

WORKLOAD ALLOCATION IN SECONDARY SCHOOLS

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DECLARATION OF ORIGINALITY

This document must be signed and submitted with every essay, report, project, assignment, dissertation and/ or thesis.

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DECLARATION

I understand what plagiarism is and am aware of the University's policy in this regard. I declare that this dissertation is my own original work. Where other people's work has been used (either from printed source, internet or any other source), this has been properly acknowledged and referenced in accordance with departmental requirements. I have not used work previously produced by another student or any other person to hand in as my own. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

SIGNATURE OF STUDENT:

SIGNATURE OF SUPERVISOR:

DEDICATION

This research is dedicated to my parents Jostinah and Shimane Monaise, my husband Peter Mophosho and to my three kids Kutlwano, Resego and Naledi and my brother Bethuel, three sisters Salome, Martha and Grace, my sister in law Lenda and my niece Koketso.

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ABBREVIATIONS

1.	CASS	Continuous Assessment
2.	DBE	Department of Basic Education
3.	DFE	Department for Education
4.	DFID	Department for International Development
5.	DHT	Dedicated Hardship Time
6.	ELRC	Education labour relation council
7.	FET	Further Education and Training
8.	GET	General Education and Training
9.	HOD	Head of Department
10.	HSRC	Human Sciences Research Council
11.	IQMS	Integrated Quality Management Systems
12.	KZN	KwaZulu Natal
13.	MECCCTEFF	Meetings, Educator input, Consultation, Consensus, Communication, Transparency, Equity an Fairness and Flexibility
14.	MOEST	Ministry of Education Science and Technology and Basic Education Department
15.	NGOs	Non Governmental Organisations
16.	OBE	Outcome based education
17.	Ofsted	Office for standards in education
18.	PAM	Personnel Administration Measures
19.	PPA	Planning Preparation Time
20.	PPM	Post provisioning model
21.	PTA	Parent Teacher Association
22.	RT	Teachers teaching in rural school
23.	SASAMS	South African School Administration Management Systems
24.	SMCs	School Management Committees
25.	STRB	School Teacher's Review Body
26.	TT	Teachers teaching in a township school

- 27. TWDS Teacher workload diaries
- 28. UK United Kingdom

ABSTRACT

The purpose of this study was to explore workload allocation, what informed workload allocation in secondary schools and analyse documents relevant to educator workload. A qualitative interpretive approach using a case study as a research design was used to complete the study. Sixteen educators which consist of 6 heads of departments, principal and 9 post level one educators were purposively sampled and interviewed from different types of schools(rural, township and former model C schools).

The findings of the study suggested that, workload in the secondary schools under study was allocated in a transparent and flexible manner. Educators were consulted and their inputs were regarded imperative in decision making. Further, it was found that experience, specialisation and qualifications informed workload allocation in schools. During the analysis of data, themes such as educator reputation meaning their competence, learner results and commitment emerged as factors that also informed workload allocation in schools. Allocators considered factors like the number of subjects, number of preparations and number of classes but ignored the number of learners in classes when allocating work in schools. Therefore, the differences in terms of number of learners would mean there was no equity in allocation of educators because the number of learners affected marking of assessments, feedback to learner, reaching gifted and not gifted learners, discipline in classrooms, timeous submissions of marks, and regular control of learner books.

Majority of educators were allocated teaching time below the requirements as stipulated in the Personnel Administration Measures (PAM) Government Gazette No. 24948 dated 21 February 2003. Therefore workload of most educators was manageable. The majority of post level one educators were allocated teaching time below 85%. Only one post level one educator from school A and B was allocated within the stipulated teaching time as expected by the department and most educators were allocated below. From the allocation of school C only 3 post level one educators out of a maximum of twenty five paid by the government were allocated within the stipulated time. Allocation changed throughout the year because promotions and redeployment of educators were done at any time during the year.

Keywords: workload, allocation, allocation process, equity, fairness, transparency, secondary school

CHAPTER 1

1.1 INTRODUCTION AND BACKGROUND

According to Easthope and Easthope (2000) and Sugden (2010), workload has been cited as a challenging aspect in education globally. However, in the research study conducted by Easthope and Easthope (2000), the focus was on the consequences of the intensification of teacher workload. Different research projects also examined the impact of teacher workload on teachers' stress, lesson planning and various aspects of the lives of teachers, both in and outside of schools (Bridge 2004; McAvoy 2004; Johnstone 1993).

Within the context of the school environment, workload is a multifaceted term which includes different aspects of the work allocated to teachers. According to Ngwenya (2010), a teacher's work consists of multiple activities that are observable but not measurable and which are performed over time and space. This, in turn, implies that, in addition to the teaching responsibilities allocated to educators, there are other functions and responsibilities that they are required to carry out and that increase the weight of the teacher workload. According to the *Macmillan Dictionary* (2007), workload may be defined as the amount of work that a person or organisation is required to do. Thus, in the main, within the teaching context, the concept of workload includes the extent of the teaching that a teacher is required to carry out per unit of time, be it a day, a week, or a school term. The extent of such workload may be defined in terms of contact hours with an agreed number of pupils (pupil-teacher ratio), lessons per day or per week or number of teaching days per year (Ndalama & Chidalengwa 2010).

However, in addition, the workload of teachers involves activities outside of the classroom contact time. According to Chughati and Perveen (2013), workload involves issues that include leadership, management of time, number and length of meetings, calendar of directed time activities, planning requirements, written reports, class sizes, marking, lunch break entitlements, parents' evenings and performance management. According to The Department of Basic Education (DBE), a public educator is supposed to engage in class teaching, including academic, administrative, educational and

disciplinary aspects and to organise extra and co-curricular activity so as to ensure that education of the learner is promoted in the proper manner (Personnel Administration Measures (PAM) *Government Gazette* No. 24948 dated 21 February 2003).

For the purposes of this study, in short the term workload will be defined as the amount of work that an educator is expected to do. As such both teaching and non-teaching duties are included in the concept. Teaching duties involve planning requirements (number of subjects and the amount of preparation for different grades) and are affected by the following: class sizes (marking of assessments, feedback to learners and parents, catering for both gifted and non-gifted learners, discipline in classrooms, timeous submission of marks and regular control of learner books).

Excessive workload sometimes necessitates delegation. It is extremely important to clarify the difference between workload allocation and delegation of tasks or responsibilities. According to (Bell and Rhodes 1996) delegation refers to “the transfer of a task or a set of tasks, and the resources and the responsibility to carry out the work from one person to another with appropriate support”. Delegation in schools serves two purposes—on the one hand, it enables head teachers to share tasks and responsibilities with other staff members while, on the other, it gives those assigned with the task or responsibility the opportunity to develop new skills and abilities, thus contributing to their personal and professional development.

Musaazi (1988) defined delegation as the process of dividing up the total work and giving part of it to subordinates while, in her study, (Kyarimpa 2010) defined delegation as the allocation of activities, and the assigning of responsibility and power position to teachers. Schools are guided by national policies on ways in which the workload of teachers must be determined.

1.2 WORKLOAD POLICIES IN SOUTH AFRICA

1.2.1 Post provisioning model for the allocation of posts to schools

According to a national post provisioning model (PPM), which is aimed at achieving greater equity in education, the number of educators assigned to schools should be

based on the number of learners enrolled at such schools. Thus, the PPM is used in order to work out the post allocation for each school fairly and equitably while taking into account the number and needs of learners in a particular school.

The formula contains factors such as the class size applicable to a specific subject or phase; period loads (lower in secondary schools because of the complex timetables) subject combinations; school size; number of grades; language of instruction and disability of learners.

1.2.2 Personnel administration measures

Chapter A section 3 of Personnel Administration Measures (Government Gazette No. 24948 dated 21 February 2003) states that every educator in South Africa is expected to work for not less than seven hours per day in a school. This includes breaks and the periods during which the learners are not at school. The allocation of subjects, timetables and the scheduling of teaching time should be determined by the principal in consultation with the educator staff. Duties should be specified and allocated by the principal after consultation with the educator. Educators are expected to attend professional development programmes for up to a maximum of 80 hours per annum and be able to account for 1800 actual hours per annum. The core duties of educators during and outside of the formal school day include teaching according to the scheduled teaching time; relief teaching; participation in extra and co-curricular duties; pastoral duties (playgrounds supervision, detention, scholar patrol etc.); carrying out administrative; supervisory and management functions; professional duties (meetings, workshops, seminars, conferences, etc.) and professional development.

In addition, educators are expected to plan, prepare and evaluate lessons as well as carry out extra and co-curricular duties, professional duties and development outside of the formal school day. The scheduled teaching time of educators should be allocated in such a way that it maximises individual abilities and optimises teaching and learning at the school level. The proposed guidelines for the scheduling of teaching time at secondary schools may differ according to the size of the school and are as follows:

Table 1.1: Proposed guideline for the scheduling of teaching time

Post level 1	Minimum of 85% up to maximum of 90%
Post level 2	Maximum of 85%
Deputy principal	Maximum of 60%
Principal	Minimum of 5% up to maximum of 60%

Section 3 under the Workloads of School Based Educators in South Africa states that workload should be distributed equally both between the various post levels and within a post level to ensure that neither the levels nor the educators are overburdened with duties being allocated to staff in an equitable manner by the principal (Chapter A paragraph 3 of PAM *Government Gazette* No. 24948 dated 21 February 2003).

School principals play an important role in promoting staff wellbeing and ensuring equitable workloads. It is their duty to ensure that a school, as a workplace, is stress free and that the workloads and wellbeing of staff members are accorded the importance they deserve. Schools which manage their workforce effectively are those schools that are able to manage their culture by creating a climate which fosters working together productively, managing staff by implementing policies and procedures, ensuring that competent people are recruited, deployed, trained and developed further, managing the environment in such a way that staff and pupils are able to work hard and are motivated to do so and managing change by introducing changes that lead to improved teaching and better learning (Bubb & Early 2004).

1.3 PROBLEM STATEMENT

The relevant literature clearly shows that educator workload is a challenging issue both locally and internationally. The problems identified include the following:

1.3.1 Consequences of excessive workload

Teacher workload is identified as a factor which plays a role in teachers leaving the profession. As compared to male teachers, female teachers report significantly higher levels of stress as a result of workload (Barmby 2006; Klaasen 2010). Van Tonder and Williams (2009) identified eight categories or themes relating to the causes of burnout among secondary school educators with excessive workload being cited as one of the reasons for potential burnout.

The burnout level of female educators in Malaysia has been associated with factors such as number of children, level of teaching, age and years of teaching experience. It emerged that factors such as marital status and workload were not significantly related to the burnout syndrome (Mukundan and Hour 2011). However, a contrary finding by Van Tonder and Williams (2009) indicated a negative learner profile and workload as reasons for potential burnout in South Africa. A study conducted by (Amzat and Hadrrami 2011) about the nature of the work and the teaching loads in Oman has led to declining standards in the teachers' work. In addition, the teachers found themselves being deprived of their private lives and/or other domains of life satisfaction and exhibited various career directions.

A post hoc survey conducted by Ko, Hallinger and Walker (2012) explored the conditions that explained the different patterns of improvement in schools in Hong Kong. They identified that factors such as resource management by principals and the workload of teachers contributed to different patterns of improvement in learning across different subjects in both "moving" and "stuck" schools. On the other hand, Lumadi (2008) revealed that a heavy workload results in poor performances in both the teaching and the learning situation.

1.3.2 Unmanageability and increase of workload

It would appear that South African teachers feel that their workload is increasing. This is supported by the findings of a study conducted by Chisholm et al. (2005) which reported on the number of hours that teachers expend on their various activities. When comparing the national policy and the assessment policy relating to the impact of OBE,

CASS and other factors that contribute to workload, a survey conducted in South Africa revealed that three in four educators feel that their workload has increased significantly since 2000. Delahoo (2011) found that, when responding to a questionnaire which was investigating the motivation and job satisfaction of teachers in KwaZulu-Natal (KZN), South Africa, the teachers indicated that they were unhappy with their workloads and the multiple roles they were required to play in schools. Nevertheless, teachers in a study by (Swanepoel 2009) expressed a remarkable eagerness to be involved in decision making and taking responsibility despite their increased workload and the changes taking place in school. It would appear that the worst frustration arises from the fact that educators are not sure how the workload is distributed in schools.

When investigating whether or not teachers teaching a full course load without preparation time were willing to volunteer for extracurricular activities (Whiteley and Richard 2012) reported an overwhelming majority of the respondents in their study indicated that they found their workload unmanageable during the semesters in which they had no preparation time. They wanted preparation time to be distributed evenly over the school year.

In New Zealand a study conducted by Ingvarson, Lawrence, Kleinhenz, Beavis, Adrian, Barwick, Helea, Carthy, Imelda and Wilkinson (2005) reported on secondary school teacher workload. The study revealed that 48% of teachers felt that their workload was unmanageable, 57% did not have a good balance between home and work, 71% felt that their workload was affecting the quality of their teaching, 75% felt that their workload was heavy 73% felt that they were not able to do what they were expected to do with their time, 21% were thinking of leaving the schools where they were employed because of their workload, 285 were thinking of leaving teaching because of workload while 43% felt that their workload was affecting their health.

In emerged from a study by Malik, Davey and Kelly (2010) which they conducted to explore the expectations of teachers with regards to the management of schools, that teachers expect their school managers to create a collegial atmosphere in which their goals and roles are clearly specified, robust and to meet the needs of teachers,

students and parents. In addition they expect support from management and a workload that is manageable.

Researchers have identified as a problem the excessive workload that educators, both locally and internationally, are not able to manage easily. Research suggests that, even in the institutions of higher learning faculty members do not understand the way in which the workload is allocated and also how the administrators are addressing issues of fairness and equality (Barret and Barret 2007). These concerns have led to a number of faculties and universities adopting workload allocation models or formulae in order to improve job satisfaction and to facilitate the improved management of workloads. These formulae or models are regarded as formal systems that seek to categorise measures and to allocate work to academics at the departmental level in such a way so as to ensure transparency and equity. Research has shown considerable interest in those models and continues both to classify and determine the effectiveness of such models and to describe the design and construction of the model (Barrett & Barrett 2007; Burgess, Lewis & Mobbs 2003; Dobelle Rundle-Thiele, Kopanidis & Steel 2010; Vardi 2009) further indicated that workload issues have implications far beyond job satisfaction and perceptions of fairness and inequalities while Lumadi (2008) revealed that a heavy workload causes poor performance in both teaching and the learning.

According to Barret and Barret (2010) and Imitiaz (2012), workload allocation is a major tactical process and one, which if not executed properly, may hinder the progress of organisation and schools. Schools perform poorly if the work is not properly allocated. A study conducted by Ko et al. (2012) into conditions that explain the different patterns of improvement in schools in Hong Kong identified factors such as resource management by principals and the workload of teachers as contributing to the different patterns of improvement in learning across different subjects in both moving and stuck schools.

A study conducted by Mafora and Phorabatho (2013) reported that principals have overseen the equitable distribution of work among educators. They noted that educators should be allocated subjects and grades in accordance with their qualifications and experience and that failure to do so may impact negatively on the educator's confidence

and morale. In this study, the researcher intends to explore ways in which workload is allocated and the fairness of the workload in secondary schools.

1.4 RATIONALE AND SIGNIFICANCE OF THE STUDY

Studies in South Africa have revealed that teacher workload is strongly associated with increased stress, teacher burnout, low job satisfaction and the poor performance of educators (Klaasen 2010; Van Tonder & William 2009; Naidoo, 2011).

A study that was conducted by the Human Sciences Research Council (HRSC) for the Education Labour Relations Council (ELRC) on educator workload in South Africa revealed that the workload of educators has increased significantly since 2000. When comparing the national policy and the assessment policy of the impact of outcome-based education (OBE), continuous Assessment (CASS) and other factors that contribute to workload the study reported on, among other things, the number of hours which teachers expended on their various activities. This study does not intend to repeat the work of Chisholm et al. (2005) but rather to concentrate on how work is distributed among the educators in schools and the amount of work allocated to educators by investigating policy implementation and practice in schools.

A study in Hong Kong in which eleven teachers were interviewed immediately after graduation and again two years after gaining experience revealed that teachers are of the opinion that the volume of their non-teaching workload, equitability in the distribution of work and professional autonomy influence both job satisfaction and teaching motivation (Bick-har and Hoi-fai 2011).

Minnot (2010) maintains that finding a solution to the issues involved in workload is not easy and, therefore, there is a need for further, systematic research into policy, practice, school culture and school systems and, hence, this study. It is anticipated that the findings of the study will be useful to schools in general and, specifically, to the principals, educators, and the department of education and policy makers. The researcher hopes that the study will add to the existing body of literature and raise awareness to the policy makers regarding the challenges associated with workload

allocation to educators and those assigned with the task of work allocation. The success of schools depends on the way in which they utilise their human resources and take action to assist in this regard and to take into account research that addresses educators' teaching role and their working conditions.

This study will be guided by the following two research questions:

- 1 How is educator workload allocated in South African secondary schools?
- 2 What informs educator workload allocation in South African secondary schools?

1.5 RESEARCH METHODOLOGY

In this section, I provide a brief overview of the research paradigm and methodology used for the purposes of this study. In addition, the data collection tools and ethical considerations to be borne in mind throughout the study will also be covered.

A paradigm frames both the research approach and the methodology of enquiry and is, thus, a practical guide to the researcher. Some researchers view a paradigm as an umbrella concept that embraces the researcher as well as the research methods and research methodologies. In this study the researcher used the interpretive paradigm. Terre Blanche and Durrheim (1999) suggest that the purpose of the interpretive researcher is to gain an understanding of complex situations. Working within this paradigm implies that the researcher in this study investigated people within their contexts and attempted to make sense of their interpretations and experiences of the workload allocation of educators.

According to Cohen, Manion and Morrison (2008), the interpretive paradigm seeks to understand the subjective world of human experience and focus on action. Thus, this paradigm entails the behaviour-with-meaning. Working within this paradigm was deemed appropriate for the purposes of this study because the researcher interacted with the participants in order to investigate the way in which the work is allocated and also what informs the workload allocation in South African secondary schools. The

researcher then interpreted the research findings. Bassey (1999) acknowledges that an interpretive researcher's purpose is to advance knowledge by unfolding and interpreting the phenomena of the world in an attempt to uncover the shared meanings of participants.

The researcher's choice of this paradigm enabled her to access the participants' shared meanings and also the way in which they view their workload allocation criteria. However, Cohen et al. (2008) emphasise that it is essential that the researcher understand how reality goes on at one time and in one place and that this reality should be compared with what goes on in different times and different places. This, in turn, implies that the researcher should look at schools in the same quintile in order to obtain information on these schools on how they are dealing with similar issues. Based on the data collected the researcher searched for commonalities, grouped themes and then interpreted the findings.

The research questions required the use of qualitative data in order to record and analyse the experiences, thoughts and feelings of the participants so as to describe a specific social phenomenon within a natural setting. According to Merriam (2009) that qualitative researchers focus on the way in which people interpret experiences, construct their worlds and attach meaning to their experiences.

This research study took the form of a case study. The case study was deemed appropriate for the study because the researcher was aiming to study an individual or a group of people intensively by focusing on the participants and seeking to understand their views of the events that were happening when work was allocated to educators. According to Hitchcock and Hughes (1995), case studies focus on individual actors and seek to understand their perception of events. Fox and Bayat (2007) express a similar opinion when they indicate that a case study refers to a number of units, such as an individual, a group or an institution, which is studied intensively.

This study was conducted in schools that have similar characteristics. Leedy and Ormrod (2010) emphasised that a case study may promote understanding and also inform practice in similar situations to the one in which the case study in question was

conducted. In this study the researcher investigated schools A, B and C (one rural school, one township school and former model C school) as regards the way in which they were allocating work to educators and also what informed the workload allocation.

The researcher used interviews and document analysis as data collection tools. These methods are appropriate for use in case studies (Leedy & Ormrod 2010). A case study opts for analytical rather than statistical generalisation in order to develop a theory which may help the researcher to understand other similar cases, phenomena or situations (Robson 2002). In line with the statement of Leedy and Ormrod (2010) that the data analysis in a case study involves organising, categorising, interpreting, synthesising and generalising the data collected the information collected from participants was interpreted and generalised. The following instruments were used for the data collection.

1.6 INTERVIEWS

Interviews are regarded as reliable data collection instruments as they enable the researcher to obtain a feel of the realities confronting the respondents. Cohen et al. (2008) suggest that interviews enable the participants – be it the interviewers or the interviewees – to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view. In addition, the interview is a flexible tool for data collection and enables multi-sensory channels to be used—verbal, non-verbal, spoken or heard.

The advantages of interviews include the fact that the direct contact with the participants often leads to specific constructive suggestion, interviews enable the interviewer to obtain detailed information and a few participants only are needed to gather rich data.

One-on-one interviews were conducted in order to the obtain data from the respondents. This type of interview was preferred because it enables the interviewer to guide the process whilst guarding against influencing the respondent. According to Henning, Van Rensburg and Smit (2004) and Creswell (2005), the one-to-one interview is a data collection process in which the researcher asks questions and then records

answers from one participant at a time. In this study the researcher interviewed a total of 16 educators.

A pilot interview was conducted. This pilot study assisted with the arrangement of the questions. According to Seidman (1996), “a pilot interview enables the researcher to address some of the practical aspects of establishing access, making contact, and conducting the interview”. In addition, a pilot interview minimises the chances of mistakes in the main interviews. As a result of the pilot interview the researcher realised that it was not necessary to ask all the participants to describe their schools.

The interviews were conducted at the respondents’ places of work in order to ensure their personal comfort in their offices. The aim of the interview was to address the issue of confidentiality so as to enable the participants to feel free to answer the questions without any fear. A structured interview was used. The questions asked were short, clearly worded and open and required precise answers. This type of interview is easily administered. The same questions were posed to all the participants. During the interviews the researcher listened for inconsistencies and vague answers and requested the participants to elaborate on what they were saying. At the end of each interview the participants were asked for their final comments (Creswell 2005).

The researcher used a digital voice recorder to record the interviews to ensure that valuable information was not missed and to obtain a true reflection of what the respondents had said. The digital voice recorder reduced the possibility of misinterpretation and, thus, minimised any distortion of the information provided.

1.7 DOCUMENTS

Documents are said to be an important source of information in qualitative research and they provide valuable information to help the researcher to understand relevant phenomena, they represent a good source for text and are available for analysis without the transcription that is required in the case of observational or interview data (Creswell 2005). The researcher requested the workload allocation for 2014, statistics for both

educators and learners, lists of the allocation of non-teaching duties and composite timetables from the schools under study.

1.8 SAMPLING

The purposive sampling technique was used in order to select the research sites— one rural school, one township school and one former Model C school. The researcher used purposeful sampling because she was intentionally selecting sites or individuals in order to learn about or understand the phenomena in question. In other words, participants were selected on the basis of some defining characteristics that had rendered them suited to the aim of the study. Selection decisions are made for the purpose of obtaining the sufficiently rich data to answer the research questions (Maree 2010). Purposive sampling enabled the researcher to gather information from schools in the same quintile. Quintiles are used to categorise schools based on different criteria, for example, rates of income, unemployment and illiteracy within the school catchment area, whether or not the parents are able to afford school fees and whether or not the school has a library. Schools are funded according to the quintile to which they belong while aspects such as post provisioning and performance awards to the school are considered and used to classify schools in different quintiles. The quintile system allocated all government schools to one of five categories. Quintile 1 includes the poorest institutions and learners. Quintiles 1, 2 and 3 receive significantly larger subsidies from the government while those schools classified in quintile 4 receive the average of half. Schools in quintile 5 are considered as the least poor of the public schools and, consequently, they receive less money from the government as compared to other schools and they are allowed to charge school fees. The schools that were sampled in the study were schools with a high learner enrolment (+800). The researcher then selected three educators from each school.

Educators from the three types of schools were approached before the commencement of the research study. Once their permission had been obtained the educators received letters of informed consent to sign.

1.9 DATA ANALYSIS

The information gathered during the study was organised by type (interviews, documents) and more copies were duplicated (Creswell 2005). The researcher transcribed the audio recordings into text. Themes were then identified in order to cluster the data into meaningful groups (Leedy &Ormrod 2010). The themes were displayed to form a chronology or sequence of events and were summarised. According to Creswell (1998), data may be analysed by organising the data by means of filing and by breaking large units of data into small units, by the perusal of the data in order to obtain a sense of the whole, by suggesting possible interpretations, by classifying the data by grouping it into categories or themes, by making sense of what the data means and, lastly, by synthesising, integrating and summarising data (Leedy and Ormrod 2010).

1.10 RELIABILITY AND VALIDITY

The researcher ensured the credibility of the study by remaining accountable during the entire research process. Member checks were used in the interests of reliability and validity. The information gathered was given to the participants to confirm that there had been no omissions or distortions of the information provided and to ask the participants about the accuracy of the report, whether the descriptions of data were complete and realistic, whether the themes were accurate and whether the interpretation was fair and representative. Summaries of the findings were given to the participants so that they could correct misconceptions and/or misinterpretations.

1.11 ETHICAL CONSIDERATIONS

The ethical considerations, as stipulated by the Faculty of Education at the University of Pretoria, were considered throughout the research study. The researcher obtained permission to conduct the research study and to carry out the interviews. The following aspects were borne in mind.

1.11.1 Informed consent

Obtaining the informed consent of the participants is an essential aspect of a research study and it must be done. Informed consent implies that participants understand the aims and nature of the proposed study, the role they will play as participants in the study, their right to dignity, confidentiality and the freedom to terminate their participation at any point should they so wish. The researcher was honest about what she proposed to investigate and what she intended to do with the data obtained.

1.11.2 Anonymity and confidentiality

The identities of participants were protected by not using their names. The researcher used pseudonyms in order to change their identities and to ensure their anonymity. The names of both the schools and the participants were not mentioned in the final report (Leedy & Ormrod 2010).

1.12 CHAPTER LAYOUT

The study is divided into five chapters and it will be presented as follows:

Chapter 1: Background of the Study

Chapter 2: Literature Review and Conceptual Framework

Chapter 3: Research Methodology

Chapter 4: Presentation, Analysis and Interpretation of the Data

Chapter 5: Summary, Discussion and Conclusion

1.13 LIMITATIONS OF THE STUDY

The study was conducted early in January where the schools were finalising the admission of learners and the allocation of educators. The allocation that had been done the previous year was not final because of the late admission of some learners. In addition, the rural school and the township school that had been identified were affected by the merging issue (merging refers to the process by which two or more schools

become one or else one of the schools is closed and the educators and learners of that school are moved to another school).

There were ongoing negotiations taking place as to whether all the educators from the middle school in question would be absorbed into the secondary school. This, in turn, led to considerable changes in the information obtained before and then after the schools had merged. It was not possible for the researcher to observe the allocation process because the allocation had been done the previous year as part of the preparation and planning for the following year. Educators are expected to teach on the first day on which schools reopen while researchers are not allowed in schools during the fourth quarter of the school year.

1.14 CONCLUSION

The chapter aimed to introduce the study, provide the background to the study, state the research problem and explain the rationale why the researcher had decided to explore the workload allocation of educators in secondary schools. Based on what the preliminary literature review had revealed about educators finding it difficult to manage their workload and being not happy with the multiple roles they are forced to play in schools (Delahoo 2011) the researcher deemed it important to investigate how the workload is distributed in schools and also what informs such workload allocation in schools.

CHAPTER 2: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

The researcher reviewed relevant literature on the way in which researchers define workload, educator workload in the developed countries and the developing countries and, specifically, in South Africa, workload allocation in institutions of higher learning and strategies in respect of workload or task allocation. Journals, research reports, policy briefs and books were consulted for the purposes of the literature review.

2.2 THE DEFINITION OF WORKLOAD

According to Chughati and Perveen (2013), workload involves issues of leadership and the management of time, number and length of meetings, calendar of directed time activities, planning requirements, written reports, class sizes, marking, lunch break entitlements, parents' evenings and performance management. A teacher's work consists of multiple activities that are observable but not measurable and which are completed over time and space (Ngwenya 2010).

The South African Department of Education defines the workload of a public educator as the engagement in class teaching, including the academic, administration, educational, and disciplinary aspects of teaching and organising extra and co-curricular activity so as to ensure that education of the learner is promoted in a proper manner (PAM *Government Gazette* No. 24948 dated 21 February 2003). Thus, the concept of workload in this context includes the amount of teaching a teacher is expected to do per unit of time, be it a day, a week or a school term. The amount may be defined in terms of contact hours with an agreed number of pupils (pupil–teacher ratio) or lessons per day or per week, and teaching days per year (Ndalama & Chidalengwa 2010).

2.3 WORKLOAD IN DEVELOPED COUNTRIES

The Office for standards in Education an organisation in the United Kingdom, noted how effective school leaders tried to promote a healthy work-life balance and made

conscious efforts to help their staff members to manage their workload. The organisation mentioned that effective school leaders are those who monitor the work of their teachers and support them in managing their work by continuously intervening when there was evidence that their workload was unrealistic. The organisation further asserted that effective school leaders clearly defined roles and responsibilities, ensured that every staff member was provided with a clear job description, deployed both teaching and non-teaching staff effectively and knew how to build on the individual strength of staff members.

Amzat and Hadrrami (2011) investigated the reasons behind the decline in the teaching profession. Two hundred teachers participated in their study. They found that the nature of the work itself or the teaching load may have led to teacher decline in Oman. However, a similar study conducted in Malaysia revealed different findings, namely, that the burnout level of female educators in Malaysia was associated with factors such as number of children, level of teaching, age and years of teaching experience and that factors such as marital status and workload were not significantly related to the burnout syndrome (Mukundan & Ahour 2011).

Countries such as Wales, England, Scotland and Northern Ireland have identified positive ways of addressing workload by introducing a workload agreement – an agreement between the employer and employee. The agreement recognises the role of the professional teacher as well as the fact that teachers should be relieved of unnecessary workload demands in order to focus on the pupils. In addition, this agreement provides the teachers with a platform from which to raise their dissatisfaction with the board of governors. In this agreement the Management and Teachers' Sides of the Teachers' Salaries and Conditions of Service Committee recognises the importance of the role of the professional teacher in ensuring that the educational needs of young people are met as fully as possible. It is in the interest of boards of governors to ensure that the workload of all principals, vice principals and teachers is managed fairly and consistently to ensure that all teaching professionals are able to fulfil their roles and discharge their responsibilities effectively for the benefit of both the teaching and the learning of pupils.

The main objectives of the workload agreement is to maintain and enhance the quality of teaching and learning, to preserve the flexibility of both the contractual framework and the professional autonomy of staff members and to ensure that members of staff are enabled to meet their contractual requirements, pursue their careers and undertake their day to day duties without unfair and unreasonable requirements being imposed on them.

The parties to this agreement accept and acknowledge that the members of the teaching staff have the right to reasonable workloads and a fair distribution of work within the school; to raise concerns where this is not the case; to carry out their duties within socially acceptable working hours and to enjoy regular daily, weekly and annual breaks from work. The privileges which apply to all staff members are mentioned as first and foremost that workloads will continue to be managed in an open, fair and equitable way at departmental/school level and that staff are able to challenge an unfair and/or unreasonable distribution of workload (DfES 2003).

Several studies on workload have been conducted in the United Kingdom, New Zealand and Wales. The challenges of the workload in the these countries are so severe that projects such as the school workforce remodelling, that was designed to explain in detail the strategies which schools used to implement contractual changes, pathfinder projects and annual surveys are conducted yearly to authenticate the workload of educators. The reform experience in the United Kingdom suggests that the support staff and teaching assistants could play an important role in providing teachers with more time in which to focus on teaching and learning. It has also been observed in Hong Kong that some schools employ teaching assistants although there is no systematic policy that provides guidelines to the assistants on their roles and on how to relieve teachers of their non-teaching workload (Bick-har and Hoi-fai 2011). In conceptualising on the most likely explanation for the negative effects of teaching assistants the study conducted by Webster, Blatchford, Basset, Brown, Martin and Russel (2012) revealed that, despite the fact that teaching assistants have a positive impact on teacher workload, they have a negative effect on the academic progress of the pupils.

There has been escalating concern in the teaching profession about teacher workload and its effect on morale. Workload surveys commissioned by the School Teachers' Review Body (STRB), DFE (Department for Education) organised an independent programme to investigate the workload of teachers. The findings revealed that teacher workload is continuing to increase. The Secretary of State remitted the STRB to consider teacher workload in a more detailed manner and to establish a working party on the remodelling of teaching. It is in this context that teacher workload diaries (TWDS) arose. The purpose of the workload surveys was to provide data on the working hours and working patterns in schools in England and Wales.

In the form of a qualitative case study by (Hutchings et al. 2009) teachers from nineteen schools were given workload diary in 2009. The study revealed that the introduction of planning preparation time (PPA), limits to covering for absent colleagues, removal of the requirement to invigilate external examinations, transfer of administrative tasks to support staff and the introduction of dedicated headship time (DHT) were among the factors that have a positive impact on teacher workload. The remodelling of teaching has increased opportunities, career development, status and the job satisfaction of the support staff, the deployment and employment of support staff has been effective, the principle of teachers not being required to carry out administrative and clerical tasks has been accepted, the reduction in cover for absent teachers has benefited the secondary school teachers by enabling them to use their time effectively while the recruitment of external invigilators and has been considered to be helpful in addressing issues around teacher workload although the support staff has reported excessive workload despite large the numbers of support staff recruited. The perception of the support staff members of their workload, as revealed by the surveys, is that they are expected to carry out tasks that they were not supposed to do—tasks that, most of the time, are not part of their job and which hamper them in carrying out those tasks that are part of their job.

A total of 1 244 teachers from 164 schools participated in the teacher workload diary 2010 which was conducted online. The study revealed that the number of hours worked per week on average by teachers had increased slightly and that factors that had

impacted positively on their workload included planning preparation time, not having to cover for lessons, sharing planning resources, reusing lesson plans, dedicated headship time, team work, delegation of tasks, activities of support staff (technicians, administrators) and teaching assistants with more teaching experience. The negative factors identified included school functions, meetings, large classes, new government initiatives, assessing pupil progress, poor pupil behaviour and administrative tasks (Deakin, James, Tickner & Tidswell 2010).

The study on the reasons why the Dunedin primary schools in New Zealand use commercially produced packages revealed that 62% of primary schools were using one or more packages to ensure consistency in the school; wide understanding and practices to meet the school literacy targets and as a solution to the intensification of teacher workload. The study revealed that the packages are perceived as containing everything required for teaching programmes while providing the principals with a tangible, tough and immediate leadership response to the multiple workload pressures confronting their teachers. Commercially produced packages include face to face, school wide professional development teaching methods, understanding and knowledge across the school; pre-planned lesson plans, prescribed pedagogy and readymade resources.

The developer of the packages is an expert because of her knowledge of the New Zealand school curriculum, her experience as a primary teacher, her knowledge of the language and her ability as a dynamic presenter. The package demonstrates to teachers how to teach the curriculum and to meet the newly mandated, national standard political initiative that focuses on both the teacher and on school accountability (Hughes 2013).

According to Hughes (2013), principals who were part of the study purchased the packages because they believed that the packages would enable them to save time. The packages are viewed both as the solution to the increasing pressure of having to do more in less time and as a means of coping with the intensification of teacher workload.

The usage of commercial packages, asking for planning preparation time, downloading lessons plan from the internet, using previously used lesson plans and structural changes in terms of which timetables cater for lesson preparation are ways which Western Europe countries are using in order to reduce the workload of educators. Literature confirms that the strategies these countries have implemented have both improved the working conditions of educators in such countries and given educators the opportunity to focus on teaching and learning without unnecessary or heavy burdens.

2.4 WORKLOAD IN DEVELOPING COUNTRIES AND THEIR STRATEGIES

A study conducted in Nigeria by Nkweke and Dollah (2011) to ascertain the level of workload and teacher staff strength revealed that seven of the schools participating in the study schools had moderate class sizes whereas eleven had excess class sizes and that all the schools had exceeded the weekly periods per teaching staff with 17% of the schools having 18 to 23 periods per teacher week and 83% with 24 to 30 per teacher week. In addition, the study found that the excess workload would affect the output being passed onto the tertiary institutions. In Tasmania a study which examined the factors that affected the number of activities undertaken by teachers revealed that assessment results were significant in contributing to an understanding of how teachers were using their time, teacher workloads and teachers' worklife. The study used a simple linear ordinary least squares regression model (Ngwenya 2010).

Chughati and Perveen (2013) administered questionnaires to a sample of 100 teachers and found that, as compared to private school teachers, government school teachers were more flexible and satisfied with their working hours and working conditions. On the other hand, in a study that investigated how organisational justice affects teacher workload and job satisfaction in public and private schools at secondary level in Lahore City, Pakistan, the private school teachers expressed dissatisfaction with their working conditions. The study recommended that educators should be encouraged by their principals to improve their performance while the workload for each teacher should be reasonable.

In Malawi, research commissioned by the Ministry of Education, Science and Technology, the Basic Education Department (MOEST) and the Department for International Development (DFID) directed consultants to review the MOEST's policies and practice on teacher deployment, workload and utilisation, to assess the impact of these policies on the equitable and appropriate staffing of schools as well as on teaching and learning outcomes and to research the time expended on task and teaching load, hours of work, extracurricular activities of teachers in addition to their teaching load, the office work load of head teachers versus their teaching load, the meetings held by the School Management Committee (SMCs) and the Parent Teacher Association (PTA) and how they impact time on task, the level of teacher absenteeism, the reasons for this absenteeism and the impact of absenteeism on teacher workloads. The findings that had revealed that teachers and PEAs felt that the implementation of the workload policy would improve if the primary education system capitalised more on the support provided by Non-Governmental Organisations (NGOs) and community structures such as SMCs and PTAs. This support included the supply of teaching and learning materials, refresher courses, facilities for co-curricular activities, and community participation in issues to do with teaching. Some schools commended the way in which the support they had received from their SMC and PTAs had helped to ease teacher workload (Ndalama & Chidalengwa 2010).

A qualitative study was conducted in the Cayman Islands to examine the perceptions of teachers as to what constituted reflective teaching, negative in school factors and how reflective teaching aids in coping with negative factors such as heavy workload. The study revealed that educators do not have sufficient time to plan their lessons. Minnot (2010) suggests the following to address heavy teacher workload, namely, the use of pre-planned lessons found on the World Wide Web and which would help teachers to reduce the time they spend on planning as well as hiring support administrative staff to relieve teachers of certain tasks (Hamilton-Trust 2004). Braggins (2004) cited the need for structural changes in schools that would address teacher workload by adjusting timetables to accommodate time for lesson planning during the day in school.

2.5 WORKLOAD IN SOUTH AFRICA

The themes that emerged from a qualitative study conducted in the Southern Cape region of South Africa revealed that educators distrust the Department of Education, a top-down procedure, the lack of adequate prior research, the imposition of extra work on educators and insufficient support were some of the factors identified as challenges in a study that investigated and determined the perceptions of educators as regards the implementation of the FET curriculum (Treu, Olivier, Bean, & Van der Walt 2009). A recent study by Mafora and Phorabatho (2013) which investigated the implementation of the curriculum change by principals in the Moretele Area office in the North West Province revealed, among other things, that principal have oversight as regards the distribution of work among educators and that they should allocate subjects and grades in accordance with qualifications and experience.

The consequences of being unable to match the work allocated to educators with their qualifications and experiences may impact negatively on the confidence of the educators. In a study conducted by Delahoo (2011) and using mixed methods, 100 participants responded to a questionnaire which aimed at investigating the motivation and job satisfaction of teachers in KwaZulu-Natal South Africa. The findings revealed that the teachers were unhappy with both their workloads and the multiple roles they played in schools.

A study, which was commissioned by the ELRC and conducted by the Human Sciences Research Council (HSRC), investigated and reported on educator workload in South Africa. The purpose of the investigation was to gather information on the nature of actual work done by educators, compare the impact of the national policy on workload as set out in chapter A, paragraph 3 of the Personnel Administration Measures (PAM), report on the number of hours which teachers spent on their various activities and compare the national policy and the assessment policy on the impact of OBE, CASS and other factors that contribute to educator workload. To date this is the biggest study conducted in South African because all schools, irrespective of size, type, location and former departments of education, were included in the study. Questionnaires were completed by 100 schools in each province. The study revealed that three in four

educators felt that their workload had increased significantly since 2000, three-quarters felt that the IQMS (Intergraded quality management system) had increased their workload, 90% blamed the curriculum for the increase in their workload while overall educators declared that they were suffering from stress because of policy change overload (Chisholm 2005).

It is the responsibility of the ELRC as a statutory council to promote labour peace in education, to prevent and resolve disputes in education and to promote collective bargaining in relation to matters of mutual interest. The educator workload report was conducted in a detailed manner with the exact number of hours spent on the actual teaching, management and administrative duties, preparation and marking, extra-curricular activities, sports and general excursions was either determined or calculated.

Three levels of accountability in regard to teacher workload were observed, namely, the sense of responsibility of individual teachers, the collective expectations of parents and teachers and the administration, organisational rules, incentives and implementation mechanism (Chisholm et al. 2005). According to (Beckman and Minnaar 2010) the issue of teacher workload in South African gained fame in the Review of School Governance 2004. The review stated that well educated, professional parents should become involved in the administration, governance and management of the schools in their communities when they carried out a study which examined the expectations of the governing bodies of schools and whether the governing bodies were aligned with existing labour law. The study revealed that governing bodies were aligned with the prevailing labour law and that they allowed legal space for individuals but how they may be interpreting and implementing the labour laws may result in an intensification of the workload of teachers.

Findings from research conducted in South Africa have that educators are dissatisfied with their workload in general and that factors such as the imposition of extra work on educators, insufficient support (Treu et al. 2009), IQMS, CASS and the curriculum itself have increased their workload. Overall the educators declared that they suffer from stress because of the policy and curriculum change (Chisholm et al. 2005).

The national Department of Education in South Africa has identified a robust computer technology that is designed to meet the management, administrative and government needs of public schools in the country. This technology is known as the South African School Administration Management System (SASAMS)

The system was developed to provide schools with a cost effective, easy to use and fully integrated computer solution which encompassed all aspects of school management requirements including timetabling and class lists. In particular, the system is able to assist with the complicated task of allocating educators to subjects and classes.

To date, 90% of the schools in all the provinces are using SASAMS. However, iSAMS is currently being developed nationally for all schools and, once it is in place, all schools using SASAMS will make the transition to iSAMS. The main objective of this is to ensure that all schools use a common database template. The system enables the government to monitor school attendance, teachers' leave, curriculum coverage and learner numbers and, thus, to reduce the possibility of both ghost learners and ghost educators (<http://emisecco.za> –4 June 2013).

2.6 WORKLOAD ALLOCATION IN INSTITUTIONS OF HIGHER LEARNING AND STRATEGIES FOR WORKLOAD OR TASK ALLOCATION

There has been considerable research into the issue of workload allocation in the institution of higher learning and in nursing institutions. However, the researcher will use only those findings from such research that are relevant to school based learning and that are applicable to the education in South African.

Wilborn, Timpe, Wu-Pong, Manolakis, Karboski, Clark and Altire (2013) designed a survey to investigate the faculty perceptions and factors influencing teaching workload of 690 faculty members at 12 pharmacy schools. The survey revealed that it would appear that the presence of workload measurement and workload allocation formulae both enhanced workload satisfaction and improved perceptions of fairness. The shortage of teaching support emerged as a major factor associated with teaching

workload satisfaction. A university study, in which 59 interviews were conducted with a section of the staff, on the processes and practices surrounding academic workload allocation revealed that huge variations in the different practices surrounding workload allocation and that there was significant room for improvement and approaches used may be seen to work (Barrett & Barrett 2007).

Case studies conducted in 12 diverse universities on the movement towards the adoption of more formal approaches to workload management, improving the equity in workload allocation and achieving a more efficient and transparent use of resources revealed that the development and adoption of a university wide system for managing academic workload may be part of a general change while highlighting that overcoming the challenge involved in the implementation process observed would take a number of years as would the implementation of an effective, acceptable framework (Barrett & Barrett 2010). Three years after the implementation of a workload allocation model a qualitative study in the form of a case study was conducted in a multi-disciplinary department in a university in the United Kingdom. The staff members were interviewed about their perception of the fairness of the workload allocation and were asked to explain the unintended consequences arising from the use of the allocation model and also the reason behind the academic resistance to such models. The findings of the study revealed that the workload model resulted in the fair and transparent distribution of work to employees while acknowledging that the model aligned individual academic behaviour with institutional strategic goals. Fairness was found to be significantly associated with individual academic behaviour (Hornibrook 2012).

The literature reveals that companies and organisations have proved that there are effective methods available for task and workload allocation of different staff. Imtiaz (2012) revealed that architectural task allocation plays an important role the task allocation in the distributed environment despite the fact that the system facilitates the identification of some, but not all, dependencies. Factors such as temporal, cultural and knowledge dependencies are not evident in the architectural view but are said to constitute both a critical and an effective task allocation strategy.

The study by (Pitt, Schaumeier, Busquel & Macbeth 2012) in which principles– the first principle ensures that the resource allocation method is appropriate for the state of the environment, including the number of resources available, while the second principle ensures some form of participation in which those affected by the rules have a say in the selection of the rules after consultation and/or voting –were complemented by the Rescher’s canons of distributive justice– treatment as equals, treatment according to their needs, treatment according to their actual productive contribution, treatment according to their efforts and sacrifices, treatment according to a valuation of their socially useful services, treatment according to supply and demand and treatment according to their ability, merit or achievement–which were represented as legitimate claims which are implemented in terms of the voting function that determines the order in which resource requests are satisfied revealed that the pluralistic, self-organising approach produces a better balance of utility and fairness while providing a basis for designing a mechanism to address the resource allocation in an open system (Pitt, Schaumeier, Busquel & Macbeth 2012).

Merriman and Maslyn (2011) used a prediction of the interchangeable relationship between the trust and allocation rule using an uncertainty management theory framework (Lind & Van den Bos 2002) when they assessed the fairness allocation rule importance and equity allocation preference under the conditions of evolving team trust. Their study revealed that, in the inter individual view, the lower initial trust towards team members predicted a higher degree of importance as regards the use of the preferred allocation rule and the greater use of the equity heuristic.

2.7 FRAMEWORK OF THE STUDY

The study was guided by a conceptual framework that was derived from the foregoing literature and it is presented below

Table 2.1: Conceptual framework

Teaching load	Factors	Consequences	Non-teaching load
Number of learners	Equity, fairness	Productivity	Sports activities
Number of classes	Consultancy	Low morale	Administrative duties
Number of subjects	Transparency	Dissatisfaction	Playgrounds supervision
Number of periods	Communication	Resentment	Paper drill supervision
Number of grades	Flexibility, trust	Burnout	Relieving teachers
	Qualifications Experience and need		

There are several factors that must be considered when allocating work to individual educators, including number of educators available to do the work, number of learners, classrooms available, subjects which should to be offered, periods and time allocated for each period. The work allocation in most schools is either the duty of the heads of departments (HODs) or there are structures tasked with this allocation. However, the manner in which the management in schools (as seen in the literature review) deals with the issue merits investigation. Accordingly, this study investigates issues such as the way in which work is equally and fairly distributed among educators and also what informs the allocation of educator workload. The following concepts will assist the researcher in the study.

2.7.1 Fairness and equity

According to Tyler (2012), justice is important because it facilitates effective cooperation and a form of social coordination within an organisation. Tyler (2012) maintains that conflicts are better resolved if they may be referred to shared justice policies. When third parties (people who may be part of the conflict resolution) are required to facilitate cooperation these third parties may be more effective when they agree that they are exercising their authority through fair procedures. A study conducted by Collins,

Mossholder and Taylor (2012) revealed that procedural and informational fairness are positively related with job performance. Fairness within an allocation arrangement depends on the institutional settings inherent in the situation such as information, transparency and competition as well as the perceived institutional quality. This was revealed by Savage and Torgler (2010) who explored the condition of acceptability of differing allocation systems under conditions of scarcity. Their results indicate that the solution of “weak people first” is perceived as the fairest approach to an excess demand situation while alluding to the fact that random procedure allocation is not perceived to be fair.

It has been suggested that fairness is an important component of conflict management within an organisation (Tatum & Eberlin 2006) while both distributive justice and procedural justice have been mentioned as being negatively correlated with conflict in an organisation (Alexander & Ruderman 1987). Equity theory endeavours to explain relational satisfaction in terms of the perceptions of the fair/unfair distribution of resources within interpersonal relationships and assumes that employees compare their job inputs and outcomes with those of their co-workers. Employees who perceive that they are in an inequitable situation will seek to reduce the inequality by one or more methods (Adam 1965). The equity norm spells out that benefit should be provided to an individual in proportion to his/her contribution. In the workplace employees are rewarded for their work performances, efforts, ability, commitment and personal sacrifice. There is an expectation of a fair return for their contribution in the form of benefits, security, recognition, praise and reputation. The more individuals perceive inequality the more distressed they feel.

According to justice theory (Colquitt et al 2005), there are three allocation norms that may be evoked when judging the fairness which namely, the equity, equality and need norms (Deuch 1975). In a study conducted 208 undergraduates at a liberal arts college were asked whether they preferred equity, equality or need as the allocation norm. The study revealed that, under all organisational conditions, the equity norm was favoured over other norms when justice perceptions using potential employee conflict over the provision of work life benefits were examined (Romaine & Schmidt 2009).

Equity is often used as a criterion with which to judge fairness and employees use equity to determine whether they are being treated fairly or not. Employees like to compare themselves and expect that people with similar qualifications, experience, training and education and who work for the same number of hours should be recognised equally and given the same workload. Adam (1965) lists three ways in which employees may reduce perceived inequity, namely, by distorting inputs and outputs, that is, by psychologically amending the imbalances; by changing the inputs by restricting their work inputs until they reach a level that they perceive is on a par with the outcomes they are receiving; and, lastly, they may eventually leave the organisation as a way of showing their dissatisfaction. Educators experience distress if workload is not equally distributed.

In addition to fairness of outcomes, employees also pay attention to procedural justice or the fairness of the decision process that led to those outcomes, including rules should be consistently applied without bias while there should be some provision for the inputs from those affected. An outcome that results in the relative disadvantage of an employee may even be perceived as a fair if the criterion for procedural justice is met (Colquit et al. 2005)

2.7.2 Consultation, communication and transparency

In addressing concepts such as consultation, communication and transparency, it is not easy to ignore the issue of decision making. Decision making may be described as the choosing of the most appropriate action in order to solve a specific problem or deal with a particular situation after deliberate consideration of the various alternatives.

When investigating the extent of teacher participation in decision making in Zimbabwean schools, Wadesango (2010) found that educators were, to a significant degree, not involved in decision making despite their eagerness to be involved. From the observations of the staff meetings, interviews and documentary analysis, it was found that head teachers tend to make unilateral decisions and impose their implementation on educators. Questionnaires which were completed by a sample of educators in South Africa yielded similar results with the educators expressing their

intense eagerness to be involved in decision making and responsibility taking, particularly in view of the increased workload of teachers and school changes. The respondents mentioned that they were ignored in the pre-implementation phase of decisions but were expected to be the implementers (Swanepoel 2009).

Those individuals who are responsible for the allocation of workload have to take decisions and ensure that tasks are completed. Transparency, responsibility, democracy and accountability are emphasised in the new educational context in South Africa. Arlestig (2007) revealed that, in general, communication within schools merely transmits the information necessary for conducting daily work but that it usually results in predictable behaviours rather than encouraging challenging dialogue about issues related to school improvement.

The degree of consultancy that the schools are engaging other members should be investigated, as should educator workload, work distribution, the methods or strategies used by schools, how they manage to balance the work and the transparency of the methods used. In addition, the reasons why particular individuals are assigned certain roles or the weighting of tasks merit examination. The weighted subjects as stipulated by national policies should also be considered. Teachers expect the following from the managers in schools, namely, they look forward to a collegial atmosphere in which their goals and roles are clearly specified, they expect the school management to be robust and to meet the needs of teachers, students and parents and they expect support from management and a workload that is manageable. These were the findings of Malik et al.(2010) in their study into teacher expectations of the school management.

Transparency would help to limit favouritism, discrimination and unfair distribution at an early stage. The use of transparent methods would also enable comparability at an early stage and create a mutually agreed idea of a reasonable load. This, in turn, would give educators the opportunity to acknowledge and/or appreciate the contribution made to the school by other educators. Tensions and niggles should be reduced if work is balanced in an open and flexible ways. The active participation of educators in the allocation process would reduce dissatisfaction as they would be aware of the complexities and problems inherent in workload allocation (Barrett & Barrett 2007).

Managers should allow employees to interpret information on their own. According to Bell and Martin (2012), “Transparency is more important today because of people’s feeling for social equity”.

2.7.3 Trust, need, qualifications and experience

According to Luhman (2000), trust can be perceived as a tactic aimed at reducing the complexity of choice. People also assume that a certain future choice will lead to a certain future outcome based on information they already possess and the making of decisions in order to achieve certain outcome and so as to avoid other outcomes. Trust emerges as an attitude which groups and individuals display towards the institutions to which they belong.

Bryk and Schneider (2004) introduced the following four criteria of discernment which affect the development of trust firstly, competence which is trust in another person’s ability to contribute to the attainment of a certain goal secondly, the perception of another’s personality and emotions through actions which reduce the vulnerability of another person’s respect thirdly, acknowledgement of a particular role, consideration and appreciation the other person’s concern and integrity and lastly, adherence to certain ethical and moral norms as well as to authenticity, reliability and accountability.

Trust promotes cooperation and the exchange of information and improves access to relevant resources and data while increasing the teacher’s sense of security (Cosner 2009). Trust is one of the factors that should be taken into account when allocating or distributing work to educators. Members of the structure may have confidence in a specific teacher to teach certain learners and the experience and qualifications of teachers may also be considered in work allocation. Fair distribution of work and reasonable workload would address short term stress among educators.

The decisions made by principals are influenced by their personal beliefs, background and experiences and, in most cases, these factors help to shape their conceptions and preferences as regards teacher characteristics. In a qualitative study conducted in the Florida school district 42 interviews were held, including 21 principals. The study revealed, among other things, that, when making decisions about hiring teachers and

the subjective evaluation of teacher performance, principals take into account subject matter knowledge, strong teaching skills, caring and job fit (Ingle, Rutledge & Bishop 2011).

Klassen (2010) conducted a quantitative study using factor analysis, the item response modelling system of equation and a structural equation model. The study used a sample of 1430 participants to examine the relationship between teachers' years of experience, teacher characteristics (gender and teaching level), domains of self-efficacy (instructional strategies, classroom management and student engagement), two types of stress (workload and classroom stress) and job satisfaction). The findings of the study revealed a nonlinear relationship between years of experiences and self-efficacy factors (instructional strategies, classroom management and student engagement) with an increase in self-efficacy in early to mid-career and a decrease from mid-career onwards.

A study found that age and years of teaching experience were strongly associated with the burnout level of female educators in Malaysia. The study also revealed other factors associated with the burnout syndrome, namely, number of children, level of teaching and age (Mukundan & Ahour 2011).

The manner in which the structures address the issues of expertise, skills, qualifications, level of appointment, experience, competences, number of educators available to do the work and timetabling restrictions merit investigation (McInnis 2009). In general, the allocators of workload strive for equity and fairness in balancing the workload of all educators. However, the number of learners, number of educators, amount of preparation, number of subjects, and extracurricular activities should be borne in mind during the work allocation of educators.

A post hoc survey conducted by Ko et al. (2012) explored conditions that explained the different patterns of improvement in schools in Hong Kong using a sample of 498 secondary schools. The survey identified that factors such as the resource management by principals, resource capacity and workload of teachers contributed to the different patterns of improvement in learning across different subjects in both moving and stuck schools.

2.8 CONCLUSION

Studies both internationally and locally have revealed that the workload of educators is continuing to increase despite efforts to address the situation. The use of teaching assistants in countries such as Wales and New Zealand was a strategy which was implemented to reducing much of the administrative work of professional educators. The problem of workload in the countries mentioned has been addressed by putting in place workload agreements and a workload policy that acknowledges that teaching staff members have the right to reasonable workloads; a fair distribution of work within schools and to raise concerns where this is not the case. Teaching assistants, commercial packages that include lesson plans and readymade resources have also been used to address the issue of teacher workload.

International literature has revealed that organisations and institutions are now depending on formulae, models or software to improve the allocation of workload (Hornibrook, 2012; Wilborn et al.2013; Barrett & Barrett, 2007). The key issues around workload allocation involve the fairness, transparency and equity of the workload allocated to individuals. Researchers are looking for ways in which to address the above mentioned issues and which will be regarded as satisfactory by educators.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodologies have been developed to enable the researcher to obtain data from the sample studied. Thus, the research methodology aims to guide the researcher by acting as a navigator to enable the researcher to reach his/her anticipated destination. Research is based on a philosophical assumption about what constitutes valid research and which research methods are appropriate for a given study. This chapter discusses the design strategies and the philosophical assumptions underpinning this research study. The common philosophical assumptions are reviewed and presented. The research paradigm, research strategies, data collection method and data analysis method which were deemed appropriate for the purposes of the study are identified and discussed as are the validity of the study and findings, as well as the outcomes.

3.2 THE RESEARCH APPROACH

While there are some aspects of quantitative research observable in the research study, the study itself is primarily qualitative. The research question demands that the researcher use qualitative data in which the experiences, thoughts and feelings of the participants are recorded and then analysed so as to describe a specific social phenomena within a natural setting. According to Merriam (2009), qualitative researchers focus on the way in which people interpret their experiences, construct their worlds and attach meanings to their experiences.

Creswell (2005) mentioned the following four important characteristics of qualitative research, namely, the researcher must listen to the views of the participants, the researcher must ask general, open-ended questions, the researcher must collect the requisite data in places in which people either live or work and a researcher has a role to play in advocating change and improving the lives of individuals.

According to McMillan and Schumacher (2006), the prominent characteristics of qualitative research include the fact that behaviour is studied in a natural setting and as it occurs naturally, there is no control or manipulation of the behaviour being studied and behaviour is best understood as it occurs without external constraints and control.

McMillan and Schumacher (2006) further assert that qualitative researchers should be sensitive to context, as human action is guided and influenced by the settings in which it occurs. Social, political, racial, class and technological factors form a lens which the researcher may use in order to interpret behaviour (Corbin & Strauss 2008).

Qualitative research should also provide a rich, narrative description by using every detail that was recorded to contribute to a better understanding of behaviour while it should also assume that nothing is either trivial or unimportant. The data should be presented as it was expressed by the participants. The questions “How”? and “Why?” are asked by the qualitative researcher because he/she wishes to know why certain behaviour occurs and, thus, the researcher is interested in the process and seeks explanation and not outcomes. The emphasis on process allows for conclusions to be drawn that clarify the reasons for the research results. First hand data is gathered and then synthesised inductively to enable generalisations to be formulated. In other words, a picture is created from pieces of information. The aim of understanding the participants’ perspectives from their own point of view and in their own voices is to focus on the meaning of events and action as expressed by the participants (McMillan & Schumacher 2010).

Thus, a qualitative study consists primarily of the participants’ perspectives. Qualitative research is designed to contribute to theory, practice, policy, social issues and action (McMillan & Schumacher 2010). This study provides a detailed description of both the way in which educator workload is allocated as well as what informs the workload allocation in secondary schools. According to Leedy and Ormrod (2010), qualitative studies have the ability to reveal the nature of certain situations, settings, processes, relationships, systems or people. The participants in this study were given the opportunity to express how they allocated educator workload. Thus, they described their

experiences of how they allocated educator workload and how they had been dealing with the issue in their schools.

3.3 RESEARCH PARADIGM

Babbie (2001) defines a paradigm as the fundamental model or frame of reference which is used to organise observation and reasoning. As such it will not answer important questions but it may help in the search for answers. Thus, a paradigm frames the approach and methodology of enquiry used by a researcher and is a practical guide for the researcher. Some researchers view a paradigm as an umbrella concept that embraces both the researcher and the research methods and methodologies. Olsen, Lodwick and Dunlop (1992) refer to a paradigm as the pattern, structure and framework of a system of scientific and academic ideas, values and assumption.

According to Cohen et al. (2008), the research process requires an understanding of the world and also of the way in which we view the world as well as what we perceive such understanding to be and what the purpose is of the understanding. Similarly Hitchcock and Hughes (1995, as cited in Cohen et al. 2008) suggest that it is important to take into account three significant lenses that may be used to examine the practice of research, namely, the ontological assumption, epistemology assumption and methodology. They further describe the connection between the three as follows –ontology give rise to epistemology while epistemology gives rise to methodology and to data collection.

Creswell (2005) maintains that ontology involves inquiring about the nature of reality and defines epistemology as the process of seeking the relationship between what we know and what we see. Creswell (2007) further simplifies the concept as the truth that researchers seek. The most important aspect of ontology is the relationship between the researcher and what is being researched.

The paradigmatic perspective refers to the way in which a researcher views the world, chooses a perspective, makes certain assumption and uses certain systems in preference to others (Maree 2010). Of the various paradigms that may be used in research the researcher in this study selected the interpretive paradigm for the

purposes of the study. Terre Blanche and Durrheim (1999) suggest that the aim of interpretive researcher is to gain an understanding of complex situations. Thus, working in this paradigm implied that the researcher investigated people within their contexts and attempted to make sense of their interpretations, experiences and understanding of workload and the workload allocation of educators.

According to Cohen et al. (2008), the interpretive paradigm seeks to understand the subjective world of human experience. Thus, it focuses on action and entails the concept of behaviour-with-meaning. Interpretivists assume that realities exist in the form of multiple, mental constructions (Guba 1990) and that reality is constructed intersubjectively through the meanings and understandings that are developed socially and experimentally (Guba & Lincoln 1989). It is expected that the researcher will construct knowledge from lived experiences and provide knowledge that is a true reflection of reality. Thus, this study provide information about what is happening, the factors that are taken into account when work is distributed and what transpires in schools in terms of workload allocation.

The inquirer and what is inquired are fused together into one entity while an understanding of reality is constructed based on interaction with the surroundings (Lincoln & Guba 1985). The interpretive approach relies heavily on naturalistic methods, namely, interviews, observation and the analysis of text. These methods ensure that there is adequate dialogue between the researcher and those with whom the researcher interacts (Angen 2000). The interpretive paradigm was deemed appropriate for the purposes of this study because the researcher was investigating the way in which the allocation team allocates work to educators and how the work is distributed equitably to educators by interviewing and analysing documents and also what informs workload allocation in South African secondary schools. The researcher then interpreted the findings.

The researcher's choice of the interpretive paradigm enabled her to access the participants' shared meanings and also how they viewed their practices. However, Cohen et al. (2008) emphasise that it is essential that the researcher understand how the glossing of reality goes on at one time and in one place while it should also be

compared to what goes on in different times and places. The researcher used various schools to obtain information on how different schools were dealing with the same issues. Accordingly, the researcher compared and interpreted documents including the workload allocation for 2014, statistics for educator and learners, and timetables.

3.4 RESEARCH DESIGN

This research study took the form of a case study. A case study opts for analytical rather than statistical generalisation in order to generate a theory which may help the researcher to understand other, similar cases, phenomena or situations (Robson 2002). A case study refers to the intensive study of a number of units, such as an individual, a group or an institution (Fox & Bayat 2007). Hitchcock and Hughes (1995, cited in Cohen et al. 2008) maintain that case studies focus on individual actors and seek to understand their perception of events. The researcher interviewed the participants in order to gain an understanding of the way in which they viewed the process of workload allocation in their respective schools.

The case study research method across different disciplines is used to answer the how and why questions and it was deemed appropriate for the purposes of this study because of the research question, namely, How is workload allocated in secondary schools in South Africa? In addition, the case study is a research method that is selective and which focuses on one or two issues only, not several issues (Maree 2010).

According to Hitchcock and Hughes 1995 (cited in Cohen et al. 2008), the case study has several features, for example, it is concerned with a rich and vivid description of events relevant to the case, it provides a chronological narrative of the events relevant to the case, it blends a description of the events with the analysis of such events, it focuses on individual actors or a group of actors and seeks to understand their perceptions of events, it highlights specific events that are relevant to the case, the researcher is integrally involved in the case and an attempt is made to depict the richness of the case in the writing up of the report. Similarly, Rule and John (2011) mention that case studies may be conducted and used for various purposes, for

example, they may generate an understanding of the insight into a particular instance by provoking a thick, rich description of the case and illuminating its relation to its broader context, they may be used to explore problems or issue within a limited and focused setting, they may be used to generate theoretical insights, either in the form of grounded theory that arises from the case study itself or in the developing and testing of existing theory with reference to the case, they may also shed light on similar cases, thus provoking a level of generalisation or transferability and they may be used for teaching purposes to illuminate broader theoretical and contextual concepts. Rule and John (2011) and (Hitchcock and Hughes 1995) both believes that case studies should produce rich data that will explain in detail the events of a case.

Case studies focus on single cases and are, thus, more manageable than large scale surveys. The bounded nature of the unit helps the researcher to identify the key sources of information, such as the informants, documents or observation sites, and to complete the research in a set time frame (Rule & John 2011). It was easy to obtain the information required for this study because the participants were able to provide the documents that were needed for the study. The main reason why the case study was chosen for the purposes of this study was because, as stated by Nisbeth and Watt (2004) that case studies are easily understandable and everyone including non-academics are able to understand because the language used is simple, non-professional, intelligible, able to capture the unique features that may otherwise have been lost in large scale data, extremely strong on reality and they provided insight into other cases, thereby assisting the interpretation of other similar cases.

As mentioned by the Rule and John (2011) the disadvantages of case studies include the fact that they are not easily open to cross-checking and, hence, they may be selective, biased, personal and subjective while they are also prone to the problems of observer bias, even if attempts are made to ensure reflexivity. One of the strongest advantages of a case study is that it produces much detailed information and allows for both creativity and innovation. Rule and John (2011) maintain that a case study is a systematic and in-depth investigation of a particular instance within its context in order to generate knowledge. According to Nisbeth and Watt (1984, cited in Cohen et al.

2008), one of the strengths of a case study is that it may be carried out by a single researcher without requiring a full research team. Thus, it is possible for one researcher to be responsible for the study. The researcher was able to handle this study on her own.

According to Leedy and Ormrod (2010) in a case study the researcher collects extensive data about the phenomenon on which the investigation is focused. The data often arises from observations, interviews, documents, past records and audiovisual materials. The researcher may spend an extended period of time on the research site and interact regularly with the person or people being studied. The researcher records details about the context surrounding the case, including information about the physical environment as well as any historical, economic and social factors that may have bearing on the situation. The researcher chose and used a case study as a plan for data collection. In terms of this plan, multiple data collection methods were used for investigating a particular issue.

3.5 VALIDITY AND RELIABILITY OF THE STUDY

The validity of the study was ensured from the beginning to the end of the study. The research approach, research design, data collection, data representation, data analysis, research findings and conclusion were valid in all respects.

The researcher aligned herself with different facets of the problem in accordance with “grounding qualitative research” as defined by Flick (2009), namely, the criteria which may be used to assess both the procedure and the results of qualitative research, the degree of generalisation of the results that may be obtained, whether there are ways in which address the issue of quality in the qualitative research more effectively and how the procedures and results of qualitative research may be presented. According to Flick (2009), assessing the procedures and results of qualitative research are possible only if the classical criteria of validity and reliability are met.

It is essential that there be corroboration between the research findings and the participants’ reality. The researcher must be persistent in the fieldwork to ensure that

relevant data is obtained and, thus, precise and detailed descriptions of people and situations must be recorded to avoid low-inference descriptors (McMillan & Schumacher 2010).

One way of ensuring the validity of the method chosen is by triangulation. Triangulation is an approach commonly used in qualitative research. The researcher looked for common themes that may have emerged from the data collected from the in-depth interviews that were held. The researcher used a strategy that enhanced external the validity of the research project, namely, “A real life setting” in terms of which the data was collected in situations in which the behaviour of the participants was not manipulated. The participants expressed their views as best they could without being either controlled or influenced. The external validity of the study was enhanced by the fact that the study was not restricted to a research study on people with a particular set of characteristics. The participants in the study were representative of the population of the study, while different types of schools identified for the purposes of the data collection were represented in the study, including a rural, township and former model C school has been.

Leedy and Ormrod (2010) summarise the afore-mentioned by stating that the qualitative researcher uses triangulation to compare multiple data sources in the search for a common theme to support the validity of his/her findings. The views expressed by the participants were verified by the documents provided. In addition, the data presented should be sufficiently rich to enable readers to draw their own conclusions. The data should be given to colleagues in the field to determine whether they agree or disagree that the researcher’s interpretation of the data is appropriate and the conclusion drawn from the data correct. When the conclusion has been drafted it should be taken back to the respondents for them to acknowledge whether the conclusion is appropriate. Similarly McMillan and Schumacher (2010) emphasise that, for a study to be valid, a participant review and member check are imperative. In this study the researcher’s synthesis was reviewed by the participants to ensure the accuracy of the data collected and also the accuracy of the data representation.

The following instruments were used for the data collection.

3.6 INTERVIEWS

The researcher used Interviews as data collection method as interviews are regarded as a reliable data collection instrument because they enable the researcher to obtain a feel of the realities confronting the respondents.

Cohen et al. (2008) suggest that interviews enable the participants –the interviewer and/or interviewees – to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view. In addition, the interview is also is a flexible tool for data collection while it enables the multisensory channels to be used, namely, verbal, non-verbal, spoken or heard. The advantages of interviews include the fact that the direct contact between the interviewer and the interviewees often leads to specific constructive suggestion, interviews facilitate the obtaining of detailed information while few participants are required in order to gather rich data. In this study the researcher interviewed a total of sixteen people who were regarded as rich informants as regards the phenomenon studied.

The respondents were interviewed about the way in which they allocating the workload to educators and what inform the workload allocation. One on one interviews were used to obtain the data from the respondents. This type of interview was preferred because it allowed the interviewer to guide the process instead of interfering with the respondent (Henning et al. 2004). According to Creswell (2005), one on one interviews are a data collection process in which the researcher asks question and records the answers from one participant at a time.

The content and procedures of the interviews were organised in advance (Cohen et al. 2008) while the sequence and wording of the questions were also predetermined. This type of interview was chosen to avoid the unnecessary flexibility and freedom which renders the data collection process difficult for the researcher. Unstructured interviews are not very popular and their use tends to be discouraged because they are more flexible than structured interviews and are likely to yield information that the researcher did not Antipater receiving. This, in turn, means that the researcher receives different information from different people, thus making it difficult for the researcher to draw

comparison between the interviewees (Leedy &Ormrod 2010). On the other hand, the structured interview enhances control and discipline of the interview process for the entire interview period. Accordingly, the researcher felt she was in control when she interviewed the participants. Six HODs, a principal and nine educators from the 4 departments of Mathematics and Science, Humanities and Languages in a rural, township and former model C school were interviewed.

Prior to conducting the interviews, the following details were conveyed to the participants

They were requested to answer the questions in a truthful and open manner. In addition, they were assured that the information supplied during the interviews would be kept strictly confidential, the names of the participants and the names of the schools would not be revealed in the final report and, lastly, there were no right or wrong answers.

The researcher conducted a pilot interview. Such a pilot interview helps the researcher to “come to grips with some of the practical aspects of establishing access, making contact, and conducting the interview” (Seidman 1996). In addition, a pilot interview enables the researcher to minimise any mistakes in the main interviews. From the pilot interview the researcher realised that it was necessary to change the order of questions as it had appeared that one question was a repetition of another despite the fact that the one question was phrased differently from the other. The researcher also realised that it was not necessary to ask every educator to describe the school as the information provided was the same.

The interviews were conducted in the respondents’ places of work in order to ensure their personal comfort with some interviews being conducted in their offices and some in the school library. The aim of the interviews was to address the issue of confidentiality while the participants were assured that they were free to answer the questions and that their identity would also be anonymous. Structured interviews were used because the questions asked are short, clearly worded and closed and, therefore, they require a precise answer in the form of option which is presented on paper. This type of interview

is easily administered and same questions were posed to all the participants. During the interviews the researcher was alert to any inconsistencies and vagueness. The researcher also asked the participants to elaborate on what they are saying if this were necessary. At the end of the interview the participants were asked for a final comment (Creswell 2005). The researcher chose structured questions to elicit conversation between the participants and her.

A digital voice recorder was used to record the interviews to ensure that no valuable information was missed and to obtain an accurate true reflection of what the respondents had said. A digital voice recorder reduces the possibility of misinterpretation and, hence, minimises any distortion of the information. This method ensured that the researcher grasped the intimate feelings of both those individuals who allocated the workload and also of the recipients of the workload allocation.

The following questions were asked to all the participants:

Interview questions for the members of the allocation teams

- ✓ Please describe your school in detail.
- ✓ What is the learner-teacher ratio in your school?
- ✓ What factors do you take into account when you distribute the work to educators in your school?
- ✓ How do you ensure that the work is fairly distributed?
- ✓ What is the role of the educator in the allocation process?
- ✓ What are your thoughts on the allocation process in your school?
- ✓ Please briefly describe the steps that you follow when you allocate work to educators in your school.

The following questions were asked if the information was not referred to in the description of the steps followed during the workload allocation process.

- ✓ Are educators given specific classes to teach because they may be trusted or because there is a need?

- ✓ As regards trust and need which one is used the most frequently in your school?
- ✓ Is allocation based on experience or qualifications?
- ✓ Which one is used in preference to the other?
- ✓ What do you consider when allocating non-teaching load?
- ✓ How do you ensure that work is distributed equally among staff members?

Interview questions for educators

- ✓ Please describe your school in detail.
- ✓ What is the learner-teacher ratio in your school?
- ✓ What factors do you think are taken into account when work is distributed to the educators in your school?
- ✓ Are you involved in or consulted during the allocation process? How would you like to be involved?
- ✓ What are your thoughts on the allocation process in your school?
- ✓ What are your views on the fairness of the allocation process?

The following questions were asked if the information was not referred to in the description of the steps followed during the workload allocation process.

- ✓ Are educators are given specific classes to teach because they may be trusted or because there is a need?
- ✓ As regards trust and need, which one is used the most frequently in your school?
- ✓ Is allocation based on experience or qualifications?
- ✓ Which one is used in preference to the other?
- ✓ What factors do you think are taken into account during the allocation of the non-teaching workload?
- ✓ Are there any comments about workload allocation that you would like to add?

3.6.1 Validity and reliability of interviews

According to Cohen et al (2008), the most practical way of achieving greater validity is to minimise the degree of bias as far as possible. Factors that may lead to bias include the characteristics of the interviewer and the respondent and the content of the questions asked. The interviewer should be in a position to ask clearly formulated questions in order to avoid unclear answers that may lead to misperceptions as regards what the respondent has said. Thus, the researcher used clearly worded questions to ensure that the participants gave precise, short answers.

The interview should be highly structured as a way of controlling reliability with the same format, sequence of words and questions being used for each respondent (Silverman 1993). Oppenheim (1992, as cited in Cohen et al. 2008) suggests that changes in wording, context and emphasis undermine reliability because, once wording has changed, the question is no longer the same question for the other respondents. Bias curtail from alterations to the wording, sequences, recording and report although exact wording and sequences increase the comparability of the responses (Patton 1980).

The researcher in this study guarded against leading questions. Open-ended questions were formulated to enable the respondents to express their unique ways of looking at the world. This allowed the respondent to define the situation as regards work allocation in their places of employment. In addition, bias was reduced by carefully formulating questions to ensure clear answers and meanings.

According to Cohen et al.(2008), issues of reliability are affected by not only the preparation and conducting of interviews but also by the way in which the interviews are analysed. Lee (1993) and Kvale (1966), both cited in (Cohen et al. 2008) comment on the issue of “transcriber selectivity”, namely, that the interviewer should be careful when collecting the data and interpreting it.

The fact that the participants in the sample were not known to the researcher helped to minimise bias. In addition, the information obtained from the interviews was relayed back to the respondents to verify its accuracy, correct misconceptions and ensure that they had meant what had been recorded.

3.6.2 Validity and reliability of the document analysis

Triangulation inspires researcher confidence by linking data collected from interviews and document analysis. I avoided being selective, information presented in the documents was interpreted as it is. Reduce bias by being objective and being aware of own “baggage”.

3.7 SAMPLING

The study used the purposive sampling technique. According to Cohen et al (2008), purposive sampling is usually used in qualitative studies – this study was primarily qualitative in nature. The researcher selected the research sites because she intentionally selected sites or individuals to enable to learn about or understand the phenomena in question. The schools that participated in the study are all under the jurisdiction of one area office.

Judgment was made prior to the selection of the respondents as to who would provide the information best suited to address the aim of the study. Heads of departments and principals were targeted as they are responsible for the work allocation in schools. Qualitative research differs from quantitative research in that the former tends to select a sample that is representative and which possesses the required characteristics as compared to qualitative researchers who select cases that are information rich. Morse (1998, cited in Flick 2009) lists the criteria for a good informant. Such an informant should possess the necessary knowledge and experience of the issue in question and also be available to answer the questions posed in the interview. Morse (1998 cited in Flick 2009) also mentions that a good informant should have the time to be asked the questions, be ready to participate in the study and possess the ability to reflect and be articulate. Thus, for the purposes of this study richly informative participants were regarded as those individuals who were responsible for the workload distribution in the schools in question and also those individuals who were the recipients of the workload allocation.

According to McMillan and Schumacher (2010), the strengths of purposive sampling include the following: it is less costly and time consuming, it is easy to administer, it

facilitates generalisation as the researcher is generalising on the basis of similar subjects, it assures a high participation rate and, lastly, but very importantly, it assures the receipt of the required information.

3.8 SELECTION OF RESEARCH SITES

The researcher identified one rural school, one township school and one former model c school as research sites. In addition, the schools that were sampled were characterised by a high learner enrolment (± 800). This selection enabled the researcher to gather information from schools classified in the same quintile (quintiles are used to categorise schools based on different criteria, for example, rates of income, unemployment and illiteracy within the school catchment area, whether or not the parents are able to afford school fees and whether or not the school has a library. Schools are funded according to the quintile to which they belong while aspects such as post provisioning and performance awards to the school are considered and used to classify schools in different quintiles. The quintile system allocated all government schools to one of five categories. Quintile 1 includes the poorest institutions and learners. Quintiles 1, 2 and 3 receive significantly larger subsidies from the government while those schools classified in quintile 4 receive the average of half. Schools in quintile 5 are considered as the least poor of the public schools and, consequently, they receive less money from the government as compared to other schools and they are allowed to charge school fees). The researcher realised subsequently that the former model C school was classified in a different quintile to the other two schools.

3.9 SELECTION OF PARTICIPANTS

The researcher searched for information-rich participants such as the workload allocation team (principals, heads of department) and individuals who were likely to be knowledgeable about the phenomenon of interest– those persons who were the most likely to provide fruitful data about the research question. The researcher then selected three educators from different departments (Mathematics and Science, Languages and Humanities) in each school. The educators in those departments were selected because the majority of learners in the schools belonged to these departments.

3.10 DATA ANALYSIS

In qualitative research it is imperative to present and analyse the data in order to obtain a meaningful understanding of the issue(s) in question. De Vos (2002) defines data analysis as a messy, ambiguous, time consuming, creative and fascinating process which brings order, structure and meaning to the data collected.

The information gathered during the study was organised according to the type of data collection instrument (interviews, documents) and copies of the information were made (Creswell 2005). The data were well organised and the audio recordings were transcribed into text.

The qualitative data analysis process comprised the following procedure. The data was organised in a table using a constant, comparative, interview analysis and codes were derived. The themes identified helped to cluster the data into meaningful groups. The themes were then connected in order to display a chronology or sequence of events and then summarised. The data was perused in order to obtain a sense of the information as a whole. Possible interpretations were considered, the data was classified by grouping it into categories or themes with the researcher endeavouring to make sense of what the data meant. Lastly, the data was synthesised, integrated and summarised. Themes were derived from the codes and later used to present the findings (Chapter 5). Means were calculated from the scheduled teaching time to present the number of educators who have more or less work to do.

The following themes emerged from both the interview and document analysis data

Meetings, consultation, transparency, educator involvement, inclusivity, fairness, weighting, number of periods, classes and learner considerations, software usage, democracy, flexibility, specialisation, experience, qualifications/credentials, teacher reputation and commitment.

These themes were then grouped and represented as follows:

- ✓ Meetings, consultation, educator input
- ✓ Consideration of number of learners, classes and educators
- ✓ Fairness, equity and transparency
- ✓ Consensus, communication and flexibility
- ✓ Use of software
- ✓ Experience– Sharing teaching responsibility
- ✓ Qualifications/specialisation
- ✓ Teacher reputation – Competency/learner results
- ✓ Commitment

3.11 VALIDITY

A high degree of credibility was assured throughout the study with the researcher ensuring that the data was obtained from participants who has been assigned the task of workload allocation and was, therefore, in a position to provide rich information. Accordingly, heads of departments and principals were targeted as they were deemed relevant to the aim of the study.

The researcher kept her biases in check throughout the research process by constantly referring to both the interview data and the documents to avoid the temptation of presenting her understanding of the issues rather than airing what the participants had revealed. A document analysis was used to triangulate the information obtained from the interviews and similarities and differences as regards the information provided were noted. In addition, the researcher conducted follow ups in order to build up trust with participants while member checks and debriefing by peers were also carried out.

The information gathered was disseminated to the participants to ascertain whether there are any omissions or distortions of the information, to discuss the accuracy of the

report with the participants as well as whether the descriptions were complete and realistic, the themes accurate, the interpretations fair and representative and the summaries a fair reflection of the proceedings. In short, the participants were given the opportunity correct any misconceptions and/or misinterpretations.

3.12 ETHICAL CONSIDERATIONS

The issues of ethics as stipulated by the Faculty of Education in the University of Pretoria were adhered to throughout the study. The researcher obtained permission to conduct the research study from the Department of Education as well as the principals of the schools in question. In addition, the researchers requested the relevant documents from the schools.

3.12.1 Informed consent

Obtaining the informed consent of the participants is an essential aspect of any research study and it is, thus, essential that this be done. Accordingly, the researcher explained the aims and nature of the study to the participants, the role they would play as participants, their right to dignity and confidentiality, as well as their right to terminate their participation in the study at any time should they so wish. In addition, it was explained to them that they had the right to choose whether or not to participate in the study. Informed consent letters were given to the participants to sign. The researcher was honest about who she was, what she was researching about and what she intended to do with the data.

3.12.2 Anonymity and confidentiality

The identities of the participants were be protected by not mentioning their names. Accordingly, the researcher used unique codes to change their identities as well as names that are not the actual names of the participants who were interviewed to ensure their anonymity (Leedy and Ormrod 2010). The participants were all assured of the strictest confidentiality as well as the fact that the names of the schools would not be mentioned in the final report.

3.13 CONCLUSION

The chapter aimed to describe the research methodology that includes a discussion of the research approach, research design and data collection strategies and analysis as well as the validity and reliability of the study. The ethical considerations relevant to this study were also discussed.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the analysis and interpretation of the data collected and includes a description of the research sites, the interview responses of the participants and the document review. The constant comparative method of analysis was used. The data was transcribed from the audio recordings; the transcripts were read and the data organised in a table. Selected quotations were used in the presentation of the data. Codes were derived from the participants' responses and grouped to form themes. These themes were then used to present the research findings.

The main objectives of the investigation included the following:

- ✓ To investigate how workload is allocated in secondary schools.
- ✓ To explore what informs the workload allocation in secondary schools.
- ✓ To analyse documents relevant to the workload allocation in secondary schools.

As discussed in Chapter 3, the sample for the research study included those individuals in the schools selected responsible for the workload allocation, namely, heads of department in schools A and B and the principal of school C. The schools that were identified were schools with similar characteristics (secondary schools with +800 learner enrolment) but located in different places. The three different types of schools were a rural school, a township school and a former model C school. The schools all had different departments. However, the researcher chose educators from Mathematics and the Sciences, Humanities and Languages from all the schools to participate in the study. The reason for this choice of departments was that these were all big departments in the schools with the majority of learners belonging to these departments.

Table 4.1: Information on schools

	Township(A)	Rural (B)	Former model C(C)
Quintile level	3	3	4
Learner enrolment	1 157	840	862
Number of teachers	44	31	47
Teacher-learner ratio	1:27	1:27	1:18

4.1.1 Background information on School A

This school is in quintile 3 and, thus, it receives a far bigger subsidy from the government. The school has a principal, two deputy principals, four heads of department, 37 educators and one assistant administrator. The medium of instruction in the school is English. Recently the school merged with the local middle school and this resulted in the number of educators increasing by seven, while the learner enrolment increased to 1232. The school is now a secondary school with two phases, namely, the Further Education Training (FET) and the General Education and Training (GET) phases. The GET phase is in the middle school. However, the two schools are now regarded as one merged school under the management of one principal.

The school is not in a good state. The school building were destroyed by a storm in 2012 and, to date, it has not been renovated. The respondents cited different teacher learner ratios in the school, ranging from 1:40 to 1:57. The school offers following subjects: Tswana, Afrikaans, English FAL, English HL, Geography, Consumer Studies, Business Studies, Mathematics, Mathematical Literacy, Accounting, Economics, Tourism, History, Physics, Life Sciences, Life Orientation, Agriculture and Computer Application Technology.

4.1.2 Background information on School B

This is a fairly large school which is located in a village. The school has enrolled at least 800 learners, the staff members working harmoniously together and the school

achieves good results with a pass percentage of 80% and above. The matriculation pass rate in 2012 was 86% and in 2013 93%. The medium of instruction in the school is English.

The school is a well-run institution. The learners perform extremely well although the school's performance tends to fluctuate because of mathematics despite the fact that the school has good Mathematics teachers. In addition, the school has resources that other rural schools do not have as well as facilities such as the Life Sciences laboratory, Physical Sciences and Chemistry laboratory, Computer laboratory and a Home Economics Centre. The school has not been renovated since 1990. According to the respondents the learner-teacher ratio ranges from 1:35 to 1:47. The school offers the following subjects: Tswana, Afrikaans, English FAL, Geography, Consumer studies, Business Studies, Mathematics, Mathematical Literacy, Accounting, Economics, Tourism, History, Physics, Life Sciences, Life Orientation, Agriculture and Computer Application Technology.

4.1.3 Background information on School C

The school is described as an urban school with 865 learners. The medium of instruction is Afrikaans. The school is in quintile 4 which means it receives less money from the government and is allowed to charge school fees. The school has achieved a 100% pass rate for the past 10 years and, thus, performs well academically. The school also performs well in sporting activities. The school participates in and displays more interest in extra-curricular activities. The school is in a very good condition and well cared for. Of the 47 educators in the school 32 only are paid by the government. The school offers a large variety of subjects, including Afrikaans First Additional Language, Afrikaans Second Additional Language, English Second Additional Language, Geography, Consumer Studies, Business Studies, Mathematics, Mathematical Literacy, Accounting, Economics, Tourism, History, Physics, Life Sciences, Life Orientation, Engineering and Graphic Design, Hospitality Studies, Information Technology and Music.

4.2 ANALYSIS OF INTERVIEW DATA

Data that was obtained from workload allocators and educators was organised, coded, and themes were derived and presented in a table (see annexure attached).

The allocator's responses yielded the following themes: meetings, consultations and educator input; consideration of number of learners, educators and classes; fairness, equity and transparency; flexibility, communication and consensus; use of software

4.2.1 Theme 1: Meetings, consultations and educator input

The majority of the participants indicated that a draft of the workload allocation is presented in a formal staff meeting, thus giving the educators the opportunity to look at the proposed allocation and to raise any concerns. It is at this point that the issue of overlapping educators (educators who belong to different departments) is looked at so as to ascertain whether the workload of these and other educators is either too heavy or too light. The workload allocators look into the queries raised by educators in the meeting and carry out amendments if necessary. One participant had the following to say about the first step in workload allocation:

As the head of the department I make a skeleton allocation based on what transpired in the previous year's allocation and print copies. In a meeting educators are given the opportunity to raise queries and dissatisfactions and everything is settled in a properly constituted meeting.

In addition, two participants also noted the following:

We come together as a department and we consider the inputs of educators, especially if they come with solutions to the challenges.

In a meeting with the HODs we discuss and they advise me on how they want to see their departments in the following year based on challenges experienced during the year– it helps to plan for the following year. The numbers of learners in the schools are worked out against the numbers of educators. Allocation

becomes flexible because, when educators express dissatisfaction, they are listened to and amendments are made

4.2.2 Theme 2: Consideration of number of learners, educators and classes

There are three factors as regards the resources available that need to be considered before decisions are made, namely, accommodation, manpower and number of learners. The workload allocators reported that they took into account the number of educators, the number of learners per subject and the number of classrooms. These three aspects assist them to estimate the number of educators that will be required for a particular subject in a particular grade. Based on the number of learners in a grade they are able to determine the number of classes and the number of educators required.

It emerged from the data that the schools in the study adopted three approaches, namely, the educator-class-learner approach, the class-educator-learner approach and the learner-class-educator approach. The following quotations support this finding. One participant mentioned that:

The first step is by identifying the subject chosen by learners in the department and how many classes are available, then educators are allocated equally to those classes.

Another participant explained as follows:

We look at the number of learners in the school against the number of educators. By so doing you can easily try to estimate the number of educators needed for the subject and for the grade.

In terms of the educator-class-learner approach the allocators consider the number of educators available for the subject chosen by learners or they create a specific number of classes and then allocate learners to these classes. The implication of the educator-class-learner approach include the following the fact that, based on the number of educators available to teach a subject/class, the number of classes is decided upon and learners are then allocated to these classes. However, this approach may either

result in overcrowding in classes if the school is short staffed or it may lead to the redeployment of educators if fewer learners are enrolled.

The class-educator-learner approach considers the number of learners, establishes the number of classes and then allocates educators. This approach may lead to either overcrowding or fewer learners in classes. In terms of this approach the classes are established before the numbers of learners is considered. No matter how many learners there are they have to fit into the available classes. This approach may be adopted as a result of a lack of resources such as classrooms.

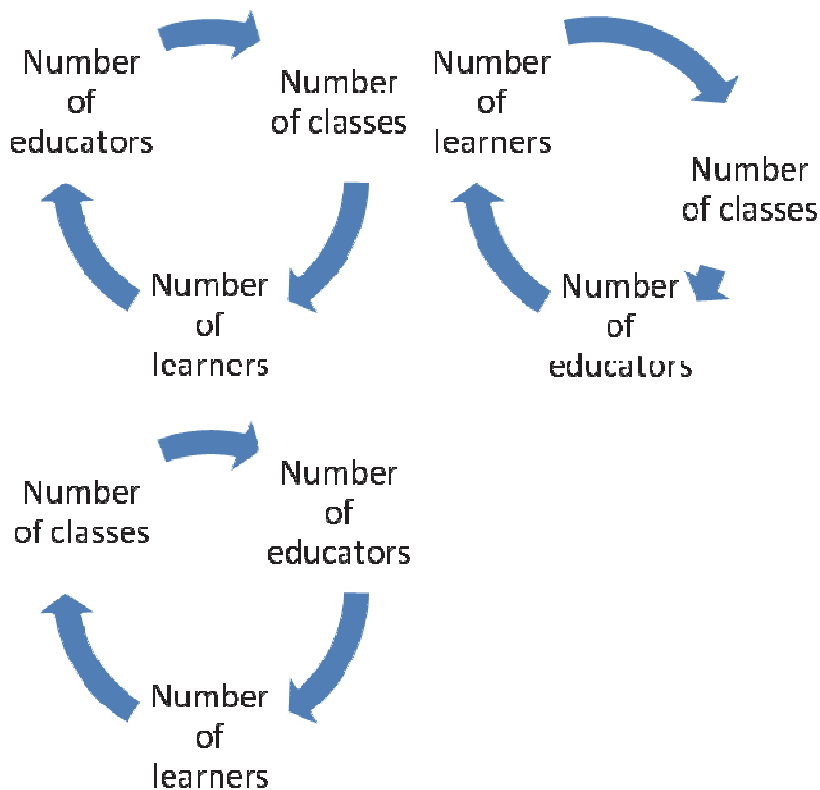
The learner-class-educator approach is the third approach. This approach establishes the number of classes allocates educators and places learners in classes. The learner-class-educator approach may be useful and working approach for schools which believe in small and manageable classes. The workload allocators establish the manageable number of learners in classes and then allocate educators. The approach is possible for schools that are strict with their intakes or admissions and which consider their resources before admitting learners.

The number of learners in classes may affect the marking of assessments, feedback to learners; reaching the gifted and non-gifted learners; discipline in classrooms; timeous submission of marks and the regular control of learner books.

One participant stated:

The number of learners in classes contributes to marking of scripts, assessment and feedback is not given properly to learners

The three approaches are depicted in the diagram below.



Approach 1: Educator-class-learner Approach 2: Class-educator-learner
 Approach 3: Learner-class-educator

Figure 4.1 Allocation approaches of schools

4.2.3 Theme 3: Fairness, equity and transparency

The majority of the participants tasked with workload allocation indicated that they strive to be fair to every educator. Fairness was ensured as follows: allowing educators to voice their dissatisfaction; being prepared to implement changes if necessary; giving every educator a copy of the composite timetable; trying to allocate an equal number of periods to educators; ensuring that the workload of educators was neither too heavy nor too light and trying not to allocate more than two subjects or grade levels to an educator.

One participant reported:

The number of periods should at least be equal, it is not easy but we always try to make them equal. We avoid a situation where Teacher X is having 20 periods while Teacher Y is having 36

Another participant noted:

The number of periods is considered and we rely on the policy that the post level 1 educators should at least get 35 plus periods. We check if there are overloaded educators, then some periods are removed

One participant indicated that there are both advantages and disadvantages to transparency and allowing the educators to have input into the educator workload allocation process. The participant felt that involving educators ensured transparency, equity and fairness. However, transparency and educator input may be a disadvantage should educators raise queries in their own interests and not in the interests of the school. The participant said:

We are working hard to meet the expectation of the employer. It is not easy but we are striving towards achieving our goals. Educators do sometimes compare their workloads. They think that other educators are favoured. You find that, in a meeting they will be trying to change other educators' allocation. As allocators we realize that it may be an educator who experienced challenges with particular learners in the previous year and maybe he or she is not prepared to go through that difficulty again. Sometimes educators enjoyed and are attached to the learners because they are intelligent so he/she does not want to lose touch with them. In most cases they don't give honest reasons why they want to implement those changes.

4.2.4 Theme 4: Flexibility, communication and consensus

In the main the participants reported that the first draft of the workload allocation is not final. Communication was considered as an important factor in distributing work to educators. The participants also stated that it is extremely important for allocators to

involve educators in decision making about allocation and regarded educator contribution as very important. They expressed the fear that if they did not involve the educators they could be held accountable for not consulting with educators. In addition, educators have the right to indicate if they are not comfortable with a certain subject or grade.

It is the duty of the heads of department to allocate the workload but their decisions are neither oppressive nor final. The educators are encouraged to raise concerns and they are given reasons to why certain decisions are made. Thus, satisfaction on the part of the educators is ensured. The participants indicated that allocation is not a once off process and changes are implemented until everything is settled and everyone is happy.

The process is a democratic one. If there is a problem and we see that it cannot work we change. Allocation is not done once.

In the words of one participant:

I think it is a very transparent method. Teachers are not forced to teach specific subjects or classes. They understand that the main objective is to come and teach the learners.

4.2.5 Theme 5: Use of software

School A presented their workload allocation using a time design which takes the form of software embedded in School Administration Management System (SASAMS). It is a new programme that is used in schools and it was developed to provide schools with a cost effective, easy to use and fully integrated computer solution encompassing all aspects of school management requirements, including timetabling and class lists. In addition it assists with the complicated task of allocating educators to subjects and classes. Schools B and C indicated that they were using the programme despite the fact that their allocations were not presented in the required format.

One participant described one benefit of SASAMS as follows:

SAMS will also balance the workload because it can check if the teacher is overloaded or not.

Overall participants mentioned that they make sure that they consult with members of the staff and allow the inputs of everyone through meetings after they have drafted the allocation. They consider a number of classrooms, educators and learners and ensure that everyone is given work to do and every learner is attended to. The allocators strive to be fair to educators by implementing changes where there is evidence of unfairness. Through communication educators are able to reach agreements with allocators.

The participants' responses yielded the following themes:

Experience, qualifications /specialisation, teacher reputation and commitment. It was not possible to separate these themes because they influence each another. One subtheme, namely, sharing teaching responsibility at subject and grade level, emerged from the main themes while two subthemes, namely, Learner results and competence, emerged from the teacher reputation theme.

4.2.6 Theme 6: Experience, qualifications/specialisation

Overall the participants indicated that educator experience and specialisation are extremely important factors that must be taken into account during workload allocation. The subtheme of sharing responsibility at the subject or grade level emerged from the above mentioned themes. Two subthemes, namely, Teacher reputation and commitment emerged from the themes while two sub-sub themes also emerged from the teacher reputation theme, namely, Learner results and competence. The advantages of allocating experienced educators include the following: Educators already know what is expected of them; they are able to correct mistakes made in the previous year's easily; they may serve as mentors to both the new and other educators and they may be trusted. The following quotation from one of the principal who participant in the study linked all the themes (experience; qualifications/ specialisation):

It is very important to consider if the person can do the work, I trust every educator in the school but am taking note of their qualifications, if they have

degrees or diplomas, if they have taught the subject before and, if educators who are in the GET phase are doing well, they are allowed to proceed to the FET phase. I believe that every educator should teach Grade 12 at some other time; the Grade 8 teachers should know what is happening in Grade 12. I cannot give a Grade 12 class to an educator who has just started teaching.

4.2.6.1 Sub Theme 6: Sharing of responsibilities at the subject or grade level

Educators are allocated in such a way that there is more than one educator who is responsible for a grade or subject. One participant indicated that they encourage two strong educators to work together and that two educators may also be responsible for one class. These two educators may be allocated one subject but they may teach different sections or papers. This is possible in subjects such as the Physical Sciences and Mathematics with one educator teaching the work pertaining to paper one and the other one to that pertaining to paper two. They mentioned that this also helps if one educator leaves the school.

It is clear in the quotation below that both the sharing of responsibility at the subject or grade level and teacher reputation are imperative during workload allocation.

Specialisation and experience are considered when workload is distributed if, having two strong teachers in one subject, they are made to share, especially in grade twelve. We don't want to find ourselves stranded in case one educator gets promoted or leaves the school for any other reason.

Qualifications, experience and the stream of subjects are considered when workload is allocated. Teachers are not given two content subjects like Life Sciences and Physical Sciences. It is going to be difficult for an educator in a grade or subject if she or he is teaching the subject alone and there is no experienced person who can help or advise him or her. They always say experience is the better teacher. Subject specialists always encourage us to keep people who are experienced in Grade 12 so that they continue to build up on the knowledge and correct mistakes made in the previous year. They say that we must be stable, especially in Grade 12, and they don't have a problem with

new, determined educators but, if the educator is doing well, he/she should be allocated the class.

4.2.6.2 Sub Theme 6: Teacher reputation

Participants reported that they allocate senior classes to educators who have a good track record even though at some point they consider educators who are successful and able to prove themselves with lower classes a chance to teach senior classes

Two subthemes emerged from the teacher reputation theme, namely, learner results and competence.

4.2.6.2.1 Sub Theme 6.1: Learner results

As regards learner results, the participants noted that a teacher who consistently produces good results is usually allocated Grade 12 classes. The workload allocators reported that they had confidence in their educators. In the words of one participant:

I think that “trust” is more important than the “need” when allocating work to educators. For example, if I have to place a teacher to teach Mathematics in Grade 12 because there is a need for an educator in a class without having a track records of results, then that means I will be risking the future of the learners and the reputation of the school. Educators should not be allocated duties to perform because there is a need for the duty to be performed but if they are allocated because the person assigning them with the task trusts them and has evidence that they will do justice to the subject and to the learners.

4.2.6.2.2 Sub Theme 6.2: Competence

The majority of participants noted that the schools take into account the educator’s ability and competence when allocating classes and subjects.

Regarding competence, one participant stated:

The need of the school should be considered and also we trust educators. They have proved themselves over the years that they are capable and excel in certain

areas. I know, as an HOD, that educator x is good with Grade x so I give the educator that grade. Some teachers feel too comfortable in a grade while others are prepared to teach any grade without fusses and complaints.

Another participant indicated:

We consider performance of a teacher in terms of the results she or he produces is considered when workload is allocated. We look if the educator is consistent with the results or not.

It may depend on the subject that an educator is supposed or expected to teach. I think, with subjects like Mathematics, Physical Sciences, Accounting and any other content subjects educators are allocated because they are trusted that they will do a good job. In Grade 12 the future of the learners depends on the capabilities of the teachers assigned the duty of teaching, mentoring and guiding and not only in grade twelve but also in other grades. If the school can use the need as a way of allocating or assigning duties then it should be held responsible or accountable if something goes wrong or if the results are poor. (Betty smiling) It is necessary to observe what is happening in schools. Educators who are teaching Grade 12, they are always teaching the grade because they are trusted and appreciated by the principal and the community at large if they are producing good results.

One participant reported that the educator's area of specialisation is considered when workload is allocated. Educators teaching content subject, especially in a secondary school, are allocated work according to their area of specialty. There is a thin line between qualifications and specialisation because educators receive their qualifications based on what they have specialised in.

The workload allocators for the purpose of this study are heads of departments of Mathematics and Sciences, Humanities and Languages. Educators in those departments would have majored at tertiary level in the subject that falls within the department in question. The head of department of languages in one school indicated that the educators in her department were all given an opportunity to teach Grade 12

and that that was the reason why they were using a continuation policy of teaching learners from Grades 10 to 12. Another participant stated that:

Teachers should be conversant with the subject they are teaching.

The questions that were posed to the workload allocators were also posed to the educators. Their responses yielded the same themes as the responses of those participants who were responsible for workload allocation although some additional themes were identified. Four themes emerged from the data collected from the educators, namely, *Consultation, fairness and equity, commitment and qualifications, experience and expertise*

4.2.7 Theme 7: Consultation

The majority of the educators mentioned that they were involved in the allocation process. They reported that they were allowed to be part of the process and that they were also permitted to raise concerns when the workload allocation was presented to them.

One of participants stated:

Yes, educators are consulted, they do have a say in the allocation process.

Another participant said:

Educators are involved. My scenario is a different one as I am the only teacher who is teaching Consumer Studies in the school, so there is no competition for me and I should also acknowledge that the educator performance is considered.

One participant maintained that the process was fair but that, if there were changes that had to be implemented; this was done behind closed doors without informing the whole staff.

There is nothing wrong with the allocation process. My problem is when the management makes decision without proper consultation. They will decide that

you teach lower grades without talking to you first and, for a teacher who has been teaching in the FET phase, it is not easy to adjust to lower classes

4.2.8 Theme 8: Commitment

In the main the participants reported that commitment to your work was also taken into account when allocation was carried out at the schools. The educators reported that senior educators who were committed were allocated the Grades 11 and 12 classes. The educator noted:

The qualifications and experience, interest and commitment of an educator are considered when educators are allocated to specific grades. The heads of department look at educators who are prepared to go an extra mile for the sake of success of the school.

I think specialisation is the first thing that is supposed to be looked at by the allocators. Educators who are allocated senior classes are educators who are punctual, who can sacrifice their time, their holidays and their families for education of our children.

4.2.9 Theme 9: Fairness and equity

Generally the educators reported that the workload allocation process was fair and also that the allocation itself was fair. However, one participant reported that the heads of department did not take into account an individual's health and neither did they take into account the extra duties that a person may be assigned to do. It was further mentioned that there was no equity as some of the educators had more work to do than others because some non-teaching activities may be more demanding than teaching activities. The following quotation illustrates this point.

The process is fair in a way that people are consulted but what is happening in the meeting is not always the final allocation– changes that are made will eventually affect some but not everyone. People who are allocating are not considerate of individual health and the age of the person. They do not even

consider if you have other duties such as extracurricular activities. I am a Life Science educator teaching all the grades (10, 11 and 12). I am a teacher liaison officer, athletic coach and a chairperson of the IQMS. Sometimes you find that you work for the whole day but "I am not complaining.

4.2.10 Theme 10: Qualifications, experiences and expertise

The educators indicated that they believed that qualifications, experience and expertise were considered when work was allocated to them. It was, however, difficult for educators to separate these concepts with the following quotation encompassing all the concepts:

They look at the qualifications of the educator, experience and expertise for a particular subject.

Another participant added:

Qualifications and experience, interest and commitment of an educator are considered when educators are allocated to specific grade.

The themes mentioned above that were derived from responses of workload allocators are meetings, educator input, consultation, communication, consensus, equity, transparency, fairness and flexibility and abbreviated as (MECCCTEFF). It was not possible to include the use of software in the practices and values of the allocation process because, as explained by one participant, the software helps to indicate whether educators are either under or overloaded but it cannot be used to distribute the work to educators. It is fed information.

The process of workload allocation, as explained by the participants, included the fact that educators are consulted as they are involved in the allocation meetings and allowed to voice concerns. They have the opportunity to identify unfair allocation and the allocators then implement changes. There is communication and flexibility among the educators until a consensus is reached as the aim of the process is to ensure equity, fairness and transparency.

The number of educators, learners and classes are considered when work is allocated in schools. In addition, the number of subjects taught by an educator, amount of preparation and number of classes are considered at the departmental level when work is distributed to the educators. Some classes may be removed from the allocation of educators with too much work while some classes are added to those with less work than others.

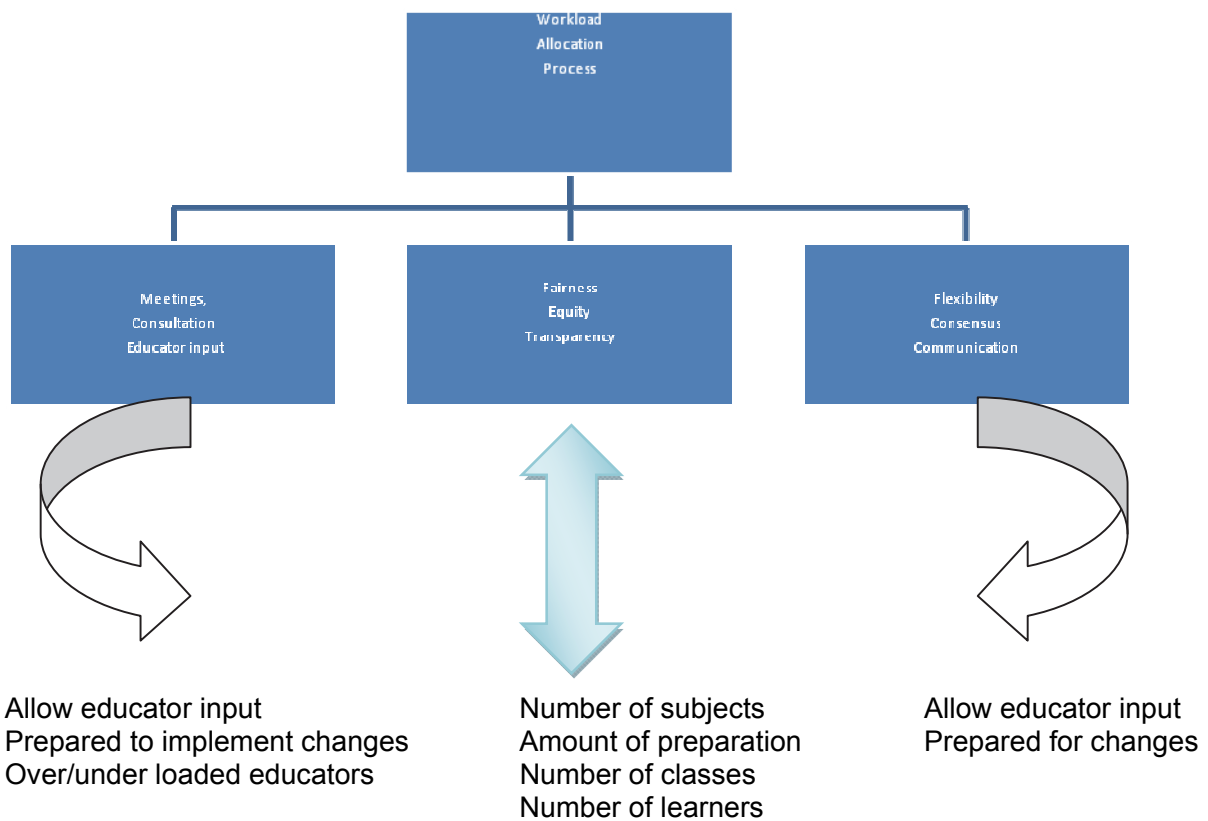


Figure 4.2: Practices and values of workload allocation (MECCCTEFF)

Below is the diagram presentation of inform the workload allocation in secondary schools. It is a cyclic presentation because workload allocators look at different things from the educators when they allocate work to them. Factors mentioned by participants yielded the following themes not in a sequential order namely specialisation, qualification/ credential, experience, sharing teaching responsibilities, teacher reputation, learner results and competency and commitment are considered.

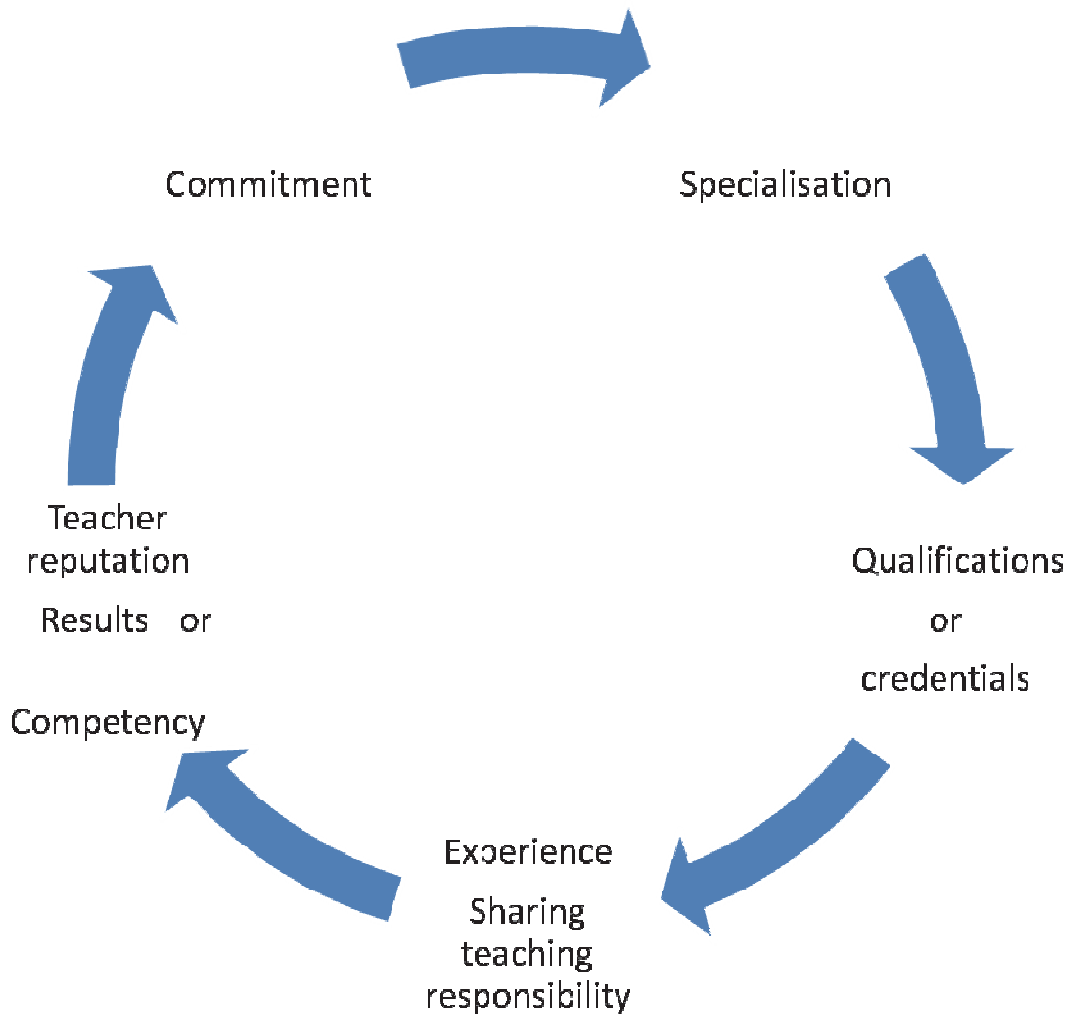


Figure 4.3 Cyclical presentation of the factors considered by workload allocators

Majority of educators and allocators mentioned that factors such as *specialisation, qualifications, experience/co-teaching, teacher reputation (learners' results, competency) and commitment* inform and determine the allocation of educators to specific grade. The factors are not in order of preference.

4.3 DOCUMENT ANALYSIS

The researcher undertook the document analysis of the workload allocation, learner and educator statistics, timetables and lists of non-teaching duties of 2014 of the schools in

the sample. These documents were regarded as sources of rich information and were used to triangulate what had been reported by the participants. The documents also provided the researcher with insights into the way in which some decisions were made during the allocation process was done. This, in turn, assisted with answering the first research question as to the way in which the workload is allocated in secondary schools. Whether or not the number of subjects, classes, preparation, learners and the teaching time was taken into account during workload allocation was considered and calculated from the documents.

The following information was provided in the allocation documents of school A and B, namely, the names of the educators, subjects and classes they are teaching and the number of periods allocated to them while, as regards school C, the names of the educators, subjects and number of periods allocated to them were provided (See annexure attached). The researcher used the number of classes to calculate the amount of preparation expected of an educator and the number of periods to calculate the teaching time of every educator in a school. The number of learners in the classes, as presented in the learner statistics, was also used to determine the total number of learners taught by each educator.

The document analysis yielded the following themes: *Number of subjects taught by educators, amount of preparation they are expected to do, their total number of teaching/lesson periods per cycle (scheduled teaching time and instructional time), number of learners in classes and non-teaching loads.*

The requirements of teaching time as stipulated in the (PAM) *Government Gazette* No. 24948, dated 21 February 2003 are presented below. The required amount of instructional time per week is 27, 5 hours. Post level one educators are expected to be engaged for a maximum of 23, 5 hours per cycle and this, in turn makes up 85% of the scheduled teaching time.

Table 4.2: Scheduled teaching time

Post level 1	Minimum 85% to maximum 90%
Post level 2	Maximum of 85%
Deputy principal	Maximum of 60%
Principal	Minimum 5% to maximum 60%

Table 4.3 Key table

TT	Educator teaching in township
RT	Educator teaching in rural school
T	Educator teaching in former model C school
P	Principal
D	Deputy principal
H	Head of department
L	Language
C	Content subject

School A

Table 4.4: Allocation of post level 1educators in the FET phase

EDUCATOR	Number of subjects	Amount of preparation	Number of classes	Number of periods per cycle/55	Instructional time 27,5	Teaching time in %	Total number of learners
TT1	1 L	2	5	45	27	81,81	165
TT2	1 C	3	5	40	20	72,72	157
TT4	2 C	3	5	40	20	72,72	166
TT7	1 C	1	1	8	4	14,54	25
TT8	1 L	2	5	45	22,5	81,81	147
TT9	1 C	2	5	40	20	72,72	173
TT10	1 C	3	5	40	20	72,72	159
TT11	2 L	3	5	45	27	81,81	195
TT12	1 C	3	4	32	16	58,18	118
TT13	1 L	2	5	45	22,5	81,81	163
TT15	1 C	3	5	40	20	72,72	146
TT16	3L	3	3	27	13,5	49,09	150
TT17	2 C	3	5	45	22,5	81,81	180
TT19	2 C	4	4	2	12	58,18	62
TT20	1L/1C	2	7	53	26,5	96,36	271
TT21	2 L	3	5	45	2,5	81,81	153
TT22	2 C	2	5	45	27	81,81	211
TT23	2 C	4	5	40	20	72,72	170
TT24	1	3	9	36	18	65,45	250
TT25	2L/1C	3	6	44	22	80	160
TT27	2 C	2	5	41	20,5	74,54	166
TT28	2 C	4	6	40	20	72,72	184
TT29	1C	1	1	8	4	14,54	39
TT30	2C	2	7	40	20	72,72	315

Table 4.5: Allocation for post level 2 educators

Educator	Number of subjects	Amount of preparation	Number of classes	Number of periods per cycle	Scheduled teaching time in %	Total number of learners in classes
TT3 (Mathematics)	1	1	4	36	65,45	89
TT6(English)	1	2	4	36	65,45	114
TT14(Tourism)	1	3	4	32	58,18	103
TT18(Accounting)	1	3	4	32	58,18	139

Table 4.6: Allocation for post level 3 and 4 educators

Educator	Number of subject	Preparation	Number of classes	Number of periods per cycle	Scheduled teaching time in %	Number of learner in classes
TT5 P	1 L	1	1	9	45	25
TT26 D	1 C	2	3	27	64,28	109

Number of subjects and number of preparations

The allocation allows an educator to teach a maximum of two subjects. It emerged from the allocation that one educator only was teaching three subjects. The educators were teaching either a content subject or a language. There was a slight difference in the number of subjects allocated to educators at the various different post levels.

Post level 1 educators, heads of departments and deputy principals may be allocated a maximum of three grade levels. It was not possible to separate lesson preparation and number of classes.

Number of classes and number of learners

The majority of the educators were teaching five classes. The average number of learners taught by one educator in school A was 160. The following emerged from the allocation of educators, namely, the number of learners taught by a post level 1 educator ranged from 62 to 315 while, for a head of department, it ranged from 89 to 139.

Number of periods and scheduled teaching time

The number of periods allocated to a post level 1 educator ranges from 36 to 45 periods which, in turn, means that the scheduled teaching time of a post level one educator will range from 65, 45 to 81, 81%. On the other hand, the number of periods allocated to a head of department ranges between 32 and 36 which means the scheduled teaching time of a head of department ranges from 58, 18 to 65, 45% while the number of periods allocated to a deputy principal is 27, thus 49% scheduled teaching time. However, the number of periods allocated to the majority of post level 1 educators is often below the proposed teaching time as stipulated in (PAM) *Government Gazette* No. 24948 dated 21 February 2003.

The following findings emerged from the workload allocation at school A

Table 4.7: Different allocation (Below and above stipulated teaching time)

Educator	Subject	Number of classes	Amount of preparation	Number of periods	Scheduled teaching time	Instructional time
TT29	Agric	1	1	8	14,54%	4
TT20	English/LO	7	2	53	96,36%	26,5
TT24	LO	9	3	36	65,45%	18
TT16	Afrikaans/ Tswana	3	3	27	49%	13,5

It is clear from the table above that there are educators in school A whose teaching time is far below the time stipulated in the relevant policy document and also those whose teaching time exceeds the time stipulated in the policy document.

Follow up questions were posed four months after the initial interviews with the aim of obtaining clarity on the reasons for the workload allocation of certain educators. Some periods were removed from the allocation of certain educators while some periods were added to the allocation of other educators. The workload allocators reported that allocation changes took place throughout the year, often because of the redeployment and promotion of educators.

Educator TT29 was a principal from the middle school that had merged with the school A. She had not been identified as a member of school management team in the allocation but allocated duties as an ordinary post level educator and that is why the researcher had thought she was a post level one educator. However, she has not been given any management duties at school A and neither had she been given more classes because she was waiting to be redeployed to another school. Evidently Educator TT16 had been allocated some classes in the GET phase although it had not been possible for the researcher to obtain the allocation for the GET phase and verify this. The Life Orientation classes that had been allocated to educator TT20 had been removed from this educator and given to another educator who had joined the school later. Educator TT24 had been allocated nine Life Orientation nine classes although the number of periods allocated to him was less because he had been allocated more learners and was, in fact, responsible for 250 learners. Educator TT12 was teaching Consumer Studies and, thus, she could not be allocated more classes because the subject requires extensive practical work and it is not possible to make provision for the practical sessions in the timetable.

School B

Table 4.8 Allocation of post level one School B (Total number of periods per week was 42)

Educator	Number of subjects	Preparation	Classes	Period	%	Instructional time	%	Number of learners
RT2	1	3	5	24	57,14%	20	72,72	151
RT 4	1	3	4	24	57,14%	16	58,18	152
RT5	2	2	5	21	50%	18,5	67,27	222
RT7	2	3	4	27	64,28%	17,5	63,63	153
RT8	2	3	6	30	71,42%	19,5	70,9	240
RT9	2	2	4	27	64,28%	17,5	63,63	159
RT10	2	2	6	30	71,42%	19,5	70,9	233
RT11	3	3	7	32	76,19%	22	80	314
RT 12	3	4	7	29	69,04%	20	72,72	284
RT14	2	3	5	34	80,95%	22	80	216
RT15	1	2	5	34	80,95%	22,5	81,81	194
RT16	1	3	5	34	80,95%	20	72,72	193
RT17	2	3	5	30	71,42%	20	72,72	203
RT18	2	4	9	30	71,42%	20	72,72	337
RT 20	1	2	6	30	71,42%	20	72,72	258
RT 21	2	5	6	30	71,42%	18	65,45	239
RT 22	2	3	5	30	71,42%	20	72,72	225
RT 23	1	3	3	18	42,85%	12	43,63	118
RT 26	2	3	4	28	66,66%	18	65,45	153
RT 27	2	3	5	33	78,57%	21,5	78,18	227
RT 28	2	2	6	33	78,57%	21	76,36	242
RT 29	2	2	4	28	78,57%	18	65,45	151
RT 30	2	2	4	28	66,66%	18	65,45	172
RT 31	2	2	8	31	73,8%	20	72,72	292
RT 32	1	3	5	30	71,42%	20	72,72	201
RT 33	1	3	6	30	71,42%	24	87,27	229
RT 34	3	5	7	19	45,23%	20	72,72	288
RT35	2	3	4	28	66,66%	18	65,45	152

Table 4.9: Allocation for post level 2 educators

Educator	Number of subjects	Amount of preparation	Number of classes	Number of periods per cycle	%	Total number of learners
RT1	2	2	5	18	42,85%	171
RT6	1	2	3	21	50%	123
RT19	2	3	3	18	42,85%	113
RT 25	1	2	2	14	33,33%	80

Table 4.10: Allocation for post level 3 educators

Educator	Number of subjects	Number of preparations	Number of classes	Number of periods per cycle	Scheduled teaching time in %	Total number of learners in classes
RT13	1	1	2	14	33,33%	74
RT23	1	1	1	7	16,66%	33
RT3	1	1	1	6	14,28%	33

Number of subjects

A maximum of three subjects may be allocated to post level 1 educators. However, the majority of post level one educators in school B were teaching two subjects only, 50% of the heads of departments were teaching one subject and 50% were teaching two subjects while the deputy principals and the principal were allocated each one subject only.

Amount of preparation and number of classes

The majority of the post level one educators had three grades to prepare for and was allocated different number of classes with some of them being allocated nine classes while others the others were teaching four classes only. The post level two educators may have a maximum of three classes to prepare for and also a different number of

classes may be allocated to them. In addition, school B one head of department was teaching five classes and the other two classes.

Number of periods, scheduled teaching time and instructional time for specific subject

The teaching time of the post level 1educators ranged from 50 to 87%. However, one post level 1educator was within the stipulated teaching time as expected by the department while the majority was below it. The lowest number of periods allocated to an educator was twenty one and the highest thirty four. In terms of instructional time a fully engaged educator should be allocated 23, 5 hours per week and, thus, the fact that the majority of educators had been allocated less than 23. 5 hours meant they had sufficient time for other activities.

School C

Table 4.11: Allocation of post level one educators (Total number of periods was 48)

Educators	Number of subjects	Amount of preparation	Total number of periods	%	Total number of learners
Teacher A	1	1	15	31,25	158
Teacher B	2	4	31	64,58	248
Teacher C	1	2	35	72,91	141
Teacher D	2	2	31	64,58	120
Teacher E	1	2	40	83,33	150
Teacher F	2	2	35	72,91	144
Teacher G	1	2	39	81,25	150
Teacher H	2	2	39	81,25	138
Teacher I	2	3	41	85,41	367
Teacher J(P)	1	1	5	10,41	30
Teacher K	3	3	34	70,83	376
Teacher L	1	1	6	12,5	90
Teacher M	1	3	42	87,5	174
Teacher N(H)	1	2	33	68,75	111
Teacher O	1	3	42	87,5	174

Educators	Number of subjects	Amount of preparation	Total number of periods	%	Total number of learners
Teacher P(H)	1	2	38	79,16	141
Teacher Q(D)	1	2	21	43,75	84
Teacher R	1	1	6	12,5	90
Teacher S	1	2	35	72,91	150
Teacher T	2	3	34	70,83	180
Teacher U	1	3	35	72,91	144
Teacher V	1	2	39	81,25	150
Teacher W	2	2	34	70,83	180
Teacher X(D)	1	1	14	29,16	54
Teacher Y	1	2	40	83,33	141
Teacher Z	1	1	40	83,33	150
Teacher AA	1	2	40	83,33	144
Teacher BB	1	3	42	87,5	174
Teacher CC(H)	3	4	33	68,75	270
Teacher DD(H)	2	3	35	72,91	150
Teacher EE	2	2	39	81,25	269
Teacher FF	1	1	39	81,25	150
Teacher GG	2	3	35	72,91	150
Teacher HH	1	2	40	83,33	337
Teacher II	2	2	39	81,25	174
Teacher JJ	1	2	33	68,75	337
Teacher KK	1	3	42	87,5	174
Teacher LL	2	4	36	75	150
Teacher MM	2	4	33	68,75	158
Teacher NN	1	1	40	83,33	158
Teacher OO	2	2	39	81,25	150
Teacher PP	1	4	40	83,33	293
Teacher QQ	2	3	38	79,16	141
Teacher RR	1	1	39	81,25	179
Teacher SS	2	2	40	83,33	299
Teacher TT	3	5	35	72,91	150
Teacher UU	2	2	39	81,25	218

As described at the beginning of the chapter school C had a total of 47 educators of which 32 only were paid by the government while fifteen were paid by the school. The school is a quintile 4 and receives limited funds from the government. The learners pay school fees.

Number of subjects

The majority of the educators taught one or two of their specialised subject. The educator who specialised in content subjects such as Accounting, Economics and Biology had been allocated to teach those specific subjects in Grades 8 and 9. The Grade 8 and 9 learners were doing Economics Management and Sciences which is a combination of Business Economics and Accounting. The subject is separated into two with Accounting and Economics being taught as individual subjects. It was clear from the workload allocation that the educators' allocation was in accordance with their specialties despite the fact that the learners would write one examination only at the end of the year.

Number of periods

The educators were allocated in such a way that they taught from Grades 8 to 12. The majority of the post level one educators were allocated between 34 and 40 periods per cycle while post level two educators were allocated between thirty two and thirty eight periods. Teacher P was a post level 2 educator who taught thirty eight periods. It emerged that there was a difference of six periods between the allocations of post level 1 and 2 educator. However, there was a post level 1 educator who had been allocated fewer periods (Teacher W) than teacher P who was a post level 2 educator.

Number of learners

An average of 150 learners was allocated to most educators.

Scheduled teaching time

The teaching time of post level one educators ranged from 71% to 88%. Three post level one educators from the twenty five paid by the government had been allocated above 85%. Despite the fact that there were educators who had been allocated teaching time less than the stipulated time the allocated teaching time of the majority of educators was approaching or closer to the stipulated time. All the post level 2educators had been allocated a maximum of 60%.

Summary of the findings from the documents of school A, B and C

Schedule teaching time

The scheduled teaching time of the educators in the schools in the study revealed a difference in their allocated teaching times. In terms of percentages, the scheduled teaching time of post level 1 educators in school A fall between 58 and 81% with the majority of educators who were teaching languages at 81%. However, the scheduled teaching time of the majority of educators teaching content subjects was 72 %. According to the allocation in school B, the scheduled teaching time of the majority of post level 1 educators was from 66 to 80% while, in school C, the scheduled teaching time of post level educators was from 71 to 88% with that of the majority of educators at 83%. In terms of scheduled teaching time it was observed that not all educators had the same workload.

Number of learners

The differences in terms of the number of learners taught also indicated that there was no equity in the workload allocation of educators. For example, one educator from school A, who was a post level 1 educator, was teaching one class of 25 learners, that is, fewer learners than were taught by heads of departments and deputy principals. A post level one educator was teaching two content subjects to four classes totalling 62 learners. Another post level 1 educator, was teaching one content subject to seven classes of a total of 271 learners, Educator TT24, a post level 1 educator, was teaching one content subject to nine classes totalling 250 learners, while Educator TT30, another

post level 1 educator, was teaching one content subject and one language to seven classes totalling 315 learners.

Number of periods

The scheduled teaching time of the majority of post level educators was below 85%. For example, an educator was teaching content and had eight periods only per week, thus the instructional time allocated to this educator was lower than the time allocated to the heads of departments and the deputy principal. The same educator was also responsible for the drum majorettes only. A post level 1 educator, was teaching three languages and had twenty-seven periods per week – a number equal to the number of periods allocated to one deputy principal and fewer than the periods allocated to one head of department. Another post level 1 educator, was teaching content and a language. He was allocated fifty three (53) periods out of a possible total of fifty five and, thus, he had two free periods in a cycle only. A post level 1 educator was teaching one subject (Life Orientation) and had 36 periods per week – a number equal to the number of periods taught by one head of department. Thus, his scheduled teaching percentage of 65, 45% was far below the proposed percentage. An educator taught one content subject while the other taught two content subjects and had the same number of periods as the head of department.

It is also noticed across departments in the same school; namely, school B, that there were several discrepancies or inequalities in the workload allocation of educators.

Table 4.12 Number of learners and number of periods School B

BCM	Number of periods	Languages	Number of periods	Humanities	Number of periods	Mathematics and Sciences	Number of periods
RT1	15	RT6(H)123	21	RT18(337)	18	RT 24(D P)(42)	14
(H)171	24	RT7(153)F	27	RT19(113)H	30	RT 25(H)80	21
RT2(151)F	6	RT8(240)B	27	RT 20(258)F		RT 26(153)F	28
RT3(P)33	24	RT9(159)B	27	RT 21(239)F			
RT4(152)F	21	RT10(233)B	30		30	RT 27(227)F	33
RT5(222)B		RT11(314)B	32	RT 22(205)F	30		
				RT23(118)F			
		RT12(284)B	29		18	RT 28(242)F	33
		RT13(D)71	14			RT29(151)B	28
		RT14(216)G	34			RT 30(172)G	28
						RT 31(292)G	28
		RT15(194)F	34			RT	30
		RT16(193)F	27			32(John)(201)F	30
		RT17(203)G	30				
						RT 33(229)B	
						RT34(288)	22
						RT 35(152)B	

Number of periods and learners across department in school B

In the Business, Accounting and Economics department there was a difference of three periods between the workload allocation of educators at the same post level, two educators each being allocated 24 periods and teaching a total of 152 learners each: There is, thus, clear evidence of equity and fairness in the workload allocation of these two educators. However, another educator was teaching in both the GET and FET phases and had been allocated a total of 204 learners' – twice the number of learners allocated to other educators in the same department.

Educators who belonged to two departments tended to have either more or less work to do. For example, two educators was both allocated one content subject and were both teaching History although there was a difference of seven periods in their allocations. In addition, one educator had thirty periods and the other one eighteen – a difference of twelve periods for educators at the same post level (Educator RT21 and Educator RT22).

Educator RT19 and Educator RT22 were both in the same department (Department of Humanities) but they had each been allocated a different number of periods to teach. In addition, there was also a significant difference in the numbers of learners allocated to them with Educator RT19 being allocated 113 learners and Educator RT22 205 learners

In the Mathematics and Sciences departments educators in the GET phase were teaching more learners; educators who taught in both phases had either more or fewer learners; and educators in the FET phase had fewer learners to teach. Educator RT30 taught in the GET phase and had been allocated 292 learners, Educator RT32 taught in both phases and had been allocated 229 learners while Educator RT25 taught in the FET phase and had been allocated 153 learners.

A difference in terms of the number of learners in the allocation of some post level 1 educators was observed. Educator RT11 had been allocated the highest number of learners (314) while Educator RT22 had been allocated the lowest number of learners (118).

There was a difference of 58 learners between the allocations of two heads of departments with one head of department being allocated 113 learners and the other 171 learners. In school C, Teacher H had been allocated 39 periods with a total of 138 learners while Teacher I had been allocated 41 periods with a total of 367 learners—a difference of 229 learners between the two educators. In school C, 5 educators only out of 25, in school A one educator only out of 24 and in school B one only out of 25 were allocated above 85% of the stipulated teaching time.

The number of learners affects the marking of assessments, feedback to learners, reaching gifted and non-gifted learners, discipline in classrooms, timeous submission of marks and the regular control of learner books.

There was no equity in the allocation of extracurricular activities because educators may not either be forced or assigned to participate in extracurricular activities in which they are not interested. The interests of an educator are taken into account when extracurricular activities are allocated to educators. The former model C schools take extracurricular sports seriously as compared to the rural and township schools. There

was also evidence of educators who were totally not involved in the extracurricular activities at the township and rural schools.

4.4 SUMMARY OF THE MAIN FINDINGS

It emerged that the workload in the secondary schools under investigation was allocated in a transparent and flexible manner. The educators were consulted and their input was regarded as imperative in the decision making process. Experience and specialisation/qualifications informed the workload allocation in the schools. It was clear from the emerging themes that educator reputation (competence), learner results and commitment also informed the workload allocation in the schools. The workload allocators took into account factors such as the number of subjects, number of preparations and number of classes but did not emphasize the number of learners in classes when allocating the workload. However, the differences in terms of the numbers of learners in classes meant that there would be no equity in the workload allocation because the number of learners affects the marking of assessments, feedback to learner, reaching gifted and not gifted learners, discipline in classrooms, timeous submission of marks and regular control of learner books.

The interests of the educators were considered when extracurricular activities were allocated to educators. The former model C school took sports extremely seriously as an extracurricular activity as compared to the rural and township schools. It emerged from the workload allocation in school B that there were educators who were not allocated any extracurricular activities. The involvement of an educator in extracurricular activities does not mean they will be exempted from or given less teaching work.

The majority of educators were allocated teaching time below the teaching time stipulated in the (PAM) *Government Gazette* No. 24948 dated 21 February 2003 and, thus, the workload of most educators was manageable. The majority of post level educators were allocated teaching time below 85% with one post level 1 educator from school A and one from school B being allocated the stipulated teaching time as expected by the department and most educators being allocated below the stipulated time. It emerged from the allocation in school C that 3 of the post level 1 educators out of

the twenty five paid by the government were allocated teaching time within the stipulated time. The promotion and redeployment of educators may happen at any time during the year and this, in turn, necessitates allocation changes.

4.5 UNEXPECTED FINDINGS

The principals of the school in the study were also allocated a class to teach. In addition, they are expected to attend meetings, go to workshops and manage their schools and, thus, the question arises as to whether they are able to do justice to the subject or, indeed, the learners, allocated to them. The integrated quality management system requires that principals be appraised on their classroom teaching and this may be reason why they are allocated some classes. There are also educators who do not participate in extracurricular activities despite the fact that it is stipulated and, in fact, expected that every educator will plan, prepare and evaluate as well as fulfil extra and co-curricular duties as well as professional duties as well as participate in development both during and outside of the formal school day.

CHAPTER 5: SUMMARY, DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

This chapter discusses the findings of the study based on the data collected and presented in previous chapter. In addition, the chapter presents the conclusions drawn from the research data as well as how these conclusions were reached and whether the researcher answered the research question. The research involved exploring the realities of workload allocation within a certain school district. The objectives of the study included the following:

- ✓ To explore the way in which workload is allocated in secondary schools
- ✓ To explore what informs the workload allocation in secondary schools.

The themes that emerged from the data collected and the literature review are presented as the study findings and as evidence of the way in which work is distributed in secondary schools. The researcher also examines the findings of the study are in line with the existing literature.

Main findings were

- Meetings, consultations and educator input
- Flexibility
- Transparency
- Consultation, communication and consensus
- Consideration of number of learners, educators and classes
- Equity
- Experience, qualifications/specialisation
- Educator reputation and Commitment

5.2 MEETINGS, CONSULTATIONS AND EDUCATOR INPUT

The data obtained from the participants revealed that there are processes or methods that are followed when the workload is allocated to the educators. As stipulated in the (PAM) document meetings are held at which the educators are consulted by either the allocators or the principal of the school. The subjects offered by the various departments are identified and the number of educators as compared to the number of learners is taken into account. The heads of departments draft a skeleton allocation and present this skeleton allocation to the educators at a departmental meeting at which the educators may raise concerns and express their dissatisfaction in a formally constituted meeting. The draft or skeleton allocation is issued to every educator in the interests of transparency.

5.3 FLEXIBILITY

The educators reported that the workload allocation is not something that is done just once as, if there is dissatisfaction or shortages, changes to the allocation are implemented. The educators are aware that changes may be made until everyone is satisfied even though there may be educators who either do not like or do not agree with the changes. Flexibility is enhanced by everyone being given enough work and the workload being balanced.

The procedures that were followed by the schools provided evidence of the various approaches that maybe used to allocate work to educators. According to scholars such as Hornibrook (2012) and Barrett and Barrett (2010), the use of the more formal approaches to workload management improves the equity in workload allocation while the use of formulae and models enables the work to be distributed transparently and fairly. Similarly, findings of the study conducted by Wilborn et al. (2013), namely, that the use of workload measurement and workload allocation formulae appeared to improve workload satisfaction and perceptions of fairness. Participants of this study mentioned that procedures and processes of workload allocation are managed openly

and aligned with the study conducted by Pitt et al. (2012) which shed light on the difficult and important problem of resource allocation with its finding that workload allocation which is managed in an open system produces a better balance of utility and fairness.

5.4 TRANSPARENCY

Transparency is ensured by the consultations which are held with educators in the departmental meetings and at which their opinions, inputs and contributions are respected and implemented. The educators are given the opportunity to participate in the allocation meetings and are allowed to be part of the decisions which are taken. These findings differed from those of (Swanepoel 2009) who found that educators had expressed intense eagerness to be involved in decision making and to take responsibility, particularly in view of the increased workload of teachers and the school changes. However, these educators had indicated that they had been ignored during the pre-implementation phase of the changes but were, nevertheless, expected to be the implementers of the changes. In other words, educators who took part in the study acknowledge that are taken on board about issues around their workload allocation and led to believe that the workload in secondary schools is allocated in a transparent and flexible manner.

5.5 CONSULTATION, COMMUNICATION AND CONSENSUS

The degree of consultancy in the schools was also clearly acceptable with the majority of the participants agreeing that they were consulted and involved during workload allocation at their schools.

It emerged that allocators inform and negotiate with educators about workload allocation and there are acceptable discussions and agreements about the matter. This, in fact, is what educators expect from their managers. Teachers expect the following from their managers in schools, namely, a collegial atmosphere in which their goals and roles are clearly specified, the school management should be robust and meet the needs of the teachers, learners and parents, support from management and a workload that is manageable. This is in line with the findings of Malik et al. (2010) in their study in

which they explored teachers' expectations of the management of schools. However, the findings differ from the findings of the study conducted by Wadesango (2010) to investigate the extent of teacher participation in decision making in Zimbabwean schools. The study revealed that educators were not involved in decision making to a significant extent despite their eagerness to be involved.

5.6 CONSIDERATION OF NUMBER OF LEARNERS, EDUCATORS AND CLASSES

The heads of departments mentioned that they took into account the number of educators, classes, sections and learners when the work was distributed. The three concepts mentioned may be seen as an approach which includes every learner and educator in the school and using all the classes in the school. It emerged from the data collected that factors such as the number of subjects, amount of preparation and number of classes were taken into account during workload allocation but that the number of learners in the classes was ignored when the workload was allocated in the schools in the study. However, the heads of departments allocated work in such a way that the differences in the number of subjects and the number of grades taught were acceptable. The majority of the educators were teaching one or two subjects while a minority was teaching 3 subjects and more.

5.7 EQUITY

The data from the documents received revealed a different scenario to that reported by the allocators. The documents stated that the workload was not being distributed equally because there were discrepancies in the allocations to educators within the same departments and across departments. Equity is sometimes used as criterion in judging fairness and employees tend to use equity to determine whether or not they are being treated fairly. Educators often compare their workloads and, if their workloads are equal, they become dissatisfied. Educators expect that, if they have similar qualifications, experience and training and they work the same hours, they should be recognised equally and, in this case, be allocated the same workload. Educators become distressed if the workload is not equally distributed (Adam 1965).

The finding of this study agree with the findings of scholars such as (Romaine & Schmidt 2009) that revealed that, under all organisational conditions, the equity norm was favoured over other norms. Educators who participated in this study urged for equal distribution of workload.

5.8 EXPERIENCE, QUALIFICATIONS/SPECIALISATION

The participants reported that experience, qualifications and specialisation were taken into account in the allocation of workload to educators.

In the Mathematics and Science Department it was mentioned that specialisation, namely, the ability to conversant with a subject, confidence, experience and the ability to do the work, were extremely when the work was allocated to educators. In addition, the head of department had to have confidence in the educator before the educator was allocated a Grade 12 class. This may mean that educators have to prove themselves by producing good results. The principal from the other school C mentioned that educators are able to prove themselves while teaching the lower grades and that their ability and commitment would eventually result in their heads of departments gaining confidence in them. At this point the educator would be allocated a Grade 12 class because the principal believed that every educator should teach Grade 12 at some point. It emerged from the allocation at one of the schools that educators often shared a subject in cases in which, as in a subject such as Economics Management and Sciences, the subject was divided into two (Accounting and Business Economics). This, in turn, indicates that specialisation is considered when workload is allocated and, therefore, it may be concluded that experience and specialisation both inform the workload allocation in schools.

The literature revealed that the decisions of principals are often influenced by their personal beliefs, background and experiences and, in most cases; these factors also help shape to their conceptions of and preferences for teacher characteristics. Among other things, the principals also mentioned that, when making decisions about hiring teachers and the subjective evaluation of teacher performance, they took into account

factors such as subject matter knowledge, strong teaching skills, caring and job fit (Ingle et al.2011).

The above mentioned study by (Ingle et al.2011) may raise the question as to whether, if factors such as strong teaching skills and a sound knowledge of subject matter are considered when employing a teacher, then this implies that such factors would definitely be taken into account as criteria for the allocation of educators to specific grades.

It would appear that the preceding statement is in line with the view of Luhmann (2000) that issue of trust may reduce the complexity of choice. In the language department the expertise, experience and performance of the educator in terms of learner results informed the workload allocation. The participants indicated that knowledge of subject matter is vital in the allocation of educators to specific classes. A study, that linked teacher quality with factors or non-traditional predictors of effectiveness such as specific content knowledge, cognitive ability and personal traits, revealed that there was a statistically significant relationship between these variables and student and teacher outcomes (Rockoff, Jacob, Kane and Staiger 2011).

The participants also indicated that experience of educators is important when classes are allocated to them. However, this contradicts the findings of Klassen (2010) who conducted a study into the relationship between the years of experience of teachers, teacher characteristics(gender and teaching level) domains of self-efficacy(instructional strategies, classroom management and student engagement),two types of stress(workload and classroom stress) and job satisfaction. The study revealed a nonlinear relationship between years of experiences and the self-efficacy factors (instructional strategies, classroom management and student engagement), a relationship that increased in the early career to mid-career years and decreased from mid-career. Thus, the findings of this study imply that the longer they teach the less energetic educators become. There is, however, a need to investigate the factors that may affect the self-efficacy of an educator over a number of years in their teaching careers. An educator may be energetic and enthusiastic in the early years of their

working lives but they may become discouraged and experience burnout in the middle years of their working lives.

5.9 EDUCATOR REPUTATION AND COMMITMENT

Educator reputation and commitment also inform the workload allocation in schools. The workload allocators alluded to the fact that educators who achieve consistently good results and who are prepared to sacrifice their time are considered the senior classes are allocated. A study conducted by Chughati and Perveen (2013) recommended that educators who are successful and achieve good results in their subjects should be given incentives.

Section 3 under the workloads of school-based educators in South Africa states that workload should be distributed equally between the various post levels and also within a post level to ensure that neither the levels nor the educators are overburdened and also that duties must be allocated to staff members in an equitable manner by the principal. It would, however, appear that facts stipulated in the (PAM) Government Gazette No. 24948 dated 21 February 2003 is not being adhered to in the schools in which the allocators (heads of departments) are under-allocated. The heads of departments in school A had 32 and 36 teaching periods which meant that their scheduled teaching time would range between 58,18 and 65,45% whereas they are supposed to have a maximum of 85%. The heads of departments in school B had a teaching percentage of 33,33 to 50% as well as fewer learners in their classes. It may be that the heads of departments in school C were allocated a maximum of 60% because the allocation was done by the principal. Their teaching percentage ranged from 68 to 79%.

Educators may be either promoted and/or redeployed at any time during the year and this, in turn, means that workload allocations may also change during the year. Thus, the workload allocations do not happen only once during the year because of educators leaving and coming to schools during the year. As soon as educators arrive at a school they must be allocated work and accommodated in the workload allocation. This may be frustrating and upsetting to some educators but, at the same time, it may be exciting for other educators as they may be relieved of heavy workload burdens. In addition, the

stability of the school is affected as it may be difficult for the school to hold an educator accountable for his/her results depending on when he educator either arrives at or leaves the school. The redeployment process is reported to be haphazard and not properly coordinated because timetables and work allocation have never been stable and this confuses the educators as well as the learners. It was reported in a study conducted by Mafora and Phorabatho (2013) that the redeployment process may lead to teacher shortages and cause instability in schools.

5.10 RECOMMENDATIONS

The following recommendations are made based on the study findings:

Recommendations for schools:

Equity of workload allocation of educators: Overall the study reported that workload of educators from the three participating schools was not allocated in an equitable manner. There are cases where other educators are privileged and others appear to be having a heavier load. Schools need to pay attention to the instructional and schedule teaching time and to balance the workload of all educators and ensure that neither one nor two post levels are overburden.

Number of learners in classes: Educators from the participating schools are allocated different number of learners even though they are allocated same number of classes. People responsible for work distribution need to consider the number of learners in classes because they contribute to the amount of workload of an educator. Numbers of learners in classes affect factors such as the marking and control of books.

Recommendation to the department of education:

Workload of educators changes throughout the year in schools: The study revealed that allocation drafted at the beginning changes as soon as one educator leave or arrive at the school. The Department of Education should consider the timing of moving educators from their current schools to schools experiencing a shortage of educators. Promotions and redeployments should take effect at the end of the school year so that

educators are allocated work in their schools at the beginning of the school year as this will promote stability in schools.

5.11 AREAS FOR FURTHER RESEARCH

The study explored on the way in which workload is distributed in a certain school district only. There is, thus, a need for further research into the following topics, Firstly, the effect of overcrowded classes on the performance of both educators and learners in schools and, secondly, an analysis of the workload allocation of educators across the different provinces by comparing the policy and practice of schools.

5.12 CONCLUSIONS

The workload allocation of the educators in the schools in the study is managed in an open, flexible and acceptable manner because the majority of the educators indicated that they were satisfied with the manner in which workload allocation is conducted in their schools.

The transparency of the process is ensured despite the evident differences in the workload allocation of the three schools in the study. The harmonious working relationships which were mentioned by the participants may also have had an effect on and contributed to the smooth, balanced workload allocation process in the three schools. The educators themselves were able to communicate during the process and suggest changes for the benefit of the schools. However, a perfectly equitable distribution of workload is not possible because even a difference of one minute, an hour, a period, and a subject constitutes a difference.

Different departments use different criteria in order to allocate work to educators. Overall the participants indicated that factors such as the number of subjects, amount of preparation and number of classes were taken into account although the number of learners in classes was often ignored in allocating work in schools. Experience and specialisation/qualifications informed the workload allocation in schools. It was evident from the emerging themes, namely, educator reputation (competence), learner results and commitment also inform the workload allocation in schools.

Nevertheless, workload of educators is clearly unstable in schools and will continue to be so because of the movement of educators within the province. The redeployment of educators, merging of schools and promotion of educators all contribute to changes in the workload allocation.

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Appendix A: Constant comparative interview analysis of allocators

Table Constant Comparative Interview analysis: Responses of school (A, B, C)

Research Questions	Conceptual framework element	Interview Questions	Codes	Codes School B	Codes School C	Themes
			School A	School B	School C	
How is educator workload allocated in secondary schools?	Number of learners Number of classes Number of subjects	Describe the steps that you follow when allocating work to educators in your school?	Identification of subjects in the department Consider number of classes are available and number of educators available Use of software Hold a meeting Lists all subjects List all educators Indicate who is teaching which subject Allocate to grade 12 Balance to ensures equity Experienced educators allocated grade12	Streams within the school are looked at -Consider the number of educators against the number of learners in the school Skeleton timetable drafted Hold a meeting Allow educator contribution Queries attended to Look at overlapping educators	The principal hold the meetings with the Head of departments They discuss and advices the principals on how they like to see their departments. Number of educators worked out against number of learners Queries attended to Amendments implemented	Determining / Balancing teacher learner ratio Learner choice of subjects Meetings Consultation Software usage Transparency
	Transparency Consultation	What is the role of the educator in the allocation process?	First draft Allocation by HOD Allow educator contribution(input and dissatisfaction) when allocation is presented to them meetings Educator are involved to avoid passive resistance and conflicts Every member is involved	The head of the department make a skeleton allocation Print copies and issue to everyone Allow educator to raise concerns Everything is settled in a properly constituted meeting.	First draft done by principal HOD advices the principal Allocation is flexible educators raise dissatisfaction they are listen to amendments are made	Educator involvement Inclusivity Fairness

Research Questions	Conceptual framework element	Interview Questions	Codes	Codes School B	Codes School C	Themes
			School A	School B	School C	
		How do you ensure that workload is fairly distributed	<p>Look at the number of classes and number of learners in those classes</p> <p>Time table drafted</p> <p>Identify overloaded educators</p> <p>Software help to identify over / under loaded educators</p> <p>Post level 1 given equal periods</p> <p>democratic way</p> <p>Avoid passive resistance.</p>	<p>Number of periods are equalized</p> <p>GET educators get more classes as compared to FET educators</p> <p>comfortable with the method</p> <p>very transparent method</p> <p>Suitable for everyone</p> <p>No oppression</p> <p>No complaints from educators</p>	<p>Uses a grid</p> <p>Balance periods</p> <p>Ensure educator have more or same periods in a cycle</p> <p>At least two grade are allocated to an educator</p> <p>Democratic allocation process.</p> <p>Challenges identified are attended to</p> <p>Allocation not done once</p>	<p>Weighting of subjects</p> <p>Number of periods consideration</p> <p>Fairness</p> <p>Soft ware usage</p> <p>Equity</p>
	Qualifications Experience Expertise Trust Need	<p>What are your thoughts of the allocation process in your school?</p> <p>What do you consider when you distribute work to educators in your school?</p> <p>(Follow up questions)</p> <p>Allocation is</p>	<p>Specialization and experience is considered</p> <p>Encourage co-teaching especially in grade twelve.</p> <p>Qualification, experience and the stream of subjects.</p> <p>Educators are not given two content subjects eg Life Sciences and Physical Sciences.</p> <p>Specialization and experience of</p>	<p>Number of periods and number of preparations</p> <p>Educator should be conversant and confident with the subject.</p> <p>Performance of a teacher in terms of the results</p>	<p>If person can do the work,</p> <p>Taking note qualifications if they have degrees or diplomas</p> <p>If they have taught the subject before</p> <p>Trust every educator in the school</p> <p>Both the need and the trust are</p>	<p>Democracy</p> <p>Transparency</p> <p>Flexibility</p> <p>Fairness</p> <p>Consultation</p> <p>Communication</p> <p>Specialization, Experience and Qualification/ Credentials</p> <p>Teacher reputation</p> <p>Co teaching</p>

Research Questions	Conceptual framework element	Interview Questions	Codes	Codes School B	Codes School C	Themes
			School A	School B	School C	
What informs educator workload allocation in South African Secondary schools?		<p>done based on experience or qualifications?</p> <p>Which one is used over the other? Educators are given specific classes to teach because they are trusted or there is a need?</p> <p>Between trust and need which one is used most in your school?</p> <p>What do you consider when allocating non teaching load?</p>	the teachers	<p>Results produced</p> <p>Consistency with the results</p> <p>Both the need and trust is considered when educators are allocated work</p>	<p>considered</p> <p>Grade 12 classes are given to the most experienced educators.</p> <p>Allocation of non teaching loads differs</p> <p>Allocation according to the age of educators</p> <p>Consider if educators are interested</p>	

Appendix B: Constant comparative interview analysis of educators

Research question	Interview question	Codes	Codes	Codes	Theme
		A	B	C	
How is workload allocated in Secondary school	<i>Are you involved or consulted with the allocation, how would you like to be involved?</i>	Educators are involved	Educators are involved	Educators are involved	Consultation
	<i>What are your thoughts of the allocation process in your school?</i>	Fair process Educators are satisfied	Fair process school is doing its best process is suitable for everyone	Allocation is fair and just Senior educator allocated grade 11 and 12 open and fair procedure and protocol	Fairness
	<i>What are your views on the fairness of the allocation:</i>	Fair allocation _ensure that equity is maintained post level one educators are given equal amount of periods	Fair allocation Not satisfied when they have different preparation Not fair	Fair Principal decision is final ensure satisfaction complains are lodged in a subject meeting Necessary compromises are be made.	Equity
	<i>What do you think is considered when work is distributed to</i>	Qualification and experience, interest and commitment of an educator think specialization Qualification of the	At least have two preparations and that all learners are attended to. Subject that you are teaching, your	Qualifications, teaching experience and the matric result are considered Experience on the	Commitment

Research question	Interview question	Codes	Codes	Codes	Theme
		A	B	C	
	<i>educators in your school?</i>	educator, experience and expertise for a particular subject	experience and expertise. Continue with learners to the next grade	educator side Ability to discipline learners Creation of effective learning space Commitment other extra school activities	

Appendix C: Extract from the Department of education Personnel Administration Measures. Government Gazette Government Gazette No. 24948 dated 21 February 2003 February Pretoria

Duties and responsibilities

Head of departments

<p>TEACHING</p> <ul style="list-style-type: none"> • To engage in class teaching as per workload of the relevant post level and the needs of the school. • To be a class teacher if required. • To assess and to record the attainment of learners taught. <p>(ii) EXTRA- & CO-CURRICULAR</p> <ul style="list-style-type: none"> • To be in charge of a subject, learning area or phase. • To jointly develop the policy for that department. • To co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department. • To provide and co-ordinate guidance: <ul style="list-style-type: none"> – on the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned. – on syllabuses, schemes of work, homework, practical work, remedial work, etc. – to inexperienced staff members – on the educational welfare of learners in the department. • To control: <ul style="list-style-type: none"> – the work of educators and learners in the department – reports submitted to the Principal as required – mark sheets – test and examination papers as well as memoranda – the administrative responsibilities of staff members • To share in the responsibilities of organising and conducting of extra and co-curricular activities. <p>(iii) PERSONNEL</p> <ul style="list-style-type: none"> • To advise the Principal regarding the division of work among the staff in that department. • To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management. <p>(iv) GENERAL/ADMINISTRATIVE</p> <ul style="list-style-type: none"> • To assist with the planning and management of: <ul style="list-style-type: none"> – school stock, text books and equipment for the department – the budget for the department and – subject work schemes • To perform or assist with one or more non-teaching administrative duties, such as: <ul style="list-style-type: none"> – secretary to general staff meeting and/or others – fire drill and first aid 	

<ul style="list-style-type: none"> – timetabling – collection of fees and other monies – staff welfare – accidents <ul style="list-style-type: none"> • To act on behalf of the Principal during her/his absence from school if the school does not qualify for a Deputy Principal or in the event both of them are absent. <p>(v) COMMUNICATION:</p> <ul style="list-style-type: none"> • To co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school. • To collaborate with educators of other schools in developing the department and conducting extra-curricular activities. • To meet parents and discuss with them the progress and conduct of their children. • To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards. • To co-operate with Further and Higher Education institutions in relation to learners' records and performance and career opportunities. • To maintain contact with sporting, social, cultural and community organizations. • To have contacts with the public on behalf of the Principal. 	
<p>GENERAL/ADMINISTRATIVE</p> <ul style="list-style-type: none"> • To assist the Principal in his/her duties and to deputise for the Principal during his/her absence from school. • To assist the Principal, or, if instructed to be responsible for: <ul style="list-style-type: none"> – school administration, eg. duty roster, arrangements to cover absent staff, internal and external evaluation and assessment, school calendar, admission of new learners, class streaming, school functions; and/or – school finance and maintenance of services and buildings, eg. planning and control of expenditure, allocation of funds/resources, the general cleanliness and state of repairs of the school and its furniture and equipment, supervising annual stock-taking exercises. <p>(ii) TEACHING</p> <ul style="list-style-type: none"> • To engage in class teaching as per workload of the relevant post level and needs of the school. • To assess and to record the attainment of learners taught. <p>(iii) EXTRA- & CO-CURRICULAR</p> <ul style="list-style-type: none"> • To be responsible for school curriculum and pedagogy, eg choice of textbooks, co-ordinating the work of subject committees and groups, timetabling, "INSET" and developmental programmes, and arranging teaching practice. • To assist the Principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners. • To assist the Principal to play an active role in promoting extra and co-curricular activities in school and in its participation in sports and cultural activities organised by community bodies. • To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards. <p>(iv) PERSONNEL</p> <ul style="list-style-type: none"> • To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports. • To participate in agreed school/educator appraisal processes in order to regularly 	

<p>review their professional practice with the aim of improving teaching, learning and management.</p> <p>(v) INTERACTION WITH STAKE-HOLDERS</p> <ul style="list-style-type: none"> • To supervise/advise the Representative Council of Learners. <p>(vi) COMMUNICATION</p> <ul style="list-style-type: none"> • To meet with parents concerning learners' progress and conduct. • To liaise on behalf of the Principal with relevant government departments. • To maintain contact with sporting, social, cultural and community organisations. • To assist the Principal in liaison work with all organisations, structures, committees, groups, etc. crucial to the school. 	
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Post level one educators

Duties and Responsibility of educators	
<p>TEACHING</p> <ul style="list-style-type: none"> • To engage in class teaching which will foster a purposeful progression in learning and which is consistent with learning areas and programmes of subjects and grades as determined • To be a class teacher. • To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field. • To take on a leadership role in respect of the subject, learning area or phase, if required. • To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress. • To recognise that learning is an active process and be prepared to use a variety of strategies to meet outcomes of the curriculum. • To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process • To consider and utilise the learners' own experiences as a fundamental and valuable resource. <p>EXTRA- & CO-CURRICULAR</p> <ul style="list-style-type: none"> • To assist the HOD to identify aspects which require special attention and to assist in addressing them. • To cater for the educational and general welfare of all learners in his/her care. • To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners. • To share in the responsibilities of organising and conducting extra and co-curricular activities. <p>ADMINISTRATIVE</p> <ul style="list-style-type: none"> • To co-ordinate and control all the academic activities of each subject taught. • To control and co-ordinate stock and equipment which is used and required. • To perform or assist with one or more of other non-teaching administrative duties such as: <ul style="list-style-type: none"> – secretary to general staff meeting and/or others – fire drill and first aid – timetabling – collection of fees and other monies – staff welfare – accidents 	

<p>INTERACTION WITH STAKE-HOLDERS</p> <ul style="list-style-type: none"> • To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management. • To contribute to the professional development of colleagues by sharing knowledge, ideas and resources. • To remain informed of current developments in educational thinking and curriculum development. • To participate in the school's governing body if elected to do so. <p>(v) COMMUNICATION:</p> <ul style="list-style-type: none"> • To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school. • To collaborate with educators of other schools in organising and conducting extra and co-curricular activities. • To meet parents and discuss with them the conduct and progress of their children. • To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards. • To maintain contact with sporting, social, cultural and community organisations. • To have contacts with the public on behalf of the principal. 	
<p>GENERAL/ADMINISTRATIVE</p> <ul style="list-style-type: none"> • To assist the Principal in his/her duties and to deputise for the Principal during his/her absence from school. • To assist the Principal, or, if instructed to be responsible for: <ul style="list-style-type: none"> – school administration, eg. duty roster, arrangements to cover absent staff, internal and external evaluation and assessment, school calendar, admission of new learners, class streaming, school functions; and/or – school finance and maintenance of services and buildings, eg. planning and control of expenditure, allocation of funds/resources, the general cleanliness and state of repairs of the school and its furniture and equipment, supervising annual stock-taking exercises. <p>(ii) TEACHING</p> <ul style="list-style-type: none"> • To engage in class teaching as per workload of the relevant post level and needs of the school. • To assess and to record the attainment of learners taught. <p>(iii) EXTRA- & CO-CURRICULAR</p> <ul style="list-style-type: none"> • To be responsible for school curriculum and pedagogy, eg choice of textbooks, co-ordinating the work of subject committees and groups, timetabling, "INSET" and developmental programmes, and arranging teaching practice. • To assist the Principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners. • To assist the Principal to play an active role in promoting extra and co-curricular activities in school and in its participation in sports and cultural activities organised by community bodies. • To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards. <p>(iv) PERSONNEL</p> <ul style="list-style-type: none"> • To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports. • To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and 	

<p>management.</p> <p>(v) INTERACTION WITH STAKE-HOLDERS</p> <ul style="list-style-type: none">• To supervise/advise the Representative Council of Learners. <p>(vi) COMMUNICATION</p> <ul style="list-style-type: none">• To meet with parents concerning learners' progress and conduct.• To liaise on behalf of the Principal with relevant government departments.• To maintain contact with sporting, social, cultural and community organisations.• To assist the Principal in liaison work with all organisations, structures, committees, groups, etc. crucial to the school.	
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Appendix D: Allocation 2014 for School A (Total number of periods is 55)

Educator	Total number of periods	Subject	Class
TT1	45	SET	11A, 11B, 10G, 10C, 10A
TT2	40	PHYS	12A, 11A, 11B, 10 A, 10B
TT3	36	MLIT	12A, 12C, 12D, 10 G
TT4	40	BUS	10E, 10 J
		TOUR	11E, 10G, 12B
TT5	9	ENGHL	12D
TT6	36	ENG	12A, 12B, 12C, 12D, 10C, 10F
TT7	8	LFSC	12A
TT8	45	ENGFAL	12A, 12C, 11A, 11C, 11E
TT9	40	LFSC	11A, 11B, 10B, 10C, 10A
TT10	40	GEO	12A, 11B, 10J, 10G, 10I
TT11	45	SET	12B, 12C, 10B, 10F, 10I
TT12	32	CONS	10G, 12D, 11D, 10F
TT13	45	ENGFAL	11B, 11D, 10A, 10E, 10J
TT14	32	TOUR	11D, 10F, 12C, 12D
TT15	40	GEO	11E, 12D, 10B, 11C, 12C
TT16	27	AFRI	11B
		SET	10D
		AFR	10E
TT17	45	MAT	10B, 10C, 10D, 11B, 11C
TT18	32	ACC	12B, 10E, 10D, 11C

TT19	32	AGRIC	12A
		PHYS	10C
		AGRIC	11A
TT20	53	ENGFAL	10B,10D,10G,10H,10I
		LO	10A,10C
TT21	45	SET	12D,12A,11B,11E,11C
TT22	45	MLIT	11E,10H,11C,11D,10F
TT23	40	ECO	11C, 10D,10E,12B
		CAT	10J
TT24	36	LO	12A,12B,12C, 12D, 11C,11D,11E,10E,10G
TT25	44	SET	10D,10E,10J,10H
		LO	10D, 10H
TT26	27	MAT	12A,10A,10E
TT27	41	BUS	10H,11D,10I,10D
		MLIT	10J
TT28	40	HIST	10I,11E,12C,10H
		LO	11A, 11B,
TT29	8	AGRIC	10A
TT30	40	GEO	10F,10C,10H
		LO	10I,10J,10B,10F

Appendix E: Allocation 2014 of School B

Educator	FET/GET	Subjects and classes	Number of periods per cycle
RT1 (HOD)	BOTH	ECO C7; EMS F2;F3;F4,F5	18
RT2	FET	BS C17;C7;F12;C13	24
RT3(Principal)	FET	ECO C17	24
RT4	FET	ACCC17;C7;C13;C14	6
RT5	BOTH	ECO C13,C14,EMS F6;F7;C8	24
RT6(Peter)HOD	FET	SET C17;C13;C14	21
RT7	FET	SET C16;F13;F14CAT C14	21
RT8	BOTH	SET C15;F15;F16;A&C F2;F3, F4	21
RT9	FET	SET F11;F12;C7HIS C2	27
RT10	BOTH	SET C2;C3;F4LO F2;F3;F4	27
RT11	BOTH	SET F7;C8HIS C16 LO C2;C13;C14;F15	30
RT12	GET	SET F2;F3 TECH F7,C8,F3A&C F7; C8	30
RT13(Deputy P)	FET	ENG C17;C16	32
RT14	FET	ENG C15;C14;F15,F16 HIS F11	29
RT15	FET	ENG F11;F14;C3;C13;F2	14
RT16	GET	ENG F12;F13;C7;C2;F4	34
RT17	FET	ENG F7;C8,F6;F3;F4	34
RT18	FET	LOC17;C16; C15;F11;F12;F13;C7 CAT C3	34
RT19	FET	TRSMC16GEO C16;F14;	34
RT 20	FET	GEO C15;F11;C2;F15 LO C2; F16	34
RT 21	GET	SSCF7;C8;F6;F2;F3;F4	30
RT 22	FET	CS C17;F12;C3 TRSM F11;C2	30
RT 23	FET	TRSM C3;C17;F12	30
RT 24 (DP)	FET	MATHS C15;	30
RT 25(HOD)	FET	MATHS F13,F14	30
RT 26	FET	MLIT C17;F11 MATHS F15;F16	18
RT 27	FET	MLIT C2,C3MATHS C13 PHYS F15;F16	30
RT28	BOTH	PHYS E15;F13;F14 NS F6;F3;C8	30
RT 29	GET	MATHS F2;F3;F4;F7	30

Educator		FET/GET	Subjects and classes	Number of periods per cycle
RT 30		BOTH	MLIT C16,F12,C7 MATHS C14	30
RT 31		GET	NS F2;F3;F4;F5 TECH F2;F4;F5;F6;	18 7
RT 32		FET	LFSCC15;F13;F14;F15;F16	14
RT 33		FET	CAT C17;C15;C7;F12;F13;F16	28
RT34		GET	SET F5; F6; A&C F6; LO F6; F7;C8,A+C F5	
RT35		BOTH	C7MLIT,F5MATHS,F6,C8 MATH	33
				33
				28
				28
				28
				31
				30
				30
				19
				28

Appendix F: Allocation 2014 OF SCHOOL C

Educators	Grade 8	Grade 9	Grade10	Grade 11	Grade12
Teacher A=15		5*3 Natural Sciences			
Teacher B=31		5*3 KK Mus	1*7Music	1*7Music	1*7Music
Teacher C=35			2*7Life sciences		3*7 Life sciences
Teacher D=31	1*7Maths		3*8Maths		
Teacher E=40			2*8 English 2 nd Lang	3*8English 2 nd Lang	
Teacher F=35			3*7 P/Sciences		2*7 Consumer studies
Teacher G=39		1*7 Maths		4*8Maths	
Teacher H=39	1*7Maths				4*8 Maths lit
Teacher I=41	6*2 art and Culture 1*5 HSS	5*2 Art and Culture			2*7 Geography
Teacher J=5	1*5 HSS				
Teacher K=34		5*2 Economics 5*2 Accounting	2*7 Business studies		
Teacher L=6	3*2KK Mus				
Teacher M=42			2*7 Engineering and Graphic design	2*7 Engineering and Graphic design	2*7 Engineering and Graphic design
Teacher N=33				1*8 Afrikaans 1st	3*8 Afrikaans 1 st
Teacher O=42			2*7Tourism	2*7Tourism	2*7Tourism
Teacher P=38	2*8English 2nd				3*8 English 2 nd
Teacher Q=21			1*7History		2*7 History

Educators	Grade 8	Grade 9	Grade10	Grade 11	Grade12
Teacher R=6	3*2 KKMus				
Teacher S=35	2*7 English2nd	3*7 English 2nd			
Teacher T=34	2*7 English2nd	2*7 English 2nd			
Teacher U=35		2*3 Life Orientation	2*7Hospitality studies	1*7Hospitality studies	2*7Hospitality studies
Teacher V=39		1*7 Maths	4*8Maths		
Teacher W=34	4*5 HSS		2*7Geography		
Teacher X=14					2*7Physical Sciences
Teacher Y=40			2*8 Afrikaans1st		3*8 Afrikaans 1 st
Teacher Z=40	5*8 Afrikaans 1st				
Teacher AA=40				3*8 English 2nd	2*8 English 2 nd
Teacher BB=42			2*7	2*7	2*7
Teacher CC=32	6*1 Maths	1*7 Maths		1*7 Information Tech	1*7 Information Tech
Teacher DD=35			1*7 Accounting	2*7 Business Studies	2*7 Business Studies
Teacher EE=39	6*3 Technology			3*7 Life Sciences	
Teacher FF=39				5*8 Afrikaans 1st	
Teacher GG=35			2*7 Consumer Studies	1*7 Hospitality studies 2*7 Consumer studies	
Teacher HH=40			4*8 English 2nd		1*8 English 2 nd
Teacher II=39			4*8 Afrikaans	1*7 History	
Teacher JJ=33	6*3 Biology	5*3 Biology			
Teacher KK=42			2*7 Civil Technology	2*7 Civil Technology	2*7 Civil Technology

Educators	Grade 8	Grade 9	Grade10	Grade 11	Grade12
Teacher LL=36	5*3 Technology	6*1 Lo Sport	6*1 Lo Sport	6*1 Lo Sport	6*1 Lo Sport
Teacher MM=33		5*3 Technology	6*1 Lo Sport	6*1 Lo Sport	6*1 Lo Sport
Teacher NN=40		5*8 Afrikaans 1st			
Teacher OO=39		1*7 Maths		4*8 Maths Lit	
Teacher PP=40	6*2 Accounting		1*7 Accounting	1*7 Accounting	1*7 Accounting
Teacher QQ=38		1*7 Maths	1*7 Information technology		3*8 Maths
Teacher RR=39	6*3			3*7 Physics	
Teacher SS=40	6*2 Economics 4*7 Maths				
Teacher T=35	1*5 Afrikaans 1st	3*3 LO	3*1Loa 3*1Lob	3*1Loa 3*1Lob	3*1Loa 3*1Lob
Teacher UU=39		5*5 HSS		2*7 Geography	

Appendix G: Interviews

Participants' responses: Allocation Team of School A

Interview questions and responses of participants are presented and the information is presented exactly as it was received.

Researcher: What do you consider when you distribute work to educators in your school?

Edith: Specialization and experience is considered when workload is distributed if having two strong teachers in one subject they are made to share especially in grade twelve. We don't want to find ourselves stranded in case one educator get promoted or leave the school for any other reason. We are running short of classes I think that it contributed to the teacher learner ratio. Four classes that have been destroyed by a storm aggravated the problem. We were promised four mobile classes but only one was provided.

Mercy: Qualifications, experience and the stream of subjects is considered when workload is allocated. Teachers are not given two content subjects eg Life Sciences and Physical Sciences. It is going to be difficult for an educator in a grade or subject if she or he is teaching the subject alone and there is no experienced person who can help or advice her or him. They always say experience is the better teacher. Subject specialist always encourages us to allocate people who are experienced in grade 12 so that they continue to build up on the knowledge and correct mistake done in the previous year. They say that we must be stable especially in grade 12 and they don't have a problem with new determined educators but if the educator is doing well should be allocated the class.

Martha: Work schedule, submission, deadlines, learner pace and load of work to mention a few.

(Researcher rephrasing the question).The things that you consider or look at when you allocate work to the educators in your department

Martha: Specialization and experience of the teachers

Researcher: *How do you ensure that work is fairly distributed?*

Edith: After allocation of subjects I check the number of classes and number of learners in classes. The time table will also indicate that other teachers are overloaded and SAMS will also indicate if educators are under loaded or overloaded

Mercy: After allocation we check the number of classes the teacher is going to teach and the number of learners in those classes

Martha: We do not encounter problems in the language department because post level one educators are given equal amount of periods for example if they get five periods they all get five periods. Allocation for language educators is not a problem at all.

Researcher: *What is the role of the educator in the allocation process?*

Edith: I do it alone but the teachers are also involved as the allocation is presented to them in the staff meeting and they are allowed to show dissatisfaction and inputs

Mercy: Teachers are involved and it really tells that it is fair and we are doing that to avoid passive resistant and conflicts

Martha: We meet with all the teachers to discuss allocation. Language teachers are always overloaded they are not supposed to have the same load as teachers who are teaching content subjects because there is a lot to do with languages.

Researcher: *What are your thoughts of the allocation process in your school?*

Edith: I think it is fair because we agree as a staff.

Researcher: *Can you briefly describe the steps that you follow to allocate work to educators in your school?*

Edith: The first step is by identifying the subject in the department and how many classes are available then educators are allocated equally to those classes. SAMS will also balance the workload because it can check if the teacher is overloaded or not.

Mercy: We hold a meeting as a staff and lists all the subjects in the department and lists all the teachers and indicate who is teaching which subjects. Allocation is done per grade starting with grade 12, check if they are balanced and if not they are balanced. Educators with fewer periods are given more to ensure equity

Martha: We look at the number of learners in the school against the number of educators. By so doing you can easily try to estimate the number of educator needed for the subject and for the grade. We look at the experience of a teacher in teaching the subject. Experienced educators are given grade 12. Educators are given the opportunity to teach grade 12 that is why sometimes we allow a teacher to start with learners from grade 10 and teach them until grade 12

Researcher: *Are there any comments on workload allocation that you will like to raise.*

Edith: Some teachers feel comfortable to teach one subject even though they have more than two major subjects. Other teachers want to continue to the other grade with their learners. The most disturbing issue is the allocation that changes, every time educators leaves or are deployed to the school we have to change our allocation to accommodate them.

Mercy: I don't have much to say except for, we are working hard to meet the expectation of the employer. It is not easy but we are striving towards achieving our goals. Educators do sometimes compare their workloads. They think that other educators are favored. You find that in a meeting they will be trying to change other educator's allocation. As allocators we realize that it may an educator who experienced challenges with particular learners in the previous year and maybe he or she is not prepared to go through that again, sometimes educators enjoyed and is attached to the learners because they are intelligent

so she or does not want to lose touch with them. In most cases they don't give honest reasons why they want to implement those changes.

Martha: Educators always complain of the number of learners in classes, I am faced with a challenge of a home language that has been introduced and we don't have a teacher to teach a home language. Learners who are registering for home language are those who have been doing Afrikaans in the neighboring middle school and those learners could hardly express themselves in English so it is a drawback learners registering for home language and not taught home language.

Educator responses of school A

Researcher: *What do you think is considered when work is distributed to educators in your school?*

Mmapula (Life Science Educator): Qualification and experience and the interest of an educator is also considered but mostly qualifications.

Vanessa: (Consumer studies): I think specialization is the first thing that is supposed to be looked at by the allocators.

Jacobeth (English educator): They look at the qualification of the educator, experience and expertise for a particular subject.

Researcher: *Are you involved or consulted with the allocation, how would you like to be involved?*

Martha: Yes educators are consulted they do have a say in the allocation process

Vanessa: Educators are involved, my scenario is a different one I am the only teacher who is teaching consumer studies in the school so there is no competition for me and I should also acknowledge that the educator performance is considered.

Jacobeth: Yes educators are involved, we sit as the department and language educators we adopted the style or should I say the culture of continuing with the learner to the next grade

Participants mentioned that are involved in the process of allocation.

Researcher: *What are your thoughts of the allocation process in your school?*

Mmapula: Educators are satisfied because they are given the opportunity to raise dissatisfaction, the is an explanation on why they are given particular classes and the need of the school is considered

Vanessa: I think that when teachers are given the opportunity to continue with learners to the next grade like until grade 12 that is where your capability as a teacher is visible then teachers will do their best.

Jacobeth: There is nothing wrong with the allocation process my problem is when the management makes decision without proper consultation. They will decides that you teach lower grades without talking to you first and as a teacher who have been teaching in the FET phase it is not easy to adjust to lower classes

Researcher: *What are your views on the fairness of the allocation process?*

Mmapula: We look at our workload if it is balanced or not and if it is balanced it become fair for everyone.

Vanessa: To me is fair because I can even allocate myself

Jacobeth: The process is fair because we all sit and agree but the part that is not fair is when educators are having more than five classes. I think maybe if educators who are teaching content subject can also be given a language subject.

Researcher: *Comments that you will like to add*

Mmapula: We have a serious challenge of resources like buildings or accommodation.

Vanessa: We end up having more learners in classes. Teacher learner ratio of consumer studies is 1: 25 and in this case I think that the policy is overlooked in terms of admission of learners.

Jacobeth: The challenges that we are facing in my school is overcrowding of learner in classes which result in educators given many classes to teach maybe it is because we are the only Secondary school in the community. The former principal introduced English home language in our school. Our neighboring school is an Afrikaans school and there are learners who will be coming from the school and admitted in our school and we don't have resources for them. "I am an English teacher and excel in first additional language not in a home language which is Britain to me, does it mean I have to go back to school, these learners are in one class and even a timetable is a problem".

School B

Interview questions to members of the allocation teams

Researcher: *What do you consider when you distribute work to educators in your school?*

Jack (HOD) Mathematics and Science: Two basic things are considered that is the number of periods and number of preparations. Teachers should be conversant with the subject. We always try not to give a teacher more than five classes and not more than three preparations.

Peter (HOD) Languages: Time allocation is considered three periods in the GET phase and seven in FET phase, more work in the FET and less in GET. Performance of a teacher in terms of the results she or he produces is considered when workload is allocated. We look if the educator is constant with the results or not.

Betty (HOD) Humanities: We have an internal departmental policy that a teacher continues with learners from grade 10 to grade 12. We also look at the number of classes as well as the numbers of educators for the subject. The reason why we implemented the policy it is because we want educators to be able to

account for the results but as the Head of the department it is possible for me to have a grade 12 class even though I did not have a grade 11 class.

Researcher: How do you ensure that work is fairly distributed?

Jack (Appearing not to understand)

Number of periods should at least be equal, it is not easy but we always try to make them equal. We avoid a situation where teacher x is having 20 periods while teacher y having 36.

Peter: GET educators will always get more classes as compared to the FET educators.

Betty: Number of periods is considered and we rely on the policy that the post level one educators should at least get 35 plus periods. We check if there are overloaded educators then some periods are removed.

Researcher: What is the role of the educator in the allocation process?

Jack: As the head of the department I make a skeleton allocation based on what transpired the previous year allocation, print copies, in a meeting educators are given the opportunity to raise queries and dissatisfaction and everything is settled in a properly constituted meeting.

Peter: We come together as the department and we consider the inputs of educators especially if they come with solutions to the challenges.

Betty: We do it together but because of the policy of continuing with learners to the next grade it does not give us a problem an educator already knows which classes he or she is going to teach. It becomes so easy because every teacher is involved and they always guide or able to provide solution to challenges.

Researcher: What are your thoughts of the allocation process in your school?

Jack: I am very comfortable with the way we are doing it. It does not give as problems.

Peter: I think it is a very transparent method teachers are not forced to teach specific subjects or classes they understand that the main objective is to come and teach the learners.

Betty: The allocation process is suitable for everyone, teachers do not complain, you already know the learners since you taught them the previous year, you know how to deal with them

Researcher: *Can you briefly describe the steps that you follow to allocate work to educators in your school?*

Jack: We look at the number of educators against the number of learners, streams within the department, skeleton timetable is drafted, we hold a meeting, allow teachers to contribute and the final workload allocation is issued after everyone is satisfied

Peter: We come together as the department, everyone look at the proposed allocation and queries are attended to. In a staff meeting we also look at the allocation of teachers who belong to different department to check if they are not over loaded.

Betty: After the learners has been admitted the committee come with the lists of learners and that is where we know how many learners will be in classes and the subject that they have chosen especially in the FET phase. It becomes easy for us to plan on who have to get what.

Researcher: *Between need and trust which one is used over the other*

Jack: The need of the school should be considered and also we trust educators. They have proved themselves over the years that they are capable and excel in certain areas. I know as an HOD that educator x is good with grade x so I give the educator that grade, some teachers feel too comfortable in a grade while others are prepared to teach any grade without fusses and complains.

Peter: I thinks that “trust’ is more important than the “need” when allocating work to educators for example if I have to place a teacher to teach Mathematics in

grade 12 because there is a need for an educator in a class without having a track records of result of the educator then that means I will be risking the future of the learners and the reputation of the school. Educators should not be allocated duties to perform because there is a need for the duty to be performed but if they are allocated because the person assigning them with the task trust them and have evidence that justice will be done to the subject and to the learners.

Betty: It may depend on the subject that an educator is suppose or expected to teach. I think with subjects like Mathematics , Physical Sciences, Accounting and any other content subjects educators are allocated because they are trusted that they will do a good job. In grade twelve the future of the learners depends on the capabilities of the teachers assigned with the duty of teaching, mentoring and guiding and not only in grade twelve but also in other grades. If the school can use the need as a way of allocating or assigning duties then it should be held responsible or accountable if something is goes wrong or if the results are poor. (*Betty smiling*) It is necessary to observe what is happening in schools educators who are teaching grade twelve they are always teaching the grade because they are trusted and appreciated by the principal and the community at large if they are producing good results.

Both the need and trust is considered when educators are allocated work that is according to participants

Are there any comments on workload allocation that you will like to raise?

Jack: It is not an easy task because of the larger intake of learners we lack resources, budget does not allow us and learners in most of the time they are sharing books

Peter: Educators need extra time they always complain about time they say there is limited time but they have a lot to do. They wish that time allocated should be increased.

Betty: The challenge that we sometimes face is when an educator is not prepared to continue with the learners the next grade. Educators who have a tendency of choosing the subject they want to teach like they are not prepared to teach Life Orientation. Educators having more than 4 preparations they also complain because they feel that they cannot cope.

Educator responses School B

Researcher: *What do you think is considered when work is distributed to educators in your school?*

John: Educators should at least have two preparations and that all learners are attended to.

Juel: I think they look at the subject that you are teaching, your experience and expertise.

Jane: The classes that you were teaching you continue with the learners to the next grade.

Researcher: *Are you involved or consulted with the allocation, how would you like to be involved?*

John: Normally we hold meeting with members of the department with an HOD having drafted an allocation

Juel: Yes we are consulted and they even check if teachers are overloaded or not.

Jane: We are involved in the departmental meetings.

What are your thoughts of the allocation process in your school?

John: The process is fair in a way that people are consulted but what is happening in the meeting is not always the final allocation, changes that are made will eventually affect some not everyone. People who are allocating are not considerate of individual health and the age of the person. They do not even consider if you have other duties such as extracurricular activities. I am a life Science educator teaching all the grades 10, 11, 12. I am a teacher liason

officer, athletic coach and a chairperson of IQMS. Sometimes you find that you work for the whole day but “I am not complaining”

Juel: I am a new educator in the school but I am satisfied with the way it has been done, teachers are consulted and not forced on anything. If there is a shortage of an educator to teach a subject they can even volunteer to teach while waiting for the temporary educator or waiting for the teacher to be hired for the subject.

Jane: I think that it is fair even though other educators are complaining or are not satisfied when they have different preparation.” I am having five preparation but I am not complaining I take it as way of gaining experience and learning or as an exposure maybe I am used to it but it is hectic because sometimes you only have one free period.

Researcher: *What are your views on the fairness of the allocation?*

Jack: Allocation is not fair at all. There are educators with lower workload having two periods and remain seated for the whole day

Juel: The school is doing its best because periods are balanced

Jane: The process is suitable for everyone if you have to teach learners that you taught the previous year it becomes easy. Educators with few periods who literally refuse to be added periods the post provisioning model will catch them

Researcher: *what are challenges that you like to raise*

Jack: Department should open up the doors and hire more people we need new blood. It will reduce workload of educators and the new blood will be mentored by the old generation.

Jane: Number of learners in classes contributes to marking of scripts, assessment and feedback is not given properly to learners.

Annexure H: Responses from former model C school

Workload allocator: Principal

Researcher: What are you considering when allocating work to educators?

It is very important to consider if the person can do the work, I trust every educator in the school but am taking note of their qualifications if they have degrees or diplomas, if they have taught the subject before and if educators who are in the GET phase are doing well they are allowed to proceed to the FET phase. I believe that every educator should teach Grade 12 at some other time; the grade 8 teachers should know what is happening in grade 12.

Researcher: How do you ensure that workload is fairly distributed?

We use a grid and from grid we are able see how many classes and how many periods are there and able to balance the periods and subject allocated to educators. We ensure that all educators have more or same periods in a cycle. Educators are given at least two different

Researcher: Can you briefly describe the steps that you follow to allocate work to educators in your school?

In a meeting with the HODs we discuss and they advice me on how they want to see their departments in the following year based on challenges experienced during the year it helps to plan for the following year. Numbers of learners in the schools are worked out against numbers of educators. Allocation becomes flexible because when educators raise dissatisfaction they are listen to and amendments are made.

Researcher: What are your thoughts of the allocation process in your school?

The process is a democratic one if there is a problem and we see that it cannot work we change. Allocation is not done once.

Researcher: Between need and trust which one is used over the other

Both of them are considered and grade 12 classes are given to the most experienced educators. I cannot give a grade 12 class to an educator who has just started teaching.

Researcher: What do you consider when allocating no-teaching load

Allocation of non teaching loads differs and they are allocated according to the ages. “You cannot expect a 60 year old man to coach hockey while there are young, energetic educators in the school”. They will rather be given work like playground duties etc. Parents of these learners want their children to win so educators responsible for any sport activity should be trained as coaches. One of the important factors to be considered is if the educators are interested because if they are not interested they will not be successful. It is not easy to balance non teaching workload and there is no equality when coming to extracurricular in most cases young educators has more workload than older teachers but curricular wise it can be balanced. From a 6 day cycle out of 48 periods (post level 1) educators are expected to teach at least 43 periods.

Educators responses from school C

Mr Priem an HOD of Economic Management and Sciences said that qualifications, teaching experience and the matric result are considered when workload is allocated to educators and Sophy thinks that experience on the educator side and the ability to discipline learners and creation of effective learning space is considered while Queen think that commitment is the most important factor that is considered when workload is distributed and to ensure that workload is fairly distributed other extra school activities should be taken into consideration where possible.

Sophy: Educators are involved but the Principal decision is final and Queen said that the Principal and his /her deputies are the main role players in the process but HOD s will sit in meetings with their educators to discuss and do the allocation together for fairness and satisfaction of all members.

Queen: The HOD always check with all educators to ensure satisfaction and complains are lodged in a subject meeting where necessary compromises are be made. Allocation is done more than once to correct discrepancy that could have happened.

Appendix I: Application for permission to conduct research



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

The Regional Manager

North West Department of Education

Private bag x 82110

Rustenburg

0300

21 November 2013

Dear Sir/Madam

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

I hereby request permission to conduct research in secondary schools in the North West Province. I am a student at the University of Pretoria who is presently enrolled for the Masters' degree in the Department of Education Management Law and Policy.

To complete the requirements for the degree I have to do research and write a dissertation. The topic for the research is "Workload allocation in secondary schools". This requires the co-operation of principals, deputy principals, head of department and educators. The research project will focus on workload allocation and is framed by the following key questions:

How is educator workload allocated in secondary schools?

What informs workload allocation in secondary schools?

I shall abide by the University of Pretoria's research ethics regulations and use the data collected for the purposes of this study only. The findings of the research will be

reported anonymously. Neither the schools nor the respondents will be identified. The results will be kept confidential.

I undertake to verify the accuracy of all interview transcripts and share draft research reports before dissertation. I want to assure you that data will be used for purposes of this study as stated above. I further undertake to share a copy of all the final drafts of produced document with the North West Department of Education. If you have any questions about this research, please contact my supervisor Dr. Christina Amsterdam ator christina.amsterdam@up.ac.za.

Hoping to hear from your office.

Yours sincerely

Mophosho Eunice Dorah

.....

UP Student: 28693583

Appendix J: Letter to the principal



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

LETTER TO THE SGB/PRINCIPAL

Dear Sir/ Madam,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I hereby request permission to conduct research at your school. I am a student at the University of Pretoria, Faculty of Education, in the Department of Education Management and Policy Studies. The research topic I wish to conduct for my Master's dissertation is "Workload allocation in secondary school."

One to one and structured interviews will be conducted and a digital voice recorder will be used. Interviews will be conducted after school hours so that there will be no disruption of teaching time. I would also like the school to inform me on the dates of workload allocation so that I can observe the allocation process and ask for documents such as school-based workload policy and later for composite time table that will help me answer my research questions.

Participation in this study is voluntary and the participants have the right to withdraw at any stage of the study with no negative consequences to them. All the participants will be given letters of informed consent which will explain the nature, purpose and objectives of the study. The letter will also include the title of the study as well the details of the researcher. Confidentiality of all participant responses will be guaranteed

as no identifiable information will be disclosed in the research report or transcripts. There are no known risks to participants resulting from their participation in this study.

This study will be conducted under the supervision of Dr CEN Amsterdam (University of Pretoria). I hereby seek your permission to approach the educators in your school to ask for participant consent.

Upon completion of the study, I undertake to provide the school with information about the availability of the research report. If you require any further information, please do not hesitate to contact me onor mmophoso@gmail.com, the supervisor, Dr. Amsterdam ator christina.amsterdam@up.ac.za.

Thank you for your time and consideration in this matter.

Yours sincerely

Mophosho Eunice Dorah

.....

University of Pretoria

Student number: 28693583

Appendix K: Invitation and inform consent



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Dear Participant

INVITATION AND INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT

You are cordially invited to participate in a research project. I am a student at the University of Pretoria, Faculty of Education, in the Department of Education Management and Policy Studies. The research topic I wish to conduct for my Master's dissertation is "Workload allocation in secondary school"

One to one and structured interviews will be conducted and a digital voice recorder will be used. Interviews will be conducted after school hours so that there will be no disruption of teaching time or the daily management of the school. Your participation in this study is voluntary and confidential. You will not be asked to reveal any information that will allow your identity to be established. Should you declare yourself willing to participate in an individual interview, confidentiality will be guaranteed and you may decide to withdraw at any stage should you wish not to continue with an interview.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from this research project at any time. Participation in this phase of the study does not obligate you to participate in follow-up interviews; however, should you decide to participate in follow-up interviews your participation is still voluntary and you may withdraw at any time. Furthermore, confidentiality will still be guaranteed.

The research will be conducted in English. However, I shall provide a translator if participants feel more comfortable communicating in another language. If you have any questions about this research project, please contact me Eunice Dorah Mophosho ator mmophoso@gmail.com or the supervisor, Dr. Amsterdam at..... or christina.amsterdam@up.ac.za.

Thank you for your time and consideration in this matter.

Yours sincerely

Eunice Dorah Mophosho
University of Pretoria
Student number: 28693583

Signature:

Supervisor's Signature:

CONSENT: I have read the information on this page and I understand that I am not waiving any of my legal rights by signing this form.

Name

Date

Appendix L: Letter of informed consent



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Dear Participant

INVITATION AND INFORMED CONSENT TO BE OBSERVED IN A RESEARCH PROJECT

You are cordially invited to participate in a research project. I am a student at the University of Pretoria, Faculty of Education, in the Department of Education Management and Policy Studies. The research topic I wish to conduct for my Master's dissertation is "Workload allocation in a secondary school.'

The researcher wish to observe your allocation meetings and will observe members of the allocation team, who serves in the allocation team, how inclusive is the allocation process, what are group dynamics, if educators are allowed to raise concerns. Recordings will be administered using a digital voice recorder.

Your participation in this study is voluntary and confidential. If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from this research project at any time. Furthermore, confidentiality will still be guaranteed. The observational role of the proposed study will be the role of a nonparticipant observer who will remain objective in terms of the observational site, participants and their methods. If you have any questions about this research project,

please contact me Eunice Dorah Mophosho at or mmophoso@gmail.com or the supervisor, Dr. Amsterdam at or christina.amsterdam@up.ac.za.

Thank you for your time and consideration in this matter.

Yours sincerely

Eunice Dorah Mophosho
University of Pretoria
Student number: 28693583

Signature:

Supervisor's Signature:

CONSENT: I have read the information on this page and I understand that I am not waiving any of my legal rights by signing this form.

_____ Name
Date

Appendix M: Certificate of editing

Alexa Barnby
Language Specialist

Editing, copywriting, indexing, formatting, translation

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32 Camellia Avenue

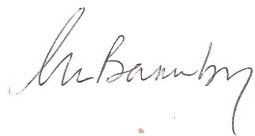
Lynnwood Ridge

7 August 2014

To whom it may concern

This is to certify that I, Alexa Kirsten Barnby, ID No. 5106090097080, a language practitioner registered with SATI and in the fulltime employ of the Language Services Directorate of the University of South Africa, have edited the dissertation “Workload allocation in secondary schools” by Eunice Dorah Mophosho. The onus is, however, on the author to effect the corrections and changes suggested.

Signed:





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

CLEARANCE NUMBER :

EM 13/09/01

DEGREE AND PROJECT

MEd

Workload allocation in secondary schools

INVESTIGATOR(S)

Eunice Dorah Mophosho

DEPARTMENT

Education Management and Policy Studies

DATE CONSIDERED

28 August 2014

DECISION OF THE COMMITTEE

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

**CHAIRPERSON OF ETHICS
COMMITTEE**

Prof Liesel Ebersöhn

DATE

28 August 2014

CC

Jeannie Beukes

Liesel Ebersöhn

Dr CEN Amsterdam

This ethical clearance certificate is issued subject to the following condition:

1. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.