

CHAPTER SEVEN

COMPARATIVE ANALYSIS AND INTEGRATION OF THE RESEARCH FINDINGS

7.1 Introduction

In Chapter Seven, I integrate the empirical findings that emerged from the analysis of the data I gathered by means of the open-ended questionnaires, educator time-use diaries and interviews with principals. I do this by means of a comparative approach in which I discuss striking similarities and disparities between the following:

- What prevailing education labour law and other relevant law expects of educators,
- What the members of a public school governing body expect of educators as evidenced by the open-ended questionnaires,
- The actual duties performed by educators as evidenced by the educator time-use diaries,
- What educators “expect of themselves” as evidenced by the educator time-use diaries,
- The perceptions of school principals, where applicable and relevant.

I present the findings as tabulated summaries, which will facilitate a comparative approach and the discussions that follow.

In this chapter, I also present my findings that emerged from the data regarding possible causes of intensification. I evaluate all my findings in relation to the aims of my research, my research question and my working assumptions.

7.2 Teaching Responsibilities

In this section, I present the comparative findings in respect of teaching responsibilities, which includes the planning and preparation of lessons, teaching lessons, marking learners’ work and providing feedback, keeping record of learners’ assessment and profiles, assisting learners with learning problems, enriching bright learners and preparing learners’ progress reports to parents. These fundamental aspects of teaching, apart from enriching bright learners, are similar in the sense that all attained medium to high, high and very high averages in the educator time-use diaries, which is feasible since they are part and parcel of an educator’s primary function.

7.2.1. Planning and Preparation of Lessons

Table 7.1 Comparative Summary of Findings in regard to Planning and Preparation of Lessons

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field. • The National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Learning Mediator: The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. 	<ul style="list-style-type: none"> • Completed thoroughly, regularly, promptly. • Must be actual, structured, purposeful, stimulating and effective. 	<p>(Ave=09h 49min) – Medium to high average.</p> <ul style="list-style-type: none"> • Educators complete planning and preparation at home either in the evenings or over weekends: • Educators work a full day at school, have a full afternoon programme and always take home planning and marking work (E14). • Lesson planning takes place weekly. • Educators complete their lesson planning and preparation as a grade group. 	<ul style="list-style-type: none"> • Not specified.

The medium to high average of time spent by educators on planning and preparation indicates that educators employed at middle-class public schools fulfil these duties in accordance with not only the expectations prescribed in prevailing education law and other relevant law but also most if not all of the expectations expressed by members of school governing bodies. Ironically, the National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Learning Mediator, states that educators will understand and interpret **provided** learning programmes and **design** original learning programmes.

The problem is that since the introduction of Outcomes-Based Education, educators have not, as the text indicates, been provided with any learning programmes that could guide them in their lesson planning and preparation. They have only been provided with lists of learning outcomes and assessment standards per learning area. This means that educators spend a great deal of time designing their own learning programmes and have thus been necessitated to take on the additional responsibility of designing the curriculum. This is one of the reasons why educators need to use their initiative and set aside time to plan and prepare in their grade groups. They need to pace their work and ensure that all learners in a specific grade group of a school receive the same quantity and quality of instruction. Educators who are engaged in extra-mural commitments and who are unable to meet in the afternoons are therefore required to meet in the evenings or over weekends to complete their planning and preparation.

The findings therefore indicate that the educators who recorded time-use diaries completed their planning and preparation in accordance with requirements specified in prevailing education labour law and other relevant law. In completing their planning and preparation thoroughly, regularly and promptly they also met the expectations expressed by members of the school governing body.

7.2.2 Teaching Lessons

Table 7.2 Comparative Summary of Findings in regard to Teaching Lessons

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Recognise that learning is an active process and that the teacher must be prepared to use a variety of strategies to meet the outcomes of the curriculum. • Employment of Educators Act, No 76 of 1998, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: An educator must be a class teacher and engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades. • Employment of Educators Act, No 76 of 1998, Chapter A, Paragraph 3, Section 3.2 (a): All educators should be at school during the formal school day, which should not be less than 7 hours per day. The 7 hours per day includes the breaks and periods in which the learners are not at school. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Learning Mediator: The educator will mediate learning in a manner, which is sensitive to the diverse needs of learners, including those with barriers to learning. 	<ul style="list-style-type: none"> • Educators must present lessons with enthusiasm and passion. • Lessons must be creative and interesting. • Educators must have knowledge of various teaching methods and use modern teaching aids. • Educators must take cognizance of learners' special needs. 	<p>(Ave=50h 48min) – Highest average.</p> <ul style="list-style-type: none"> • Teaching lessons is the core duty on which educators spend the most time. 	<ul style="list-style-type: none"> • Not specified.

Teaching lessons is the core duty that attained the highest average in the teacher time-use diaries, which provides evidence that educators who teach at middle-class public schools appear to engage in educating and instructing learners throughout the school day. Prevailing education labour law adequately describes government's expectations of educators in regard to teaching lessons. The Employment of Educators Act, No 76 of 1998, Chapter A, Paragraph 3, Section 3.2 (a) states that all educators should be at school during the formal school day, which should not be less than 7 hours per day. The 7 hours per day includes the breaks and periods in which the learners are not at school. The seven hours stipulated in this law was originally intended to include approximately six hours of teaching lessons and an additional compulsory hour in which educators are supposed to plan and prepare their work for the following school day. However, it appears that many educators are unable to use this additional hour for planning and preparation since many extra-mural activities begin directly after school.

The expectations in regard to teaching lessons expressed by the members of the school governing body are **similar** to those stipulated in prevailing education labour law. The Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching, states that educators need to recognise that learning is an active process and that the teacher must be prepared to use a variety of strategies to meet the outcomes of the curriculum. Similarly, the members of the governing body stressed that educators must have knowledge of various teaching methods and use modern teaching aids. The National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Learning Mediator, furthermore states that the educator will mediate learning in a manner, which is sensitive to the diverse needs of learners, including those with barriers to learning. The members of the school governing bodies also similarly indicated that they expect educators to take cognisance of the special needs of learners.

The findings provide evidence that educators who teach at public schools situated in middle-class contexts appear to meet all these expectations. The impressive systemic literacy and numeracy evaluation results achieved by Grade 3 and Grade 6 learners attending schools situated in the study area provide further evidence that educators present their lessons in a creative and interesting manner and with enthusiasm and passion.

7.2.3 Marking Learners' Work and Feedback

Table 7.3 Comparative Summary of Findings in regard to Marking Learners' Work and Feedback

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Plan, co-ordinate control, administer, evaluate and report on learners' academic progress. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Assessor: The educator will understand that assessment is an essential feature for the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. 	<ul style="list-style-type: none"> • Manner and time: accurately, meaningfully, carefully and promptly. • Purpose: remediation. 	<p>(Ave=16h 48min) – Very high average.</p> <ul style="list-style-type: none"> • E5: Marked 99 Grade 1 books each day = 02h 30min each day. • E14: Educators work a full day at school, have a full afternoon programme and always take home planning and marking work (E14). • The excerpt from the educator's personal diary indicated that this educator was required to mark 33 Writing and 33 Mathematics books each day. 	<ul style="list-style-type: none"> • Not specified.

The very high average attained by this section in the teacher time-use diaries provides sufficient evidence for the finding that educators who completed the time-use diaries understand that assessment is an essential feature of the teaching and learning process. It follows that these educators will also have an understanding of the purposes, methods, and effects of assessment and will be able to provide helpful feedback to learners and parents. In doing this, they will be meeting the expectations and requirements for the marking of learners' work and providing feedback as specified in prevailing education labour law.

I am able to link this teaching responsibility to the assistance provided by educators to learners who encounter learning problems (See § 7.2.5). The medium to high average attained in that section is evidence that educators who teach at public schools situated in middle-class contexts continually mark and assess learners' work and know which learners require remediation. They continually and consistently intervene by means of didactic assistance to those learners who have not achieved the required learning outcomes. This means that they also meet the expectations of the members of the school governing body who expressed concerns about lack of progress and emphasised the importance of remediation for learners who experience learning problems at school.

The findings obtained from the teacher time-use diaries show that marking learners' work and providing appropriate feedback not only demands a great deal of an educator's time but is also a key contributor to the intensification of educators' workloads, particularly in large classes and in classes containing large numbers of learners with learning problems.

7.2.4 Keeping Record of Learners' Assessment and Profiles

Table 7.4 Comparative Summary of Findings in regard to Keeping Record of Learners' Assessment and Profiles

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) 4 (i), Teaching: Plan, co-ordinate control, administer, evaluate and report on learners' academic progress. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Assessor: The educator will keep detailed and diagnostic records of assessment. 	<ul style="list-style-type: none"> • Manner: promptly, daily, regularly, accurately, structured, up to date, according to policy and prescriptions. • Purpose: monitor progress and identify problem areas. 	<p>(Ave=05h) – High average.</p> <ul style="list-style-type: none"> • E15 Recording of incidents takes an additional 15 minutes per learner profile. • E27 marks learners' tasks and records their profiles at the same time. • E29 noted information in files and read marks into the computer. 	<ul style="list-style-type: none"> • Not specified.

Although I included keeping record of learners' assessment and profiles under the core duty of teaching responsibilities, it actually constitutes an administrative function and therefore directly links to other administrative core duties, which also scored a high average in the teacher time-use diaries (See § 5.3.2.3). Yet, it is not peculiar that this section attained a high average in the teacher time-use diaries since literature indicates a proliferation in the time educators spend on keeping record of learners' assessment and profiles. The Educator Workload in South Africa Report states, "The assessment, planning, preparation, recording and reporting requirements of Outcomes-Based Education constitute a major burden and need serious attention" (2005:x). It calls on Government to not only reduce the number of learning areas in the curriculum but to reduce required assessment and recording and reporting procedures (2005:xiv). However, until such time, educators will need to meet the prevailing expectations of Government by keeping detailed and diagnostic records of assessment.

My research findings provide evidence that educators who teach at middle-class public schools not only meet Government's expectations in keeping record of learners' assessment and profiles, but that they also meet the expectations of the members of their schools' governing bodies. E15 and E29 proved that they are making every effort to monitor the progress of their learners. E27's comment has a sense of urgency about it and provides evidence that educators are exploring all avenues that may save them time, for example, by simultaneously marking learners' tasks and recording their profiles.

7.2.5 Assisting Learners with Learning Problems

Table 7.5 Comparative Summary of Findings in regard to Assisting Learners with Learning Problems

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Engage in class teaching, which will foster a purposeful progression in learning. • The White Paper 6 on Special Needs Education. 	<ul style="list-style-type: none"> • Assistance provided by educator. • Assistance provided by specialists. 	<p>(Ave=03h 30min) – Medium to high average.</p> <ul style="list-style-type: none"> • In class time the moment I detect a problem (E20). • Mathematics every day, 30min at break time (E2) • Mathematics assistance seven periods per week, entire period (E8). 	<ul style="list-style-type: none"> • Not specified.

These findings provide evidence that educators teaching at public schools situated in middle-class contexts spend a great deal of their teaching time assisting learners who encounter learning problems, particularly learners who experience difficulties with numeracy. The medium to high average attained by this section in the educator time-use diaries indicates that educators are meeting the expectations laid down by Government. Furthermore, the response of E2 provides evidence that educators who teach at public schools situated in middle-class contexts have their learners' best interests at heart and are prepared to sacrifice their break time to assist learners. It follows that educators also more than meet the expectations expressed by the members of the school governing bodies. None of the educators, however, recorded time spent on referring learners to specialists. A possible explanation may be that I did not include referrals to specialists as a specific question in the open-ended questionnaire. Despite this omission, there is evidence that educators regularly do this as E2 spent 30 minutes meeting with a parent whose child is using Ritalin.

Most educators recorded assisting learners who had encountered problems in Mathematics with only one educator recording time performing numeracy and literacy interventions. This finding, as evidenced by the records of E2 and E8, begs the question: Why do educators generally spend more time assisting learners with numeracy skills as opposed to literacy skills?

7.2.6 Enriching Bright Learners

Table 7.6 Comparative Summary of Findings in regard to Enriching Bright Learners

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Engage in class teaching, which will foster a purposeful progression in learning. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Interpreter and Designer of Learning Programmes and Materials: The educator will also select sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners. 	<ul style="list-style-type: none"> • Educator is expected to stimulate, motivate, challenge and enrich learners. 	<p>(Ave=01h 30min) – Low to medium average.</p> <ul style="list-style-type: none"> • Takes place in lesson time (E3). • Included in lesson planning (E4). • Continually during school day (E15). • Educator provides extra tasks (E19). • Differentiation during lessons and tasks (E19). 	<ul style="list-style-type: none"> • Not specified.

The findings flowing from this teaching responsibility reveal a striking disparity in the data. In contrast to assisting learners with learning problems, the teacher time-use diaries show that middle-class educators appear to spend significantly less time enriching and extending bright learners, as evidenced by the lowest average attained by this teaching responsibility. An obvious explanation may be that in most classes, learners who experience learning problems outnumber the bright learners. Despite E3 and E15's responses, that enrichment occurs continually during lesson time and E19 differentiates tasks and provides additional tasks for bright learners, it appears that GB6's concern holds water:

- *This aspect is often neglected and under emphasised (GB6).*

Although the findings indicate that educators who teach at middle-class public schools meet Government's expectations as well as the expectations of the members of school governing bodies by stimulating, motivating, challenging and enriching learners, they need to take cognisance of GB14's concern that assisting learners with learning problems and enriching bright learners should take place:

- *Where possible, without it being disadvantageous to other learners (GB14).*

It follows that members of public school governing bodies expect educators to accommodate struggling and bright learners in their classes without neglecting the needs of the majority of average ability learners.

7.2.7 Progress Reports to Parents

Table 7.7 Comparative Summary of Findings in regard to Progress Reports to Parents

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Meet parents and discuss with them the conduct and progress of their children. 	<ul style="list-style-type: none"> • Manner: accurately, regularly, informative. • Purpose: Problems that require attention and to improve. 	<p>(Ave=03h) – Medium to high average.</p> <ul style="list-style-type: none"> • We have to calculate marks, read the marks into the computer, check the reports, write comments and hand out the reports (E12). • Additional 15min per learner's parents at formal parent evening (E15). • Progress reports once per term. Educator communicates with parents via homework book (E19). • Telephone calls to parents (E28). 	<ul style="list-style-type: none"> • Not specified.

Although I included the issuing of learners' progress reports to parents under the core duty of teaching responsibilities, similarly to keeping record of learners' assessment and profiles it actually constitutes an administrative function and can therefore directly be linked to the administrative core duties. The Employment of Educators Act, No 76 of 1998 neither specifically states the number of progress reports Government expects schools to issue to learners' parents nor the number of meetings schools need to hold to inform parents of learners' progress. Naturally, limiting the time spent by educators on this core duty would prove to be unprofessional and impossible. Therefore, it appears that many of the educators who completed the time-use diaries communicate with parents by means of notes in homework books, cellphone text messages and telephone calls throughout the term and only issue progress reports at the end of each of the four school terms.

However, the preparation of progress reports entails a great deal of administrative work, which also demands a great deal of an educator's time. As E12 points out, the process begins with the calculation of marks, reading the marks into the computer, checking, writing comments and finally handing out the reports. My premise is that if all the educators prepare progress reports in a similar way to E12, they meet the expectations voiced by members of the school governing bodies who lay emphasis on accurate, regular and informative progress reports. Naturally, such progress reports would also draw parents' attention to the learner's strengths and weaknesses and contain advice and suggestions on how the learner can improve on weaknesses and problem areas.

7.2.8 Other Teaching Responsibilities

Table 7.8 Comparative Summary of Findings in regard to Other Teaching Responsibilities

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> Specified in various sections of the Employment of Educators Act, No 76 of 1998. 	<ul style="list-style-type: none"> Educators need to be happy at all times. A happy educator nurtures happy learners and happy learners achieve (GB4). A well prepared educator produces a good learner (GB10). To conduct them consistently and professionally (GB19). Certain careers are a calling, not a job. Teaching is one. I expect educators to put everything in, to efficiently prepare the country for the future. (GB18). 	<p>(Ave=03h 51min) – Medium to high average.</p> <ul style="list-style-type: none"> Most time is spent compiling new modules and extra tasks for learning areas as well as photocopying (E8). Making new assessment tasks according to departmental requirements (E17). Setting tests and extra lessons (E28). Handing out and collecting study guides and workbooks (E11). Reading periods and book reports (E12). Met a parent to discuss his child who uses medication, namely Ritalin (E2). Telephone calls to parents (E10). Feedback to parents in respect of parent evenings, cellphone short messages and letters (E20). Homework books and letters to parents (E29). Assisting student educators with their classroom organisation, evaluation of student educators' lessons and completing their evaluation reports (E6). Planning lessons with student educators, evaluating their work and completing their evaluation reports (E7). 	<ul style="list-style-type: none"> Not specified.

The findings in this section show a disparity between the type of expectations expressed by the members of the school governing bodies and the actual teaching duties and responsibilities performed and recorded by educators in the time-use diaries. In other words, educators performed duties that the members of the school governing body did not expect. My deduction therefore is that the additional or complementary teaching duties and responsibilities, which according to the medium to high average demand a great deal of an educator's time, appear to comprise the unseen, less obvious component of an educator's workload. Compiling new modules and extra tasks for learning areas as well as photocopying (E8) and making assessment tasks according to departmental requirements (E17) appear to be extremely time-consuming. It appears that few parents are aware that educators perform these duties and responsibilities and consequently do not have an accurate understanding of what teaching entails, which may lead to misconceptions about educator workloads.

7.3 Classroom Management

In this section, I present the comparative findings in respect of creating a positive teaching and learning environment and maintaining discipline.

7.3.1 Creating a Positive Teaching and Learning Environment

Table 7.9 Comparative Summary of Findings in regard to Creating a Positive Teaching and Learning Environment

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (i), Teaching: Establish a classroom environment, which stimulates positive learning and actively engages learners in the learning process. 	<ul style="list-style-type: none"> Teacher's frame of mind: consistent, friendly, fair, honest and sincere. Aesthetic appeal: cheerful, neat, stimulating. Physical facilities: comfortable, furnished, equipped. 	<p>(Ave=22h) – Very high average.</p> <ul style="list-style-type: none"> All day (E2, E6, E9, E24, E26, E27, E28). Continual process (E11, E15, E16, E18) Pinning learners' work for display, group work and tidying up (E8). Sweep and tidy class after school (E19). Cleaning and packing every day. Setting display table for new theme (E23). Star system. Get well cards. Welcoming a new baby (E29). 	<ul style="list-style-type: none"> Not specified.

The findings indicate that members of public school governing bodies hold high expectations of educators in regard to the educator's frame of mind, the aesthetic appeal of the classroom, the atmosphere that prevails in the classroom and the condition of the physical facilities at the school. The very high average attained by this section in the educator time-use diaries provides evidence that educators attempt to stimulate positive learning and actively engage learners in the learning process throughout the school day. They therefore meet the expectations prescribed by Government in prevailing education labour law and other relevant law as well as the expectations expressed by members of the school governing body.

Some educators, however, performed time-consuming duties, which the members of the school governing body did not expect. Educators' responses indicate the activities, which demand a great deal of an educator's time after school hours, include pinning learners' work on pin boards for display, cleaning, sweeping and tidying the class and packing away books and apparatus. Some educators also spent time setting a display table for a new theme, making and using a star system as well as making and sending cards to sick learners and to welcome learners' new baby brothers and sisters.

7.3.2 Maintaining Discipline

Table 7.10 Comparative Summary of Findings in regard to Maintaining Discipline

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular duties: Assist the principal in overseeing learner counseling and guidance, careers, discipline and the general welfare of all learners. • Principles of Natural Justice. 	<ul style="list-style-type: none"> • Necessity: absolutely essential. • Type: positive, constructive. • Applied: consistently. • According to procedures and policies. 	<p>(Ave=23h) – Very high average.</p> <ul style="list-style-type: none"> • All day (E2, E6, E9, E23, E24, E25, E26, E27, T28). • Continual process (E11, E15, E16, E17, E18). • Throughout the day, in class and at sport (E19, E20, E29). • Crude language and hitting each other (E17) rude song (E29). 	<ul style="list-style-type: none"> • Not specified.

The very high average attained by this section in the educator time-use diaries provides proof that educators who teach at public schools situated in middle-class contexts attempt to maintain discipline throughout the school day, in their classrooms while teaching and learning takes place and after school hours at extra-mural activities. Educators therefore comply with the provisions set out in the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular duties, which expects educators to “Assist the principal in overseeing learner counseling and guidance, careers, discipline and the general welfare of all learners”.

The findings do not provide any evidence that educators apply the principles of natural justice when they meet out discipline and punishment. Furthermore, educators meet two of the governing body expectations, namely, that discipline at school is essential and that educators apply discipline consistently. The types of misdemeanours some primary school, middle-class learners appear to commit require educators to intervene continually and consistently. The findings from the time-use diaries however, do not provide indisputable evidence that educators apply discipline in a positive and constructive manner and according to procedures and policies.

7.3.3 Other Classroom Management Duties

Table 7.11 Comparative Summary of Findings in regard to Other Classroom Management Duties

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> Specified in various sections of the Employment of Educators Act, No 76 of 1998. 	<ul style="list-style-type: none"> Not specified. 	<p>(Ave=08h 36min) – High average.</p> <ul style="list-style-type: none"> Educators are involved in a discussion concerning the week's academic work with colleagues (E3). Educators assist student educators with their classroom organisation (E6). Educators instruct learners in life skills, which is a continual process (E11). Educators spend extra time on educating learners about neatness (E21). Educators make posters for their classrooms (E30). Educators complete reports on learners' discipline (E25). 	<ul style="list-style-type: none"> Not specified.

Similar to the section dealing with other teaching responsibilities, which educators perform (See § 7.2.8), educators also appear to perform classroom management duties, which some parents might not expect of them. These classroom management duties are not obvious but demand a great deal of an educator's time as evidenced by the high average attained by this section in the educator time-use diaries. A large percentage of educators' time appears to be spent on continually educating learners about life skills and neatness (E11, E21). The completion of reports on learners' discipline, which may be categorised as an administrative duty, also demands a great deal of educators' time (E25). Assisting student educators with various aspects of classroom management appears to contribute significantly to an educator's workload (E6).

7.4 Involvement in Extra-Mural Activities

In this section, I present the comparative findings in respect of educators' involvement in sport, cultural activities, fundraising activities, the school's social functions and school committees.

7.4.1 Involvement in Sport

Table 7.12 Comparative Summary of Findings in regard to Involvement in Sport

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra- & co-curricular Duties: To share in the responsibilities of organising and conducting extra and co-curricular activities. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Section (v), Communication: Educators must maintain contact with ³sporting, social, cultural and community organisations. 	<ul style="list-style-type: none"> • Educators must be involved in sport. • Educators must get to know learners in a different context. 	<p>(Ave=12h 42min) – Very high average. Sport impacts on many other core duties, such as:</p> <p><u>Social Functions</u></p> <ul style="list-style-type: none"> • Educators’ continually attend school, sport and cultural functions. <p><u>Involvement in School Committees</u></p> <ul style="list-style-type: none"> • Educators are members of various sports bodies and committees at school and outside of school. <p><u>Other Extra-Mural Activities</u></p> <ul style="list-style-type: none"> • Educators arrange the transport of learners to various sport venues, e.g. hiring of buses. • Educators supervise learners at sports camps during weekends and holidays. • Educators are responsible for organising and performing first-aid duties at matches and tournaments. 	<ul style="list-style-type: none"> • Parents tend to put a lot of pressure on the school and educators to achieve in sport (P5). • My school has appointed two sports administrators to handle the sport workload at this school (P11).

³ Core duties to be discussed appear in bold in paragraphs 7.4.1, 7.4.2 and 7.4.4

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
		<p><u>Administrative Duties</u></p> <ul style="list-style-type: none"> • Educators spend a great deal of time on sports administration, e.g. selecting players and teams, arranging match schedules with other schools, keeping records of match results. <p><u>Bus Duty</u></p> <ul style="list-style-type: none"> • Educators accompany and travel with learners on bus trips to sports days held at schools in other towns on weekdays and on weekends. <p><u>Other Pastoral Duties</u></p> <ul style="list-style-type: none"> • Educators hold informal discussions with learners involved in sport during breaks and after school for motivational purposes. <p><u>Newsletters</u></p> <ul style="list-style-type: none"> • Educators often spend time handing out sports letters to learners. <p><u>Professional Duties</u></p> <ul style="list-style-type: none"> • Educators attend sport courses and meetings. 	

The very high average recorded in the educator time-use diaries for this section indicates that educators who teach at middle-class public schools meet the expectations laid down by Government by sharing in the responsibilities of organising and conducting extra and co-curricular activities. The responses of two principals provide evidence of the increase in educators' workloads in relation to their involvement in sports activities:

- *Parents tend to put a lot of pressure on the school and educators to achieve in sport (P5).*
- *My school has appointed two sports administrators to handle the sport workload at this school (P11).*

However, it is not entirely clear from the findings whether educators meet the governing bodies' sole expectation, which is to know learners at a "different level" and in a context other than a purely academic environment.

The findings provide evidence that sport is an integral aspect of at least eight core duties and therefore demands a great deal of time and effort from educators. It follows that involvement in sport may affect many educators' private lives since sports meetings, matches and courses often take place during weekends, public holidays and school holidays.

7.4.2 Involvement in Cultural Activities

Table 7.13 Comparative Summary of Findings in regard to Involvement in Cultural Activities

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Educators must maintain contact with sporting, social, cultural and community organisations. 	<ul style="list-style-type: none"> Educators must be involved in cultural activities. Educators must have special skills and training. Educators must set an example of a balanced lifestyle at all times. Educators must fulfil a leadership role. 	<p>(03h 12min) – Medium to high average.</p> <ul style="list-style-type: none"> Educators organise talent competitions (E18). Educators lead assemblies (E19). Educators organise and perform at music and choir evenings (E23). Educators are involved in school concerts (E25, E27 E30). 	<ul style="list-style-type: none"> Not specified.

The medium to high average score attained by this core duty in the educator time-use diaries indicates that educators who teach at public schools situated in middle-class contexts spend a significant amount of time being involved in a variety of cultural activities. They therefore meet the expectation of Government, which according to the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication, is that educators must maintain contact with sporting, social, **cultural** and community organisations. Educators, who possess special skills and training to perform cultural activities, meet the skills and training expectations expressed by members of the governing bodies (E23). Educators who co-ordinate and arrange cultural activities such as assemblies, talent competitions choir evenings and concerts may be viewed as cultural leaders and therefore meet the expectation for educators to fulfil a leadership role (E18, E19, E25, E27, E30). However, these findings cannot be interpreted as confirmation that educators set the example of a balanced lifestyle at all times.

7.4.3 Involvement in Fundraising Activities

Table 7.14 Comparative Summary of Findings in regard to Involvement in Fundraising Activities

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Silent. 	<ul style="list-style-type: none"> • Schools need to be managed as businesses. 	<p>(Ave=00h 53min) – Low average.</p> <ul style="list-style-type: none"> • Educators are continually involved in fundraising activities as arranged by the school (E11). • Collected soap powder boxes every morning (E23). • Contacted parents every evening from home to sell tickets for a theatre production (E23). • Wine auction (E25). 	<ul style="list-style-type: none"> • Not specified.

Most educators were not involved in fundraising activities during the two weeks in which they recorded their time-use diaries, hence the low average attained in the educator time-use diaries for this section (See § 5.3.6.1). However, E11's response indicates that many educators are continually involved in fundraising activities throughout the year. The comments of E23 and E25 indicate the type of unexpected duties educators perform in relation to raising funds for their schools. Despite the fact, that prevailing education labour law and other relevant law appear silent in respect of fundraising, the members of school governing bodies expect educators to assist and support them in managing schools as businesses.

7.4.4 Involvement in the School's Social Functions

Table 7.15 Comparative Summary of Findings in regard to Involvement in the School's Social Functions

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Educators must maintain contact with sporting, social, cultural and community organisations. 	<ul style="list-style-type: none"> Foster teamwork, team-building and communication between parents and educators. 	<p>(02h 12min) – Medium average.</p> <ul style="list-style-type: none"> Later in the term (E4). Not during these two weeks (E8). Continual attendance at school, sport and cultural functions (E11). E5 is in charge of the crockery and cutlery storeroom and is responsible for counting out and dispatching all crockery and cutlery needed for school functions, counting and packing the crockery back again. E5 does this in the afternoons. Some weeks there are many functions. Discussion with church concerning outreach programme and slide shows (E25). Grade 7 farewell function (E28). 	<ul style="list-style-type: none"> Not specified.

My premise is that the medium average attained by this section in the educator time-use diaries does not accurately reflect the number of social functions educators who teach at public schools situated in middle-class contexts are expected to arrange and attend. Similar to the previous section dealing with educators' involvement in fundraising activities, educators were not involved in social functions during the two weeks in which they recorded their time-use diaries as evidenced by the responses of E4, E5 and E8 (See § 5.3.4.3). Furthermore, E11 states that attendance at school, sport and cultural functions occurs continually.

Prevailing education labour law and other relevant law states that Government expects educators not only to be involved in their schools' social functions but functions arranged by community-based organisations such as churches as well. The findings evolving from the educator time-use diaries provide evidence that educators who teach at schools situated in middle-class contexts meet the expectations stipulated by the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication, which expects educators to “maintain contact with sporting, **social**, cultural and **community organisations**”.

The members of the school governing bodies expect educators to be involved in their schools' social functions because according to their responses, educator involvement fosters teamwork, team-building and communication between parents and educators. Although the findings indicate that educators are involved in their schools' social functions, it is unclear whether educators meet the expectations of members of the school governing bodies. The findings do not provide any specific evidence that educator involvement in the school's social functions can be equated with the fostering of teamwork, team-building and communication between parents and educators.

7.4.5 Involvement in School Committees

Table 7.16 Comparative Summary of Findings in regard to Involvement in School Committees

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Educators must participate in departmental committees. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders: Educators must participate in the school's governing body if elected to do so. 	<ul style="list-style-type: none"> • Channels of communication are important. 	<p>(Ave=02h 48min) – Medium average.</p> <p><u>Educators serve on:</u></p> <ul style="list-style-type: none"> • Sports committees (E11). • Language committees (E15). • Charity committees (E29). • School newspaper and editorial committees (E19). • Class committees (E4). • School management team (E18). 	<ul style="list-style-type: none"> • Not specified.

The medium average attained in this section in the educator time-use diaries indicates that educators who teach at public schools situated in middle-class contexts are indispensable members and often co-ordinators of various school committees. It follows that educators meet the expectation of Government, stipulated in Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication, namely that educators must “participate in departmental committees”. The Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders furthermore expects educators to participate in the school’s governing body if elected to do so. None of the participants, however, indicated that they serve as members of the school governing body.

Educators may meet the expectation expressed by the members of the school governing bodies, namely to maintain open channels of communication, if they serve on various school committees with parents. This means that various committees should comprise educators and parents. In this way, educators and parents may communicate the various strengths, weaknesses, opportunities and challenges they face, share in decision-making and work co-operatively in seeking solutions, which will be in the best interests of the school, learners, educators and parent community.

7.4.6 Other Extra-Mural Duties

Table 7.17 Comparative Summary of Findings in regard to Other Extra-Mural Duties

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra- & co-curricular Duties: To share in the responsibilities of organising and conducting extra and co-curricular activities. 	<ul style="list-style-type: none"> Not specified. 	<p>(Ave=19h 30min) – Very high average.</p> <ul style="list-style-type: none"> E3 attended a rugby camp for 4 days during the April school holidays. E7 was involved in planning the school's centenary celebrations. E12 was responsible for the school's First Aid and safety. E25 had a heavy schedule dealing with sport administration. E27 arranged a function for the school's cultural evening. E29 is the head of the school's Charity Committee. 	<ul style="list-style-type: none"> Not specified.

A striking disparity is evident in the findings that emerged for this section in the educator time-use diaries. The members of the school governing bodies did not specify any expectations with regard to other extra-mural duties in their responses yet this section scored a very high average in the educators' time-use diaries. This disparity therefore focuses attention on the wide range of unexpected extra-mural duties and responsibilities performed by educators who teach at public schools situated in middle-class contexts. Some of these duties, however, link to educators' pastoral duties, administrative duties, their involvement in sport and cultural activities and involvement in school committees. In fulfilling additional extra-mural duties and responsibilities, educators meet the expectation of Government, namely the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra- & co-curricular Duties, which states that educators must "share in the responsibilities of organising and conducting extra and co-curricular activities".

7.5 Pastoral Duties

In this section, I present the comparative findings in respect of educators' playground duty, bus and gate duty, scholar patrol duty and sick learners. The sections dealing with scholar patrol duty and sick learners scored low averages. The section dealing with playground duty scored a low to medium average while the section dealing with bus and gate duty scored a medium average. These findings therefore indicate that, in comparison to the other core duties, pastoral duties do not demand too much of educators' time and do not significantly intensify educators' workloads.

7.5.1 Playground Duty

Table 7.18 Comparative Summary of Findings in regard to Playground Duty

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), core duties are specified as ground, detention and scholar patrol duty, etc. • Duty of Care. 	<ul style="list-style-type: none"> • Playground duty is essential for maintaining discipline at school and for learner safety. 	<p>(Ave=01h 18min) – Low to medium average.</p> <ul style="list-style-type: none"> • All educators perform playground duties. • Educators are on duty before school commences in the mornings (E29). 	<ul style="list-style-type: none"> • Not specified.

⁴ Core duties to be discussed appear in bold in paragraphs 7.5.1 and 7.5.3

Despite the low average attained by this section in the educator time-use diaries, educators who teach at public schools situated in middle-class contexts meet the expectations placed on them by Government. The Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), specifies core duties as **ground**, detention and scholar patrol duty, etc. In performing playground duty, educators also meet the expectations placed on them by other relevant law, namely the common law principle of Duty of Care. Educators who diligently exercise their duty of care, will appease the foremost concern voiced by members of the school governing bodies, that of learner safety. Although playground duty does not demand a great deal of an educators' time and does not appear to intensify educators' workloads, it does require educators to sacrifice their breaks regularly and to maintain discipline on the playground.

7.5.2 Bus and Gate Duty

Table 7.19 Comparative Summary of Findings in regard to Bus and Gate Duty

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), core duties are specified as ground, detention and scholar patrol duty, etc. • Duty of Care. 	<ul style="list-style-type: none"> • Bus and gate duty is essential for learner safety. 	<p>(Ave=02h 21min) – Medium average.</p> <ul style="list-style-type: none"> • Only two educators performed bus and gate duty, which was combined with playground duty. • A third educator accompanied learners in a bus to a sports day on a Saturday (E19). 	<ul style="list-style-type: none"> • Not specified.

Although this section attained a medium average in the educator time-use diaries it appears that not all educators who teach at public schools situated in middle-class contexts meet the expectation expressed by members of the school governing bodies since only two of the thirty educator participants performed bus and gate duty. Yet, the *etcetera* added to the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd) and which renders this legislation open to interpretation, means that educators are expected to exercise their duty of care in respect of bus and gate duties even though these duties are not specified. This means that learners become the parents' responsibility the moment they pass through the gate and vacate the school premises. Similarly, parents will need to accept responsibility for their children's well-being and safety while travelling home after school in buses and taxi's. The medium average attained by this section may be attributed to the time recorded by E19 in accompanying learners in a bus to a sports day on a Saturday. The findings therefore show that bus and gate duties generally do not intensify educators' workloads.

7.5.3 Scholar Patrol Duty

Table 7.20 Comparative Summary of Findings in regard to Scholar Patrol Duty

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), core duties are specified as ground, detention and scholar patrol duty, etc. • Duty of Care. 	<ul style="list-style-type: none"> • Educators must guide and supervise to ensure learner safety. 	<p>(Ave=00h 47min) – Low average.</p> <ul style="list-style-type: none"> • Only three educators performed scholar patrol duty, two of whom combined it with playground duty. The third educator did one week's duty per term. 	<ul style="list-style-type: none"> • Not specified.

Similar to the previous section dealing with bus and gate duties, only three of the thirty educator participants performed scholar patrol duty during the two weeks in which they completed the time-use diaries. It therefore appears that educators who teach at public schools situated in middle-class contexts meet the expectations placed on them by Government in prevailing education labour law and other relevant law. The Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.1 (b) (i) (dd), specifies scholar patrol duty as a core duty.

Yet, most of the educators in the sample who recorded time-use diaries did not meet the governing bodies' expectations of ensuring learners' safety since they did not perform this duty. A possible explanation may be that not all public schools have scholar patrol teams. Some schools have been fortunate enough to acquire the services of traffic officers to ensure the learners' safety before and after school. Therefore, scholar patrol duty, as the low average recorded in the educator time-use diaries indicates, in most cases does not contribute to the intensification of educators' workloads.

7.5.4 Sick Learners

Table 7.21 Comparative Summary of Findings in regard to Sick Learners

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative: Educators must perform or assist with one or more of other non-teaching administrative duties such as first aid and accidents. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular: Educators must cater for the educational and general welfare of all learners in their care. • Duty of Care. 	<ul style="list-style-type: none"> • Educators expected to act according to policy and follow the correct procedures. • Contact parents. 	<p>(Ave=00h 31min) – Low average.</p> <ul style="list-style-type: none"> • E8 telephoned parents to enquire about two learners. • E19 arranged homework for a sick learner. 	<ul style="list-style-type: none"> • Not specified.

Prevailing education labour law and other relevant law is specific concerning its expectation of educators in regard to the handling of sick learners. The Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative, states that “educators must perform or assist with one or more of other non-teaching administrative duties such as first aid and accidents”. Section (e) (ii), Extra and Co-curricular, furthermore expects educators to “cater for the educational and general welfare of all learners in their care”. The common law principle of Duty of Care requires educators to care for learners since they stand *in loco parentis*.

In contrast to Government’s expectations of educators, the only expectation expressed by members of the school governing bodies was that educators act according to policy, follow the correct procedures and contact the parents to inform them of their children’s ill health. The low average attained by this section in the educator time-use diaries confirms that apart from arranging homework for sick learners and the occasional phone calls to parents, educators’ workloads are not to a large extent intensified by having to care for sick learners.

7.5.5 Other Pastoral Duties

Table 7.22 Comparative Summary of Findings in regard to Other Pastoral Duties

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (ii), Extra and Co-curricular: Educators must cater for the educational and general welfare of all learners in their care. • Duty of Care. 	<ul style="list-style-type: none"> • Educators are expected to ensure the safety of learners. 	<p>(Ave=02h) – Medium average.</p> <ul style="list-style-type: none"> • Educators counsel learners in collaboration with social workers and psychologists (E21). • Educators perform corridor duty every day before school, at breaks and after school (E23). • E5 organises and collects tinned food, does grocery shopping and packs grocery hampers, collects second hand clothing and hands out clothing to the needy families. 	<ul style="list-style-type: none"> • Not specified.

The findings that emerged from the educator time-use diaries indicate that although the normal pastoral duties performed by educators do not significantly intensify their workloads, there appears to be numerous other pastoral care duties that educators perform that do intensify their workloads, which is evidenced by the medium average for this section. In contrast to the duties performed by E21 and E23, which a member of the school governing body may expect from an educator, E5 provides evidence that some educators perform unexpected duties. E5 also provides evidence of the increasing social responsibility burden, which exists in most South African public schools, even in relatively affluent middle-class contexts. Educators appear to be expected to accept additional pastoral duties and responsibilities, which in earlier years were performed by social workers and welfare organisations.

7.6 Administrative Duties

In this section, I present the comparative findings in respect of educators' administrative duties, namely collecting money in class, handing out newsletters and keeping attendance registers.

7.6.1 Collecting Money in Class

Table 7.23 Comparative Summary of Findings in regard to Collecting Money in Class

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative: Educators must perform or assist with one or more of other non-teaching administrative duties such as collection of fees and other monies. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager: The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. 	<ul style="list-style-type: none"> • Educators expected to collect money in class but this practice should be kept to a minimum. • Educators must issue receipts for money they receive. 	<p>(Ave=01h 12min) – Low to medium average.</p> <p>Educators collected money in class for:</p> <ul style="list-style-type: none"> • Photographs (E8). • Guide Dog Association (E23). • Up to 01 hour during fundraising projects (E11). • Occurs on a continual basis (E15). 	<ul style="list-style-type: none"> • Not specified.

The low to medium average attained in the educator time-use diaries for this section provides evidence that educators who teach at public schools situated in middle-class contexts often need to collect money from learners during class time. In performing this core duty, they meet Government's expectations, which are specified in the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative, and which state that "educators must perform or assist with one or more of other non-teaching administrative duties such as collection of fees and other monies". The findings do not make it clear whether educators meet the expectations of some of the governing body members by issuing receipts for the money they receive. Although many of the governing body members were of the opinion that the collection of money in class ought to be kept to a minimum, educators regularly collect money for various reasons as indicated by E8, E11, E15 and E23. Although collecting money in class might not significantly intensify educators' workloads, it may erode valuable teaching and learning time.

7.6.2 Handing Out Newsletters

Table 7.24 Comparative Summary of Findings in regard to Handing Out Newsletters

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative: Educators must perform or assist with one or more of other non-teaching administrative duties. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager: The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. 	<ul style="list-style-type: none"> • Responsibility of educators to hand out newsletters for purposes of communication. 	<p>(Ave=00h 45min) – Low average.</p> <ul style="list-style-type: none"> • Educators hand out sport letters (E10). • Educators hand out letters twice a week (E15). • Foundation Phase educators staple learners' homework tasks into their diaries each day (E19). 	<ul style="list-style-type: none"> • Not specified.

The findings that emerged from the educator time-use diaries show that educators who teach at public schools situated in middle-class contexts, meet the expectations placed on them by Government by the open-ended Section (e) (iii), Administrative, of the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5. This section states that “educators must perform or assist with one or more of other non-teaching administrative duties”. In addition, the National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager, states that “the educator will make decisions appropriate to the level, manage learning in the classroom, **carry out classroom administrative duties efficiently** and participate in school decision-making structures”.

E10, E15 and E19 specifically meet these expectations as well as the expectation communicated by the members of the school governing bodies, which focused on communication between the school and parents by means of newsletters. Despite the low average this section scored in the educator time-use diaries, Foundation Phase educators appear to spend a good measure of time communicating with parents about various aspects such as homework tasks. Since these homework information sheets are prepared and typed each afternoon after school, communicating with parents in this way may significantly intensify Foundation Phase educators’ workloads.

7.6.3 Keeping Attendance Registers

Table 7.25 Comparative Summary of Findings in regard to Keeping Attendance Registers

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative: Educators must perform or assist with one or more of other non-teaching administrative duties. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager: The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. 	<ul style="list-style-type: none"> • Educators must keep attendance registers to keep record of learner absenteeism. • Educators must follow up on learner absenteeism. 	<p>(Ave=00h 28min) – Low average.</p> <ul style="list-style-type: none"> • Educators spend the minimum of time on this core duty. 	<ul style="list-style-type: none"> • Not specified.

Prevailing education labour law and other relevant law ensures that educators who teach at public schools situated in middle-class contexts diligently keep record of learners' school attendance in official registers. These measures are affected in the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative as well as the National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, under the subsection entitled Leader, Administrator and Manager.

In keeping attendance registers, educators not only meet Government's expectations, they also meet the expectations expressed by members of the school governing bodies, namely to keep record of learners' absenteeism. The findings emanating from the educator time-use diaries, however, do not offer evidence that educators always follow up on learner absenteeism, although in the section dealing with sick learners (See § 5.3.6.4), T8 telephoned parents to enquire about two learners. Since this section attained the lowest average in the educator time-use diaries, one may accept that educators spend minimal time on this core duty and that it in no way intensifies educators' workloads.

7.6.4 Other Administrative Duties

Table 7.26 Comparative Summary of Findings in regard to Other Administrative Duties

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iii), Administrative: Educators must perform or assist with one or more of other non-teaching administrative duties. • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager: The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. 	<ul style="list-style-type: none"> • Not specified. 	<p>(Ave=06h 25min) – High average. Educators performed the following additional administrative duties:</p> <ul style="list-style-type: none"> • Writing newsletters, translation, proofreading, etc (E4). • Photocopying modules and tasks in admin periods (E8). • Preparing photographs (E8). • Photocopy work (E9). • Photocopy work (E25). • Travelled 722km on Sunday, 400km on Monday (public holiday) and 400km on Tuesday (public holiday) to gather information for outreach (E25). • In charge of the staffroom’s inventory (E27). • In charge of the Foundation Phase monitors (E27). • Arranging an outing for the grade (E30). • Detention duty (E30). 	<ul style="list-style-type: none"> • Administrative duties are the main contributing factor to increased educator workloads (P10).

The high average attained in this section of the educator time-use diaries, provides sufficient evidence that the additional administrative duties performed and recorded by educators not only make high demands on educators' time and significantly intensify their workloads, but they also impose on the private lives of educators as evidenced by E25. One may interpret the unspecified expectations of the school governing bodies in two ways. Either members do not expect educators to perform these administrative duties or they are unaware that administrative duties of this nature exist. Government however, has ensured that educators meet its expectations in respect of administrative duties by leaving Section (e) (iii), Administrative, of the Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, unspecific, open-ended and subject to individual interpretation in its formulation of "educators must perform or assist with one or more of other non-teaching administrative duties".

Similarly, the National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Leader, Administrator and Manager, states that "the educator will make decisions appropriate to the level, manage learning in the classroom, **carry out classroom administrative duties efficiently** and participate in school decision-making structures," but refrains from specifying the exact nature of the "classroom administrative duties". It follows that educators may be legitimately expected to perform any type of administrative duty. P10's comment evidences my claim:

- *Administrative duties are the main contributing factor to increased educator workloads (P10).*

7.7 Professional Duties

In this section, I present the comparative findings in respect of educators' attendance at seminars, courses and workshops, for purposes of professional development.

7.7.1 Attending Seminars, Courses and Workshops for Purposes of Professional Development

Table 7.27 Comparative Summary of Findings in regard to Professional Development

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.2 (d), Workload per Educator: All educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes to be conducted outside the formal school day or during vacations. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders: Educators must contribute to the professional development of colleagues by sharing knowledge, ideas and resources. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders: To remain informed of current developments in educational thinking and curriculum development. • Employment of Educators Act, No 76 of 	<ul style="list-style-type: none"> • Educators must keep abreast with the newest developments in education for purposes of development and empowerment. 	<p>(Ave=05h 18min) – High average. Educators performed these professional duties:</p> <ul style="list-style-type: none"> • Lesson discussion meetings • Grade meetings • Phase meetings • Staff meetings • Sports meetings with parents • Departmental meetings • Area meetings • Union seminars • Methodology training • First aid courses • Whiteboard training • Marketing meetings • Meetings concerning learner matters • Meetings with occupational and speech therapists • Session regarding implementation of New Curriculum Statement (NCS). 	<ul style="list-style-type: none"> • It is virtually impossible for educators to upgrade their qualifications because of their intense teaching workloads (P9).

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<p>1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Educators must participate in departmental committees, seminars and courses in order to contribute to and update their professional views and standards.</p> <ul style="list-style-type: none"> • National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Scholar, Researcher and Lifelong Learner: The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters and in other related fields. 			

Government's emphasis on the professional development of educators and the importance it attaches to educator development is evident in the many sections that deal with professional development in prevailing education labour law and other relevant law. Similarly, the members of the school governing bodies expect educators to keep abreast of the most recent developments in education for purposes of development and empowerment. The findings emanating from the educator time-use diaries provide evidence that educators who teach at public schools situated in middle-class contexts view professional development as a priority, hence the high average attained in this section. They attend a wide variety of meetings, courses and seminars, which take place at school during school hours, in the afternoons after school, in the evenings, over weekends or during school holidays. Some educators are required to travel long distances to venues in other towns to attend or present meetings and courses.

The educators who participated in this study naturally meet Government's expectations as well as the expectations of members of the school governing bodies in respect of professional development. However, the findings clearly show that professional development places a great deal of pressure on educators in respect of available time. Professional development also appears to contribute to an intensification of educators' workloads where educators need to prepare for courses, complete homework assignments or provide information and training to other educators or parents.

Ironically, as mentioned by P9 during our interview (See § 6.2.2), educators who maintain heavy workloads may have neither the time nor personal resources to meet the expectation set out in the National Education Policy Act, No 27 of 1996, Norms and Standards for Educators, Scholar, Researcher and Lifelong Learner. This expectation reads that the "educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters and in other related fields".

7.7.2 Other Professional Duties

Table 7.28 Comparative Summary of Findings in regard to Other Professional Duties

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
<ul style="list-style-type: none"> • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 3, Section 3.2(d), Workload per Educator: All educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes to be conducted outside the formal school day or during vacations. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders: Educators must contribute to the professional development of colleagues by sharing knowledge, ideas and resources. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (iv), Interaction with Stakeholders: To remain informed of current developments in educational thinking and curriculum development. • Employment of Educators Act, No 76 of 1998, PAM, Chapter A, Paragraph 4.5, Section (e) (v), Communication: Educators must participate in departmental committees, seminars and courses in order to contribute to and update their professional views and standards. • National Education Policy Act, No 27 of 1996, Norms and 	<ul style="list-style-type: none"> • Not specified. 	<p>(01h 56min) – Low to medium average.</p> <ul style="list-style-type: none"> • Educators handle social skills, emotional intelligence exercises, study skills and conflict resolution skills every day (E20). • Parent evening and other administrative responsibilities (E4). • Completing reports (E6, E7). • Meeting student educator and parents after school (E8). • Parent evenings (E16). 	<ul style="list-style-type: none"> • Not specified.

EDUCATION LABOUR LAW AND OTHER RELEVANT LAW	SCHOOL GOVERNING BODY EXPECTATIONS	EDUCATOR TIME-USE DIARIES	INTERVIEWS WITH PRINCIPALS
Standards for Educators, Scholar, Researcher and Lifelong Learner: The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters and in other related fields.			

Although this section attained a low to medium average in the educator time-use diaries, most of the duties recorded by educators could have been included under other core duties, which I discussed in previous sections. Parent meetings and parent evenings form part of teaching responsibilities, completing reports is a teaching responsibilities and administrative duty while the handling of social skills, emotional intelligence exercises, study skills and conflict resolution skills may be considered pastoral duties.

7.8 Discussion of Findings

In this discussion, I examine the relationships in meaning between the findings to discover what they say together and about each other. I present the findings that moved to the foreground as well as those that moved to the background.

7.8.1 Relationships in Meaning between the Findings

The findings emanating from this study require interpretation on three levels. Firstly, the findings are the result of an examination of what Government expects of educators in relation to their performance of the core duties as specified in prevailing education labour law and other relevant law.

Secondly, the findings spell out what members of public school governing bodies situated in a middle-class context expect of educators in relation to the performance of the core duties and indicate whether these expectations are aligned with prevailing education labour law and other relevant law.

Thirdly, the findings evolving from the educator time-use diaries in which educators recorded the average time they spent on the core duties, together with their comments, provide evidence as to whether educators meet the expectations of Government and those expressed by the members of school governing bodies.

7.8.2 Collective Interpretation of Findings

Firstly, the collective findings provide evidence that the factor most responsible for the intensification of educators' workloads is the open-ended nature of prevailing education labour law and other relevant law examined in this study. The open-ended nature of the law together with a number of silences and omissions render prevailing education labour law and other relevant law open to individual application and interpretation.

This means that Government permits legitimate intervention by parents in the working and personal lives of educators, resulting in an intensification of educators' workloads and a reduction in the time educators have at their disposal to attend to teaching responsibilities.

Secondly, the findings emanating from the open-ended questionnaires provide the reader with a first-hand description of the expectations that members of public school governing bodies in middle-class contexts hold of educators. The findings evolving from the open-ended questionnaires unequivocally indicate that parents of learners who attend public schools situated in middle-class contexts hold high expectations of educators. In many instances, parents hold unrealistically high expectations of educators. The findings furthermore provide evidence that, apart from educators' involvement in fundraising activities, governing body expectations of educators are aligned with prevailing education labour law and other relevant law. In most of the core duties, the alignment of the governing body expectations with prevailing education law and other relevant law possible owing to not only the silences and omissions in the law but also the open-ended nature of such law.

Thirdly, the findings of the educator time-use diaries provide a detailed description of what teaching and educating entails in respect of the actual duties and responsibilities performed by middle-class context educators every school day, weekend and holiday. The actual time spent on the various core duties as well as additional comments recorded by educators in their time-use diaries provide evidence that educators who teach at public schools situated in middle-class contexts meet all Government's expectations in respect of the core duties.

Examination of the findings that emerged from the educator time-use diaries in relation to the expectations expressed by members of the school governing bodies indicate that educators, who teach at public schools situated in middle-class contexts, with some exceptions, meet and in some cases exceed the expectations of parents. The implication is that in most cases the school governing bodies' expectations of educators exceed Government's expectations of educators.

Despite this almost complete fulfilment of expectations, the findings show that there are some school governing body expectations, which educators do not meet, particularly in respect of pastoral care duties, namely learner safety and the enrichment of bright learners as part of their teaching responsibilities.

7.8.3 Striking Disparities and Correlations in the Findings

The findings indicate that some disparities or imbalances exist between the expectations expressed by the members of the school governing bodies in relation to the core duties and the actual time and effort educators are putting into the core duties. A specific example I refer to is that of sport. The members of the school governing bodies expressed only one expectation of educators in respect of sport, namely that educators get to know the learners at a different level. At first, this expectation does not appear unreasonable or unattainable. Yet, the findings show that sport is one of the core duties, which scored a very high average and is thus most responsible for the intensification of educators' workloads.

A further example is that of educators' professional development. In this section, the members of the school governing bodies expressed only one expectation. They expect educators to attend meetings, courses and seminars to keep abreast with the most recent developments in education. This expectation too, does not appear unreasonable or unattainable, yet the findings show that this professional duty, which scored a high average, is one of the most significant intensifiers of educators' workloads.

What does this mean? My interpretation is that most parents do not realise that a single, reasonable sounding expectation or request could hold significant implications for educators in respect of the amount of time and effort they need to expend to meet that expectation. Therefore, I claim that there appears to be a certain degree of ignorance on the part of some parents as to the amount of time and effort the various core duties of teaching demand of educators.

One of the most important and striking correlations in the findings emanating from this research and which substantiates my claim, is the recurrence of four of the six sections entitled "Other Responsibilities" in the top three categories. Other Extra-Mural Activities attained a very high average, Other Classroom Management Duties and Other Administrative Duties both attained high averages and Other Teaching Responsibilities attained a medium to high average. This finding holds various important implications for this study. Firstly, it means that the greater part of a middle-class educator's workload consists of duties and responsibilities of which parents and in particular the members of school governing bodies, are unaware. Secondly, parents appear unable to comprehend the full extent and the true nature of a middle-class educator's duties and responsibilities. This lack of comprehension could be particularly prevalent in parents such as P12's tea party mothers, who do not seem to be able to project their expectations beyond their perceptions into the classroom and into the private lives of educators. The reasons for this

disparity could be twofold. Perhaps this indicates a lack of communication between the school governing body and the school management team or that it is a social trait of the middle-class environment.

The findings therefore provide evidence that middle-class educators manage and maintain intense workloads in response to the expectations placed on them by Government, parents and in some instances, themselves. The findings encourage reflection on the way in which workloads affect the private lives of educators and ultimately the quality of education provided by public schools situated in middle-class contexts.

7.8.4 Core Duties that Moved to the Foreground

As expected, teaching lessons was the core duty, which attained the highest average and emerged in the foreground because teaching lessons is the prime core duty performed by educators. Classroom management which according to the findings, appears to be an extremely significant and important core duty, moved to the foreground owing to the very high averages attained by maintaining discipline and creating a positive teaching and learning environment in the educator time-use diaries. Of some concern though, is the fact that maintaining discipline appears to have become a core duty, which demands increasing time and effort on the part of educators. Discipline is also an important consideration in the creation of a positive teaching and learning environment, the core duty on which educators spend the third highest number of hours as shown by the educator time-use diaries.

The teaching responsibilities which attained high to very high averages in the educator time-use diaries and moved to the foreground in response to the expectations expressed by the members of the school governing bodies, include marking learners' work and providing feedback, planning and preparation of lessons, keeping record of learners' assessment and profiles and progress reports to parents. The findings also provide evidence that parents expect educators to assist the increasing number of learners who experience learning problems.

Extra-mural activities, particularly coaching and involvement in sport is the core duty, which conspicuously moved to the foreground owing to the very high average in time and effort it demands from educators employed at schools situated in middle-class contexts. P5 (See § 6.2.2), P11 and P13 (See § 6.2.3) confirm this finding in the interviews. In contrast to educators' involvement in sport, however, fewer educators spend fewer hours on cultural activities, which attained a medium to high average in the educator time-use diaries.

Educators' professional duties, which attained a high average in the educator time-use diaries, moved to the foreground as educators indicated that they spend a great deal of time travelling to venues and attending meetings, courses and workshops for purposes of professional development.

The training of student educators doing their practical teaching experience at the schools in the study area appears to increase educators' workloads significantly as qualified and experienced educators are required to assist and mentor students all day, every day for periods of up to four weeks.

Four of the six sections entitled "Other Responsibilities" moved to the foreground due to their appearance in the top three categories. Other Extra-Mural Activities, Other Classroom Management Duties, Other Administrative Duties and Other Teaching Responsibilities focus the reader's attention on those duties and responsibilities one would possibly least expect of educators but which educators consider important aspects of their job descriptions. These responsibilities demand a great deal of time and effort from educators and therefore significantly intensify educators' workloads.

7.8.5 Core Duties that Moved to the Background

The enrichment of bright learners is a teaching responsibility, which conspicuously moved to the background and appears to be one of the governing body expectations on which educators spend comparatively less time and therefore do not entirely fulfil.

Educators did not pay as much attention to pastoral duties such as scholar patrol duty and bus and gate duty as the members of the school governing bodies expected. Educators spent the least time caring for sick learners and contacting their parents. The day-to-day administrative duties such as handing out newsletters and keeping attendance registers too, were relegated to the background.

Educators' involvement in fundraising and social functions received less prominence and moved to the background. The findings indicate that few public schools scheduled fundraising events and social functions during the two weeks in which educators recorded their time-use diaries, which happened to fall within the first two weeks at the start of the second term. This period also coincided with various public holidays.

7.8.6 Findings in Relation to the Purpose of the Research

The purpose of this research has been to determine the expectations that school governing bodies in middle-class contexts hold of educators judged in the light of prevailing education labour law and other relevant law. Specifically, this study has examined governing body expectations with respect to educator workloads and the degree of alignment or divergence between such expectations and prevailing labour law as it applies to educators. I claim that the findings that emerged from the open-ended questionnaires, the educator time-use diaries and the conversations with principals collectively indicate that the purpose of the research study has been achieved.

7.8.7 Findings in Relation to the Research Questions

Overall, the findings that emerged from the open-ended questionnaires enabled me to answer my primary research question, which reads, “What do members of public school governing bodies expect of educators with respect to educator workloads?” I have provided a detailed account of the type of expectations that members of public school governing bodies situated in middle-class contexts hold of educators in respect of their workloads. Following this, my examination of prevailing education labour law and other relevant law has enabled me to answer my secondary research question, which reads, “What are the rules and regulations governing educator workloads as established in education labour law and other relevant law?” Moreover, I have been successfully able to determine the extent of alignment or divergence between governing body expectations of educator workloads and what is expected within education labour law and other relevant law as it affects the work of educators.

7.8.8 Findings in Relation to the Working Assumptions

At this point, I indicate which of my working assumptions I have been able to either confirm or reject by virtue of the findings.

The findings substantiate the fact that the workloads of educators who teach at middle-class public primary schools are intensifying. The intensification, however, cannot solely be attributed to increases in administrative and extra-mural duties. As I have shown, sport in particular together with professional development duties appears to be the most prominent intensifiers of educators’ workloads.

At this point, I am able to confirm my assumption that members of public primary school governing bodies situated in middle-class contexts tend to hold high expectations of educators although I am unable to prove unequivocally that high expectations intensify educators’ workloads.

Neither am I able to prove that high expectations and increasing workloads lead to high educator attrition and turnover, which negatively affects the quality of education we strive to improve.

From the evidence provided by the findings, I am able to confirm the assumption that prevailing South African education labour law and other relevant law creates a space in which governing bodies are legitimately able to increase the workloads of educators. This is despite the fact that none of the expectations actually diverges from prevailing education labour law and other relevant law. The findings also do not confirm the possibility that governing bodies' use of such space might militate against children's rights to education and even the best interests of children although it does appear to militate against the best interests of educators.

The degree of alignment between governing body expectations of educators and the rules and regulations prescribed by prevailing education labour law and other relevant law does not vary significantly from school to school. The degree of alignment is uniform in public schools situated in middle-class contexts.

The types of school governing bodies operating in public schools situated in middle-class contexts do not, as first assumed, precisely fit the descriptions contained in Creese & Earley and Roos' models. Most of the middle-class context school governing bodies appear to be a combination of Creese & Earley's partners, abdicators and adversaries, in this specific order. None of them fit the description of the supporters club. Similarly, the governing bodies that participated in this study accurately fit three of the categories expounded by Roos in his model. They may be described as a combination of people working in the spirit of the legislation and creating new relationships between parents and school managers. Yet, at the same time, they operate according to a corporate discourse and see themselves as boards of control. None of the school governing bodies could be described as being "traditional".

7.9 Reasons for Intensification of Educators' Workloads

In this section, I present the possible reasons for the intensification of educators' workloads as evidenced by the research findings.

7.9.1 Contextual Implications of Decentralisation

The literature I reviewed (See § 2.3.1.1) confirms that parents in different contexts have responded to decentralisation in education in different ways. The findings that emerged from the open-ended questionnaires in relation to educators' involvement in fundraising activities indicate that

middle-class parents' expectations of educators are driven by marketisation and managerialism, since most responses referred to the need for schools to be managed as businesses.

Societal pressures, such as marketisation and managerialism that emerge in middle-class contexts appear to link with and support the high value that middle-class parents attach to education, teaching and learning. Roos describes the members of school governing bodies situated in middle-class contexts as business people and professionals, such as lawyers and accountants. These parents are aware of the crucial role quality education plays in securing a prosperous career and successful future adult life for their children. As Roos points out, "Middle-class parents, as any sociology textbook will make clear place a great deal of store in the process of education" (2004:55).

Consequently, it is possible that many of these parents expect above average service delivery from educators and good value for money in exchange for their payment of tuition fees. Chan & Mok (2001:30) claim that one effect of the tidal force of managerialism and the wave of marketisation is closely related to the heightened concern for the quality of services. A strong probability exists that middle-class parents may hold the misconception that regular payment of tuition fees absolves them from further responsibility for their children's education. They subsequently tend to shift responsibility directly onto the school and educators.

7.9.2 School Governing Bodies' Understanding of the Roles and Functions Described in Section 20 of SASA

The evidence obtained by the high averages educators recorded in the time-use diaries for the core duties entitled "Other" confirms that educators performed duties that parents did not expect. Therefore, parents cannot lay claim to an in-depth knowledge of the teaching profession. Despite the fact, that many middle-class parents and members of governing bodies may be intelligent, highly qualified, professional people such as medical practitioners, attorneys and corporate people, who may be experts in their disciplines, they are not qualified educators and need to be discouraged from interfering intentionally or unintentionally in the professional management of the school. Their valuable contributions need to be restricted to school governance and the roles and functions of school governing bodies described in Section 20 of the South African Schools Act, No 84 of 1998.

7.9.3 Proliferation of Sport and Professional Development Duties

The findings emerging from the open-ended questionnaires, educator time-use diaries as well as from the interviews with principals point to sport and professional development as the core duties, which demand a great deal of educators' time and appear to militate most on educators' private lives.

7.9.4 Proliferation of Other Responsibilities

As discussed in a previous section (See § 7.8.4), four sections entitled "Other Responsibilities" moved to the foreground due to their appearance in the top three categories. Other Extra-Mural Activities, Other Classroom Management Duties, Other Administrative Duties and Other Teaching Responsibilities focus the reader's attention on those duties and responsibilities one would possibly least expect of educators but which educators consider important aspects of their job descriptions. These responsibilities demand a great deal of time and effort from educators and therefore significantly intensify educators' workloads.

7.9.5 Differences in Understanding of Professionalism

I view the following response as a core finding since it provides evidence of the manner in which different people from different contexts perceive and understand professionalism. Differences in the interpretation of the meaning of professionalism may underpin people's expectations of educators:

- *I am very conservative regarding the three pillars of society – education, police services and nursing. They are a **calling, not a job**. Therefore, they must be done properly. Teaching is one. I expect educators to **put everything in**, to efficiently prepare the country for the future. This does not necessarily take away the parent's duty to educate their children (GB18).*

One of the recommendations flowing from the findings of the Educator Workload in South Africa Report is that role players need to "emphasise the role of educators as educators" (2005:xiv). The findings indicate that middle-class parents and educators' attention may be drawn to the fact that teaching is a profession, which focuses on teaching and learning as a top priority. This may be a fundamental measure required to avoid the role conflict described by Naylor (2001:4) in a study by Gallen et al. (1995b, p.55). The findings that emerged from the educator time-use diaries confirm Gallen's role conflict theory. Some parents in middle-class contexts expect educators to be, among others, cleaners, decorators, counsellors, social workers, fund-raisers, sports coaches, public relations officers and entertainers. Since members of school governing bodies

attach equal importance to these roles and regard all of them as priorities, educators are constantly pressed for time and often need to make difficult choices and constantly work under pressure.

The findings that emerged from the educator time-use diaries confirmed Hargreaves' claim that many of the demands and expectations in teaching seem to come from within the educators themselves (1992:94). Middle-class educators do indeed appear to drive themselves with almost merciless commitment in an attempt to meet the high expectations of parents and the extremely high standards they set for themselves. Hargreaves' observation that in some cases work can become almost an obsession apparently rings true for most educators teaching at public schools situated in middle-class contexts.

7.9.6 Management and Leadership Style of the Principal

The most unexpected yet significant finding emerging from my interviews with school principals is that the management and leadership style of the principal in respect of the members of the school governing body plays a pivotal role in the type of expectations parents hold of educators. A principal who clearly demonstrates a convincing and influential leadership style, such as P2, will not permit interference from parents in the professional management of the school but at the same time, not alienate them in any way. Yet, the findings emerging from the interviews with principals indicate that some principals appear to have unwittingly become "parent pleasers" and permit parents, to a greater or lesser degree, to interfere in the professional management matters of the school without due consideration for the implications it may hold for the educators and learners.

7.10 Forces that Appear to Drive Parents' Expectations of Educators

In this section, I appraise the integrated findings emerging from the open-ended questionnaires, educator time-use diaries and interviews with principals in an attempt to answer the pertinent questions I previously posed (See § 4.3). The purpose of this discussion is to identify and understand the forces that appear to drive the governing bodies' and parents' expectations of educators.

a) Do parents depart from the point of view of their own best interests?

I was unable to find substantial evidence in the findings that would suggest that parents' expectations of educators depart from the point of view of their own best interests.

One exception, namely the response of GB9, may hint at this parents' apparent inability or unwillingness to spend time with the child and assist with homework or revision at home:

- *Must be understandable for the children and **such that I do not have to redo it at home** (GB9).*

This response may be interpreted as that of a parent who is acting more within his/her own best interests than in the interests of the child. This parent would possibly hold high expectations of educators in much the same way as the participants who responded thus:

- *Teaching lessons must be done accurately and correctly as expected from a professional educator (GB3).*
- *The above areas are educators' primary functions. They have been trained and **must succeed** (GB1).*

b) Do parents depart from the point of view of their children's best interests?

The findings that emerged from the open-ended questionnaires and educator time-use diaries provide strong evidence that almost all the parents in the sample depart from the point of view of their children's best interests.

The participants' responses to the core duties specified in the open-ended questionnaires as well as the comments of some principals suggest that parents from middle-class contexts appear to hold equally high expectations of educators in respect of almost all the core duties.

A possible explanation for parents from middle-class contexts' high expectations of educators may be that these parents may be well aware that a educators' fulfilment of the core duties, or neglect to do so, may directly or indirectly influence not only the quality of education children receive at school but also the academic, psychological, physical and social development and well-being of children.

The participants' responses evidenced particular emphasis on all the aspects of teaching, maintaining discipline, creating a positive teaching and learning environment, educators' involvement in sport, pastoral duties to ensure learners' safety and the professional development of the educator. The findings indicate, therefore, that most parents in the sample expect the school in general and educators in particular, to deliver the type of teaching and learning that will ensure the holistic development of the child. In other words, one may make the deduction that parents view their children's interests as paramount and expect educators not only to instruct but also to educate their children and furnish them with all the knowledge and skills they need to prepare them adequately for the future.

The following responses seem to reflect the degree of importance middle-class parents attach to the progress of their children:

- *If my child were to encounter difficulties, as a parent, I would want to be informed immediately what is wrong and I would like the educator to show sympathy and empathy for the problem. He/she could refer me to an expert who could assist me or the educator could show me ways in which I as parent could assist my child (GB5).*
- *The progress of our children is extremely important to us as parents and we appreciate feedback from the educators (GB12).*

These responses may provide a second possible explanation for middle-class parents' high expectations of educators. In the review of the literature, Roos advocates that many middle-class parents generally appear to be professional people who are well educated. I would therefore assume that professional people might expect their children to be exposed to the same high standards of education as they received. Roos' comment seems to support my assumption:

Middle-class parents, as any sociology textbook will make clear, place a great deal of store in the process of education. (2004:55) (See § 1.3.5).

A further factor that could possibly drive parents' expectations of educators may be explained by the scholarship of Dinham & Scott (2000:7) who found that there appear to be "increased expectations placed by society on schools and educators to solve the problems society seemed unwilling or unable to deal with".

In other words, parents appear to be shifting their fundamental child-rearing duties and responsibilities to schools and educators. One of the areas in which schools and educators appear to be trying to solve the problems society seems unable to deal with, is that of learner discipline.

The findings in respect of maintaining discipline that emerged from the educator time-use diaries indicate that educators need to discipline learners throughout the school day and consequently spend a great deal of time on this core duty. These findings link directly with the findings that emerged from the open-ended questionnaires, which indicated that parents hold high expectations of educators in regard to discipline:

- *Good education cannot take place in an undisciplined, disorganised or unplanned environment. Self-discipline, class discipline, school discipline and parental discipline contribute to the good academic discipline of the school as well as to sporting and cultural activities (GB6).*

The participants' responses to the open-ended questions focusing on pastoral duties also provide very strong evidence that almost all the parents in the sample have their children's best interests at heart particularly in respect of the children's safety at school. Most parents voiced concern about safety issues at school gates, crossing busy roads and discipline on the playground.

The findings that emerged from the open-ended questionnaires unequivocally provide evidence that middle-class parents depart from the point of view of their children's best interests and expect educators to fulfil all their roles, duties and responsibilities as diligently and professionally as possible. The findings that emerged from the educator time-use diaries indicate that educators who teach at middle-class public schools fulfil most of their roles, duties and responsibilities as diligently and professionally as possible and are meeting, and in some cases exceeding, parents' expectations.

c) Do parents have the welfare of the school and the educators in mind?

The findings that emerged from empirical studies conducted by Dinham & Scott (2000:8-9) and which I reviewed in the literature review (See § 2.3.1) indicated that, "The community was perceived as being more critical and less appreciative of educators and schools".

Some of the findings that emerged from the open-ended questionnaire in this study appear to confirm Dinham & Scott's findings and suggest that some of the parents who participated in this study do not always have the welfare of the school and educators in mind. The following responses to the open-ended questionnaire appear to confirm Dinham & Scott's findings that the community is perceived as being more critical and less appreciative of educators and schools:

- *Educators, please do not come to class with your personal problems. Always be consistent, friendly, faithful and fair (GB5).*
- *Identify and penalise lazy educators (GB9).*

In contrast to the above responses, a number of findings arising from the open-ended questionnaires confirm that a number of parents who participated in this study certainly consider the welfare of the educators and the school, as evidenced in these responses:

- *Educators need to be happy at all times. A happy educator nurtures happy learners and happy learners achieve (GB4).*
- *Parents, make friends with your child's educators. They are doing their best. Do not criticise the educators and the school (GB5).*
- *Educators ought to be paid extra for the long hours they spend on the sports field in wind and weather (GB13).*

- *Only if educators have the time. Instruction comes first. Parents can be involved in coaching (GB18).*
- *The educators who have the necessary expertise must be encouraged and should be given outside support where necessary (GB8).*
- *The load on educators is already heavy. This ought to be the parents' responsibility under guidance of the PTA (GB8).*
- *Educators must focus on instruction (GB15).*
- *Parents must be involved. **Educators have too much work** but may attend if they wish (GB13).*

However, the findings provide strong evidence that middle-class parents' expectations of the school and educators surpass their concern for the welfare of the school and educators.

d) Are parents able to link their expectations to the implications for the private lives of educators?

The findings that emerged from the educator time-use diaries provide strong evidence that middle-class parents are either intentionally or unintentionally unable to link the implications of their expectations to the private lives of educators. (See § 7.8.3).

e) Are parents able to extricate themselves from their own and their children's needs to think of the best interests of the entire school, the school community and even the country?

There is a possibility that the following response may mirror some of the participants' attitudes in respect of the best interests of the entire school, school community and even the country:

- Certain careers are a **calling**, not a job. Teaching is one. I expect educators **to put everything in**, to efficiently prepare the country for the future. (GB18).

7.11 Conclusion of Chapter Seven and Preview of Chapter Eight

In Chapter Seven, I compared and integrated the findings that emerged from the analysis of prevailing education labour law and other relevant law, the open-ended questionnaires, educator time-use diaries and interviews with principals. The comparison and integration of the findings enabled me to pinpoint the core duties that moved to the foreground and those which moved to the background. I was able to explain my findings in relation to the purpose of the research, the research questions and the working assumptions. I also presented the possible reasons for the intensification of educators' workloads as evidenced by the research findings. In Chapter Eight, I present an overview of my conclusions and recommendations.

CHAPTER EIGHT

CONCLUSIONS AND RECOMMENDATIONS

8.1 Introduction

In Chapter Eight, I present a brief overview of the research findings from which I draw my conclusions and propose recommendations for the improvement of practice and further research. I furthermore present evidence for the significance and unique contribution of this research to the present scholarship. My final comment rounds up the research.

8.2 Overview of Research Findings

The findings that emerged from the open-ended questionnaires completed by members of public school governing bodies, the time-use diaries recorded by educators and interviews with principals together with my analysis and examination of prevailing education labour law and other relevant law consistently show that educators' workloads have intensified. There appears to be a variety of factors, which singularly and collectively contribute to the intensification of educators' workloads. These include the contextual implications of decentralisation, managerialism and marketisation on the governance and management of public schools, school governing bodies' understanding of their roles and functions in respect of school governance, differences in the understanding of professionalism, proliferation of certain duties and responsibilities of educators and the management and leadership style of the principal.

8.3 Conclusions Drawn from Research Findings

The findings provide conclusive evidence that the contextual implications of decentralisation, managerialism and marketisation on the governance and management of public schools has resulted in school governance and management according to a corporate discourse. A corporate discourse demands a corporate approach, which has significantly influenced the manner in which members of school governing bodies in middle-class contexts view and understand their roles and functions in respect of school governance. Furthermore, the manner in which educators view their own roles as professionals may result in differences in the understanding of professionalism. Overly conscientious educators may themselves be responsible for the proliferation of certain duties and responsibilities and consequently contribute to the intensification of their own workloads. In addition, the management and leadership style of the

principal may contribute to the intensification of educators' workloads. Moreover, the open-ended nature of prevailing education labour law and other relevant law allows legitimate space for individual and contextual interpretation and implementation and is therefore a prominent factor contributing to the intensification of educators' workloads. One of the recommendations flowing from the findings of the Educator Workload in South Africa Report (2005:xiv) and which supports my conclusion, is that Government needs to "Align different policies with respect to instructional time, such that clarity is achieved around how much time educators are expected to spend teaching". I also believe that Government's expectations in terms of the total time educators spend on core duties need to be redefined and clarified.

8.4 Recommendations

In this section, I state my recommendations regarding the improvement of practice in relation to further empirical studies and scholarship on educators' workloads.

8.4.1 Recommendations for the Improvement of Practice in Research on Educators' Workloads

The Western Cape Education Department's regulations regarding scientific research and fieldwork prohibit scholars from conducting research at a public school during the first and fourth terms of the academic year. In adherence to this regulation, I conducted my fieldwork and data collection during the second and third terms of the academic year. Many public holidays also fall within this period. I unfortunately did not consider the possibility that public holidays might interfere with the recording of the educator time-use diaries and influence the data and findings, which emerged from them. I therefore wish to draw future researchers' attention to the probability that the time of year during which they conduct fieldwork and collect data may yield results and findings, which will significantly differ from my research results and findings. Naturally, different contexts will also yield dissimilar results.

I recommend that researchers who intend conducting follow-up studies should specify the period and dates in which educators need to record the time-use diaries so that all participating educators record their diaries at precisely the same time. Researchers must ensure that educators complete the time-use diaries for a longer period. Two weeks was not sufficient time to gain a completely representative and realistic picture of the type of duties and responsibilities educators actually perform. A period of approximately one full term may yield more accurate and reliable findings. Ironically, the Western Cape Education Department prohibits

researchers from collecting data during the first and fourth terms as they are the two busiest terms. If researchers are only permitted to collect data during the second and third terms, which are comparatively “quieter”, they may never be able to conduct reliable empirical research into educators’ workloads. I offer the comments of E4 and E28 in support of my recommendations:

- *This time-use diary is not completely representative of the actual nature of our work and the time we spend on various duties because we only spent two weeks recording it. It may happen that we have to attend a camp of 3-5 days that will take place shortly after the two weeks have elapsed. At these camps, we are on duty all day and night (24 hours). Furthermore, carnivals, etc, etc, etc, are often held later in the term. Likewise the 5 (five) sports days that are held on Saturdays during the winter months (E4).*
- *A few of these categories happen at different times of the term. Just before I started filling in the times, we had just finished a fundraising project therefore this is not an accurate representation of our time and what we do. Culture involvement had also just finished two weeks before this as we had our cultural evening and many hours went into that. An assessment of this kind should be done over a longer period (E28).*

8.4.2 Recommendations for Further Research and New Scholarship on Educators’ Workloads

I wish to state four recommendations for further research on educators’ workloads, which are likely to contribute significantly to the existing scholarship and provide new scholarship. Firstly, I recommend that empirical researchers explore the most prominent factors, which according to educators, contribute most significantly to the intensification of their workloads. Secondly, a need exists for researchers to conduct research on the effects of sport and professional development on the workloads of educators. Thirdly, it could prove interesting and meaningful to explore the factors that drive the expectations of parents and members of school governing bodies within different contexts. Finally, researchers interested in comparative studies may conduct similar research on governing body expectations and educators’ workloads in different socio-economic contexts.

8.5 The Significance of this Research

The significance of this research lies in the possibility of its contribution to new scholarship based on the types of expectations that parents, particularly those who are members of public school governing bodies in middle-class contexts, hold of educators in respect of their workloads. The significance of this research furthermore rests on findings, which provide evidence that educators’ workloads have intensified in response

to the heightened expectations of parents, differences in the conceptual understanding of professionalism, marketisation and managerialism arising from decentralisation and the principal's leadership style.

Moreover, this research has provided strong evidence from three data sources that the open-ended nature of prevailing education labour law and other relevant law, together with omissions and silences, allows legitimate space for individual and contextual interpretation and implementation and is therefore the most prominent factor contributing to the intensification of educators' workloads.

8.6 The Unique Contribution of this Research

This research has focused on the middle-class, reasonably affluent contextual setting of public schools at which many South African educators teach. The scope of available literature and scholarship based on empirical studies conducted on teaching in this context appears to be limited. A possible explanation for this trend may be that there appears to be a more pressing and urgent need for scholars to conduct research on conditions hampering the delivery of quality education in many of South Africa's struggling schools, and justifiably so.

8.7. The Necessity for this Research

I consider the following statement by Roos in the Review of School Governance (Soudien, Department of Education, 2004:99) (See § 1.3.4) as the most compelling factor for the necessity of this research:

Troubling though, are the school governing bodies, particularly in ex-HOA schools, but also in other schools, where the professionals have seized control of the schools and have begun to dictate to the educators how they should manage their professional responsibilities. This is not acceptable and calls for urgent attention. (Soudien, Department of Education, 2004:99).

Despite the fact that there appears to be a more pressing and urgent need for scholars to conduct research on conditions hampering the delivery of quality education in many of South Africa's struggling schools, researchers need to monitor trends and tendencies in schools, which appear to be faring well. Researchers ought not to be tempted to equate financial prosperity with quality education. They ought not to assume that public schools in middle-class or relatively affluent contexts are immune to changes in societal conditions and values. Researchers need to take cognisance of the possibility that increased governing body expectations

of educators, which contribute to intensification of educators' workloads, may in future negatively affect the delivery of quality education even in relatively affluent, middle-class contexts. Despite the fact that the majority of school governing bodies in middle-class contexts comprise professional people, their apparent prescribing to educators on how they should manage their professional responsibilities could hold critical consequences for education in middle-class contexts.

As I have shown, the Educator Workload in South Africa report conducted by the Human Sciences Research Council (HSRC) for the Education Labour Relations Council (ELRC) states that,

“Either policy is out of line with realities or that demands on educators are so extreme that the overall effect is for work to be less well managed and less effectively done than it could be” (2005:xiii).

Moreover, it encourages further research into educator workload in South Africa by stating that,

“More research can also be done to establish the relationship between internal and external accountability regimes and alignments in South African schools” (2005:xiv).

8.8 Implications of this Research for the Future

The findings emerging from this research hold significant implications for the future of education, particularly in respect of trends like centralisation. The weighted participation approach to decentralisation confers more rights on some people within decision-making structures, than others. The question posed by the Report of the Ministerial Review Committee is why parents should have a stronger say in school governance than the educators, who are professionals. “The conflicts concerning the meaning and scope of governance as opposed to the meaning and scope of professional management, are emblematic of these difficulties” (2004:43).

The Review of School Governance (Soudien, Department of Education, 2004) furthermore comments on the composition of school governing bodies of urban schools:

Different kinds of struggles arise in urban school governing bodies where different social forces are at work, as parents and educators, more so in the more established and economically stable areas, struggle for ascendancy about the nature, form and content of the education processes. Struggles for

ascendancy and the desire to have an impact on decisions, to be influential and to take control, become evident. Since the status accorded to governors in urban areas is one of prestige and recognition, parents vie for governing body positions, in an attempt to gain power and influence over others (2004:49).

The possibility exists that parents who serve as members of public primary school governing bodies in middle-class contexts need to claim the same prestige, recognition and status for the schools they serve, as they do for themselves, which may also account for the high expectations they hold of educators.

8.9 Final Comment

The findings of this empirical research have provided conclusive evidence that parents who serve as members of public school governing bodies in middle-class contexts hold high expectations of educators. The findings furthermore indicate that educators' workloads have intensified in response to high parental expectations. This begs the question, "To what extent will educators in future be able to respond to even greater parental expectations in regard to educator workloads? Will this trend continue or will policy writers intervene"?