DETA

distance education and teachers' training in africa

CONFERENCE 2013

PROCEEDINGS

30 July – 1 August 2013

University of Nairobi, Nairobi, Kenya

Editor: Dr Ruth Aluko

Assistant Editor: Dr Omondi Bowa

UNIVERSITEIT VAN PRETORIA
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TEACHER EDUCATION AND DEVELOPMENT IN AFRICA: THE NEED FOR ACCESS, EQUITY, SUSTAINABILITY, QUALITY & RELEVANCE WITHIN THE CONTEXT OF GLOBALISATION

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Faculty of Education, University of Pretoria, Pretoria, South Africa

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Proceedings of the 5th biennial International Conference on Distance Education and Teachers' Training in Africa (DETA) held at the University of Nairobi, Nairobi, Kenya

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Publisher:
Unit for Distance Education,
Faculty of Education,
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South Africa

with the

University of Nairobi,
Nairobi,
Kenya

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Department of Educational Studies, University of Nairobi, Nairobi, Kenya

Place of publication: Pretoria, South Africa

Printed by: BusinessPrint

Language editing by GRAMMARFFITI

Layout by Janine Smit Editorial Services

ISBN 978-1-77592-115-8

The Distance Education and Teachers' Training in Africa (DETA) Conference strives to provide a platform for educationists in Africa to meet and deliberate on educational issues in Africa.

This document is also available online at www.deta.up.ac.za

DETA CONFERENCE 2013 PROCEEDINGS

Foreword

The fifth Distance Education and Teachers' Training in Africa (DETA) Conference in 2013 was hosted by the University of Nairobi, Nairobi, Kenya, from 30 July to 1 August. The biennial conference was borne out of the necessity to create a unique platform for all faculties of education to share knowledge and deliberate on educational issues as they affect Africa. We now understand our contextual landscape as it affects education far better. Expanding education and improving its quality is central to the continent's development. African scholars always meet at international conferences, but at the inception of the DETA Conference in 2005, there were few conferences to bring them all together. DETA's major objectives are to contribute to the debate on teacher training in Africa and to build capacity for the delivery of teacher-training programmes in Africa. These objectives represent ways in which the conference can support NEPAD, various protocols on education and training in Africa, the Millennium Development Goals, and some of the recommendations of the All-Africa Education Ministers' Conference on Open Learning and Distance Education.

The conferences are co-hosted by the organisers and other educational institutions and organisations.

The theme of the 2013 conference was **"Teacher education and development in Africa: the need for access, equity, sustainability, quality and relevance within the context of globalisation"**. Sub-themes included the following:

- The role of collaboration and partnerships in teacher education and development in Africa
- Equipping African teachers to develop their learners as critical citizens in a digital world
- (ICTs in teacher education)
- Standards and quality assurance in teacher education and development in Africa
- Models, practices and experiences in the use of distance education for teacher education and development in Africa
- Leadership and management development for African schooling in the 21st century

More than 200 delegates from 18 African countries (Botswana, DRC, Ghana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Nigeria, Rwanda, South Africa, Sudan, Tanzania, Togo, Uganda, Zambia and Zimbabwe) and four other countries (Belgium, Canada, Scotland, and the UK) attended the conference. A total of 87 papers were read.

Participants were requested to submit papers for possible inclusion in the second conference proceedings to be published, if they so wished, and they were given guidelines for submission. In total, 20 drafts were submitted, which covered the conference sub-themes. The drafts were subjected to double blind reviews. Of these 20 drafts, 16 were provisionally accepted and returned to the authors for improvements. Ten contributions were finally accepted for inclusion in the proceedings.

The editors and the reviewers are of the opinion that though several of the papers that were not included have the potential for publication, many colleagues still need to sharpen their writing skills. This has prompted the organisers this year to include, in the pre-conference workshop, a session on **enhancing academic communication skills**. DETA has a developmental dimension, and it hopes to present even better and more extensive proceedings for its readership in future.

We appreciate the hard work and input of the authors, the editorial team (Dr Ruth Aluko and Dr Omondi Bowa), and the reviewers of the manuscripts, the speakers, the sponsors and the secretariats of the institutions that co-hosted the conference.

We wish you interesting reading and look forward to having your paper included in the next volume if you are a participant at the 2015 conference in Mauritius.

Johan Hendrikz
University of Pretoria
South Africa

Henry Mutoro
University of Nairobi
Kenya

Co-chairpersons
DETA 2013

CONTENTS OF THE PROCEEDINGS

This volume consists of ten contributions from the papers presented at the DETA 2013 Conference.

The first article, by **Dr Bipath Keshni and Dr Bongi Nkabinde,** examined the challenges facing Foundation Phase Heads of Departments (HoDs) regarding their roles and responsibilities, based on the conceptual framework of instructional leadership in the Personnel Administrative Measures (PAM) document. The authors used a quantitative research approach to assess perceptions of 274 Foundation Phase HoDs in Mpumalanga. The study found that HoDs perceived that they were overworked, while in reality they spent less time in school than is suggested in the PAM document. It concluded that HoDs should conform to the requirements of the PAM document, and recommended that training or mentoring should be undertaken by the Department of Education, in collaboration with universities, to ensure that HoDs are capable and competent. Distance education is recommended as the appropriate mode of training to balance time expended with the completion of required tasks.

In their work, **Prof Emmanuel Kofi Gyimah and Dr Mark Owusu Amponsah** explored the perception generally held that children's success in grappling effectively with emotional and social challenges in later years largely depends on their childhood experiences. Using a mixed-methods approach, they found, among other things, that the ability of a child to cope with emotional and social challenges in later years depends on teachers' attitudes in terms of their commitment, sensitivity to the child's needs, and ability to structure the teaching and learning environment. Recommendations were made regarding placement decisions in primary schools.

Even though Kenya aspires to harness science, technology and innovations in order to be competitive both regionally and globally, in her paper **Dr Kisirkoi Florence Kanorio** argues that an innovation in education that is not backed by the teacher is bound to fail. She investigated the extent of primary school teachers' preparation during their pre-service training for the use of ICT as a teaching and learning tool. She found that the primary teacher education (PTE) syllabus and the teachers' guide were not designed to develop trainees' skills in this area, and that the computer literacy skills of the tutors and the trainees involved in the study were low. She recommends, among other things, that the PTE syllabus should be revised and ICT be treated as a teaching and learning resource.

The fourth article, by **Dr Fred Gennings Wanyavinkhumbo Msiska,** analysed delivery models in Malawi in terms of the technologies they employ in order to establish the nature and efficacy of distance education in the country. The study used an audit methodology involving seven distance education institutions in Malawi. The findings revealed that the mode of delivery has allowed access to education and training for people who would otherwise have been denied the opportunity because of the restrictive nature of the face-to-face delivery mode. However, distance education institutions in Malawi continue to face challenges pertaining to the use of basic, rudimentary and often obsolete technologies, which make the delivery mode cumbersome for both tutors and learners. The study recommends that Malawi should invest in the requisite infrastructure and appropriate technologies to enhance the efficacy of distance education and e-learning in the country.

Through their study, **Dr Caroline Waruguru Ndirangu and Dr Grace Nyagah** questioned the assumption that once an innovation has been adopted and the initial training has been completed, the intended users will put it into practice. To examine this, they used the Stages of Concern Questionnaire (SoCQ) to investigate the level of implementation of the Strengthening of Mathematics and Sciences in Secondary Education (SMASSE) in-service training programme adopted by Kenya. Findings showed that the majority of the teachers were only partial implementers of the innovation. The majority of the teachers had concerns regarding self that affected the level of implementation and innovation; while few had task and impact concerns. The authors recommend that appropriate support be given to teachers, which may well lead to interventions that will hopefully resolve their individual concerns and hence raise the level of implementation of the innovation.

In their work, **Sylvia Ocansey and Prof Emmanuel Kofi Gyimah** showed serious concerns about test anxiety in students because of educators' over-dependence on tests in recent times. Through a mixed-methods approach, they attempted to understand the phenomenon. Though they admit that causes of test anxiety are diverse, their findings show that fear of examination failure, poor preparation for tests and the rigid grading system in the unit of study are typical causes of test anxiety among students. They recommend that counsellors at the university teach students good study habits and encourage them to commence serious studies immediately when school reopens.

The seventh article by **Dr Margaret Funke Omidire** reports on experiences drawn from an online research writing project using open educational resources (OER). The purpose of the project was to design and build a multi-disciplinary

online course on academic research writing for undergraduate and postgraduate students of a Nigerian university using OER. The project provided an opportunity for collaboration among lecturers and IT specialists in order to broaden the user base for OER resources. However, challenges were also encountered, which included inadequate access to the internet, possible lack of commitment to the project by some participants due to the pressures of their workloads, unrealistic timelines and lack of familiarity with OER. The paper concludes with reflections on the reasons for the challenges and makes recommendations for those planning similar projects.

Hoping to generate debate about Science education in Africa, as well as expose issues for cross-border research on teachers and the teaching of Science, **Dr Samuel Oyoo,** citing Kenya school Science as a case study, calls for more research on teachers and teaching in schools. He also argued that Science teacher efficacy is a key issue and a major factor in the successful implementation of effective Science education in Africa. In his study, he explained the current status of Science education in Kenya, and presented a blueprint for how to enhance and sustain effective teaching of school Science, likely relevant to any country in Africa. He argued that teachers' use of contextual and practical approaches would enhance the efficacy of school Science teaching.

The ninth article by **Prof. I. Olatunde Salawu** analysed the challenges of open distance learning in offering teacher education programmes. The study used a historical-cum-descriptive approach to provide an overview of various attempts at using distance education in offering teacher education in Nigeria. Attention was focused on important aspects of teacher education such as pedagogy, teaching practice, and curricular and programme administration. The paper concluded that teacher education in Nigeria has improved from its rudimentary approach and now employs modern methods in the training of teachers at all levels. Nonetheless the paper noted that there are challenges that need to be addressed so as to make distance education a reliable instrument for producing quality teachers in Nigeria.

The tenth article by **Prof. Daniel N. Sifuna** discussed the efforts to introduce universal primary education (UPE) and the need for an adequate supply of primary school teachers in Africa. Using Kenya as a specific example, the paper showed that the poor quality of teachers in most African countries, following the introduction of UPE, can be attributed more to the ad hoc manner in which UPE programmes were introduced, structural adjustment programmes (SAPs) and the teachers' wage bill, among other factors, than to the inadequacy of inherited systems of teacher education from the colonial period.

THE REVIEW PROCESS

After the DETA 2013 Conference held in Kenya in July/August 2013, the conference sent out a call for papers to presenters who would like their work to be published in the conference proceedings document. The 20 paper proposals that were received were subjected to a double blind review before ten papers were finally selected for inclusion in this document. Editorial guidelines were provided to the conference speakers.

Academic rigour was the primary criterion used in selecting contributions, but DETA also proudly espouses a developmental dimension in the African research and publication context. We are confident that the proceedings will comply with the standards of academically acceptable conference proceedings worldwide.

The editorial team wishes to thank the following peer reviewers for reviewing the drafts and providing the authors with valuable comments:

Adeyemo, Dr S.
Aguti, Dr J.
Blignaut, Prof. S.
Chakwera, Dr E.
De Villiers, Prof. R.
Dwomoh-Tweneboah, Prof. M.
Fraser, Prof. W.
Fresen, Dr J.
Gatsha, Dr G.
Gyimah, Dr K.
Ivala, Dr E.
Januario, Dr F.
Jordaan, Mr D.
Joubert, Dr I.
Joubert, Prof. R.
Kamper, Prof. G.
Kirkup, Dr G.
Letseka, Mr M.
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Mays, Mr T.
Mhlanga, Dr E.
Mohangi, Prof. K.
Nieuwenhuis, Prof. J.
Nomlomo, Prof. V.
Ogina, Dr T.
Omidire, Dr M.
Oyoo, Dr S.
Reed, Prof. Y.
Sam-Tagoe, Prof. J.
Schulze, Prof. S.
Shava, Dr S.
Shonubi, Dr O.
Stols, Dr G.
Sutherland, Dr D.
Van Niekerk, Prof. L.
Venter, Prof. E.
Welch, Ms T.
Wolfenden, Ms F.

ACKNOWLEDGEMENTS

The conference organisers wish to specially thank:

- The Commonwealth of Learning for its financial support
- BusinessPrint for sponsoring the printing of the document

The editors also wish to express their appreciation towards the following individuals and institutions:

- Dr Johan Hendrikz, Manager of the Unit for Distance Education, Faculty of Education, University of Pretoria, for the opportunity to publish this volume of conference proceedings
- The various contributors for their contributions
- Mr Pieter van der Merwe, of the Department of Library Services of the University of Pretoria, for his assistance
- GRAMMARFFITI for the final editing of the contributions
- Janine Smit Editorial Services for the design of the cover and layout of the publication
- The University of Pretoria for its financial and other support
- University of Nairobi, Nairobi, Kenya, for hosting the conference

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

Dr Bipath Keshni[1]
Dr Bongi Nkabinde[2]

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

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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	**General/administrative:** Conducting meetings within the department and with the parent community Communicating the vision of the school
Managing the curriculum and instruction	**Teaching**: Attending curriculum improvement classes and spreading excellent classroom practices Assessing the learners and managing educators' learning programmes
Promoting a positive learning climate	**Communication**: Being a positive role model when supervising and monitoring learners' and educators' work **Extra- & co-curricular**: Improving learning and teaching Ensuring that professional development needs are positive **Personnel**: Integrated Quality Management System (IQMS) must be implemented with integrity and consistency
Observing and giving feedback to teachers	
Assessing the instructional programme	**Personnel:** Integrated Quality Management System (IQMS) must be implemented with integrity and consistency **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

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		