducted on important matters that she had to know, observe and it was ensured that it was done accurately in the department since she was new in middle management in this school. Her sentiments are as follows:

*I was inducted when I came here at Velani by the deputy principal. She called me and said Miss sit down we had a meeting with Mrs D the deputy principal. She told me everything I needed to know about being a DH. Everything I needed to know filling, how to deal with educators. The checking of scripts, checking memorandum. When checking assessment question papers, you check everything that is there in front of the question paper. You have to check the date, grade, spelling errors, the attachments of pictures, graphs, and all other important matters.*

DH 6 Miss Mabuza, also shared the same experiences and understandings as DH 3 Mrs Ngcongco and DH 5 Miss Myeni. She was firstly inducted by the DBE in the induction workshop of the newly appointed DHs in the District and its Circuit. In addition, she was mentored by deputy principal at school as a follow up to the induction workshops that had been organised by the DBE. She benefitted by being inducted to get the general understanding of her job, and also to know how to monitor the large number she had in the Foundation Phase which is the introductory stage in primary education of the person. Her sentiments were:

*I was inducted. I was called by the circuit of all the newly appointed Departmental Heads and I was so happy about it, because if you do apply on another level position you need to know what is expected of you. You need to do things according to the book. So, I don't think if I was not inducted I was going to do monitoring properly because monitoring, has forms which you have to know about. There are rules that you need to know about, when you are monitoring more than 5 people in your department and you need to adapt to your new leadership and management roles and, you need to know what is expected of you.*

DH 1 Mr Shandu, DH 2 Miss Zakhala and DH 4 Miss Mthiyane, were not inducted in their schools when they were promoted to the DH positions. DH 1 Mr Shandu indicated that since his DH appointment he has never been inducted by senior school SMT members because there was change of leadership roles in school. The principal was seconded by the District to act as Circuit Manager then the deputy principal had to act as the school principal. In that change there was no time for induction. His views were:

*I have never gone through those processes induction. One reason being the manager who was supposed to mentor me, who is one position*

*senior than me the deputy principal. In a space of three months since I assumed my duties of DH, was promoted to be the acting principal. She took the full role of being the principal of the school, because the principal of the school was promoted to being an acting circuit manager, and there was a vacuum where no one could mentor or induct me on the position of being a DH.*

DH 2 Miss Zakhala, stated that she was not inducted but, she was fortunate in that she had previously been given an opportunity to act as a DH. Through that exercise, she got the necessary experience of the duties and activities of a DH by asking experienced SMT colleagues on how to run the department. In her situation, her induction was her exposure to the work of a DH. She explained:

*I was not inducted but I was given the opportunity to act. But then, it was my responsibility to ask my colleagues on how to. Because I have to take the position of acting and not knowing anything except what is happening as PL1.*

DH 5 Miss Mthiyane stated that she was never inducted when was promoted to the DH position in middle management. Her expression was:

*I was never inducted, but I was teaching myself to do the work by looking at how other people what they did.*

The above-mentioned opinions are consistent with research done by Blose (2000), which found that competent instructional leaders raise a learning environment that supports DH professionals' career development. Induction exposure is necessary. According to Hudson et al. (2008), for teachers to become more competent, they require induction; this gives them an edge compared to those who receive little to no induction. This is supported by Makoni (2012) when stressing that induction helps beginners to understand what the school expects from them. They learn the system of communication at the new school. Jato et al. (2022) expanded on their research, revealing that formal and informal induction and mentorship techniques, including orientations, in-service meetings, school-based in-service workshops, and continual professional development, were beneficial for the recently promoted DHs. Department heads at schools can use their management and leadership abilities to guide their departments or divisions. Experiences in understanding the benefits of induction by observing. According to Keilwitz (2014), in a teacher induction platform, the mentor teacher can assist the new teacher by observing them teach in the classroom, but for DH, observation of effective leadership and management techniques is necessary.

The Contingency theory by Feldman (1976) is linked to the responses of participants because it focuses on socialisation process of individual beginners into an Organisation. This theory has some phases which the newly promoted DHs need to be part of before understanding their management and leadership roles. Three participants in their experiences were inducted and mentored by their senior managers or fellow DHs in their assumption of new leadership and management roles. The other three DHs were never inducted and mentored by anyone in the school management team. The latter acquired their experience by acting in the position and observing on their position and they were able to learn by doing. Some deputy principals mentored, guided and supervised their new incumbent to school middle management roles. In conclusion, the findings were that the DH that were inducted capacitated other DHs to monitor the subordinates in their departments better, learn to identify mistakes on assessment question papers and scripts, as well as the behaviour of their subordinates in their departments.

#### **4.3.5 What the Departmental Heads perceive as the benefits of mentoring**

This is the fifth theme and it focuses on the DHs' perceptions of mentoring. The perspectives shared by the participants were not the same since their schools and environment were also not the same. This statement should not in any way be construed as arguing that whenever the environment is similar, therefore, the perceptions and experiences among the participants would also be similar. Like it was the case with the participants' experiences of induction, the same occurred with regards to mentoring. Three out of six participants were mentored and the other three were not. Some acquired their good adaptation to middle management through observing senior DH and the deputy principal in or outside their schools. Some participants had previously occupied their positions on acting capacities. Participants who were mentored benefited from people who had once occupied the post. Dzikowski (2013) stresses that the success of mentoring is largely due to the potential learning that results from it. Experiences of the three participants that were mentored in their schools are discussed below.

DH 3 Mrs Ngongo, said that mentoring was conducted by her deputy principal who assisted her in knowing how to prepare and conduct class visits to educators under her supervision in her department. This action indicated the benefit of mentorship since Mrs Ngongo was confident about what to do during class visits and what the educator is expected from the class visit. This is supported by her views as:

*I was inducted and mentored I have based that because each and every term we do what is called the class visits. I was new, my deputy principal will give us the forms or the documentation to use when you go to class visits as the DH. What is it that is expected, then she met us that before we go to class or before we actually do the class visit. You need to do a peer talk have it on one on one with the person to visit.*

DH 5 Miss Myeni, was mentored by her deputy principal. She also stated that some schools did not have mentoring programmes to support the DHs' transition to middle management. She clarified this point as follows:

*Some schools they may do have mentoring and induction and some others don't. In this school we do have mentoring and induction.*

DH 6 Miss Mabuza, shared her experiences in understanding the benefits of mentoring using documents she acquired from the department of education through induction workshop. She gave her views that:

*I have to apply what I got in training mentored by deputy principal Mr M. I had to do things accordingly and need to tell the subordinates what are heading to. This is expected of you; this is expected of me. This is the timeframe that is expected so if I did not get induction I don't think I was not going to monitor properly.*

DH 1 Mr Shandu, DH 2 Miss Zakhala and DH 5 Miss Mthiyane, expressed their views that they were not mentored in their schools when they were promoted to the DHs positions in middle management in their schools. DH 1 Mr Shandu, attributed the lack of induction and mentoring to the changes in senior management positions. Such changes disrupted the work of the SMTs in his school. This is how he explained the situation:

*I have never gone through those processes of mentoring due to the changes in senior management positions in my school.*

DH 2 Miss Zakhala asked the senior SMT colleagues on what is expected of her since she was seconded to act as DH. She also read the document on induction and mentoring, that was how she understood mentoring. Her views were:

*I had to ask my colleagues what is expected of me? And, I also received a document that helped me on how to go about, and what is expected of me to do as the Departmental Head. So, I just followed what was*

*supposed to be done as Departmental Head using that document I received.*

DH 5 Miss Mthiyane, was never mentored but she took the initiative by observing experienced DHs on how they did their daily operations and then applied it to her department. That helped her to know and understand how to lead and manage her department by observation and self-mentoring. She shared the following sentiments:

*I acquired mentoring learning through the process. There was no specific introduction to my work. So, I had to learn as I go. Most of the things I have to teach myself. By looking at people who are in front of me who were previously DH. So, I had to adopt their experiences and apply those experiences that's how in fact I was teaching myself to do the work by looking at how other people did.*

The participants demonstrated that mentoring processes were carried out by the same School Management Teams (SMT) especially the deputy principals. Findings are that the DH mentored at DBE and school level get confidence in executing their management and leadership activities. Educators in their department are part of preparations on what is going to happen during class visits. Dzikowski (2013) contends that a major factor in the mentoring's effectiveness is the opportunity for learning. The three DHs in schools where they were appointed benefitted in mentoring by their deputy principals. Koutsoukos and Sipitanou, (2020) argue that for mentors, the main benefits of mentoring include professional development, improved communication skills, and continuous self-improvement, as well as specialised networking and meet people.

The Theoretical Framework adopted for this study is The Social Identity Theory by Macbeath (2011), and it is important as it relates to how the DHs view themselves in their schools. According to Kram (1985) and Baskin et al. (2023), mentoring is a developmental connection that enhances a person's professional growth and development and provides a secure environment in which to learn. The Social Identity Theory is an element that focuses on how leadership for learning is conducted. In concluding this theme, I should highlight that mentoring the newly appointed DH gives confidence and courage to work as part of ensuring effective leadership and management in the department they lead, and to be effective in the middle management space of the schools.

#### **4.3.6 The challenges that the Departmental Head encounter as they transition to middle management positions**

This is the sixth theme and this one focuses on the challenges that the DHs encountered in their journey, transitioning from being teachers to becoming DHs, which is Post Level Two Educators. The research intended to comprehend the transition from Post Level One to Post Level Two, which is located in middle management. The main thrust is that of understanding the change and adaptation of the DHs from Post Level One to the SMT and middle management position and the roles and responsibilities they have to play in those positions. The findings suggest that the experiences of the challenges of all the participants were different, especially because of their different transition to middle management in their institution. In their transition, they encountered experiences in terms of adaptation to leadership and management roles. Different views were obtained from the participants in terms of the challenges they encountered on their appointment as DHs in their departments. Some similarities were also found in their presentation because of their school environments.

DH 1 Mr Shandu, presented his challenge as he felt that he was not able to supervise educators since he was not inducted and mentored. The transition to new leadership and management roles was different from what he had experienced before in leadership. The transition he had gone through in his educational experience of more than 20 years of service in different levels of management before exiting the system was peculiar. For instance, he skipped the DH position and occupied the positions of being the deputy principal in a primary school and the principal in a special school. He returned to the public education system and became a DH for the first time in his career. He lacked the skill to be subject specialist in all subjects in the Intermediate and Senior Phases. He had no understanding in leading the phase and was not sure of the expectation in his leadership. This is how he presented his story:

*School Management Team members (SMT) feel threatened to induct and mentor me since they know I was a deputy principal, and a principal for six years in two other schools in the District. They felt inferior and they gave me a platform to perform duties, as the DH with previous leadership experience, that was a challenge to my new leadership and management role. In primary schools DH position, it is not subject orientated position. In primary schools it is an overview of*

*the subjects are one of the gains it is the vast experience knowledge. I have to give guidance because I have vast knowledge of the subjects.*

Tapala (2019) notes that the transition to middle management at the school was difficult. Van Deventer and Kruger (2011) emphasise that the newly promoted DH requires leadership that provides staff members the autonomy to advance the school by taking part in joint planning, accepting responsibility for the accomplishments of their own departments and subjects, and cooperating. The DH experiences of lack of induction and mentoring indicated lack of knowing and understanding leadership and management responsibilities. DH 2 Miss Zakhala, started acting in the position of being a DH as she was dedicated and organised in her teaching and management expectations. When she was formally appointed as the DH, she was expected to monitor the subject files for subjects under her department but she always struggled to make educators to submit on time as expected. Transitioning was the challenge since she was not inducted and mentored to execute these duties. She stated her views as:

*The challenges were that, when you expect educators to submit work or to submit lesson plan, there is resistance in submission. We drafted a schedule for educators to know when to submit lesson plans because we have a cycle which is a week. The challenges will be that some will submit and some...failing to submit on time, others will not submit.*

The transition to middle management affect personal and professional inspiration of a DH. Jaca (2021) argues that the lack of induction and training during the transition process seems to be a source of stress to DH in conducting their duties. The aforementioned perspectives are relevant to Aspfors and Fransson (2015), who define mentoring as a professional relationship in which an experienced person, referred to as the mentor, assists a less experienced person, referred to as the mentee, in acquiring specific knowledge and skills that would further the mentee's professional and personal development.

DH 3 Mrs Ngcongco, elaborated on her challenges in transitioning to middle management as it was not easy and competitors made life difficult for management and leadership. She was inducted and mentored and every term she had to do class visits and she would receive resistance from competitors. She responded her views as follows:

*People whom I went to interview they actually make my life difficult in my management and leadership. They know that there are things that I was still trying to learn and adapting to. Then they will question each and everything that one is implementing that one is doing.*

DH 3 Mrs Ngcongco's battles with resistance continued as competitors only perceived themselves capable for the position. The resistance to detect to change took place during COVID-19 times, on the early years of her appointment. Educators had to rotate teaching of grades. Others refused to comply on the exchange of roles. DH 3 Mrs Ngcongco responded her views as follows:

*When we do the time table during COVID-19 times we were supposed to do major changes in school. Certain grades were coming to school on certain days and each educator from the school need to attend learners. All grades whether you are teaching Grade 4 but when it's a day for Grade 7, we all teaching Grade 7. I had to ask educators, you have to take specific subject. Question were coming up, why am I given this subject? It was difficult but I had to adjust.*

Findings were that the resistance of accepting the DHs' promotion within school and COVID-19 requirements of teaching and learning were among challenges faced by the DHs during their transaction to middle management DH 3. For example, Mrs Ngcongco came across this challenge. DH 4 Miss Mthiyane's challenges were different from those of the others because she was not inducted and mentored. She had to observe other DHs and other School Management Team inside and outside her school, on their management style of leadership and management. She faced challenges of collecting and getting information that was outdated. The challenges were different because of the circumstances, jealous and resistance to adapt to change in education, leadership and management. Her responses were:

*The challenges were that most of the information that I obtained especially from other people, was a bit outdated. The other person will not give you the right information because of jealous and personal issues that you don't understand. When you come back with information then you try to apply and educators will not want to comply. They do not want to adapt to change, so even if you have information and you see how useful it is. Then, you try to tell them what to do with it, they don't want to adapt.*

DH 5 Miss Myeni, did not have awkward challenges during her transition to middle management. The only concern was that of overcrowding in her class and the learners' high enrolment numbers in the whole school. She was inducted and mentored to easily adapt to middle management. She found a friendly welcome by the colleagues since she was coming from outside, there were no competitors within the school. Her views were:

*Joining the new environment, I find that colleagues are friendly, humble and they are willing to work for the success of the school. Coming from the small school to a bigger school becomes a problem to adjust as Departmental Head coming from outside, coming to a bigger enrolment school. I was inducted and mentored by deputy principal Mrs D to adapt easily to the new environment.*

DH 6 Miss Mabuza's challenges were also different, she led and managed a large number of educators. She acquired skills through induction programmes conducted by the DBE. She gave these views:

*My challenge having nine people in my phase. I can't do nine, nine for each category. So, first term I have people that I go for class visits and by second term I will have done with all nine.*

The findings about the transition of the DHs' were not the same because of the different circumstances in schools appointed. The DH 1 Mr Shandu, found it difficult at first to execute leadership and management roles in the department because he was not inducted and mentored at school. As part of their challenges, Saleem et al. (2022) concur with all participants' voices that it is critical for DHs to oversee an institution's goals and to establish an atmosphere that influences staff members' attitudes, levels of motivation, and performance. A successful leader must be able to delegate tasks to the subordinates, as demonstrated by DH 3 Mrs. Ngongo COVID-19's experiences with Saleem et al. (2022).

The intermediate leadership position in an institution is especially difficult, according to Harris and Jones (2017), since it faces pressure from both the top and the bottom of the organisation. The participants acknowledged these difficulties in their responses to my questions. The research conducted by Saleem et al. (2022) and Tapala et al. (2021) revealed that middle level leaders need specific training and support to fulfil their leadership potential and overcome obstacles. These findings were connected to the experiences of DH 3 Mrs. Ngongo, DH 5 Miss Mthiyane, and DH 6 Miss Mabuza.

Understanding the challenges of all the participating Department Heads in transition to middle management gives an indication of the different school environments and the lack of induction in other schools. The above challenges relate to Social Learning Theory in particular Leadership for learning principles because the DHs' challenges were different. According to Macbeth (2011), "leadership for learning" is defined as motivating or encouraging positive

change and accepting responsibility for organising educators around a shared objective. This can involve a system-wide vision of the necessary improvements, which may involve moderate or significant reform, with department heads (DHs) serving as leaders in their respective fields.

The application of Feldman's (1976) Contingency theory to the anticipatory phase is relevant to the DHs' comprehension of the obstacles faced in the middle management during the transition. The accommodation phase, which is the second stage of the contingency theory, involves the newcomer getting to see the real face of the organisation. The two theories (Social Identity and Contingency Theory) are related to each other, especially in relation to understanding some elements of anticipation and one's self-identity. In conclusion, the challenges in each institutional environment are different and so are the circumstances of the DHs. While some DHs understood what was expected of them, they faced the challenges of jealousy. Others faced the challenges posed by previous competitors for the positions.

#### **4.3.7 Understanding Departmental Heads' roles in management and leadership after induction and mentoring process**

This is the seventh theme which focuses on the participants' understandings of their leadership and management roles as DHs. In order for participants to adapt to an office, the DH must modify, apply, and carry out the directives and managerial and leadership duties (Tapala, 2019). The roles are significant tasks and obligations that DH must carry out in order to run an office effectively for teaching, learning, and the smooth administration of the department in the school (Tapala, 2019). The study participants shared their experiences in their understandings of the roles in their appointments. The DHs that were inducted and mentored gave better understanding of the roles, duties, and expectations to middle management. DH 3 Mrs Ngongo, DH 5 Miss Myeni and DH 6 Miss Mabuza were the only ones that attended induction workshops and Training sessions organised by the DBE. According to Tapala (2019), the DHs have a better chance of succeeding in their jobs if they are given all the tools they need to carry out their instructional activities. The support they received from their deputy principals enabled them to better understand the roles of good communication between the DH and the subordinates on their leadership and management. DH 3 Mrs Ngongo, presented her views as:

*My mentor during mentoring period stressed that in each and every phase meeting that we held, that when one is not going to attend school or when absent, you actually have to report into your DH. She stressed*

*when you are sick or when there are things that you need to attend you ask the DH. Educators have request permission to be absent. I had that understanding that one need to have a good communication, with, his or her superior.*

The views shared above indicate that the participant had an understanding the management roles that educators and the DH 3 Mrs. Ngcongco to apply them properly after induction and mentored by deputy principal Miss M. DH 5 Miss Myeni, shared the similar experiences of educators to report when absent and submit what is expected on the date in understanding the roles of management and leadership, through the support from School Management Teams during induction and meetings. She gave her expression as:

*The support I got from other DHs and the SMT meetings. That's where we also got support if you are new especially because we talked about everything that is happening in the school. You have to know every corner of the because you have to know learners, educators everything happening around the school. First of all, teachers have to report to me if they are not coming to school and, I had to make sure that their classes are occupied I had somebody is going to take over while the teacher is absent. Educators must submit their files as well on the agreed date.*

DH 6 Miss Mabuza, believed that the documents she received from induction workshop encouraged and supported in roles of managing and leading the department. Documents were used mostly as guides and references for conducting roles in the department. She responded as:

*It was very important for me to go to induction and I learned a lot from induction and it helped me understand my role as a DH. What I got used to it is all the documents to know my roles better cause in the induction the time was limited. How to do or go about doing all the duty and how to handle, phase plan on how to go about using the time frame of a term and how to navigate and monitor.*

The DHs' overall responsibilities at the school included collaborating with senior management on areas pertaining to decision-making, including creating the school's vision, establishing its tone and direction, strategic planning, putting its policies into practice, grading and performance review, and more (Jaca, 2021). The findings of this study suggest that the DHs were workshopped and trained by their SMT on the significance of subordinates reporting when absent to guarantee efficient instruction and learning in managing and leading their

departments' phases. Saleem et al. (2022) emphasise the importance of frontrunners influence in team to achieve the goals. Deputy principals did that when they inducted and mentored DHs in their schools. Jato et al. (2022) argue that head teachers' support and guidance to newly promoted teachers is crucial in overcoming the concerns and building self-efficiency. The voices of the participants to succeed effective leadership of the DHs is one of the important factors in the institution (Bush, 2003). The results of Jaca's (2021) study emphasises how crucial it is for DHs to have management and leadership abilities in order to carry out their responsibilities with effectiveness, especially managing challenging instructors. The findings showed that the DHs that were inducted understood the importance of communication in leadership between themselves and subordinates.

The Contingency Theory by Feldman (1976) becomes important for this study because it focuses on socialisation process of individual beginners into an organisation. Macbeth's Social Identity Theory is a theoretical viewpoint that examines behaviour and group membership and this links directly to the DHs' training to understand the importance of the subordinates to report when absent and for the DHs to ensure smooth operation in school learning and teaching. In conclusion, it is evident that induction and mentoring is important to the newly appointed DHs to assists them in their leadership and management of their department.

#### **4.3.8 Departmental Heads induction and mentoring enacted by School Management Team**

Training the newly appointed DH is an important task and responsibility for the members of the SMT to conduct and to develop skills of the new DHs. The study has indicated that there are DHs who were never inducted nor mentored in their transition from Post Level One to Post Level Two positions as DHs in schools they were appointed to but were expected to run their departments effectively and bring change. The participants agreed that the School Management Team must conduct induction and ensure that mentoring occur continuously while making it a culture in schools they lead and manage. The principal as the leader of the SMT needs to ensure this culture by offering mentorship programmes to the recently promoted DHs; the principals can foster an environment that is conducive to ongoing education (Jato et al., 2022). DH 1 Mr Shandu believe newly appointed DH and post level one educators should be inducted and mentored by the SMT until you are ready for the next senior position. His views were:

*I believe induction should be given an extended time frame than being inducted immediately after DHs and post level one educators assume duties. Induction should be continuous as well as mentoring should be continuous. It should be lifelong because every day you meet new challenges. Challenges that we use to have 10 years ago, are not the same challenges that we have now.*

DH 2 Miss Zakhala concurred with DH 1 Mr Shandu that older SMT members have to induct and mentor the newly appointed DHs. According to Jato et al. (2022), head teachers and principals play a crucial role in guiding the newly appointed instructors, in this example, the DH to attain the intended educational objectives. Her views were as follows:

*Induction and mentoring must be conducted within the school. Experienced DH's or SMT members at higher level need to conduct induction and mentoring. Nothing much is done when it comes to us because we also need to be monitored. I don't see much of Deputy principals doing to us, even checking our work.*

DH 3 Mrs Ngongo, believed that newly promoted DHs must be workshopped by the principals of their schools in an outside of their school's common place. The principals have to induct their appointed DHs at least 5 days the whole week before they can begin their new management and leadership roles. She further believed that since they were teachers (Post Level One educator) they had never attended SMT meeting and on the first day they are expected to suddenly become conversant with the activities the DHs. Her views were:

*I would suggest that maybe, just about 5 days' workshop should be held. I wish if it is possible to conduct induction and mentoring outside from the site, where all the DHs will actually meet be given everything that they need and be thought or equipped on how actually carry themselves. How to use the tools given to them, when one is given a post or a position, then you are just given the files that you are going to use.*

The above expression responds to the importance of induction of the DHs in schools. DH 4 Miss Mthiyane, believed that the person who previously held this position had to induct the newly appointed DHs because of the experience she went through. She stated:

*Whoever was there before the new DH must sit that person give him/her all the information about what is expected. Even the experienced DH given that information he or she have to induct and mentor that person*

*because it's difficult to learn on your own. It is important for the previous manager going out, if he/she is still there in the same school.*

DH 5 Miss Myeni, agreed that the DBE and the schools' SMTs must induct the newly promoted DHs so that they would be able to adapt to the culture of the school, policies and politics if she comes from outside the school. She gave the view that:

*I think firstly induction should be done by the department of education itself to call all the newly appointed Departmental Heads firstly and, tell them what is expected of them. The department of education must include all schools and then go to schools for the newly promoted DH to do the individual induction and mentoring.*

DH 6 Miss Mabuza, affirmed this position that school management teams have to conduct their induction and mentoring. Each school is different; it has its own rules, mission, vision, and code of conduct. Gillies et al. (2018) emphasise that throughout induction, novices acquire new skills while also developing a sense of self as instructors and the DH and how they fit into the school's social setting. They go on to say that early on in the induction process, a mentor would occasionally check in with a novice. I cannot say that what this participant said is true because no study I am aware of, has conclusively made such a statement. Nevertheless, this is how she supported her views:

*Each school has its own rules, each school a has its own mission and vision. The code of conduct that was put forward for us to use and go by induction is very important. You can't fault someone on something you never inducted and mentored.*

Other participants expressed similar views that SMT members had to conduct induction and mentoring because of their different experiences in being inducted and not getting induction and mentoring. No matter what phase of the school they specialise in, all Departmental Heads (DHs) are expected to carry out the following administrative tasks, some of which may be non-teaching duties such as taking care of staff welfare, collecting fees for staff or students, and acting as the principal's representative in the event that the school does not have a deputy principal or, per policy, does not qualify for one. As per PM (1999), it is expected of the DHs in the professional sense that they perform the aforementioned obligations.

The Social Learning Theory relates correctly to this theme under leadership for learning in connection the newly appointed DHs with the school system. Establishing a link between theory and practice is critical. This accountability extends to the newly promoted Department

Heads (DHs) and encompasses not just the plan for the change but also its implementation, including outreach, education, and maintenance initiatives (Townsend & Macbeth, 2011). To fill positions in middle management and school management teams, it entails determining what is known about leadership for learning by the DHs and organisational learning at schools. Learning and leadership come together in this ongoing process of forming connections (Naicker, 2016). Curriculum management, administration, and learning are all connected through the process of intellect creating. In conclusion, all the participants gave the same views that the SMT in each school must induct and mentor the newly promoted DH whether such promotion is within the school or from outside the school. Their views also relate with connecting in leadership for learning in the theoretical framework.

#### **4.3.9 Departmental Heads induction and training session Department of Basic Education**

This is the ninth and the last theme and it focuses on the participants' views about the training sessions that are organised by the DBE. Induction and mentoring training sessions and workshops organised for the newly appointed DH is necessary to equip the promoted DH to middle management in schools. The participants strongly believed that the Department of Basic Education must conduct induction and mentoring not only for one or two days. It must be continuous until the newly appointed DH is acquainted with the management and leadership task and roles of his/her department. DH 1 Mr Shandu, gave the view that induction and mentoring should be a continuous facilitation by schools and DBE. His views were:

*I believe that induction should be given an extended time frame than being inducted immediately after you assume your duties. Induction should be continuous as well as mentoring should be continuous.*

DH 2 Miss Zakhala, believed that the DBE is not doing enough in ensuring that induction and mentoring takes place like the olden days where circuit inspectors were visiting schools to inspect and give guidance and monitoring teaching and learning. Educators are relaxed and they know that the DBE does not visit schools like before. Her views were:

*Nothing much if you say whatever you monitor your work, and the department wants 1,2,3 and even they say we will come to schools and check 1,2 &3 but they don't come. Educators are so relaxed we know you will say this and we know nothing is going to happen. As compared to those old times where strong monitoring was conducted by circuit*

*inspectors therefore DBE must conduct induction and later ensure that mentoring to the promoted DHs. in schools is conducted.*

DH 3 Mrs Ngcongo, argued that Circuit Managers and Subject Advisers must conduct induction training to schools and newly appointed DHs. Subject Advisers work closely with the DHs in school's middle management. Her sentiments were as follows:

*I want to believe that it should be the DBE conducting induction and to ensure that mentoring takes place in schools. I want to believe that there are, subject advisors because these are the people who work closely with the DH in schools. They will require files from you whenever they come to site to visit they will actually ask for the Departmental Heads, educators files and so forth.*

DH 4 Miss Mthiyane, agreed with the view that the DBE needs to conduct workshops for the SMT so that they shall be able to conduct induction and mentoring in schools and be able to monitor curriculum, Quality Management Systems (QMS) and even SASAMMS. Her views were as follows:

*I think the department, the members of the department not the school because they are the ones who want all the things from the school. They need to conduct workshops for the SMT to tell them what exactly do they want. I think the department must intervene in this matter because we cannot rely on the principals and the deputy, because you will find that most cases they are always busy. That's another thing, they may not even find time to conduct these things, so that is why we expect the department to do something about induction of the new DH.*

DH 5 Myeni believed that the DBE needed to conduct induction and mentoring to the newly appointed DH and thereafter, the schools need to follow and conduct their own induction and mentoring programmes. If induction was conducted in the school, newly appointed DH would follow the code of conduct and understand school politics. Her expression was as follows:

*I think firstly induction should be done by the department of education itself to call all the newly appointed Departmental Heads firstly and, tell them what is expected of them. The department of education must include all schools, then secondly you go to your own school then they do the individual induction per school. Because schools they also have their own policies.*

DH 6 Miss Mabuza, also agreed with the view that for induction to successfully happen, it should be conducted within the schools. Schools need to invite an official from the DBE to induct newly appointed educators and the DHs. Her views were:

*You need to induct your staff members about something. Bring someone from the DBE, to come to your school and induct your staff members about education in general or all the challenges that we have in education.*

The findings indicate that not all the DHs were inducted and mentored; other participants acted as DHs before being formally and permanently appointed to these positions. Such participants have the opportunity to observe senior leaders with the schools performing leadership and management duties, and they learned before assuming leadership roles. According to Giles (2021), the benefit of mentoring by the DBE and the SMT enable the leaders in education and socialise staff to the changes while also aligning with the expertise and co-mentoring strategy among the peers. Both theories - Social Identity by Macbeth and Contingency Theory by Feldman (1976) relate to the findings. They help to explain social leadership adaptation after induction and management were conducted by the DBE and SMT to the newly appointed DHs. According to Townsend and MacBbeath (2011), there are internal and external components to quality leadership for learning such as the school system's critical performance in terms of gender equity, grade advancement, completion, and the application of academic knowledge in the real world. In conclusion, the Department of Basic Education needs to ensure that training and induction of the newly appointed DHs is conducted in all the schools in the uMlazi District and in all the districts.

#### **4.4 Chapter summary**

This chapter has presented a detailed analysis and discussion of the findings obtained from the data generated through the use of semi-structured interviews. Semi-structured interviews were conducted to provide information about DHs' experiences without being induction and mentoring after their appointment/promotion to middle management. Basic understanding of induction and mentoring was shown in the process. Findings were presented with emerging key themes based on research questions as subsections with data from each participant. After each theme findings were discussed, and the literature is engaged to understand the analysis and responses from participants. The quality of the discussions was enhanced through the use

of literature that was reviewed and discussed in Chapter Two. The next chapter discuss the conclusions that were reached after the findings have been discussed.

## **CHAPTER FIVE**

### **STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The findings from semi-structured interviews conducted in three primary schools and three high schools in the uMlazi District were presented and discussed in the preceding chapter. This chapter contains the conclusions drawn from those findings that were in Chapter Four. Before the conclusions and recommendation are made, the summary of the study is presented. Therefore, this chapter begins by giving a summary, followed by the presentation of conclusions that are based on the findings. Research questions are used to organise the discussion of the conclusions. Thereafter, based on the conclusions, recommendations are made. The summary of the chapter brings the whole study to the end.

#### **5.2 Summary of the study**

The study explored how the departmental heads experienced induction and mentoring to middle management in schools after they appointment to these positions. Six schools in the uMlazi District (three primary schools and three high schools) were selected for participation in the study. Chapter One contains an introduction to the study. I presented the research background of this study, the statement of the problem, the rationale and significance of the study, objectives of the study, the research questions as well as the clarification of key concepts and delimitation of the study. The literature review is presented in Chapter Two as part of the literature review while I also discussed the theories that underpinned this study. The research design and methodology, which include all the other elements of the methodological discussion, are discussed in this chapter. The fourth chapter presents and discusses the findings and includes the injection of the literature that was discussed in Chapter Two. This is Chapter Five, and this is the last chapter which includes the discussion of conclusions and makes recommendations based on the conclusions made.

## **5.3 Conclusions**

A study's conclusion, according to Cohen et al. (2011), offers a judgement or an opinion on the specific study. In the context of this study, this means that, based on the findings and the evidence supporting those findings, I as a researcher, would then make my own judgement about what such findings mean. Therefore, as part of presenting the conclusions, this chapter begins by highlighting what the findings were, and thereafter, it makes conclusions that were drawn. Thereafter, based on the conclusions, recommendations are made. To begin the process, the three research questions that guided the study are restated.

### **Research questions restated**

- What are the experiences of novice Departmental Heads regarding induction and mentorship?
- Why is it important that newly appointed Department Head undergo induction and mentorship processes?
- How can induction and mentorship be implemented to assist novice Departmental Heads cope with the demands of middle management responsibilities in the school?

#### **5.3.1 What are the experiences of novice Departmental Heads regarding induction and mentoring?**

The findings have showed that induction is needed for newly promoted DHs for understanding new management roles and mentoring as continuation of support and guidance that they ought to receive. I can argue that the experiences of the DHs indicated that half of them, as participants, were inducted and mentored; the other half were not. The other participants in the study observed other DHs in conducting their management roles, and the other DHs were inducted and mentored by their deputy principals to understand matters in middle management in their schools. The DHs that were promoted within the same school were fortunate to be inducted and mentored by their predecessors who had then become their deputy principals. The findings also indicated that the other participants were fortunate to be inducted by the DBE and then mentored by their deputy principals in their schools as a follow up to the induction workshop by the DBE. This raises more questions as to why the DBE did not conduct induction

for all the newly appointed DHs in the district. What I can conclude about this finding is that the experiences of the participants involve positive and negative views. However, their experiences provide a fertile ground for learning more about what induction and mentoring really is all about. In short, the conclusion that can be drawn from this finding is that there are more possibilities for the impetus for school-based induction and mentorship programme receiving attention. In Chapter Four, Section 4.3.3, more details in this issue are provided.

The literature that was reviewed and discussed in Chapter Two specified the need for induction and mentoring for teachers, including the DHs. Similarly, literature suggest that there is varied understanding of what these two concepts entail and how they have been experienced in different schools. Speaking to the participating DHs affirmed this view that induction and mentoring is experienced differently in different schools, and so are the existing understandings. The findings suggest that some participants regarded induction as the first step of introducing a teacher or a DHs to the role of middle management, and also that mentoring can be viewed as a follow-up that should be long term in its approach.

One conclusion to make from this finding is that the DHs in this study had some fair understanding of what induction entails. This includes their conception of the sequence of their application in schools. Some participants maintained that the two processes – induction and mentoring can take place simultaneously. I can conclude from this finding that indeed, the participants' insights about these two concepts is limited rather than deep. Nonetheless, all the participants seemed to be conversant with the benefits of induction and mentoring. Further details on this issue can be found in Section 4.3.1 of Chapter Four.

### **5.3.2 Why it is important that newly appointed Departmental Heads undergo Induction and mentorship?**

The findings presented in the preceding section indicate that the DHs believed that they could achieve more if they were inducted and later mentored compared to when no induction took place. The participants indicated that through induction and mentorship processes, they were able to learn about new management roles. This is important because when they assumed these positions, management became their main function. The findings also suggest that some kind of induction did happen because the DBE conducted some kind of orientation although it was

for a period of two or three days. The findings have also indicated that some of the DHs who had previously been exposed to the responsibilities of the DHs through acting capacities did not complain much about them not having been inducted to their new positions. From these findings, I can conclude that DHs who took the initiative to learn the duties and responsibilities, stood a better chance of learning from their operational environment. Taking a proactive posture and not wait for outsiders to teach you is a sign of a true leader. The study has shown that some DHs sought guidance and support from those who had experience. My view is that such an attitude is the right route to take rather than wait and complain about the lack of support from senior management. This is mentioned in Section 4.3.4 of Chapter Four, more information can be found in this section of the chapter.

### **5.3.3 How can induction and mentorship be implemented to assist novice Departmental Heads cope with the demands of middle management responsibilities in the school?**

In response to this question, both the findings and the literature reviewed identified SMT members as key stakeholders that are tasked with the responsibility of inducting new staff members, including the DHs. The findings suggested that some SMT members played an important role in ensuring that induction happened and also that mentoring followed thereafter. Theoretically, school principals, deputy principals and senior DHs perform this important function and duty. However, many DHs that received induction mentioned their deputy principals as having played that role. Whenever such role was played by the members of the SMT, it was found that DHs who received that kind of support were better able to understand their leadership and management responsibilities compared to those who did not receive this kind of support. Consequently, the DHs were able to improve communication skills of the mentees under their span of control. The findings also suggest that some schools made it their priority to induct the newly promoted DHs such that they know what to expect in terms of their new leadership and management roles.

One conclusion to make from these findings is that the participants had a very limited idea about how better novice DHs can be assisted in coping with the demands of middle management in schools. This is understandable given the fact that not many of them had ever been exposed to a fully-fledged programme of induction and mentoring in their schools. While the literature has emphasised the importance of establishing a culture of where effective support

is provided, none of the participants mentioned that such an environment existed in their schools. The only important point that they raised is that a sustained programme of induction and mentoring should be created and that such a programme should follow those sessions that were organised by the DBE. Evidently, their view is that for a system-wide programme to happen and succeed, the DBE officials should take the lead and entrench the practice. More discussion on these issues can be found in Section 4.3.6 of Chapter Four.

#### **5.4. Recommendation**

I have indicated in the previous sections that the recommendations are based on the conclusions made. I have organised recommendations based on the research questions that I used to present and discuss the conclusions made. The findings revealed that some of the newly appointed DHs were exposed to induction and mentoring of some sort, while others were never exposed to any, especially within their schools. It has however, been reported that the DBE at district level provided some limited induction which, one may call orientation to the position, although this did not consider contextual issues that prevail in each school. My conclusion was, the participants did not have sufficiently better understanding of induction and mentoring. Given their understanding, especially of the importance of the two concepts, this study recommends that the newly appointed DHs need to invest more time trying to understand these concepts and how each one feeds into the other. This is very important in the sense that the DHs did not only have to wait and expect the SMT members to induct them into their roles. What is critically important is the fact that their roles include that the DHs have to conduct induction and mentorship for the subordinates. They are responsible for their respective departments. Therefore, it remains their responsibility to ensure that staff in their departments perform excellently.

The second recommendation is closely linked to the first. The findings indicate that some of the DHs took the initiatives to build their own leadership and management capacities by doing a variety of activities, including observing their seniors, asking their seniors for direction. Communication and dialoguing are some elements of the conceptual framework as articulated by Townsend and MacBeath (2011). In terms of the issues mentioned here, it is evident that networking is critically important. Therefore, it does not help to wait for the principal or other members of the SMT to offer help. The DHs need to put pressures on the SMT to organise for

them induction training programme and continuous mentorship programme that would ensure lifelong learning.

One of the findings is that to better equip newly appointed DHs, the DBE should provide a longer-term induction. The participants argued that two- or three-day workshops are inadequate. The findings have also highlighted the need to organise training within schools. The findings have called on the SMT to support newly appointed DHs. One of the concepts is that leadership is shared and also accountability is shared. Because of that, it is recommended that DHs should demand that SMT members collaboratively plan programmes that would ensure that the SMT enjoy shared accountability. In other words, it is in the interest of DHs to provide induction to their subordinates. The other related recommendation is that the SMT should ask the circuit managers to put pressure on the DBE at provincial level to upscale induction programmes in such a way that programmes are continuous and sustainable. It is not difficult to ensure sustainability because in every school there are highly experienced SMT members. The main issue is about networking and consultation even in terms of identifying their needs.

## **5.5 Chapter summary**

The aim of this study was to seek understandings about how newly appointed DHs experienced induction and mentoring. It also sought to elicit the views of novice DHs about the benefits and the relationships between the two concepts that is, induction and mentoring. Literatures were reviewed in order to uncover that which scholars found on this important topic from the perspectives of developed and developing countries. Theoretical constructs have been discussed that I believe would enable me to make sense of what emerged from the stories that the participating DHs shared with me. The findings, conclusions, and recommendations have been made. This part of the dissertation concludes the study.

## 6. References

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**KWAZULU-NATAL PROVINCE**

EDUCATION  
REPUBLIC OF SOUTH AFRICA

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Mr Sithembiso Hevies Cedric Gamede  
N342 Umlazi  
P.O. Umlazi  
**UMLAZI**  
4031

Dear Mr Gamede

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

Your application to conduct research entitled: **"INDUCTION AND MENTORING TO MIDDLE MANAGEMENT: PERSPECTIVES OF DEPARTMENTAL HEADS 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 **05 July 2022 to 31 March 2025**.
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 Miss Phindile Duma at the contact numbers above.
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 Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

**UMLAZI DISTRICT**

  
Mr G.N. Ngcobo  
Head of Department: Education  
Date: 05 July 2022

**GROWING KWAZULU-NATAL TOGETHER**

## LETTER OF REQUEST TO DEPARTMENT OF EDUCATION

██████████

██████████

4031

3 June 2022

Attention: The Head of Department (Mr G. N. Ngcobo)

Department of Education

Province of KwaZulu-Natal

Private Bag X9137

Pietermaritzburg

3201

Dear Sir

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

My name is Gamede Sithembiso Hevies Cedric. I am a Master of Education student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I therefore kindly seek your permission to conduct this research in your schools under your jurisdiction. My study title is: **Induction and mentoring to middle management: Perspectives of Departmental Heads in Umlazi District.**

This study focuses on exploring the experiences of the newly appointed Departmental Heads in induction and mentoring to adapt to middle management. The planned study will focus on Departmental Heads in three primary schools and three high schools in Umlazi District. The study will use semi structured interviews with Departmental Heads. Participants will be interviewed for approximately 30-45 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews, and they will be purposively selected to participate in the study. Participation will always remain voluntary which means that the

participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

You may contact my supervisors, UKZN Research Office or myself should you have any queries or questions.

I (Sithembiso Hevies Cedric Gamede) can be contacted at:

Email: (shcgamede@gmail.com)

████████████████████

My supervisor is Prof. T.T. Bhengu, at the School of Education, Edgewood Campus of the University of KwaZulu-Natal.

His contact details: e-mail: [bhengutt@ukzn.ac.za](mailto:bhengutt@ukzn.ac.za) ; Phone number: 031 260 3534.

For additional information, you may also contact the UKZN Research Office through: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Your anticipated positive response in this regard is highly appreciated.

Yours Sincerely

\_\_\_\_\_

Mr Sithembiso Hevies Cedric Gamede

## LETTER TO GATEKEEPERS (PRINCIPALS)

██████  
██████  
4031

3 June 2022

The Principal

Dear Sir/Madam

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Gamede Sithembiso Hevies Cedric. I am a Master of Education student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I therefore kindly seek your permission to conduct this research in your schools. My study title is: **Induction and mentoring to middle management: Perspectives of Departmental Heads in Umlazi District.**

#### Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by participants cannot be used against them, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- Participants have a choice to participate, not participate or stop participating in the research. They will not be penalised for taking such an action.
- The research aims at knowing the challenges of your community relating to resource scarcity, peoples' movement, and effects on peace.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable with an X) whether you are willing to allow the interview to be recorded by the following equipment:

I (Gamede Sithembiso Hevies Cedric) can be contacted at:

Email: (gamedeshc@gmail.com)

████████████████████

My supervisor is Prof. T.T. Bhengu, at the School of Education, Edgewood Campus of the University of KwaZulu-Natal.

His contact details: e-mail: [bhengutt@ukzn.ac.za](mailto:bhengutt@ukzn.ac.za) ; Phone number: 031 260 3534.

For additional information, you may also contact the UKZN Research Office through: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely

\_\_\_\_\_

Mr Sithembiso Hevies Cedric Gamede

## LETTER TO PARTICIPANTS (DEPARTMENTAL HEAD)



4031

3 June 2022

The Departmental Head

Dear Sir/Madam

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Gamede Sithembiso Hevies Cedric. I am a Master of Education student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I therefore kindly seek your permission to conduct this research at your school. My study title is: **Induction and mentoring to middle management: Perspectives of Departmental Heads in Umlazi District.**

#### Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by participants cannot be used against them, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- Participants have a choice to participate, not participate or stop participating in the research. They will not be penalised for taking such an action.
- The research aims at knowing the challenges of your community relating to resource scarcity, peoples' movement, and effects on peace.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable with an X) whether you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		

I (Gamede Sithembiso Hevies Cedric) can be contacted at:

Email: (shcgamede@gmail.com)



My supervisor is Prof. T.T. Bhengu, at the School of Education, Edgewood Campus of the University of KwaZulu-Natal.

His contact details: e-mail: [bhengutt@ukzn.ac.za](mailto:bhengutt@ukzn.ac.za) ; Phone number: 031 260 3534.

For additional information, you may also contact the UKZN Research Office through: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely

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Mr Sithembiso Hevies Cedric Gamede

**DECLARATION**

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project: Induction and mentoring to middle management: Perspectives of Departmental Heads in Umlazi District and I consent to participating in the research project. I am also fully aware that I am at liberty to withdraw from the project at any time should I so desire, without any negative or undesirable consequence. I am also aware that there are neither any foreseeable direct benefits nor direct risks associated with my participation in this study. I therefore understand the contents of the letter fully and I do GIVE CONSENT/DO NOT GIVE CONSENT to the interview being voice-recorded.

**SIGNATURE OF PARTICIPANT**

**DATE**

.....

.....

## DATA GENERATION TOOL

### INTERVIEW SCHEDULE FOR PRIMARY AND HIGH SCHOOL

### DEPARTMENTAL HEADS

#### INTERVIEW GUIDE FOR DEPARTMENTAL HEADS

- What are your views about induction and mentoring in schools?
- In your view, are the two terms related? If so, how are they related?
- Please share your experiences about induction and about mentoring since your appointment as Departmental Head!
  - **(Probes:** If you were inducted, in what way was that process helpful to you in carrying out your duties as DH? Please elaborate!!!
  - Please also explain if mentoring covered the areas of supervision of teacher, monitoring of teaching and learning, evaluation of curriculum delivery
  - Please also explain who in your school inducted you and whether this person mentored you.
  - The Literature review gave information on the leadership roles of middle managers in different educational institutions of which school is one of them. What was your understanding of the roles, duties, and expectation of DH to middle management?
  - In your experience, would you say that the school focused on induction and not mentoring or would you say that they focused on both? Please give examples of what they were doing to support you either as part of induction or mentoring!!!
- What are some of the things that you found to be most useful in supporting you get used to your new role as DH? Please elaborate on this!!
  - Please also clarify if you now better understand your role as DH after you were inducted and mentored.
- What were the challenges that encountered during this period of induction and mentoring? Please elaborate to the question.
- Please also, explain how you addressed the challenges that you encountered in induction and/or mentoring.
- Do you have ideas about how induction and mentoring should be done in schools? If Yes, please elaborate on how it can be done better.

- Turnitin Certificate (4%)

The screenshot shows a Turnitin Originality Report for a document titled "Second Draft Turnitin.pdf". The report is displayed in Adobe Acrobat Pro (64-bit) with a PDF viewer overlay on the right side. The report details the following similarity metrics:

Metric	Percentage
Similarity Index	4%
Internet Sources	4%
Publications	1%
Student Papers	2%

Under the "PRIMARY SOURCES" section, the following matches are listed:

Rank	Source	Percentage
1	Submitted to University of KwaZulu-Natal Student Paper	1%
2	researchspace.ukzn.ac.za Internet Source	1%

The PDF viewer overlay on the right shows "1 of 1" pages and includes navigation and tool icons. The Windows taskbar at the bottom displays the time as 11:32 on 2024/04/02.