THE CHIEF SUPERINTENDENT OF EDUCATION MANAGEMENT AS COMMUNICATION LINK BETWEEN THE DISTRICTS AND CIRCUITS OF THE ETHEKWINI REGION OF THE KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE

By

Phumzile Nyembe-Kganye

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Promoter: Prof. Rembrandt Klopper

First external examiner:

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ABSTRACT

THE CHIEF SUPERINTENDENT OF EDUCATION MANAGEMENT AS COMMUNICATION LINK BETWEEN THE DISTRICTS AND CIRCUITS OF THE ETHEKWINI REGION OF THE KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE

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The focus of this study is on effective communication that can be used between the district and the circuit in order to optimise communication. There are traditional forms of communication that are still used by Departmental officials yet the information conveyed through those forms of communication take too long to reach the final destination and as a result thereof the information comes just days before the deadline or sometimes way after the deadline. This problem leads to a situation where the work is done in a haphazard way just because people want to meet the dead line. New forms of communication such as E-Mail can convey information within a split of a second all over the world. The findings reveal that some of the Chief Superintendents of Education Management are not familiar with some of the new forms of communication and therefore cannot even confirm whether those forms of communication are useful or not. The Department of Education will therefore have to introduce these new forms of communication at district level as well as at

circuit level in order to optimise communication between the district

and the circuit.

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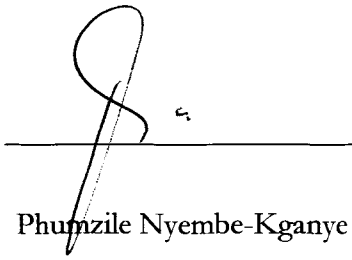
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- My colleague Mr. Hinsa Mhlane who in spite of his busy schedule was able to accommodate me whenever I needed computer assistance.

DECLARATION

I, the undersigned, declare that the contents in this thesis constitutes my own

original work, which has not previously been presented to another institution,

either in part or whole for the purposes of obtaining a degree.

Phumzile Nyembe-Kganye   Date

DEDICATION

This study is dedicated to all women. Those who have never had an opportunity to go to school, those who continue to struggle to improve their standard of education despite all odds, those in leadership positions and especially those who are making a positive contribution to the education department as a whole.

I am grateful that in spite of busy schedules and the challenging jobs that women hold, they can still afford to further their studies. The number of women with high qualifications is increasing.

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STATEMENT OF PROBLEMS AND RESEARCH DESIGN

1.1 Introduction

This chapter deals with principles of organisational communication. The focus will be on principles of communication from the EThekwini Region, the districts and circuits. The restructuring of the Department of Education had brought about many problems. One of them is bureaucratic communication that is delaying dissemination of information. Restructuring has demanded that the region devolves certain functions, power, authority and control to district offices. Even though control of the districts has been decentralized, however, the directive still comes from the Regional Senior Manager who communicates with Directors. The Directors then communicate with their immediate supervisees until the information reaches the last level. This 'top down' system of communication delays dissemination of information. Literature review will assist me in designing a communication model that is ideal for the EThekwini Region. The communication model may not necessarily be the same for all departmental organisations. It differs from organisation to organisation. I will therefore look at an empirical survey of the officials of the Education Department's understanding of how communication should be done and compare it with what is obtaining at the moment.

1.2 Statement of problems

There are many problems that have taken place in the department of education since the achievement of democracy in South Africa in 1994. One of them was the amalgamation of ex-departments of education. This amalgamation had its own advantages and disadvantages. Another problem was restructuring which started in 2001 and was finalized in 2002. One of the problems brought about by these two changes is poor organisational communication. The problem that is experienced in the organisation is that there is a communication structure that is followed in order to disseminate information. It follows a certain pattern that is understood by the employees of the Department of Education only. This structure is known as

hierarchical or bureaucratic structure. The information is in most cases disseminated from the Regional Senior Manager's office (RSM) who then communicates with all the Directors. The Directors in turn communicate with their section heads, Chief Education Specialists and Chief Superintendents of Education Management. This level of management will in turn disseminate information to their sub-Directorates. Communication here goes according to post levels. By the time the information reaches the final stage it is either too late or there has been infiltration. When the information is disseminated people extract a different meaning from the message and give their own interpretation. If the recipient wishes to raise a question regarding the disseminated information, it sometimes becomes difficult to get convincing responses because the conveyor of a message is not the original source. He/She cannot add his /her own views. If the conveyor of the information did not understand the instruction/message, the likelihood is that he/she will convey the distorted information.

Sometimes the information does not reach people on the ground on time, because of the delay caused by some senior officials and as a result this leads to uneven distribution of information and dissatisfaction of members of staff.

There are a number of people that are employed by the department who need to get first hand information. This therefore leads to people getting information when it is already late. Alternatively, some end up not getting it at all.

Another problem is that districts that are closer to the region in terms of their geographical situation, tend to get information on time as compared to districts that are far flung e.g. a comparison would show that Pinetown and Umlazi districts which are closer to the region would in all probability get their circulars earlier than Ilembe district which is far from the region.

Another problem is that communication in most organisations is top down. It is not two-way whereby the senior management would also get suggestions or ideas from the lowest level right up to the highest level. If communication is top down, it is usually business communication and not social communication. Social

communication does not allow for feedback and re-assessment. The environment in such organisations is such that it does not encourage upward communication even though there might be suggestion boxes.

The senior officials of the department in the EThekwini Region belong to different cultural backgrounds and have different experiences in terms of age, sex and marital status and therefore their sense of urgency, manner of approach and their overview of life in general can never be the same. If there are such cultural differences within the organisation, the best way to manage the organisation is to use different ways of improving communication.

This study focuses on the forms of organisational communication. There are various principles of communication that need to be applied in the department of education in order to optimise communication.

The second phase of my research will focus on the survey that will be distributed to senior officials of the department in the EThekwini Region; that is Directors, Chief Education Specialists (CES), Chief Superintendents of Education Management (C.S.E.M.) and Deputy Chief Education Specialists (DCES) who are also called Superintendents of Education Management (SEMs).

1.3 Critical questions to be answered

- How can the Ethekwini Region Department of Education optimise communication within its organisation.

- What are the forms of communication that can be used to optimise communication?

- What impact does communication have in transforming education?

1.4 Hypothesis to be tested

(a). It is hypothesized that the Kwa-Zulu Natal Department of Education in the EThekwini Region applies effective forms of communication.

(b). It is also hypothesized that all office based senior officials of the department of education in the EThekwini Region know how to use all forms of organisational communication that make communication within the department effective.

1.5 Aims

(a). This research aims to find out what the management of the EThekwini Region, particularly districts and circuit offices, think are the best and most effective means of communication that can be utilized between the districts and circuits in order to optimise communication.

(b). It also aims to consolidate communication channels in order to solve existing problems of dissemination of information.

1.6 Research design

The first part of this research will deal with the literature survey, which will then be followed by the quantitative research survey. This survey will be conducted among managers in the EThekwini Region, districts and circuits. The sample that has been chosen is post levels 4, 5 and 6. The Statistical Package for the Social Sciences will be used to analyse the data that will be collected.

Another source that will be used to collect relevant information will be KZN (KwaZulu Natal) departmental circulars, journals of education, Internet, departmental magazines and any kind of material that will be relevant to this study.

1.7 Value of research

There are many problems regarding communication in the department of education particularly in the EThekwini Region. This study will therefore contribute a great deal towards the improvement of communication between the districts and circuits under the EThekwini Region as a whole. As much as it is understood that the communication style that is followed by the Department of Education is the bureaucratic type, but the information must reach everybody that it is intended for within a short space of time and without any distortions.

1.8 Overview of thesis

This study focuses on forms of communication used by the EThekwini Region under the Department of Education, to disseminate information between the districts and circuits.

In chapter 1, the researcher gives the statement of the problems to be analysed, presents hypothesis to be tested, aims of the study, research design, and value of research.

Chapter 2 gives definition to the key concepts that will be used. The definition of concepts is in alphabetical order. The reason why the researcher thought it necessary to define the concepts was because she wanted the reader to easily crosscheck the meaning whenever he/she encounters a new concept.

In chapter 3 the researcher gives an overview of the organisational communication. EThekwini Region uses different forms of communication and these forms of communication as well as communication barriers will be discussed in this chapter.

Chapter 4 is about leadership and management. It gives an explanation of how management needs to work in order to become effective and efficient. It is assumed that there are many people that are in management positions but do not have the necessary skills. This chapter deals with the necessary requirements of a manager. It also deals with different types of management styles.

Chapter 5 looks at communication for organisational transformation. This chapter focuses on changes that take place within an organisation. It also pays attention to the following: reasons why people resist change, steps to be followed when introducing change and why communication audit is essential.

In chapter 6 the researcher looks at fieldwork and analytical procedure. This chapter looks at how the questionnaire was formulated and administered. It also gives clarification on how the respondents were chosen and explains the return rate of the questionnaires. It also indicates who the target group was and how it was

chosen. The explanation as to how the sample was chosen is also given. The pilot study was also conducted and the explanation thereof is also given. The researcher also gives an explanation of how the validity of the study was conducted.

Chapter 7 deals with analysis of data. This chapter will give a full explanation of the demographic profile of the respondents and analysis of the responses to each and every question.

In chapter 8 the researcher deals with the conclusion and recommendations. In this chapter, retrospective views of all chapters are also given.

1.8 Summary

This chapter has briefly indicated the organisation of chapters that are dealt with in this study. Elaboration of each and every chapter is done. The study responds to 3 critical questions that have been identified. The aims of this study are clearly stated. Different forms of communication that are relevant to the organisation are discussed. The next chapter clearly defines concepts and their relevance to the study.

KEY CONCEPTS

2.1 Introduction

In order not to create any confusion, it is important and necessary to define concepts so that readers of this research can have a clear understanding of concepts and be able to relate them to the discussion. These concepts will be used repeatedly in the next chapters. Particular attention will be paid to different forms of communication.

2.2 Attitude

Gass and Seiter 2003: 43 define attitude as "A learned predisposition to respond favourably or unfavourably toward some attitude object". When one interacts with somebody one develops an attitude, which could either be positive or negative. In most cases attitude precedes and directs one's actions. One is generally able to determine whether the attitude is favourable or not. Words such as like or dislike clearly indicate the evaluation of things.

2.3 Communicate

The concept communicate originate from "Communicare" which is a Latin word. It means to share. The New Book of Knowledge, (Vol.3, 1976: 429)

2.4 Communication

Communication is a Latin word "communis". According to De Vito 1976: 11 when two people communicate they try to establish "commonness". In other words they try to share ideas, information or attitude. Communication is about the construction and delivery of intended message. There are three elements of communication i.e. the source, the message, and the destination. What is important is that the sender of the message must ensure that the receiver of the message gets a clear meaning. Forest and Oslon 1978: 7 say, "When one person is able to transmit a thought to another that attaches meaning to thought, it means communication has taken

place". No organisation can survive without communication. Kennedy 1985: 455 refers to the term communication as "Sending, receiving and processing of information by electronic means" It looks like he has confined his definition to electronic communication, yet in this study it refers to all forms of communications. Communication results in job satisfaction and good production. Various forms of communication will be discussed in the next chapter.

2.5 Communication audit

Dale *et al* 1988: 399 define it as "A methodical review or examination including identification, measurement and analysis of the various system elements to determine how effectively they are functioning". If communication is not optimal, it is necessary to do communication audit so that corrective measures can be taken in order to optimise it. Communication audit can be done by using different forms e.g. questionnaire, interview, network analysis, critical incidents etc. It can take about 25 weeks if it is done effectively.

2.6 Communication climate

This refers to the relationship between the supervisor and the supervisees. The supervisor needs to create an environment, which is conducive to working together. This can be done in various ways such as being open to new ideas, willingness to listen, helping in resolving problems and also willingness to give assistance and support to supervisees. The relationship between the supervisor and supervisees should be positive because the organisation depends on employees for productivity and to achieve the desired goal.

2.7 Communication codes

Mersham and Skinner 1999: 17 say, "A code system consists of words and grammar but organized into a whole called linguistic code." For instance the sequence or construction of a sentence in English is not the same as in Afrikaans. The rules that regulate sentence construction differ.

2.8 Communication loops

This refers to people that are linked together either in a permanent or temporary loop, working together in order to achieve multiple goals of an organisation. The success, effectiveness and efficiency of a loop depend on the individuals that form the loop. Mersham and Skinner 1999: 56 say, " Looping occurs when higher officials directly inspect the operational level". When the senior officials are inspecting the operational level, they want to ensure that the objective of the organisation is achieved.

2.9 Communication networks

Mersham and Skinner 2001: 48 say the term " Network is distinct from the a "group" because it refers to a number of individuals (or units) who persistently interact with one another in accordance with established patterns". But Rodgers *et al.* 1976: 127 define communication networks as "The threads that hold a system". Analysing both these definitions, it shows that for any organisation to accomplish a desired goal there must be communication network. Usually there are a number of people in an organisation that perform different roles. Communicating with these people takes different forms and different pathways. It is these different pathways that are called communication networks. There are different types of communication networks such as Wheel, Y, Chain and the all channel network.

2.10 Communication process

Goldharber *et al* 1986: 136 define communication process as "The creation and exchange of messages or it can be defined as the movement of information from the source or the communicator to the recipient". Both the communicator and the receiver mutually affect each other. As the message is sent out, it is encoded but as soon as the recipient receives it he/she begins to unpack it by decoding it, thus attaching meaning.

2.11 Communication rules

According to Shimanoff 1980, there are two classes of communication rules i.e. content and procedural rules. The difference between the two is that the content is

concerned with word, symbols and meaning in a particular content whereas procedural rules relate to protocols and means of communication. It is important that the parties involved in communication agree on rules that are pertaining to content and procedure of the interaction. Communication rules do not apply to all organisations or situations. They differ, depending on the situation at that particular point in time.

2.12 Communicator

According to Reddy 2004: 14 "A communicator is an individual engaging another individual in the process of communication". One person initiates communication and through a process of communication a meaning is achieved.

2.13 E-mail (Electronic mail)

According to Mersham and Skinner 1999: 196 "The internet offers an array of capabilities for communicating and retrieving information .The most popular Internet application is electronic mail or E- mail".

2.14 E-communication

O'Brien 1997: 213 says "Electronic mail, voice mail, bulletin board system and facsimile allow organisations to send messages in text, video or voice form or transmits copies of documents and do it in seconds, not hours or days".

2.15 Facsimile (Fax)

It is the electronic means of transmitting a written form of communication. It is connected to telephone lines. Mersham and Skinner 1999: 156 say, it " Scanns and digitizes images (text, graphics and even signatures) on a page and transmits them in analogue form over a regular phone line to another fax machine, which then reproduces a copy or facsimile of the image.

2.16 Formal communication

It is transmission of information through a recognized and acceptable form of communication such as memo, letter, circular etc. Mersham and Skinner 1999: 46

say, "Formal communication transmits messages explicitly recognized as official by the organisation".

2.17 Grapevine/ Hearsay

Rasberry and Lemoine 1986 define it as the unofficial confidential type of communication from person to person. It is usually verbal communication. This was the kind of communication that originated during the war when telegraphic lines were hung from trees and they looked like grapevine.

2.18 Horizontal communication / Lateral communication

According to Mersham and Skinner 1999: 42 "Lateral communication refers to messages between equals-manager to manager worker to worker". Here people of the same post level in an organisation share a common frame of reference e.g. manager-to-manager, secretary-to-secretary. The possibility of distorting information is minimal. In most cases information sharing is informal.

2.19 Information

Kennedy 1985: 454 defines information as "That which is conveyed". It is important that any information given at any point in time should have meaning.

2.20 Intercultural communication

Goldhaber *et al* 1986: 80 define Intercultural Communication as "A pattern of beliefs and values shared by members of an organisation. Fielding 1997: 54 says, "Communication in a company takes place when a person from one culture communicates or tries to communicate with a person from another culture. This intercultural communication is very common in the department of education because employees work together as a team yet they belong to different cultural backgrounds.

2.21 Internet

Mersham and Skinner 1999:150 define it as "The international "Network" of Network". This is a computer electronic device, which works via telephone lines

and satellite. It is a means of communication that links people to communicate around the world. It is a very economical means of communication.

2.22 Interpersonal communication

According to Mersham and Skinner 1999: 12 interpersonal communication refers to "Channels that involve a face-to-face exchange between a source and a recipient". This is communication between two people facing each other. When these two are communicating, they are able to observe gestures and facial expression. Communication is either verbal or non- verbal. The way in which we express ourselves can have a positive or negative effect on the quality of our interpersonal relationship.

2.23 Leader

According to Reddy 2004: 20 "The leader is an individual who has the ability to influence a group". People use different terms to refer to leaders. An effective leader encourages open and direct communication. One of the qualities of an effective leader is that he/she listens to staff members in order to gain information and understanding of their needs, fears and any obstacles that might hinder progress.

2.24 Manager

Rasberry and Lemoine 1986: 324 define manager as someone who gets things done through others. For instance if managers are busy, they usually delegate tasks to other members of staff. The task will be done through other staff members. On the other hand Theron and Bothma 1990: 179 define management as "A social and technical process which utilizes resources, influences human action and facilitates change in order to accomplish organisational goals".

2.25 Mass communication

Mersham and Skinner 1999: 3 refer to term 'mass' as "A large number of things or large number of people. The intention of mass communication is to transmit ideas, information, beliefs, attitude to a number of people through a media which could

be a print media e.g. magazines, newspaper or electronic media such as T.V. and radio".

2.26 Message

According to Rosario-Braid 1983: 31 the message is " The idea to be transmitted" According to De Vito 1976: 11 the message " May be in the form of ink on paper, sound waves in the air, impulses in an electric current, a wave of the hand, a flag in the air, or any other signal capable of being interpreted meaningfully". It can be viewed as one or two symbols to which one attaches meaning. It is everything the article refers to and implies and everything the reader might infer from it. They may be verbal or nonverbal messages.

2.27 Organisation

There are different types of organisations. They are classified into three types i.e. bureaucracy, enterprises or business and voluntary association. According Mersham and Skinner 1999: 147 "Organisations develop out of a conscious decision on the part of an individual or a group in order to achieve a certain goal".

2.28 Organisational climate

A visionary leader often cultivates a climate that is conducive to maximize productivity. Campbell, *et al* 1970 believe that the more positive the climate, the more productive the organisation. It can be achieved in different ways e.g. one manager may decide to acknowledge individuals within the organisation that do their best. Another manager might use extrinsic motivation to keep his staff together. Targiuri and Litwin 1968: 11 call it "A relatively enduring quality of the internal environment of an organisation that is experienced by its members, influences their behaviour and can be described in terms of the values of a particular set of characteristics of an organisation".

2.29 Organisational communication

Mersham and Skinner 1999: 4 say, "Organisational communication is the necessary communication that takes place to achieve that common purpose". The information flows from one person to another with an aim of sharing and

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transmission of meaning. According to Fielding 1997: 27 "It is a collection of people working together to reach specific goals". For instance, people that work together need to communicate quite often in order to maximize production. On the other hand Rasberry and Lemoine 1986: 84 define it as 'A process by which people work with others to mutually accomplish organisational objectives'. This concept has been defined in different ways but the bottom line is that it is communication that enables the organisation to realize its goal.

2.30 Organisational culture

Goldhaber *et al* 1986 define it as "A pattern of beliefs and values shared by the members of an organisation. If the employees' expectations are met, the climate will definitely be positive.

2.31 Public

It is a group of people who have a common interest in a particular organisation who may directly or indirectly be affected by the organisation's behaviour.

2.32 Role

In any organisation people are identified for different positions and for specific functions or roles they perform e.g. secretary, among other duties that he or she does is taking and typing of minutes and setting of appointments (Sanborn 1961).

2.33 Serial communication

This is a communication chain. The message is conveyed from top down. In other words it starts from the top level of management and goes down through relevant stages or levels according to hierarchy e.g. in the EThekwini Region, the information originates from the Regional Senior Manager (RSM.) and goes to Directors, Chief Superintendents of Education Management (CSEM) or Chief Education Specialists (CES), Superintendents of Education Management (SEM) or Deputy Chief Education Specialists down to the last level. All these levels form a communication serial or chain. The disadvantage of this communication chain is that the information from the original source is likely to change by the time it

reaches the final destination. As the information is conveyed, some important points are omitted and others are over highlighted.

2.34 Small group communication

It is communication in a small scale that is between 3 and 20 people. This kind of communication is either task orientated or social orientated. Communication here is characterized by a common interest. Even though this group is small but their contribution is valuable. Mersham and Skinner 1999: 114 say " Individuals can contribute a wide range of resources, expertise and information to achieve goals and reach decisions". Organisations owe their success and functionality to small group communication. It is easy to share information here because the group is small.

2.35 Teleconference

According to Concise Oxford dictionary 2004; 1480 teleconference is a " Conference with participants in different locations linked by telecommunication devices". It allows people in different places to communicate, thus helps to save time and traveling expenses.

2.36 Upward communication

It is communication that is initiated by workers. It comes from lower levels and moves to higher levels of the hierarchy of the organisation. Usually the feedback that is given by workers in lower ranks to the superiors is sugar coated. In most cases workers exaggerate issues when talking to managers. According to Mersham and Skinner 1999: 43 upward communication " Provides management with the necessary feedback on worker morale and possible sources of diisatisfaction".

2.37 Human communication

Human communication takes place every day because people living together like to share information, ideas, aspirations, attitude and dreams. People use different approaches when expressing themselves or expressing their feelings. There are few things that one needs to consider when one is expressing one's feelings. Scheepers 2002 emphasizes the importance of thinking about how and what to say when

communicating. Communication takes place in different forms such as language, pictures, signs and body language.

2.38 Summary

This chapter has given clarification to important concepts that will be used repeatedly in the next chapters. Without clarification of these important concepts it would have been very difficult to comprehend the discussion in this thesis. It is for that reason that the researcher decided to unpack the meaning of concepts. The next chapter deals with organisational communication.

ORGANISATIONAL COMMUNICATION

3.1 Introduction

This chapter focuses on communication within an organisation. There may be one or more people working in an organisation, in order to achieve a certain objective. Organisations develop out of a conscious decision on the part of an individual or a group to achieve certain objectives. There are 3 different types of organisations i.e. bureaucracy, enterprises or business and voluntary association. EThekwini Region is a bureaucratic organisation because it employs a lot of people who are paid by the government. In EThekwini Region some of the employees are employed according to the Public Service Act and others are employed according to Educators Employment Act. In order to coordinate the activities of the region the RSM needs to have a good communication structure.

3.2 The communication structure of EThekwini Region

Every organisation has its own communication structure, which is organised according to different levels or hierarchies. The members of this organisation are grouped according to the level they belong to e.g. there are employees that belong to the regional office, district office and circuit office. The structure is designed according to levels, hierarchies and communication levels. At the top of the region is the Regional Senior Manager who works closely with the Directors. The Directors work closely with the Deputy Directors or Chief Superintendents of Education Management, or Chief Education Specialists. They in turn work closely with Deputy Chief Education Specialists or Superintendents of Education Management.

Communication flow starts from the senior level and goes down to circuit level. In the EThekwini Region, there are quite a number of people that have come together in order to achieve a common goal. These people belong to a certain level in the

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structure. The structure of an organisation is organized in such a way that there is a communication pattern that is followed. At the top of the EThekwini Region there is the Regional Senior Manager, thereafter it is Directors followed by Deputy Director. The Deputy Director is an equivalent of Chief Education Specialist and Chief Superintendent of education, then Deputy Chief Education Specialist or Superintendents of Education Management then Assistant Directors followed by First Education Specialist then Chief Administration clerks followed by Senior Administration clerks and lastly Administration clerks. This is the pattern that is found in all the regions in the Department of Education.

Every member of an organisation makes a major contribution to an organisation e.g. the organisation may have highly competent employees, holding powerful positions, but if there is no cleaner who will clean the offices and premises, the environment would not be conducive to working. This shows that every employee is important and has an important role to play. Each and every member therefore should be treated with respect and dignity.

Communication can start with an individual, understanding the culture of the organisation, its vision and mission statement. All individuals should have an understanding of what the organisation is striving for, so that individuals can also strive towards that direction. It is important that the organisation creates an environment that is conducive to work for its employees because that will make them feel free and secure.

The success of any organisation depends on good relationships between managers and employees. Good relationships contribute to high productivity and good reputation of the organisation. There are many ways of promoting good relationships within the organisation. Some of them are fairness, honesty, trustworthiness, reliability, sensitivity, faithfulness, teamwork, being considerate and involvement in social activities.

Managers in the EThekwini Region promote teamwork rather than individual work because groups or teams are able to analyse and solve problems better than

individuals. It is important that people that work in an organisation identify themselves with it, so that they may strive towards a common direction. Members of an organisation need to feel they belong to an organisation that has respect, trust and confidence in them. It is important that they understand the culture, vision and mission of that organisation. There must be trust between the senior officials of the organisation and the employees. The relationship between these two goes a very long way because if it is good, the production is likely to be high.

Communication at each level is very important. Goldhaber *et al* 1986: 5 say, "It's the life blood of the organisation, the glue that binds the organisation, the oil that makes the organisations function, the thread that ties the system together, the force that pervades the organisation, and the binding agent that cements the relationships, the organisational embalming fluid." It is the responsibility of the Regional Senior Manager therefore as the person in charge of the region to ensure that communication is very effective within the organisation. Communication particularly starts from the senior level i.e. from the office of the Regional Senior Manager and goes down according to protocol and ultimately reaches the lowest level i.e. the circuit offices. Employees in different levels are very important. They need to get the information they deserve. It doesn't matter how small the group at that particular level is. The group may be at the lowest level of the hierarchy but their views are very important. They need to share ideas, network and make contributions to an organisation. The Regional Senior Manager as well as Directors needs to understand that good ideas might come from a person who is at the bottom of the ladder. If the manager is a democratic person he/she will apply those ideas coming from a person who is in the lowest rank because they will benefit the organisation if they are valuable. Information is disseminated in a hierarchical structure. Sometimes these hierarchical levels in an organisation affect the interpersonal relations of staff members or employees. This structure controls the channels of communication.

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3.3 Interdependence

People in an organisation occupy specific positions e.g. in the EThekwini Region the Regional Senior Manager is in charge of the region, the Directors are in charge of districts and some are in charge of different Directorates e.g. finance, corporate etc. Chief Education Specialists are responsible for their sub-Directorates such as Education Management Development and Governance (E.M.D.G.); Psychological, Guidance and Special Education services (PGSES); Adult Basic Education (ABET) and Early Childhood Development (ECD); Teaching and Learning Services (TLS); Chief Superintendents of Education Management (CSEM) responsible for the coordination of circuit activities and Superintendents of Education Management (SEM) in charge of the wards. These people exchange and share information within the organisation. There is a policy that gives direction about communication channels. Communication in any organisation follows a particular pathway called Communication Networks. Goldhaber *et al* 1996 explore the importance of two-way communication. The managers communicate freely with the subordinates and the subordinates sometimes make valuable contributions to the organisation. This level of relationship between the managers and the subordinates promotes good working relations and productivity. Decisions made are not going to be implemented by managers alone, but are implemented by people they work with (subordinates). Therefore the relationship between managers and subordinates should be cordial because one cannot succeed without the other. Their relationship is interdependent. It is for this reason that Sanborn 1961 says all parts within the system are affected by each other. People who participate in decision-making tend to identify with those decisions taken, but if they do not participate, the opposite is true. Goldhaber *et al* 1996 say if the organisation does not allow inputs from the employees, productivity becomes affected or it becomes ineffective.

It is therefore incumbent upon the managers to invite suggestions, ideas, and input from inside and outside the organisation. This will enable the organisation to be an open system; otherwise the organisation will run down or die. Goldhaber *et al* 1996 say there is no one individual that can hold sufficient power and status to control an organisation all by himself/herself.

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In order for an organisation to survive and flourish, resources need to be replenished e.g. if a vacancy has been created, it must be filled with immediate effect because failure to do that will affect organisational communication and service delivery will be sacrificed and this might lead to the organisation decline.

3.4 Barriers to effective communication

The EThekwini Region is like any organisation; people perceive things differently because they are unique human beings with unique personalities. It is for this reason that sometimes people see things differently hence they find it difficult to reach a consensus. There are many barriers to communication. One of them is language. EThekwini Region is a multicultural region. It has a population of Whites, Indians, Coloureds and Africans. All of them have different mother tongues. In order to accommodate one another and to promote communication, English is used as an official language. If individuals in an organisation are not familiar with a language, it might be difficult for them to communicate, obtain information and even to disseminate information. If managers do not share information, people become frustrated and performance becomes affected. Information is very valuable and if it is not shared, it perishes, loses its value and the organisation might lose opportunities and hence experience a crisis.

Another barrier to effective communication that affects the EThekwini Region is the number of stages through which a message has to go i.e. the protocol to be followed. At the Regional office the flow of information starts from the Regional Senior Manager's office and goes down until it reaches the principals' offices. It is this protocol that delays the flow of information. This kind of restrictive communication can be disruptive and chaotic. It gives the impression that those that are in senior management levels get first hand information and they enjoy better status. How soon the information reaches the last level of hierarchy depends on how responsible the person in charge of a component is to disseminate the information.

The CEO cannot address all the officials of the department simultaneously on daily basis in order to impart information; instead he uses the cascading method. This cascading method follows a certain protocol. The only disadvantage of this method is that if one person from a particular level or chain had misunderstood the message he/she will convey wrong information. This is no doubt a shortcut to disseminating information but it has caused more harm than good because sometimes people find it difficult to share full information with their colleagues. Another disadvantage of a cascading model is filtering of messages at each stage. People are unique and therefore interpret things differently. Sometimes they deliberately filter or distort the information. By the time it reaches the final stage, it is totally different from the original source. Initially when this cascading model was used in the EThekwini Region, principals were the first ones to be introduced to Outcomes Based Education (O.B.E.) and they were expected to go back to their schools and cascade the information. This approach created a lot of problems and as a result another approach was used. Rectifying the situation had financial implications and a lot of time was wasted because training of educators had to be redone.

Resistance to change is another barrier to effective communication. The EThekwini Region does not suffer much from this barrier from office-based staff, but the situation is different for school- based staff. Educators, for instance, do resist change. In the past three years, a lot of industrial action was experienced by the RSM because the unions either wanted changes to be effected or they resisted changes that were introduced by the Department of Education. Lewin 1969 says that people become comfortable with predictable surroundings and adopt copying behaviour. This means people become acclimatized to that particular environment and when change is introduced, they resist it because they've been comfortable with the surroundings for too long hence fear of the unknown.

Change to organisational structure, organisational roles and positions is enough to cause threat to individuals within an organisation. When restructuring of the Kwa-Zulu Natal Department of Education took place about four years ago, ex -college lecturers who were seconded to office- based posts felt very much threatened. Now

the Kwa-Zulu Natal Department of Education is going through a restructuring process again and a lot of people feel threatened already. It is for this reason that people resist change especially if it is associated with loss of self-esteem, power and economic benefits. Resistance to change can be overcome if managers can communicate the changes in detail and long before they are implemented. By so doing anxiety and fear will be eliminated and resistance can be overcome if not lessened. At the moment, nobody knows when restructuring is going to be effected. It is rumored that by 2006 April the whole process of restructuring shall have been completed.

3.5 Overcoming barriers to communication

The first step to overcome barriers to communication is to open up channels of communication. Dale *et al* 1988: 386 believe that "One of the first tasks of the change agents was to open up better communication channels so that the organisation members could develop mutual trust and understanding before new and more profound changes were made". Organisational change is usually impossible if there is no open communication and a free flow of information. Sometimes organisations attempt to process more information even if there is not enough manpower. This leads to information overload. This suggests that the information is more than the number of people in an organisation. The likelihood is that people might not be able to cope. In an organisation where people are trustworthy, communication flows freely, information is shared and it reaches every single member of an organisation. Goldhaber *et al* 1986 believe that if management creates a positive climate and rewards those who sustain it, the organisation enjoys the fruits of a high level of information sharing.

Consultation is another key to overcoming barriers to communication. Managers need to consult staff members in order to get ideas and contributions that will promote the success of an organisation. In most cases EThekwini Region holds a number of meetings. In such meetings officials of the department share their views and make suggestions. But to make suggestions is one thing and to implement them is another thing. Sometimes people are not given an opportunity to air their views

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and they end up being frustrated and then opt for confrontation. Confrontation is sometimes necessary only if it is done in an attempt to improve previously poor communication. Another factor which must be considered when discussing how to overcome barriers to effective communications is fear. For instance fear of uncertainty. Kotter *et al* 1979: 106 say, "Most people like a certain amount of predictability in their lives and would go to great lengths to ensure that there is predictability."

The organisation might have the best labour saving devices, but if there are poor human relations the organisation will fail. The EThekwini Region goes to great lengths in order to promote human relations. This is done in various ways. Some of the methods that are used to promote human relations are meetings, official functions, social gatherings etc. Usually if human relations are poor, there is usually communication breakdown. Therefore in order to overcome this problem, managers must make sure that they promote relations.

Every member of the staff needs to know the organogram, because it shows clearly the lines of communication. If people are not sure of the structure of an organisation, they might be frustrated and the flow of information might be affected.

In order to promote effective communication, people should not be overloaded or under loaded with information. In as much as people need information, too much of it is dangerous, especially at the lowest level of an organisation. It is for this reason that all line managers in the EThekwini Region cascade information according to protocol.

In 1994 S.A. achieved its democracy and for the first time South Africans got an opportunity to work together and got to know about cultural differences. Fielding 1997: 54 believes that "Culture is possibly more important than people's professions and roles in business." Cultural differences go a very long way because people's cultural backgrounds influence their attitude towards their work, work performance as well as their values. Even though people may speak the same

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language but that does not mean they share the same cultural values and it does not also mean that there will be no communication problems. The EThekwini Region is trying very hard to promote cultural activities hence cultural competitions are held annually and Heritage Day celebrations are also held annually. Managers therefore need to have a global understanding of different cultures so as to be able to see things from different cultural perspectives. Once managers have understanding of cultural differences, some of the problems will be eliminated and an atmosphere of trust, respect and collegiality will be promoted. Another approach that can be used to overcome barriers to cross cultural communication is holding discussions on cultural differences. By so doing people will begin to perceive things differently and to respect other people's culture and will also have an understanding of different cultures. This will eliminate chances of being judgmental and promote tolerance and willingness to accommodate other people. Accommodating other people also includes among other things beginning to learn languages of other cultural groups.

In order to build confidence, bring about change and develop members of staff, training needs to be done in order to prepare them for service delivery. It is for this reason that a lot of training is done by different components of the department in the EThekwini Region e.g. the department of Education Management Development and Governance (EMDG) organises a number of workshops for School Governing Body members, educators, School Management Teams (SMT), Matric Intervention Program (M.I.P) for schools that obtained less than 60% pass in Matric results. There are many workshops that are being organised and run by various components. Training people is necessary in preparation for service delivery. This training will enable everybody to become an expert in the delivery of messages. It is for this reason that EThekwini Region goes an extra mile in training people.

Coordination of activities within an organisation also promotes flow of communication because staff members find themselves working together. Obviously directorates within the organisation are divided according to different areas of specializations. This kind of division promotes communication because

people working in that Directorate have different skills and therefore can be innovative, creative and participate in decision making. Members of staff must know what the other Directorates are doing so that even if an outsider wants help, somebody within an organisation can know where to refer him/her. It also enables the various sections to complement one another in what they do as opposed to duplicating or even canceling out one another's work.

Openness and honesty is another approach that could be used to promote communication. This approach boosts the staff members' self esteem and make them feel they are regarded as people who are adding value to the organisation. Openness and honesty create an opportunity for employees to express their feelings and their needs in a constructive manner.

3.6 Communication system

There are two channels of communication that exist in the Department of Education. One is formal and another one is informal. These channels of communication will be discussed in the next paragraph.

3.6.1 Different forms of communication

Communication under the EThekwini Region takes different forms. It is either formal or informal. For instance in most cases the Regional Senior Manager of the EThekwini region communicates in a formal manner with all the subordinates under her control. Some of these forms of formal communication that are often used in the EThekwini Region are instructions, memoranda, letters and reports. The senior officials of the department do not often use informal communication but it is commonly used among peers. Senior officials of the EThekwini Region do sometimes use informal communication especially if the situation at that point in time is informal.

3.6.2 Formal form of communication

When the RSM communicates with subordinates, specific instructions should be given. The instructions should be clear so that the respondent can be able to know what is expected and required of him/her. Goldhaber *et al* 1986: 5 say, "The better

informed employees are, the better employees they'll be." Sometimes Supervisors give instructions that do not have time frames and do not determine expectations. If the subordinate is not in a position to enquire more about the instructions given, the outcome will not meet the expectations. In an environment that does not allow two-way communication, the production is usually low. It is therefore upon the RSM to see to it that the environment under EThekwini Region allows for two-way communication in order to optimise productivity.

Communication systems in an organisation should not create uncertainty. If there is too much information coming from different people, this on its own creates uncertainty. This therefore implies that the information should come from the senior officials who are in charge of their Directorates or sub-Directorates and it should be relevant to that group of people at that particular level. Sanborn 1961 says people need to know a certain amount of information in order to reduce uncertainty and the organisation needs to establish that amount of information that people within that organisation need to know. Wiio 1978 supports Sanborn 1961 by saying that the more communication overload there is; the more difficult it is for communication to succeed.

The Regional Senior Manager needs to regulate information because too much information can be dangerous and it can lead to mental overload. What is important is that people should have adequate information that will enable them to perfect their jobs. On the other hand if the information is too scanty, that again is a problem. People can be frustrated, confused and as a result the outcome might not be achieved. There are quite a number of things that might lead to misunderstanding, mistrust, frustration, confusion and rivalry in an organisation. One of them is insufficient information. The image and reputation of an organisation depend on a number of things and one of them is dissemination of information. Goldhaber *et al* 1986 believe that the information can tarnish the image of an organisation if it comes in the form of propaganda and if it arrives late.

Formal communication flow is divided into three i.e. downward, upward and horizontal.

3.6.3 Downward communication

Downward communication allows information to flow from the senior level and goes downward to the next low level until it reaches the lowest level. For instance in the EThekwini Region it flows from the Regional Senior Manager's office which is the most senior level to the Directors level down to Chief Education Specialists/Chief Superintendents of Education Management until it reaches wards which are the lowest level.

This form of communication is very common in most organisations and EThekwini Region is no exception. Communication in EThekwini Region is a downhill because it is initiated at the top level. In most cases this form of communication gives instructions, commands, explains procedures to be followed and goals of the organisation.

3.6.3.1 Reasons for poor downward communication

The EThekwini Region is the biggest region out of the four regions in the Kwa-Zulu Natal Department of Education. Face to face contact with the senior management and all employees is not practical, hence downward communication channel is preferred. The disadvantages of this communication channel are that sometimes messages go to the wrong people, sometimes messages are sent late or not sent at all. Although there are formal lines of communication that are established, these are sometimes abused and therefore end up not serving the purpose they were designed for. Sometimes there are no clearly defined objectives and as a result managers become confused as to which information needs to reach the subordinates as well as who should be responsible for dissemination of information.

There are few managers, if any, who take it upon themselves to do communication technique audit. As a result they are not sure whether their communication reaches employees on time, or received at all etc. Another disadvantage of downward

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communication flow is that, there is a gap between management and supervisory personnel. Decisions that affect employees are taken at management level without actually involving them. This exercise immediately isolates management from what the employees want and what they need.

3.6.3.2 Method for improving the downward communication flow

If the EThekwini Region could conduct a communication audit, probably downward communication flow would improve. It would also help to establish clearly defined objectives for both managers and employees so as to avoid confusion. Information needs to be censored and classified, so that information that goes to the employees and management is defined and known. Messages sent down to employees need to be clearly understood and accurately defined, so as to avoid confusion. It cannot be over emphasized, that the information sent to the employees needs to be receiver – oriented. This means it must be appropriate to the receiver at that particular level otherwise that can lead to either information overload or information under load and frustration.

3.6.4 Upward communication

Here the information moves from the lower level to the upper level. Ideas originate from the staff members, i.e. the lowest level of the hierarchy and moves on to the senior managers of an organisation. This kind of communication is rarely found in most organisations. The most common communication flow is downward. The upward communication gives people on the ground an opportunity to speak directly to managers. Communication flows upward that is from subordinates to superiors.

3.6.4.1 Reasons for poor upward communication

Upward communication is practically impossible in EThekwini Region because it is a big organisation. It is possible that within the EThekwini Region there are members of staff that have never seen or spoken to the RSM. The size and complexity of an organisation are the determining factors of the possibility of upward communication. In most cases managers never bother to watch whether

communiqués reach and penetrate the minds of their employees. It is very essential that managers do communication audit so that they can be able to improve communication channels. The communication gap created between the employer and the employees needs to be bridged.

There is a tendency to delay transmission of bad news. The reason for this is usually caused by false hope that a person would resolve the issue before it reaches senior management. As the message is cascaded to upper levels, there is a possibility of it being filtered and distorted. This needs to be avoided at all cost because it can lead to employee unrest and frustration. Sometimes managers feel threatened if subordinates make constructive input or suggestions to the organisation because they feel that they would lose credit, appear incompetent and unproductive. Employees sometimes prefer to conceal their feelings for fear of victimization because sometimes managers do not take kindly to criticism. At the same time if subordinates do not disclose their feelings, and managers do not become aware of what is bothering them, the situation and the senior management style will not change for the better.

In any organisation there are gatekeepers who filter the information they receive and pass on. They only pass on what they think is worth taking up to senior management. There are people who receive information from employees but use it for personal gain or for selfishness and keep it to themselves because they fear that it will elevate others to their status. Sometimes people withhold information so that their Directorate can look advanced and more productive than others.

3.6.4.2 Methods for improving poor upward communication

It is advisable that the RSM conducts cracker barrel sessions so that there can be two way kind of communication between the employer and the employees. If the RSM could from time to time visit the workstations of the employees she manages, she might get first hand information regarding the challenges they are faced with and the obstacles that are preventing them from achieving their goal. If for instance the Regional Senior Manager could visit the district offices and get to know the

challenges they are faced with and probably offer solutions, the functionality of the districts could improve. If one person cannot offer a solution, a task team could be established which could identify problems as well as possible solutions and then forward the recommendations to management. It is important that regular employees meetings are held because it will create an opportunity whereby employees will ask questions that are affecting them directly.

Another method that can also assist to improve poor upward communication is to identify subordinates that are going to make presentations to senior management in order to describe the responsibilities of their job. Employee audits are essential because they reveal how employees feel about their organisation, their job and management itself.

3.6.5 Horizontal communication channel flow

This is the third type of communication channel flow. It is both lateral and diagonal. For instance one person can talk about work related matters, encompass ways to coordinate work, solve problems, conflict and share information even on personal matters because employees also have social and emotional needs.

3.6.5.1 Methods for improving horizontal communication

The EThekwini Region has not as yet reached a stage whereby a chart is created showing formal and informal structures that will enhance the flow of communication. This chart goes according to seniority and job responsibility. The RSM could draw accurate individual's job descriptions because employees need to know what to do and how to do it. This chart would help give direction so that when either an internal or external customer needs assistance he/she knows whom to approach in case they need clarification or if they need to follow certain channels of communication. It is essential that communication and discussion take place within an organisation before it goes out so that people can have an input in case there is an interdepartmental project. This promotes collegiality and reduces unnecessary competitions within the entire organisation.

3.6.6 Informal communication flow

Communication here is both within and outside an organisation. It is underground network. It starts off as a rumour and the grapevine keeps it alive. This kind of communication flow can either compliment the formal flow of communication or it can destroy its effectiveness.

Grapevine cannot be a reliable source of information. It can be malicious and harmful to personnel and the organisation. It spreads like wild fire. There are people who believe in grapevine and this means they do not trust formal channels of communication because they sometimes delay information or bring inaccurate messages or distorted information. Unlike the formal communication, grapevine does not follow the official lines of communication.

There are other forms of communication that are used to send a message but which managers cannot effectively use as official forms of communication such as facial expression, gaze behaviour, gestures, posture, locomotion, graphics, photographs, drawings, colour, cultural symbols.

3.6.7 Methods of controlling grapevine influences

Managers need to be open-minded, discuss problems that the organisation is experiencing because this decreases speculation. Managers need to openly discuss what is perceived as grapevine and not suppress it so that speculations can be reduced and errors corrected.

People need to be updated immediately when a change has taken place or promotions have taken place. People need to know the truth as soon as possible otherwise rumours spread like wild fire and might cause more harm than good.

If the relationship between the subordinates and management is good and healthy, the chances of spreading negative rumours and destructive tendencies of grapevine are reduced.

3.7 Organisational climate

The RSM cultivates an organisational climate that is conducive to productivity so that individuals are able to actualise their dreams, to be supportive and to work as a team. Every individual in an organisation is unique and has his/her unique needs. It is the responsibility of every manager to cultivate this positive organisational culture. The underlying principles of an organisation are trust, respect and equality. The subordinates must have confidence and trust in their supervisors and the same goes for supervisors because trust and respect need to be reciprocated. If there is a principle of trust in an organisation, every individual feels autonomous and free to make decisions that are going to add value to an organisation.

Campbell *et al* 1970 state, that the more positive the climate is, the more productive the organisation is. If the manager has a positive reinforcement, he/she will be able to achieve the desired responses from his/her colleagues. Devine *et al* 1984 found that as satisfaction with communication increased, positive perceptions of general organisation climate increased as well. In an organisation where there is less conflict, the working relations are good, positive climate is created and productivity increases.

3.8 Communication at work

Communication at EThekwini Region follows a particular pattern. There is a procedure that is followed and this procedure needs to be known by all members of the organisation, but because EThekwini Region follows the line function communication pattern, the information is delayed. It is therefore essential to determine the communication system that will be used by each sub-system i.e. communication network. Witkin *et al* 1972: 15 define communication system as, "Those interdependencies and interactions among and within sub-systems, through the act of communication which serves the purpose of the organisation." It means communication among members of an organisation takes place through communications network.

In order to disseminate information to each sub-system, the RSM collects a lot of information about the organisation itself so as to be able to identify the strengths and weaknesses of the organisation's communication system. She uses different kinds of information dissemination. The system used is determined by a number of factors such as urgency and size; for instance if the information to be disseminated needs to reach all sub Directorates before the end of the day, telephone, E-mail, fax, teleconferencing etc can be used. That means they can just punch in a memo or message and the recipient can retrieve it from the screen and thus be able to respond on time. But the traditional line of communication that is followed by the department of education at the moment delays information. If the message is written in a thick document, it means it can be posted or delivered and therefore can take longer to reach the final destination e.g. when a bulletin for advertised posts has to be distributed it takes time before it reaches schools but if it were to be E-mailed it would reach all levels of communication on time.

Forms of communication such as printing press, telegraph, telephones etc. are commonly used in organisations and they are very effective. EThekwini Region uses telephones to convey urgent messages. The telephone system has improved to such an extent that a person can communicate with more than one person at a time. The sharing of information can be done with people from different countries within a split of a second. The departmental offices can never survive without a telephone. Service delivery would not have taken place if EThekwini did not have a telephone system. If there is something urgent that must be conveyed, the official of the department uses telephone even though it is expensive. It all depends on the nature of the message for instance sometimes a telephone conversation is done and then followed by a written formal communication, especially if telephonic communication gives instructions to be carried out or an investigation to be conducted.

Sending information through Electronic mail, facsimile devices and teleconferencing, saves time. It makes the organisation efficient because the information can reach people on time and therefore prompt response and decisions

can be expected. The problem that EThekwini Region is faced with is that not all Directorates have E-mail, conveying of information would be cheaper and faster than telephone. It is very important to have these labour saving devices in order to improve service delivery.

Oral software is another form of communication. This form of communication is important as well because people in an organisation need to meet in order to generate policies, socialize and be able to share ideas. Therefore face-to-face communication with employees in an organisation is very important. The organisation is not only confined to communication with internal customers only, but can communicate with outsiders as well, such as members of the public, Non Governmental Organisations, business people and the community at large.

In most cases the RSM addresses the employees of the department when there are functions that have been organised, but sometimes she invites a speaker to come and give a speech in the function that is planned well in advance. He/She is introduced before he/she delivers the speech that has been prepared to meet the theme or the purpose of the day. Eye contact is very difficult to maintain when one is addressing an audience. It is true that all of us participate in public speaking but formal public speaking is very much intimidating even when a person has done it before. This kind of communication differs from other forms of communication in the sense that direct communication between the members is often severely limited if not impossible. According to Mersham and Skinner 1999: 133 it can be used to "Instruct, put forward a point of view or persuade, praise, blame, accuse and to defend".

A good public speaker always has a clear purpose in mind. It is very important for the speaker to decide what he/she wants to achieve, whether he wants to entertain, inform, or persuade listeners. As a public speaker it is important to assess the nature, needs and interests of the people who will be listening to the presentation. It is also important to know how much they know about the topic as well as their involvement and commitment. This will help the speaker to develop his/her talk in

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an appropriate direction. Facial and body language of the speaker is often difficult to notice because of distance, lighting and the quality of the public address system and the venue.

It is also important to know the demographics of the audience. More attention should be paid to sex, age, nationality, occupation, marital status, educational level, income and residential area so that examples that would be given would be relevant and suitable to the audience. The speaker needs to know before hand, how large the audience will be, the size of the venue, the seating arrangements, the acoustics, ventilation, sound systems and the equipment that will be used e. g. Overhead, power pointer, videos.

There are misconceptions about public speaking. Sometimes people believe that to make speeches is natural and cannot be learned. There are people who are talented and have good command of a language but they still need training and practice as well.

Another misconception is that good intentions are enough when it comes to making speeches. There is no guarantee that if the intention is good therefore there will be effective presentation. Effective public speaking is determined by a number of things such as the content, the language and how it is presented. The content may be valuable but if the language is poor or the manner in which it is presented is poor, the message will be lost. What is important according to Mersham and Skinner 1999: 137 is that, "It is not what you say that is important but how you say it."

Mersham and Skinner 1999 mention another important mistake that public speakers often make i.e. by thinking that when they hold the platform they have an opportunity to influence others. Not all public speakers are responsible. If the speech is not appropriate, it might cause more harm than good.

3.9 Meetings

One of the methods used by the EThekwini Region's RSM is to hold meetings. Members of staff come together to discuss issues that are of interest to all of them. The groups of people attending the meeting keep it interesting because there is interaction. Teleconference meetings are not as effective as face- to- face meetings. This is supported by Goldhaber *et al* 1986: 5 who say that "Research in Canada and England shows that a teleconference may not be as effective as a "Live" group meeting because of the absence of necessary non verbal facial cues, which camera facilities make it almost impossible to monitor". In most cases people prefer personal contact with their senior managers. Bringing people together may be expensive but it is the best option for better understanding and clarification of instructions if the task to be performed involves more than one person.

3.10 Face to face communication

Sometimes the RSM and the Directors use this form of communication especially if communication involves a small number of people. This is communication between two or more people in a face-to-face situation. They observe facial expressions and non-verbal behaviour while they are communicating. As they exchange verbal messages, they continually give feedback or respond to each other's messages. In an organisation people keep on communicating, exchanging ideas in order to understand the situation better or the environment under which they work. When there is a dialogue between people, there is an opportunity to express their ideas, to express their feelings and to interpret their messages. As people communicate, they develop a relationship. Mersham and Skinner 1999: 94 define relationships as "A set of expectations two people have for their behaviour based on the pattern of interaction between them". Communication in an organisation results in status relationship e.g. the relationship between the RSM and the Directors is different from the relationship the R.S.M. has with Superintendents of Education Management because she works closely with the Directors than with the Superintendents of Education Management. The relationship the RSM and the SEM is that of a senior and a junior.

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Mersham and Skinner 1999: 96 argue that there are "Three main needs that affect interpersonal relationships" i.e.

- The need for inclusion that is about the desire for social contact e.g. everybody likes to belong somewhere either as a member of a social club or of a family.

- The need for affection i.e. a need to demonstrate affection for others and to receive affection hence people love their children, husbands, wives their relatives etc.

- The need for control i.e. this is the desire to manage and influence the events and people around you and at times to allow others to establish control. It is for this reason that there are people appointed by the department to manage and control Directorates and sub-Directorates hence the District Director manages and controls the district whilst Chief Education Specialists manage their sub-Directorates as well.

3.11 Departmental network

There is a lot of networking that takes place within the Department of education. Communication in the EThekwini Region takes place in different forms i.e. through vertical and lateral forms. Another form of communication that is also used is a communication network. As the communication structure has been discussed earlier on, it was said that messages are sent and received among staff members. It is through communication networks that the members of the department transmit and receive messages. The Regional Senior Manager, as it has been said communicates with Directors. It would be abnormal if the RSM were to communicate directly with Superintendents of Education Management without going through the Directors and Chief Superintendent of Education Management. This statement does not imply that the RSM may not officially talk to the SEM but that meeting must have been scheduled via the Director's office and the Chief Superintendent of Education Management's office. Communication network establishes who communicates with whom in a group. In all organisations, no matter how small they are there is a group leader.

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Every organisation has its own preferred official language. About eleven languages were declared as official languages in South Africa. Kwa-Zulu Natal Department of Education prefers to use English as an official language whereas other provinces prefer to use other languages. Language codes differ from language to language. It means they are as many as there are languages. Mersham and Skinner 1997: 17 say it is "A code system consists of words and grammar but organized into a whole called linguistic code." People use different codes to express their written or spoken thoughts; for instance convicted people use codes that are not easily understood by a man in the street. People working in a particular environment have their own language code that is understood by them. Even the department of education has its own codes which people who do not work for the department of education do not understand, codes such as R & R, U.T.E, AoD etc. Codes are further divided into verbal and non- verbal codes. Organisational language is an acceptable language that is used and understood by all the employees of that particular organisation to convey important messages.

Human beings use different kinds of senses. Managers need to remember this in their day- to- day interactions with their supervisees. Blind people, for instance, depend largely on the sense of touch. People in general touch and feel things. People meeting after a long time either hug or shake hands for instance. This habit is usually common to members of a particular group of people in a society.

3.12 Mass communication

It refers to communication with a large number of people. There is not a single day that passes by without one coming into contact with some form of mass media communication e.g. radio, T.V., news papers etc. Mass media communication is now part and parcel of people's lives, particularly in a modern society. The reason for using mass media communication is because people are living in the information age and therefore people need to be updated with current information. This is supported by Mersham and Skinner 1999: 163 who say that "This is an era in which communication media and technology associated with them have become central to nearly all that we do" Communication network takes place through forms

of communication such as newspapers, radios, T.V. etc. If for instance, there is urgent information that needs to reach schools, the RSM just sends the message through radios or newspaper. Majozi 2004: 29 says, "There are interconnected channels or lines of communication used in organisations to pass information from one person to another." The principals at school use the same strategy to convey urgent information to parents.

3.13 Preparing the organisation for the 21st century

Earlier on the researcher talked about a hierarchical structure. If the organisation is being prepared for the 21st century however, it must have flatter structures and emphasis must be on teams and multi-skills. It is for this reason that the Department of Education went through processes such as restructuring, down sizing and rightsizing. There were a number of employees in all levels of management that lost their jobs and some left them voluntarily.

3.13.1 Flexibility

For any organisation to be successful, it must be flexible. This means people that work for the organisation must be able to do different tasks effectively and efficiently. There are people in an organisation that have been doing one and the same job for more than twenty years. It is important that the RSM rotates the jobs employees do so that they may end up being multi-skilled.

3.13.2 Creativity

If the organisation could have people who are creative, the organisation would be much more successful because it means people would rally and direct their energy towards the vision of the organisation.

3.13.3 Increased availability of information

Today is the age of computers. Every office needs to have a computer for effective and efficient service delivery. It is important that employees of the department of education become computer literate. The skill of using a computer will assist them in getting more information from Internet hence they will be able to do a number

of things through the computer such as analysis of data which is done through a program called Statistical Package for Social Science (S.P.S.S)

3.13.4 Team rewards and recognition

In order to motivate employees to be committed to their work, it is essential that they be rewarded and be recognised for their good work performance. Such employees are very valuable in an organisation. It is worth mentioning that managers in the EThekwini Region do award hard working employees, hence for the past three years this region has been obtaining best results in Matric. Collegiality rather than individuality in an organisation is very important. Team leaders usually take a leading role in generating new ideas, being innovative, overcoming challenges, developing human relationships and therefore need to be rewarded so that they can be motivated to continue with their good work.

3.14 Conclusion

This chapter dealt with organisational communication. There are quite a number of forms of communication that are used by the EThekwini Region though some of them seem to be outdated. It is hoped that after having looked at the new forms of communication, the EThekwini Region would be able to consider using them. The researcher also discussed communication barriers. These communication barriers can cause more harm than good if they are not addressed. It was also emphasised that every organisation needs to follow a certain communication system, which must be understood by all employees of that organisation so that the information may reach all of them on time. An indication of forms of communication that are unofficial was also mentioned. The next chapter deals with leadership and management.

LEADERSHIP AND MANAGEMENT

4.1 Introduction

It is essential that a chapter on leadership and management be included in this thesis. The reason for this is that it depends on one's management style whether one succeeds or fails to promote and maintain effective communication and to serve as a link between the district and the circuit. This topic was discussed in the researcher's Masters thesis but the researcher thought it necessary to expand a bit because the focus was on principals' management style but now it is on communication between the district Director and the circuit management. Some of the information will be taken as it appears in the researcher's Masters thesis.

4.2 Management

According to Theron and Bothma 1990: 179 management is "A social and technical process which utilizes resources, influences human action and facilitates change in order to accomplish organisational goals". On the other hand, Rasberry and Lemoine 1986: 324 define manager as someone who gets things done through others. Managers do not work alone but have their assistants or deputies that they work with. It is expected of the managers that they delegate duties and responsibilities to them so that they (subordinates) can be in a position to fulfill their tasks even if they (managers) have other commitments. The task will be done through other staff members.

Management of any organisation depends on an individual's management style. It is surprising that people sometimes believe that people who hold junior positions in an organisation need not be involved in management because it is a waste of time. Involving inexperienced staff members in management duties is undoubtedly empowerment of staff members. This kind of experience is sharpening their management skills and leadership qualities. If they were exposed to leadership

positions, this experience would help them when they are appointed in leadership positions.

Management of an organisation cannot be done by one person but needs the assistance of other staff members. Dimmock 1990 states that devolving of power to other members of staff in managing an organisation gives staff members a valuable experience, which enables them to make informed decisions in future. Effective management of an organisation can be done in various ways. The manager together with staff members can select people that are going to serve in different committees and be responsible for different functions, for instance, budgeting, finance, staff selection, etc. Once all these committees are functional and monitored, the manager may just get constant feedback and management of organisations would be effective. People hold different perceptions about how organisations should be managed. Bernand 1992 points out that the most important characteristics of a successful manager, is the ability to support the staff members in planning and implementation of the organisation's instructional goal.

Organisations that are well managed usually have leaders who have a vision. It is very rare to find that a manager that is a good leader fails to manage his/her organisation. But of course the success and effectiveness of an organisation depends, to a large extent, on its management and leadership, hence organisations that are properly managed are usually effective.

Administrative and management skills are very important for a management position, but knowing theory of management and administration only is not enough when appointing a manager, experience is very important as well. Waters 1984 stresses the importance of experience as this shapes him/her for mature leadership and management.

Management of an organisation is not static but dynamic. It keeps on changing because of new procedures that need to be followed. But the researcher's observation is that there is a thin line between management and leadership. Not all staff members are able to draw a line between the two. It is difficult to divorce

management from leadership. People have different perceptions about effective managers. Effective management may mean different things to different people.

4.3 Effective management

Managers are expected to have certain leadership skills that an effective manager such as being able to give direction, set tone, and purpose so as to be able to translate it into plans.

What makes effective managers differ from other managers is that they are instructional leaders. This means that they lead by example. They set a trend for staff members to follow. The team becomes inspired and motivated if they see a leader/ a manager doing his/her job honestly, efficiently and successfully without being supervised or followed by the senior officials of the department.

The majority of people like to work in an environment that is conducive. Not all managers can create conducive climate, it is only those that are effective that are able to create work ethos. Sometimes people do things that are not expected from them and the researcher often wonders if they know work ethos because one might think they are doing wrong things deliberately only to find that mistakes are out of ignorance and not lack of work ethos. There are managers that are able to mould people they work with to such an extent that they practice and respect work ethos.

In most cases when induction of newly appointed managers is done, strategic planning is one of the topics that are often dealt with. Understanding strategic planning is one thing, but implementing it is another. It is not all managers who are able to implement it, hence management of organisations differ from organisation to organisation.

What the researcher has observed, is that organisations differ from one another e.g. EThekwini Region differs from any other region in many ways. This difference can be viewed in many ways. Some might view it in terms of output whereas others might view it in terms of quantity.

4.4 The Leadership requirements of a manager

Planning is one of the important skills that are required for this position. Poor planning or failure to plan leads to poor management of the organisation. At the same time good planning is no guarantee for effective management of the organisation. Good planning takes a considerable amount of time. It cannot be done haphazardly. Therefore managers need to give themselves enough time to attend to planning and implementation of plans. Al Jober 1996: 2 indicates that Martin and others conducted a study that revealed that; "The managers' time was spent at work on matters such as organisational maintenances, administration of instruction program etc". This shows that effective managers spend more time on organisational matters such as instructional program rather than social life, but not all of them are like that. Administrative skills and management skills are very essential for managers. But having these skills is no guarantee for effective management because managers alone cannot manage organisations, but need the support and cooperation of all staff members in all components. Therefore they need to demonstrate among other things that they are able to develop and maintain good relations with all of them.

It is essential that managers have leadership skills that are suitable for their positions. But Al Jober 1996: 3 identified that some administrative problems related to leadership requirements of an organisation are "Time utilization, supervision, communication, finance etc". Communication is very important because without effective communication, the organisation can lose direction.

4.5 Mentoring

If a newly appointed manager can be mentored by an experienced one who will be able to guide, help, and develop him/her professionally, his/her management can improve. Newly appointed managers need to be paired with other effective managers, those that demonstrate strong inclination towards leadership, instructional leadership, trust and work emphasis sothat they may become as effective as they are. This will give them experience of how to manage organisations effectively. But there is no guarantee that managers exposed to effective

organisations, will also manage their organisations effectively. It depends on a number of things such as whether he/she has vision, enthusiasm, direction, leadership skills, insight, willingness to learn from others and communication skills etc. Mentoring plays a very important part to newly appointed managers. Managers appointed for the first time, lack experience and therefore need people that are going to guide, nurture, give support, motivate and encourage them. By doing so they'll be preparing them to face the challenges that come with the position.

No matter how highly qualified a person is, it is not the qualifications that make him/her an effective manager, but skills, knowledge and hands on experience are needed because they learn certain skills, abilities and experience that they would otherwise not have gained or would have taken longer to gain if they had not been subjected to a mentoring organisation. Another problem might be that the mentor needs to receive training in certain areas that he/she is not sure of, or where he/she feels he/she is not competent enough. If the manager's attitude (mentor) or the protégé's attitude is not positive, mentoring will definitely be a waste of time.

4.6 Leadership styles

One often wonders why two or more organisations found in close proximity remain different in terms of organisational culture, service delivery, etc. but there are other types of managers such as those that are task orientated and those that are people orientated.

According to Shar 1990 there are different leadership styles that are used in organisations and they apply to different situations.

4.6.1 Visionary leadership style

The visionary leader has a set of values which he/she tries to develop, and instills on the organisation. Transformed leaders use visionary leadership style. Literature states that transformational leaders have vision and their organisations are perceived to be effective. But the researcher believes a leader might have a vision and if that vision is

not implemented and supported by other staff members, the leadership will not be regarded as effective.

4.6.2 Authoritarian leadership style

During the apartheid era, this leadership style was very prevalent because of the political situation at that time. Power was just centered on managers. There was no power sharing. But Greenfield, 1995: 72 believes that, "For managers who rely on power rather than influence associated with leadership, their capacity to gain the co-operation of other staff members will erode". This statement shows the influence of power. People perceive an effective manager to be the one that shares power with others. There are managers who are autocratic but sometimes people working under such leadership do not enjoy empowerment and development. They wait for instructions to be given. They do not take the initiative, they wait until they are told what to do. They cannot make informed decisions. Autocratic managers are concerned about production at the expense of the staff members and good human relations. Keith 1992: 64 points out that people whose managers apply this type of leadership style "Feel depressed, hopeless and neglected." They do not enjoy development because the manager is afraid of losing power and control. In most cases people who work under such leadership tend to be disloyal and tend not to be supportive.

There are situations that demand the application of this leadership style as Everard *et al* 1990 state that this leadership style is acceptable for routine matters, which do not deeply concern people in one way or the other. Unlike participative leadership, which promotes collegiality and co-operation, this leadership style creates and promotes unhealthy relationships between the manager and staff members. People who work under an authoritarian leader end up being submissive and dependent, but those with initiative prefer a democratic leader. Managers who, according to Steyn 1998, strongly believe in autocracy give the impression that they do not have confidence in other people and are power hungry. As much as the majority of staff members are not in favour of this style, it is needed and useful especially when it comes to policy matters. Managers have to stand very firm when a policy has to be implemented, especially if

staff members had participated in its formulation. It is one of the reasons why leaders use the autocratic leadership style when implementing policy. It would be interesting to find out if this leadership style contributes to effective leadership.

4.6.3 Participative leadership style

Another terminology that is commonly used for this leadership style is democracy. One of the advantages that were brought by liberation in 1994 was the freedom to voice ideas. Before 1994 staff members in most organisations were implementers of policies that were formulated by senior officials of the department with no input whatsoever from the stake- holders such as educators, parents and Non Governmental Organisations (N.G.Os).

Steyn *et al* (1998) have cited authors like Holt and Murphy (1993), Calitz *et al* (1992), Romanish (1991), and Dimmock (1995) that have emphasized the importance of allowing people to participate in decision-making processes. Involving staff members in decision-making does not mean relinquishing power and authority, but developing and empowering them in order to make informed decisions. Dimmock 1995: 16 says "Contemporary leadership theories emphasize leaders empowering others rather than exercising power over others". Steyn 1998: 131 states, "Research indicates that people need to be empowered to participate more fully in decision-making". Both Dimmick (1995) and Steyn (1998) emphasize the importance of involvement of staff members in decision-making processes.

Another study that was conducted by Steyn *et al* (1997) revealed that the relationship between shared decision-making, the readiness of managers to help teachers become more empowered and the leadership style of the managers, acknowledged the importance of the managers and expressed their preference for a manager who was more open, democratic, encouraged participation and was willing to listen to other people's points of view. These statements emphasize the importance of democracy.

The Education White Paper 2 (1996) promotes full participation in decision-making. Involving staff members in decision-making is not only advantageous to colleagues only, but also to the manager him/herself, because according to Hoy and Tartar1993:

4 "staff members' participation in decision making can enhance the quality of decisions and promote co-operation, if the right strategy is linked to the right situation". Employees take ownership of the decisions taken together.

Resistance to participative leadership is discouraged because managers cannot claim to know everything themselves. They need input from others, hence meetings are very important and should be regular. According to Keith 1992: 6 this leadership style helps to "Create and communicate a vision, build trust and organisational commitment, utilize the organisation's expertise and develop the organisation team." If all organisations could use this leadership style, human relations, co-operation, improvement of results and leadership qualities could improve. There is another side to this leadership style however. Although the majority favour it, it takes too long before a decision is taken because everybody wants to be part of the decision-making process. Therefore progress may take too long before it is achieved, although literature has indicated that managers who apply this leadership style are perceived as effective. But the researcher believes that they need to be diplomatic when applying this style because staff members might think it is their right to participate in decision-making all the time and therefore reject decisions that the manager takes alone when forced by the situation at that point in time. Sometimes the manager is forced by circumstances to make a decision without consulting them. Therefore a degree of autonomy is necessary for managers because they are faced with a lot of responsibilities and due dates that are unrealistic.

4.6.4 Laissez-faire leadership style

According to Keith 1992: 65 the implication of this leadership style is "Let everyone do their own thing". This is another leadership style used by managers to suit a particular situation, but too much of it can lead to conflict, confusion and disunity. Leniency may sometimes be dangerous because it can lead to chaos. This leadership style gives individuals power though they may have no intention to become leaders or managers. The advantage of this leadership is that it stimulates creativity among staff members. Literature had shown that all these leadership styles complement each other because different circumstances demand the application of a different

leadership style. Effective managers do make use of this leadership style sometimes because it allows for individual growth.

4.7 Effective organisation

Barnett *et al* 2001: 4 state that, "Organisations differ one from the other in the way they work, as well as in the effects that they have on lives of other people". This shows that organisations are unique. They could be in the same environment and close to each other, but will never be the same in terms of their products. The reason lies in the different leadership styles that are used, different visions managers have, attitude and support of staff members, relationship with the public, leadership and management of the organisation, resources available, attitude of staff members, the organisation itself, performance, etc.

The Department of Education has stipulated the number of hours that must be observed for instance in KwaZulu-Natal. It is a departmental policy that all organisations spend at least 8hrs 30min a day at work. Some managers struggle to keep these stipulated hours. Offices that are effectively managed, observe these hours, but where proper management is not in place, an hour before the end of the day cannot be accounted for because officials are hardly found in their offices. Yet there are managers who have motivated staff members to work hard to such an extent that they spend more than nine hours doing overtime work without expecting a cent. This shows different management styles, hence the effectiveness of organisations differ. If one were to consider remuneration of staff members, one would consider paying old members of staff more money than young ones because of their commitment to their work. Of course there are young ones as well who are as committed as the old staff members. The only problem is that they are few. The difference between the two is that young employees are more highly qualified than the old ones, but lack hands on experience.

Managers need to be professional leaders, but the problem is that they do not understand professionalism in the same way. Different managers interpret professionalism differently. It is for this reason that organisations differ. Managers

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need not be like sign posts that show the direction but have never been to the place it is pointing to. They need to be instructional leaders thus leading by example. To put the organisation on the map, managers need to set attainable high standards for the organisation in order to realize the vision of the organisation. Staff members need to know about the vision and expectations and also accept them. In a study, which was conducted by Harris *et al* 1998, it was found that organisations that are seen as effective have managers who are able to communicate their vision to staff members so that it well understood.

Staff members should serve as role models for both customers and members of the public. Role models first respect themselves by doing the right things at the right time with the right people. By so doing they earn respect from customers and the public, not because of their status, but because they respect themselves first and do the right things. A person who fails to respect himself/herself in most cases fails to respect other people, and even fails to honour and respect his/her work.

The effectiveness of an organisation depends on the manager's leadership, the co-operation and support of staff members. He/she needs to set up a structure that will make management of the organisation effective. For instance he/she can share power and authority with other senior management team members, by dividing personnel according to different Directorates e.g. human resources, finance, management, psychological services etc and then assign one member of the Senior Management Team to manage and control that department. For instance Directors are in charge of different Directorates.

The manager should be able to create an environment that will be conducive to effective teaching and learning. A conducive environment is an environment where the staff members have been motivated to be at the right place, at the right time with the right people doing the right thing and working as a team. Signage also makes the organisation more effective especially to people that visit the organisation for the first time. Signage indicates where to go and how to reach the place one is visiting. This system enables customers to save time and energy.

It is expected of managers to do induction of newly appointed staff members. The induction of newly appointed employees prepares them for effective work. The success of each organisation is judged according to the quality of work it produces. But Hausman 2000 is challenging the idea of gauging the quality of an organisation because there is no convincing evidence that the performance of an organisation is above bottom.

4.8 Professional development

Sergiovanni 1991: 239 states, that "It is an individual activity that fosters the cultivation of uniqueness and skill development". Yet Drake *et al* 1999: 131 define it as "A collective activity for staff in a common direction, relocked to district or school goals, vision or mission". These two definitions show that professional development is perceived differently. The first definition gives the implication that it is an individual's responsibility to develop him/herself, yet the second definition implies that it is a joint effort leading towards a common direction.

A manager works through other people in order to achieve the desired goal. Some managers are not fortunate enough to have adequate experience as others. They need assistance in order to be developed. But the question that worries the researcher is that do they have all the necessary skills needed in order to empower and develop educators. It would be interesting to find out if leadership skills are considered when managers are appointed, as Dinham et al 1995:18 say they require "Creative and interpersonal skill to inspire others through empowerment and interaction". Steyn 1998:131 states that, research indicates that staff members need to be empowered" therefore empowerment of personnel could be done by staff members themselves or by the manager. Herman and Herman 1993 point out that some organisations are not making any progress because managers are still resistant and hostile towards staff members' empowerment. In most cases staff members empower themselves by furthering their studies and expect managers to do professional development. According to Drake et al 1999: 132, "It is the manager's responsibility to develop staff members". If he/she cannot do it himself/herself he/she can delegate somebody else". But according to Reep and Grier 1992

managers find it difficult to ask other people to help them. What is noticed is that, managers find it difficult to ask for assistance, the reason could be fear of losing power and authority or it could also be that managers feel that they'll be sacrificing their dignity, status and accountability or they have too much confidence in themselves and therefore do not trust that somebody else can perform the task much better than him/herself.

Smith and Scott (1990) state that staff members have leadership qualities, which they can use anytime to achieve their goal. This shows that it's not only managers that have leadership qualities but junior officials as well, which means that managers can delegate some junior officials to empower others as long as they understand what the intended outcome is. The managers and personnel or staff members need to work as a team in empowering others in order to achieve the desired goal. Empowerment of staff members is an investment that helps organisations improve their performance. Therefore, managers and staff members that, are resistant to staff empowerment show lack of vision.

Staff development could be done in different ways. It helps to improve professional development. The in-service training program is another method that could be used, though sometimes it is not relevant to the goals of the institution, (Drake *et al*, 1999). In-service training should concentrate on staff's needs because the aim is to empower them in order to make informed decisions.

In order to address redress in education and to close the gap that was created by the apartheid system of education, affirmative action needs to be considered when appointing people in senior management positions. But appointing people that have not yet been professionally developed and not yet ready for senior positions, would do more harm than good. People to be appointed into management positions must be mature and ready for the position in order to face the challenges that come with it.

4.9 Performance

Barnett *et al* 2000: 4 state that, " Organisations differ in emphasis". This means some people put emphasis on either task or on human relationships or good academic

performance. It all depends on what the manager likes to promote and emphasize. Earlier on it was said that people use different yardsticks to measure effectiveness. One of the yardsticks people use is good performance or production and good performance can be achieved if communication is effective as well. Before 1994 various education departments used different yardsticks to measure performance. Most of these yardsticks that were used were subjective. Dimmock 1990 says that there was no specific criterion that was used to make judgement.

After the amalgamation of the different departments of education in 1994, a new system of evaluating performance was introduced. This system, which is non-judgmental and developmental, is called Development Appraisal. But as time went by, other instruments for evaluation such as whole school evaluation were used. Dimmock 1990 believes that there should be a mechanism built into the system in order to monitor performance, which can be measured by performance indicators. There are many performance indicators; one of them is good academic attainment because it is measured in terms of results. Performance indicators might not be the same for all organisations in South Africa as well as over seas countries.

Managers who put too much emphasis on task are usually autocratic. But those that put more emphasis on human relations are people orientated. There are other cases where managers are high on task and high on relations. Therefore, the yardstick used to measure the effectiveness of an organisation cannot be the same.

4.10 Conclusion

This chapter dealt with leadership and management. A clear clarification of different leadership styles was given. It was clearly stated how these leadership styles influence performance and productivity. The leadership style used differentiates one organisation from another one. This chapter also indicated the importance of developing staff members so that service delivery and development of confidence could be improved. The next chapter deals with communication for educational transformation.

COMMUNICATION FOR EDUCATIONAL TRANSFORMATION

5.1 Introduction

South Africa has over the past years been experiencing change. It started in 1975 when learners became radical and fought the government of the day in order to change Afrikaans as a medium of instruction and as a compulsory subject, particularly in what was then known as Transvaal. This revolt started in Soweto. There was a lot of blood bath that was experienced by learners, parents, community members, as well as politicians as a result of this resistance and defiance, which climaxed on June 16, 1976, a day that will never be forgotten in the history of South Africa. The youth in Soweto was very vocal about changes that they wanted to see taking place in education. The youth in Soweto wanted the government of the day to change its autocratic management style. This defiance and resistance did not end in Soweto but it spread throughout the whole country. Political parties especially the ANC that was banned at that time supported the youth. The government of the time was the National party. The National Party was for many years in favour of Afrikaans because most of them were Afrikaans speaking people. Seeing that the National Party's constituency was small, they canvassed more people for support. Coloured people, Indians and a certain percentage of African people, then supported them especially those that were prepared to settle for homelands. All South Africans were separated according to racial groups. That is why the education system was divided according to race (culture). Bantu education was designed for blacks and it was meant to produce unskilled and semi skilled labourers. It was the influence of Dr. Verwoerd who was the leader of the National party at that time that led to this separate development, because he once said " I will make sure that equality with Blacks is a dream".

In 1991 the majority of South Africans were very excited when Mr. F.W. De Klerk who was the president of the country at that time announced that the African National Congress was free. This started the route from autocracy to democracy. At

that time there were other political organisations that were powerful like the United Democratic Party (UDM) and Inkatha Freedom Party (IFP). When the ANC achieved its freedom, the UDM disappeared.

In 1994 South Africa experienced its independence i.e. political freedom, social freedom, economical freedom and educational freedom. It was this freedom that led to organisational transformation.

5.2 Transformational leadership

The success and effectiveness of any organisation depends entirely on the leadership. Leadership is not the responsibility of a manager alone or the senior management only, but everybody in the organisation. Every person needs to understand and construct a personal reality of an organisation by instilling a set of values to the organisation. The values of an organisation need not be imposed, but need to be communicated, shared and in line with the vision of the organisation. These values serve as a vehicle for organisational operation.

The situation in the Department of Education after 1994 is such that managers can manage anywhere, irrespective of racial grouping. The Department of Education appoints anybody who qualifies for the position irrespective of colour and race, but preference at this juncture is given to those races that were previously disadvantaged. The Department of Education is at the moment faced with the Employment Equity Plan. Managers can manage in any organisation that they are interested in, have applied to and been appointed to. Walker *et al* 1998 say that it is the responsibility of the government to set policies, goals and outcomes which encourage organisations to promote diversity. There are managers who even at this time are not yet transformed and who need to break away from stereotypes and begin to perceive things differently than before 1994. They can learn a lot from other racial groups especially because they come from different managerial backgrounds. This can be possible if managers develop trust from all their colleagues. The institution should be managed in such a way that it becomes an effective and efficient institution for all.

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The manager as a transformational leader needs to change the structure or the composition of the institution. This cannot be possible if the manager does it alone. He/she needs the co-operation and support of other staff members because if he/she is doing it alone, he/she might experience resistance or sabotage. Not all managers are transformational leaders. It is only those who have a vision who can be referred to as transformational leaders. A manager with a vision gives direction, defines the purpose of an institution and also explains how they will go about transforming the organisation together. Chui *et al* 1996 also emphasize the importance of having a vision.

If a manager wants to be a transformational leader, that manager needs to gather relevant information about the organisation. The information must give a clear understanding of the past, present and future. Some people regard empowerment and professional development of a staff member as the responsibility of an individual person. Others regard it as the responsibility of a manager or the department. A transformational manager takes it upon himself/herself to enhance growth of subordinates because the intention is to reform the organisation, therefore individual's needs have to be considered for growth. Geijsel *et al* 1999: 3 analyse transformational leadership as something that "Occurs when one or more persons engage with others in such a way that leaders and followers raise one another to high levels of motivation and morality".

Growth, development and empowerment of staff members can be done in different ways. One of the methods that can be used is to distribute the responsibility and power to all staff members for leadership and to allow them to work together in committees or formal and informal groups. This will promote good human relations and better understanding of individuals, promote tolerance, and give individual consideration. If the manager is able to give personal support to his/her staff, the staff members become motivated and inspired to do the best in their job.

Being a transformational leader is not an easy thing but Geijsel *et al* 1999: 3 came out with the following dimensions that appear to be relevant to transformational leaders.

- "Must have charisma, inspiration, vision and inspiring to engage in the work by developing, identifying and articulating particular vision.

- Must have individual consideration, which means concern and respect for personal feelings and needs of staff members".

Jantzi's 1997: 2 dimensions of a transformational leader are different from those mentioned by Geijsel (1999). To mention just a few of Jantzi's dimensions of leadership practice are:

- Fostering development of vision and goals

- Developing collaborative decision making structure

- Symbolizing good professional practice

- Providing individualized support

- Providing intellectual stimulation

- Holding high performance expectations.

The differences and similarities of these dimensions simply imply that they are not prescriptive, but rather depend on how one perceives a transformational leader.

The above-mentioned dimensions seem to be in line with those mentioned by Geijsel *et al* 1999. At the same time Sharpe *et al* 1995 state that studies show that high innovation in an organisation has more transformational leadership than low innovation organisation. Therefore it implies that transformational leaders have to be creative in order to bring about change and contribute to organisational improvement, effectiveness and organisational culture by reforming problems and approaching old problems in new ways.

The difference between an ordinary manager and a transformational leader is that the transformational leader motivates the staff members and raises their consciousness levels about the importance of good performance to such an extent that staff members perform far beyond expectations in most cases, hence their organisations are perceived as successful and effective.

5.3 Organisational transformation

Organisations are not static. They keep on changing. These changes are brought about through leadership, economic design, regional growth and development and environmental restrictions (Rasberry *et al* 1986). It would be abnormal for an organisation to exist for a long time and to remain healthy and viable without introducing changes. The big question is, how is this change introduced. Does it mean the organisation will have to stop and dismantle and thereafter reconstruct; or does it mean while it is in operation, it will continue to reconstruct. The Kwa-Zulu Natal Department of Education should strive to use its energy in a constructive manner instead of using it in a destructive manner. At the moment the Department of Education is going through a period of transformation. Before 1994 the education system was under the control of the National Party whose leadership was under F.W. De Klerk. After 1994 Kwa-Zulu Natal Department of Education was under Inkatha Freedom Party. At the moment i.e. as from 2004 to date, Kwa-Zulu Natal Department of Education is under the control of the ANC hence. It is therefore understandable that it is experiencing transformation. When political changes take place, the education system is affected, for instance the Head Office of the Kwa-Zulu Natal Department of Education which was for the past ten years confined to Ulundi because it was then under Inkatha Freedom Party, has now moved to Pietermaritzburg since it is now under ANC government. This situation has led to chaos within the social transformation of the Department of Education. This situation has created anxiety and uncertainty among its employees. This kind of experience has led to a number of competent people leaving the system as a result of fear of the unknown. There are new changes that have been introduced such as I.Q.M.S. (Integrated Quality Management System.) O.B.E. (Out Comes Based Education), implementation of Further Education and Training (F.E.T.),

Performance Management Development Systems (P.M.D.S.) and Revised National Curriculum Statement (R.N.C.S.). In order for everybody to understand these changes that are taking place within the Department of Education, effective communication should be applied.

Effective communication is important for any organisation to succeed. It should not only be within the organisation itself, but outside as well, because clients are not within the department of education only, but outside as well.

In most cases people tend to resist change for a number of reasons. Some of the reasons for resisting change are:

a. Inconvenience

b. Uncertainty

c. Anxiety

d. Too much trouble.

People sometimes show resistance to organisational change by reducing the input and output, or by increasing the rate of absenteeism, or they sabotage authority. Sometimes the officials of the department or organisation experience political pressure and a lot of infighting takes place.

5.4 The Reasons that make people resist change in their organisations

5.4.1 Disruption of social relationships

The more people spend time together, the more the relationship develops. They bond and become close to one another. They acclimatize themselves to the environment in which they find themselves in and become comfortable with the surroundings. If the organisation undergoes transformation, the relation that had been established for years becomes disrupted. In most organisations people are affiliated to certain Unions because they want to belong. For instance in the

Department Of Education there are those that belong to organisations such as South African Democratic Teachers' Union (SADTU), National African Teachers' Union (NATU), Association Of Professional Educators' Council (APEC), Public Service Association (PSA) etc. The reason why people belong to these organisations is because of fear of being alone; hence they establish a relationship with other people. People that belong together usually form a bond or ties and if there's going to be change, the bond may be threatened or such relationships may be dissolved. When the Department Of Education was involved in the process of restructuring in year 2003, nobody knew what was going to ultimately happen to his/her post. The Department of Education indicated that everybody would have to re-apply for the post and be reappointed into it. This fear of the unknown was enough to threaten all the staff members, hence people were demotivated and the morale was very low.

5.4.2 Threat to roles

People who hold senior positions feel threatened if there is going to be organisational change. It is the fear of the unknown as to what is going to happen to their position, status and recognition. Rasberry *et al* 1986 believe that people resist anything that threatens self-esteem.

5.4.3 Fear of uncertainty

In most cases people stay away from new encounters because of lack of experience, failure to face new challenges and productivity. If there's a greater amount of productivity people tend to fear such a situation.

5.4.4 Economic loss

One of the reasons why people resist change is fear of economic loss. If managers can involve staff members in discussions about changes that they would like to introduce, and give them details of changes that are likely to come about, anxiety and resistance would be alleviated. People do their work because they are sure that they are going to be rewarded at the end of the month and get economic incentives such as bonuses. But if change is to be introduced in an organisation, it becomes a

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threat because people are not sure whether the job they are doing or will be doing will still offer those incentives or rewards.

5.4.5 Lack of competence and esteem

The manager needs to have confidence in him/herself. A person gains confidence if he has unlimited knowledge of the task to be performed. If the task that he/she is expected to do is new and is beyond his/her capabilities, he/she can feel threatened, anxious and less able to cope

5.5 Why is it necessary to change

There are many reasons that lead to organisational change. If for an example a problem has been identified within the organisation that leads to non-productivity of an organisation, that problem needs to be addressed. In order to address the problem that has been identified, the manager needs to be innovative and creative as to what needs to be done. The second step that he/she needs to take is to be analytical. This means he/she needs to select, implement and analyse the effectiveness of the solution. He/she might have more than one solution to a problem. But the situation might necessitate for only one to be implemented. It is at this stage that the implementation of change takes place.

In most cases managers effect change when damage has already been caused. They ignore the problem for a long time. It is only after an organisation is in crisis, that they introduce change. In fact people who work in an organisation need to identify the problem themselves and thereafter find the solutions themselves, then there would be no need for a change agent that would come and assist them in order to solve their problem.

5.6 Steps to be followed when introducing change

5.6.1 Definition of the problem

The manager of an organisation needs to define the problem. By defining a problem, he/she gives a clear picture of the nature of a problem. For instance, it is necessary to mention who is/are involved in the problem. The reason is

because if it is people that are known, their personalities will determine which manner of approach to use. It is also important to know the effects it will have on the organisation as a whole. If it has serious effects on the organisation, it means it needs to be given immediate attention. The duration of the problem needs to be known. When did it occur? This will indicate the depth of the seriousness it has in the organisation. Another important aspect that one needs to know is location of the problem. Where did it truly occur? All the questions raised above will actually give an indication of the correct manner of approach to be used when attempting to address the problem i.e. whether the approach should be individually or use group approach.

5.6.2 Analysis of the problem

This is a fact- finding stage. The manager needs to find out whether there is evidence or facts regarding the problem that he/she is investigating. It is important to get to the rest of the problem, by ascertaining the causes of the problem. The manager will need the criteria that must be met when trying to solve this problem.

5.6.3 Proposed solutions

It is important that the managers brainstorm for ideas instead of just thinking of using one solution and then apply it. Before a final decision is taken, he/she must have weighed the options. If people are involved, offering possible solutions, there will be less criticism levelled at the manager.

5.6.4 Evaluate and select solution

After having gone through the process of fact finding, identification of a problem, analysing a problem, proposing a solution, comes this stage where ideas will be clarified. It is at this stage where overlap will be eliminated, so that the manager will be able to apply the criteria and select optional choice.

5.6.4.1 Implement the solution

Part of the solution is to prepare a plan first. The plan is best done by people that are going to implement the solution because they will have an opportunity

to ask questions, get clarification on misunderstandings about solutions taken. This approach will assist managers in mapping out their strategies for change. Once a plan has been prepared, it becomes necessary to set time frames. In most cases managers often make mistakes by telling employees to complete a task as soon as possible without being specific, yet this may mean different things to different people. This therefore supports the fact that managers need to be definite when assigning a task i.e. a specific task to be done by a specific person, needs to be completed by the specific date before a specific time e.g. Mr. Zulu is in charge of summary registers and everybody must submit his/her register to him on 20th May 2006 before 10:00am. The instruction is clear and time frames are specific. If this is not done, many assumptions can be made. If the instruction and time frames are not clear, it may be costly for the organisation in terms of wasted time and effort. Duties should be clearly identified and authority delegated.

5.6.4.2 Evaluate and refine

It is necessary to check if the plan to solve the problem worked out or not. After the plan was implemented, did any new problems result? There are concerns that one needs to check when evaluating the problem. If after having gone through all these stages and at the end of the day, the problem still exists, it means the solution was probably aiming at symptoms rather than causes. This means the problem must be reviewed in order to identify the real cause. This is called the problem solving cycle renewed.

It does not necessarily mean that if a solution to a problem has been found, it means that is the end of the problem, because new problems may arise. What is important is for organisations to be proactive or to act quickly in order to resolve the problems.

Lewin 1969: 235 says, "Change involves opposing forces." In other words, some aspects of a situation work to increase the chances of change, while others work to

decrease the chances for change. This is no doubt like a tug of war. There's always a resisting force that has ideas contrary to that of an organisation.

5.7 Organisational communication change

The communication needs to be constantly reviewed. Huse *et al* 1977: 450 say, " It is the responsibility of the organisation and its leaders to take steps to reinforce, strengthen or change its communication system consistent with the findings of the diagnosis". It is every manager's responsibility to strive to improve communication. There are many reasons or causes that lead to breakdown of communication. Amongst others are poor human relations, conflict, absenteeism, lack of information, lack of supervision and misunderstanding of instructions.

Poor communication within an organisation is an indication of a problem. In order to overcome this problem, the management needs to address it. One of the ways of addressing this problem is to train people. Goldhaber *et al* 1986: 452 defines training as "Any job related instructional program designed to improve knowledge, skills and or attitudes of organisational members". Training of personnel will open up the system. Training on communicative skills such as listening, providing feedback, organizing, decision making, solving problems, resolving conflict will be appropriate. Training should be done at a level where the problem has been identified. If the problem is at middle line management, it should be done there. If it is at top management level, it should also be done at that level. If it is at school level, it should be done at that level. Training of personnel within an organisation is not a waste of money or an unnecessary expense, but it is an investment in the organisation. An organisation that constantly gives people refresher causes is usually productive. Retraining of employees becomes a vital necessity. It is important that analysis of needs is done prior to training or development of a training program. After training has been done, it is important to evaluate results.

5.8 Transformation for change

Dale *et al* 1988: 378 say, "Change is ubiquitous." This means change is necessary. There are many continuous pressures that force change to take place. Technological

development is the primary source of pressure for change. Television is a modern information technology that helps to improve communication. For instance people live in what is essentially an ultra large village where the sharing of information is instantaneous. This means T.V. informs people instantly about things that happen in the whole world within a short space of time.

In the researcher's organisation, people depend on one another for information and as a result the organisation develops various methods to minimize communication breakdown. People that are in an organisation are inter-dependent.

Legal systems also play a very important role in delivering change. A good example here is that of the enforcement of South African Schools Act (S.A.S.A) in schools. This act regulates the duties of the School Governing Bodies. Another powerful force driving the machinery of change is education because it brings about learning experiences. Change has also been brought about by people, especially powerful or influential people in leadership positions e.g. Nelson Mandela, Thabo Mbeki, George Bush, Tito Mboweni, Trevor Manuel etc. These people can incite or influence people to new ways of thinking, feeling and acting. Even in the department of education, if there is strong leadership that influences people to change ways of thinking and to exert more effort to their work, service delivery would be at its best to such an extent that people would have a sense of self worth, pride and confidence and thus develop pride in identifying themselves with the particular organisation.

5.9 The Change process

For an organisation to develop or grow, the manager has to be proactive and introduce new strategies that will bring about change. There are three steps that bring about change as indicated by Lewin 1969 i.e. unfreezing, changing and refreezing. Once a liquid is frozen into a particular form, it must be unfrozen before it can be changed into another form. The liquid can be poured into a container of another form and then refreeze in another shape. This means before an individual's undesirable behaviour can be changed, existing or current patterns need to be

changed or discouraged (thawed). Once the undesirable behaviour pattern has changed, new response patterns can be finished and solidified or concretised through proper reinforcement. It means the rate of training is to transform an individual's undesirable behaviour so that new behaviour patterns can be formed and concretised.

5.10   Unfreezing behaviour

In order to be able to change undesirable behavior patterns, it is necessary to unfreeze them so that they may be reshaped. This is necessary if the behaviour is not rewarding. In order to unfreeze the behaviour, one has to discontinue with reinforcement and experiment new behavior. In this way the current behavior is unfrozen.

5.11 Refreezing behaviour

Once the current behaviour has been unfrozen and the direction for new behaviour has been given, the new behaviour can be solidified. If refreeze needs to be done, proper reinforcement of the appropriate behaviour needs to be done. When an individual is still learning and trying to deal with the new behaviour pattern, continuous reinforcement is needed in order to support him/her.

In most cases managers in an organisation often focus on the values of the organisation rather than strengthening desired behaviour, and as a result employees resent those values and they become frustrated to such an extent that the turnover becomes affected.

5.12 Organisational development

Bennis 1969: 2 defines it as " A response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organisations so that they can better adopt the new technologies, markets, challenges and the dizzying rate of change itself". Organisation development begins immediately when senior managers of the department either experience pressure or sense a problem. Once they have identified a problem, they need to identify the solution. It is important that before managers come to a final decision about a particular problem,

they need to brainstorm a variety of possible solutions. One of the solutions could be to take action. Sometimes solutions that are arrived at are not the best solutions to the problems, but are taken under pressure. Pressure may come from the organisation itself (internally) e.g. outdated policies or procedures, or it may come from outside i.e. externally. For instance, it might come from the unions or from the politicians or from the community.

Whenever a member of top management leaves the organisation, change becomes necessary because they go away with experience and a lot of information and skills. They are usually regarded as competent people. It is therefore necessary that before they go away, they share information with those that will be remaining behind and identify the source of pressure. But Huse *et al* 1997 say if internal conditions are not conducive for information sharing by organisational members, it may be necessary to introduce a change agent.

5.13 The change agent

According to Bennis 1969: 389 "Change agents are usually outsiders e.g. consultants or an enlightened insider who has skills and knowledge to bring about the needed effort." If a person is regarded as a change agent, people usually want to get the credibility of that person. They want to know more about his/her character, his/her composure, extroversion and sociability. It is true that a person's credibility is subjective. One person may perceive one as a role model whereas another may not, it varies, depending on the receiver, the situation and the problem at that point in time.

Once people have confidence in a change agent, it means he/she has good credibility. A change agent (CA) is usually given legitimate authority with which to function. This means they need to know the parameters within which to operate. It is expected that they become innovative and creative. They need to apply rational empiricism in order to solve a situation where the problem is. A person who is a change agent needs to be trustworthy, honest and reliable. It is important and essential that the change agent keeps a reasonable social distance between

himself/herself and the change targets so that he/she may not end up being associated or identified with the culture of an organisation because that might make him/her lose credibility.

In our region the top management of the department is the Regional Senior Manager (RSM) together with Directors. These are the people that need to set the tone for organisational change and development. They need to communicate policies of the department, plans, rules, time frames and expectations on time.

Once the change agent has been appointed, she/he needs to be introduced to the members of staff so as to minimize anxiety, rejection and resistance. The change agent first needs to meet top management in order to get direction or terms of reference on a set of objectives to collect needed information. This information would be used for diagnostic purposes. The change agent can detect if managers are reluctant to part with valuable information or if there is resistance.

These are the steps that the change agent needs to follow when bringing about change in an organisation:

5.13.1 Training and education
Here the change agent either teaches directly or uses experience based learning.

5.13.2 Process consultations
Here he/she either observes or discusses or gives direction regarding operations in order to improve them.

5.13.3 Confrontation
The change agent here either brings staff members individually or as groups together in order to improve peer communication and relationships if that was identified as a problem.

5.13.4 Data feedback

Another approach that the change agent may use is to use questionnaires, interviews, observation and feedback that will be appropriate to solve that particular problem.

5.13.5 Problem solving

Another method that the change agent may use, is conducting a meeting for the purposes of identifying, discussing and solving problems.

5.13.6 Planning

If proper planning is not done, this might frustrate the staff members. Once the change agent has identified this as the cause of concern, he/she may develop an organisational plan indicating all objectives and strategies that will be used and also indicate time frames by which those objectives will be met.

5.13.7 Task force establishment

Among the staff members there are those that can be identified with different skills to perform different tasks. Therefore when a task is to be assigned, the manager needs to identify individuals with relevant skills to perform that task so that the organisation may develop and progress.

5.13.8 Techno structural activity

This means the review of the organisation's structure and work process. The organisation may need to change its structure in order to bring about change e.g. if salary section was on the first floor, it will then be moved to the fifth floor and new people tasked to work in that department.

Once the change agent has successfully changed the organisation using the principles mentioned above, communication and service delivery within the organisation should improve.

5.14 Resistance to change

In 1994 when this country achieved freedom, independence and democracy, the majority of South Africans were anticipating that changes, particularly in their workplace, would undergo a great change. As much as everybody wanted to see change taking place, the problem experienced was that people in leadership positions did not know how to introduce change. Possibly some of them did not even know what to change.

There are many reasons that could have led to delaying change. Some of these reasons are:

Fear of the unknown: if people do not know what the change is bringing, they are bound not to easily accept it hence the delay in implementing changes. This is confirmed by Kotter *et al* 1979 when they say most people like a certain amount of predictability in their lives and would go to great lengths to ensure that there's predictability.

Trying to secure one's position could also cause a delay in introducing change. If people are not sure whether other people are going to take over the leadership positions, which they are occupying or they are going to outshine them, they become sceptical and delay effecting change. All these fears delay transformation.

The fear of losing people that they had been with for a long time could make people not to be keen to introduce change.

Another contributory factor to resisting change was fear of working with unions and lack of understanding of relevant educational documents such as Labour Relations Act, Education and Law Policy etc. The senior officials of the Department of Education might not have been as exposed to unions as principals at school level are/were and therefore resistance to change was likely to take place. This resistance first led to poor relations between some departmental officials and unions.

Once people are used to a certain behaviour pattern for a long time, they find it difficult to change because it has become a habit. That is why when a change agent is appointed to engage in organisational development, they experience resistance. This is of course a human factor. This resistance could be attributed to a number of factors.

5.15 Strategies to introduce change

Managers' ability to function productively is usually affected by resistance. Kotter *et al* 1979 say that in most cases when the environment is too tense and resistance has spread through the organisation, the organisation becomes unproductive and paralysed. There are few approaches that Kotter *et al* 1979 recommend in order to minimize resistance such as the following:

5.15.1 Education and communication

The best way to diffuse resistance is to give people information and clarification of areas of concern so that they may have better understanding, because little information is very dangerous and it can be interpreted in different ways that can be detrimental to the organisation. If change is to be introduced, people should know about it. It must be discussed openly in a climate that is conducive so that people may buy into the idea and once people are aware of what is intended, they will support it.

5.15.2 Participation and involvement

Participation of employees in drawing policies in the department of education has proved beyond reasonable doubt that if people are engaged in discussions and decision- making, they adopt and support those policies because they were part and parcel of their formulation. If employees can also participate in change process, they can easily identify themselves with those changes introduced. People, who participate in the process of transformation, find it very easy to accept and to be committed to change.

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5.15.3 Facilitation and support

It is advisable that employees be granted leave if possible, during the period of transformation because change brings an experience of fear, anxiety and hostility. The period of absence from work will give then time to unwind, unfreeze, refresh and recuperate. By the time they come back, they will refreeze and probably be in the right frame of mind.

5.15.4 Negotiation process

It is important to negotiate change with the employees until an agreement is reached, especially if the organisation experiences resistance. When two parties are negotiating, a compromise becomes necessary. Negotiation may even include incentives. The purpose of this exercise is to reach an acceptable compromise so that change that is introduced may be acceptable and be endorsed. These negotiations need not necessarily compromise the organisation, but instead the leadership of the organisation must be firm and have control over the exercise introduced.

5.15.5 Manipulation and co-option

Manipulation of employees, information and resources sometimes become necessary, if the management has tried all the possible ways and means to convince the employees to buy the new changes introduced and has failed. The last resort that the management may use is "arm twisting", withholding of valuable information or threatening employees. Another method that the management may use to win the employees is co-opting. Here the change agent or managers introduce change by approaching and co-opting very influential or arrogant people in order to get their support.

5.15.6 Coercion

The change agent has to be very strong because the employees resist change whenever they get an opportunity. Here the change agent may use methods like threatening the employees with closing down the organisation or by threatening pay reductions or worse working conditions.

5.16 Communication audit

Communication audit according to Dale *et al* 1988: 399 is " A methodical review or examination, including identification, measurement, and analysis of the various system elements to determine how effective they are." If all organisations could give themselves time to review, to check if communication is effective or not, there is no doubt that organisational communication would improve tremendously. If communication is effective, service delivery can also improve because policies, procedures, employee relations and public relations would be in place. When communication audit is done, the organisation may be divided into identifiable systems such as corporate services, human resources, skills and management etc. These subsystems vary from organisation to organisation. Usually these subsystems are very crucial communication links in an organisation.

There is another method of conducting communication audit. Some organisations call it physician examination. It means the physician auditor knows from years of study and practical experience what an ideal system looks like and how it should function. It means from the on set the organisation is divided into various systems.

5.17 The Employment Equity Act

The leadership of the Department Of Education at the moment is mainly male dominated. This is as a result of the previous regime. It is almost ten years after this country achieved its democracy and freedom, but up to now there are still very few females that are in Senior Management positions. It is still males that form interview panels and therefore take final decisions about the appointment of a person. If males had been transformed and had accepted that females can also take leadership positions, it would not have been necessary to enforce Employment Equity Act. Seeing that transformation is too slow, the Kwa-Zulu Natal Department of Education is forced to implement employment equity plan.

If the department could employ the services of young employees who will understudy the old senior officials of the department that have hands on experience before they retire or die, transformation would definitely be seen sooner than

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expected. Another reason why transformation was delayed was because the senior officials of the department were very old people and they were about to retire and therefore did not see the need to transform the organisation, and also because they did not see what was wrong with the organisation as it was.

New technology is a threat to most senior officials of the department, particularly those that are above forty years, because they lack skills and experience to use these new labour-serving devices. Lack of such skills is enough to cause resistance to change.

5.18 Conclusion

This chapter dealt with changes in organisations. In order to see changes in education, the structure of the organisation needs to be revisited, so that it is structured in such a way that it allows for free flow of information.

It is not easy to notice hindrances to transformation in the organisation if one is part of that organisation, but if the organisation can make use of a change agent, transformation would take place sooner than expected.

It is the duty and responsibility of the senior officials of the department to empower and develop or capacitate its employees so that when change comes, they do not fear anything because they would be well armed. It is often said knowledge is power. The next chapter will give clarification on fieldwork and analytic procedures.

FIELD WORK AND ANALYTIC PROCEDURES

6.1 Introduction

The main focus of this chapter is on the methodology as an instrument used in order to collect data. There are many forms of collecting data that can be made use of e.g. case study, questionnaire, interviews etc. But for purposes of this study a questionnaire was used. This questionnaire was designed in such a way that it elicited required and sufficient data from respondents.

The researcher in this chapter gives the responses of this empirical survey among managers that work in the Department of Education in the EThekwini Region, which is under Kwa-Zulu Natal Department of Education.

6.2 The nature of research

The research methodology that was used in this study was quantitative and it was based on the following aspects: sampling, piloting, fieldwork, questionnaire, SPSS and interpretation of data.

6.3 Rationale for quantitative analysis

The researcher was concerned about the delay in getting information from the district, region as well as head office. In some cases this delay of information does not affect districts and circuit offices only but schools as well. One typical example of this problem is when the information about entry forms for school competitions reach schools long after the closing date. The researcher then decided to use qualitative research that was going to reveal office based personnel's perceptions about the Department of Education's forms of communication and probably get suggestions that would help to solve this problem.

6.4 Questionnaire

An anonymous questionnaire that had been developed was distributed to office based staff members. The preamble of the questionnaire, which was attached to the

questionnaire, was a letter granting permission to conduct research, which was from the Regional Chief Director. The questionnaire was divided into 2 parts i.e. Section A and section B. Section A had questions relating to personal information e.g. title, initials, surname, ethnic identity, gender, age, designation, work experience and highest level of education. In this section they were given answers to choose from. Section B contained questions on best practices in organisational communication. This section had 10 questions. The first 3 questions were the main questions each of which had about 21 sub questions and they were expected to make their options by ticking the best choice. Questions 4 to7 required the respondents to choose their answers from the options that were given. Closed questions are very popular in research surveys because they are easy to analyse and provide greater uniformity of responses. Question 8 and 9 depended on the response in question 7 and it gave room for suggestions. But the last question was open ended.

The researcher decided to use likert scale because it is the best for collecting data and the respondents find it easier to complete the questionnaire. The researcher also finds it easier to use when analysing data and saves a lot of time.

6.5 Respondents and rate of return

Exactly 80 Questionnaires were sent to all managers at regional level, district level as well as circuit level i.e. to Directors, Chief Education Specialists, Chief Superintendents of Education Management, Superintendents of Education management and Deputy Chief Education Specialists. Only 66 were completed and returned to the researcher.

Managers were approached in different ways. Some were approached personally and requested to complete the questionnaire and others were requested telephonically. All the respondents are permanently employed.

The questionnaire wanted to get views of the respondents with regard to organisational communication in the EThekwini Region. About 80 were targeted respondents, 77 were permanently appointed and only 3 were acting managers. It is either they were waiting for the vacancy to be filled or they were holding the

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positions of people that had gone on long leave. The 3 that were acting had acted as managers for more than 3 years and they participated in this research without any problem.

6.6 Administering questionnaires

After the researcher had obtained permission from the Regional Senior Manager the researcher then decided to take questionnaires to a management committee meeting (mancom). It was in this meeting where the researcher met all the Directors, Chief Education Specialists (C.E.S), Chief Superintendents of Education Management (C.S.E.M). The researcher then requested them to complete the questionnaire as well as to take them to their colleagues for completion. The researcher gave them two weeks to complete the questionnaire. The researcher first thought the responses were going to be collected but it was not as easy as it was thought it would be. They gave different excuses for failing to complete the questionnaires, to such an extent that some questionnaires came back two weeks after the due date and others did not come back at all. Dane 1990:120 was proved correct beyond any reasonable doubt where he says, "A major disadvantage of this survey method relates to poor return of responses.

6.7 The target group

The target group is office based officials of the EThekwini Region Department of Education at management level i.e. Directors at post level 6, Deputy Directors at post level 5, Chief Education Specialists at post level 5, Chief Superintendent Of Education Management at post level 5, Deputy Chief Education Specialists at post level 4 and Superintendents of Education Management at post level 4.

EThekwini Region is one of the biggest regions in the whole province. The EThekwini Region consists of 3 districts i.e. Umlazi, Pinetown and Ilembe. Each district is constituted of 4 circuits e.g. Umlazi district has Imbumbulu circuit, Durban Central circuit, Phumelela circuit and Chatsworth circuit.

Under Pinetown district there are 4 circuits i.e. City of Durban circuit, Hammarsdale circuit, Kwa-Mashu circuit and Phoenix Circuit.

Ilembe District has Indwedwe Circuit, Maphumulo and lower Tugela. This is the only small district with only 3 circuits.

Each circuit has either 4 or 5 wards e.g. Hammarsdale circuit has 4 wards i.e. Mpumalanga, Inchanga, Molweni and UMngeni Valley whereas Ndwedwe circuit has 5 wards i.e. Noodsberg, Ndwedwe West, Ndwedwe North, Ndwedwe Central and Ndwedwe East. Circuit offices are managed by Circuit Managers who are also called Chief Superintendents of Education Management (CSEM) and Superintendents of Education management (SEM) manage wards.

The structure above shows how communication filters from the Regional Senior Manager's office right down to the Superintendents of Education or ward managers. The sample was taken from the above organogram.

6.8 The sample

The EThekwini Region was deliberately chosen out of 4 regions. The reason is that firstly it is the biggest region in the Kwa-Zulu Natal Department of Education. Leedy 1997: 252 says that " Statistics that takes small samples of a population and from those samples make inferences by estimating and predicting the general characteristics of a population are inferential. The statistics was used to check if there were significant similarities in responses of the respondents according to ethnicity, age, gender, designation and experience even though the later was not considered for generalization purposes.

Secondly the researcher wishes that this region should be the best region in the Kwa-Zulu Natal Department of Education because the researcher's circuit falls under this region. It is for these reasons that the researcher investigates ways and means of optimising communication so that it can become the best. If communication is poor, even performance becomes affected. Rasberry 1986:84 says, "Communication is the vehicle which is used to accomplish objectives. It therefore means without communication, the goals of the department can never be achieved. Communication is a common problem in almost every

section/component of the EThekwini Region. The EThekwini Region is almost 3 years old. It is fairly new and therefore should be assisted to eliminate problems.

The information flows from the region to 3 districts. The district Directors in return disseminated it to Circuit Managers who do like wise to Ward Managers and Ward Managers communicate it schools. There are schools that are in urban areas, semi urban and rural areas. Schools in the rural areas struggle to get information on time because of the resources and geographical situation of the place. Unlike urban schools, they have telephones, faxes, e-mail & cell-phones. The information is easily conveyed.

6.9 Pilot study

In order to avoid ambiguous questions, grammatical errors, spelling mistakes, the researcher had to conduct a pilot study. A questionnaire was given to her friends to respond. These friends are also fellow researchers.

Conducting a pilot study helped a great deal because it gave the researcher feedback as to what needed to be done in order to illicit the needed information. No matter how many times the researcher has conducted a survey, it is important to try the questionnaire out with the respondents before launching into final study. That is why the pilot study is necessary.

6.10 Validity

Using a pilot study is one way of checking the validity of the questionnaire. After conducting the pilot study the researcher checked the returned responses. The aim was to check the accuracy of the responses. This helped the researcher to strengthen the internal validity of the data. After having conducted the pilot study, the researcher was able to rephrase the questions and was also able to correct the spelling mistakes and to simplify questions that were not clear. This made her study to be more reliable and interesting to the respondents.

6.11 Data processing

The respondents were requested to thoroughly read the questions and to mark their responses by putting a cross in the appropriate spaces. There were questions where the respondents were expected to expatiate. Through the SPSS the data was processed and the results of the respondents were revealed.

The researcher decided to use pie, bar graphs and statistical tables to describe the results of the respondents. According to Rugbeer 2005: 209 pie graphs " Are appropriate to represent a sub-population of a large group and is used to represent nominal measurement". Rugbeer 2005: 209 goes on to say bar graphs represent scalar measurement". General tables were used to make inferences.

6.12 Conclusion

This chapter has given an over-view on how the questionnaire was formulated, administered and distributed. It has also indicated the target group, how the sample was chosen, how the pilot study was conducted and why it was necessary to conduct it. The next chapter is now going to deal with the analysis of the data.

ANALYSIS OF DATA

7.1 Introduction

The Statistical Package for the Social Science (SPSS) helped me to thoroughly analyse the responses to each and every question. The SPSS makes analysis of data simpler, better and faster. This chapter deals specifically with analysis of responses. The analysis of data will reveal the views of the office based departmental officials regarding communication within the EThekwini Region. Generalizations about organisational communication were based on the data that was collected.

7.2 The Analysis of part A

The analysis of results includes the information from both sections i.e. section 1 and section 2. The reason for inclusion of both sections is to investigate the demographic profiles of the respondents such as ethnic identity, gender, age, designation, years of experience and highest level of education. The respondents carefully completed the majority of the questions.

		Count
how complete personal particulars were given	complete	60
	incomplete	4
	no response	2

Figure1: The table shows the completeness of the respondents' particulars

About 60 of the respondents showed confidence in the researcher because they had completed their personal particulars. It is only a person who has confidence and trust in you that can freely give his/her personal information. The table above shows that only 4 did not complete their personal particulars and 2 did not respond at all to the questions.

		Count	Col %
ethnic identity	African	41	62.1%
	Asian/ Indian	15	22.7%
	Coloured	4	6.1%
	White	5	7.6%
	no response	1	1.5%

Figure 2: The table shows ethnicity of the respondents

About 41 of the respondents were Africans. This is the majority group of all 4 groups. The graph above shows that the management of the department of Education at EThekwini Region is predominantly under the control of Black people. The reason could have been attributed to affirmative action and employment equity plan. The second highest group under ethnicity was Asian/ Indian. They were about 15 Asians. The third biggest group was a group of 5 Whites and the last group was 4 Coloureds. Only one did not respond. The return rate was 66 out of 80 respondents. The distance between the researcher and the respondents probably attributed to this return rate of questionnaires. The reason could be attributed to the fact that not all questionnaires were returned on the same day they were distributed. Some respondents requested to submit them later and they assured the researcher that they would return them without fail. Had all respondents completed and returned the questionnaire at the place and time when they were given, probably the ethnic group would have been represented differently.
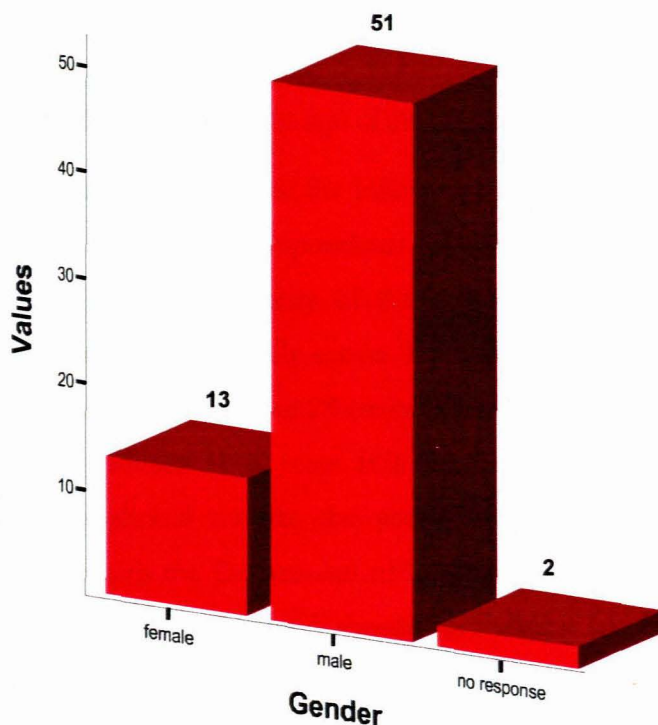
Figure 3: The graph shows gender of the respondents

About 13 of the respondents were females and only 51 were males, 13 females were just like a drop in the ocean. This shows that the majority of the respondents that are occupying senior positions are males. The EThekwini Region still needs to take transformation, Employment Equity Act and affirmative action seriously. The Employment Equity Act needs to be implemented as soon as possible because it gives preferential employment to females, Blacks and people with disabilities. Not unless implementation of Employment Equity Act is given time frames, the progress will remain slow. It is not surprising that there are very few females in office based management posts because males are still decision makers when it comes to the appointment of office based staff. Another reason could be that females suffer from insecurity as Kotter et al 1979 say they do not apply for senior positions because they lack confidence in themselves. Only 2 of the respondents did not respond to this question.

		Count
age	31-40	7
	41-50	28
	51+	30
	no response	1

Figure 4: The table shows the age of the respondents

The questionnaire provided the following age groups 20 –30, 31-40, 41-50 and 51+. But the majority of the respondents fall within41-50 age group. This is the middle age group and the majority of the respondents in this age group are socially, economically and politically active. The statistics show that 30 of the respondents are 51+ years old and about 28 are between 41- 50 years. It is surprising to note that only 7 are between 31-40 years. It is therefore expected that those that are 51 years and above should nurture the young ones because they have more years of experience with the Department of Education and are left with a few years before they retire. People left behind, should have what it takes to be managers and people should perceive those that are holding management positions as effective managers. Steyn 1999 says age is one of the demographics used to investigate perceptions. Only 1 did not respond to this question.

The survey was distributed at the following levels of management regional, district as well as circuit level. The participants in this research were identified according to the relevant levels of management.

		Count
designation	SEM/ DCES	42
	CES/ CSEM	19
	Director	5

Figure 5: The table shows the responses of the respondents according to designation

The purpose of this research was to get views from all managers with regard to communication. As much as the study is focusing on communication between the district and the circuit there are circulars that come from the region and are sent to the district for onward transmission to circuits. It is the responsibility of the

manager at that particular level to ensure that circulars are distributed on time, because if the circulars coming from the region reach the district late, that has a negative impact at circuit level through no fault of the district manager. The table above shows the managers according to their designation. There were about 42 SEM/DCES, 19 CSEM/CES and 5 Directors that participated in this research.

The table shows that there were 42 SEM/ DCES that responded to the questionnaire. The statistics show that of the 42 that responded only 7 were females and the rest were males. The statistics show that only 19 of the respondents were CSEM/CES These were post level 5 managers. Gender representation is still a problem here because of the 19 respondents in this post level only 5 were females the rest were males. The next level is post level 6 the Directors' category. About 5 out of 6 Directors that responded to this question were males. There's not even a single female Director in the EThekwini Region but only 1 female is a Deputy Director and this is an equivalence of CSE/CSEM, which is post level 5

People in an organisation usually have the basic requirements for the post. But some go an extra mile and further their studies while they are working and as a result end up being double or triple qualified for the post. The purpose of furthering studies is to equip oneself academically (employees) so that one can become competent for the job.

The graph below shows that most of the respondents have high academic qualification. The lowest qualification of some of the respondents is Matric plus 3 years of professional training. This shows that all the respondents have had formal education. Almost all of them have university or college education.

		Count
highest level of education	3 yr diploma/ degree	6
	Honours degree	33
	Masters degree	18
	Doctorate degree	7
	spoilt response	1
	no response	1

Figure 6: The table shows the highest level of education of the respondents

The statistics show that 6 of the respondents have 3 years diploma or degree. About 33 have honours degree. Only 18 have masters. Only 7 have Doctorates. One of the requirements of office based management posts is Matric plus 4 years training i.e. (m+4). The statistics show that the majority of the respondents in all post levels are highly educated. They have more than the basic /minimum requirements for the post. The analysis shows that the majority of the managers have honours degree, which is a postgraduate degree. Having good qualification gives one confidence to give instructions and to make informed decisions.

7.3 The Analysis of part B

Cell phone is the new form of technology that is used to communicate. It is a movable telephone unit. This kind of telephone allows people to communicate over long distances. There are 3 types of cellular telephones i.e. mobile phones, transportable phones and portable phones. Mobile phones are permanently mounted in a vehicle and powered by the engine. The transportable phones can be moved from one place to another but portable phones are battery powered, units that can be carried in the hand.

Cell phones are useful to convey urgent messages. The table below shows the responses of the respondents with regard to: how useful is cell phone conversation?

how useful are cell phone conversations?	not useful	1
	quite useful	22
	very useful	41
	unsure	1
	spoilt response	1
Total		66

Figure 7: The table shows the responses of the respondents to cell phone conversation

When analysing the statistics according to usefulness of cell-phone conversation, it was found that 1 respondent did not regard cell phone conversation as useful. It might be that the respondent did not regard such communication as official or the response might have been influenced by whether he/she has the cell phone or not, yet 41 of the respondents regarded cell phone conversation as very useful. About 22 of the respondents regarded cell phone conversation as quite useful. This shows that the majority regards cell phone conversation useful. Only 1 of the respondents was not sure whether it is useful or not and 1 was spoilt.

The impression one gets from the findings is that . cell phones are no longer regarded as a luxury that is enjoyed by the elite individuals but a necessity for everybody. What the researcher has observed in life is that poor people, who hardly have anything to eat, own cell phones. This shows how important communication is to people and the status that is attached to it. It was also fascinating to observe that all 7 of the respondents at age 31-40 bracket regarded cell phone conversations as useful. At age 41-50 about 27 of the respondents regarded cell phone useful but 1 was not sure. About 28 are 51+ years old and they found cell phone conversation useful, 1 was not sure and 1 did not find it useful. Only 1 whose age could not be identified did not respond.

The analysis of the statistics was also done according to gender of the respondents. About 12 of the respondents that found cell phone conversations useful were females and 51 were males. The researcher found that 40 were SEM/DCES, 18 were CSEM/CES and 5 were Directors. The majority of the respondents

irrespective of designation and age seemed to agree that this form of communication is useful.

It is noted that the majority of the respondents irrespective of their age regarded cell phone conversation as useful. The researcher first thought the positive responses regarding cell phone conversation would come from the youngest age group of the respondents, reason being that the young managers are usually experimental and are technology compliant. About 63 of the respondents regarded cell phone conversation as useful. It is only 1 respondent that did not regard it as useful.

The analysis of the statistics also show that all the respondents that regarded cell phone conversation useful had the following years of experience with the Department of Education 33 had 0-5 years, 15 had 6-10 years 2 had 11-15 years and 13 had 16+ years. This analysis gives the confidence to say that the respondents in all levels of years of experience seemed to believe that cell phone conversation is important. In most cases communication in an organisation is one way and downward form of communication and managers communicate only to give instructions or directives. There are very few instances whereby the managers apply two way kind of communication i.e. whereby the employees enjoy the privilege of airing their views or suggestions. The next paragraph discusses usefulness of courier services.

how useful are courier services?	not useful	7
	quite useful	26
	very useful	15
	unsure	18
Total		66

Figure 8: The table shows the responses of the respondents with regard to courier services

This kind of service is not well known in all Departmental organisations and communities. It is usually associated with the post offices, companies, railways and

other businesses. Departmental institutions such as the Department of Education especially circuit offices in the EThekwini Region hardly make use of this service, may be not because it is not useful, but because the employees are not aware of it.

The statistics in the above table show that about 15 of the African respondents were not sure whether this service is useful or not. This confirms the researcher's suspicion that not all departmental officials are aware of this service and 15 is a big number comparatively speaking. It shows that a number of African respondents were not exposed to this service. The statistics show that the majority of other races are familiar with this service. About 21 Africans, 12 Asians/Indians, 3 Coloureds and 4 Whites regarded this service as useful.

When the statistics of the respondents that were familiar with courier services was further analysed according to age of the respondents, it was found that only 3 were between 31-40, 15 between 41-50 and 22 were 51+ years old. Analysing the statistics according to designation it was found that out of 41 SEM/DCES 24 regarded this service as useful, 11 out of 18 were CSEM/CES and all 5 Directors were regarded this service as useful. This analysis shows that the majority of SEM/DCES and CSEM/CES were either not sure or did not regard it as useful. It looks like the Directors know courier service because all 5 of them found it useful. This service is supposed to run between the region and the districts as well as circuits distributing urgent and important documents. There are documents that arrive late from either the province or national which need to reach their destination before the closing date. Courier services become essential and useful. The next paragraph discusses the usefulness of departmental circulars.

how useful are	quite useful	20
departmental circulars?	very useful	46
Total		66

Figure 9: The table shows the responses of the respondents with regard to departmental circulars

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The table above shows the responses to the question raised regarding usefulness of departmental circulars. When the analysis of the responses according to usefulness of departmental circulars was done, it was found that 46 of the respondents indicated that departmental circulars were very useful. There was no opposing view from the other respondents they have a common view because 20 of the respondents also indicated that they are quite useful. This shows that all the respondents believe that the use of circulars is the best, even though it is a traditional means of conveying information.

Analysing the statistics according to gender, it was found that all 13 females and 51 males responded positively to usefulness of departmental circulars. About 2 more of the respondents who did not indicate their age also indicated that departmental circulars are useful. The statistics according to ethnic identity show that 41 were Africans, 15 were Asians/Indians, 4 Coloureds and 5 Whites. There was 1 respondent that regarded use of departmental circulars as useful but did not identify his/her ethnic identity. Analysing this statistics according to age it was found that 7 were between 31-40, 28 between 41-50 and 30 were 51+ years old. There was only 1 who could not be classified according to his/her age but found it useful as well.

The statistics also indicate that of the 66 respondents, 42 were SEM/DCES, 19 were CSEM/CES, 5 Directors. This shows that officials at all levels were in favour of circulars as a means of communicating. This is the most commonly used form of communication that is used by the department. This form of communication is very professional, legal and authoritative. The advantage of conveying the information through circulars is that it can be filed and be referred to later on. The only disadvantage is that it takes longer to reach the final destination because it goes through the line function.

It helps a great deal especially in situations where there is a difference of opinion particularly between the department and educators. The officials of the department refer to these departmental circulars specially if there is something that needs to be clarified. The circulars give clarifications and directives as to what to do and how to
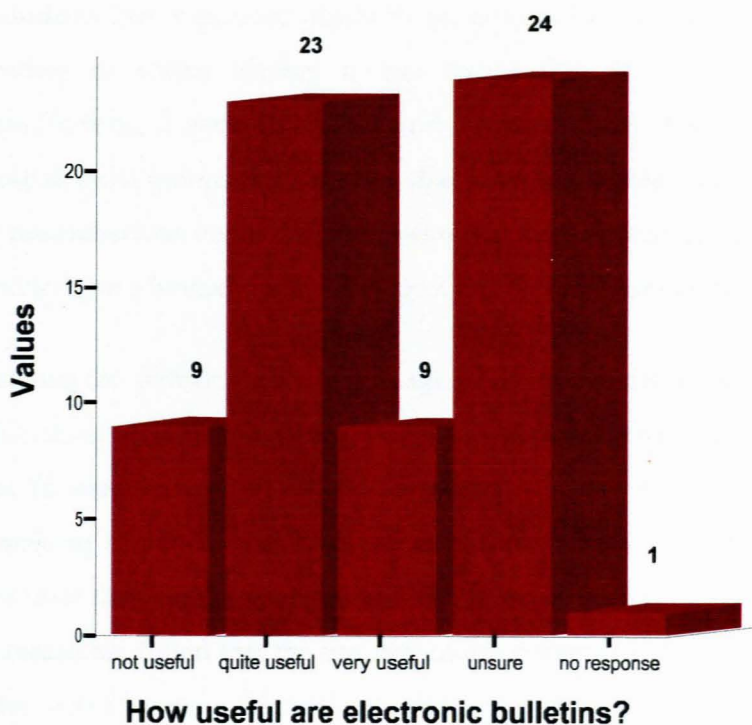
Figure 10: The bar graph shows the responses of the respondents with regard to electronic bulletins

The analysis of data in the above graph shows that 9 of the respondents indicated that the use of electronic bulletins is not useful. About 23 of the respondents indicated that electronic bulletins are quite useful. Exactly 9 of the respondents indicated that they were very useful. About 24 of the respondents indicated that they were not sure whether they are useful or not. Only one 1 did not respond. The impression the researcher got is that it is only a handful of the respondents that know about electronic bulletins. It might be that some had never seen it before and therefore cannot comment on its usefulness.

Analysing the results according to gender, the results are as follows. About 6 females were not sure, 6 regarded it as useful, 1 found it not useful. Male respondents responded this way, 18 were not sure, 8 found it not useful, 26

Analysing the results according to gender, the results are as follows. About 6 females were not sure, 6 regarded it as useful, 1 found it not useful. Male respondents responded this way, 18 were not sure, 8 found it not useful, 26 regarded it as useful and 1 did not respond. Analysing the statistics of the 32 respondents that responded positively to the question on use of electronic bulletins according to ethnic identity it was found that 16 were Africans, 10 were Asians/Indians, 2 were Coloureds and 4 were Whites. The results show that in almost all racial groups there are few that know about this form of communication. The researcher was under the impression that only a particular race was going to be found to have a limited understanding of this form of communication.

Analysing the statistics according to age of the respondents that acknowledged the usefulness of electronic bulletins, the results were as follows, 3 were between 31-40 years, 15 were between 41-50 and 14 were 51+. One would have expected to find the majority of people who know about electronic bulletins to be between ages 31-40 because they are the youngest and like to experiment a lot with new technology. The researcher found that the majority of the respondents that responded positively to the question on usefulness of electronic bulletins 20 were SEM/DCES, 9 CSEM/CES, and 3 Directors. Out of 42 SEM/DCES only 20 responded positively to this question. It is quite a sizeable number of SEM/DCES that had a difference of opinion. The same went for 10 CSEM/CES. They also had a difference of opinion. The next graph shows the responses of the respondents to the question on E-mail Messages.

Electronic bulletins are bulletins that are known to people that have knowledge of new technology. This is one of the fastest forms of communication. It can reach millions of people within a short space of time. The only disadvantage of this form of communication is that it depends on availability of electricity. If there is no electricity, information cannot be transmitted no matter how urgent it may be. It will have to wait until electricity is back. There are Departmental offices particularly in rural areas that do not have electricity. It means they do not enjoy this kind of
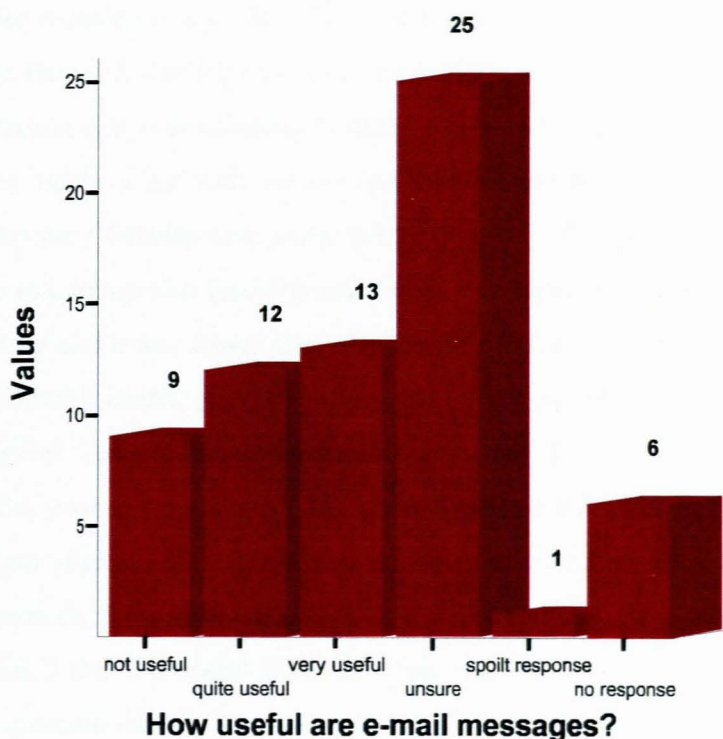
Figure 11: The bar graph shows the responses of the respondents with regard to E-mail messages

There were different responses with regard to usefulness of e-mail. Responding to usefulness of E-mail messages about 9 of the respondents did not regard E-mail messages as useful whereas 12 regarded E-mail message as quite useful, 13 regarded the use of E-mail messages as quite useful. About 25 of the respondents were not sure of the correct response. It is disappointing to notice that such a big number of people in the urban area like EThekwini Region are not sure of this service. The department needs to make this service available to all employees particularly those that are at management level or empower them on how to use this service. Out of 66 responses only 1 was spoilt and 6 did not respond to this question. It looks like the majority of the respondents are not aware how this service works.

When the researcher analysed the statistics of the respondents that regarded E-mail communication as useful according to gender it was found that 7 females and 18 males regarded it as useful. This statistics say a lot. It means both females and males

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When the researcher analysed the statistics of the respondents that regarded E-mail communication as useful according to gender it was found that 7 females and 18 males regarded it as useful. This statistics say a lot. It means both females and males have limited knowledge about E-mail communication. The researcher thought this limitation was only affecting females because in most cases males are experimental. They fiddle a lot with mechanical equipment. Before this country achieved its democracy, females were marginalized in terms of empowerment and development. The researcher also found it interesting to analyse the statistics according to ethnic identity and it was found that Africans responded this way, 6 did not find it useful, 11 found it useful, 20 were unsure only 1 was spoilt and 3 did not respond to the question. Asians/Indians responded this way 1 found it not useful, 9 found it useful, 4 were unsure and 1 did not respond to the question. It looks like Africans are not as exposed to this service as Asians are. Analysing the statistics according to Coloureds, 3 found it useful and 1 did not respond. About 2 Whites found it not useful, 2 found it useful and only 1 was not sure. About 1 did not respond again to the question and did not even indicate his/her ethnic group. The researcher never thought there would be one respondent that would say, he/she was not sure of the correct answer. The researcher's perception was probably influenced by a stereotype belief that White people know everything relating to new technology.

It was surprising to note that 18 SEM/DCES were not sure of this service, 4 did not find it useful, 15 useful, 4 did not respond and 1 was spoilt. About 7 CSEM/CES were not sure of this service, 3 found it not useful, and 7 found it useful and 2 did not respond. About 2 of the Directors did not find it useful and 3 found it useful. It is observed that in almost all levels of management there are those that are either not sure of this service or found it not useful The number of respondents that are not sure of this service is equal to the number of respondents that found it useful. It shows that there are many people that need assistance as far as this service is concerned. The conclusion that can be drawn from these findings is that the department of Education needs to provide all offices with this service and that will help to improve service delivery. O'Brein 1997: 213 says "Electronic mail, voicemail, bulletin board system and facsimile allow organisations to send

messages in text, videos or voice form or transmit copies of documents and information in seconds, not hours or days". According to Mersham and Skinner 1996: 196 "The internet offers an array of capabilities for communicating and retrieving information and the most popular Internet application is Electronic mail or E-mail. The next paragraph deals with the findings of the respondents according to fax machines.

Communication technology has advanced tremendously. Robinson 1978 says, there are various choices of transmission modes. One of them is Electronic mail (E-mail). This new form of technology is used to convey messages. It is used right round the world. There are people that spend long hours reading and communicating through E-mail. The communicator should have a computer in order to be able to communicate through E-mail. This kind of communication is not interpersonal because they cannot be in a position to observe each other's gestures. All Departmental offices should have computers because a lot of information can be assessed through Internet, E Mail and Videotext. It is not only valuable messages that are sent through E-mail. Sometimes one gets junk Electronic mail or people use one's E- Mail address to send funny messages or advertise their businesses.

how useful are fax machines?	not useful	1
	quite useful	15
	very useful	49
	unsure	1
Total		66

Figure 12: The table shows the responses of the respondents with regard to fax machine

Organisational communication is very important in any institution because without it, it can be very difficult to achieve the common goal. It is for this reason that the Regional Senior Manager keeps on communicating with Directors in order to share information. It is time consuming for the Regional Senior Manager to drive to districts to convey information or circulars but the best way to do it is through fax. But Kennedy 1985: 227 says, "The facsimile system for transmitting information is still strictly limited". Transmitting volumes of written messages through fax is quite

expensive, because scanning has to be done first and a lot of paper has to be used. Facsimile systems operate over a telephone, which means therefore that without it, it cannot operate. According to the statistics in the table above, it shows that the responses to usefulness of fax machines indicated that only 1 respondent did not regard it as useful and 15 of the respondents indicated that fax machines are quite useful and 49 said they are very useful. Only 1 was not sure. Analysing the statistics according to designation it was found that 41 SEM/DCES said it is useful and 1 said it is not useful. The CSEM/CES responded in this way 18 said it is useful 1 was not sure. It was interesting to note that all respondents but 2 had difference of opinion with regard to fax machines. All Directors found it useful. When the statistics was analysed according to ethnic identity it was found that all 41 Africans said it is useful, 14 Asians found it useful and 1 was not sure, 4 Coloured found it useful and 5 Whites found it useful. Only 1 respondent who did not indicate his/her ethnic identity found it not useful. The statistics was further analysed according to age and it was found that the respondents between the ages 31-40 responded this way 6 found it useful and 1 did not find it useful. Those that were between 41-50 years about 27 found it useful and 1 was not sure. The respondents that were 51 and above years old all found it useful. Only 1 respondent that did not indicate her/his age also found it useful. This statistics show that the respondents believe that information could reach a number of people within a very short space of time if all organisations could have fax machines. It is therefore one of the labour saving devices which all the departmental institutions should have in order to optimise communication between the circuit and the district. It was interesting to note that the majority of the respondents irrespective of ethnic identity, designation and age spoke the same language with regard to usage of fax machine. The next paragraph discusses the findings of the respondents with regard to group meetings.

Group meeting is very important because it creates an opportunity whereby people get a chance of exchanging messages. Officials of the Department of Education often address group meetings. Regarding the usefulness of group meetings as a means of optimising communication, the statistics show that only 3 of the respondents did not regard group meeting as useful, 26 of the respondents regarded

group meeting as quite useful and 35 of the respondents regarded group meeting as very useful. The statistics was analysed according to gender and it was found that 12 females found it useful and 1 did not respond. Male respondents responded this way: 3 did not find it useful, 47 found it useful and 1 was not sure. About 2 of the respondents that did not indicate their gender also found group meetings useful. The majority of both females and males seemed to agree that group meeting is useful. There is a difference of opinion with regard to gender. When the statistics was analysed according to ethnic identity, it was found that Africans responded this way: 37 found it useful, 3 did not find it useful and 1 was not sure. The Asians responded this way: About 14 found it useful and 1 did not respond. All 4 Coloureds found it useful and all 5 Whites found it useful. Only 1 of the respondents who did not indicate her/his ethnic identity also found it useful. There is not much difference of opinion with regard to ethnic identity. The statistics was further analysed according to designation and it was found that the SEM/DCES responded this way: 38 found it useful, 3 did not find it useful and 1 did not respond. About 18 CSEM/CES found it useful, 1 was not sure and all and 5 Directors found it useful. Statistics show that the respondents regarded group meetings as useful, but the only disadvantage is that people have to travel long distances before they reach the venue. It might also be very expensive in terms of transport, in terms of hiring of a venue, parking and traveling long distances i.e. in terms of petrol, wear and tear, catering and the public address system if it has to be paid for. One thing good about group meeting is that it can be two- way communication in the sense that the audience could be given an opportunity to ask questions or to air their views. Those questions can be answered immediately, unlike if one receives a fax where there is nobody to clarify areas of concern. But what was interesting was that the majority found this form of communication useful irrespective of gender, ethnic identity and designation.

how useful	not useful	3
are group	quite useful	26
meetings?	very useful	35
	unsure	1
	no response	1
Total		66

Figure 13: The table shows the responses of the respondents with regard to group meetings

The next table shows the responses to the question: How useful are hearsay conversations?

how useful	not useful	29
is hearsay	quite useful	16
(grapevine)?	very useful	7
	unsure	14
Total		66

Figure 14: The table shows the responses of the respondents with regard to hearsay (grapevine)

The statistics in the above table show that about 29 of the respondents indicated that hearsay or grapevine communication is not useful. This therefore suggests that it is not the type of communication that one can rely upon. At the same time about 16 regarded this kind of communication as quite useful and only 7 regarded grapevine communication as very useful. About 14 of the respondents were not sure whether it is useful or not. When the statistics was analysed according to gender it was found that 7 females did not find it useful, 4 found it useful and 2 were not sure. About 22 males did not find it useful, 19 found it useful and 12 were not sure. The findings show the direct opposite of what was expected. One would have expected more females to respond positively to usefulness of hearsay kind of communication because of stereotype beliefs that females like gossips or unfounded stories. The statistics show that more males found hearsay communication useful.

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Analysing the statistics according to designation, it was found that 17 SEM/DCES did not find it useful, 13 found it useful, about 12 were not sure. 8 CSEM/CES did not find it useful, 9 useful but 2 were not sure. It looks like the majority of the respondents at all levels do not seem to be in favour of this kind of communication. About 4 Directors did not find it useful. Only 1 found it useful. The impression that the researcher got was that there are few people that regard this kind of communication as useful. It therefore means the information received through grapevine cannot be used as an official form of communication. Rasberry *et al* 1976 said that it is the unofficial confidential type of communication because people communicate privately among themselves. This form of communication is usually verbal.

The statistics was also analysed according to age and it was found that of the respondents between the ages 31-40 years, about 4 did not find it useful, 2 found it useful and 1 was not sure. The respondents between 41-50 years responded this way: 11 did not find it useful, 10 found it useful and 7 were not sure. About 14 of the respondents that were 51+ years old said it was not useful, 10 said it was useful and 6 were not sure. The conclusion that can be drawn from here is that the majority of people have realized that this kind of communication is not useful because even outside the work situation it is not encouraged because it ends up encouraging gossiping and in most cases cannot be relied upon. This form of communication cannot therefore be used between the circuit and the district to optimise communication because it will not be regarded as official communication because nobody would take ownership of it. The next paragraph discusses the findings of the respondents with regard to Inter office memo.

The Regional Manager communicates with a number of people because different people perform different roles. People are identified for different positions and for specific functions. It is important therefore, that communication network with such people is established. The manager may use different forms of communication or different pathways. One of the forms of communication that may be used by the manager is Inter office memo. Such communication is known as formal

communication because it is a recognized and acceptable form of communication. The table below shows the responses of the respondents with regard to inter office memo. This form of communication is commonly used in offices. Analysing the statistics on usefulness of inter office memo, it was noted that 3 of the respondents did not regard office memo as useful but about 39 of the respondents regarded Inter office memo as quite useful and 22 of the respondents regarded it as very useful. The general impression one gets is that the majority supports the use of office memo as a means of conveying information. The researcher is of the opinion that the respondents are aware of this form of communication because it is available in their offices. Exactly 2 of the respondents were not sure whether office memos are useful or not.

A conclusion that is drawn is that out of 66 respondents only 5 had a different point of view, which could be interpreted to say the majority is in favour of inter-office memos. Analysing the statistic according to gender it was found that females responded thus: 1 respondent was not sure, 12 regarded it as useful, 1 did not find it useful and 2 males did not find it useful, 47 found it useful and 3 were not sure. The statistics show that both females and males regarded Inter-office memos as useful. There is no difference of opinion based on gender. When the statistics was analysed according to age it was found that the respondents between ages 31-40 years responded thus: 1 was not sure, 6 found it useful. The respondents between 41-50 years responded in this manner: 2 did not find it useful, 25 found it useful and the respondents that were 51+ years old responded this way: 1 did not find it useful, 29 found it useful and 1 was not sure. Only 1 respondent who did not indicate her/his age also found this form of communication useful. In all age levels the respondents found inter-office memos useful. There was no difference of opinion as a result of age. Inter-office memo is often used by Chief Superintendents of Education Management in order to optimise communication between the district and the circuit.

how useful are	not useful	3
inter-office	quite useful	39
memos?	very useful	22
	unsure	2
Total		66

Figure 15: The table shows the responses of the respondents with regard to inter-office memos

This paragraph discusses the usefulness of E-communication. About 66 of the respondents who were asked about the usefulness of internal E-communication net of the Department of Education responded this way: About 10 of the respondents did not regard internal E-communication net of the department of education as useful, but 24 of the respondents regarded E-communication as quite useful. 12 of the respondents regarded it as very useful. It was surprising to note that 18 of the respondents were not sure and 2 did not respond to the question. Analysing the statistics according to designation, SEM/DCES responded this way: 14 were not sure, 4 did not find it useful, about 24 found it useful. About 4 CSM/CES regarded E-communication net not useful, 9 found it useful and 6 were not sure. The statistics show that the majority of SEM/DCES seem not to have knowledge or understanding of how E-communication net- works. Luckily the department of education has introduced PMDS as an instrument to evaluate office based officials' work. This instrument enables them to identify areas of development. The researcher is hoping that those SEM/DCES that need assistance in new forms of technology will be assisted. The Directors responded this way: 2 did not find it useful, 3 found it useful. When the statistics was analysed according to age, it was found that of the respondents between the ages 31-40 years: 4 were not sure, 1 found it not useful, and 2 found it useful. The respondents between 41-50 years responded this way 4 were not sure, 4 did not find it useful and 21 found it useful. The respondents that were 51+ years old responded this way: 10 were not sure, 5 found it not useful and 13 regarded it useful. The results show that the older the respondents were, the more uncertainty prevailed in the number of respondents that were not sure whether the E-communication net was useful or not. After
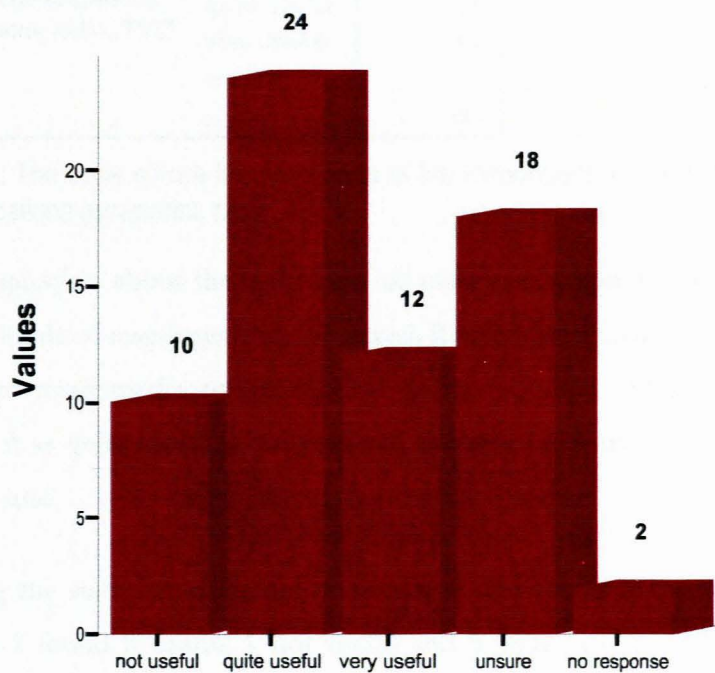
How useful are internal e-communication networks of the DoE?

Figure 16: The graph shows the responses of the respondents with regard to e-communication networks of the DoE.

The next table shows the results of the respondents to the question: how useful are mass media communications (newsprint, radio, TV)?

how useful are mass media comunications (newsprint, radio, TV)?	not useful	9
	quite useful	38
	very useful	11
	unsure	8
Total		66

Figure 17: The table shows the responses of the respondent with regard to mass media communications (newsprint, radio, T.V.)

When a question about the usefulness of mass media communication was asked, different kinds of responses were observed. Respondents responded this way: 9 did not regard mass media communication as useful, about 38 of the respondents

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how useful are mass media comunications (newsprint, radio, TV)?	not useful	9
	quite useful	38
	very useful	11
	unsure	8
Total		66

Figure 17: The table shows the responses of the respondent with regard to mass media communications (newsprint, radio, T.V.)

When a question about the usefulness of mass media communication was asked, different kinds of responses were observed. Respondents responded this way: 9 did not regard mass media communication as useful, about 38 of the respondents regarded it as quite useful, 11 regarded it as very useful and 8 of the respondents were not sure.

Analysing the statistics according to gender it was found that females responded this way: 7 found it useful, 1 not useful and 5 were not sure. Male respondents responded as follows: 42 found it useful, 8 did not find it useful and 3 were not sure. The statistics show that 5 female respondents were not sure of this service whether it is useful or not. This is serious cause for concern. It shows that the Department of Education still needs to empower women in order to come to the same level as males. If one looks at the number of males that were not sure of the usefulness of this form of communication it is only 3 respondents. The difference between the two is too great. The reason for this remarkable difference could be that males have been in management positions for longer periods than females and therefore were better exposed than the females.

Analysing the statistics according to designation it was found that SEM/DCES responded this way: 30 said it is useful, 6 not useful, 6 did not respond. The CSEM/CES responded this way: 17 regarded it as useful, 2 did not regard it as useful. The Directors responded this way: 2 said it is useful, 2 were not sure and 1 did not find it useful. The CSEM/CSE are a link between the district and the circuit, if the majority regarded it as useful, it means it can be used to optimise communication between the two institutions. But the concern that the researcher

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has is that almost 50% of the Directors were not sure of this service. They therefore need to be developed and be exposed to this form of communication. Mersham *et al* 1999: 3 say the purpose of this kind of communication is to "Transmit ideas, information, beliefs and attitude to a number of people through a media which could be a print media such as magazines, newspaper, electronic media such as T.V and radio". There are different ways that the Department of education can use to optimise communication. One of them is through mass media such as newsprint, radio and TV. Rosario-Braid 1983: 31 refers to mass communication as " Interaction of individuals with various publics through mass media". The aim of mass communication is to spread information or ideas to a wider group of people so as to share information and power with others. De Vito 1976: 176 says, "Mass communication has great difficulty gearing his message to his audience" This difficulty is brought about by lack of knowledge with regard to quirks of each individual reader, listener and viewer. Another difficulty is that it is not easy to assess whether the audience understands or not. De Vito 1976: 176 further says that, " The audience of mass communication is much more likely than the audience of interpersonal communication to twist the message through selective attention, perception and retention".

Mass communication is complicated because the message may come from different sources and with different points of view and different goals. There are standing radio programs that are designed by the department of education. The aim of such programs is to disseminate information in order to reach millions of people through out the country. Radio is the best thus far because it can reach people even in the most remote areas, unlike TV because it all depends on the availability of power station and the network. Print media is also used to disseminate information. At the moment the Department of Education uses print media to disseminate information. Every quarter the Kwa-Zulu Natal Department of Education issues a magazine. The purpose of this magazine is to disseminate information through out the province. It summarizes all the departmental activities that have taken place within that period of time. It also highlights the most important information the Department wishes to highlight.

How useful are postal deliveries?
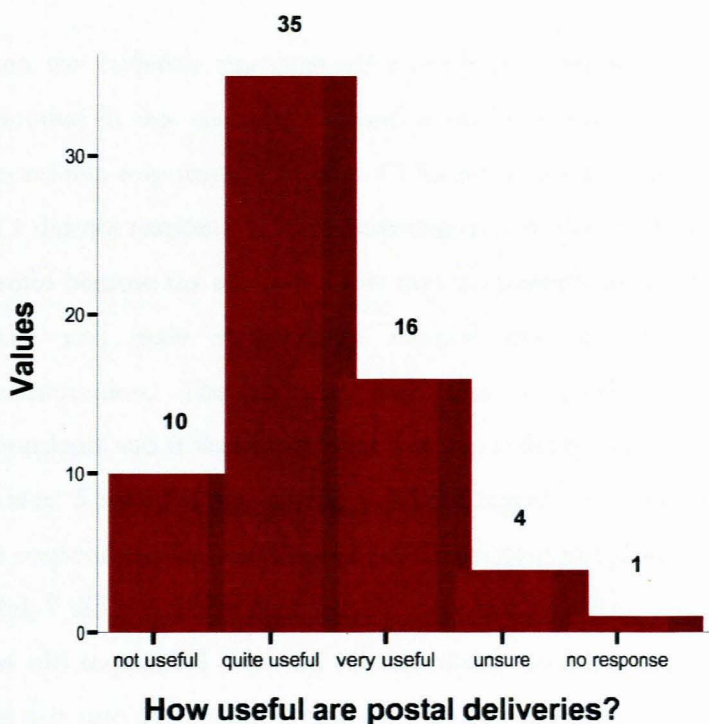
Figure 18: The graph shows the responses of the respondents with regard to postal deliveries

Postal communication is as old as Noah. It is a traditional method of communication. Before these new forms of communication came into existence, most organisations used postal deliveries. The only disadvantage of this form of communication is that the correspondence takes more time before it reaches its destination and the sender is not sure when it will reach the recipient. At times it gets lost and never reaches the final destination. In order to play safe, the mail needs to be registered. The bar graph above shows the responses of the respondents to the question of usefulness of postal deliveries: 10 of the respondents did not regard postal deliveries as useful. Out of 66 respondents, 35 regarded postal deliveries as quite useful and 16 as very useful. It is clear that 51 of the respondents regarded postal delivery as useful even though the information takes some time before it reaches its final destination. About 4 of the respondents were not sure and 1 did not respond.

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before it reaches its final destination. About 4 of the respondents were not sure and 1 did not respond.

When the statistics was analysed according to gender it was found that females responded in this manner: 8 found it useful, 4 not useful, 1 was not sure. Male respondents responded this way: 43 found it useful, 6 not useful, 3 were not sure and 1 did not respond. It was interesting to note that both females and males found it useful because the statistics show that the majority agree that it is useful. Very few female and male respondents seemed not to be sure of this form of communication. The statistics was also analysed according to age of the respondents and it was found that the respondents between 31-40 years responded this way: 5 regarded it as useful, 1 did not regard it as useful and 1 did not respond. The respondents between ages 41-50 years responded in this manner: 19 found it useful, 7 did not find it useful and 2 were not sure. The respondents that were 51+ years old responded this way: 27 regarded it useful, 2 did not find it useful and 2 were not sure. It was interesting to note that the majority of respondents in all age groups found postal delivery useful. The researcher thought maybe the respondents that were 41 and above years old would be the only ones regarding this form of communication useful because that was probably the best form of communication when they started teaching. The researcher thought the respondents between ages 31-40 years were not going to regard this form of communication as useful because the majority of young officials know about other forms of communication that are faster, better and reliable.

Analysing the statistics according to designation the SEM/DCES responded this way: 29 found it useful, 10 did not find it useful, 2 were not sure and 1 did not respond. The CSEM/CES responded in this manner: 17 said it is useful and 2 were not sure. All Directors found it useful. Comparing the number of the respondents that did not find this form of communication useful, the biggest number is that of SEM/DCES because about 10 found it not useful. The majority of other officials i.e. CSEM/CES and Directors found it useful. The next paragraph discusses the usefulness of public communication.

The table below shows the responses of the respondents to the question how useful are public communication speeches/presentations. 2 of the 66 respondents did not find them useful. There were about 46 that found them quite useful and 14 found them very useful. Only 3 were not sure and 1 did not respond. The statistics was also analysed according to gender and females responded thus: 11 found it useful, 1 was not sure, and 1 did not respond. When males' statistics was analysed, it was found that 49 found it useful, 2 did not find it useful and 2 were not sure. The statistics indicated that both females and males found it useful. There is no difference of opinion with regard to gender.

The statistics was also analysed according to ethnic identity and it was found that Africans responded this way: about 37 found it useful, 2 did not find it useful, 2 were not sure and 1 did not respond. All 15 Asians regarded it useful. About 3 Coloureds said it was useful and 1 was not sure. All Whites regarded it useful. There was no difference of opinion with regard to Ethnic identity. The statistics was also analysed according to designation and it was found that SEM/DCES responded this way: 38 found it useful, 1 did not find it useful, about 3 were not sure. CSEM/CES responded in this manner: 17 regarded it useful, 1 did not find it useful and 1 did not respond. All 5 Directors found it useful. The findings show that there was no difference of opinion with regard to designation. The findings therefore show that public speeches and presentations can be used by the district Directors as well as Circuit Managers, in order to optimise communication. Based on the results in the table below, it may be concluded that this kind of communication is regarded as useful.

There are standing annual rallies that are organized by the Department where the minister and senior officials of the department address those stakeholders targeted e.g. the annual children's day and the stakeholders' conference. It is meant for all stakeholders e.g. School Governing Bodies, learners and officials of the department. It is in meetings like these where people get an opportunity to experience Intercultural communication. People from one culture communicate with other people from another culture thus exposing them to different patterns of beliefs and

values shared by members of different cultural groups. Maybe it is such public communication that made the majority of the respondents responds positively to this question because probably they have seen the benefits of such communication.

how useful are public communication (speeches/ presentations)?	not useful	2
	quite useful	46
	very useful	14
	unsure	3
	no response	1
Total		66

Figure 19: The table shows the responses of the respondents with regard to public communication (speeches/ presentation)

This paragraph discusses the responses of the respondents with regard to small group communication/conversation. From the table below, it is observed that the majority of the respondents when asked about usefulness of small group communication/conversation /consultation, they responded in this manner: About 34 of the respondents regarded communication as quite useful and 30 regarded it as very useful. Only 1 was not sure whether it was useful or not and only 1 did not regard it as useful.

When the statistics was analysed according to gender it was observed that all 13 females found it useful and 49 males also found it useful. Only 1 male did not find it useful and 1 was not sure. It shows that both females and males agree on the usefulness of small group meetings. There is no difference of opinion according to gender. The statistics was also analysed according to ethnic identity and it was found that Africans responded this way: 39 found it useful, 1 did not find it useful and 1 was not sure. About 15 Asians regarded it useful. All 4 Coloureds regarded it useful and all 5 Whites also indicated that it is useful. Only 1 who could not be identified according to ethnic identity also found it useful. The statistics was further analysed according to designation and they responded this way: 41 SEM/DCES found it useful, 1 not useful. About 18 CSEM/CES found it useful and 1 was not sure. All 5 Directors found it useful. These findings prove beyond any reasonable

doubt that the majority of the respondents agree that small group communication is useful. This therefore suggests that it can be used in order to optimise communication between the circuit and the district. These findings show that the respondents believe that small group communication is vital as a form of communication. It looks like the respondents like group communication because even when a question about usefulness of public communication was asked the majority responded positively.

how useful are small group communication (conversation/ consultations)?	not useful	1
	quite useful	34
	very useful	30
	unsure	1
Total		66

Figure 20: The table shows the responses of the respondents with regard to small group communication (conversation/ consultation)

This paragraph discusses the responses of the respondents with regard to SMS messages From the table below it can be observed that 11 out of 66 respondents did not regard SMS messages as useful, but 27 of the respondents regarded SMS messages as quite useful and 15 regarded them as very useful. It is surprising to note that 12 out of 66 respondents were not sure and only 1 did not respond. When the statistics was analysed according to gender it was found that about 3 female respondents did not find it useful, 8 found it useful and 2 were not sure. Male respondents responded this way: 8 did not find it useful, 33 found it useful 9 were not sure and 1 did not respond. Only 1 respondent did not identify his/her gender status but responded by saying SMS message is useful. Another respondent did not respond to this question at all. The statistics was further analysed according to ethnic identity and Africans responded this way: 8 did not find it useful, 24 found it useful and 9 were not sure. The Asians responded thus: 2 did not find it useful, 11 useful and 2 were not sure. Coloureds responded in this manner: 3 found it useful and1 did not respond. About 3 Whites found it useful, 1 did not find it useful and 1 was not sure. Only 1 respondent who did not indicate her/his ethnic identity found this form of communication useful. The majority of the respondents seem to speak

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the same language that SMS message is useful. It is only 11 respondents that did not find it useful. Only a total of 12 in all races were not sure whether it is useful or not. The statistics was also analysed according to age of the respondents and the findings were as follows: of the respondents that were between 31-40, only 1 did not find it useful, 3 found it useful, 2 were not sure and 1 did not respond. The respondents that were between 41-50 responded thus: only 2 did not find it useful, 19 found it useful and 7 were not sure. Those that were 51+ years old responded thus: 8 did not find it useful, 19 found it useful and 3 were not sure. Only 1 respondent who did not indicate her/his age also found this form of communication useful. From the findings it is clear that there is a difference of opinion even though the majority of respondents regarded this form of communication as useful.

Analysing the statistics according to designation it was found that SEM/DCES responded in this manner: 6 did not find it useful, 26 found it useful, only 1 did not respond and 9 were not sure. The CSEM/CES also responded in this manner: 4 did not find it useful, 12 found it useful and 3 were not sure. Only 1 of the Directors did not find it useful and 4 found it useful. The majority of SEM/DCES was not sure whether this service is useful or not and did not find it useful. This gives the impression that those that serve as a link between the circuit and the district i.e. the CSEM and Directors understand the importance of this form of communication because they are the ones that play an important role in optimising communication between these two institutions. The conclusion that the researcher draws here is that it might be that those that were not sure of the correct answer, may be do not have cell phones or they have not as yet mastered how to use them or they do not regard SMS messages as official communication.

how useful are sms messages?	not useful	11
	quite useful	27
	very useful	15
	unsure	12
	no response	1
Total		66

Figure 21: The table shows the responses of the respondents with regard to SMS messages

The discussion here is about the use of telegrams. The table below shows the responses to the question: how useful are telegrams? This is another form of communication, which is much cheaper than telephonic communication. Glazier 1974: 226 states that, "The advantage of this communication is that it provides a paper copy of the message". About 19 of the 66 respondents did not regard telegrams as useful means of conveying messages and about 19 of the respondents regarded telegrams as quite useful. Exactly 11 of the respondents also regarded it as very useful. About 15 of the respondents were not sure. Only 2 of the respondents did not respond.

The statistics was also analysed according to gender and the results were as follows; 4 females did not find it useful, 5 found it useful and 4 were not sure. The male respondents responded in this manner: 15 did not find it useful, 23 found it useful, 11 were not sure and 2 did not respond. About 2 of the respondents who did not indicate their gender status also agreed to the usefulness of telegrams. Even though females are far less than male respondents, but quite a sizeable number of males did not find telegram communication useful. There is a difference of opinion according to gender. Looking at the female statistics alone it also shows a remarkable difference of opinions among themselves alone; the same goes for male respondents. The statistics was further analysed according to ethnic identity and it was found that Africans responded in this manner: 15 did not find it useful, 15 found it useful, 10 were not sure and 1 did not respond. The Asians responded this way: 1 did not find it useful, 11 found it useful and 3 were not sure. The following shows the results of the Coloureds: 1 said it is not useful, 1 found it useful 1 was

not sure and 1 did not respond. Whites responded in this manner: 3 did not find it useful, 1 useful and 1 was not sure. Only 1 of the respondents who did not indicate her/his ethnic identity found it useful. The responses of the respondents according to designation were as follows: 14 SEM/DCES did not find it useful, 17 found it useful, 10 were not sure and 1 did not respond. About 3 CSEM/CES did not find it useful, 10 found it useful, 5 were not sure and 1 did not respond. About 2 Directors did not find it useful and 3 found it useful. Looking at the results they show that the majority of the officials of the Department found it useful but there were those that felt it was not useful, particularly the SEM/DCES because 14 of them had a difference of opinion. The SEM/DCES had a remarkable difference of opinion because 10 of them were not sure of the best answer. The CSEM/CES as well had a difference of opinion because 5 were also not sure of the correct response. A conclusion that can be drawn here is that the majority of the respondents favour this form of communication. It could be that the respondents are not aware of other means of communication that are faster and better such as E-mail which convey messages within a second. The organisations should use modern technology to convey messages.

how useful are telegrams ?	not useful	19
	quite useful	19
	very useful	11
	unsure	15
	no response	2
Total		66

Figure 22: The table shows the responses of the respondents with regard to telegrams

The discussion in this paragraph is on use of telephone. Telephone is an old form of communication. The service provider for this kind of communication that is dominating this industry is Telkom. It has spread its wings even to the most remote areas of this country. The Kwa-Zulu Natal Department of Education communicates with different regions through telephones thus linking everybody to the Department. These people are either permanently or temporarily linked together thus forming communication loops. Communication effectiveness

depends on how strong the communication loop is. Telephone is usually used to strengthen this communication loop.

When the respondents were asked about the usefulness of telephones, they responded in this manner: 10 of the respondents said it is quite useful, 55 of the respondents said it is very useful and only 1 said it is not useful. The statistics was further analysed according to gender and it was found that all 13 females regarded it as useful. About 50 males regarded it useful and only 1 did not find it useful. Only 2 of the respondents did not indicate their gender status but found telephone communication useful. The results have proved beyond any reasonable doubt that it is the most popular form of communication. It is the first time that the researcher has found 99% of the respondents showing a common opinion. The statistics was further analysed according to age of the respondents and it was found that the respondents between 31-40 years all 7 found it useful. The respondents between ages 41-50 years responded this way: all 28 found it useful and only 1 did not find it useful. The respondents that were 51+ years old responded this way: 29 found it useful and 1 did not find it useful. Another respondent who did not indicate her/his age found this form of communication not useful.

It was interesting to note that all 42 SEM/DCES and 19 CSEM/CES felt it was useful. About 4 of the Directors found it useful and only 1 did not find it useful. The statistics show that this form of communication is very important and essential to have. All levels of management need this form of communication because it is fast. It is an overwhelming number of respondents that responded positively to the use of telephones. The table below confirms the findings. This form of communication is a necessity and not a luxury that every institution should have. It makes life easier in the sense that information is sent throughout the nation in a split of a second.

how useful is video conferencing?	not useful	1
	quite useful	10
	very useful	55
Total		66

Figure 23: The table shows the responses of the respondents with regard to telephones

Telecommunication is a main engine of social change without it life can be very difficult. Scheepers and Jattiem 2002 still regard telephone as the most important communication instrument in business because in most businesses it is used for sales. The success of any business depends to a large extent on the availability of telephone. Telephone has brought about change in the department of education because it transmits information to various destinations very quickly. Some of the advantages of telephone as indicated by Glazier et al 1974: 226 are that, "It is a two talker and therefore agreements and decisions can be reached immediately over the phone". The next paragraph discusses the responses of the respondents with regard to video conferencing.

In the table below the findings are discussed as follows: About 11 of the 66 respondents did not regard video conferencing as useful and 17 regarded it as quite useful. About 8 regarded it as very useful. The table above indicates that 25 of the respondents were not sure. The diagram also shows that 2 were spoilt responses and 3 did not respond. When the statistics was analysed according to gender it was found that 5 female respondents said it is useful, 8 were not sure. About 11 male respondents said it is not useful, 20 found it useful, 15 were not sure 3 did not respond and 2 were spoilt. About 2 of the respondents who could not be identified according to gender were also not sure whether it was useful or not. Both females and males seemed not to be in favour of this form of communication because the majority was not sure. Out of 66 respondents only 25 both females and males found it useful. The statistics was also analysed according to ethnic identity and it was found that 8 Africans said it was not useful, 13 found it useful and 20 were not sure. The Asians responded this way: 2 did not find it useful, 9 found it useful, 1 was not sure, 3 did not respond. The Coloureds responded in this manner: 3 were

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not sure, 1 was spoilt. Only 1 White did not find it useful, 3 found it useful, 1 was not sure. Only 1 respondent whose response was spoilt could not be identified according to ethnic identity. From the statistics it is clear that in almost all racial groups very few found it useful. But not even a single one of the coloureds found it useful. All racial groups indicated that they were not sure. The researcher thought may be it was going to be one particular racial group that was going to show limited understanding of video conferencing.

Analysing the statistics according to designation it was found that 6 SEM/DCES did not find it useful, 15 said it is useful, 18 were unsure, 2 did not respond and 1 was spoilt. The CSEM/CES responded this way; 3 did not find it useful, 8 useful, 6 were unsure, 1 did not respond and 1 was spoilt. About 2 Directors did not find it useful, 2 useful and 1 was unsure. Out of 5 Directors only 2 found video conferencing useful and out of 19 CSEM/CES only 8 found it useful. This shows that both Directors and CSEM did not find this form of communication to be the best to optimise communication between the circuit and the district. This kind of communication allows people in different places to communicate, helping to save time and travelling expenses. The table below shows the responses of the respondents with regard to videotaped presentation.

how useful are video conferencing?	not useful	11
	quite useful	17
	very useful	8
	unsure	25
	spoilt response	2
	no response	3
Total		66

Figure 24: The table shows the responses of the respondents with regard to video conferencing

The responses of the respondents to the question about the usefulness of videotaped presentation are: 8 did not regard videotaped presentation as a useful form of communication; about 30 regarded it as quite useful and 12 as very useful. It therefore, means that the majority knows the advantages of using this kind of

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communication because either they had used it before or had seen it before. About 8 respondents did not find video conferencing useful. The statistics also show that 13 of the 66 respondents were not sure whether it is useful or not and 3 did not respond. Analysing the statistics according to gender it was found that 11 female respondents found it useful, 2 were not sure. Analysing the male statistics it was found that 8 did not find it useful, 31 found it useful, 9 were not sure, 3 did not respond and the 2 that did not respond according to gender status were not sure of the correct answer.

When the statistics was analysed according to age of the respondents it was found that of the respondents between 31-40 years, only 1 did not find it useful, 1 found it useful, 4 were not sure, and 1 did not respond. The respondents that were between 41-50 years responded thus: 4 did not find it useful, 10 found it useful, 12 were not sure, 1 did not respond and 1 was spoilt. Those that were 51+ years old responded this way: 6 did not find it useful, 14 found it useful, 9 were not sure and 1 did not respond. Only 1 whose response was spoilt did not indicate his/her age. Analysing the statistics according to designation it was found that the SEM/DCES responded this way: 4 did not find it useful, 28 found it useful, 8 were not sure and 2 did not respond. The CSEM/CES responded in this manner: 3 did not find it useful, 10 found it useful, 5 were not sure and 1 did not respond. The Directors responded in this manner: 1 did not find it useful and 4 found it useful. From this analysis of statistics it shows that the majority of the respondents irrespective of designation found it useful. It means this form of communication can be used between the circuit and the district to optimise communication because the majority regards it as useful. With those that were not sure of the correct response, it could be that they had not seen it before.

how useful is vedeotaped presentation?	not useful	8
	quite useful	30
	very useful	12
	unsure	13
	no response	3
Total		66

Figure 25: The table shows the responses of the respondents with regard to videotaped presentation

The next table shows the responses of the respondents to the usefulness of voicemail message.

how useful is voicemail?	not useful	10
	quite useful	30
	very useful	9
	unsure	13
	spoilt response	1
	no response	3
Total		66

Figure 26: The table shows the responses of the respondents with regard to use of voicemail

The above table shows the results of the respondents to the question: how useful is the voicemail presentation? About 10 of the respondents did not regard voicemail as a useful means of communication. The statistics also show that 30 of the respondents regarded it as quite useful. About 9 of the respondents regarded it as very useful. About 13 of the respondents were not sure of the correct answer. About 3 did not respond and 1 was spoilt. When the statistics was analysed according to gender it was found that females responded in this manner: 2 did not find it useful, 7 found it useful, 2 were not sure, 1 did not respond and 1 was spoilt. Analysing the responses of the male respondents it was found that 8 did not find it useful, 32 found it useful, 11 were not sure and 2 did not respond and had not indicated their gender. It is clear that both females and males agreed that voicemail is useful. The analysis of the statistics was also done according to age of the respondents. The respondents between 31-40 years responded this way: about 2 did

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not find it useful, 2 found it useful 1 was not sure, 1 did not respond and 1 was spoilt. The respondents between the 41-50 years responded in this manner: 18 found it useful, 10 were not sure. The respondents that were 51 and above years old responded thus: 8 did not find it useful, 19 found it useful, 2 were not sure and 1 did not respond. There was also 1 that had not indicated his/her age who did not respond to the question.

Analysing the statistics according to designation it was found that SEM/DCES responded this way: 7 did not find it useful, 25 found it useful, 8 were not sure of the correct answer, 1 did not respond and 1 was spoilt. The CSEM/CES responded in this manner: 2 did not find it useful, 10 found it useful, 5 were not sure and 2 did not respond. The Directors responded in this manner: about 1 did not find it useful and 4 found it useful. Analysing the statistics according to designation it is clear that the majority of respondents at all levels found it useful. It therefore implies that the majority of the respondents have cell phones and therefore messages could be left in the voicemail. The impression created by this statistics is that voice mail messages can be regarded as official and that the majority of respondents have cell phones and urgent messages can be left and be accessed even after working hours. About 13 of the respondents were not sure whether it is useful or not. Only 1 was spoilt and 3 did not respond. The next table below shows the results of the respondents with regard to usefulness of websites on the Internet.

how useful are websites on the internet ?	not useful	12
	quite useful	9
	very useful	15
	unsure	28
	no response	2
Total		66

Figure 27: The table shows the responses of the respondents with regard to: websites on the internet?

Internet is a new form of technology that has become an " electronic superhighway" which according to Robinson 1978 brings greater wealth of

information. Responding to the question on usefulness of websites on Internet, the table above indicates that 12 of the respondents did not regard it as useful. About 9 of the 66 respondents regarded it as quite useful and 15 of the respondents regarded it as very useful. About 2 did not respond. It was noted that 28 of the 66 respondents were not sure whether Websites on Internet were useful or not. When the statistics was analysed according to ethnic identity it was found that they responded this way: about 8 Africans did not find it useful, 10 found it useful, 23 were not sure of the correct responses. The Asians responded this way: 1 did not find it useful, 8 found it useful, 5 were not sure and 1 did not respond. Coloured respondents responded in this manner: 3 found it useful and 1 did not respond. About 2 Whites did not find it useful and 3 found it useful. About 1 respondent that did not declare his/her ethnic identity did not find it useful it. About 24 respondents found websites on Internet useful but 28 were not sure of this form of communication. This proves that the number of respondents that are not sure of this communication is more than that of the respondents that regarded it as useful. It looks like people who have limited understanding of websites on Internet are Africans as well as Asians because it was 23 Africans and 5 Asians that were not sure of this form of communication.

Analysing the statistics according to age of the respondents it was found that 2 respondents that were between the ages 31-40 found it useful, 4 were not sure and 1 did not respond. The respondents whose age was between 41-50 responded thus: 4 did not find it useful, 7 found it useful, 17 were not sure and 1 did not respond. Those that were 51 and above years old responded in this manner: 7 did not find it useful, 15 found it useful and 7 were not sure of the correct answer. About 1 respondent who did not indicate his/her age did not find this service useful. The statistics show that the respondents in all age levels indicated that they were not sure of this service. The researcher was under the impression that it was probably the respondents that were above 51 years that were going to have limited knowledge about websites on the internet but to the researcher's great surprise, even those that were 31 and above years old also had limited knowledge. The researcher's assumption was based on the fact that young people are quite

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conversant with new technology. Analysing the statistics according to designation it was found that they responded this way: about 10 SEM/DCES did not find this form of communication useful, 13 found it useful, 18 were not sure and 1 did not respond. Only 1 CSEM/CES did not find it useful, 7 found it useful, 10 were not sure and 1 did not respond. The Directors responded this way: 1 did not find it useful and 4 found it useful. The statistics show that the majority that is not sure of this form of communication is both SEM/DCES and CEM/CES.The conclusion that can be drawn from these findings is that, some office-based officials are not computer literate and therefore cannot use the Websites on Internet. Another conclusion that can be drawn is that the EThekwini Region needs to upgrade the computer programs so that all office based officials could be connected to the Internet and E-Mail. The next discussion is about: who should lead in using cell phone conversation?

who should lead in using cell phone conversation?	Director	26
	CES/ CSEM	12
	SEM/ DCES	14
	unsure	1
	spoilt response	10
	no rsponse	3
Total		66

Figure 28: The table shows the responses of the respondents with regard to: who should lead in using cell phone conversation?

In the above table the researcher shows the statistical results of the respondents to the question: who should lead in using cell-phone conversation? About 26 of the 66 respondents believed that the Directors should lead in using cell-phone conversation. 12 of the respondents thought it should be CSEM/CES. The statistics show that, 14 said it should be SEM/DCES. Only 1 of the respondents was not sure of the correct answer. It is surprising that about 10 were spoilt responses. The statistics show that only 2 did not respond. It looks like the majority is of the opinion that it should be Directors. The reason for this is probably that in most cases the information according to line function comes from the Director's

office to Chief Superintendent of Education Management's office. Another reason could be that Directors have cell phone subsidy therefore phoning people from cell phone would not dig into their pockets because the department pays for such expenses. The statistics was also analysed according to gender of the respondents and it was found that they responded in this manner: 6 females said it should be Directors, 2 said it should be CSEM/CES and 4 said it should be SEM/DCES. It looks like the majority of female respondents felt using cell phone is the responsibility of the Directors. The same kind of response was also noticeable from the male respondents. About 20 said cell phones should be used by Directors, 10 said it should be CSEM/CES, 8 felt it should be SEM/DCES. 1 was not sure, 9 were spoilt and 3 did not respond. About 2 of the respondents who did not declare their gender status said it should be SEM/DCES When the statistics was analysed according to ethnic identity it was found that 15 Africans felt it was the responsibility of the Director, 12 felt it was that of the CSEM/CES, 6 felt it was the responsibility of the SEM/DCES, 1 was not sure and 6 were spoilt. The Asians responded this way: 8 felt it should be the Directors, 5 felt it is the responsibility of the SEM/DCES, 1 did not respond and 1 was spoilt. About 2 Coloureds said it should be Directors, 1 said it should be SEM/DCES and 1 was spoilt. White respondents responded thus: 1 said it should be the Director, 1 said the SEM/DCES, 1 did not respond and 2 were spoilt. About 1 of the respondents who did not indicate her/his ethnic group said it should be the SEM/DCES. Almost all ethnic groups indicated that the Director should do it. There were a lot of responses that were spoilt. This might be an indication of a lot of uncertainty with regard to the correct response. The spoilt responses were across all racial groups but it was worse with Africans because 6 of them had spoilt responses.

Analysing the responses according to age differences it was found that the respondents that were between 31-41 years responded in this manner: 1 said it should be the Director, 3 said the SEM/DCES and 3 were spoilt. About 12 of those that were between 41-51 years old said it should be the Director, 6 said CSEM/CES, 7 said SEM/DCES, 1 was not sure, 2 did not respond and 1 was spoilt. The last group that was 51+ years old responded this way: 13 said it should

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be the Director, 6 said the CSEM/CES, 3 said the SEM/DCES 1 did not respond and 6 were spoilt. The majority of the respondents that said it should be the responsibility of the Director to use cell phone were the respondents between 41 and 51+years old. The majority believes that it should be the Directors who use cell phones probably because they are given cell phones as well as cell phone allowance, which is more substantial than that given to CSEM/CES. The CSEM/CES are only given cell phone allowance of about R450.00 a month. SEM/D.C.E.S in EThekwini Region use their own cell phones and are not given any allowance yet most of the time they are out of the office doing fieldwork. The table below shows the results of the respondents to the question: who should lead in using courier services?

who should lead in using courier services?	Director	31
	CES/ CSEM	12
	SEM/ DCES	7
	unsure	7
	spoilt response	8
	no rsponse	1
Total		66

Figure 29: The table shows the responses of the respondents with regard to: who should lead in using courier services?

The table above shows that 31 of the respondents believed that the Director should lead in using courier services. The statistics also revealed that 12 of the 66 respondents believe it should be CSEM/CES, which is a level below that of Directors. About 7 of the respondents believe it should be SEM/DCES, a level below that of CSEM/CES. About 7 of the respondents were not sure and 8 were spoilt responses. There was only 1 that did not respond. When the statistics was analysed according to gender it was found that the females responded in this manner: 8 said it should be the Director, 1 said it should be the CSEM/CES, 1 said SEM/DCES, 1 was not sure and 2 were spoilt. The males responded in this manner: 23 said it should be the Director, 9 said CSEM, 6 said SEM/DCES, 6 were not sure, 1 did not respond and 6 were spoilt. The conclusion that can be drawn

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from these findings is that the majority of both female and male respondents said it should be the Director. There was not any remarkable difference of ideas here.

The statistics was further analysed according to ethnic identity and the results were as follows: 20 Africans said the Director should lead in using courier services, 7 said it should be CSEM, 4 said SEM/DCES, 5 were not sure, and 5 were spoilt. The Asians responded this way: 7 said it should be the Director, 2 said CSEM/CES, 3 said SEM/DCES, 1 was not sure, and 1 was spoilt. The coloured responded this way: 3 said it should be the Director and 1 said it should be the CSEM/CES. The White respondents responded in this manner: 1 said it should be the Director, 1 said it should be the CSEM/CES, 1 was not sure and 2 were spoilt. Only 1 respondent who did not declare her/his ethnic identity said it should be CSEM/CES. Analysing the results it is clear that the majority of the respondents in all racial groups said it should be the Director that should lead in using courier service. The only difference of opinion that was noted from White respondents was that the majority of the respondents did not suggest the Director but instead their responses were spoilt.

When the statistics was analysed according to age differences the following results were found: about 5 of the respondents in the age bracket 31-40 said it should be the Director, 1 said it should be CSEM/CES and 1 was spoilt. The respondents between 41-50 responded this way: 14 said it should be the Director, 4 said it should be CSEM/CES, 3 said SEM/DCES, 6 said they were not sure and 1 was spoilt. The respondents that were 51+ years old gave these results: 12 said it should be the Director, 7 said CSEM/CES and about 4 said it should be SEM/DCES, 1 was not sure and 6 were spoilt. Only 1 respondent who did not indicate her/his ethnic identity did not respond to the question. Even when the statistics was analysed according to age differences there was no difference of opinion because the majority in all age groups said it should be the Director. The conclusion that can be drawn from the statistics is that the majority of the respondents believed the Director should take a lead in using courier services, maybe because they are part of the top management and therefore most of the circulars come from their offices

and they are to be distributed to all circuits that are under their control. As much as the majority believed it should be the Director that must use this service but 12 of the respondents also believed that it should be CSEM/CES probably because they are next in line protocol. If there is something urgent from the circuit office that needs to be submitted at district, the courier services could be used. The table below shows the results of the respondents to the question: who should lead in using departmental circulars?

who should lead in using departmental circulars?	Director	32
	CES/ CSEM	15
	SEM/ DCES	11
	unsure	1
	spoilt response	6
	no rsponse	1
Total		66

Figure 30: The table shows the responses of the respondents with regard to: who should lead in using departmental circulars?

The table above shows that 32 of the respondents believe that the Director should lead in using departmental circulars. Whereas 15 believed it should be CSEM/CES. About 11 believed it should be SEM/DCES. It was only 1 that was unsure, 6 were spoilt responses. Only 1 did not respond. The researcher's observation is that the number of the responses go according to seniority e.g. The most senior position is that of the Director and with the majority of scores, second in charge is the CSEM/CES and lastly is the SEM/DECS with the least number of scores. Circulars are distributed from the office of the Director to the CSEM/CES and the CSEM/CES distribute circulars to the SEM/DCES down until they reach schools. The statistics was also analysed according to gender and female respondents responded in this manner: 5 said it should be the Director, 2 said CSEM/CES, 4 said it should be SEM/DCES, 1 was not sure and 1 was spoilt. The male respondents responded thus: 27 said it should be the Director, 13 said CSEM/CES,

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5 said SEM, 5 were spoilt and 1 did not respond. 1 who did not indicate her /his gender status said it should be the SEM/DCES. When the statistics was also analysed according to ethnic identity it was found that the Africans responded in this manner: 19 said it should be the Director, 9 said CSEM/CES, 8 said the SEM/DCES, 1 was not sure, 4 were spoilt responses and 1 who did not indicate her/his ethnic identity did not respond. The Asians responded in this manner; 6 said the Director, 4 said CSEM/CES, 3 said SEM/DCES and 2 were spoilt. The Coloured respondents responded thus: 2 said the Director should take a lead and 2 said the CSEM/CES. White respondents responded in this manner: all 5 said it should be the Director.

The statistics was also analysed according to age differences and the results were as follows: about 4 of the respondents that were between 31-40 said it should be the Director, 2 said SEM/DCES and 1 was spoilt. The respondents between 41-50 responded in this manner: about 12 said it should be the Director, 10 said the CSEM/CES, 6 said it should be SEM/DCES and 1 was spoilt. About 16 of the respondents that were 51+ years old said it should be the Director, 5 said CSEM/CES, 3 said it should be SEM/DCES, 1 was not sure. About 4 were spoilt responses. Only 1 respondent who did not respond to the question did not indicate her/his age. The conclusion that can be drawn from this statistics is that the majority of the respondents irrespective of gender, ethnic identity and age feel the Director is the one to lead in using circulars. This shows that indeed the information in most cases comes from the Director's office and then is disseminated to other sub-Directorates until it reaches the final stage.

The bar graph below shows the results of the respondents to the question: who should lead in using electronic bulletins?
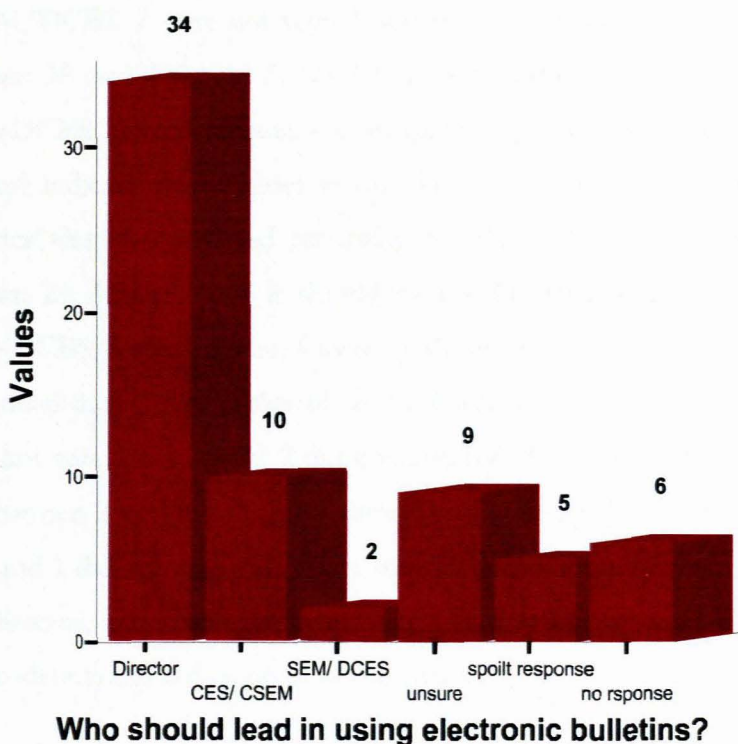
Figure 31: The bar graph shows the results of the respondents to the question: who should lead in using electronic bulletins?

The graph above shows that 34 of the respondents believe that the Director should lead in using electronic bulletins. The number of respondents pointing at the Director shows that they believe circulars and directives should come from her/his office, 10 of the respondents believe that the lead in using electronic bulletins should come from CSEM/CES. About 2 of the respondents believe lead should come from SEM/DCES. It is not surprising that only a small number of respondents believes that lead in using electronic bulletin should come from SEM/DCES because the researcher believes that the respondents know that the majority of schools do not have electricity, let alone computers because the easiest method of using electronic bulletins is through E-mail and SEMs convey the information to schools. If electronic bulletins were to come from SEM/DCES not all schools would be able to access information because not all schools have electricity. About 9 respondents were not sure, 5 were spoilt responses and 6 did

not respond. The statistics was also analysed according to gender status and the females responded in this manner: 6 said it should be the Directors, 3 CSEM/CES, 1 SEM/DCES, 2 were not sure. 1 was spoilt. Male respondents responded in this manner: 28 said it should be the Director, 7 said CSEM/CES, 1 said it should be SEM/DCES, 7 were not sure, 4 were spoilt responses 4 did not respond and 2 who did not indicate their gender status also did not respond to the question. The statistics was also analysed according to ethnic identity and the results were as follows: 21 Africans said it should be the Director, 8 said CSEM/CES, 1 said SEM/DCES, 5 were unsure, 4 were spoilt responses, and 2 did not respond. Asians responded thus: 7 said it should be the Director, 2 CSEM/CES, 1 SEM/DCES, 2 were not sure 1 was spoilt, 2 did not respond. The Coloured people responded in this manner: 2 said the Director should lead in using electronic bulletins, 1 was not sure, and 1 did not respond. White respondents responded thus: 4 said it should be the Director, and 1 was not sure. Only 1 respondent who did not indicate her/his ethnic identity did not respond to the question.

The analysis was also done according to designation and the following results were found. The SEM/DCES responded in this manner: 21 said it should be the Director, 8 said should be CSEM/CES, 2 said SEM/DCE, only 8 were not sure. 1 was spoilt and 2 did not respond. The CSEM/CES responded thus: 9 said it should be the Director, 2 said CSEM/CES, 1 was not sure, 4 were spoilt and 3 did not respond. The Directors responded this way: 4 said it should be the Director and 1 did not respond. It was noted that the majority of the respondents said it should be the Director that should take the lead in using electronic bulletins. This response was seen across the board i.e. according to gender, ethnic identity and designation. The majority of the respondents were in favour of this kind of communication because the information can reach a number of people within a short space of time.

The table below shows the results of the respondents to the question: who should lead in using E-mail?

who should	Director	29
lead in	CES/ CSEM	9
using	SEM/ DCES	7
e-mail?	unsure	9
	spoilt response	8
	no response	4
Total		66

Figure 32: The table shows the responses of the respondents to the question: who should lead in using E-mail

The table above confirms the results to the question: who should take lead in using E-mail? About 29 of 66 respondents believed that it should be the Director. About 9 of the respondents believed it should be CSEM/CES. The researcher is inclined to believe that these respondents believed that CSEM/CES do have E-mails in their offices or they ought to have them. At the moment the region is lacking behind in this service device because not all CSEM/CES have E-mails. The statistics showed that 7 believed that lead should be taken by SEM/DCES. About 9 of the respondents were not sure, 8 of the responses were spoilt and about 4 did not respond.

The statistics was analysed according to gender status and the results were as follows: 6 females said it should be the Director, 4 said it should be SEM/DCES, 2 were not sure and 1 was spoilt. Male respondents responded thus: 23 said it should be the Director, 9 said CSEM/CES, 3 said SEM/DCES, 7 were not sure, 7 were spoilt, 2 did not respond and 2 who did not indicate their gender status also did not respond. When the statistics was further analysed according to age differences it was found that the respondents between 31-41 years responded in this manner: about 2 said it should be the Director, 1 said should be SEM/DCES, 2 were not sure and 2 were spoilt. The respondents between 41-50 years responded thus: 12 said should be the Director, 8 said CSEM/CES, 3 said SEM/DCES, 3 were not sure and 2 were spoilt. The respondents that were 51+ years responded in this manner: 15 said should be Director, 1 said should be CSEM/CES., 3 said SEM/DCES, 4 were not sure, 4 were spoilt and 3 did not respond. Only 1 of the

respondents who did not indicate her/his age also did not respond to the question. The statistics was also analysed according to designation and the respondents responded this way: 18 SEM/DCES said it should be the Director, 5 said should be CSEM/CES, 7 said should be SEM/DCES, 6 were not sure, 4 were spoilt and 2 did not respond. The CSEM/CES responded thus: 6 said it should be the Director, 4 said CSEM/CES, 3 were not sure, 4 were spoilt and 2 did not respond. It was interesting to note that all 5 Directors said it should be the Director that should lead in using E-mail. The statistics prove beyond any reasonable doubt that the respondents believe that using E-mail to convey information will definitely optimise communication between the district and the circuit. The majority of the respondents said the Director should lead in using E-mail. What is interesting is that the Directors themselves said lead in using E-mail should be taken by them. The researcher hopes that the Directors were talking from experience. E-mail is one of the fastest means of conveying messages and therefore all line function managers should have e-mail addresses in order to improve quality service delivery. It is at the same time, a labour saving device because the message sent through E-mail can reach millions of people within a split of a second. The next discussion is about fax machines.

who should	Director	17
lead in	CES/ CSEM	16
using fax	SEM/ DCES	18
machines?	unsure	2
	spoilt response	12
	no response	1
Total		66

Figure 33: The table shows the responses of the respondents to the question: who should lead in using fax machines?

Responding to the question that says who should lead in using fax machines. The statistics showed that 17 of the 66 respondents indicated that it should be the Director. About 16 indicated that it should be CSEM/CES, 18 of the respondents believed it should SEM/DCES. The researcher observed with interest that there is

a slight difference between these 3 levels of management i.e. Director, CSEM / CES and SEM/DCES. This therefore gives the researcher the impression that, the respondents understand that all these 3 levels of management convey information and circulars through fax because all departmental offices under EThekwini Region have fax machines but not all have E-mail therefore it is the quickest means of conveying circulars to all offices. The statistics showed that only 2 were not sure and 12 were spoilt responses. Only 1 did not respond. The statistics was also analysed according to gender and it was found that female respondents responded in this manner: 5 said the Director should lead in using fax machine, 6 said the SEM/DCES should lead, 2 were spoilt responses. About 11 male respondents said the Director should lead, 16 said CSEM/CES, 12 said SEM/DCES, 2 were not sure, about 10 responses were spoilt and 1 who did not indicate her/his gender status did not respond. Only 1 respondent who did not indicate her/his gender status said the Director should lead in using fax machine. There was a great difference of opinion here. The results showed that all 3 levels of management were equally important to lead in using fax machine. The statistics was also analysed according to age differences and it was found that the respondents that were 31-40 years responded in this manner: 2 said lead in using fax machine should be done by the Director, 2 said SEM/DCES and 3 were spoilt. The respondents between 41-50 responded thus 7 said should be the Director, 10 said CSEM/CES, 8 said should be SEM/DCES, 1 was not sure and 2 were spoilt.

About 7 of the respondents that were 51+ years said it should be the Director, 6 said CSEM/CES, 8 said SEM/DCES, 1 was not sure 7 were spoilt and 1 who did not indicate her/his age said should be the Director and 1 more said should be the Director. The results reveal that there was a difference of opinion in all age groups. The statistics was further analysed according to designation and it was found that SEM/DCES responded this way: 8 said should be the Director, 12 said should be CSEM/CES, 15 said should be SEM/DCES 1 was not sure, 6 were spoilt. The CSEM/CES responded thus: 5 said it should be the Director, 4 said it should be CSEM/CES, 2 said the SEM/DCES should lead, 1 was not sure, 6 were spoilt and 1 did not respond. All 4 Directors said it should be the Director that should lead in

using a fax machine and 1 said should be the SEM/DCES. The difference of opinion is clearly seen even among the officials of the Department themselves. The reason might probably be the fact that fax machine is easily available even at circuit level and if there is something to be faxed with immediate effect all the officials at management level might be able to do so. In the next table below the results show: who should lead in using group meetings?

who should lead in using group meetings?	Director	16
	CES/ CSEM	20
	SEM/ DCES	18
	unsure	1
	spoilt response	9
	no response	2
Total		66

Figure 34: The table shows the responses of the respondents to the question: who should lead in using group meetings?

The results in the table above show that 16 of the respondents believed that the Directors should lead in using group meetings. About 20 believed it should be CSEM/CES, 18 indicated that it should be SEM/DCES, 1 was not sure, 9 were spoilt and 2 did not respond. There's a slight difference in all these 3 levels of management. The statistics was also analysed according to gender and female respondents gave the following responses: 2 said the Director should lead in using group meetings, 5 said the CSEM/CES and 6 said the SEM/DCES. The male respondents responded in this manner: 14 said should be the Director, 15 said should be CSEM/CES, 1 was not sure, 9 responses were spoilt and 2 respondents who did not indicate their gender status did not respond to the question. There was a vast difference of opinion with regard to gender status. All the respondents identified different managers. The statistics was also analysed according to age differences and the results were as follows: 2 of the respondents that were between 31-40 years old said it should be the Director, 1 said should be CSEM/CES, 1 was spoilt and 1 did not respond. The respondents that were between 41-50 years responded thus, 4 said should be the Directors, 12 said CSEM/CES, 6 said

SEM/DCES and 6 were spoilt. The respondents that were 51+ years old responded this way: 10 said should be the Director, 7 said CSEM/CES, 10 said it should be SEM/DCES, 1 was not sure, 2 responses were spoilt and 1 respondent who did not indicate her/his age also did not respond to the question. The results show that the responses in different age groups had a different opinion. Another analysis was done according to designation and the results were as follow: 5 SEM/DCES said it should be the Director, 15 said CSEM/CES, 17 said it should be SEM/DCES, 1 was not sure and 4 were spoilt. The CSEM/CES responded in this manner: 7 said should be the Director, about 5 said CSEM/CES, 5 responses were spoilt and 2 did not respond. The Directors responded thus, 4 said should be the Director and 1 said should be SEM/DCES It was interesting to notice that the officials of the department had a difference of opinion with regard to activities relating to their own job. This shows that the respondents know that all these 3 line function managers at different levels do take a lead in arranging group meetings. It all depends on what the purpose of the meeting is and what the target group is. For instance the Director chairs different meetings such as management meetings, District Forum meetings, parents meetings, financial meetings etc. The CSEM/CES also chairs sub Directorate meetings, e.g. governance meetings, parents meetings and principals' meetings. The SEM/DCES also holds & chairs ward meetings. This therefore proves beyond any reasonable doubt that all these 3 managers at different levels take a lead in using group meetings. The conclusion that can be drawn from here is that group meetings can be used to optimise communication between the district and the circuit.

In EThekwini Region there are 2 meetings that are held on monthly basis i.e. finance committee meeting (fincom) as well as management committee meeting (mancom). There are other meetings but I'm specifically mentioning these two because they are monthly meetings chaired by the Regional Senior Manger. The Directors, as well as CSEM/CES and Deputy Directors attend finance and management meetings. The Directors have their monthly meetings which are attended by everybody i.e. CSEM /CES, SEM/DCES as well as cooperate services staff.

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Attending these group meetings has benefited the researcher and has enlightened her on certain issues that needed clarification. Sometimes the district Director requests CSEM/CES to go and represent him in some of these meetings if he has other commitments. In such meetings one gets an opportunity of meeting different people from different walks of life and as a result the network net widens up. The next graph shows the results of the respondents to the question: who should lead in using hearsay (grapevine) form of communication?

Who should lead in using hearsay/grapevine?
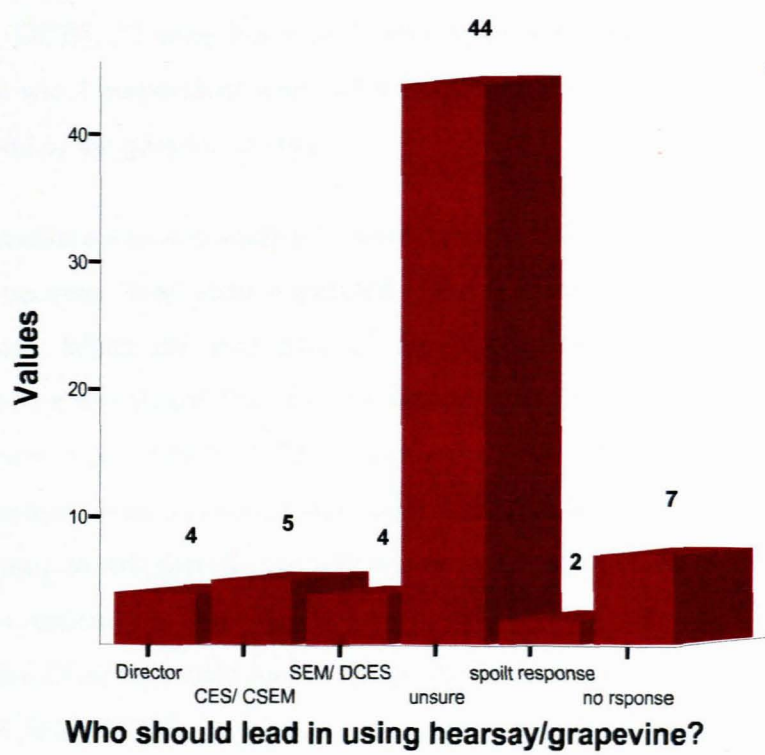
Figure 35: The table shows the responses of the respondents to the question: who should lead in using hearsay/ grapevine?

The next graph shows the results of who should lead in using Hearsay (grapevine) form of communication

The results show that 4 of the respondents indicated that the Director should lead in using hearsay. About 5 regarded CSEM/CES as the ones who should lead and 4 indicated that it should be SEM/DCES. It is surprising that 44 were not sure. The

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impression that the researcher has drawn from this statistic is that, the respondents seem not to be in favour of this mode of communication. It looks like according to the statistics, it is not reliable and therefore the information gathered through grapevine cannot be regarded as authentic. Unfortunately nobody takes ownership of this kind of information. It means the source is unreliable or he/she does not wish to be known as the source. The statistics show that only 2 of the responses were spoilt and 7 did not respond. The statistics was analysed according to gender status and the female respondents responded in this manner: 1 said should be CSEM/CES and 12 were not sure. The male respondents responded in this manner 4 said it should be the Director, 4 said CSEM/CES, 4 said it should be SEM/DCES, 32 were not sure, 2 were spoilt responses and 5 did not respond. There was 1 respondent who did not indicate her/his gender status and did not respond to the question as well.

The statistics was also analysed according to age of the respondents and those that were between 31-40 years responded in this manner: 6 were not sure and 1 did not respond. When the responses of the respondents between 41-50 years were analysed it was found that they responded in this manner: 2 said it should be the Director, 3 said CSEM/CES, 3 again said it should be SEM/DCES, 18 of the respondents were not sure, 1 was spoilt and 1 did not respond. It was noted in this age group as well that the majority was not sure of the correct answer. The statistics of the respondents that were 51+ years old was also analysed. It was found that 2 said the Director should lead in using hearsay communication, 2 said CSEM/CES, 1 said SEM/DCES, 20 were not sure, 1 was spoilt, 4 and 1 who did not indicate her/his age did not respond. It was noted in all these age groups that the majority of the respondents was not sure of the correct response. It is therefore assumed that this form of communication cannot be used to optimise communication between the circuit and the district. The statistics was further analysed according to designation and the following results were found. About 2 SEM/DCES indicated that the Director should lead in using hearsay communication, 2 said it should be the CSEM/CES, 4 indicated that it should be the SEM/DCES, 31 were not sure and 3 did not respond. The CSEM/CES results were as follows: 2 said it should be

the Director, 3 said CSEM/CES, 1 said should be SEM/DCES, 9 were not sure, 2 were spoilt, 3 did not respond. The Directors responded thus 4 of the respondents were not sure and 1 did not respond. It was noted that the designation did not make any difference or influence the result. The results were consistent in all age groups, in all racial groups and in all ethnic groups with regard to the number of respondents that were not sure of who should lead in using hearsay conversation. The next paragraph discusses the responses of the respondents with regard to Inter office memos.

The table below shows the results of the respondents to the question who should lead in using inter office memos. The results show that 25 of the respondents believe that the Directors should take a lead. About 24 indicated that the CSEM/CES should lead in using inter office memos. The conclusion that the researcher draws from these figures is that there's a slight difference between 25 and 24. This shows that these two managers i.e. Directors and CSEM/CES are the ones that manage and control office based personnel. That is why the majority of the respondents believed it should either be Directors or CSEM/CES. The researcher is not surprised that only 5 out of 66 respondents believe it should be SEM/DCES, because SEM do not manage and control office based staff but school based staff. Few Deputy Chief Education Specialist have First Education Specialist (FES) under their control. About 2 of the respondents were not sure, 7 were spoilt responses. 3 did not respond. The statistics was analysed according to gender status and females responded in this manner: 5 said the Director should lead in using office memo, 3 said should be CSEM/CES, 3 said SEM/DCES, 1 was not sure and 1 was spoilt. The male respondents responded in this manner: 20 said should be the Director, 19 said CSEM, 2 who did not indicate their gender status also said it should be CSEM/CES, 2 said it should be SEM/DCES, 1 was not sure, 6 were spoilt responses and 3 did not respond to the question. There is a slight difference of scores between the scores of the Director and that of CSEM/CES. This shows that the inter office memo should be used by either the Director or the CSEM/CES. There is no great difference of opinion between the female respondents and the male respondents. The analysis was also done according to age

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groups and the results were as follows: about 2 of the respondents that were 31-40 years old said it should be the Director who should lead in using inter office memo, 2 said it should be CSEM/CES, 1 said SEM/DCES, 1 was not sure and 1 was spoilt. The respondents that were 41-50 years old responded in this manner: 11 said it should be the Director, 12 said CSEM/CES, 2 said SEM/DCES, 1 was not sure and 2 were spoilt responses. About 12 of the respondents that were 51+ years old said should be the Director that should use inter-office memo, 9 said CSEM/CES, 2 said should be SEM/DCES, 1 was not sure, 4 were spoilt and 2 did not respond, the same applied to 1 respondent who did not indicate her/his age. There was no difference of opinion with regard to age. The results show that it could either be the Director or the CSEM/CES. The analysis was also done according to designation and the results were as follows: About 15 SEM/DCES said it should be the Director that should use Inter-office memo. About 16 said should be CSEM/CES, 5 said SEM/DCES, 2 were not sure and 4 were spoilt. The CSEM/CES responded in this manner 6 said should be the Director, 7 CSEM/CES, 3 said it should be SEM/DCES and 3 were spoilt. The Directors responded thus: 4 said should be the Director that should use Inter office memo and 1 said it should be CSEM/CES. Again the analysis according to designation did not bring any difference, the results also indicate that it can either be the Director or the CSEM/CES. The next paragraph shows the responses of the respondents with regard to who should lead in using E-communication.

who should lead in using inter office memos?	Director	25
	CES/ CSEM	24
	SEM/ DCES	5
	unsure	2
	spoilt response	7
	no response	3
Total		66

Figure 36: The table shows the responses of the respondents to the question: who should lead in using Inter office memos?

The table below shows that about 33 of the 66 respondents indicated that the most appropriate people to use E-communication is the Director. 12 of the respondents indicated that it should be CSEM/CES. Whereas 4 indicated that it should be SEM/DCES. About 7 of the respondents were not sure and 6 of the 66 respondents were spoilt. There were 4 respondents that did not respond to this question. Just like the statistics of the question on Electronic bulletin the majority of the respondents said it should be Directors, as is the case here. The reason could be that the Directors have all the necessary labour saving devices such as computers, Internet, E-mail, fax machines, scanner etc. The statistics was analysed according to gender and the female respondents responded in this manner: 7 said the Director should lead in using office memo, 1 said CSEM/CES, 2 said SEM/DCES, 2 were not sure and 1 did not respond. The male respondents responded thus: 25 said should be the Director, 11 said it should be CSEM/CES, 2 said should be SEM/DCES, 4 were not sure, 6 were spoilt and 3 did not respond. About 2 of the respondents who did not indicate their gender status also did not respond to the question. Both females and males share the same opinion that it should be the Director.

The analysis was also done according to ethnic identity and the results were as follows: 21 Africans said should be the Director, 10 said CSEM/CES, 1 said should be the SEM/DCES, 3 were not sure, 4 were spoilt and 2 did not respond. The Asians responded in this manner, 6 said it should be the Director, 1 said CSEM/CES, 2 said should be SEM/DCES, 3 were not sure, 1 was spoilt and 2 did not respond. The Coloured respondents responded thus: 2 said should be the Director, 1 said should be CSEM/CES and 1 was not sure. White respondents responded in this manner, 3 said should be the Director, 1 said it should be the SEM/DCES and 1 was spoilt. The majority of the respondents in their different racial groups indicated that it should be the Director. The Africans said it should be the CSEM/CES. This might be interpreted to mean that if it is not the Director that should take a lead in using E-communication than it should be the CSEM/CES. Since the majority of the respondents said the Director should lead in using internal E-communications-networks of the Department it means this form

of communication can be used to optimise communication between the circuit and the district.

who should lead in using internal e-Communication Networks of the Department?	Director	33
	CSEM/CES	12
	SEM/DCES	4
	unsure	7
	spoilt responses	6
	no responses	4
Total		66

Figure 37: The table shows the responses of the respondents to the question: who should lead in using internal e-communication Network of the Department?

The next paragraph discusses the responses of the respondents with regard to who should lead in using mass media communication.

The table below shows that 33 of the respondents believe the Director should lead in using the mass media communication, newsprint, radio & T.V. About 14 indicated that it should be CSEM/CES. Only 6 indicated that it should be SEM/DCES. There were about 9 respondents that were not sure whether it should be Directors or CSEM/CES or SEM/DCES. Only 1 response was spoilt. About 3 respondents did not respond to this question. The figures here are according to line function. More respondents said it should be the Director than followed by CSEM/CES and lastly SEM/DCES.The reason could be that everything in the department goes according to the line function. The statistics was analysed according to gender and the female respondents responded as follows: 5 said the Director should lead in using mass media communication, 3 said should be CSEM/CES, 2 said it should be the SEM/DCES, 2 were not sure and 1 did not respond. The male respondents responded in this manner: 28 said it should be the Director, 9 said CSEM/CES, 4 said SEM/DCES, 7 were not sure, 1 was spoilt and 2 did not respond. Another 2 who did not indicate their gender status also did not respond to the question. There is no difference of opinion between females and males' point of view because the majority of respondents both females and males said lead in using the mass media communication should be taken by the Director.

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The analysis was also done according to ethnic identity and the results were as follows: about 22 Africans said it should be done by the Director, 9 believed it should be done by the CSEM/CES, 3 said it needs to be done by the SEM/DCES, 4 were not sure, 1 was spoilt and 2 did a respond. About 7 Asians said should be the Director, 3 said CSEM/CES, 2 said it should be done by SEM/DCES, 2 were not sure and 1 did not respond. The Coloureds responded in this manner, 2 said the Director, 1 said it should be done by the CSEM/CES and 1 was not sure. The White respondents responded in this manner: 2 said it should be done by the Director, 1 said it should be done by the SEM/DCES and 2 were not sure. The majority particularly of the Africans and the Asians felt it should be done by the Director. This shows that the Director should use mass media communication in order to optimise communication. The analysis was also done according to designation and the SEM/DCES responded in this manner: 21 said the Director should lead, 11 said it should be the CSEM/CES, 5 said it should be SEM/DCES and 5 were not sure. The CSEM/CES responded in this manner: 8 said it should be done by the Director, 3 said CSEM/CES, 1 said it should by the SEM/DCES, 3 were not sure, 1 was spoilt and 3 did not respond. About 4 Directors said the Director should lead mass media communication and 1 was not sure. It was interesting to note that the Directors themselves felt very comfortable to lead in using mass media communication. The majority of SEM/DCES and CSEM/CES also shared the very sentiments with the Directors. Since both the Directors and the CSEM/CES share the same sentiments, it therefore goes without saying that mass media communication could be used to optimise communication between the circuit and the district.

who should lead in using the mass media communications, newsprint, radio, & tv ?	Director	33
	CSEM/CES	14
	SEM/DCES	6
	unsure	9
	spoilt response	1
	no response	3
Total		66

Figure 38: The table shows the responses of the respondents to the question: who should lead in using mass media communication, newsprint, radio & T.V.?

The next paragraph deals with the responses of the respondents with regard to: who should lead in using postal deliveries?

The table below shows the results of the respondents to the question who should lead in using postal deliveries. About 17 of the respondents indicated that it should be the Director. 12 of the 66 respondents indicated that it should be CSEM/CES and 17 of the respondents said it should be SEM/DCES. The conclusion that can drawn from these findings is that there's a difference of 5 between 17 and 12 which is not that significant and therefore this implies that the respondents expect managers to take a lead in using postal deliveries. About 10 of the respondents were not sure of the correct answer. There were 7 of the respondents that were spoilt. About 3 of the respondents did not respond.

When the statistics was done according to gender the following results were revealed: About 4 female respondents said lead should be taken by the Director, 1 said CSEM/CES, 5 said it should be taken by the SEM/DCES, 2 were not sure not sure and 1 did not respond. About 13 male respondents said the Director, 9 said it should be CSEM/CES, 12 said SEM/DCES, 8 were not sure, 7 were spoilt and 2 did not respond. About 2 respondents who did not reveal their gender status said it should be the CSEM/CES. The statistics revealed that it should either be the Director or the SEM/DCES because both had the highest scores. The majority of female and male respondents felt it should be the Director and SEM/DCES. There is no difference of opinion with regard to gender. The analysis was also done according to age differences and the results were as follows the respondents

between 31-40 years responded in this manner: 1 said the Director should lead, 2 said the CSEM/CES, 1 said the SEM/DCES, 1 was not sure and 2 were spoilt. The respondents between 41-50 years responded in this manner: 8 said should be the Director, 5 said CSEM/CES, 9 said SEM/DCES, 5 were not sure, about 1 did not respond. The respondents that were 51+ years old responded thus 8 said should be the Director, 5 said CSEM/CES, 7 said SEM/DCES, 4 were not sure, 5 were spoilt, and 1 did not respond and 1 who did not indicate her/his age did not respond. The findings revealed that the majority of the respondents whose age ranges between 31-40 and 51+years believe it should either be the Director or the SEM/DCES The reason could be that the Director distributes circulars to different circuit offices and distribution to schools is done by the SEM. May be it is for that reason that the respondents had chosen these two leaders. The findings of the respondents between 31-40 years do not give a clear picture of who should do it.

The statistics was also analysed according to designation and the results were as follows: About 10 SEM/DCES said should be the Director, 9 said CSEM/CES, 13 said SEM/DCES, 4 were not sure, 4 were spoilt and 2 did not respond. The CSEM/CES responded in this manner 4 said should be the Director, 2 said CSEM/CES, 4 said SEM/DCES, 5 were not sure, 3 were spoilt and 1 did not respond. About 3 Directors said should be the Director, 1 said CSEM/CES, and 1 was not sure. The responses of the SEM/DCES show that the majority prefers that this service be done by SEM/DCES themselves. The majority of the CSEM/DCES were not sure but their second choice is either the Director or the SEM. The majority of the Directors said should be the Directors themselves. Therefore these results support the hypothesis that circulars and other information come from different levels of management though it depends on the information distributed at that point in time. Therefore all these 3 managers i.e. Directors, CSEM/CES, SEM/DCES are equally responsible for distribution of information through postal deliveries. Postal deliveries can only be possible provided there is cash available in order to buy stamps or the franking machine and correct addresses for schools.

who should lead in using postal deliveries?	Director	17
	CSEM/CES	12
	SEM/DCES	17
	unsure	10
	spoilt response	7
	no response	3
Total		66

Figure 39: The table shows the responses of the respondents to the question: who should lead in using postal deliveries?

This paragraph discusses the responses of the respondents with regard to Public communication speeches and presentations. The graph below shows the results to the question: who should lead in using public communication speeches and presentations? About 36 of the 66 respondents indicated that it should be the Director. About 11 indicated that the lead should be taken by CSEM/DCES. About 8 of the respondents indicated that it should be SEM/DCES. Only 1 of the respondents was not sure. There were 8 responses that were spoilt. 2 of the respondents did not respond to this question. From the above discussion, the results show that the majority believed that the Director should take a lead in using public communication speeches & presentations. It could be that it is because they are in charge of a number of directorates and therefore they are faced with a lot of information/knowledge as a result of different directorates that are under their control.

The analysis of results was done according to gender status and the following findings were revealed: 9 respondents said the Director should lead in using public communication, 2 said CSEM/CES and 2 said SEM/DCES. About 27 male respondents said should be the Director, 9 said CSEM, 6 said SEM, 1 was not sure, 8 were spoilt responses and 2 were responses of the respondents that did not indicate their gender status. The majority of both female and male respondents said the Director should lead in using public communication. There is no difference of opinion with regard to gender. The analysis of responses was done according to age

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differences and the following results were revealed, about 2 of the respondents that were between 31-40 said the Director should lead in using public communication, 2 said SEM/DCES and 3 were spoilt. The respondents between 41-50 responded this way: 18 said it should be the Director, 6 said CSEM/CES, 2 SEM/DCES, 1 was not sure and 1 was spoilt. About 16 of the respondents that were 51+ years old said should be the Director, 5 said CSEM/CES, 4 said SEM/DCES, 4 were spoilt and 1 did not respond. Only 1 respondent who did not reveal her/his age did not respond too. The majority of the respondents that had said the Director should lead in using public communication were 41 –51+ years old. The respondents that were 31-40 years old had mixed reactions. The majority of the respondents were not sure of the correct response and others said could either be the Director or the SEM/DCES. The analysis was also done according to designation. About 21 SEM/DCES said should be the Director that should lead in using public communication, 11 said should be CSEM/CES, only 6 said SEM/DCES and 4 were not sure. About 10 CSEM/CES said it should be the Director, 2 said SEM/DCES, 1 was not sure, 4 were spoilt and 2 did not respond. All Directors said the Director should lead in using public communication. All 3 managers i.e. SEM/DCES, CSEM/CES and Directors said should be the Director. This shows that the Director can use this form of communication to optimise communication between the district and the circuit.
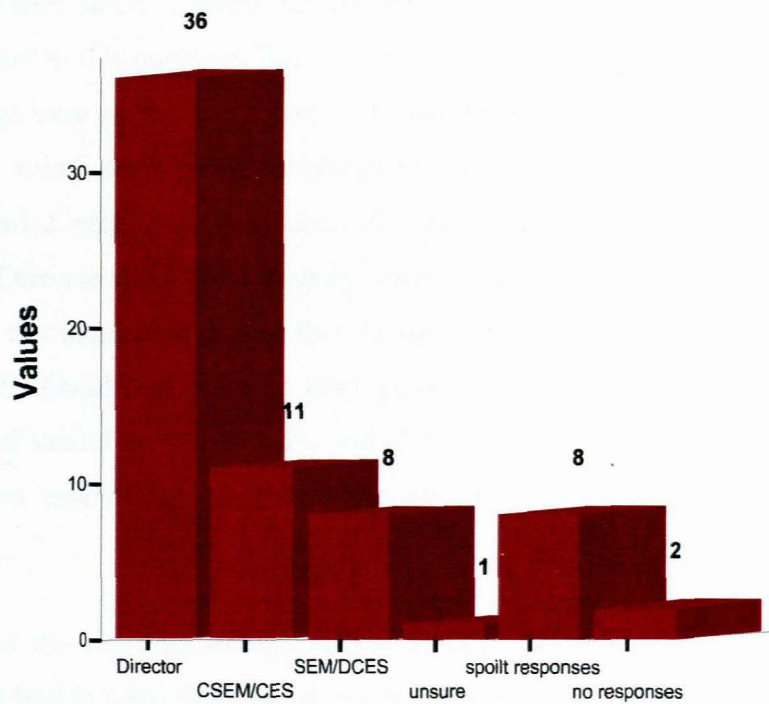
Figure 40: The graph shows the responses of the respondents to the question: who should lead in using public communication, speeches & presentation?

The next table shows the statistics of the respondents to the question who should lead in using small group communication. The table below indicates that about 11 of the respondents felt that the Directors should lead in using small group communication conversation and consultation. But 20 of the 66 respondents indicated that the CSEM/CES should take a lead. At the same time about 18 of the respondents felt SEM/DCES should take lead in using small group communication, conversation and consultation. There was a difference of 2 between the scores of CSEM and SEM. This may be interpreted to mean both the CSEM/CES and the SEM/DCES should lead in using small group communication. There's a close gap between SEM/DCES and CSEM/CES. The conclusion that can be drawn from these findings is that CSEM/CES or

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SEM/DCES are either district office based or circuit office based and it is where small group communication usually takes place. About 6 of the respondents were not sure. There were about 10 responses that were spoilt. Of the 66 responses only 1 did not respond to this question. The statistics was analysed according to gender and the findings were as follows: About 2 female respondents said the Director should lead in using small group communication, 6 said CSEM/CES, 3 said SEM/DCES and 2 were spoilt responses. The male respondents responded this way 8 said the Director should lead in using small group communication and 1 did not respond. It was interesting to note that the majority of female respondents said the CSEM/CES should lead in using small group communication whereas male respondents said should be CSEM/CES and SEM/DCES. The majority of both of them did not regard the Director as the one to lead in using small group communication.

The analysis was also done according to ethnic identity. About 7 Africans said the Director should lead in using small group communication, 13 said the CSEM/CES, 11 said SEM/DCES, 4 were not sure and 6 were spoilt. The Asians responded this way: 1 said should be the Director, 5 said should be CSEM/CES, 5 said should be SEM/DCES, 2 were not sure, and 1 was spoilt. About 1 Coloured respondent said should be the Director, 1 said CSEM/CES, 1 said SEM/DCES and 1 was spoilt. The White respondents responded in this manner: 1 said should be the Director, 1 said CSEM/CES, 1 said SEM/DCES, 2 did not respond and 1 who did not indicate her/his ethnic identity also did not respond to the question. There is a great difference of opinion with regard to ethnic identity here because different racial groups identified different managers to lead in using small group communication e.g. Africans identified the CSEM/CES whereas the Asians identified 2 groups i.e. CSEM/CES and SEM/DCES The analysis was also done according to designation and the following results were found: About 8 SEM/DCES said the Director should lead, 11 said the CSEM/CES should lead, 16 said the SEM/DCES should lead, 2 were not sure, 5 were spoilt and 1 did not respond. The CSEM/CES responded thus: 1 said the Director should lead, 6 said the CSEM/CES, 2 said SEM/DCES 4 were not sure, 5 were spoilt and 1 did not respond. The Director

responded in this manner, 2 said the Director should lead in using small group communication and about 3 said the CSEM/CES should lead. There is a difference of opinion here with regard to designation because the majority of SEM/DCES said it should be the SEM/DCES should lead in using small group communication whereas the majority of CSEM/CES said the CSEM/CES should lead but the majority of Directors said should be the CSEM/CES. Looking at all these finding, it clear that the small group communication can be used by the CSEM/CES as well as the SEM/DCES

who should lead in using small group communication, conversation & consultations?	Director	11
	CSEM/CES	20
	SEM/DCES	18
	unsure	6
	spoilt response	10
	no response	1
Total		66

Figure 41: The table shows the responses of the respondents to the question: who should lead in using small group communication, conversation & consultation?

The next paragraph discusses the responses of the respondents with regard to: who should lead in using SMS?
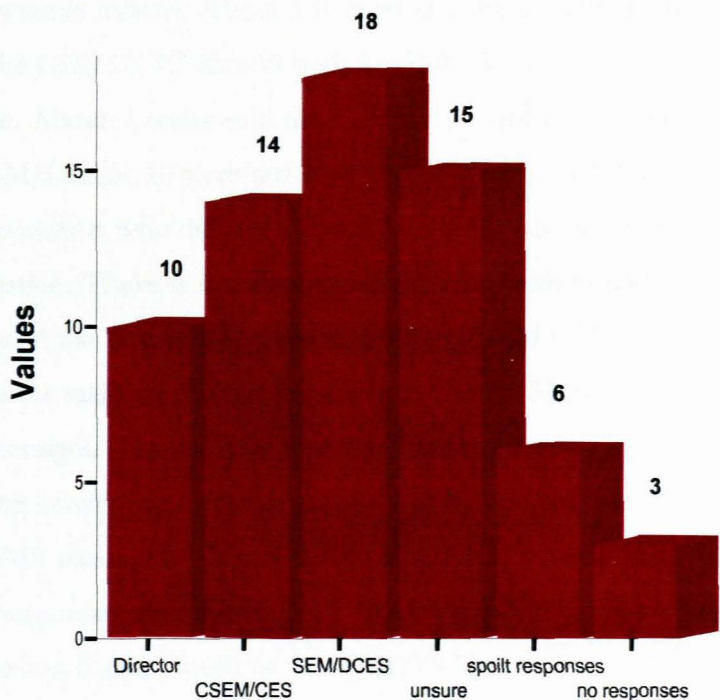
Who should lead in using SMS messages over cell phones?

Figure 42: The graph shows the responses of the respondents to the question: who should lead in using SMS messages over cell phones?

The graph above reveals that about 10 of the respondents believed that lead in using SMS should be taken by the Director. About 14 of the 66 respondents indicated that it should be CSEM/CES. Only 18 of the 66 respondents indicated that the SEM/DCES should lead in using SMS. The researcher noted with interest that of the 3 managers i.e. Director, CSEM/CES and SEM/DCES the majority of the respondents indicated that it should be SEM/DCES. May be the reason is that SMS messages are cheaper than dialing cell-phones. SEM/DCES are field workers they sometimes find themselves in a position whereby they have to convey an urgent message to the principals of schools or School Governing Body members (S.G.B.) or even to the circuit. If they were to use their cell phones how much would they have to pay? Superintendents of Education Management's cell phones are not subsidized. It is probably for this reason that the majority of the respondents felt SEM should take a lead in using SMS messages. About 15 of the

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respondents were not sure. There were about 6 responses that were spoilt and 3 did not respond at all. The statistics was also analysed according to gender and the results were as follows: About 3 females said the Director should lead in using SMS, 5 said the CSEM/CES should lead, 4 said the SEM/D.CE.S should lead and 4 were not sure. About 7 males said the Director should lead, 9 said the CSEM/CES, 16 said SEM/DCES, 10 were not sure 6 were spoilt and 3 did not respond. Only 2 of the respondents who did not indicate her/his gender status also did not respond to the question. There is a difference of opinion with regard to gender because the majority of the female respondents felt the CSEM/CES should lead in using SMS whereas the majority of male respondents felt the SEM/DCES should lead in using SMS messages. The analysis was also done according to ethnic identity and the following results were found: About 4 Africans said the Director should lead in using SMS messages, 12 said the CSEM/CES, 11 said SEM/DCES, 9 were not sure, 4 responses were spoilt and 1 did not respond. About 4 Asians said should be the Director, 5 said should be the SEM/DCES, 3 were not sure, 1 was spoilt and 2 did not respond. The Coloureds responded in this manner: 1 said should be the Director, 1 said the CSEM/CES, 1 said the SEM/DCES and 1 was spoilt. About 1 White respondent said should be the Director, 1 said should be the CSEM/CES, 1 said should be the SEM/DCES 2 were not sure. Only 1 of the respondents that did not indicate her/his ethnic identity was not sure of the correct response. There is a difference of opinion with regard to ethnic identity because the majority of the African respondents said the CSEM/CES should lead in using the SMS messages, the Asians said the SEM/DCES. The difference of opinion was worse between Coloured and Whites. The conclusion that can be drawn from these findings is that SMS communication can be used by the SEM/DCES to optimise communication.

The analysis was also done according designation and the results were as follows 7 SEM/DCES said the Director should lead in using SMS messages, about 12 said the CSEM/CES, 14 said the SEM/DCES, 6 were not sure, 2 were spoilt responses and1 did not respond. The CSEM/CES responded in this manner, 1 said the Director should lead in using SMS messages, 2 said should be the CSEM/CES, 2 said the SEM/DCES, 8 were not sure, 4 were spoilt responses and 2 did not

respond. About 2 Directors said should lead in using SMS, 2 said should be the SEM/DCES and 1 was not sure. Analysing the responses of all 3 managers, it was clear that they all have difference of opinion. The majority of the SEM/DCES for example said it should be the CSEM/CES, the majority of the CSEM/CES were not sure and the Directors themselves had a difference of opinion 2 said the Director should lead and 2 said the SEM/DCES. The conclusion that can be drawn from these findings is that it is not clear who should lead in using SMS in order to optimise communication between the district and the circuit. The next paragraph discusses the responses of the respondents with regard to: who should lead in using telegrams?
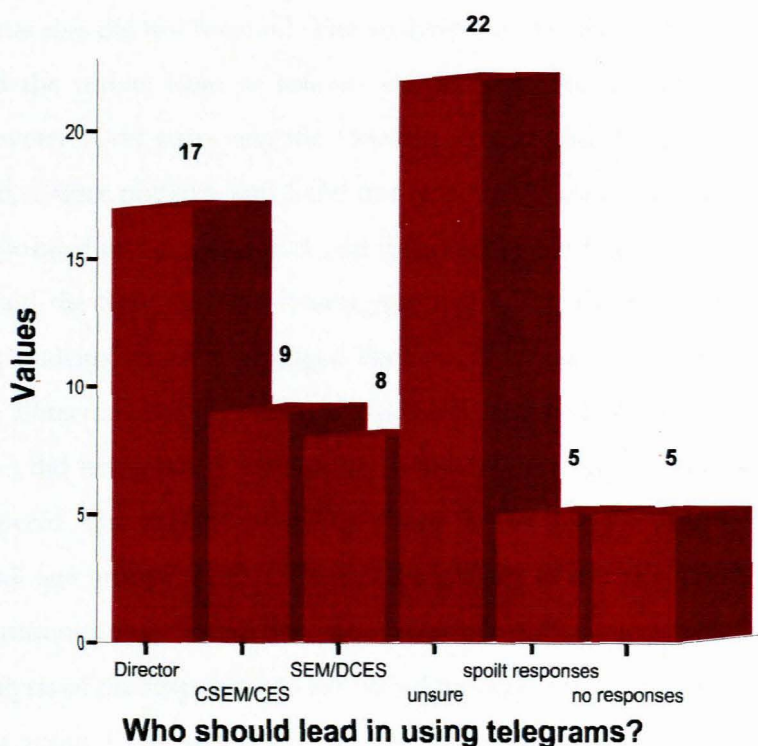
Figure 43: The graph shows the responses of the respondents with regard to: who should lead in using telegrams?

The graph above shows the responses of the respondents to the question: who should lead in using telegrams? The graph above shows that 17 of the respondents indicated that it should be the Directors. About 9 indicated that it should be the CSEM/CES and 8 preferred SEM/DCES. The researcher noted with great concern that firstly there was a slight difference in numbers between CSEM/CES and SEM/DES. Secondly the numbers are small. May be the reason is that there is no budget at circuit office and therefore if the CSEM/CES or SEM/D.C.E.S were to send it, it would be at one's expense. About 22 of the respondents were not sure. Only 5 were spoilt responses and 5 of the 66 respondents did not respond. The analysis of respondents was done according to gender status and the females

responded in this manner: 5 said the Director should lead in using telegrams, 1 said the CSEM/CES and 6 were not sure. About 12 male respondents said the Director should lead in using telegrams, 7 said CSEM/CES, 8 said the SEM/DCES, 15 were not sure, 5 were spoilt, 4 did not respond and 1 who did not indicate her/his gender status also did not respond. The analysis was also done according to age differences and the results were as follows: About 3 of the respondents whose age ranged between 31-40 years said the Director should lead, 1 said the CSEM/CES should lead, 2 were not sure and 1 did not respond. The respondents between 41-50 years responded in this manner: 8 said it should be the Director, 5 said the CSEM/CES, 4 said the SEM/DCES, 9 were not sure and 2 did not respond. About 6 of the respondents whose age ranged between, 51+ years old responded this way: 6 said the Director should, 3 the CSEM/CES, 4 the SEM/DCES, 10 were not sure, 1 who did not indicate her/his age was also not sure, 4 were spoilt and 3 did not respond. The analysis according to age shows that the majority of the respondents in all age groups were not sure of who should use telegram in order to optimise communication. There was no difference of opinion with regard to age. The analysis of the respondents was also done according to designation and it was found that about 12 SEM/DCES said should be the Director, 6 said the CSEM/CES, 5 said SEM/DCES, 16 were not sure, 1 was spoilt and 1 did not respond. The CSEM/CES responded this way: 4 said should be the Director, 2 said the CSEM/CES, 2 also said the SEM/DCES, 4 were not sure, about 4 were spoilt and 3 did not respond. The Directors responded in this manner: 1 said the Director should lead, 1 said the CSEM/CES, 1 said the SEM/DCES and 2 were not sure. It is interesting to note that even when the statistics was analysed according to designation it was found that the majority of the respondents were not sure of the correct answer but again the Director according to statistics should be the one to lead in using telegram. The conclusion that can be drawn is that since the majority of the respondents were not sure it means therefore this is not the best form of communication that could be used between the circuit and the district. The next paragraph discusses the responses of the respondents with regard to: who should lead in using telephone?

who should lead in using telephonics?	Director	13
	CSEM/CES	20
	SEM/DCES	19
	unsure	2
	spoilt response	11
	no response	1
Total		66

Figure 44: The table shows the responses of the respondents to the question: who should lead in using telephone?

The next table revealed that 13 of the 66 respondents indicated that the Director should take a lead in using telephones. About 20 of the respondents felt it should be CSEM/CES and about 19 indicated that it should be SEM/DCES. There was a difference of 1 between CSEM/CES and SEM/DCES statistics. The respondents were aware that the CSEM/CES and SEM/DCES deal directly with many stakeholders such as school Governing bodies, principals, community members, politicians, teachers, hence they felt these two levels of management should lead in using telephones. In a circuit there are more or less 145 schools that CSEM/CES and SEM deal with besides other stakeholders, whereas the Director communicates with only 4 circuits. It is probably for this reason that the Director got fewer responses than that of CSEM/CES. There were about 2 respondents that were not sure. About 11 of the 66 responses were spoilt. Only 1 did not respond.

The analysis was done according to gender and female respondents responded in this manner: 3 said the Director should lead in using telephone, 8 said the SEM/DCES and 2 of the responses were spoilt. The male respondents responded this way: 9 said the Director should lead in using the telephone, 1 respondent who did not indicate her/his gender status also said should be the Director, 20 said should be the CSEM/CES, 10 said the SEM/DCES and 1 who did not indicate her/his gender status also said the SEM/DCES should lead, 2 were not sure, 9 were spoilt responses and 1 did not respond. The majority of the respondents said the CSEM/CES should lead. There was a difference of 1 between the statistics of the respondents that had chosen the CSEM/CES and that of the respondents that

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had chosen the SEM/DCES. This therefore implies that the CSEM/CES and SEM/DCES can use telephone service to optimise communication. There was a slight difference of opinion between female and male respondents. The difference is that the majority of female respondents said the SEM/DCES should lead in using telephone communication whereas male respondents said the CSEM/CES should lead. The conclusion that can be drawn from the findings is that the CSEM/C.ES and SEM/DCES can use this form of communication at circuit office because both the CSEM/CES and the SEM/DCES reside at the circuit office and it can optimise communication.

The statistics was also analysed according to age of the respondents and it was found that about 1 of the respondents whose age range was between 31-40 years said the Director should lead in using the telephone, 3 said the SEM/DCES and other 3 responses were spoilt. The responses of the respondents between 41-50 years were as follows: 4 said should be the Director, 10 said the CSEM/CES, 10 said the SEM/DCES, 2 were not sure and 2 were spoilt responses. The responses of the respondents that were 51+ years old were as follows 7 said should be the Director, 10 said the CSEM/CES, 6 said the SEM/DCES, 6 were spoilt and 1 did not respond. The majority of the respondents that were from 41-51+ years old said the CSEM/CES should lead in using telephone whereas the respondents that were between 31-40 years, the majority said should be the SEM/DCES. There was a difference of opinion with regard to the age of the respondents because the respondents that were between 41-51+ years old said the CSEM should lead in using telephone but the majority of the respondents that were between 31-40 years said it should be the SEM/DCES. The analysis of results was also done according to designation and the results were as follows: about 8 SEM/DCES said should be the Director, 12 said should be the CSEM/CES, 16 said should be the SEM/DCES, 1 did not answer and 5 were spoilt. The CSEM/CES responded this way: 1 said the Director should lead, 8 said the CSEM/CES, 2 said the SEM/DCES, 1 did not answer, 6 were spoilt and 1 did not respond. The Directors' responses were as follows, 4 said the Director should lead in using the telephone and 1 respondent did not respond. It was interesting to notice that the majority of

SEM/DCES said the SEM/DCES should lead in using telephone, the majority of CSEM/CES said the CSEM/CES should lead in using the telephone and the Directors also said the Director should lead in using the telephone. There is a difference of opinion with regard to designation. What is of great interest is that SEM said it should be SEM and the same applied to the CSEM and Directors. The next table shows the results of the respondents with regard to video conferencing.

who should lead in using video conferencing?	Director	27
	CESM/CES	12
	SEM/DCES	4
	unsure	12
	spoilt response	7
	no response	4
Total		66

Figure 45: The table shows the responses of the respondents to the question: who should lead in using video conferencing?

The table above shows the responses to the question: who should lead in using video conferencing? About 27 of the respondents indicated that it should be the Director. 12 of the 66 respondents believe it should be CSEM/CES. Only 4 indicated that it should be SEM/DCES. It is not surprising that the majority of the respondents indicated that the Directors should lead in using video conferencing. The reason could be that they are the senior managers at district level and therefore the directive comes from them. Another reason could be that they are responsibility managers and therefore can afford modern technology that is necessary to communicate information within a very short space of time. Thirdly this is a very expensive labour saving device, which could be expensive for the Director to buy for every circuit, it can only be available at district level and can be shared by all 4 circuits. There were about 12 respondents that were not sure of the correct answer. About 7 were spoilt responses and 4 did not respond.

The analysis was also done according to gender status and the responses were as follows: 4 females said the Director should lead in using video conferencing, 2 said CSEM/CES, 2 said SEM/DCES, 3 were not sure, 1 was spoilt and 1 did not

respond. The male respondents responded in this manner: 22 said the Director should lead, 1 who did not declare her/his gender status also said the Director should lead, 10 said the CSEM/CES, 2 said the SEM/D.C.E.S, 8 were not sure, 1 who did not indicate her/his age was also not sure and 6 were spoilt and 3 did not respond. There is no difference of opinion as far as the gender status is concerned because the majority of both female and male respondents said should be the Director. It was noted that quite a big number of respondents seemed not to know anything about video conferencing. This is a new form of technology that must be made known to all officials of the department by empowering them on how to make use of it. The analysis was also done according ethnic identity and the response was as follows: about 18 Africans said the Director should lead in using video conferencing, 1 respondent who did not indicate her/his gender status also said should be the Director, 9 said should be the CSEM/CES, 1 said SEM/DCES, 6 were not sure, 5 were spoilt responses and 1 did not respond. The Asians responded thus: 4 said should be the Director, 3 said the CSEM/CES, 3 said the SEM/DCES, 4 were not sure and 1 did not respond. Coloureds responded in this manner: 2 said should be the Director and 2 were not sure. White respondents responded this way: 2 said it should be the Director, 2 of the respondents were not sure and 1 was spoilt. The findings show that the majority in all racial groups said the Director should lead. It means the Director should use video conferencing in order to optimise communication between the district and the circuit. Another analysis was done according to designation. About 17 SEM/DCES said should be the Director, 9 said CSEM/CES, 4 said SEM/DCES, 7 were not sure, 4 were spoilt responses and 1 did not respond. The CSEM/CES responded in this manner, 6 said the Director, 3 said CSEM/CES, 4 were not sure, 3 were spoilt responses and 3 did not respond. The Directors responded thus 4 said should be the Director and 1 was not sure. All the respondents irrespective of their designation indicated that the Director should lead in using video conferencing. The reason could be that the information comes from the Director's office and it is transmitted to other offices.

The next table will show the responses to the question who, should lead in using videotaped presentation.

who should lead in using videotape?	Director	21
	CSEM/CES	17
	SEM/DCES	9
	unsure	7
	spoilt response	7
	no response	5
Total		66

Figure 46: The table shows the responses of the respondents to the question: who should lead in using videotaped presentation?

The table above shows that about 21 of the responses indicated that lead in using videotaped presentation should be lead by Directors. About 17 believe it should be CSEM/CES. Only 9 believe it should be SEM/DCES, 7 were not sure. There were about 7 spoilt responses. Only 5 did not respond. The analysis of responses was done according to gender status and the results were as follows: 2 said should be the Director, 4 the CSEM/CES, 4 said should be the SEM/DCES, 1 was not sure and 2 were spoilt. About 19 male respondents said should be the Director, 13 said should be the CSEM, 5 said SEM/DCES, 6 were not sure, 5 were spoilt responses, 3 did not respond and 2 who did not indicate their gender status also did not respond to the question. There is a great difference of opinion with regard to gender status because the majority of female respondents said lead in using videotaped communication should be taken by either the CSEM/CES or the SEM/DCES whereas the majority of male respondents said the Director should lead. The number of respondents that were not sure of the new form of technology was not as big as in the previous discussion.

The analysis was also done according to age of the respondents and the results were as follows: 3 said should be the Director, 2 said SEM/DCES, and another 2 were not sure. The respondents whose age ranged between 41-50 responded this way: 8 said the Director should lead, 11 said the CSEM/CES should lead, 4 said SEM/DCES, about 3 were not sure and 2 were spoilt responses. About 10 of the respondents that were 51+years old said the Director should lead, 6 said the CSEM/CES, 3 said the SEM/DCES, 2 were not sure, 5 were spoilt responses, 4

did not respond and 1 who did not indicate her/his age also did not respond. The conclusion that can be drawn from these findings is that, all the respondents irrespective of their designation said the Director should lead. It shows that there was no difference of opinion with regard to age. Another analysis was done according to designation and the results were as follows: about 12 SEM/DCES said the Director should lead in using videotaped communication. About 12 said should be the CSEM/CES, 8 said the SEM/DCES, 4 were not sure, 3 were spoilt and 3 did not respond. The CSEM/CES respondents responded as follows: 6 said should be the Director, 4 said the CSEM/CES, 3 were not sure, 4 were spoilt responses and 2 did not respond. The Directors responded in this manner: 3 said should be the Director, 1 said the CSEM/CES and 1 said the SEM/DCES. It was interesting to note that the majority of the officials of the department indicated their own designation to lead the videotaped communication e.g. the majority of the SEM/DCES said the SEM/DCES should lead videotaped communication and the same went for CSEM/CES and Directors. These findings prove beyond any reasonable doubt that videotaped communication can be used to optimise communication between the district and the circuit.

who should lead in using voicemail?	Director	11
	CSEM/CES	11
	SEM/DCES	17
	unsure	17
	spoilt response	6
	no response	4
Total		66

Figure 47: The table shows the responses of the respondents to the question: who should lead in using voicemail?

The graph above shows that about 11 of the 66 responses indicated that lead in using voice-mail should be taken by Directors. Again 11 of the 66 responses indicated that it should be taken by the CSEM/CES. The majority believed it should be the SEM/DCES. About 17 of the respondents were not sure and 6 again were spoilt responses. About 4 did not respond at all. The analysis was also done

according to gender status and the responses were as follows: About 2 female respondents said should be the Director, 2 said the CSEM/CES, 2 said SEM/DCES, 6 were not sure and 1 was spoilt. The male respondents responded this way: 9 said the Director should lead, 9 said the CSEM/CES, 14 said the SEM/DCES, 1 who did not indicate her/his gender status said the SEM/DCES, 10 were not sure, 1 of the respondents who did not declare her/his gender status was also not sure. About 5 were spoilt and 4 did not respond. It was noted that the majority of the respondents said it should be the SEM/DCES. The majority of male respondents also said the SEM/DCES should lead. The female respondents had difference of opinion.

The analysis was also done according to age of the respondents and the results were as follows: About 2 of the respondents whose age ranged between 31-40 years said should be the Director, 1 said the SEM/DCES, 3 were not sure and 1 did not respond. About 4 of the respondents whose age ranged between 41-50 said should be the Director, 7 said the CSEM/CES, 9 said SEM, and 8 were not sure. The respondents that were 51+ years old responded this way: 5 said the Director, 4 said CSEM/CES, 7 said the SEM/DCES, 5 were not sure, 1 who did not indicate her/his age was also not sure, 5 were spoilt and 4 did not respond. The majority of the respondents that were 41-51+ years indicated that it should be the SEM/DCES but the respondents that were between 31-40 years the majority said the Director should lead. The conclusion that can be drawn from these findings is that since the communication is between the district and the circuit voicemail communication can therefore be used to optimise communication and it can also help to minimize telephone bill. The analysis was also done according to designation and it was found that they responded this way: 7 SEM/DCES said the Director should lead, 8 said the CSEM/CES, 13 said the SEM/DCES, 11 were not sure, 2 were spoilt and 1 did not respond. The CSEM/CES responded thus: 3 said the CSEM/CES should lead in using voice mail communication, 3 said the SEM/DCES, 6 were not sure, 4 were spoilt and 3 did not respond. About 4 Directors said the Director should lead in using voicemail communication and 1 said the SEM/DCES. Besides the fact that the majority of the respondents were not sure of the correct response, the majority

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of the SEM/DCES and CSEM/CES said the SEM/DCES should lead in using voicemail communication but the majority of the Directors said the Director should lead. The conclusion that can be drawn is that since the majority had said the SEM/DCES should lead in using voicemail communication, it means the SEM/DCES can use it to communicate with the circuit or district.

The next graph shows the results of the responses to the question: who should lead in using websites on the Internet?

Who should lead in using websites on internet?
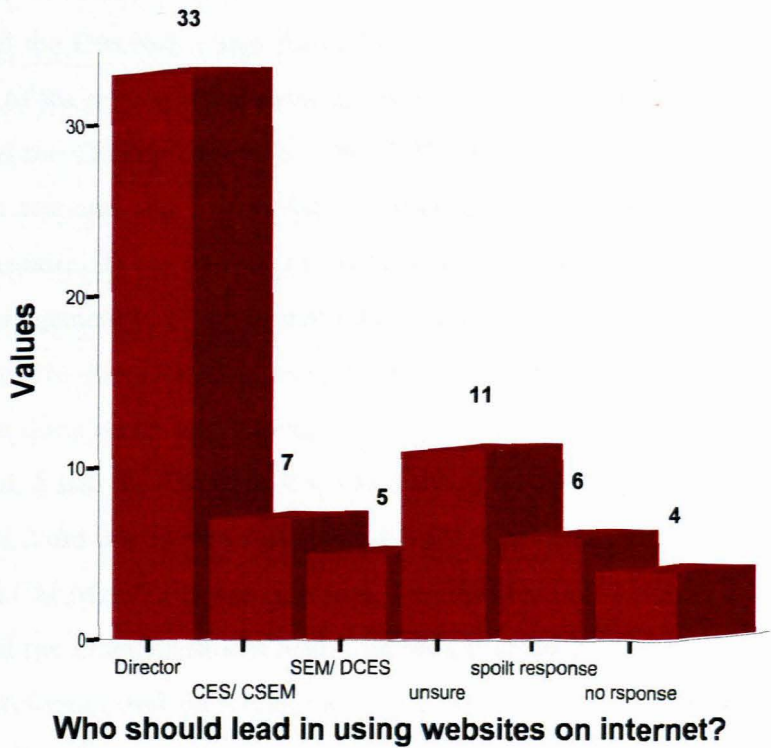
Figure 48: The graph shows the responses of the respondents to the question: who should lead in using websites on internet?

The majority of the respondents that responded to the question who should lead in using websites on the Internet is 33, they all believed that it should be the Director. About 7 indicated that it should be the CSEM/CES. Only 5 indicated that it should be the SEM/DCES. About 11 were not sure and 6 were spoilt responses. The analysis was done according to gender and the females responded in this manner: 6

said the Director should lead in using websites on the internet, only 1 said the CSEM/CES, 4 said the SEM/DCES, 1 was not sure and 1 were spoilt responses. About 27 male respondents said the Director should lead, 6 said the CSEM/CES, 1 said the SEM/DCES, 10 were not sure, 5 were spoilt, 2 did not respond and 2 that did not indicate their gender status also did not respond to the question. There is no difference of opinion with regard to gender status because the majority of respondents both females and males said the Director should lead but there were quite a number of respondents who were not sure of this form of communication.

The analysis was also done according to age of the respondents and the findings were as follows: About 3 of the respondents whose age ranged between 31-40 years said the Director, 1 said the SEM/DCES, 2 were not sure and 1 was spoilt. About 16 of the respondents whose age was 51+ years old said the Director should lead, 2 said the CSEM/CES, 2 said the SEM/DCES, 5 were not sure, 3 were spoilt, 2 did not respond and 1 who did not indicate her/his age also did not respond to the question. There seems to be a common understanding among all levels of management involved in this study because the majority of the respondents said the Director should lead in using websites on Internet. Another analysis of responses was done according to designation, about 20 SEM/DCES said the Director should lead, 5 said the CSEM/CES, 5 said the SEM/DCES, 8 were not sure, 2 were spoilt and 2 did not respond. About 8 CSEM/CES said the Director should lead, 2 said the CSEM/CES, 3 were not sure, 4 were spoilt and 2 did not respond. All Directors said the Director should lead. The reason could be that they are the leaders in their directorates and therefore they must easily access information from the web page and be able to disseminate it to their sub-directorates. The conclusion that can be drawn from here is that even when the analysis was done according to designation but there was no difference of opinion because the majority of respondents said the Director should lead in using websites on internet.

how often do you use cell phone?	constantly	23
	seldom	5
	regularly	35
	never	3
Total		66

Figure 49: The table shows the responses of the respondents to the question: how often do you use cell phone?

The table above shows the responses to the question how often do you use cell-phone. About 23 of the respondents indicated that they use it constantly and about 5 indicated that they seldom use it. About 35 of the 66 respondents indicated that they use it regularly. Only 3 indicated that they never use it. The findings were also analysed according to gender and the responses were as follows: 6 female respondents said it is constantly used, 1 said it is seldom used, 6 said it is regularly used, 2 more respondents who did not indicate their gender status also said it is used regularly, 3 said it is never used. The findings showed that female respondents had a difference of opinion because some said it is constantly used and others said it is regularly used. The majority of male respondents said it is regularly used. There was no difference of opinion so much because the majority of both female and male respondents said it is regularly used.

The analysis was also done according to ethnic identity and the Africans responded thus: 12 said it is constantly used, 4 said it is seldom used, 22 said it is regularly used and 1 more who did not indicate her/his ethnic identity also said it is regularly used and 3 said it is never used. The Asians responded in this manner: 6 said it is constantly used, 1 said it is seldom used and 8 said it is regularly used. About 2 Coloured respondents said it is constantly used and another 2 said it is regularly used. White respondents responded this way: 3 said it is constantly used and 2 said it is regularly used. There was no difference of opinion between the Africans and Asians because the majority of both of them said it is constantly used. The Coloureds and Whites had the same point of view because in both racial groups 50% said it is constantly used another 50% said it is regularly used. Another analysis was done according to designation and the findings were as follows: 13

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was done according to designation and the findings were as follows: 13 SEM/DCES said it is constantly used, 4 said it is seldom used, 22 said it is regularly used and 3 said it is never used. The CSEM responded in this manner: 6 said it is constantly used, 1 said it is seldom used and 12 said it is regularly used. About 4 Directors said it is constantly used and 1 said it is regularly used. There seems to be a common thinking between the SEM/DCES and the CSEM/CES because the majority of both of them said cell phone is regularly used. The majority of the Directors said it is constantly used. It was no surprise that the Director said it is constantly used because they communicate with their sub-directorates quite often, and with senior officials of the Department at regional office as well as provincial level. The researcher noted from the results that cell-phone is a necessity and not a luxury because the employees need to be in constant contact with either the employer or the stakeholders. It therefore goes without saying that the responsibility managers i.e. Regional Senior Manager and Directors need to budget for cell-phone allowances to be given particularly to field workers such as SEM/DCES. The CSEM/CES does get cell phone allowance even though the official calls made a month far exceed the allocated budget of R450.00 a month. The table below shows the results of the respondents to the question: how often do you use courier services?

how often do you use courier services?	constantly	3
	seldom	28
	regularly	10
	never	25
Total		66

Figure 50: the table shows the responses of the respondents to the question: how often do you use courier services?

Responding to the question, how often do you use courier services? The statistics in the above graph show the following results. About 3 of the respondents show that it is used constantly. About 28 indicated that they seldom use it, 10 of the respondents indicated that they use it regularly, 25 indicated that they have never

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used it. The statistics was also analysed according to ethnic identity and the following results were found. About 1 African respondent said it is constantly used, 15 said it is seldom used, 7 said it is regularly used and 18 said it is never used. The Asians responded in this manner: 2 said it is constantly used, 5 said it is seldom used, 3 said it is regularly used and 5 said it is never used. About 3 Coloured respondents said it is seldom used and 1 said it is never used. The White respondents responded in this manner: 4 said it is seldom used and 1 said it is never used. There is a difference of opinion with regard to ethnic identity because the majority of the African respondents said it is never used, yet the Asians/Indians respondents had a difference of opinion among themselves because 5 of them said it is seldom used another said it is never used. There was no difference of opinion between the Coloured and White respondents, because the majority of the respondents said it is seldom used. It was interesting to note that some of the respondents said courier service is never used. The conclusion that the researcher can draw from these results is that it looks like this service is either not available in all districts under EThekwini Region or it has never been used either because of operational reasons or it is expensive to maintain. But if this service could be made available and known to all officials of the department in the EThekwini Region probably communication between the circuit and the district could be optimised. The table below shows the results of the respondents to the question: how often do you use Departmental circulars?

how often do you use Departmental circulars?	constantly	22
	seldom	4
	regularly	36
	never	3
	spoilt responses	1
Total		66

Figure 51: The table shows the responses of the respondents to the question: how often do you use Departmental circulars?

The table above shows the results of the responses to the question how often do you use Departmental circulars. About 22 of the 66 respondents revealed that they

use circulars constantly, 4 seldom use them. About 36 use them regularly 3 never use them and only 1 was spoilt. The analysis of responses was done according to ethnic identity and the results were as follows: about 13 Africans said it is constantly used, 4 said it is seldom used, 21 said it is regularly used, 2 said it is never used and 1 was spoilt. The Asian respondents responded in this manner: 7 said it is constantly used and 8 said it is regularly used. The Coloured respondents responded thus, 1 said it is constantly used and 3 said it is regularly used. About 5 White respondents said it is regularly used and 1 said it is never used. This statistics shows that the majority of the respondents here said it is regularly used. It shows that there is common thinking with regard to ethnic identity. Another analysis was done according to age of the respondents. The respondents whose age ranged between 31-40 years responded in this manner: 1 said it is constantly used, 5 said it is regularly used and 1 said it is never used. The respondents between 41-50 years responded in this manner, about 10 said it is constantly used, 3 said it is seldom used, 14 said it is regularly used and 1 said it is never used. The White respondents responded in this manner: 10 said it is constantly used, 1 said it is seldom used, 17 said it is regularly used, 1 said it is never used and 1 was spoilt. The statistics show there was no difference of opinion with regard to age because the majority of the respondents said it is regularly used. The respondents that were 41-51 years old seemed to have a common point of view because even their second choice was the same.

Another analysis was done according to designation and the results were as follows: About 11 SEM/DCES said it is constantly used, 4 said it is seldom used, 24 said it is regularly used, 2 said it is never used and 1 was spoilt. The CSEM/CES responded this way: 9 said it is constantly used, 9 said it is regularly used and 1 said it is never used. About 2 Directors said it is constantly used and 3 said it is regularly used. It was interesting to note that the majority of the respondents in all levels of management said it is regularly used. The findings show that this form of communication can be used to optimise communication between the circuit and the district but it can even be better if it is used electronically. The conclusion that can be drawn from the findings is that the EThekwini Region is still holding on to

telephone conferencing which disseminates information within a split of a second to the whole world. Therefore EThekwini Region needs to have a paradigm shift and begin to use forms of communication that are quick and faster. The graph below shows the result of the respondents to the question: how often do you use electronic bulletins?
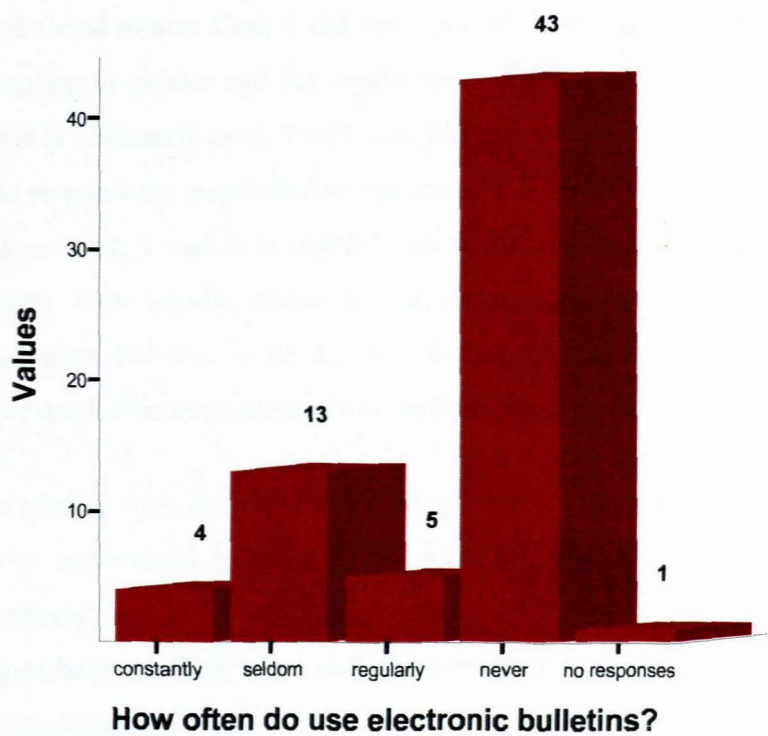
Figure 52: The graph shows the responses of the respondents to the question: how often do you use electronic bulletins?

The graph above shows the results of the respondents to the question how often do you use electronic bulletin. About 4 indicated that they use it constantly, 13 revealed that they seldom use it. This suggests that they have these resources to convey the information but its either it is not constantly available or they only use it to people that have the same resources hence they seldom use, or it could be that its always there but do not find it necessary to use it everyday or they have them at home. About 5 indicated that they use it regularly. About 43 of the respondents,

to people that have the same resources hence they seldom use, or it could be that its always there but do not find it necessary to use it everyday or they have them at home. About 5 indicated that they use it regularly. About 43 of the respondents, which is the majority, have never used it before. The conclusion that can be drawn is that it's either they do not have the necessary resources or they are not connected in a board system or they did not understand what is meant by electronic bulletins because all offices under EThekwini Region do have fax machines and fax is part of electronic communication. The written form of communication can be transmitted by electrical means. Only 1 did not respond. The analysis of results was also done according to gender and the results were as follows: 1 of the female respondents said it is constantly used, 1 said it is seldom used and 11 said it is never used. The male respondents responded in this manner: 3 said it is constantly used, 12 said it is seldom used, 5 said it is regularly used, 30 said it is never used, 2 that did not indicate their gender status said it never used and 1 did not respond. The conclusion that can be drawn here is that the majority of respondents said it is never used. This response came from both female and male respondents.

The analysis was also done according to age of the respondents. The respondents whose age ranged between 31-40 years responded in this manner: 1 said it is constantly used and 6 said it is never used. About 2 of the respondents whose age ranged between 41-50 years said it is constantly used, 5 said it is seldom used, 2 said it is regularly used and 19 said it is never used. The respondents whose age was 51+ years old responded in this manner: 1 said it is constantly used, 8 said it is seldom used, 3 said it is regularly used, 17 said it is never used, 1 respondent whose age was not known also said it is never used and 1 did not respond. The statistics according to age of the respondents also show that the majority of the respondents indicated that this form of communication is never used. The majority of all respondents in different age groups said it is never used. This proves that there is no difference of opinion with regard to age. The analysis of results was also done according to designation and it was found that the SEM/DCES responded in this manner: About 2 SEM/DCES said it is constantly used, 6 said it is seldom used, 3 said it is regularly used and 31 said it is never used. The CSEM/CES responded thus: 2 said

it is constantly used, 6 said it is seldom used, 1 said it is regularly used, 9 said it is never used and 1 did not respond and about 1 Director said it is seldom used, 1 said it is regularly used and 3 said it is never used. Besides the majority of the respondents that said it is never used, the SEM/DCES and the CSEM/CES said it is seldom used. The common thinking among all respondents here is that it is never used. The reason for not using this form of communication might be, it is not known or they are not aware that this kind of service is available or they do not know how to use it.

how often do you	constantly	7
use E-mail	seldome	14
messages?	regularly	7
	never	37
	no responses	1
Total		66

Figure 53: The table shows the responses of the respondents to the question: how often do you use E-mail messages?

The table above shows the results of the respondents to the question how often do you use E-mail messages. About 7 of the respondents said they use it constantly. About 14 indicated that they seldom use it, 7 regularly use it and about 37 had never used it before. Only 1 did not respond. The analysis was also done according to gender status and the findings were as follows: about 1 female respondent said it is used constantly, 3 said it is seldom used, 1 said it is regularly used and 8 said it is never used. The male respondents responded in this manner: 6 said it is used constantly, 11 said it is seldom used, 6 said it is regularly used, 27 said it is never used and 1 that did not indicate the gender status did not respond. It was noted that the majority of the respondents said it is never used. Each gender group had a difference of opinion among themselves. The analysis of results was also done according to ethnic identity and it was found that about 2 African respondents said it is used constantly, 8 said it is seldom used, 3 said it is used regularly, 28 said it is never used and1 who did not indicate her/his ethnic identity said it is never used.

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The Asian respondents responded thus: 5 said it is constantly used, 3 said it is seldom used, 1 said it is regularly used, 5 said it is never used and 1 did not respond. The Coloured respondents responded in this manner: 2 said it is seldom used, 1 said it is regularly used and 1 said it is never used. The White respondents responded this way: 1 said it is seldom used, 2 said it is regularly used and 2 said it is never used. It was surprising to notice that the majority of the respondents said it is never used. It could be that E-mail is the form of communication that is not available in all offices. It might be that some of the officials of the department do have their E-mails at home but do not have access of such a service at work.

The analysis was also done according to designation and these results were found, 2 SEM/DCES said it is constantly used, 8 said it is seldom used, 4 said it is regularly used and 28 said it is never used. About 5 CSEM/CES said it is constantly used, 4 said it is seldom used, 1 said it is regularly used and 8 said it is never used and 1 did not respond. The Directors responded in this manner: 2 said it is seldom used, 2 said it is regularly used and 1 said it is never used. The analysis according to designation shows difference of opinion among all the respondents because besides the majority of respondents that said it is never used some SEM/DCES said it is seldom used, yet the CSEM/CES also said it is constantly used and the Directors opinion was different as well because 2 said it is seldom used and another 2 said it is regularly used. Even though E-mail may be regarded as the fastest and convenient form of communication but it was obvious that this service is not frequently used in the EThekwini Region because the majority of respondents said it is never used. It was therefore difficult to conclude whether E- mail can probably be used to optimise communication between the circuit and the district because the majority of the respondents said it has never been used and it might be that the majority of them have never had access to it. What the researcher has observed is that all these questions that are related to modern technology, the majority of departmental officials seems not to have the necessary skills or knowledge of it. If the problem is with lack of necessary skills than it means the officials of the department need to identify this problem as an area of development because there is Performance Management Development Services (P.M.D.S.), which aim to assist or equip

officials with necessary skills to improve service delivery. If the problem is lack of availability of the E- mail, it means the department will have to consider installing it. The next graph shows the frequency of using fax machine
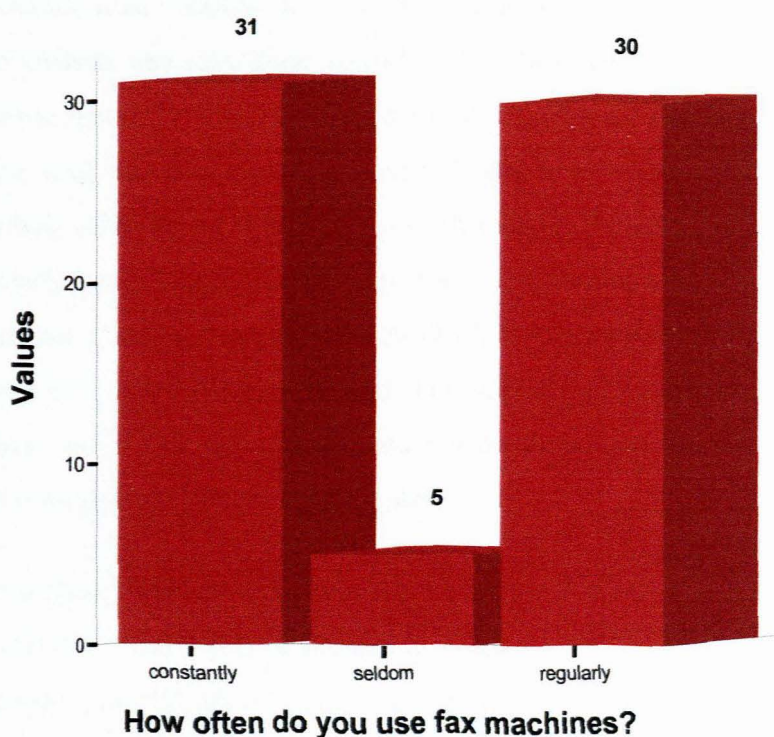
Figure 54: The graph shows the responses of the respondents to the question: how often do you use fax machines?

Responding to the question how often do you use fax machine, about 31 of the respondents said they use it constantly. The researcher has observed contradiction here. About 31 indicated that they use it constantly and 30 use it regularly. This proved the researcher's suspicion, correct to say, it seems there was lack of understanding of what electronic communication is. About 5 indicated that they seldom use fax machines. It could be that those that seldom use fax machines are the Directors because they have secretaries that do faxing for them. Otherwise all SEM/DCES make use of fax machines for themselves because they do not have secretaries. The analysis of statistics was done according to gender status and the

following results were found. About 7 female respondents said it is constantly used, 2 said it is seldom used and 4 said it is regularly used. The male respondents responded in this manner. About 23 and 1 more who did not indicate her/his gender status said it is constantly used, 3 said it is seldom used and 25 and 1 who did not indicate her/his gender status said it is regularly used. There is a difference of opinion according to gender because the majority of female respondents said it is constantly used whereas the majority of male respondents said it is regularly used. The analysis was also done according to ethnic identity and the results were as follows: About 17 African respondents and 1 who did not indicate her/his gender status also said it is constantly used, 5 said it is seldom used and 19 said it is regularly used. About 9 Asian respondents said it is constantly used and 6 said it is regularly used. The Coloured respondents responded thus 2 said it is constantly used and 2 said it is never used. About 2 White respondents said it is constantly used and 3 said it is regularly used. The majority of the respondents especially the African and White respondents said it is regularly used but the majority of Asians and Coloureds said it is constantly used.

The analysis was also done according to designation and it was found that about 19 SEM/DCES said it is used constantly, 4 said it is seldom used and 19 said it is used regularly. The CSEM/CES responded thus 8 said it is constantly used, 1 said it is seldom used and 10 said it is regularly used. About 4 of the Directors said it is constantly used and 1 said it is regularly used. There was a difference of opinion because the majority of SEM/DCES respondents said it is used constantly, the same applied to the Directors' responses. About 19 SEM/DCES respondents said it is used regularly. The CSEM/CES respondents were divided because 8 said it is used constantly and the other 10 said it is used regularly. It can therefore be concluded, by saying that the majority of the respondents generally use fax machines and therefore can be used to optimise communication between the district and the circuit.

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how often do you use group meetings?	constantly	12
	seldom	14
	regularly	39
	no responses	1
Total		66

Figure 55: The table shows the responses of the respondents to the question: how often do you use group meetings?

The table above shows that 12 of the respondents use group meetings constantly. About 14 seldom use it and 39 regularly use groups meetings. Only 1 did not respond. The analysis of respondents was done according to ethnic identity and the results were as follows: about 4 Africans said it is constantly used, 8 said it is seldom used and 1 who did not indicate her/his ethnic identity said it is seldom used, 28 said it is regularly used and 1 did not respond. About 6 Asians said it is constantly used, 2 said it is seldom used and 7 said it is regularly used. The Coloured respondents responded in this manner: 2 said it is constantly used and 2 said it is regularly used. White respondents responded this way: 3 said it is seldom used and 2 said it is regularly used. A difference of opinion was noticed among all racial groups. There was no difference of opinion between Africans and the Asians because in both cases the majority of respondents said it is regularly used. The Coloured respondents were divided into two because 50% said it is constantly used and another 50% said it is regularly used. The majority of White respondents said it is seldom used. This shows that each racial group had its own point of view. But as a group of different races the majority said it is regularly used.

The analysis was also done according to age of the respondents and the results were as follows: About 2 of the respondents that were between 31-40 years old said it is constantly used and 5 said it is regularly used. The respondents that were between

41-50 years responded in this manner: 4 said it is used constantly, 6 said it is seldom used and 18 said it is regularly used. About 6 respondents that were 51+ years old said it is constantly used, 7 said is seldom used and 1 that did not reveal her/his age also said it is seldom used, about 16 said it is regularly used and 1 did not respond. There seems to be no difference of opinion here because the majority of respondents in all age groups said it is regularly used. The respondents in their various age groups had difference of opinion. Another analysis of respondents was done according to designation, about 6 SEM/DCES said it is constantly used, 10 said it is seldom used and 26 said is regularly used. The CSEM/CES responded in this manner: 4 said it is constantly used, 4 said it is seldom used and 10 said is regularly used. About 2 Directors said is constantly used and 3 said it is regularly used. Looking at the results it shows that there was no difference of opinion with regard to designation because the majority of respondents said it is regularly used. The conclusion that can be drawn here is that as individual groups they have difference of opinion with regard to group meetings. The table below shows the result of the respondents to the question: how often do you use hearsay (grapevine)?

how often do you use hearsay (grapevine?	constantly	4
	seldom	26
	regularly	3
	never	31
	spoilt response	1
	no responses	1
Total		66

Figure 56: The table shows the responses of the respondents to the question: how often do you use hearsay (grapevine)?

Responding to the question how often do you use hearsay (grapevine), about 4 of the respondents said it is constantly used, 26 said it is seldom used, 3 use it regularly, 31 said it is never used, 1 was spoilt and 1 did not respond. The analysis of respondents was done according to gender status and it was found that female respondents responded in this manner: 1 said it is constantly used, 6 said it is

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seldom used, 1 said it is regularly used and 5 said it is never used. The male respondents responded in this manner: 3 said it is constantly used, 20 said it is seldom used, 2 said it is regularly used, 24 said it is never used and 2 that did not indicate their gender status also said it is never used, 1 was spoilt and 1 did not respond. There was no great difference of opinion with regard to gender. The majority of male respondents said it is never used. Another analysis of results was done according to ethnic identity and the results were as follows: About 2 African respondents said it is constantly used, 17 said it is seldom used, 2 said it is regularly used, 19 said it is never used, 1 was spoilt and 1 did not respond. The Asians responded thus: 4 said it is seldom used, 1 said it is regularly used and 10 said it is never used. The Coloured respondents responded in this manner: 3 said it is seldom used and 1 said it is never used. About 2 White respondents said it is constantly used, 2 said it is seldom used and 1 said it is never used. There seems to be a difference of opinion with regard to individual ethnic groups but there was no difference of opinion between the Africans and Asians because the majority of both of these groups said hearsay is never used. The Coloured respondents said it is seldom used yet the White respondents a difference of opinion.

The analysis was also done according to designation and the results were as follows: 2 SEM/DCES said it is constantly used, 16 said it is seldom used, 2 said it is regularly used, 20 said it is never used, 1 was spoilt and 1 did not respond. The CSEM/CES responded thus, 2 said it is constantly used, 8 said it seldom used, 1 said it is regularly used and 8 said it is never used. The Directors responded thus 2 said it is seldom used and 3 said it is never used. The statistics show that there was no difference of opinion because the majority of respondents said it is constantly used even though they as individuals differ. The conclusion that can be drawn from the statistics is that the officials do not rely on this kind of communication because as Rasberry *et al* 1986 say it is an un-official kind of communication from person to person. Officials therefore find it difficult to base their decisions or arguments on this form of communication. Hearsay communication cannot be used to optimise communication between the district and the circuit.

how often do you use interoffice memos?	constantly	13
	seldom	14
	regularly	28
	never	6
	spoilt response	1
	no responses	4
Total		66

Figure 57: The table shows the responses of the respondents to the question: how often do you use interoffice memos?

The results in the table above show the responses of the respondents to the question: how often do you use inter-office memos? About 13 use it constantly, 14 said it is seldom used. About 28 use it regularly, 6 never use it, only 1 was spoilt and 4 did not respond. The analysis of responses was done according to gender of the respondents and the results were as follows: about 2 females respondents said it is constantly used, 3 said it is seldom used, 6 said it is regularly used, 1 said it is never used and 1 did not respond. The male respondents responded thus, 11 said it is constantly used, 11 said it is seldom used, 21 said it is regularly used and 1 who did not indicate her/his gender status said it is regularly used, 4 said it is never used and 1 more who did not indicate her/his gender also said it is never used, 1 was spoilt and 3 did not respond. The findings show a great difference of opinion according to gender because the majority of female respondents said it is regularly used whereas the majority of male respondents were divided some said it is constantly used and others said it is seldom used. Another analysis was done according to age of the respondents. The respondents that were 31-40 years old, 2 said it is constantly used, another 2 said it is seldom used, 1 said it is regularly used and 2 said it is never used. About 5 of the respondents that were between 41-50 years said it is constantly used, 7 said it is seldom used, 11 said it is regularly used and 1 more

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respondent who did not indicate her/his age also said that it is regularly used, 2 said it is never used, 3 did not respond. About 6 of the respondents that were 51+ years old said it is constantly used, 5 said it is seldom used, 15 said it is regularly used, 2 said it is never used, 1 was spoilt and 1 did not respond. The respondents that were 31+ years old had difference of opinion because they were split into 3 groups. About 2 said it is constantly used and another 2 said it is seldom used and the last group said it is never used. There was common thinking among the respondents that were 41-51 years old because the majority of the respondents said it is regularly used. Another analysis was done according to designation and about 4 SEM/DCES said it is constantly used, 13 said it is seldom used, 18 said it is regularly used, 5 said it is never used and 2 did not respond. The CSEM/CES responded thus, 5 said it is constantly used, 1 said it is seldom used, 10 said it is regularly used and 2 did not respond. The Directors responded in this manner: 4 said it is constantly used and 1 was spoilt. The SEM/DCES and the CSEM/CES seemed to have a common point of view because the majority of the respondents said it is regularly used. But the Directors had a difference of opinion from the SEM/DCES and CSEM/CES because the majority of Directors said it is constantly used. The impression that is created from these findings is that inter office memo should be used to optimise communication between the circuit and the district.

The next graph shows the result of the responses to the question: how often do you use internal e-communication network of the department?

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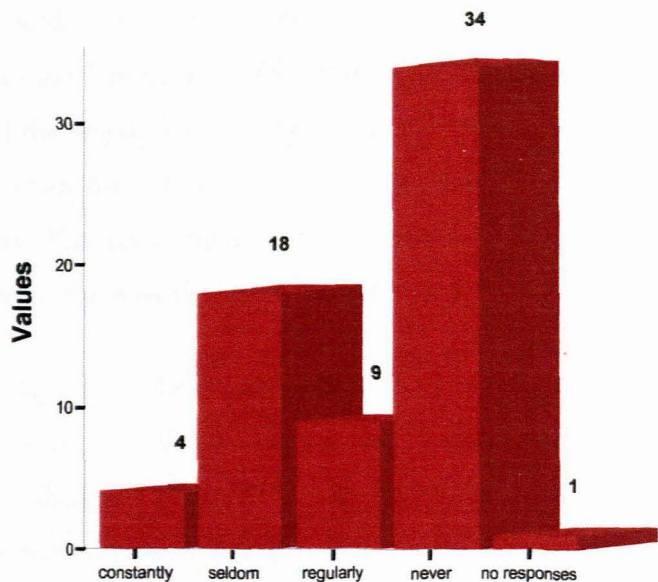
How often do you use internal e-communication networks of the department?

Figure 58: The graph shows the responses of the respondents to the question: how often do you use internal e-communication networks of the department?

The graph above indicates that 4 said it is constantly used, 18 said it is seldom used, 9 said it is regularly used and 34 is never used it. Only 1 did not respond to this question. The analysis of the results was done according to ethnic identity and about 1 African respondent said it is constantly used, 12 said it is seldom used, 7 said it is regularly used, 21 said is never used and 1 more who did not indicate her/his ethnic identity said is never used. The Asians responded thus, 3 said it is constantly used, 2 said it is seldom used, 1 said it is regularly used, 8 said is never used and 1 did not respond. The Coloured respondents responded in this manner: 2 said it is seldom used, 1 said it is regularly used and 1 said it is never used. About 2 White respondents said it is seldom used and 3 said id never used. Again the majority of respondents said this form of communication is never used. This might

also mean that this service is available but the officials of the department are either not allowed to make use of it or they do not know how to use it. The analysis of results was also done according to the age of the respondents. Only 1 of the respondents whose age ranged between 31-40 years said it is constantly used, 2 said it is seldom used, 1 said it is regularly used and 3 said it is never been used. The results of the respondents that were 41-50 years were as follows: Only 1 said it is constantly used, 7 said it is seldom used, 4 said it is regularly used and 16 said it is never been used 1 more who did not indicate her/his age also said it is never used. About 2 of the respondents whose age is 51+ years old said it is constantly used, 9 said it is seldom used, 4 said it is regularly used, 14 said it is never used and 1 did not respond. The age difference did not have any influence on the results because in all age levels the majority said it is never used.

Another analysis was done according to designation about 1 SEM/DCES said it is constantly used. 10 said it is seldom used, 6 said it is regularly used and 25 said it never used. About 3 CSEM/CES said it is constantly used, 4 said it is seldom used, 3 said it is regularly used, 8 said it is never used and 1 did not respond. About 4 Directors said it is seldom used and 1 did not respond. The SEM/DCES and the CSEM/CES had a common point of view because the majority of both of them said this service is never used while the Directors said it is seldom used. This proves that it not only the officials of the department that know it. What is even worse is that the Directors themselves said it is seldom used. Since the respondents do not know about this e-communication network it cannot be recommended that it be used to optimise communication between these two places. The EThekwini Region needs to be transformed and be in line with modern technology. The table below shows the results of the respondents to the question: how often do you use mass media communications, newsprint, radio, & TV?

how often do you use	constantly	7
mass media	seldom	19
communications,	regularly	12
newsprint, radio &TV?	never	27
	no response	1
Total		66

Figure 59: The table shows the responses of the respondents to the question: how often do you use mass media communications, newsprint, radio & T.V.?

The question how often do you use mass media communication, newsprint, radio and T.V., the respondents responded in this manner, 7 indicated that they use it constantly, 19 seldom use it 12 use it regularly and 27 indicated that they have never used it. Only 1 did not respond to this question. The analysis of results was done according to ethnic identity and about 4 Africans said it is used constantly, 12 said it is seldom used, 7 said it is regularly used, 1 more who did not indicate her/his ethnic identity also said it is regularly used, 17 said it is never used and 1 did not respond. About 3 Asians said it is constantly used, 3 said it is seldom used, 2 said it is regularly used and 7 said it is never used. The Coloured respondents responded in this manner: 3 said it is seldom used and 1 said it is never used. About 1 White respondent said it is seldom used, 2 said it is regularly used and 2 said it is never used. There was a difference of opinion among all racial groups, but the majority of Africans, Asians and White respondents said it is never used. The Coloured respondents said it is seldom used.

The analysis of results was also done according to age differences and the results of the respondents that were 31-40 years old were as follows: 1 said it is constantly used, 3 said it is seldom used another 3 said it is never used. About 2 of the respondents that were 41-50 years old said it is constantly used, 11 said it is seldom used, 5 said it is regularly used, and 1 more who did not indicate her/his gender status said it is regularly used. About 9 said it is never used and 1 did not respond.

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The respondents that were 51+ years old responded thus: 4 said it is constantly used, 5 said it is seldom used, 6 said it is regularly used and 15 said it is never used. The majority of the respondents irrespective of age had agreed that it is never used. The observation that has been made is that the majority of the respondents said it is never used but having said that it does not necessarily mean that mass media communication may not be used to optimise communication between the circuit and the district but instead it might mean the respondents are not aware of this service because nobody has ever made use of it. Another analysis of results was done according to designation and the SEM/DCES responded in this manner: 2 said it is constantly used, 12 said it is seldom used, 9 said it is regularly used and 19 said it is never used. About 5 CSEM/CES said it is constantly used, 4 said it is seldom used, 2 said it is regularly used, 7 said it is never used and 1 did not respond. The Directors responded thus, 3 said it is seldom used, 1 said it is regularly used and 1 said it is never used. The SEM/DCES and the CSEM/CES had a common point of view while the Directors had a different point of view all together. The majority of them said it is seldom used. The conclusion that can be drawn from these findings is that mass media communication is probably made use of by the officials in higher positions. The CSEM/CES had never been exposed to it. It looks like the Directors know about it but seldom use it.

The graph below shows the results of the respondents to the question: how often do you use public communications?
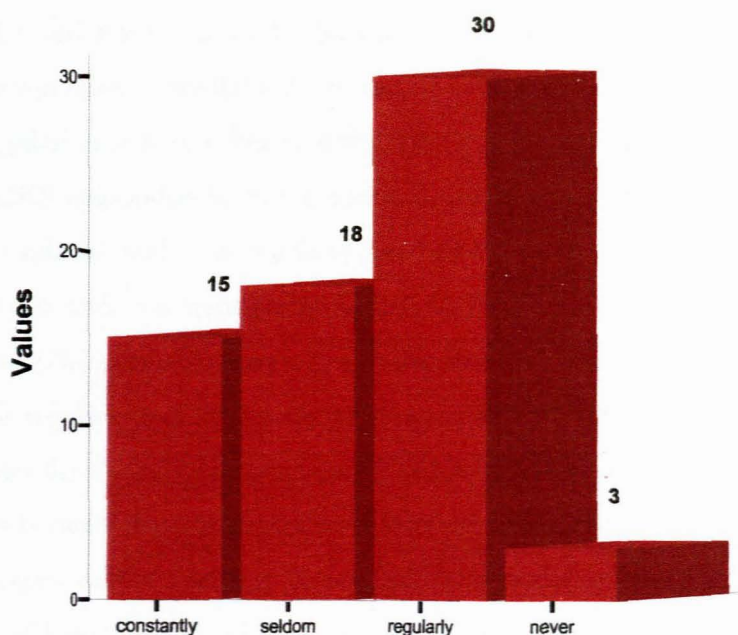
How often do you use public communications(speeches,presentations)?

Figure 60: The graph shows the responses to the question: how often do you use public communications (speeches, presentations)?

About 15 of the respondents indicated that they use it constantly, 18 seldom use it and 30 use it regularly. 3 had never used it. The analysis of the results was done according to gender of the respondents and the female respondents responded in this manner: 3 said it is constantly used, 5 said it is seldom used and 5 more said it is regularly used. About 11 male respondents said it is constantly used, 1 more respondent who did not indicate her/his gender status said it is constantly used. About 12 said it is seldom used and 1 more whose gender status was not known also said it is seldom used, 25 said it is regularly used and 3 said it is never used. There was no difference of opinion between the female and male respondents because the majority of both gender respondents said it is regularly used. Another analysis was done according to ethnic identity and the results were as follows, 10 Africans said it is constantly used, 11 said it is seldom used, 19 said it is regularly

used and 1 said it is never used. The Asians responded in this manner: 4 and 1 more who did not indicate her/his identity said it is constantly used, 3 said it is seldom used, 6 said it is regularly used and 2 said it is never used. All 4 Coloured respondents said it is regularly used. About 4 White respondents said it is regularly used and 1 said it is never used. The impression that one gets here is that this form of communication is regularly made use of because the majority of ethnic groups said it regularly used. Another analysis was done according to designation and the SEM/DCES responded in this manner: 6 said it is constantly used, 14 said it is seldom used, 20 said it is regularly used and 2 said it is never used. About 8 SEM/DCES said it is constantly used, 6 said it is regularly used and 1 said it is never used. The Directors responded in this manner: 1 said it is constantly used and 4 said it is regularly used. Looking at these results, the conclusion that can be drawn here is that there was a common point of view between the SEM/DCES and the Directors because the majority of both of them said it is regularly used. Totaling all the responses to the question how often do you use public communication, the majority said it is useful. This shows that public communication can be used to optimise communication between the circuit and the district.

how often do you use small group communication(con versation,conversati on,consultations)?	constantly	15
	seldom	14
	regularly	35
	never	1
	no response	1
Total		66

Figure 61: The table shows the responses according to small group communication

The table above shows the results of the respondents to the question, how often do you use small group communication, conversation and consultation? About 15 of the respondents indicated that they use it constantly. About 14 seldom use it, 35 use it regularly, 1 had never used it and lastly 1 of the respondents did not respond to this question. The analysis was done according to gender of the respondents and the female respondents responded in this manner: 4 said it is constantly used, 2 said it is seldom used and 7 said it is regularly used. About 11 male respondents said it is

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constantly used, 10 and 2 more who did not indicate their gender status said it is seldom used, 28 said it is regularly used, 1 said it is never used and 1 did not respond. What was noticed here is that both female and male respondents had a common point of view because the majority said it is regularly used. Another analysis of results was done according to ethnic identity and 7 Africans respondents said it is constantly used, 6 and 1 more who did not indicate her/his ethnic identity said it is seldom used, 26 said it is regularly used, 1 said it is never used and 1 did not respond. The Asians responded in this manner: 7 said it is constantly used, 4 said it is seldom used and another 4 said it is regularly used. The Coloured respondents responded in this manner: 1 said it is constantly used, 1 said it is seldom used and 2 said it is regularly used. About 2 White respondents said it is seldom used and 3 said it is regularly used. It was interesting to notice that the majority of all ethnic groups said it is regularly used. Another analysis was done according to designation and about 6 SEM/DCES said it is constantly used, 11 said it is seldom used, 24 said it is regularly used and 1 did not respond. The CSEM/CES responded in this manner: 6 said it is constantly used, 3 said it is seldom used, 9 said it is regularly used and 1 said it is never used. About 3 Directors said it is constantly used and 2 said it is seldom used. Again there was a common point of view between the SEM/DCES and the CSEM/CES because the majority of the respondents said it is regularly used. The Directors point of view slightly differed from the rest because they had said it is constantly used. The conclusion that can be drawn is that small group communication can be used to optimise communication between the circuit and the district.

The next table shows the findings of the responses to the question how often do you use SMS messages

how often do you use SMS messages over cell phones?	constantly	10
	seldom	14
	regularly	21
	never	21
Total		66

Figure 62: The table shows the responses of the respondents to the question: how often do you use SMS messages over cell phone?

The results show that only 10 of the respondents constantly used it. About 14 said they use it very seldom. About 21 said it is regularly used and 21 had never used it before. The results were analysed according to gender of the respondents and about 2 female respondents said it is constantly used, 4 said it is seldom used, 3 said it is regularly used and 4 said it is never used. The male respondents responded in this manner: 7 said it is constantly used, 1 more also said it is constantly used even though her/his gender status is not known. About 10 said it is seldom used, 17 and 1 more who did not indicate her/his gender status also said it is regularly used and another 17 said it is never used. There was a difference of opinion with regard to gender because female respondents alone had a difference of opinion because one group said it is seldom used and another group with the same number of responses said it is never used. The male respondents also had a difference of opinion because one group with equally the same number of responses said it is regularly used and another group said it is never used.

Another analysis of results was done according to ethnic identity, about 4 African respondents and 1 who did not indicate her/his ethnic identity said it is constantly used, 8 said it is seldom used, 16 said it is regularly used and 13 said it is never used. The Asians responded in this manner: 4 said it is constantly used, 3 said it is seldom used, 4 said it is regularly used and 4 said it is never used. The Coloured respondents responded in this manner: 1 said it is constantly used, 1 said it is regularly used and 2 said it is never used. About 3 White respondents said it is seldom used and 2 said it is never used. There was a great difference of opinion with regard to individual ethnic groups because the majority of the African groups said it is regularly used, some of the majority of the Asian group said it is constantly

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used, others said it is regularly used and another one said it is never used. The majority of the Coloured respondents said it is never used. The majority of the White respondents said it is seldom used. Another analysis of respondents was done according to age of the respondents and the respondents that were 31-40 years old responded in this manner: 1 said it is seldom used, 4 said it is regularly used and 2 said it is never used. About 3 of the respondents that were between 41-50 years old said it is constantly used, 8 said it is seldom used, 11 said it is regularly used and 6 said it is never used. The respondents that were 51+ years old responded thus: 6 and 1 whose age was not known said it is constantly used, 5 said it is seldom used, 6 said it is regularly used and 13 said it is never used. Though the individual age groups had a difference of opinion but it was noticed that the majority of all ethnic groups said it is regularly used. The conclusion that can be drawn here is that since 50% of the respondents said it is regularly used another 50% said it is never used. The impression created from the result is that it means this form of communication cannot be guaranteed to optimise communication between the circuit and the district. This form of communication is very common among the youth or unemployed group of people, simple because it is the cheapest means of communication that reaches a number of people within a spilt of a second depending on the availability of the network. The only disadvantage of this form of communication depends on the area and the availability of the network. There are areas where VODACOM does not connect very well and the same goes for MTN and Cell C. The table below shows the results of the respondents to the question how often do you use telegrams.

how often do you use telegrams?	constantly	3
	seldom	16
	regularly	6
	never	38
	no response	3
Total		66

Figure 63: The table shows the responses of the respondents to the question: how often do you use telegrams?

Only 3 of the respondents indicated that they use it constantly, 16 said they seldom use it. About 6 use it regularly and 38 said it is never used. Only 3 did not respond to this question. The analysis was done according to gender and the responses were as follows: 6 female respondents said it is seldom used, 1 said it is regularly used, 5 said it is never used and 1 did not respond. About 3 male respondents said it is constantly used, 10 said it seldom used, 4 and 1 more respondent who did not indicate her/his gender status said it is regularly used, 32 said it is never used and 1 more respondent whose gender status is not known also said it is never used and 2 did not respond. There was a slight difference of opinion between the female and the male respondents because the majority said it is seldom used whereas the majority of male respondents said it is never used.

Another analysis was done according to ethnic identity and the African respondents responded in this manner: 1 said it is constantly used, 10 said it is seldom used, 4 and 1 more respondent who did not indicate her/his ethnic identity said it is regularly used, 25 said it is never used and 1 did not respond. The Asians responded in this manner: 2 said it is constantly used, 3 said it is seldom used, 1 said it is regularly used, 7 said it is never used and 2 did not respond. About 3 Coloured respondents said it is seldom used and 1 said it is never used. All Directors said it is never used. The majority of all ethnic groups with the exception of the Coloured group said it is never used. The majority of the Coloured group said it is seldom used.

Another analysis of results was done according to designation and the SEM/DCES responded in this manner: 9 said it is seldom used, 3 said it is regularly used, 28 said it is never used and 2 did not respond. The CSEM/CES responded thus: 3 said it is constantly used, 4 said it is seldom used, 3 said it is regularly used, 8 said it is never used and 1 did not respond. About 3 Directors said it is seldom used and 2 said it is never used. There is a common point of view between the SEM/DCES and the CSEM/CES because the majority of the respondents said it is never used, but the

majority of Directors said it is seldom used. The majority of the respondents said that it is never used. The reason could be that, it is the traditional way of conveying messages. The disadvantage of this form of communication is that it is expensive. It takes longer than telephone call but better than postal delivery. It is time consuming because a person has to go to the post office in order to send a telegram. If it is sent to a post office box number, it becomes worse because it depends on a recipient how soon he/she gets to his post box to collect it. Yet there are new simple, better and faster means of conveying messages. The researcher found that this is not a popular form of communication at this day and age. The next table shows the findings to the question: how often do you use telephones?

how often do you use telephones?	constantly	32
	seldom	3
	regularly	26
	never	3
	no response	2
Total		66

Figure 64: The table shows the responses of the respondents to the question how often do you use telephones?

The table above shows the following results. About 32 of the respondents said it is constantly used, 3 said it is seldom used. About 26 said it is regularly used. Only 3 indicated that they had never used it and only 2 did not respond to this question. The analysis of results was done according to gender status and about 6 female respondents said it is constantly used, 6 said it is regularly used and 1 did not respond. The male respondents responded thus: 26 said it is constantly used, 2 and 1 more whose gender status is not known said it is seldom used, 20 said it is regularly used, 2 and 1 more who did not indicate her/his gender status said it is never used and 1 did not respond. There was a difference of opinion with regard to female respondents because some said it is constantly used whereas others said it is regularly used. The majority of male respondents said it is regularly used. Another analysis of results was done according to age of the respondents. About 3 of the respondents that were between 31-40 years old said it is constantly used, 3 said it is

regularly used and 1 said it is never used. About 15 of the respondents that were between 41-50 years said it is constantly used, 1 said it is seldom used and 1 more who did not indicate her/his age group said it is seldom used. 9 said it is regularly used, 1 said it is never used and of the 2 that did not respond 1 did not indicate his/her age. The respondents that were 51+ years old responded thus, 14 said it is constantly used, 1 said it is never used, 14 said it is regularly used and 1 said it is never used. The findings show the difference of opinion because the findings show that some say it is constantly used and others say it is regularly used. Another analysis of results was done according to designation and 19 SEM/DCES said it is constantly used, 2 said it is seldom used, 17 said it is regularly used, 3 said it is never used and 1 did not respond. About 9 CSEM/CES said it is constantly used, 1 said it is seldom used, 8 said it is regularly used and 1 did not respond. The Directors responded in this manner: 4 said it is constantly used and 1 said it is regularly used. The results according to designation show a common point of view because the majority of them say it is constantly used.

The conclusion that can be drawn from these findings is that telephone is a common means of communication that is the reason why almost all offices in the EThekwini Region, have telephones. The findings here give answers to the problem that has been worrying the researcher over a long time that whenever one phones the region, the lines are engaged or it takes longer before it is answered. The answer to this is that the majority of the officials convey information through telephones hence the lines are always busy. It therefore proves that telephone can be used to optimise communication between the circuit and the district.

how often do you	constantly	5
use video	seldom	9
conferencing?	regularly	8
	never	39
	no response	5
Total		66

Figure 65: The table shows the responses of the respondents to the question: how often do you use video conferencing?

The table above deals with the findings of the respondents to the question how often do you use video conferencing. About 5 of the respondents indicated that video conferencing is constantly used, 9 said it is seldom used, 8 said it is regularly used. About 39 of the 66 respondents indicated that they have never used it. Only 5 did not respond to this question. The analysis of respondents was done according to gender status and the female respondents responded thus: 2 said it is regularly used, 8 said it is never used and 3 did not respond. About 4 male respondents said it is constantly used and 1 more who did not indicate her/his gender status said it is constantly used, 9 said it is seldom used, 5 said it is regularly used, 31 said it is never used and 2 did not respond. There was no difference of opinion with regard to gender status because the majority of both of them said video conferencing is never used. It might be that such physical resources like videos are not available or it could be a service that is enjoyed by people that belong to a certain level of management like the Directors. Another analysis was done according to age of the respondents, about 2 respondents that were between 31-40 years old said it is regularly used and 5 said it is never used. About 7 of the respondents that were between 41-50 years old said it is seldom used, 4 said it is regularly used, 14 said it is never used and 3 did not respond. The respondents that were 51+ years old responded in this manner: 4 and 1 more whose age was not known said it is constantly used, 2 said it is seldom used, 2 said it is regularly used, 20 said it is never

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used 2 did not respond. There was no difference of opinion as far as gender status was concerned because the majority of the respondents in all age groups said it is never used.

How often do you use videotaped presentations?
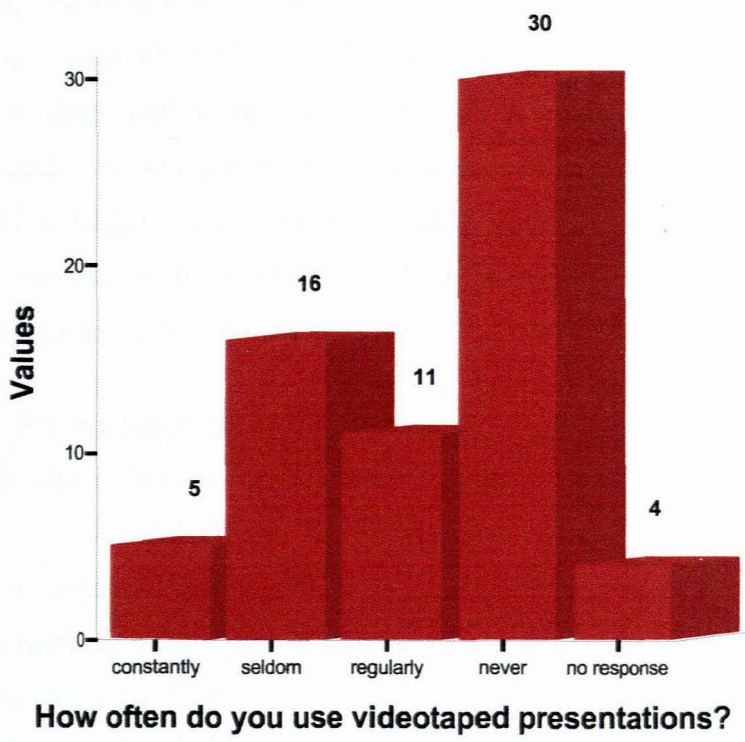
Figure 66: The graph shows the responses of the respondents to the question: how often do you use videotaped presentation?

The graph above shows the responses to the question, how often do you use videotaped presentations, the results show that 5 indicated that it constantly used, 16 said it is seldom used, 11 indicated that it is regularly used, 30 indicated that they have never used it and 4 did not respond. The results were analysed according to gender of the respondents and about 4 female respondents said it is seldom used, 3

said it is regularly used, 4 said it is never used and 2 did not respond. About 4 male respondents and 1 more respondent whose gender status was unknown said it is constantly used, 12 said it is seldom used, 8 said it is regularly used, 25 and 1 more who did not indicate her/his gender status said it is never used and 2 did not respond. The majority of the respondents both females and males said it is never used. This shows there was no difference of opinion with regard to gender. Another analysis was done according to age of the respondents and the results were as follows: 2 of the respondents that were between 31-40 years old said it is seldom used, 1 said it is regularly used and 4 said it is never used. About 1 respondent who did not indicate her/his age said it is constantly used, 8 said it is seldom used, 6 said it is regularly used, 12 said it is never used and 2 did not respond. The results of the respondents that were 51+ years old were as follows: 4 said it is constantly used, 6 said it is seldom used, 4 said it is regularly used, 14 said it is never used and 2 did not respond. With regard to age of the respondents there was no difference of opinion because the majority of the respondents said it is never used.

Another analysis of results was done according to designation and the SEM/DCES responded in this manner: 1 said it is constantly used, 8 said it is seldom used, 8 said it is regularly used, 23 said it is never used and 2 did not respond. The CSEM/CES responded in this manner: 3 said it is constantly used, 6 said it is seldom used, 2 said it is regularly used, 6 said it is never used and 2 did not respond. The Directors responded thus, 1 said it is constantly used, 2 said it is seldom used, 1 said it is regularly used and 1 said it is never used. These findings show that there was no difference of opinion particularly between the SEM/DCES and the CSEM/CES because the majority of the respondents said it is never used. The conclusion that can be drawn from these findings is that at the moment this form of communication is never used. The next table shows the responses to the question on how often do you use voice mail.

how often do you use voicemail?	constantly	10
	seldom	11
	regularly	26
	never	15
	spoilt response	1
	no response	3
Total		66

Figure 67: The table shows the responses of the respondents to the question: how often do you use voicemail?

The table above shows that about 10 of the respondents said that it is constantly used, 11 said it is seldom used, 26 said it regularly used. About 15 have never used it. Only 1 was spoilt and 3 did not respond to this question. The analysis of results was done according to gender of the respondents and about 2 of the female respondents said it is constantly used, 2 said it is seldom used, 4 said it is regularly used, 1 was spoilt and 3 did not respond. About 7 male respondents said it is constantly used, 9 said it is seldom used, 22 said it is regularly used, 11 and 1 more respondent who did not indicate her/his gender status said it is never used, 1 was spoilt and 1 did not respond. This analysis shows that there was no difference of opinion because even here the majority of respondents both female and male respondents said it is regularly used.

The analysis of respondents was also done according to age of the respondents and the respondents that were between 31-40 years responded in this manner, 1 said it is seldom used, 2 said it is regularly used and 4 said it is never used. About 1 of the respondents that was between 41-50 years old said it is constantly used and 1 more who did not indicate her/his age shared the same point of view, 8 said it is seldom used, 12 said it is regularly used, 5 said it is never used and 2 did not respond. The respondents that were 51+ years old responded in this manner, 8 said it is constantly used, 2 said it is seldom used, 12 said it is regularly used, 6 said it is never used, 1 was spoilt and 1 did not respond. The statistics show that the majority of the respondents except the respondents that were 31-40 years old said they use voicemail regularly. Another analysis was done according to the designation of the

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respondents and about 4 SEM/DCES said it is constantly used, 7 said it is seldom used, 18 said it is regularly used, 11 said it is never used, 1 was spoilt and 1 did not respond. The CSEM/CES responded thus: 4 said it is constantly used, 2 said it is seldom used, 7 said it is regularly used, 4 said it is never used and 2 did not respond. About 2 Directors said it is constantly used, 2 said it is seldom used and 1 said it is regularly used. The conclusion that can be drawn from these findings is that there was a common point of view between the SEM/DCES and the CSEM/CES because both of them said it is regularly used. The Directors had difference of opinion because some said it is constantly used and others said it is seldom used. As the researcher said earlier on, this service is usually used by SEM/DCES to convey messages. There is consistency because even in the previous discussion of usefulness of voicemail messages, it transpired that the majority uses voicemail to convey messages. It is therefore concluded that this service can be used to optimise communication between the circuit and the district. The table below shows the responses to the question how often do you use websites on the Internet.

how often do you use websites on the internet?	constantly	6
	seldom	2
	regularly	8
	never	46
	spoilt response	1
	no response	3
Total		66

Figure 68: The table shows the responses of the respondents to the question: how often do you use websites on internet?

The table shows the following results: About 6 of the respondents said it is constantly used, 2 said it is seldom used, 8 said it is regularly used and 46 have never used it. Only 1 was spoilt and 3 did not respond to this question. The analysis of results was done according to gender status and only 1 respondent said it is constantly used on website Internet, 2 said it is seldom used, 2 again said it is regularly used, 7 said it is never used and 1 was spoilt. There was no difference of

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opinion with regard to gender because the majority of the respondents both females and males said it is never used. The analysis of results was also done according to ethnic identity and about 3 African respondents said it is constantly used, 2 said it is regularly used, 33 said it is never used, 2 did not respond and 1 was spoilt. The Asians responded in this manner: 3 said it is constantly used, 1 did not respond, 3 said it is regularly used, 7 and 1 whose ethnic identity was not known said it is never used and 1 did not respond. About 1 Coloured respondent said it is seldom used, 2 said it is regularly used and 1 said it is never used. The White respondents responded in this manner: 1 said it is regularly used and 4 said it is never used. The impression created by these findings is that because the majority of all ethnic groups with the exception of Coloured people said it is never used.

Another analysis was done according to designation and the SEM/DCES responded in this manner: 1 said it is constantly used, 1 said it is seldom used, 3 said it is regularly used, 33 said it is never used, 3 did not respond and 1 was spoilt The CSEM/CES responded in this manner: 4 said it is constantly used, 3 said it is regularly used and 12 said it is never used. About 1 Director said it is constantly used, 1 said it is seldom used 2 said it is regularly used and 1 said it is never used. There was a difference of opinion with regard to designation because the SEM/DCES and the CSEM/CES had said it is never used but the majority of the Directors said it is regularly used. It might be that at the moment website on Internet is the service that is available to the Directors only. These findings prove beyond any reasonable doubt that most office based staff members are not computer literate. If 46 of the respondents had never used websites on the Internet, this is a serious concern that needs to be addressed as soon as possible so that it may be used to optimise communication between the circuit and the district.
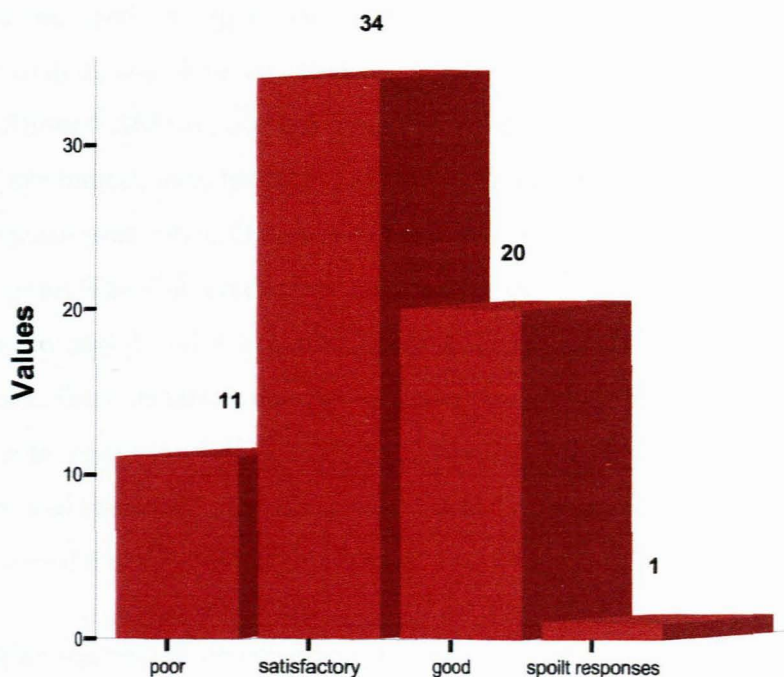
How do you rate the quality of communication in your district?

Figure 69: The graph shows the responses of the respondents to the question: how do you rate the quality of communication in your district?

The graph above shows the responses to the question: how do you rate the quality of communication in your district/circuit? About 11 of the respondents indicated that the quality of communication is poor, 34 said it is satisfactory 20 indicated that it is good, only 1 was spoilt. It is of great concern that 11 indicated that communication is poor. The analysis of results was done according to gender status and the female respondents responded in this manner: only 3 respondents said it is poor, 6 said it is satisfactory, 4 said it is good. The male respondents responded thus: 8 said it is poor, 26 and 2 more whose gender status was not known said it is satisfactory and 16 said it is good. The impression that the results have created is that quality of service is satisfactory because the majority of respondents both females and males said so. There was therefore no difference of opinion with regard

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to gender because the majority of the respondents both females and males said it is satisfactory. This is an eye opener to the managers because if communication is satisfactory it means that the organisation can still improve. It might be that there are areas that are good whilst there are equally areas that need a lot of improvement. It is therefore upon the organisation to identify those areas that need improvement. Another analysis was done according to ethnic identity and the responses were as follows: About 6 Africans said the quality of communication is poor, 21 and 1 more who did not indicate her/his ethnic identity said it is satisfactory, 13 said it is good and 1 response was spoilt. Only 1 Asian said it is poor, 9 said it is satisfactory and 5 said it is good. The Coloureds respondents responded thus, 1 said it is poor, 1 said it satisfactory and 2 said it is good. About 3 Whites said it is poor and 2 said it is satisfactory. The conclusion that can be drawn here is that there was a difference of opinion with regard to ethnic identity because individual ethnic groups had different responses and therefore the conclusion would be based on the responses of the majority hence it is regarded as satisfactory.

The analysis was also done according to designation and about 6 SEM/DCES said it is poor, 21 said it is satisfactory, 14 said it is good and 1 was spoilt. The CSEM/CES responded thus: 4 said it is poor, 10 said it is satisfactory and 5 said it is good. Only 1 Director said it is poor, 3 said it is satisfactory and 1 said it is good. It was interesting to notice that the majority of respondents irrespective of designation said it is satisfactory. If the very employees of the department of education say communication is satisfactory it means there is a serious problem that needs to be addressed by the district Director. She/he needs to identify where the problem is, diagnose it and strategies how to improve it because communication according to Forest et al 1981:7 "Attaches meaning to the organisation". Communication is therefore essential for any institution to survive. The table below shows the responses to the question: does your district/circuit have a service commitment charter?

does your district/circuit have a service commitment charter?	yes	48
	no	15
	spoilt response	1
	no response	2
Total		66

Figure 70: The table shows the responses of the respondents to the question: does your district/circuit have a service commitment charter?

About 48 of the respondents indicated that they have a service commitment charter, 15 indicated that they do not have it. Only 1 response was spoilt and 2 did not respond. The analysis of the respondents was done according to gender and the female respondents responded in this manner: 6 said yes, another 6 said no and 1 was spoilt. About 40 male respondents and 1 more whose gender status was not known said yes, 9 said no and 2 did not respond. The majority of both female and male respondents said yes and therefore there was no difference of opinion with regard gender. Another analysis was done according to age of the respondents and the respondents that were between 31-40 years old responded in this manner: 3 said yes, 2 said no, 1 was spoilt and 1 did not respond. The respondents between 41-50 years old responded thus: 21 said yes, 7 said no. About 23 and 1 more who did not indicate her/his age said yes, 6 said no and 1 did not respond. Again the respondents irrespective of age said yes. It shows that there was no difference of opinion. The analysis was also done according to designation and the SEM/DCES responded in this manner: 30 said yes, 9 said no, 1 was spoilt and 2 did not respond. About 14 CSEM/CES said yes and 5 said no. The Directors responded in this manner: 4 said yes and 1 said no.

The conclusion that can be drawn here is that the majority of the respondents irrespective of the designation said yes. It is pleasing to note that the majority of the respondents responded positively and this gives the impression that the majority of the officials know what they are committed to do and how they are going to do it in order to achieve their objective. The service commitment charter clearly gives directives that need to be followed and people in that organisation clearly spell out what they are committed to. If people are committed to what they do, the service

delivery will be at its best and will never be compromised. The next table shows the responses to the question: is communication with the Director/CES/SEM in your organisation effective?

is communication with	yes	54
the Director/CES/SEM	no	11
in your organization		
effective?	no response	1
Total		66

Figure 71: The table shows the results of the respondents with regard to communication with the Director/CES/SEM

About 54 of the respondents responded positively and only 11 of the respondents responded negatively. Only 1 did not respond. Analysing the results according to gender status, the following results were found: About 9 female respondents said yes, 3 -said no and 1 did not respond. The male respondents responded in this manner: 43 and 2 more who did not indicate their gender status said yes and 8 said no. The majority of the respondents said yes communication with the Director is effective. Another analysis was done according to age of the respondents the results were as follows: 6 of the respondents whose age ranged between 31-40 years said yes and 1 said no. About 21 of the respondents who were 41-50 years old said yes and 7 said no. The respondents that were 51+ years old responded in this manner: 26 and 1 more who did not indicate her/his age said yes, 3 said no and 1 was spoilt. There was no difference of opinion with regard to age because the majority of the respondents irrespective of age said yes. The analysis of results was also done according to designation and the results were as follows: about 35 SEM/DCES said yes, 6 said no and 1 was spoilt. About 15 CSEM/CES said yes and 4 said no. The Directors responded thus: 4 said yes and 1 said no. It is pleasing to notice that the majority of the respondents responded positively because it shows that there is flow of information from the Directors level right down to SEM/DCES level. This shows that the relationship between the supervisor and the supervisees is positive. It means the environment under which they work is conducive. Probably there's

openness to new ideas, willingness to listen, help to resolve problems and willingness to give assistance and support to employees. The table below shows the responses to the question: does your organisation invite suggestions in order to optimise communication?

does your organisation invite suggestions in order to optimise communication?	yes	51
	no	13
	spoilt response	1
	no response	1
Total		66

Figure 72: The table shows the responses of the respondents to the question: does your organisation invite suggestions in order to optimise communication?

About 51 of the respondents responded positively. Only 13 responded negatively. One was spoilt and 1 did not respond. The male respondents responded thus: 42 and 2 more whose gender status was not known said yes, 8 said no and 1 did not respond. The results were further analysed according to gender of the respondents and about 7 female respondents said yes, 5 said no and 1 was spoilt. As much as the majority of the respondents had said yes but the respondents in their individual gender groups had a difference of opinion. The analysis was also done according to ethnic identity and about 33 African respondents said yes and 8 respondents said no. About 11 Asian respondents and 1 more whose age was not known also said yes, 3 said no and 1 was spoilt. All 4 Coloured respondents said yes. The White respondents responded in this manner: 2 said yes, another 2 said no and 1 did not respond. The majority of the respondents irrespective of their ethnic groups said yes the organisation invites suggestions in order to optimise communication. Another analysis was done according to designation and about 34 SEM/DCES said yes, 8 said no and 1 did not respond. The CSEM/CES responded in this manner: 12 said yes and 7 said no. All 5 Directors said yes. It was interesting to notice that the majority of the respondents said yes and what was even more interesting was to notice that all Directors responded in one voice. This shows that they do invite people to come up with suggestions and if for whatever reason the suggestions do not come forth, it will not be their fault. The purpose of this research is to find

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ways of optimising communication in all districts under EThekwini Region even though the majority responded positively but since there is still 11 that feel that communication with Directors/CSEM/CES/SEM/DCES is not effective, it means the districts must find ways and means of improving or optimising communication. The next table shows follow up responses to the previous question.

if your answer is no,what would you suggest?	two way	4
	top down	3
	feedback from employees	3
	suggesion box	8
	spoilt response	3
	no response	29
	no response required	16
Total		66

Figure 73: The table shows the responses of the respondents that responded by saying no to the previous question

It is surprising to get more than 13 responses to this question yet in the previous question they were only 13 that had said no the organisation does not invite suggestions in order to optimise communication. About 4 of the respondents suggested two- way communication, 3 suggested top down communication, 3 felt feedback should be given constantly, 8 recommended a suggestion box, 3 were spoilt responses. About 29 did not respond at all and 16 did not give responses required. The majority of the respondents recommended a suggestion box as a way of giving feedback to the managers, in other words once the suggestion boxes are in place, the Directors would be in a position to find out what the colleagues had said. The analysis of results was done according to gender status and the results were as follows: About 2 female respondents suggested two way communication, 2 suggested the suggestion box, 1 was spoilt, 6 did not respond and 2 did not give the responses required. The male respondents responded in this manner, 2 suggested two-way communication, 3 suggested top down, 3 feed back, 5 suggested suggestion box, and 1 who did not indicate her/his gender status also suggested suggestion box, 2 were spoilt, 23 did not respond and 13 and 1 more who did not

indicate her/his gender status did not give the relevant responses. There was no difference of opinion between the female and the male respondents because the majority of respondents suggested that a suggestion box should be used. Another analysis was done according to the age of the respondents and the results were as follows. The respondents that were between 31-40 years old responded thus: 1 was spoilt, 4 did not respond and 2 did not give the responses that were expected. The respondents that were 41-50 years old responded in this manner: 1 suggested top down, 1 suggested two way, 1 suggested feedback, 4 suggested suggestion box, 2 were spoilt, 11 did not respond and 7 did not give responses expected. The respondents that were 51+ years old responded in this manner: 3 suggested two way communication, 2 top down, 1 and 1 more who did not indicate her/his age suggested feedback, 3 suggested suggestion box, 14 did not respond and 7 did not give the responses that were expected. There was no difference of opinion with regard to the responses of the respondents whose age ranged between 41-50+ years because the majority of the respondents suggested a suggestion box but the responses of the respondents that were 31-40 years old were different because they never suggested anything constructive. The analysis was also done according to designation and the SEM/DCES responded in this manner: 2 suggested two way communication, 2 top down, 3 suggested feedback, 6 suggested the suggestion box, 3 were spoilt, 17 did not respond and 9 did not give the expected responses. The CSEM/CES suggested two-way communication, 1 top down, 2 suggested the suggestion box, 9 did not respond and 5 did not give expected responses. About 3 Directors did not respond and 2 did not give the expected responses. The results show that the majority of the respondents who are SEM/DCES and CSEM/CES suggested the suggestion box. It was surprising to notice that the Directors did not give any suggestion and the suggestions that they had indicated were not the ones expected. The next table shows the results of a follow up question: does your organisation implement suggestions brought forward?

if your answer is yes does your organization implement the suggestions made?	yes	44
	no	6
	spoilt response	2
	no response	13
Total		65

Figure 74: The table shows the results of the respondents that had responded by saying yes to the previous question

About 44 of the respondents said yes the organisation does implement the suggestions made, 6 said no, 2 were spoilt responses and 13 did not respond. The analysis of results was done according to gender status and the female respondents responded in this manner: 6 said yes, 1 said no and 5 did not respond. The male respondents responded in this manner: 37 said yes and 4 said no, 2 were spoilt and 8 did not respond. The majority of the respondents both females and males said yes the organisation implements the suggestions made. The analysis was also done according to age of the respondents. The respondents that were 31-40 years old responded in this manner: 3 said yes, 1 said no and 3 did not respond. About 19 of the respondents that were between 41-50 years old said yes, 2 said no and 5 did not respond. The respondents that were 51+ years old responded thus: 22 said yes, 2 said no and 5 did not respond. It was interesting to note that the majority of the respondents irrespective of age said yes the organisation does implement suggestions made by the organisation.

The analysis was also done according to designation and the SEM/DCES responded in this manner: 27 said yes, 5 said no, 2 were spoilt and 7 did not respond. About 13 CSEM/CES said yes, 1 said no and 5 did not respond. The Directors responded in this manner: 4 said yes and 1 did not respond. The majority of the respondents irrespective of designation said yes the organisation does implement suggestions given. It is pleasing to note that the majority indicated that the suggestions made are implemented and suggestions that come from people at the bottom of the ladder are not looked down up. This makes the employees feel

that they are also important, they are part of the organisation and they can associate themselves with decisions taken because they are involved in discussions.

7.4 Conclusion

In this chapter the researcher dealt with the analysis of the data. Tables and graphs represented the findings of the researcher. After having distributed the questionnaires to all post levels 4, 5 and 6 managers in the districts and to the Directors at EThekwini Region, the researcher than looked at the findings of her research. The findings were represented in their raw scores. The analysis of data was done through the use of SPSS.

The tables and few graphs that were done represented the findings of the respondents. These tables and graphs showed the highlights of different forms of communication that are frequently used within the department of education. These different forms of communication are used in order to convey the dreams, aspirations and the vision of the department.

There were some forms of communication that were found to be efficient, popular, fast and time saving and at the same time there were other forms of communication that were found to be traditional, unpopular, time consuming and unreliable.

If new technology could be utilized, in order to improve communication, the researcher has no doubt that there would be organisational re-birth and the information would reach the whole province within a split of a second and the Department of Education would save a lot of money. Instead of people traveling more than 200 km in order to deliver a circular other forms of communication could be used.

In the next chapter the researcher will give a summary of the dissertation. Recommendation regarding forms of communication to improve service delivery will be given in the next chapter.

SUMMARY AND RECOMMENDATIONS

8.1 Introduction

This chapter deals with a summary of the dissertation. The conclusion of this dissertation is based on the literature review as well as the results of the survey conducted.

8.2 Summary of the study

The researcher conducted a survey on the Chief Superintendent of Education Management as a link between the district and the circuit. The researcher concentrated on communication between the circuit and the district. It was discovered that EThekwini Region uses different forms of communication and it all depends on the situation at that point in time.

8.3 A Retrospective overview of chapters

This study focuses on the forms of communication used by the officials of the department of education under EThekwini Region particularly in various districts. The researcher will analyse these forms of communication in different ways such as:

- those forms of communication that are more useful in an organisation.

- Those forms of communication that are used by certain managers in an organisation.

- Those forms of communication that are used by certain managers in an organisation.

- Those forms of communication that are often used by certain individuals in an organisation.

- Quality of communication in institutions.

- Service commitment charter.

- Effective communication.

- Invitation of suggestions in order to optimise communication. Implementation of suggestions.

- Personal communication and grapevine type of communication.

In chapter 1 the researcher gave the statement of the problem. The researcher indicated the problems that prompted her to conduct this research. The hypothesis that is to be tested, the research design, the value of this research was also given.

In chapter 2 definitions of key concepts were also given. The purpose of clarifying these terms was to make the reader understand the context in which they were used.

Chapter 3 focuses on organisational communication. The researcher discussed different forms of communication, communication pattern, barriers to effective communication, overcoming barriers to communication, communication system, formal communication flow, upward and downward communication etc as it happens under EThekwini Region.

Chapter 4 is about communication for educational transformation. Organisations need not be static but instead have to introduce new changes in order to improve. It

is not easy to accept change but one of the most important aspects of change is effective communication. There were few reasons that were given as to why people resist change such as threat to roles, disruption of social relationship, economic loss, etc. However there are steps that need to be followed when introducing change in order to avoid resistance. Whenever a new manager is appointed, change becomes necessary. If a manager fails to introduce it, then a change agent needs to be introduced. It is very essential that all organisations do communication audit so that if there is a need to optimise communication, new strategies could be applied.

Chapter 5 gave an overview of the formulation of questionnaires, administration and distribution of questionnaires, target group, how the sample was chosen, how the pilot study was conducted and why it was necessary to conduct it.

In chapter 6 the researcher dealt with the findings of her research. The researcher gave a clear clarification of how the questionnaires were distributed to post level 4, 5, and 6 respondents at all 3 district offices and few Directors at the region. The tables and graphs represented the findings of the respondents. The findings revealed that there are forms of communication that are frequently used by officials of the department. Some of these forms of communication were found to be efficient, popular, fast and time saving. EThekwini region has spent millions of rands buying new technology with the intention of improving performance and service.

8.4 The Forms of communication recommended to optimise communication
It is therefore recommended that the cell phone be used between districts and circuits in order to optimise communication. The Department of Education therefore needs to subsidize field workers such as S.E.M/D.C.E.S, Subject Advisors and First Education Specialists with cell phone allowance because most of the time they are not in their offices to use the telephone in order to communicate with other people, it therefore means the cell phone is the only option.

Courier service should be used to optimise communication between the district and the circuit.

It is recommended that EThekwini Region continues to use Departmental circulars to convey information. It can therefore be used to optimise communication.

It is also recommended that electric bulletin be to optimise communication between the district and the circuit even though a sizeable number of respondents did not know about it.

There were many respondents that indicated that they were not sure of E-mail communication, this suggests that they are not exposed to it. Asking them about the usefulness of this service was like asking too much from them because some of these officials of the Department had never seen the E-mail before and how it works. About 25 of the respondents found it useful but equally the same number of respondents did not know this form of communication. Since the CSEM plays a very important part as a link between the circuit and the district in order to optimise communication all office based staff need to be provided with the E-mail so as to improve service delivery. It is therefore recommended that E-mail be used between the district and the circuit.

It is also recommended that all circuits be provided with fax machines since the majority regarded them as very useful. The Director has to ensure that all circuits have at least two fax machines so that if one breaks and is attended to, the other one is made use of. One fax machine could be in the Chief Superintendent of Education Management's office and the other one could be with the receptionist.

It is recommended that mass media be used to optimise communication between the circuit and the district.

Postal delivery is recommended for use in order to optimise communication between the district and the circuit. About 61 of the respondents found it useful. It is also recommended that this form of communication be used to optimise communication between the district and the circuit because the majority regarded it as useful.

Postal delivery useful can still be used after all means of communications that are faster have been explored. This form of communication is the best, particularly in areas where there is no electricity or if documents are so big such that they cannot be faxed.

Another form of communication that was found to be useful and which could be used between the circuit and the district is public communication. This form of communication gives people an opportunity to communicate directly with the senior officials of the department because communication with the senior officials of the department is through protocol. This form of communication allows for two-way communication and more clarification of issues. If public communication could be held once a term, it could make a difference. It cannot be held quite often because it might be expensive.

Regarding the use of SMS there was a great difference of opinion even though the majority felt it is useful. SMS as a form of communication is fast, cheap and reliable but those that did not regard SMS as useful probably did not regard it as official form of communication because the sender cannot show evidence as proof of communication. The recipient can deny receiving any message especially if the message sent is not favourable to the recipient. The respondents show a great difference of opinion according to gender. It is therefore not a form of communication that is acceptable by all but can be used in the absence of the best form of communication. The reason could be that it does not give details but touches on the important points. It can be used in case of emergency.

It will not be necessary to use telegram communication if everybody uses e-mail. It is therefore recommended that all office based staff members become computer literate so as to do away with traditional forms of communication like telegrams.

It is no doubt that the CSEM and Directors need to make use of telephone communication because it is the fastest. It therefore suggests that all departmental offices should have telephones so that service delivery could not be compromised. The manner, in which the majority of the respondents had responded to this form

of communication, it proves that it could be used to optimise communication between the circuit and the district.

Group meetings were found to be popular. If now and again there could be organized group meetings where office based officials of the department could meet and discuss important educational issues with senior officials of the department, a sense of belonging would be experienced as well as an opportunity of verbally exchanging ideas with the senior management who hardly find time to meet with junior employees. It is no doubt that this form of communication can be used between the circuit and the district to optimise communication.

Only 25 of the respondents found this video conferencing useful, equally the same number of respondents, were not sure about video conferencing as a form of optimising communication. The responses of the respondents hang in the balance because it was 50% that recommended its use and the other 50% was not sure. It could be that they had never seen this form of communication.

About 42 of the respondents regarded videotaped presentation as useful. It means therefore that it can be used between the district and the circuit in order to optimise communication.

About 39 of the respondents found voicemail useful. Since democracy rules in a democratic country, it means therefore it can be used to optimise communication.

The majority of the respondents were not sure of websites on the Internet form of communication and it cannot therefore be recommended as a form of communication that can be used to optimise communication between the district and the circuit. The possibility is that the majority does not know anything about websites on the Internet, may be if they knew about it the results would have been different.

The following Officials are recommended to take a lead in optimising communication between the district and the circuit

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It is recommended that the Director should take a lead in optimising communication using the following forms of communication: cell phone, courier services, departmental circulars, E-mail, Inter office memo, internal e-communication networks, postal delivery, mass media, public speeches, video conferencing, video tapped communication and websites on internet.

It is also recommended that the following forms of communication be used by CSEM in order to optimise communication between the circuit and the district: group meeting, postal delivery and telephone.

The SEM is advised to use these forms of communication in order to optimise communication between the district and the circuit: fax machine, postal deliveries, small group communication, SMS messages and voice mail.

The following recommendations were made based on the frequency of the use of the forms of communication within the Department of Education.

The findings showed that the following forms of communication were either constantly or regularly used within the EThekwini Region. They are therefore recommended for continuous usage in order to optimise communication. Cell phone, departmental circulars, fax machine, group meeting, inter- office memo, mass media communication, public communication, small group communication, SMS, telephone, voice mail and websites.

There were other forms of communication that according to the findings were never used or were seldom used, not because they are not effective, but they are new and maybe the respondents are not as yet skilled as to how to use them despite the fact that they are very effective. The department could optimise communication if it makes use of all forms of communication that have been recommended. The researcher recommends that courier services, E-mail, Electronic bulletin, Internal E communication, video conferencing, video taped presentation and websites on Internet be used more frequently.

The respondents had indicated that communication with the Directors is effective but it is important that the status quo be maintained or be perfected because about 54 of the respondents said it is effective and it means there were about 12 respondents that had a difference of opinion. The quality of communication should improve such that everybody regards it as perfect.

Regarding the quality of communication, the majority of the respondents said it is satisfactory. These findings show that there is room for improvement. May be this study is going to help Ethekwini Region to improve the quality of communication.

The majority of the respondents said they do have the service commitment charter. This gives the impression that the employees know they are committed to and this gives hope that service delivery is not compromised.

Responding to effective communication between the district and the circuit, it was found that the majority said it is effective. This gives the impression that there is a positive relationship between the Directors and the circuit managers.

The findings revealed that the Directors do invite suggestions from the employees. They also suggested a suggestion box as a way of giving feed back to the managers because it sometimes becomes difficult to make suggestions to the Directors in a face- to- face situation.

The result showed that EThekwini region welcomes and implements suggestions made. EThekwini Region is therefore commended for inviting and implementing the suggestions made by the officials of the Department of Education. This good practice should be maintained at all times in order to perfect communication and maintain good relationship between the District and the Circuit.

8.5 Conclusion

The hypothesis that was to be tested was that EThekwini Region applies effective forms of communication. It was found that this hypothesis is 80% true, because there are forms of communication that were found to be useful to optimise

communication between the district and the circuit. However there are those that are not recommended for use because of a number of reasons.

Another hypothesis that was to be tested was that all office- based officials know how to use all forms of communications that have been mentioned in this study. The results have proved beyond any reasonable doubt that there are forms of communication, which were not known to all employees of the department such as Email, Websites on Internet and Electronic bulletins. This hypothesis is also 80% true.

The results of this study might not be the same in another region because the management style applied differs from region to region.

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PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

eTHEKWINI REGION   ISIFUNDA SASETHEKWINI   **eTHEKWINI STREEK**

Address: Ikheli: Adres:	Truro House 17 Victoria Embankment Esplanade	Private Bag: Isikhwama Seposi: Privaatsak:	Private Bag X54323 Durban 4000	Telephone: (031) 360-6911 Ucinco: Telefoon: Fax: (031) 337-4261
Enquiries: Imibuzo: Navrae:	S.B SINGH singhsb@kznedu.kzntl.gov.za 360 6208	Reference: Inkomba: Verwysing:	RESEARCH DOCTORATE	Date: 20 August 2003 Usuku: Datum:

OFFICE OF THE REGIONAL SENIOR MANAGER

Prof. R.M. Klopper
HOD: Communication Science
UNIVERSITY OF ZULULAND
Private Bag X 10
ISIPINGO
4110

Dear Prof. Klopper,

DOCTORAL RESEARCH PROJECT – COMMUNICATION PROTOCOLS

Your letter dated 29 July 2003 in respect of the above matter refers. Kindly be informed that permission is hereby granted for Mrs. P.P. Kganye and Mrs. N.P. Mngoma to conduct research as outlined in your letter, in the eThekwini Region subject to the following:

1. The schools and officials who participate in the project would do so on a voluntary basis.

2. Access to the schools and officials you wish to utilise in your sample is negotiated with the principals and officials concerned by yourself.

3. The normal teaching and learning programme as well as service delivery is not disrupted.

4. The confidentiality of the participants is ensured.

5. A copy of the thesis / research is lodged with the Office of the Regional Senior Manager on completion of your studies.

I wish you every success with your research.

N.L. NTULI (Mrs.)
REGIONAL SENIOR MANAGER

RESEARCH. KLOPPER DOCTORATE 200803

Form 6/4 ...

UNIVERSITY OF ZULULAND

STUDENT NUMBER: 720340   5.1.9...........................

APPLICATION FOR CONFERMENT OF STATUS

PLEASE NOTE THAT:
1. Original certificate(s) must be submitted with this form.
2. The information required in paragraph A and B should be typed.
3. A prescribed fee should accompany this application form.

A.   PERSONAL PARTICULARS

SURNAME: Nyembe-Kganye

FIRST NAMES: Phumzile

IDENTITY NUMBER: 5401240738083

B.   ACADEMIC PARTICULARS

PROPOSED DEGREE: ____D. Litt._____   DISCIPLINE: Communication Science
(e.g. B.A. Hons.)   *(e.g. Afrikaans)*

DEGREE (S) OBTAINED: (1) BA (UZ), (2) UED (UZ), (3) B. Ed Hons (.UZ), (4) BA
Honours (UDW), (5) M. Ed. (UDW).

YEAR WHEN OBTAINED: (1) 1979, (2) 1979, (3) 1992, (4) 1996, (5) 2002.

MAJOR SUBJECTS: (1) Education, Zulu, Biblical studies, (4) Zulu, (5) Education
management.

ANCILLARY SUBJECTS Too many to list here

OTHER QUALIFICATION (S) _____N/A_____

I hereby certify that the particulars furnished in A and B above are to the best of my knowledge true
and correct.

SIGNATURE OF APPLICANT: _____   DATE: 5. 04. 03

C.   FOR OFFICE USE ONLY

Equivalent status to be conferred: _____

Original certificate (s) received: _____

For: **REGISTRAR** (Academic): _____ DATE _____

Status fee of R _____ paid per receipt number: _____

Cashier: _____ DATE: _____

Application recommended by Faculty Board on: _____

Application recommended by Senex on: _____

Application approved by Senate on: _____

Department Of Communication Science

University Of Zululand (Durban Campus)

Researcher: P.P. Nyembe Kganye

Supervisor: Prof. R.M. Klopper

To the respondent :

1. This research project is being undertaken in order to optimize communication in the Kwa-Zulu Natal Dept. of Education so that communication procedures could be improved to the mutual benefit of all staff members.

2. Please make sure you understand all questions. If not, do not hesitate to ask for clarity or additional information.

3. I need to assure you that, the information that you share with me for the purposes of this research will be highly confidential.

4. Your honest and candid responses will assist me in completing this research.

5. Thank you for your co-operation.

Section A: Personal Information

Please respond to the questions asked below where appropriate also make a cross (x)

Title: __ __ Initials: __ ____ Surname: _____ _____

Ethnic identity: African [ ] Asian [ ] Colored [ ] White [ ] Other [ ]
Gender: female [ ] male [ ]
Age: 20-30 [ ] 30-40 [ ] 40-50 [ ] 50+ [ ]
Designation: S.E.M. [ ] C.E.S. [ ] Director [ ]
Experience in your position: 0-5yrs [ ] 6-10yrs [ ] 11-15yrs [ ] 16yrs+ [ ]

Your highest level of education: 3yr diploma/degree   [ ]
                               Honors diploma /degree   [ ]
                               Masters   [ ]
                               Doctorate level diploma/degree   [ ]
                               Honorary doctorate   [ ]

Section B: Best practices in organizational communication

1. Good communication is essential for optimizing organizational communication. Rate the following forms of communication used in your organization (Mark only one option on each line):

Forms of communication	Not useful	Quite useful	Very useful	Unsure
Cell phone conversations				
Courier services				
Departmental circulars				
Electronic Bulletins				
E-mail messages				
Fax machines				
Group meetings				
Hearsay (Grapevine)				
Inter office memos				
Internal e-Communication Networks of the Department				
Mass media communications (Newsprint, Radio, TV)				
Postal deliveries				
Public communication (Speeches, presentations)				
Small group communication (Conversation, consultations)				
SMS messages over cell phones				
Telegrams				
Telephones				
Video conferencing				
Videotaped presentations				
Voicemail				
Websites on the Internet				

2. Who in your organization should take a leading role in using these forms of communication? Circle the answer you have chosen

Forms of communication		Director	C.E.S.	S.E.M.	Unsure
Cell phone conversations					
Courier services					
Departmental circulars					
Electronic Bulletins					
E-mail messages					
Fax machines					
Group meetings					
Hearsay (Grapevine)					
Inter office memos					
Internal e-Communication Networks of the Department					
Mass media communications (Newsprint, Radio, TV)					
Postal deliveries					
Public communication (Speeches, presentations)					
Small group communication (Conversation, consultations)					
SMS messages over cell phones					
Telegrams					
Telephones					
Video conferencing					
Videotaped presentations					
Voicemail					
Websites on the Internet					

3. How often do you as District Director/C.E.S./S.E.M. use the following forms of communication?

Forms of communication		Constantly	Seldom	Regularly	Never
Cell phone conversations					
Courier services					
Departmental circulars					
Electronic Bulletins					
E-mail messages					
Fax machines					
Group meetings					
Hearsay (Grapevine)					
Inter office memos					
Internal e-Communication Networks of the Department					
Mass media communications (Newsprint, Radio, TV)					
Postal deliveries					
Public communication (Speeches, presentations)					
Small group communication (Conversation, consultations)					
SMS messages over cell phones					

SMS messages over cell phones						
Telegrams						
Telephones						
Video conferencing						
Videotaped presentations						
Voicemail						
Websites on the Internet						

4.How do you rate the quality of communication in your district/circuit?
    Poor [ ] satisfactory [ ] Good [ ]

5.Does your district /circuit have a service commitment charter
    Yes [ ] No [ ]

6.Is communication with the Director /C.E.S. /S.E M. in your organization effective?
    Yes [ ] No[ ]

7.Does your organization invite suggestions in order to optimize communication?
    Yes [ ] No [ ]

8.If your answer is no, what would you suggest?

_____

_____

_____

_____

9. If your answer is yes does your organization implement the suggestions made?
    Yes [ ] No [ ]

10.In your view, are personal conversation and grapevine-type of communication good or bad for communication within the Department? Please motivate:

_____

_____

_____

_____

Thank you very much for your time