

DISTANCE EDUCATION TRAINING PROGRAMMES FOR FOUNDATION PHASE HEADS OF DEPARTMENTS COULD BE THE ANSWER TO BALANCING TIME AND TASKS

Dr Bipath Keshni¹
Dr Bongji Nkabinde²

ABSTRACT

When striving to balance their dual role as leaders and teachers, Foundation Phase Heads of Departments (HoDs) have found themselves challenged and under stress. The Personnel Administrative Measures (PAM) document was used to examine challenges with regard to their roles and responsibilities, based on the conceptual framework of instructional leadership. A quantitative research approach was used to assess perceptions of 274 Foundation Phase HoDs in Mpumalanga. Data was analysed using the SPSS 20.0 statistical package. It was found that HoDs perceived that they were overworked, whereas in reality, the amount of time they spent in school was less than that suggested in the PAM document. Most HoDs left school earlier than anticipated and had insufficient time for supervision and administration. This resulted in stress, as they could not fulfil their roles and responsibilities. It is concluded that HoDs should conform to the requirements of the PAM document. Training or mentoring should be undertaken by the Department of Education in collaboration with universities to make sure that HoDs are capable and competent. Distance education for HoDs could be the answer to balancing time and completing the tasks required of the Foundation Phase HoD.

Key words: Personnel Administrative Measures (PAM) document, instructional leadership, distance education, Foundation Phase Heads of Departments, Mpumalanga, South Africa

-
- 1 keshni.bipath@up.ac.za, Department of Education Management, Law and Policy Studies, Faculty of Education, University of Pretoria, South Africa
 - 2 bongjinkabinde4@gmail.com, Department of Education Management, Law and Policy Studies, Faculty of Education, University of Pretoria, South Africa

INTRODUCTION

Internationally, teachers responsible for supervising Grade R to Grade 3 are called 'middle managers' (Phillips, 2009:31). In South Africa, middle managers are called 'Heads of Departments' (HoDs). In the Personnel Administrative Measures (PAM) document, the HoD is referred to as a Post Level 2 employee (Republic of South Africa [RSA], 2003). Sound and effective management at all levels in schools is fundamental to the core business of teaching and learning, and HoDs need to understand how to do this (Mkhize, 2007). Examining HoDs' understanding and experience of management provides insights into some of the problems and the challenges within Foundation Phase education.

This paper utilises instructional leadership as a conceptual framework and maps out the roles and responsibilities of the HoDs in the Foundation Phase, as outlined in the PAM document (RSA, 2003). The research focuses on the challenges that Foundation Phase HoDs face in fulfilling their roles and responsibilities. The paper proposes that distance education training could be the answer for HoDs, in order to implement the dual responsibilities of teaching and leading.

Dual responsibilities

In most primary schools, Foundation Phase HoDs are full-time teachers. They teach four subjects whilst simultaneously supervising other teachers and monitoring other duties as outlined in the PAM document. This dual role requires balancing teaching and management without compromising either role. Given that the HoDs are described as being stressed, it is evident that they face a dilemma in effectively executing the duties and competing demands of both roles (Blandford, 2000: 13). All educational activities between the top management of the school and the educators within a school are co-ordinated by HoDs. Goldring, Preston and Huff (2010: 1) describe the role of HoDs as the most exciting and probably the most influential position in a well-organised school. Ali and Botha (2006: 17) suggest that if teaching and learning are to improve significantly, 'HoDs will have to spend much more time in supervising teaching and learning activities that occur daily in their subject or learning area'.

There is a great deal of inequality among primary school HoDs in South Africa. For example, primary and secondary schools are differentiated into private schools and former model C schools (quintiles 4-5); township or rural schools (which normally

fall under quintiles 1-3) and farm schools (Spaull, 2012). Educators, especially in township and rural schools, experience multi-grade classes and overcrowding in their classrooms. It is challenging for HoDs to perform their roles of managing teaching, supervising educators, ensuring learners are co-operative, as well as being responsible for all the classes in a phase, due to time constraints (Spaull, 2012; Mkhize, 2007). Foundation Phase HoDs must perform their roles and responsibilities efficiently in order to ensure that learners can read and write at Grade 3 level. The PAM document (RSA, 2003) assists the HoD in this regard.

The core duties and responsibilities of an HoD as listed by the PAM document (RSA, 2003) are teaching, extra- and co-curricular activities (mostly relating to being in charge of a subject, learning area or phase, which involves co-ordination and guidance as well as control of educators and learners), sharing the responsibilities of organising and conducting of extra- and co-curricular activities, personnel management (the division of work and participation in educator appraisal processes), general administrative work (planning and management of text books, equipment, financial budget for the department and subject work schemes), and communication. With the exception of teaching, no indication of prescribed time for the above activities is provided.

What is the Public Administrative Measures (PAM) Document?

The PAM document is a schedule appended to the Employment of Educators Act 76 of 1998, as amended in 2003 (RSA, 2003). Chapter A contains the regulations pertaining to the workload, as well as the duties and responsibilities of educators (RSA, 2003). Both of these are directly related to the research question: What are the challenges experienced by Foundation Phase HoDs, their perceptions with regard to time management, and their understanding of their management functions?

Table 1 shows the allocation of teaching time and responsibilities between HoDs and educators. The comparison of the hours that educators (Post Level 1, in terms of PAM) and HoDs (Post Level 2, in terms of PAM) are expected to spend on their activities shows that there will be a gap between policy and practice.

Table 1: Modified from PAM Section 3b, showing the comparison between teachers' and HoDs' activities (RSA, 2003)

Activity	HOD (post level 2)	Teacher (post level 1)
Scheduled teaching time	Between 85% and 90%	Between 85% and 92%
Actual teaching time in hours per week	Between 29.75 and 31.5 hours (or 5.95 and 6.30 hours per day)	Between 29.75 and 32.2 hours (or 5.95 and 6.44 hours per day)
Job title	Head of department – public school	Educator – public school
Aim of the job	Class teaching and organising relevant/related extra-curricular activities, so as to ensure that the phase and the education of the learners is effective	To engage in class teaching, including the academic, administrative, educational and disciplinary aspects, and to organise extra- and co-curricular activities so as to ensure that the education of the learners is effective
Core duties and responsibilities of the job	Teaching	Teaching
	Extra- & co-curricular	Extra- & co-curricular
	Personnel	Administrative
	General/administrative	Interaction with stakeholders
	Communication	Communication

Chisolm, Hoadley and Wa Kiwilu (2005: i) state that workload constitutes those activities or issues that add to the quantity or intensity of work. The job description and workload of the HoD is vastly different compared to that of a teacher, yet the minimum proportion spent teaching is the same (85%) according to the PAM document. The scheduled teaching proportion for the HoD is between 85% and 90% of the time spent at school, while that of the teacher is 85% to 92% (RSA, 2003). National policy on educator workload is interpreted as expecting educators to spend a maximum of 1720 hours on their various activities per annum. As Chisolm et al. explain:

This translates into a Monday to Friday week of 43 hours per week - an 8.6 hour working day, excluding weekends and school holidays. An additional 80 hours per annum is provided for professional development, and it is expected that this occurs outside school hours. The formal school day is expected to be 7 hours long, and the formal school week 35 hours long. This means that educators are expected to spend about 8 hours a week outside formal school hours, on their activities. (Chisholm et al., 2005: i)

Both HoDs and teachers are expected to spend a minimum of 85% of their time teaching, and the rest of their time on preparation and planning, assessment, extra-curricular activities, management and supervision, professional development, pastoral duties, guidance and counselling, and administration (See Table 1).

The PAM document, however, also states that the formal school day may not be less than 7 hours per day and that the following core duties must be performed:

- Scheduled teaching time
- Relief teaching
- Extra- and co-curricular duties
- Pastoral duties (ground supervision, detention, scholar patrol, etc.)
- Administration
- Supervisory and management functions
- Professional duties (meetings, workshops, seminars, conferences, etc.)
- Planning, preparation and evaluation

The work that needs to be done outside the formal school day is:

- Planning, preparation and evaluation
- Extra- and co-curricular duties
- Professional duties (meetings, workshops, seminars, conferences, etc.)
- Professional development

The gap between national policy and practice, as identified by Chisholm and her colleagues when they analysed the time diary filled in by a nationally representative sample of 3909 educators, reveals that educators spend less time overall on their activities than the total number of hours specified by policy, and they also spend less time on actual teaching or instruction than is specified by policy. Whereas policy expects educators to spend between 64% and 79% of the 35-hour week on teaching, the average time that teachers actually spend on teaching is 46% of the 35 hour week, or 41% of their total school-related time, translating to an average of 3.2 hours a day. On average, more than half of the teachers' working week is taken up in administration and non-teaching related activities.

Instructional school leadership

This study is based on the conceptual frameworks of Hallinger and Heck (1996) and Weber (1996), which highlight the five main functions of the instructional leadership role, namely: defining and communicating school goals; managing the curriculum and instruction; promoting a positive learning climate; observing and giving feedback to teachers; and assessing the instructional programme. These functions were adopted and adapted by the researcher in line with the roles and responsibilities outlined in the PAM document (PAM, 2003).

As an instructional leader, the HoD must ensure that there is alignment between the curriculum, instruction and assessment, at a standard that will ensure learner achievement. In order to realise this aim, Phillips (2009: 2) argues that the HoD must be a practising teacher. He further contends that instructional leaders need to know what is going on in the classroom; thus presenting an opportunity to 'walk the factory floor'.

Once HoDs are in touch with what happens in the classroom, they will be able to appreciate some of the problems encountered by teachers and learners, address instructional issues from a 'hands-on' perspective, establish a base from which to address issues and make curriculum decisions, and strengthen the belief that 'the sole purpose of the school is to serve the educational needs of students' (Harden, 1988:88).



Table 2: Conceptual framework for the roles and responsibilities of Foundation Phase HoDs (adapted from the PAM document, EEA, 1998)

Instructional leadership functions	Pam document roles: heads of department
Defining and communicating the school mission	<p>General/administrative: Conducting meetings within the department and with the parent community Communicating the vision of the school</p>
Managing the curriculum and instruction	<p>Teaching: Attending curriculum improvement classes and spreading excellent classroom practices Assessing the learners and managing educators' learning programmes</p>
Promoting a positive learning climate	<p>Communication: Being a positive role model when supervising and monitoring learners' and educators' work</p>
Observing and giving feedback to teachers	<p>Extra- & co-curricular: Improving learning and teaching Ensuring that professional development needs are positive</p> <p>Personnel: Integrated Quality Management System (IQMS) must be implemented with integrity and consistency</p>
Assessing the instructional programme	<p>Personnel: Integrated Quality Management System (IQMS) must be implemented with integrity and consistency</p> <p>Teaching: Ensuring that the progress of learners is consistent with the curriculum policy Reporting on the progress and communicating with parents regarding the progress of the learner</p>



MAIN OBJECTIVES

This study set out to obtain the perceptions of Foundation Phase HoDs regarding the time they spent on their tasks. Table 2 clearly depicts that 80% of instructional leadership dimensions relate directly to management tasks. Yet 85% of the HoD's time, according to the PAM document, should be spent on class teaching. The main research question of this paper is: "What are the challenges experienced by Foundation Phase HoDs and their perceptions with regard to time management and their understanding of their management functions?" The purpose of the paper is to highlight a possible gap in the training of the HoDs that can be filled by distance education programmes.

METHODOLOGY

This study applies quantitative statistical analysis data to gauge whether proper training of HoDs allows them to perform their tasks effectively. This data was obtained through completed questionnaires distributed to Foundation Phase HoDs (n=274) employed in public schools in four districts in the province of Mpumalanga, South Africa. According to Van der Merwe (1996), quantitative research aims to test theories, determine facts, demonstrate relationships between variables and formulate predictions. It uses methods from the natural sciences, which are designed to ensure objectivity, generalisability and reliability (Weinreich, 2009). Quantitative research is a systematic process of using numerical data, which is obtained from a selected sub-group of a population, in order to generalise the findings to the population that is being studied (Maree, 2007: 145).

SAMPLE AND SAMPLING PROCEDURES

The research included a total of 550 primary schools in Mpumalanga. All of the Foundation Phase HoDs in Mpumalanga were invited to a meeting and questionnaires were distributed. Of the sample, 274 Foundation Phase HoDs completed the questionnaire.

Questionnaire

The questionnaire consisted of Section A, which was made up of five questions on biographical data; and Section B, which was made up of 15 questions about

the demographics of the school and the tasks performed by Foundation Phase HoDs. The following categories were created to formulate items in Section B of the questionnaire:

- School management or leadership workshops attended
- Time spent by HoDs hourly on different activities, as outlined by the PAM document
- Familiarity with the PAM document
- Class teaching and supervision
- Time spent weekly performing HoD duties
- Additional tasks they perceived they performed, beyond HoD duties

These variables were used to gauge whether time, training or both were responsible for the challenges faced by the HoDs in performing their duties.

Administration of questionnaires

Circuit managers and district directors were given 'Request for research' letters and telephonically informed by the researcher about the completion of the questionnaires. The Foundation Phase co-ordinators in four districts were requested to administer the questionnaires at four different central venues after a Foundation Phase information session. The questionnaire was explained during the session. The ethical clearance certificate, together with a letter requesting permission from the participants, was included with the questionnaires.

Validity and reliability

Validity refers to whether the questionnaire measured what it was designed to measure (Field, 2009: 11). This questionnaire, which was validated by a literature review as well as the statistical department of the University of Pretoria, probed the perceptions of HoDs regarding the time that they spent on various activities associated with their roles and responsibilities, and the knowledge of their tasks. A more valid measure would have been to actually observe the time spent over a period of time on the various activities, but due to lack of manpower as well as

study time constraints, this method would have been unfeasible. The questionnaire also provided for a wide range of items regarding activities performed by HoDs during and outside formal school hours.

Reliability is the ability of a measure to produce the same results under the same conditions (Field, 2009: 12). To be valid the questionnaire must be reliable. A pilot study was carried out in 10 schools in Mpumalanga, and results were examined and tested in order to validate the reliability of the questionnaire. Leedy and Ormrod (2013: 199) state that conducting a pilot study for a questionnaire is one step towards determining whether a questionnaire has validity for its purpose.

Analysis of questionnaires

During the categorical analysis of the quantitative data, respondents' written words were converted into figures and symbols that were counted and added, and entered into tables, to allow the authors to draw conclusions (Basit, 2012: 169). The statistical package SPSS 20 (Arbuckle, 2007; Field, 2009) was used to analyse data.

Ethical considerations

Since most educational research deals with human beings, it is necessary to understand the ethical and legal responsibilities in conducting research (McMillan & Schumacher, 2007: 195). This study used voluntary participation and request for consent, and the construction of the questionnaire assured confidentiality and anonymity of the participants. The Ethics Committee of the University of Pretoria granted ethical permission to proceed with the research.

RESULTS

Demographics: Section A

Some of the demographic findings will be briefly described in Table 3. The responses to the questions directly related to the aim of the study will be discussed more comprehensively.

Table 3: The demographic data from questionnaires completed by primary phase HoDs (n= 274) from Mpumalanga primary schools in rural areas (n=550)

Gender	Frequency	Percent	Valid percent	Cumulative percent
Male	27	9.9	9.9	9.9
Female	247	90.1	90.1	100.0
Total	274	100.0	100.0	
Age				
<= 45	78	28.5		
46 - 49	65	23.7		
50 - 53	77	28.1		
54+	54	19.7		
Total	274	100.0		
Marital status				
Married	156	56.9	56.9	56.9
Other	118	43.1	43.1	100.0
Total	274	100.0	100.0	
Educational qualification				
Teacher's diploma	81	29.6	31.4	31.4
Bachelor's degree	40	14.6	15.5	46.9
BEd/BEd(Hons)	100	36.5	38.8	85.7
BA(Hons)/Masters	37	13.5	14.3	100.0
Total	258	94.2	100.0	
Missing data	16	5.8		
Total with missing data	274	100.0		
Number of years served as cs1 educator				
<= 9	75	27.4	27.5	27.5
10 - 11	62	22.6	22.7	50.2
12 - 18	76	27.7	27.8	78.0
19+	60	21.9	22.0	100.0
Total	273	99.6	100.0	
Missing data	1	0.4		
Total with missing data	274	100.0		

Number of years served as hod				
<= 5	97	35.4	35.7	35.7
6 - 8	47	17.2	17.3	52.9
9 - 13	63	23.0	23.2	76.1
14+	65	23.7	23.9	100.0
Total	272	99.3	100.0	
Missing data	2	0.7		
Total with missing data	274	100.0		
Type of primary school				
Public primary	188	68.6	68.6	68.6
Other primary	86	31.4	31.4	100.0
Total	274	100.0	100.0	
School situation				
Rural	223	81.4	81.4	81.4
Other	51	18.6	18.6	100.0
Total	274	100.0	100.0	
Learners coming from economically disadvantaged and affluent areas				
Economically disadvantaged	210	76.6	76.6	76.6
Affluent	64	23.4	23.4	100.0
Total	274	100.0	100.0	
Responses to management or leadership capacity				
Yes	90	32.8	32.8	32.8
No	184	67.2	67.2	100.0
Total	274	100.0	100.0	
Extent that leadership/management course benefitted you				
Greatly	56	20.4	62.2	62.2
Partially/not at all	34	12.4	37.8	100.0
Total	90	32.8	100.0	
Missing data	184	67.2		
Total with missing data	274	100.0		

Results and findings of the questionnaire: Section B

Section B contained questions that probed the perceptions of the respondents regarding time management and the roles and responsibilities of HoDs. The italicised headings consist of the questions as asked in the questionnaire. Tables will be shown and a discussion of the findings will follow.

What is the total management time you use for this phase in a typical day (in minutes)?

Table 4: Comparison of central tendencies (mean, median and mode) for total daily management time (hours) as perceived by HoD (n=274) during a typical school day at Foundation Phase

Parameter	Value (hours per day)
Mean	3.52
Median	3.25
Mode	2.50

The item asked for minutes, but was recoded to hours for data analysis. The mean management time per day was 3.52 hours. The mode, which reflects the time spent by the highest number of HoDs (21.9%), was 2.50 hours and the median was 3.25 hours. The difference between the three measures of central tendency (mean, median and mode) reflects the outliers, due to some HoDs having a much higher perceived administrative workload than most. The data is thus positively skewed as shown in Figure 1.

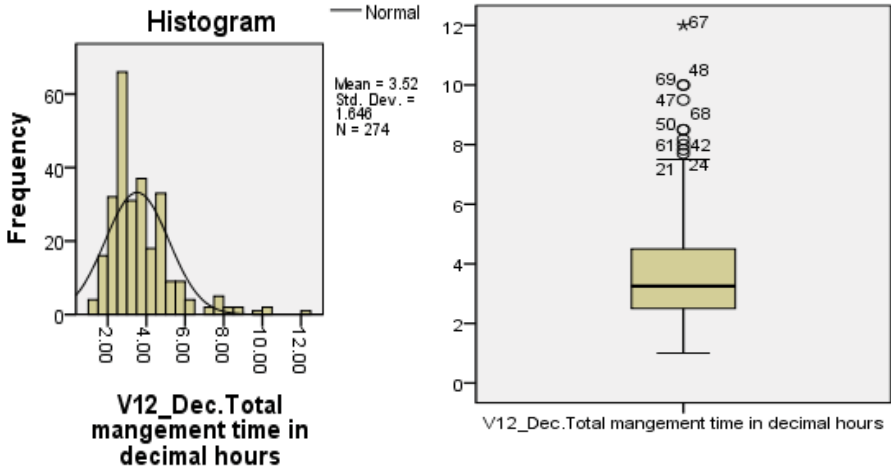


Figure 1: Histogram and box-plot showing the distribution of data in the item: Perceived total management time per day

The box plot in Figure 1 indicates that certain educators have the perception that they spend an inordinate amount of time on management. For example, educator 67 indicated 12 hours per day, which is extremely unlikely and skews the data. For skewed data the median (3.25) is a better representation of the distribution (Huysamen, 1998: 48; Field, 2009: 22). The mean of 3.52 hours per day appears excessive because these outliers probably influence it. In fact, the maximum expectation for teaching and other duties (as well as administration) is 8.64 hours per day. Use of the mode of 2.50 eliminates the effect of the outliers, leaving a more realistic 6.14 hours (or 71.1%) for performing teaching activities, which is more in line with the expected time parameters provided in Table 1.

If one makes the assumption that the HoDs teach 30 hours per week, then the mode is the only distribution that falls within the maximum of 43.2 hours that educators should spend on their activities. This would mean that only 21.9% teach for 30 hours per week (85% of 35 hours). In addition, the hours spent per week exceeds the 8.6 hours per week allowed for other activities. It thus appears as if HoDs in the Foundation Phase in this sample have the perception that they are spending too much time on management, with the result that their teaching time is likely to be compromised.

Item 13 asked the respondents to provide the percentage of their time that they spend per year on certain HoD activities. The data received is summarised in Table 5.

What percentage of time as HoD will you spend per year on the following activities?

Table 5: Percentage of time HoDs spend on various activities annually

	Administrative Duties (13.1)	Management Duties (13.2)	Supervision (13.3)	Teaching (13.4)	Public Relations (13.5)	Extramurals (13.6)
Mean	13.78	17.84	13.31	37.81	8.62	10.00
Median	10.00	20.00	10.00	40.00	10.00	10.00
Mode	10	20	10	50	10	10

The data in Table 5 indicates that the modal teaching perception is 50% compared to the 85% expectation. The respondents probably perceive that administrative and management duties, supervision and teaching are all part of their teaching task, as the combined modal percentage comes to 90% compared to the 85% to 90% as mandated. This perception is probably because in practice it would be difficult to separate administration, management and supervision from teaching duties.

Are you familiar with the HoD duties as outlined in the PAM document?

Table 6: Familiarity with HoD duties in the PAM document

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Yes	215	78.5	78.5	78.5
	No	59	21.5	21.5	100.0
	Total	274	100.0	100.0	

Of the respondents, 21.5% indicated that they are not familiar with HoD duties as outlined in the PAM document. It thus appears as if they rely to a great extent on the management in the school regarding their duties and the allocation of appropriate times to these duties.

Do you have a class to teach as well as supervisory duties?

Table 7: HoDs with classes to teach as well as supervisory duties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	271	98.9	98.9	98.9
	No	3	1.1	1.1	100.0
	Total	274	100.0	100.0	

One would expect all HoDs to have teaching as well as supervisory duties, yet it is surprising that the data in Table 7 shows that 1.1% of the respondents do not have classes to teach.

How much time on average do you spend in a week performing the following duties during formal school time?

Item 20 asked respondents to provide the time spent per week in minutes on certain duties that fall within the formal school day (35 hours per week). As HoDs are required to spend 85% of the 35 hours per week in actual teaching duties (30 hours) it leaves them with 5 hours to perform their formal HoD duties. The mean, median and modes obtained are provided for items 20.1 to 20.7 (in hours) below.

Table 8: Time spent on average each week performing various duties during formal school time (from item 20 of the questionnaire)

Time spent in hours	Mean	Median	Mode
20.1 Class visits	0.82	0.58	0.50
20.2 Monitoring practices to align with district goals	0.68	0.50	0.50
20.3 Working with learners on academic tasks	1.14	0.58	0.50
20.4 Administrative work	0.81	0.54	1.00
20.5 Observing teachers for Performance Development (PD) instead of evaluation	0.72	0.50	0.50
20.6 Supervising teachers, monitoring learners and uplifting department while teacher is teaching a class	0.97	0.50	0.50
20.7 Meeting with district officials who support you in your management duties	0.91	0.75	1

Adding the mean scores for item 20 of the questionnaire results in a mean of 6.05 hours of administrative duties per week (Table 8). One could assume that item 20.6 does not involve the HoDs' scheduled teaching time or timetable allocation of time, and is spent observing teachers in their departments (ELRC Report, 2004: 7). The 6.05 hours per week (perceived time) is thus greater than the 5 hours per

week (expected time) for formal HoD duties as required by the PAM document (RSA, 2003). The average used here, however, masks the actual differences between the 274 respondents, as some will work less than 6.05 hours per week, while others indicate that they work more than the average. The mode of 4.50 hours, which is the time that most of the sampled educators spend per week on the activities listed in item 20, is less than the 5 hours per week. It is thus assumed that the respondents interpreted this question in terms of their HoD duties outside of the formal school day and their answers do not reflect their teaching time.

Item 21 asked respondents to fill in the hours spent per month on additional HoD tasks. The results are shown in Table 9.

What additional tasks, beyond your HoD duties, make up your time? (Please write the number of hours per month spent on these tasks.)

Table 9: Additional tasks, beyond HoD duties, which take up time

		V21.1 Time spent on IQMS per month	V21.2 Time spent on sport per month	V21.3 Time spent on entertainment per month	V21.4 Time spent on meetings (SMT) per month	V21.5 Time spent on workshops per month
N	Valid	272	273	273	262	249
	Missing	2	1	1	12	25
Mean		8.68	8.06	7.31	5.86	4.52
Median		4.00	4.00	4.00	3.00	1.00
Mode		2	2	2	0	0

The interpretation of the data in Table 9 assumed that educators work for 20 days per month. The additional tasks were interpreted as those activities outside the formal school day and include activities such as planning, preparation, evaluation, extra- and co-curricular duties, professional duties and professional development (Chrisholm, Hoadley, wa Kivula, Brookes, Prinsloo, Kgobe, Mosia, Narsee and Rule:2005). According to this document educators must spend 8.64 hours per week (1.72 hours per day) on tasks outside of formal activities. Adding the 1.72 hours of additional duties to the 6.05 hours of item 20 calculated in Table 7 (formal duties) gives a total of 7.77 hours per day (perceived time) which is still less than the 8.64 hours per day (expected time) required by National Policy (ibid.). A gap is thus present between the expected time and the perceived time ($8.64 - 7.77 = 0.87$ hours per day). Taking 199 working days as the maximum working days

(HSRC, 2004) then the gap is 173.13 hours per annum. However, if one assumes that the educators have an expectation of a 35-hour work week, or 7 hours per day, then they have the perception that they work 0.77 hours per day more than is expected of them (7-7.77). This translates to 153.23 hours per annum. Thus the time spent by HoDs on their work depends on which norm one uses, namely, a PAM expectation of 8.64 hours per day or HoD perception of 7 hours per day. Thus HoDs perceive that they are working 0.77 extra hours, when they are actually working 0.87 hours less than is prescribed by PAM. These perceptions result in work that is allocated a particular number of hours per annum not being completed by the HoD. The gap between legislated and perceived working hours leads to stress, as HoDs are unable to fulfil their expected roles and responsibilities.

CONCLUSION

It is concluded from Tables 8 and 9 that there is a significant cognitive gap between what is required of HoDs and their perception of what is required. Analysis of the results indicated that HoDs have the perception that they are involved with instructional leadership duties to a greater extent than required (0.77 hours per day more). Yet, in fact, they are involved for less time (0.87 hours per day less) than suggested in the PAM document. Over a month, this gap adds up, so that HoDs consistently feel that they are not coping with the instructional leadership functions allocated to them. As a result, it appears as if the HoDs are experiencing stress and believe that they are being overworked. They also have the perception that they are spending too much of their time on management and administrative duties and hence their teaching time is likely to be compromised. The teaching time of HoDs in the PAM document should be reduced in order for them to perform efficiently and complete their allocated leadership and management tasks.

The HoDs in this sample did not seem to see a relationship between the time spent on activities that fall within the formal school day and the time spent on those activities that fall outside the school day. All of these findings probably link to the finding that 21.5% (n=59) respondents were unaware of HoD duties as outlined in the PAM document (Table 6). The analysis of data indicates that this lack of familiarity may, in fact, be a great deal higher.

RECOMMENDATIONS

The findings of this study have highlighted a lack in capacity-building programmes for Foundation Phase HoDs. Due to the lack of awareness of their duties as outlined by the PAM document, it is recommended that the Department of Education (DoE) prioritises training of Foundation Phase HoDs. Distance education is a suitable vehicle for such a training programme. Since distance education contact sessions are held within holidays, they provide a stress-free environment conducive to learning, for HoDs to be empowered by understanding their tasks and improving their time management skills. HoDs need to be aware of time and task management, as this has an impact on instructional leadership. Distance education training is the key to effective task and time management.

Furthermore, it is recommended that the DoE revise the PAM document to include time spent per leadership and management activity, and to reduce teaching hours to accommodate supervisory tasks.

REFERENCES

- Ali, F. & Botha, R. J. (2006). *The role, importance and effectiveness of school leaders in contributing to public school improvement in Gauteng province of South Africa*. Research report for the Matthew Goniwe School of Leadership and Governance. Johannesburg: MGSLG.
- Arbuckle, J. L. (2007). *AMOS 16.0. User's guide*. Chicago: SPSS Inc.
- Basit, T. N. (2012). *Conducting Research in Educational Contexts*. London: Continuum International Publishing Group.
- Blandford, S. (2000). *Managing professional development in Schools*. London: Routledge.
- Chrisholm, L., Hoadley, U., wa Kivula, M., Brookes, H., Prinsloo, C., Kgobe, A., Mosia, D., Narsee, N. & Rule, S. (2005). Educator Workload in South Africa. www.hsrc.ac.za. Accessed: 1 May 2015.
- Department of Basic Education (2011). *Report on the Annual National Assessments of 2011*. Pretoria: Government Printer.
- Field, A. (2009). *Discovering Statistics using SPSS*. 3rd edition. London: SAGE.
- Goldring, E. B., Preston, C. & Huff, J. (2010). *Conceptualizing and evaluating professional development for school leaders*. Paper prepared for the Asian Leadership Roundtable Institute of Education, Hong Kong.

- Hallinger, P. & Heck, R. H. (1996). The Principal's role in school effectiveness: a review of methodological issues, 1980-1995. In K. Leithwood, J. Chapman, D. Corson, P. Hallinger & A. Weaver-Hart (Eds). *The International Handbook of Educational Leadership and Administration*. Dodrecht, Netherlands: Kluwer.
- Harden, G. (1988). The principal as leader practitioner. *The Clearinghouse*, 62(2): 87-88.
- Hittleman, D. R. & Simon, A. J. (2002). *Interpreting educational research: An introduction for consumers of research*. Upper Saddle River, New Jersey: Prentice Hall.
- Huysamen, G. K. (1998). *Descriptive statistics for the social sciences*. Pretoria: Van Schaik Publishers.
- Leedy, P. D. & Ormrod, J. E. (2013). *Practical research: Planning and design*. USA: Pearson Education Inc.
- Maree, K. (Ed.). (2007). *First steps in research*. Pretoria: Van Schaik Publishers.
- McMillan, J.H. & Schumacher, S.S. (2006). *Research in education: a conceptual introduction*. New York: Longman
- Mkhize, N. E. (2007). *Experiences regarding education policy changes in leadership and management roles of senior primary Head of Department: A study of two rural primary schools in Umvoti circuit*. M.Ed. dissertation. University of KwaZulu Natal, Pietermaritzburg.
- Mumford, M. D. & Strange, J. M. (2005). The origins of vision: Effects of reflection, models and analysis. *Leadership Quarterly*, 16: 121-148.
- Phillips, J. A. (2009). *Manager-administrator to instructional leader: Shift in the role of the school principal*. Kuala Lumpur: University of Malaya Faculty of Education.
- Progress in International Reading Literacy Study (PIRLS) (2006). Available at <http://nces.ed.gov> (accessed 28 April 2013).
- Republic of South Africa (1998). *Employment of Educators Act No. 76 of 1998*. Government Gazette 400 (19320). 2 October 1998. Pretoria: Government Printer.
- Republic of South Africa (2003). Personnel Administrative Measures (PAM) (GN267 of 2003). Government Gazette 24948 of 21 February 2003. Chapter A, Sections 1-5.
- Spaull, N. (2012). Poverty and privilege: Primary school inequality in South Africa. Published by the Department of Basic Education. 24 October 2012. Available at www.education.gov.za. Accessed 14 November 2014.
- Third International Mathematics and Science Study (TIMSS) (1997). Available at <http://nces.ed.gov> (accessed on 28 April 2013).



Van der Merwe, P. (1996). The Research Process: Problem statement and research design. In J. G. Garbers (Ed.). *Effective Research in the Human Sciences*. Pretoria: Van Schaik.

Weber, J. (1996). Leading the instructional program. In C.S. Smith & P.K. Piele (Eds). *School Leadership - Handbook for excellence*. Eugene: ERIC Clearinghouse on Educational Management. 253-278.

Weinreich, N. K. (2009). *Integrating Quantitative and Qualitative Methods in Social Marketing Research*. Available at <http://www.social-marketing.com>. Accessed: 14 November 2014.