

**Heads of department experiences in managing multiple roles in  
the foundation phase**

**by**

**CAROL ZODWA SEABI**

**Submitted in fulfilment of the requirements for the degree**

**MAGISTER EDUCATION**

**(Educational Leadership)**

**in the**

**Department of Education Management and Policy Studies**

**at the**

**Faculty of Education**

**University of Pretoria**

**Supervisor**

**Dr. Maitumeleng Nthontho**

**PRETORIA**

**2019**

## DECLARATION OF ORIGINALITY

I, Zodwa Carol Seabi (student number 17035725) hereby declare that the mini dissertation entitled: “**Heads of department’ experiences in managing multiple roles in the foundation phase**”, for the degree “**Master’s in Education**” at the University of Pretoria, has not previously been submitted by me for a degree at this or any other university; that this is my own work in design and execution and that all material from published sources contained herein has duly acknowledged.

Signed at University of Pretoria on this ..... day of ..... 2019

.....

Z. C. SEABI

17035725

# ETHICS CERTIFICATE



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

## RESEARCH ETHICS COMMITTEE

### CLEARANCE CERTIFICATE

CLEARANCE NUMBER: **EM 18/02/14**

### DEGREE AND PROJECT

MEd

Heads of departments' experiences in managing multiple roles in the foundation phase

### INVESTIGATOR

Ms Carol Seabi

### DEPARTMENT

Education Management and Policy Studies

### APPROVAL TO COMMENCE STUDY

12 June 2018

### DATE OF CLEARANCE CERTIFICATE

30 August 2019

**CHAIRPERSON OF ETHICS COMMITTEE:** Prof Liesel Ebersöhn

A handwritten signature in black ink, appearing to read 'Liesel Ebersöhn', positioned above a horizontal line.

**CC**

Ms Bronwynne Swarts

Dr Maitumeleng Nthontho

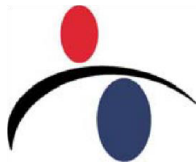
This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

## **ETHICS STATEMENT**

The highest ethical standards were maintained in this thesis. The ethical considerations for this study are discussed in detail in Section 3.6.2.

# LANGUAGE EDITOR



Member South African Translators' Institute

P.O. Box 3172  
Lyttelton South  
0176  
<https://www.language-services.biz>  
17 September 2019

## TO WHOM IT MAY CONCERN

This is to confirm that the thesis titled "Heads of departments' experiences in managing multiple roles in the foundation" by Carol Zodwa Seabi has been proof read and edited by me for language usage.

I verify that it is ready for publication and / or public viewing in respect of language and style.

Please note that no view is expressed in respect of the subject specific technical contents of the document or changes made after the date of this letter.

Kind regards

A handwritten signature in black ink, appearing to read 'Anna M de Wet', is written over a horizontal line.

Anna M de Wet

BA (Afrikaans, English, Classical Languages) (Cum Laude), University of Pretoria.  
BA Hons ((Latin) (Cum Laude), University of Pretoria.  
BA Hons (Psychology) University of Pretoria.

## **DEDICATION**

This study is dedicated to my loving husband Mr Duke Seabi for his outstanding support and encouragement. And to my daughter Lesego Seabi and son Thabang Seabi who gave me the strength to pull through.

## ACKNOWLEDGEMENT

I would like to express my sincere gratitude to the following people who supported me during my journey in completing this study.

- Almighty God for giving me the opportunity and strength to do this
- My supervisor Dr. Maitumeleng Nthontho for her support and guidance
- The foundation phase Heads of Department who took part in the study
- My family, my husband Duke Seabi, my two children, Lesego and Thabang Seabi, for their understanding and support, when I was not able to spend quality time with them.
- My late father Amos Mncina and my mother Annah Mncina for their encouragement, love and moral support, not forgetting my mother-in-law Lesterinah Seabi.
- My siblings Suzan Matshoge, Zakhi Mahlangu, Dr. T.J Mncina and Alice Mncina.
- My husband Duke Seabi – your love, guidance, perseverance, and support has made this possible for me to complete my studies.

## ABSTRACT

Although much research has been conducted on Heads of Department (HODs) and their roles in the foundation phase, there has not been a strong focus on how these HODs manage their multiple roles. A qualitative case study was employed whereby data was collected from four primary schools in Tshwane North and Tshwane West District in the Gauteng province. Five purposively sampled HODs participated in this study. Data was collected through semi-structured interviews. The study determined the HODs' understanding of their multiple roles in the foundation phase. It further explored the management strategies these HODs employ to manage their multiple roles, the prospects and challenges they encountered as well as the support they received were also explored. The study discovered that a "collaborative effort", where educators, the school principal, volunteers and lead teachers, as well as the officials from the department of education, play a huge role in making the multiple roles of the HODs doable. Secondly, in handling these multiple roles, HODs in this study had to engage in "needs analysis" every year in preparation for the following year. It also transpired that "effective communication" amongst role players (i.e. HODs, departmental officials, school principals, educators and support staff) through meetings where the roles had to be shared in order not to duplicate and /or to avoid disruption, became an important tool in performing their multiple roles. Finally, "commitment and dedication" demonstrated by HODs in this study are principles that help them to succeed in performing their multiple roles. I, therefore, recommend that assistant educators be deployed in the foundation phase classes and the workload of HODs in the foundation phase be reduced through the allocation of administrative duties to the assistant educators.

**Keywords:** Foundation phase; heads of department; management of multiple roles; primary schools



## **ABBREVIATIONS**

ATP	Annual Teaching Plans
CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
DOE	Department of Education
EEA	Employment of Educators Act
FAL	First Additional Language
FP	Foundation Phase
HL	Home Language
HODs	Heads of Department
LTSM	Learner Teacher Support Material
ICT	Information Communication Technology
NEPA	National Education Policy Act
PAM	Personnel Administrative Measures
PD	Professional Development
SASA	South African Schools Act
SMT	School Management Team

# TABLE OF CONTENTS

DECLARATION OF ORIGINALITY .....	ii
ETHICS CERTIFICATE .....	iii
ETHICS STATEMENT .....	iv
LANGUAGE EDITOR .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENT .....	vii
ABSTRACT .....	viii
ABBREVIATIONS .....	ix
CHAPTER 1 INTRODUCTION, RESEARCH PROBLEM AND METHOD .....	1
1.1    INTRODUCTION .....	1
1.2    PROBLEM STATEMENT .....	2
1.3    RATIONALE FOR THE STUDY .....	3
1.4    LITERATURE REVIEW .....	4
1.4.1    Heads of Department and their roles .....	4
1.4.2    The Foundation phase .....	6
1.4.3    Multiple Roles of Heads of Department in the Foundation Phase .....	7
1.5    THEORETICAL FRAMEWORK .....	8
1.5.1    Planning.....	8
1.5.2    Organising .....	9
1.5.3    Leading .....	9
1.5.4    Controlling.....	10
1.6    RESEARCH AIM .....	10
1.6.1    Objectives.....	10
1.7    RESEARCH QUESTIONS .....	11
1.7.1    Main Question.....	11
1.7.2    Sub-questions.....	11
1.8    RESEARCH METHODOLOGY .....	11
1.8.1    Qualitative Research .....	11
1.8.2    Case Study .....	12
1.9    DATA COLLECTION TECHNIQUE.....	13
1.9.1    Semi-structured interviews.....	13
1.9.2    Sampling.....	13
1.9.3    Data Analysis .....	14
1.10   TRUSTWORTHINESS .....	14

1.11	LIMITATIONS OF THE STUDY.....	14
1.12	ETHICAL CONSIDERATIONS OF THE STUDY.....	15
1.13	CONCLUSION.....	15
	CHAPTER 2 HEADS OF DEPARTMENT MANAGING MULTIPLE ROLES IN THE FOUNDATION	
	PHASE.....	18
2.1	INTRODUCTION .....	18
2.2	HEADS OF DEPARTMENT .....	18
2.3	HEADS OF DEPARTMENT AND THEIR ROLES .....	18
2.4	FOUNDATION PHASE.....	20
2.5	MULTIPLE ROLES OF HEADS OF DEPARTMENT IN THE FOUNDATION PHASE .....	20
2.6	CHALLENGES FACED BY HEADS OF DEPARTMENT IN THE FOUNDATION PHASE.....	21
2.7	THEORETICAL FRAMEWORK.....	22
2.7.1	Planning.....	22
2.7.2	Organising .....	23
2.7.3	Leading.....	23
2.7.4	Controlling.....	24
2.8	CONCLUSION.....	24
	CHAPTER 3 RESEARCH DESIGN AND METHOD .....	26
3.1	INTRODUCTION .....	26
3.2	RESEARCH DESIGN .....	26
3.2.1	Research Approach .....	26
3.2.2	Research Paradigm.....	27
3.3	STUDY DESIGN: A CASE STUDY .....	28
3.4	SAMPLING AND SAMPLE TECHNIQUE.....	29
3.4.1	Study sites .....	29
3.4.2	Participants .....	30
3.5	DATA COLLECTION .....	30
3.6	DATA ANALYSIS.....	31
3.7	TRUSTWORTHINESS .....	31
3.8	ETHICAL CONSIDERATIONS OF THE STUDY.....	32
3.9	CONCLUSION.....	33
	CHAPTER 4 RESEARCH FINDINGS.....	34
4.1	INTRODUCTION .....	34
4.2	HODS PLANNING THEIR MULTIPLE ROLES .....	35
4.3	HODS ORGANISING THEIR MULTIPLE ROLES.....	37
4.4	HODS LEADING MULTIPLE ROLES.....	39

4.5	HODS CONTROLLING MULTIPLE ROLES .....	41
4.6	CHALLENGES HODS FACE AND HOW THEY HANDLE THEM.....	42
4.7	THE SUPPORT HODS GET IN PERFORMING THEIR MULTIPLE ROLES.....	45
4.8	SUMMARY OF THE CHAPTER.....	46
	CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS .....	48
5.1	INTRODUCTION .....	48
5.2	SUMMARY OF THE FINDINGS .....	48
5.2.1	Collaborative planning .....	49
5.2.2	Needs analysis.....	50
5.2.3	Educator preparation.....	50
5.2.4	Effective communication .....	51
5.2.5	Commitment and dedication .....	51
5.2.6	Challenges .....	52
5.2.7	Strategies the HODs used to deal with the challenges.....	53
5.3	RECOMMENDATIONS AND FURTHER RESEARCH .....	54
5.4	CONCLUSION.....	55
	LIST OF REFERENCES .....	57
	ANNEXURE A.....	62
	LETTER TO REQUEST THE PERMISSION TO DO RESEARCH .....	62
	ANNEXURE B.....	64
	PERMISSION FOR RESEARCH .....	64
	ANNEXTURE C .....	66
	LETTERS REQUESTING PERMISSION TO CONDUCT RESEARCH .....	66
	ANNEXURE D.....	68
	PERMISSION TO CONDUCT RESEARCH .....	68
	ANNEXTURE E.....	72
	INVITATION LETTERS TO PARTICIPATE IN RESEARCH .....	72
	ANNEXTURE G .....	79
	INTERVIEW SCHEDULE .....	79
	ANNEXURE H.....	81
	ETHICS CERTIFICATE.....	81

## CHAPTER 1

### INTRODUCTION, RESEARCH PROBLEM AND METHOD

#### 1.1 INTRODUCTION

The Minister of Education has been delegated to direct effective teaching and learning. The school management team (SMT), who is legally obligated to ensure the qualified and proficient management of schools in terms of the South African Schools Act no 84 (1996) section 16(3) of the (South African Schools Act, 1996) must see to the effectiveness of teaching and learning as well as the performance of educators. The SMT delegates the responsibility to the Heads of Department (HODs) who must take up the task accordingly.

The HODs are delegated to be supervisors for post level one educators. Post level one educators in this study are those educators whose responsibility is only to teach and manage their classrooms. They do not manage other educators as prescribed in the Personnel Administrative Measures of 2016. (DBE, 2016). For the purpose of this study, HODs are those educators whose responsibility is to teach their respective classes as well as to manage the work of the post level one educators.

The South African Basic Education system has three phases namely the Foundation, Intermediate and Senior Phases. The Foundation Phase consists of Grades R to 3, the Intermediate Phase is composed of Grades 4 to 7 while the Senior Phase encompasses Grades 8 to 12. Organisationally viewed, all of these phases have Heads of Department (HODs). It is worth noting, therefore that the principle outlined in the first paragraph applies differently in different phases. While the HODs in the foundation phase are responsible for both teaching and the management of teaching and learning process for all educators in the phase, those in the intermediate and senior phases teach and manage the teaching of educators in the specific subject area.

To expand their role difference much further, in this study I pointed out the fact that the HODs in intermediate and senior phases specialise in certain subjects. Because of that, they automatically become heads of subject-related departments (DBE, 2016). For instance, the HOD in the senior phase would be responsible for the mathematics department and its management while the same phase will have an HOD responsible for languages. In addition, the number of daily periods/lessons for HODs in the senior phase is less than those of their subordinates. That is, in the 11 periods/lessons allocated for a day, they can teach for five to

six periods only and the remaining five are for managerial duties. In contrast, HODs in the foundation phase are responsible for the teaching of all the subjects including their managerial duties as outlined in the PAM document (2016). Furthermore, the HODs in both the intermediate and senior phases are allocated between 85% and 92% of their time for teaching and management responsibilities. This is not the case with HODs in the foundation phase. HODs in the foundation phase are faced with multiple roles including their obligation to their managerial roles, while on the other hand, they are faced with their duties to teach within the 92% allocated time (DBE, 2016).

Based on the above discussions, this study examined how the HODs in the foundation phase manage these multiple roles. In so doing, it used the term “educator” to mean someone with the role of delivering instruction to learners in the classroom. The current study also used the concept of Heads of Department (HODs) to mean someone with the responsibility to oversee the teaching and learning process of other educators while at the same time having the teaching responsibility.

## **1.2 PROBLEM STATEMENT**

The education system in South African has been reshaped utterly by the outcome-based model with its requirements for accountability from the Heads of Department (HODs) in terms of performance, which has resulted in a complete change of roles for HODs (Hunt, 2013). As Hunt (2013) puts it, “today`s test-based accountability environment holds each staff member accountable for enhancing learner academic progress and outcomes.” Taking this into account, the HOD`S must support the educators by ensuring that they do their work effectively to create measurable improvements in the performance in learner achievement in their subjects (Hammersly-Fletcher & Strain, 2011). In the South African school context, learners may choose four subjects in the foundation phase, and these include mathematics, the Home Language, the FAL and Life Skills. The HODs in the foundation phase must, therefore, be full-time educators for all four of the subjects while at the same time they have to supervise and monitor the work of other educators who teach in the same phase as outlined in the PAM of (2016).

In practical terms, the HODs in the foundation phase must do justice to multiple roles, and these include supervising and monitoring other educators as well as that of being class teachers (Bedassi, 1994; Branford, 2000). Moreover, the HODs act as liaison officers between the principal and the staff as they provide guidance to educators, plan, organise,

command, coordinate, control and carry out delegated tasks (DBE, 2016). Research evidence indicates that, in addition to several different expectations placed on the HODs, there is usually an ambiguity of roles or conflict which often results in high levels of stress (Collier et al., 2002; Dinham & Scott, 1999). Role ambiguity occurs because professionals are not clear about what is expected of them in their particular positions, which is the experience of many HODs (Mayers & Zapeda, 2002; Weller & Weller 2002; Wellet, 2001) as the result of transformation. Therefore they need a suitable approach to succeed.

Considering the roles of the HODs in general as outlined in different studies and those of the HODs in the foundation phase, as well as the time allocated to them as indicated in the Personnel Administrative Measures, very little is said on how they manage these multiple roles. The purpose of this study was, therefore, to investigate how the HODs in the foundation phase manage their multiple roles.

### **1.3 RATIONALE FOR THE STUDY**

The National Education Policy Act of 1999 mandates the Minister of Education to implement the Norms and Standards in South Africa (Section 110 and 112 of the South African constitution) to provide effective teaching and learning in the South African schools. It is the responsibility of the SMT to serve the purpose of managing the delivery of quality education as well as monitoring the performance of educators in schools.

In these multiple roles, the HODs are obliged to respect, promote, protect and fulfil the rights and freedoms of learners and parents, including learners' right to quality education (RSA, 1996). In doing so, "the HODs do a great deal of the work in managing the teaching-learning process operates at the middle management level in schools" (Amesbury, 2012). They are tasked with an administrative role within the school, as well as having a teaching responsibility. They actively assist the principal of the school in ensuring "good professional practice standards and quality of teaching and learning" (Ho & Tikly, 2012). They also have to co-ordinate the teaching and learning of the subject for which they are responsible as well as setting and moderating exam papers (Cheung & Yuen, 2017). In short, these are the multiple roles and responsibilities of the HODs in the foundation phase.

To perform these multiple roles, the HODs in the foundation phase must all be protected and supported. That is, their labour rights must be respected, promoted, protected and be fulfilled (RSA, 1996). Failure to adhere to these measures may lead to educational processes that

psychologically and socially affect them and so automatically have a negative impact on their role network. Looking at these multiple roles and the official time allocation, one wonders how they manage these roles while at the same time taking into account learners' right to free quality basic education (UN, 2015; RSA, 1996). Against this backdrop, this study aimed to explore how the HODs in the foundation phase manage their multiple roles.

## **1.4 LITERATURE REVIEW**

The HODs are those educators who have management responsibilities with a staff component and a school's work component. While the Senior Management Team (in a school the senior management team is the principal and his deputies) are responsible for shaping the school's ethos, set policy and establish guidelines, the HODs constitute "an intermediate layer of management and are responsible for implementing the decisions and making them a reality" (Amesbury, 2012; Dean, 2003). With a fast-paced and ever more demanding educational environment, the HODs role is becoming increasingly challenging and more complex, and expectations of them are constantly rising (Cordeiro & Cunningham, 2014). The current study focused on how the HODs in the foundation phase manage their multiple roles. Therefore I based my literature review on the concepts of the HODs, the foundation phase and the multiple roles of HODs.

### **1.4.1 Heads of Department and their roles**

According to the Personnel Administrative Measures (2016), the HODs are school managers who run a particular phase of education. The expectation is that they work hand-in-hand with the principal and the deputy principal of a school. They manage a particular learning area or subject. Based on the level, each phase, namely foundation, intermediate and senior phase has an HOD. As the PAM document pronounces, they all perform the same type of duties. The difference is that in the senior and intermediate phases, they specialise in a particular subject, but in the foundation phase, they manage the subjects. The HODs actively assist the principal of the school in maintaining professional practice standards and a high standard of teaching and learning. They are tasked with coordinating the teaching and learning of the subject for which they are responsible as well as for setting and moderating exam papers. They also assist with extra-curricular activities and assist the principal with running the school. Recently E-Learning has been introduced into schools, and the HODs must see to it that educators are developed and trained in that speciality.



In Hong Kong, they are called subject co-ordinators, and they bear the main responsibility for curriculum leadership through direct connection with educators (Cheung & Yuen, 2017; Dimmock & Lee 2000, 1999). In the UK, they are referred to as subject leaders (Day et al. 2000). The subject leadership role in primary schools has developed within a culture where leadership has been associated with head teachers and a clear hierarchy. In Canada, they are known as middle managers (Blandford, 1997; Bush, 2005; Ho & Tikly, 2012; McLendon & Crowther, 1998; Turner. 1996), and in Bahraini Dinah, they are named senior teachers (Nina, Lufti, Abdul & Razzak, 2015). Whatever the term might be, their role places the HODs between the senior management team and those colleagues whose job description does not extend beyond the normal teaching and pastoral functions. For this study, the concept of (HODs) was used.

It emerged from the literature that activities that define the HODs role include managing the work of a team or colleagues (Gold 1998, Gunter & Ruthford 2000), “curriculum planning and resource provision” (Coldwell & Spinter 1998) and also managing structures and processes. HODs in schools have a direct influence on the quality of education within a subject area (Nina *et al.*, 2015). The reason for this claim, as per these scholars’ view, is their proximity to the educators and the opportunity they have to influence the teaching and learning decisions. In essence, they provide the educators with “the needed supervision, support and encouragement” (Zepeda & Kruskamp, 2007). At the same time, HODs teach alongside their department educators while fulfilling a number of managerial and leadership responsibilities. This places their role between that of an educator and manager and makes them act as “bridges between those in upper management and the rest of the school”. (Gurr & Drysdale, 2013). They lead a team’s internal processes, advise and monitor colleagues in their teaching (Bush & Glover, 2012; Bennett et al., 2007) and also present the team before the senior management, and implement school policies in the team (Gunter, 2011).

The HODs role is very exacting as it determined by the expectations of two different groups, the educators they must manage as well as their more senior colleagues. Procedurally, this is in addition to their own expectations of their position (Zepeda & Kruskamp 2007). As a result, these multiple expectations add more workload on to the HODs. This dual role is also visible from the fact that they have to be role models for the academic and teaching staff, and they have to mentor them.

The diverse demands on the HODs make their roles very challenging, and research evidence has highlighted the many difficulties and obstacles experienced by those occupying these positions (Collier et al., 2002). These difficulties include a lack of time to fulfil their duties, an unstable curriculum, insufficient professional development (PD), a lack of opportunities at the departmental level, no clear direction and vision from the senior executives and ineffective communication between them and the senior management (Collier et al., 2002). These challenges confirm the point that the HODs' role continues to be complex (Ho & Tikly, 2012). The HODs biggest challenge is that of leadership development, for they are expected to mentor the educators that they supervise to promote leadership in the educators within their schools. (Ho & Tikly, 2012). They are also expected to participate in the development of the overall leadership capability of their schools and contribute to social capital and network within the school's community (McCaully & Brutus, 2010). In conclusion, the HODs are usually looked at as subject specialists, and this places pressure on them to be role models for effective instructional leadership. Having reviewed who the HODs are and their multiple roles, the next section focuses on the concept of the foundation phase and what it entails.

#### **1.4.2 The Foundation phase**

In the South African context, the foundation phase is the first phase in primary education. The foundation phase extends from Grade R to Grade 3. In reality, it is in this phase where much of the teaching and monitoring is done. This is to say, in addition to the teaching, attention must be given to learners' nutrition, health, safe transport and after-school care. Reports from the Department of Basic Education acknowledge a shortage of educators, and these include qualified and competent educators to teach specific subjects in the same phase (DBE, 2011). It is also reported that there is a requirement for an annual replacement of African mother-tongue, Afrikaans mother-tongue and English mother-tongue educators (DBE, 2011b). Factors that contribute to this problem include uncertainty about transformation such as a new curriculum without adequate orientation, low job satisfaction and poor working conditions (DBE, 2011b). Furthermore, the report expressed a need for foundation phase educators to be professionally qualified.

In addition, in terms of the Curriculum Assessment and Policy Statement (CAPS), the focus in Grade R is on play-based learning through which integration into other key areas of child development is expected to occur. The educator is expected to facilitate the learning opportunities during these play-based activities (DBE, 2011a). According to the CAPS

document, learners in the foundation phase must be exposed to their Home Language (HL) (6 hours) and a First Additional Language (FAL) (4/5 hours) per week.

The CAPS documents include a framework on how time should be apportioned between the different topics and the content should be covered in each topic. The educators appreciate the organised guidelines and support the reduction in administrative tasks as directed by the CAPS document, but many find the CAPS to be too prescriptive and involved with minute detail (Catholic Institute of Education, 2010). There are also concerns regarding elements of the curriculum that require special skills and knowledge from the educators (Catholic Institute of Education, 2010). A comprehensive and successful implementation of the curriculum will require educators to obtain these specialised skills. This background explains the workload of educators and the possible challenges facing the HODs in the foundation phase.

### **1.4.3 Multiple Roles of Heads of Department in the Foundation Phase**

In South Africa, the work of HODs in the foundation phase is informed by the Employment of Educators Act, Act 64 of 1998. In terms of this Act, their job description has to be tailored to the policies and needs of a particular school and include, among others, “the administration, teaching, personnel, extra and co-curricular activities and communication”. The core duties according to the Department of Education (DOE) are:

HODs in the foundation phase are in charge of a phase. “They have to engage in teaching”, they should provide and co-ordinate guidance on the latest ideas on “approaches to the subject method, techniques, evaluation, aids and effectively convey these to the staff members concerned” (DOE, 2006), HODs in the foundation phase are delegated to participate in agreed school/teacher appraisal processes “with the aim of improving teaching and learning and management”. They are also delegated to develop support groups (DSG`s) during the appraisal process) (DoE, 2005).

In the changed curriculum, the Department of Education has introduced Early Learning Classes in schools. These classes fall under the multiple roles of foundation phase HODs. The foundation phase HOD is delegated to manage the educators of Early Learning Classes. He/she is not only supposed to manage but also lead and control the educators.

The introduction of ICT (Information Communication Technology) in schools has also increased the amount of workload to foundation phase HOD`s but yet the amount of time

has not changed. These activities also add to the list of multiple roles of foundation phase HODs. When the programme is introduced to school, it is the responsibility of the Head of Department to make sure that educators understand the programme, and they are also implementing it in their classes.

The literature identifies several techniques and behaviours associated with effective management of time. For example, studies have found that one can use time effectively and productively by “setting short-term and long term goals, keeping time logs, prioritising tasks, making to-do lists and scheduling and organising one`s workplace” (Claessens *et al.*, 2007; Macan, 1994). It was therefore imperative to explore the theory through which the current study could be looked at.

## **1.5 THEORETICAL FRAMEWORK**

The theory of management by Henry Fayol was used as a frame of reference in this study. He is credited with laying the foundation of management theory. He based his management theory on four basic functions, “planning, organising, leading and controlling”. According to Henry Fayol the basic functions could be discerned in the management structures of all organisations although “the importance of each function may vary depending on the organisation” (Fayol, 1949).

### **1.5.1 Planning**

Planning is the first step of the management function. The manager creates a comprehensive action plan aimed at achieving organisational goals in this phase. This task also has to do with organising strategic planning sessions for the staff of the school starting with agreeing on the vision and mission statements of the school by scanning the environment and setting up the organisational goals of the school, which must be based on inputs from all the stakeholders and must be supported by all stakeholders. Planning also involves the “prioritisation of organisational goals and the information of the action plan that will be followed” (Botha, 2013).

Planning has to do with the determination and of the sum and substance of the learning content that will apply to the learners, including deciding how the knowledge will be transferred and what technology will be used in the classroom. The educators responsible for the knowledge transfer are also identified during the planning phase by considering their compatibility with the requirements, competence, academic achievements and track records.

Planning also involves determining the budgets required to fund the resources needed to meet the educational objectives of the school, and assigning the staff to manage the budget.

### **1.5.2 Organising**

The next step is organising. The organising function refers to putting in place the strategies, resources and actions required to achieve the objectives that have been established in the planning stage. Organising comprises determining the workflow and also the amount of human resource that would be required to support the envisaged workflow. This task also involves creating an organogram in the phase of the hierarchical structure of the organisation based on the qualification, seniority and preparedness of the staff members. The HOD will decide who should report to whom and on what matters. Organising also involves the delegation of duties to specific staff members according to the decisions taken in the plenary sessions of the planning phase that have already been debated and agreed.

For delegation to be successful, there must be clear lines of responsibility that have been successfully implemented. The HOD needs to demonstrate organisational skills by ensuring that all the management task and roles are coordinated by ensuring that a group of staff members report to a common manager. The reporting structure must be such that the HODs retain oversight of all management processes within the school.

### **1.5.3 Leading**

The third step is the leading function, which refers to the management trials in leading the organisation and their style of management. The success of this step is measured by the ability of managers to motivate and mentor the employees to ensure increased outputs and so achieve the goals of the organisation. In this phase, the HOD must lead the staff members by setting up internal communication structures. The HOD performs the functions of this phase by aligning the activities in the phase with the achievement of the organisational goals. Internal communication must be well managed to ensure that all directives are delivered timeously and are understood. Leading is a critical task and implies motivating staff members and learners to achieve the required set of outputs.

The HOD utilises both intrinsic and extrinsic motivational strategies to assist staff members and learners to co-own the goals of the organisation. To successfully motivate the co-workers, the HODs must have a thorough knowledge of their co-workers. Since the school is an organisation consisting of different individuals with diverse cultures, there is bound to

be conflict, which the HOD must be skilled at handling. Leadership skills that include conflict resolution and the art of negotiating are essential for the fulfilment of the function.

#### **1.5.4 Controlling**

The last function is controlling, which refers to the manager`s ability to close the loop and monitor the progress of the actions put in place to achieve the desired outputs that are necessary for the organisation to reach its goals. This will guarantee that the organisation can meet its goals. Closing the loop also means that deviations from the planned outputs must be detected in the monitoring process, and any required corrective action must be taken.

As much as planning, organising and leading are important; control remains an essential component of the HOD as it has to do with the assessment and evaluation of tasks. The evaluation of tasks is accomplished by supervising the outputs of staff to ensure that the desired organisational objectives are met. The HOD also has to ensure that the staff are sufficiently resourced and are given the necessary authority to allow them to complete the tasks assigned to them and achieve the desired outputs. The HOD and the educators must also have an agreement on what control measures will be taken to correct deviations in terms of outputs or time scales to protect that and objectives of the school as an organisation. The management tasks all have to be performed within the designated management areas namely, learner affairs, staff affairs, administrative affairs, financial affairs, physical facilities and school community affairs.

### **1.6 RESEARCH AIM**

The purpose of this study was to examine the heads of department s' **experiences in managing multiple roles in the foundation phase**. The study explored the prevailing circumstances under which foundation phase HODs worked, particularly what their roles were and the time they allocated to their managerial duties. The study compared the HODs perception of their multiple roles with the expectations of government and policies regarding the fulfilment of those roles and responsibilities.

#### **1.6.1 Objectives**

The objectives of this study were, therefore:

- To determine how the HODs in the foundation phase plan their multiple roles;

- To discover the practices utilised by the HODs in the foundation phase in organising their multiple roles;
- To understand the strategies the HODs in the foundation phase use in leading their multiple roles;
- To determine how the foundation phase HODs control their multiple roles.

## **1.7 RESEARCH QUESTIONS**

The research question that directed this study consisted of the main question that was followed by sub-questions. The main research question is as follows:

### **1.7.1 Main Question**

What are the experiences of the HODs in managing their multiple roles in the foundation phase?

### **1.7.2 Sub-questions**

- How do the HODs in the foundation phase plan their multiple roles?
- What practices do the HODs in the foundation phase use to organise their multiple roles?
- What strategies do the HODs in the foundation phase use in leading their multiple roles?
- How do the HODs in the foundation phase control multiple roles?

## **1.8 RESEARCH METHODOLOGY**

### **1.8.1 Qualitative Research**

This study followed a qualitative research approach. (May, 2017). Prince and Jones state that “a qualitative research approach is a type of research that collects and works with descriptive data instead of numerical data and seeks to interpret meaning from the data that helps the researcher to understand social life through the study of populations or places” (Prince & Jones, 2006). Prince and Jones (2006) are among the many researchers supporting the view that a qualitative research approach allows the researcher to concentrate on the objective experience of individuals, and it is influenced by the contexts in which people interact with each other.

In addition to assessing and recording participants’ unique perceptions, assumptions prejudgements and connection to the social world, Lee (1999) indicates that “qualitative

research approach also seeks to understand how these entities are organised and structured by the participants themselves”. In this way, how and why organisational members socially construct and behave within their constructed world becomes clearer. The reason why I preferred to use a qualitative research approach is that it allowed me to study the experiences of the HODs in terms of their own definition of the world as they discuss their own understanding of their multiple roles in the foundation phase (Lee, (1999). I used a qualitative research approach because it also enabled me to present the views and perspective of the HODs in the foundation phase (Denzin & Lincoln, 2011b).

In a qualitative research project, the supervisor is viewed as the key research instrument. Therefore, I was responsible for the activities of data collection, analysis, interpretation, and reporting. I decided on a qualitative model and by implication, accepted the accompanying responsibility. I had to ensure that I had would have opportunities to interact repeatedly with the HODs in the foundation phase for research purposes. My use of semi-structured interviews gave them the freedom to relate their experiences first hand and in their own way (Bates, 2004; Riesman, 1993) The use of a qualitative research approach supported the establishment of courteous, informal relationships with the HODs, thereby creating an atmosphere where they felt comfortable to talk about their experiences and provide more details and embellishment. At the same time, I could take note of appropriate follow-up questions (probing) which I utilised at different times during the interviews – for example, as recommended by Wolcott (2001) during pauses or between responses.

### **1.8.2 Case Study**

According to Bromley and Maree a case study research is a systematic inquiry into an event or a set of related events that aim to describe and explain the phenomenon of interest (Bromley & Maree, 2012). Maree (2007) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not evident and in which multiple sources of evidence are used. Simons (2009) views a case study as an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life. She emphasises that a case study should not be seen as a method in and of itself. Flyvbjerg (2011) agrees, saying that if we decide to use a case study in our research, this does not mean the selection of a method, but rather a selection of what will be explored.



A qualitative case study was, therefore, to be used as the research design. I preferred to utilise a case study because it exposed the participants to real-life situations (Creswell, 2013), while another advantage of using a case study in my research was that it simplified complex concepts. I could validate the choice of the participants in the study through engaging in with them on subjects of importance to the research. In order to limit the number of participants for my research, I needed in-depth and rich information. A case study allowed me to collect a lot of detailed information from a carefully selected, limited number of participants. As pointed out earlier, the design also enabled me to form a relationship with my participants. This relationship assisted me in getting to know the participants better, and the participants will, therefore, be more honest and able to open up increasing the validity of the results.

## **1.9 DATA COLLECTION TECHNIQUE**

### **1.9.1 Semi-structured interviews**

Semi-structured interviews were used in this study. Doyle (2017) defines a semi-structured interview as a meeting in which the interviewer prepares question outlines but adapts the specifics of the questions depending on the responses and does not rigidly follow a formalised list of questions. In this study, I asked more open-ended questions. In so doing, I had a discussion with the HODs rather than indulging in straightforward questions and answers. I prepared a list of questions but only selected some depending on the responses and did not go through them in any particular order. Instead, I used them to guide the conversations. Maree (2012) points out that a semi-structured interview only defines the line of inquiry. In this study, five HODs from four primary schools were interviewed. This technique gave me an opportunity to identify new emerging themes related to my topic and I then probed to get more clarity. The use of semi-structured interviews enabled me to build a relationship with the participants (Merrim, 2009).

### **1.9.2 Sampling**

Research literature defines sampling as a process aimed at the selection of a group of participants for a study (Johnson & Christensen, 2012; Nieuwenhuis, 2007). Most primary schools in South African would qualify for participation in this study, but it was not possible to include all of them from a practical point of view. For this reason, I used purposive sampling without giving preference to gender, race or age. The rationale of such a sampling strategy is to choose members of a sample with a ‘purpose’ to represent the phenomenon

under study according to a carefully chosen key criterion (Des Voss, 2007; Ritchie & Lewis, 2003). This study was based on four primary schools in Tshwane West and Tshwane North in the Gauteng province with five HOD. The reason I chose the two schools was for convenience, the schools were near to where I stayed and worked.

### **1.9.3 Data Analysis**

According to Aronson (1999), data analysis is a body of methods used in sciences that help to describe facts, detect patterns, develop explanations and test a hypothesis. In other words, it consists of “examining, categorizing, tabulating or recombining the evidence obtained from the interviews” (Aronson, 1999). The analysis of the information obtained from individual interviews was based on the interviewer records. Tape recordings were used with a view to having them transcribed later. Welman and Kruger (1999) indicate that, despite all these aids, the interviewer should still take notes of what the participants say. However, neither taking notes nor recording should inhibit the participants’ spontaneous behaviour.

A thematic analysis method was used. Braun and Clarke (2006) define thematic analysis as a method of identifying, analysing and reporting patterns within data. Thematic analysis is commonly used in qualitative research as it is easy to use and, therefore, it is appropriate for researchers who are inexperienced with more complex types of qualitative analysis to use it. According to Aronson (1994), the first step is to collect data that is later grouped according to themes.

### **1.10 TRUSTWORTHINESS**

According to Maree (2012), trustworthiness is very important in qualitative research. Semi-structured interview questions were utilised to increase the trustworthiness of this study. Gigi DeVault (2015) believes that trustworthiness consists of a) credibility, b) transferability, c) dependability and d) conformity. Increased credibility of the data strengthens the belief in the trustworthiness of data through a) a prolonged engagement by the researcher, b) persistent observation during the research process, c) triangulation of the data using different sources of data, d) referential adequacy, and e) peer review and member checks, where trust is important.

### **1.11 LIMITATIONS OF THE STUDY**

In this study, I interviewed five HODs from the four selected schools in Tshwane West and Tshwane South. The sample size may seem small, but it is adequate for the study as the

intention, as mentioned earlier, was not to generalise the study. In qualitative research, adequacy of a sample is determined by the reaching of saturation; that is, adding new participants does not contribute new patterns or themes in the results (Bowen, 2008; Fargher & Dooley, 2012) and researchers regard that as an indication of quality (Guest, 2006). A challenge was that some HODs were reluctant to take part and release information. To overcome this challenge, I explained in the invitation letters that the interviews and information they provided would be for research purposes. I also confirmed that they were free to withdraw their participation at any stage should they feel like doing so. I provided participants with assurances about the confidentiality and anonymity of their responses. Most principals are cautious about contact time. They were assured that the research process would not affect the smooth running of the schools as it was carried out after school hours.

### **1.12 ETHICAL CONSIDERATIONS OF THE STUDY**

Since most educational research deals with human beings, it is necessary to understand the ethical and legal responsibilities in conducting the research (MacMillan & Schumacher, 2007). I adhered to the following ethical requirements in the study:

- All the participants were informed and assured that their responses would be anonymous and confidential and would remain so, and the original data would not be communicated to any person except research personnel at the University of Pretoria.
- To obtain permission to collect data, I applied for and obtained approval from the Gauteng Department of Education.
- I also applied for and obtained research approval from the Faculty of Education Ethics Committee at the University of Pretoria.
- I was granted permission to conduct research in schools by the governing bodies of the schools that participated in this study.
- The HODs who were invited to participate in this study signed the informed consent letters as they accepted the invitation.

### **1.13 CONCLUSION**

The main purpose of the study is to formulate a theoretical conclusion on HODs' experiences in managing multiple roles in the foundation phase of education. There were three distinct stages in the study, namely, the literature review, data collection and the analysis. The first

stage was about an extensive review of the available literature, as reflected in two chapters focusing on this stage of the study. The second stage was the data collection. Five HOD in the foundation phase in two districts in Tshwane North and Tshwane West were selected as research participants for this phase of the study. The final stage involved the data analysis, which led to the structuring of research findings concerning the foundation phase HOD. My research report comprises of five chapters, which I outline below.

### **Chapter 1 – Introduction, research problems and findings.**

Chapter 1 is an orientation to the problem statement and the approach to be used in the study. It describes the formulation of the main research question and the supplementary questions, why and how the specific sample was chosen, the theoretical background on which the research was based, the research methodology selected and the rationale for the choice, and lastly the limitations of the study and the challenges experienced in the study.

### **Chapter 2 – Management of multiple roles by Heads of Department in the foundation phase.**

Chapter 2 provides an analysis of the management of the multiple roles required by the HOD in the foundation phase. It provides an overview of the responsibilities of the HOD in the foundation phase, the multiple roles of the HOD in the foundation phase flowing from their job requirements, the challenges faced by HOD in the foundation phase and lastly it looks in more detail at the conceptual framework.

### **Chapter 3 – Research design and methods**

In this chapter, I provide more details about the qualitative framework I used in the study to learn about HOD in the foundation phase and their multiple roles. I also provide an in depth overview of data gathering, sampling and analysis procedures. In conclusion, I revisit the Ethical Considerations summarised in Chapter 1.

### **Chapter 4 – Research findings**

In Chapter 4 I present my research findings on the HOD in the foundation phase, focusing on their engagement in their multiple roles. The discussions cover the HODs planning of their different roles, the organisation of their multiple roles, how HODs lead multiple roles,

how the HODs control their multiple roles, the challenges HODs face and how they handle them and lastly the support HODs get from their schools in performing their multiple roles.

### **Chapter 5 – Conclusion and recommendation**

In Chapter 5, I present my summary of the conclusions and findings and also touch a bit on the inferences drawn from the insights gained during the research. Lastly, I further indicate the significance of the study, connecting with the implications of the study, and also make recommendations for further research that would broaden the scope of the study. In the next chapter, I present the reviewed literature discussing what is already known about the phenomenon under investigation and what appears to be the existing gap the current study is intended to close.

## **CHAPTER 2**

### **HEADS OF DEPARTMENT MANAGING MULTIPLE ROLES IN THE FOUNDATION PHASE**

#### **2.1 INTRODUCTION**

In Chapter 1, I outlined the map that guided me in this study. In so doing, I outlined the research problem that informed the study as well as the methods I followed as I carried out this study. The current chapter consists of six sections. In the first section, HODs as a concept is defined. The second section focuses on explaining and discussing the HOD and their roles. The third section discusses what the foundation phase is from both the local and international perspectives. In the fourth section, the multiple roles of HODs in the foundation phase are discussed. The fifth and final section provides discussions on the challenges faced by school managers and HODs in particular as they perform their multiple roles. The conceptual framework that guided this study also forms part of this chapter.

#### **2.2 HEADS OF DEPARTMENT**

The concept Heads of Department (HOD) has been viewed differently by scholars in a different context. For example, the concept has generally been defined by Cheung and Yuen (2007) and Dimmock and Lee (2009) as subject co-ordinators, and they have been tasked with the main responsibility of curriculum leadership through direct connection with educators. In the UK, they are referred to as subject leaders (Day et al., 2000). In the concept of education, HOD are those educators who have management responsibilities for staff and an aspect of the school's work (Van Denter & Kruger, 2008). Subsequently, the divergent definition of the concept of HOD has influenced its applications in parts of the world. For instance, in Canada, HODs are viewed as Middle Managers (Bladford 1997; Bush 2005; Ho & Tikly 2012; McLendon & Crowther 1998; Turner 1996), and in Bahrain, they are named senior teachers.

#### **2.3 HEADS OF DEPARTMENT AND THEIR ROLES**

According to the Personnel Administrative Measures of 2016 (DBE, 2016), HOD are school managers who run a particular phase. In the foundation phase, they are responsible for Grade R to Grade 3, in the intermediate phase, they are responsible for Grade 4 to Grade 6. The expectation is that HOD should work closely with the principal and the deputy principal of

a school (Mahlobogoane, 2013). They manage a particular learning area or subject. Based on the level, each phase namely, the foundation, intermediate and senior phase, has an HOD. As the PAM document pronounces (DBE, 2016), HODs in the foundation phase and senior phase perform the same type of duties. The difference is that in the senior and intermediate phases, they specialise in a particular subject, but in the foundation phase, they manage all the subjects. (Portgieter et al., 2013). The HODs actively assist the principal of the school in maintaining professional practice standards and the quality of teaching and learning in the school. They are also responsible for managing the teaching and learning of the subject for which they are responsible as well as setting and moderating examination papers. They also assist with extra-curricular activities and assist the principal in running the school. Recently, E-Learning has been introduced in school, and they have to see to it that educators are developed and trained in that speciality.

It is clear from the research literature that the different activities for which they are responsible, including managing the work of a team or colleagues, (Gold 1998, Gunter & Ruthford 2000), curriculum planning and resource provision (Coldwell & Spinter 1998) and also managing structures and processes, define the HODs roles. By implication, HODs in schools directly influence the quality of education in their subject area (Nina et al., 2015). The reason for this claim, as per these scholars' view, is their proximity to the educators and the opportunity they have to influence the teaching and learning decisions. In essence, "they provide the educators with the needed supervision, support and encouragement" (Zepeda & Kruskamp, 2007). In addition to their management and leadership responsibilities, HODs also teach alongside their colleagues. This positions them between an educator and manager and makes them "act as bridges between those in upper management and the rest of the school" (Gurr & Drysdale, 2013). They direct the internal processes of a team and guide and control some colleagues in their teaching (Bennett et al., 2007; Bush & Glover, 2012). "They also present the team before the senior management, and implement school policies in the team" (Gunter, 2011).

The HODs' role is therefore very demanding as it is defined by expectations coming from the educators they manage as well as from higher-ranking educators to whom they report. Procedurally, this is in addition to their expectations of the position that they occupy (Zepeda & Kruskamp, 2007). As a result, these multiple expectations add more workload on to the HODs. They have to act as role models for the academic and teaching staff, and they are also responsible for mentoring them .

There are, therefore, many different demands made of HODs in South African schools related to the different roles and responsibilities prescribed for the HODs. An HOD at a primary school must review and assign the work done by educators in a phase. HODs who were appointed before the introduction of ICT in schools also experience challenges as they must support the educators in using this new technology but they are not experienced in its use in their subjects.

## **2.4 FOUNDATION PHASE**

The foundation phase, extending from Grade R to Grade 3, is the first phase in primary education in South Africa. In reality, it is in this phase where much of the teaching and monitoring is done. The reason for this is because this is where the foundation has to be laid in real life and this is where the confidence of the child is built.

In addition, in terms of the CAPS for Grade R, play-based learning is prioritised, through which integration into other key areas of child development is expected to occur. For example, it is during these play-based activities that the educator is supposed to facilitate the learning opportunities (DBE, 2011a). According to the CAPS document, learners in the foundation phase are exposed both to their HL (6 hours) and FAL (4/5 hours) per week.

## **2.5 MULTIPLE ROLES OF HEADS OF DEPARTMENT IN THE FOUNDATION PHASE**

In South Africa, the Employment of Educators Act of 1998 provides the framework for the work of HODs in the foundation phase (South African Employment of Educators Act, 1998). In terms of this Act, the responsibilities of an HOD depends on the policies and requirements of a particular school, including the functions of administration, personnel, the requirements of extra and co-curricular activities and the policies on teaching and communication. The core duties according to the Department of Education (DoE) are discussed below.

HODs in the foundation phase are responsible for a phase. They have to participate in teaching, they should provide direction and co-ordinate guidance on the latest ideas teaching methods for their subjects, including techniques, evaluation and aids. They have to communicate these efficiently to all the staff members concerned. HODs in the foundation phase are tasked with participating in agreed school/teacher appraisal processes to improve teaching, learning and management at the school. They are also delegated to develop support groups (DSG`s) during the appraisal process.



In the changed curriculum, the Department of Education has introduced Early Learning Classes in schools. These classes fall under the multiple roles of foundation phase HODs. The foundation phase HODs are delegated to manage the educators of Early Learning Classes. Not only is he or she supposed to manage, lead and control the educators but also he or she also has to control those classes and attend to disciplinary problems and work hand in hand with the parents (Anderson, 2010).

The introduction of ICT (Information Communication Technology) in schools has also increased the amount of workload for the foundation phase HODs, but the amount of time has not changed. These activities also add to the list of multiple roles of the foundation phase HODs. When the programme is introduced to a school, it is the responsibility of the Head of Department to make sure that educators understand the programme and they are implementing it in their classes.

According to Bush (2007), HODs are not only concerned with teaching and learning, but they are also expected to focus on the professional welfare of their teachers by mentoring and developing them (Bush, 2007). This can be done by arranging mini-workshops for them and also by holding meetings to discuss their challenges. They are required to study the curriculum and its implementation in detail, as well as instructional and assessment activities to allow themselves to supervise and continuously improve learner performance (Zepeda & Kruskamp, 2007; Klar, 2012)

The roles of the HODs differ from country to country. Developed countries such as Hong Kong, Singapore, USA, Denmark, Japan, Finland and Spain have all drawn up plans, launched educational policies, and initiated the implementation of ICT in schools (Wong et al., 2005). Recent developments across the world have moved beyond the idea of teaching and learning about ICT and have been focusing on the notion of teaching and learning with or through ICT (Wilson-Strydom & Thomson, 2005).

## **2.6 CHALLENGES FACED BY HEADS OF DEPARTMENT IN THE FOUNDATION PHASE**

The diverse demands on the HODs make their roles very challenging, and research evidence has highlighted the many difficulties and obstacles experienced by those occupying these positions (Collier et al., 2002). These difficulties include great demands on their time to fulfil all their duties, an unstable curriculum, insufficient professional development (PD), a

lack of opportunities at the departmental level, and no clear direction and vision from the senior executives and ineffective communication between them and the senior management (Collier et al., 2002). These challenges confirm the point that the HODs' role continues to be complex (Ho & Tikly, 2012). The HODs biggest challenge is leadership development, as they must mentor the educators that they supervise and promote leadership in the educators within their schools. (Ho & Tikly, 2012). They must also participate in the development of the overall leadership capability of their schools and contribute to social capital and network in the school's community (McCauly & Brutus, 2010). Additionally, the HODs are usually seen as the subject specialists, which places pressure on them to be role models for effective instructional leadership in their subjects.

The educators appreciate and support the organised guidelines and reduction in administrative tasks as directed by the CAPS document, but many find the CAPS to be too prescriptive and involved with minute detail (Catholic Institute of Education, 2010). They are also concerned about elements of the curriculum that require special skills and knowledge from the educators (Catholic Institute of Education, 2010). A comprehensive and successful implementation of the curriculum will require educators to obtain these specialised skills for certain subjects. HODs or subject heads as leaders of departments are expected to mentor and be role models for their educators who are challenged by these requirements.

The factors discussed in the preceding paragraphs explain the workload of educators and the possible challenges facing the HODs in the foundation phase.

## **2.7 THEORETICAL FRAMEWORK**

The theory of management by Henry Fayol (1949) was used as a frame of reference in this study. He is credited with laying the foundation of management theory. He based his management theory on four basic functions, planning, organising, leading and controlling. According to Henry Fayol the basic functions could be discerned in the management structures of all organisations although the importance of each function may vary depending on the organisation (Fayol, 1949).

### **2.7.1 Planning**

Planning is the first step of the management function. The manager creates a comprehensive action plan aimed at achieving organisational goals in this phase. This task also has to do

with organising strategic planning sessions for the staff of the school starting with agreeing on the vision and mission statements of the school by scanning the environment and setting up the organisational goals of the school, which must be based on inputs from all the stakeholders and must be supported by by all stakeholders. Planning also involves the prioritisation of organisational goals and the information of the action plan that will be followed (Botha, 2013).

### **2.7.2 Organising**

The next step is organising. The organising function refers to putting in place the strategies, resources and actions required to achieve the objectives that have been established in the planning stage. Organising comprises determining the workflow and also the amount of human resource that would be required to support the envisaged workflow. This task also involves creating an organogram in the phase of the hierarchical structure of the organisation based on the qualification, seniority and preparedness of the staff members. The HOD will decide who should report to whom and on what matters. Organising also involves the delegation of duties to specific staff members according to the decisions taken in the plenary sessions of the planning phase that have already been debated and agreed.

For delegation to be successful, there must be clear lines of responsibility that have been successfully implemented. The HOD needs to demonstrate organisational skills by ensuring that all the management task and roles are coordinated by ensuring that a group of staff members report to a common manager. The reporting structure must be such that the HODs retain oversight of all management processes within the school.

### **2.7.3 Leading**

The third step is the leading function, which refers to the management trials in leading the organisation and their style of management. The success of this step is measured by the ability of managers to motivate and mentor the employees to ensure increased outputs and so achieve the goals of the organisation; In this phase, the HOD must lead the staff members by setting up internal communication structures. The HOD performs the functions of this phase by aligning the activities in the phase with the achievement of the organisational goals. Internal communication must be well managed to ensure that all directives are delivered timeously and are understood. Leading is a critical task and implies motivating staff members and learners to achieve the required set of outputs.

The HOD utilises both intrinsic and extrinsic motivational strategies to assist staff members and learners to co-own the goals of the organisation. To successfully motivate the co-workers, the HODs must have a thorough knowledge of their co-workers. Since the school is an organisation consisting of different individuals with diverse cultures, there is bound to be conflict, which the HOD must be skilled at handling. Leadership skills that include conflict resolution and the art of negotiating are essential for the fulfilment of the function.

#### **2.7.4. Controlling**

The last function is controlling, which refers to the manager's ability to close the loop and monitor the progress of the actions put in place to achieve the desired outputs that are necessary for the organisation to reach its goals. This will guarantee that the organisation can meet its goals. Closing the loop also means that deviations from the planned outputs must be detected in the monitoring process, and any required corrective action must be taken.

As much as planning, organising and leading are important; control remains an essential component of the HOD as it has to do with the assessment and evaluation of tasks. The evaluation of tasks is accomplished by supervising the outputs of staff to ensure that the desired organisational objectives are met. The HOD also has to ensure that the staff are sufficiently resourced and are given the necessary authority to allow them to complete the tasks assigned to them and achieve the desired outputs. The HOD and the educators must also have an agreement on what control measures will be taken to correct deviations in terms of outputs or time scales to protect that and objectives of the school as an organisation. The management tasks all have to be performed within the designated management areas namely, learner affairs, staff affairs, administrative affairs, financial affairs, physical facilities and school community affairs.

### **2.8 CONCLUSION**

Local and international research literature both indicate that the foundation phase HODs have several different roles to play in teaching and learning in school. The researchers point out that the HODs have never received any formal training in their academic career or from the Department of Education for the management and administrative elements of the demanding job descriptions; however, the role of instructional leadership has fallen on them through delegation. Most HODs attempt to learn the skills required for their job on their own to make up for the lack of training. The HODs in the foundation phase are forced to have

several different roles, which include administrative work, support and motivation of the teachers through mentoring, as well as monitoring and supervising their performance. They must also be managers and ensure that policies are adhered to within their department or phase, they act as liaison between the senior managers and staff, they are the departmental representatives who give reports on behalf of their departments.

In the next chapter, I present the qualitative framework used in the study to learn more about HOD in the foundation phase and their multiples roles. I also provide an overview of the data collected.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHOD**

#### **3.1 INTRODUCTION**

In Chapter 3, I provided an analysis of the management of their multiple roles by the HODs in the foundation phase. This chapter provides the research design, methodology, and methods that were used to generate the data for the study and how the data was analysed. The chapter also explains the concept of trustworthiness and how it applies to this research, and the ethical measures that were employed in this study. Thereafter, the conclusion of the chapter is provided.

#### **3.2 RESEARCH DESIGN**

Prince and Jones (2006) state that a qualitative research design is a type of research that collects and works with non-numerical data and seeks to interpret meaning from the data. A qualitative research design will help me to understand the social life of the participants through the study of a population where they are the selected participants. (McMillan & Schumacher, 2010). In view of this, I envisage that a qualitative research design will enable me to concentrate on the personalised experiences of individuals because qualitative research is sensitised to the contexts in which people interact with each other.

In addition to evaluate and recording the participants' personalised impressions, presumptions, premises and connections to the social world, according to Lee (1999), a qualitative research approach would allow me to understand how these entities were organised and structured by the participants themselves. In this way the behaviour of HODs in the foundation phase within their constructed world becomes clearer. In other words, a qualitative research design allowed me to study the experiences of the HODs in terms of their own management experiences as they discussed the manner in which they manage their multiple tasks in the foundation phase (Denzin & Lincoln, 2011b).

##### **3.2.1 Research Approach**

Qualitative research is regarded as an inquiry process in which researchers start with certain research questions, assumptions, a worldview and a theoretical lens, then they collect, analyse and interpret data which occurs in a natural setting and they present their findings about a social or human problem in words in the form of a report (Creswell, 2007;

Merriam,2009). McMillan and Schumacher (2010) maintain that this report allows the researcher to share their personalised impressions of the participants in their own settings. I used a qualitative approach in this study because as a researcher, I wanted to understand and share in the meaning constructed by the participants. This approach is suitable for this study exploring the social and human problem of how foundation phase HODs experience and manage their multiple roles.

Qualitative research also has some weaknesses that the researcher should be aware of. According to Merriam, a weakness in using the qualitative approach is that knowledge cannot be generalised to other people and other settings (Merriam, 2008). Another weakness is that qualitative research is relatively expensive and time-consuming when collecting and analysing data, especially if personal interviews are used as part of the collection process. Also, the researcher has to take steps to ensure that he or she stays objective and does not introduce bias into the data interpretation. However, in this study, I involved my peers and colleagues to review the analysed data and my research findings to ensure objectivity. I also involved my supervisor to check the quality of the data and the findings. Using this approach, as a researcher, I can provide an objective understanding and description of the participants' personal experiences from the data that was collected in a natural setting.

### **3.2.2 Research Paradigm**

According to Joubish, Khurram, Ahmed, Fatima and Haider (2011), a paradigm is essentially a worldwide framework of beliefs, values, methods and agreements that are shared between scientists about their understanding of different research approaches. These researchers believe that the philosophical paradigm in which researchers position themselves may be described in terms of ontological, epistemological and methodological stance (Joubish et la, 2011). Denzin and Lincoln (2003) define ontology as a way of contracting reality. In this study, as a researcher, I believe that the reality of how foundation phase HOD manage their multiple roles can be understood from the lived experiences of those who participated in the study.

According to Denzin and Lincoln, the second aspect of the philosophical paradigm is epistemology which is defined as the different forms of knowledge of reality, questions are asked about what constitutes valid knowledge and how we can obtain it, what the nature of relationships that exist between the enquirer and the inquired is and how do we know (Denzin & Lincoln, 2003). For this study, knowledge about how HODs in the foundation

phase manage their multiple roles could be constructed by the participants and identified by the researcher in the data collection and analysis process.

The methodological paradigm for this study was interpretive. An interpretive paradigm is a lens through which I scrutinised a natural phenomenon (Cohen, Manion & Morrison, 2007). As a researcher, I have a worldview that encompasses a belief in multiple realities and, therefore, I tried to understand the personalised lived experiences of the study's participants from the viewpoint of their reality, sharing the subjective meaning that they attached to it (Wahyuni, 2012). In doing this research, I tried to make sense of the participants' subjective reality by talking to them in the interviews and analysing their documents (Creswell, 2007; Denzin & Lincoln, 2003; Johnson & Christensen, 2012). According to Creswell, this approach "requires an understanding of the world in which participants live and work as people who normally develop a diverse and wide range of subjective meaning of their experiences" (Creswell 2007). As a researcher, I could gain an insight into how HODs in the foundation phase manage their multiple roles through the experience of the participants.

### **3.3 STUDY DESIGN: A CASE STUDY**

According to Bromley and Maree a case study research is a systematic inquiry into an event or a set of related events that aim to describe and explain the phenomenon of interest (Bromley & Maree, 2012). Maree (2007) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not evident and in which multiple sources of evidence are used. Simons (2009) views a case study as an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life. She emphasises that "a case study should not be seen as a method in and of itself. Flyvbjerg (2011) agrees, saying that if we decide to use a case study in our research, this does not mean the selection of a method, but rather a selection of what will be explored.

I have used a case study research design for HODs in the foundation phase in a real life situation (Creswell, 2013). It added value to discussions on concrete subjects such as the HODs managing multiple roles. The other advantage of using a case study for my research was that it simplified complex concepts, and it also used the participants in a real-life situation (Creswell, 2013). Because I only interviewed six participants, I needed in-depth and rich information.



A case study, therefore, allowed me to collect a lot of detailed information (Creswell, 2013), and the case study research design enabled me to form a relationship with the participants. This relationship assisted me in understanding the participants better, and the participants were able to open up on the validity of the results (Flyvbjerg, 2017).

One of the disadvantages of a case study design is that the outcomes of the study normally cannot be generalised to the entire population (Merriam, 2008; Yin, 2003). Although the findings of this study cannot be generalised, it was intended to identify insightful unique features as well as good management practices in the dynamics of the HODs world by exploring the experiences of the participants.

### **3.4 SAMPLING AND SAMPLE TECHNIQUE**

Research literature defines sampling as “a process aimed at the selection of a group of participants for a study” (Johnson & Christensen, 2012; Nieuwenhuis, 2007). Most primary schools in South African would qualify for participation in this study, but it was not possible to include all of them from a practical point of view. For this reason, I used purposive sampling without giving preference to gender, race or age. The rationale of such a sampling strategy is to choose members of a sample with a “purpose” to represent the phenomenon under study according to a carefully chosen key criterion (Des Voss, 2007; Ritchie & Lewis, 2003).

#### **3.4.1 Study sites**

This study was based in Tshwane West and Tshwane North districts in the Gauteng province. Four primary schools were sampled. The reason I chose the four schools was because it allowed an investigation on affluent as well as distressed schools to provide a more representative sample. Two of the schools are no fee-paying (from a Quintile 1 community) schools and two are fee-paying schools (from a Quintile 5 community). All the schools had more than 350 learners. The post structure of quintile 1 schools allows for three HODs, responsible for the foundation, intermediate and senior phases. Quintile five schools are permitted to appoint additional educators who are paid by the school governing body, which gives them the opportunity to appoint additional HODs and subject heads in the same department. Quintile 1 schools do not have the resources to hire any additional teachers to act as subject heads.

According to Cohen, “a drawback of this form of sampling is that it may result in the researcher selecting passive participants who contribute little to the data” (Cohen et al., 2013). To overcome this threat, I made sure that I first checked the experience of the people I wanted to interview and also allowed a flow of communication, not forgetting to make them aware about the ethical consideration and that their names and schools will not appear in the study.

### **3.4.2 Participants**

HODs from the six schools participated in this study. According to this study, HODs are those educators that are supervisors of post level one educators whose responsibility is to teach their respective classes as well as to manage the work of the post level one educators. In this study, five HODs from four different schools in two districts participated. All the HODs were females. From the four different schools, two schools had more than 800 learners and the other two schools had less than 500 learner. One school was a former model C school (a school that had only white learners in the past). The five HODs that participated in the study have different situations when it comes to the allocation of HODs. School A (SA) has two HODs whereas the other schools have only been allocated one HOD.

In the foundation phase, the focus of the HODs was on all the subjects as well as other managerial duties as outlined in the PAM document. These HODs were expected to manage all subjects in their foundation phase.

### **3.5 DATA COLLECTION**

I used semi-structured interviews with purposively selected participants (foundation phase HODs) as the main data collection mechanism for the study. The interviews that were conducted with the selected HODs discussed how they managed their multiple roles in the foundation phase (Marshall, 2011; Seale et al., 2007).

The researcher should be aware of some weaknesses of the data collection method. One of the biggest weaknesses is that findings made from the data collected can normally not be generalised to other people or other settings (Merriam, 2008). In addition, qualitative research is expensive and time-consuming when collecting data, especially if personal in-depth interviews are used as part of the data collection process. A further weakness of qualitative data collection is that the personal bias of the researcher can easily influence the results of the study (MacMillan & Schumacher 2010). In adopting a qualitative research

approach, I accepted the responsibility to become the main research data collection instrument, and thus assumed responsibility for the procedures of data collection, data analysis, interpretation and reporting. (Bates, 2004; Riesman, 1993). Information was collected using semi-structured interviews that were recorded, transcribed and studied to understand the information they contained fully. The information was coded and grouped into themes and sub-themes, and finally, the information was used to generate this research report. In this study, I also used an audio tape-recorder to ensure accuracy in capturing the data and avoiding selective data capturing (Creswell, 2008). Data was collected from HODs in the foundation phase, after which I analysed and cross checked the findings for consistency and contradictions (Denscombe, 2007).

### **3.6 DATA ANALYSIS**

Data analysis refers to the process of reducing and interpreting data (Vithal & Jansen, 2001). According to Cohen et al. (2001), data analysis in qualitative research refers to making sense of data from the perspective of participants, while taking into account the context, pattern, themes, categories and regulations. I conducted an analysis of data throughout the research process. I also transcribed the interview data and employed content analysis and constant comparison methods to analyse it.

Tape recordings were used with the aim of having them transcribed later. Cohen and colleagues (2007) indicate that, despite all these arrangements, the participants should still take notes of what the participants say. However, neither taking notes nor recording should inhibit the participant's spontaneous behaviour. McMillan and Schumacher believe that "quantitative data analysis is primarily an inductive process of organising data into categories and identifying patterns" (McMillan & Schumacher, 2014).

### **3.7 TRUSTWORTHINESS**

According to Maree (2012), trustworthiness is critical in qualitative research. Evaluating trustworthiness is important to test and validate my data analysis, findings and conclusions. Therefore, I kept a record to enable a procedure that could be used for evaluating the trustworthiness of my data analysis at a later stage. The procedures that I followed included consistency checks (e.g. having another coder take the category description and find the text which belongs in those categories) and credibility or stakeholder checks.

According to Maree (2012), triangulation by using data from different sources could help me cross-check my findings. I, therefore, combined individual interviews with information gathered from focus groups and an analysis of my written notes. Document analysis was used to corroborate the information gathered from the participants during the interviews. The credibility and trustworthiness of the study was confirmed by the quality of the participants' responses. Through the whole process of data collection, I kept a record of the interview schedule used for reference purposes (Leedy & Ormrod, 2010).

I also applied a deliberate strategy to increase the credibility of data by prolonging the involvement with the participants (Denscombe, 2007). Prolonged engagement refers to an "extended time that a researcher spends with participants in their native environment and in the everyday world to reach a better understanding of their behaviour, their values and relationship in the social context in which they operate". (Creswell, 2008). A prolonged engagement was accomplished through developing a trusting relationship with the participants.

### **3.8 ETHICAL CONSIDERATIONS OF THE STUDY**

A challenge experienced in the study was that some HODs were reluctant to take part and release information. To overcome this challenge, I explained in the invitation letters that the interviews and information they provided would be for research purposes. I also confirmed that they were free to withdraw their participation at any stage should they feel like doing so. I provided participants with assurances about the confidentiality and anonymity of their responses. Most principals are cautious about contact time. They were assured that the research process would not affect the smooth running of the schools as it was carried out after school hours.

Since most educational research deals with human beings, it is necessary to understand the ethical and legal responsibilities in conducting research (MacMillan & Schumacher, 2007, p.195). I adhered to the following ethical requirements in the study:

- All the participants were informed and assured that their responses would be anonymous and confidential and would remain so, and the original data would not be communicated to any person except research personnel at the University of Pretoria.

- To obtain permission to collect data, I applied for and obtained approval from the Gauteng Department of Education.
- I also applied for and obtained research approval from the Faculty of Education Ethics Committee at the University of Pretoria.
- I was granted permission to conduct research in schools by the governing bodies of the schools that participated in this study.
- The HODs who were invited to participate in this study signed the informed consent letters as they accepted the invitation.
- Furthermore, a pre-signed consent agreement was signed by all participants involved, assuring them that none of them would be victimised and their names would not be revealed.

### **3.9 CONCLUSION**

In this previous chapter, I presented the qualitative framework used in the study to learn more about HODs in the foundation phase and their multiple roles. I also provided an overview of data gathering, sampling and analysis procedures. In conclusion, I discussed ethical considerations. The next chapter is about research findings. In the coming chapter, I present my analysis of the foundation phase HOD, focusing on their engagement in their multiple roles. The main focus is on the foundation phase HODs engaging in their multiple roles.

## **CHAPTER 4**

### **RESEARCH FINDINGS**

#### **4.1 INTRODUCTION**

In Chapter three of this study, I discussed the research methodology and design. As indicated in Chapters 1, 2 and 3, the purpose of the current study is to understand how HODs in the foundation phase manage their multiple roles. In this chapter, I present the experiences of the HODs as they manage their multiple roles in the foundation phase. My role as researcher was to record, analyse, and interpret the HODs' experiences with a view "not only to uncover the underlying descriptions which they themselves might not be able to give voice to but also to interpret the hidden meanings in the apparent meanings" (Nieuwenhuis, 2007), and I then used these results as basis for the conclusions I drew about their academic lives.

I present my findings in the following manner: First, I narrate (a) how the HODs in the foundation phase understand their multiple roles, (b) the practices the HODs apply to perform their multiple roles, (c) the challenges they experience in fulfilling their multiple roles, (d) the support they get, and (e) improvement plans they have in place. Then I draw conclusions about the strategies they use to manage their multiple roles as well as how such strategies might have influenced their current thoughts and actions about the day-to-day management of their duties. Finally, based on insights I gained from listening to and analysis of the participating HODs' responses to questions, as well as from my interpretation of their stories, I present my conclusions about the effect that their experiences might have had on the way they perform their multiple professional roles in the foundation phase. In presenting the findings, I quote the participants' verbatim responses to support my interpretations and acronyms using aliases such as Head of Department one (HOD 1) and school A (SA) to identify such participants as well as their schools. I also make use of the term "lead teacher", a term used for educators who work hand in hand with the HOD, and each and every grade has one lead teacher.

#### *Participants' job profiles*

Five HODs from four schools participated in this study. In all four schools all the participants were females because in the foundation phase most of the schools employ female educators when they are dealing with small children. Out of the four schools, school A is a fee-paying and former model C school, the other three schools are no fee-paying schools. Amongst the

four schools, school A is the only school with two HODs in the foundation phase. In school A (SA), the number of learners in the entire school is seven hundred (700) and two HODs are responsible for the foundation phase. One HOD is responsible for Grades R and 3, while the other HOD is responsible for Grades 1 and 2. Besides the management of the Grades, these HODs are also class teachers. One of them teaches Grade 3, and the other teaches Grade 2. School B had only one HOD responsible for the entire phase with seven educators and three hundred and five (305) learners.

In school C, the situation was quite different from that of two other schools. Although there was only one HOD in the foundation phase, the school had a senior teacher who assisted the HOD. The senior teacher was responsible for Grade R while Grades 1 to 3 were the responsibility of the HOD. Similar to school B (SB), school D (SD) had one HOD who was responsible for seven educators, with a total number of two hundred and eleven (211) learners in the foundation phase. This implies that these two HODs were responsible for the management of the entire foundation phase in their schools. Although gender, race and years of experience in the teaching profession have not been the criteria I used to select participants in this study, it is worth mentioning that all five HODs were black females and there were no males. The HODs' experience in the profession ranged from four years to twenty five years. Having presented the profile of the schools and the HODs that participated in this study, the HODs' understanding of the concept of multiple roles then follows in the next section.

## **4.2 HODS PLANNING THEIR MULTIPLE ROLES**

All the HODs in the four schools I visited are assigned educators and classes to manage. The way they are allocated the work differs from school to school. The HODs draw up a management plan that assists them with the planning of the phase activities for the year. The management plan is given to educators at the beginning of the year. This is what the head of department one (HOD 1) in school A (SA) had to say,

*We are two HODs in the foundation phase and we share educators and the activities. My colleague is responsible for Grades 1 and 3 and Grades R and 2 are my responsibility. For us to function effectively we draw a management plan that assists us in planning our activities. Our plan includes submission of activities and the assessment of the educators' activities. It also includes time and dates for our meetings.*

The head of department two (HOD 2) in school A (SA) stressed,

*In my school, my colleague and I share responsibilities equally and I have seen the strategy to be working for us and the educators under our supervision. Instead of me alone being responsible for all the educators in the foundation phase, we share them. She went on that “We do not only share the Grades, we also share the ideas to make our multiple roles lighter. Because our activities are aligned with the management plan, we don’t miss out on submission dates.*

The head of department three (HOD 3) in school B (SB) expressed it as follows.

*I am assigned seven educators - two in Grade R; two in Grade 1, two in Grade 2 and one in Grade 3. Two of the educators in this phase assist me with Mathematics and English while I am responsible for the home language and Life skills. As we sit down and plan our activities, we agree upon the dates, designated areas when and where educators must submit their books for control and moderation as well as the turnaround time for the evaluation to be completed. I therefore find planning to be very important looking at the number of educators and workload assigned to us.*

By assigning educators the responsibility for some subjects, School B acknowledges and appreciates the potential and expertise the educators in the foundation phase have. In this way, the school foresees the need to build the capacity of the future generation of HODs in the school. Not only that, but by involving educators in the planning process, the school also sees the need to empower and encourage the spirit of ownership in educators’ teaching and learning processes.

The head of department four (HOD 4) from school C (SC) indicated that,

*As part of my planning, I usually allocate Grades to educators. As it is a principle, I do this during the planning phase while considering their suitability, capability and professional qualifications. This planning process also involves determining the financial resources needed for the phase to meet the educational goals.*

For this reason, I usually consulted with the school principal to secure support in terms of finances before the planning process commences.

Similar to school B (SB), the head of department five (HOD 5) in school D (SD) is responsible for seven classes, although with a different structural set-up. This is how the head of department five (HOD 5) experienced her planning process.

*I am responsible for seven classes in the foundation phase - two in Grade 1, two in Grade 2, two in Grade 3, one class in Grade R and I am responsible for all my classes”. The HOD went further to emphasise, that “I do not get any assistance from the staff and I do everything by myself. Part of my planning involves identifying foundation phase educators and monitor and allocate the budget*



*equally under the ever-watchful eye of the principal. I try as much as possible to align my planning with the time frames for the completion of set goals in the phase, the instrument to be used to monitor the execution of all planned activities as well as the type of feedback to be given to individual educator.*

Based on the above data as provided by the HODs who participated in this study, it becomes evident that it is very difficult for one HOD to plan for the entire phase because each did it alone. According to some of them, they successfully planned their activities because of being more than one HODs. From all the schools that participated in this study, HODs arranged for strategic planning workshops for the foundation phase educators' on their own and also make sure that the mission and vision statement are shared. Since planning has got to do with decisions on the choice and nature of learning content for the learners, the HODs have the responsibility of the identification of educators according to the grades they are teaching. That is, knowing their strength and weakness in the grades they are in during the planning session and at the same time they have to consider their suitability and the professional status.

As part of the planning the HOD has to know about the needs analysis of the phase, that is how many educators and how many classes are allocated to them (HODs). From the plan HODs have to know how they are going to implement the plans or how are they going to be met, that is ways in which the needs are going to be accomplished. Another part of the plan is knowing when and where are needs going to be addressed. The resource that is allocated to you that is human, physical and financial resource has to be planned also in time knowing who will be teaching what grade and also the classes they will by using and the plan action has to be prioritised. In the coming chapter the focus is on HODs organising their multiple roles.

### **4.3 HODS ORGANISING THEIR MULTIPLE ROLES**

In almost all the schools that participated in this study, the HOD has the responsibility of organising the resources for the entire phase. Organising as the management function is an interactive process used by HODs to manage resources and activities in the teaching and learning, as indicated in the comments below.

*Normally I organise all the resources for the phase to support the educators, as the HOD. I allocate enough educators who qualify to teach the grade. In so doing, I ensure that the number of educators aligns with that of learner. I also ensure that all the learners have the necessary teaching and learning material as well as textbook. In addition to that, I make sure that educators also have all*

*the necessary equipment needed like classroom, furniture, policy documents and it is my responsibility too to organise time table for them.*

The Head of Department two (HOD 2) in the same school - (SA) added

*At the beginning of the year I organise time table and class lists for all the teachers in my phase. I also make learning material and textbooks available for learners. It is also my responsibility to see to it that a duty rooster is available for all educators under my supervision. I finally see to it that I equally allocate learners to educators before the end of the year for the following year.*

On a similar point of view, the head of department four (HOD 4) in school C (SC) mentioned,

*I am assigned eight educators from Grade R to 3. As one of my multiple roles, I organise strategic planning sessions for educators under my supervision where the vision and mission statement, scanning of the environment and setting up of the school goals are shaped and shared by all stakeholders in the foundation phase.*

In the same school, submission of the educators' files is done once per year. According to the head of department four (HOD 4) "*The management plan is drawn once per year, but because we have lead teachers they assist educators in preparing files for submission.*"

The Head of department one (HOD 1) of school A (SA) indicated that "*I make sure that educators submit learners' books to evaluate curriculum coverage.*" The Head of Department one (HOD 1) further mentioned that "*Submission of learners' books is done quarterly or once per term and I evaluate one learning area per week (i.e. mathematics grade 1 to 3)*".

It is also evident from the narratives of the HODs in this study that in some schools, the learners' books are evaluated twice a month, and such evaluation is done at school after contact time. Head of department three (HOD3) in school B (SB) shared that "*submission of learners' books is done once per term*". The Head of Department four (HOD 4) shared a different experience. In her school, learners' books are evaluated on weekly basis. "*In my school, I assign lead teachers to collect learners' books from educators for evaluation on weekly basis*".

Things are done differently in school D (SD). According to Head of Department five (HOD 5),

*I also evaluate learners' books weekly. Because I sometimes attend meetings and workshops, take part in extracurricular activities and perform class visits, I end up not marking learners' books and skipping some weekly checks. This affects my multiple role as a HOD and also the performance of learners because I ended up not checking the work of educator's and also not teaching my class.*

It transpired from this study that some HODs perform their multiple roles during teaching and learning time. Speaking to this point of view Head of Department one (HOD 1) pointed out *"I sometimes check and mark books during contact time. I also check the books after the learners have left."* The same sentiments were shared by Head of Department three (HOD 3) of (SC) who said *"We facilitate the collection of learners' books on weekly basis and we do this after contact time"*. Head of Department three (HOD 3) of school B (SB) added that *"when the learners leave school, I stay behind and check if the books are marked and learners are given homework according to the homework timetable. In cases where I have a meeting, I take the books home"*. Head of department four (HOD 4) from school C (SC) had a different experience. *"I usually have a volunteer teacher to assist me in taking care of my class while I continue with file checks and marking learners' books"*.

Basing my argument on the experiences of the HODs as they unfolded above, it is evident that more time is needed for organising learners and educators' files. The HODs are not allowed to submit educator's files and learners' books during contact time, they can only do so after contact time.

In the next section, I focus on how HODs in the foundation phase lead their multiple roles.

#### **4.4 HODS LEADING MULTIPLE ROLES**

In normal circumstances, the HODs lead by setting up communication structures within the school. Communication structures must be well managed to ensure that instructions are clearly stated so that the desired outcomes can be achieved. Communication structures include meetings, communication books and circulars. The HODs in this study lead the phase by providing accessible communication structures while at the same time managing their classes.

On responding to the question on how they lead their multiple roles, Head of Department one (HOD 1) from school A (SA) expressed

*We (myself and the other HOD) have phase meetings and grade meetings. Grade meetings are held once per week and phase meetings are held once per term. In Grade meetings, the main discussion is about the entire grade. For instance, Grade one educators meet and talk about challenges or how they can improve their grade. Phase meetings are about all the educators and HODs in the foundation phase from grade R to grade 3, the most important thing that is discussed in the meeting are ways to assist learners with difficulty in other learning areas, how are educators coping with the pace set in the annual teaching plans and different dates for submission of activities.*

Head of department two (HOD 2) from school A (SA) added that

*We have a phase meeting with all foundation phase educators which is held once per term. We have grade meetings on a weekly basis and it is chaired by the grade heads with our assistance as the HODs. All these meetings are held after contact time.*

Speaking to this point the head of department three (HOD 3) from school B (SB) declared that

*In our school we have the learning area meetings which are held every week with the help of grade heads. Our most important meeting is the phase meeting which is held once per term and I am responsible for chairing this meeting. The phase meeting entails discussion of the entire phase where annual teaching plans and assessments are discussed.*

Furthermore, the Head of Department four (HOD 4) from school C (SC) said

*I hold phase meetings once per term unless there is a workshop that I attended at the district. If that is the case, I call the educators during break time and give them feedback about what was discussed in the meeting that I attended at the district. I also give educators reports on issues that need urgent attention such as submission of lists of progressed learners or dates for submission of schedules.*

Head of Department five (HOD 5) from school D (SD) shared similar sentiments about leading her multiple roles “As HODs, we team up with other schools that have more experience than us. We have meetings where we give reports such as stats needed for progressed learners or when to submit schedules from the district.”

The Head of Department one (HOD 1) from school A (SA) had the following to say about leading her multiple roles in the foundation phase “We have meetings on how assessment is

to be carried out. We also share how to deal with discipline and give feedback on what to implement. The Head of Department three (HOD 3) from school B (SB) also had the following to say about her experience “*We have district meetings which require us to attend after contact time*”. In addition, the Head of Department five (HOD 5) from school D (SD) had these to add “*I use break times to run the meetings and it is my responsibility to monitor such meetings*”.

Based on the above discussions, it is evident that support is maintained in all the schools, even though it removes the HODs from the classes. The Head of Department (HOD) has to leave the learners unattended, but with other schools, it is different because they utilise the help of volunteering teachers. It is also important to highlight that the HODs in this study have to lead the phase by setting up communication channels. They arrange and chair weekly meeting in the learning area while at the same time they attend meetings organised by the district. In the section that follows, I present how HODs in this study control their multiple roles.

#### **4.5 HODS CONTROLLING MULTIPLE ROLES**

All the participants who took part in this study are faced with the responsibility of controlling and monitoring educator’s files at least once or twice per month depending on the arrangement of the school. The Head of Department one (HOD 1) in School A (SA) mentioned that “*control remains my essential component as it has to do with the assessment and evaluation of tasks.*” The Head of Department two (HOD 2) in the same school - (SA) added “*As the HOD, I monitor the resources educators have. I check educators’ daily preparations, the manner in which they attend to both formative and summative assessments.*” The Head of Department three (HOD 3) in school B (SB) emphasised that “*I check whether or not educators work is up to date, daily activities are recorded and continuous assessment is done according to the assessment plan once per term. Where challenges arise, I offer support and guidance. I seek assistance from colleagues and the principal where I cannot assist*”.

In school C (SC) files are also submitted to the HOD for monitoring and checked once per term, but the Head of Department four (HOD 4) from school C (SC) shared the following view on control of files “*I check educators’ files once per term. I make sure that annual teaching plans are followed and the topics that are supposed to be covered for that term are covered. When pressure mounts, I use services of the lead teacher*”. To add, the Head of

Department five (HOD 5) from school D (SD) shared the same sentiments. *“Monitoring and evaluation of educators’ files is my role as the HOD and I perform this task once per term”*.

The HOD is not only responsible for checking educator’s files, they are also responsible for checking learner’s books to check curriculum coverage. How many times per week or term the learners’ books are checked depends on the schools' arrangement. Head of Department one (HOD 1) in school A (SA) shared the following sentiments about checking learner’s books *“I check learners’ books on weekly basis and one learning area and grade at a time (i.e. mathematics grade 1 to 3). In so doing, I check whether or not the work aligns with the policy and is done according to the phase plan and offer support and guidance where necessary.”*

Head of Department three (HOD3) in school B (SB) had a similar thought about her control experience *“I control learners’ books weekly and I alternate with learning areas. That is, this week I deal with Life Skills for all the grades and Home Language in the following week. I also make provision to check the work of the educators”*. Head of Department four (HOD 4) also controls learners’ books on a weekly basis.

*I check the assessment and record keeping and whether or not learner’s books are marked according to the management plan and the annual teaching plan is followed”. The head of department five (HOD 5) “check if the educators are following the annual teaching plan and cover all the work prescribed to them and I do this on weekly basis. Because of meetings and workshops I sometimes attend as well as the extracurricular activities, class visits and visits by district officials that is my responsibility, I end up skipping some duties and that negatively affects phase performance.*

Based on the experiences of the HODs as they unfolded above, it is evident that more time is needed to control learners and educators’ files. Educators’ files are controlled quarterly and learners’ books are controlled weekly. In cases when they attend the district meetings and supervise extra mural activities, they have to work extra hours by remaining behind to complete tasks in hand.

#### **4.6 CHALLENGES HODS FACE AND HOW THEY HANDLE THEM**

According to the HODs in this study, class visits are part of the job description of HODs in the foundation phase, and they are obliged to manage them. HODs’ narratives revealed that every school has time allocated for class visits by HODs and they take place during contact

time. However, class visits happen to be on top of the list of the challenges HODs are facing. Class visits are a problem because the HOD is bound to leave class and learners in the care of other educators. HODs in this study report that in most cases, learners that are left with other educators are not taught. On relating her experience in this regard, head of department one (HOD 1) from school A (SA) said *“Class visits become a problem because I am bound to leave the class unattended or invite substitute teachers to stand in for me. This practice negatively affects learners’ performance because they become confused when they see different faces or different people.”* Head of Department three (HOD 3) from school B (SB) shared a different perspective about challenges that affect her multiple roles *“When I do class visits, I usually distribute my learners amongst other classes in the foundation phase. This becomes a challenge because no teaching and learning takes place until I get back”*.

Head of Department four (HOD 4) from school C (SC) has this to say about the challenges she faces regarding her management of managerial roles

*Class visits are shared among myself, the deputy principal and the principal and we make sure it is done for one day. I usually leave learners in the care of volunteer teacher. This is a problem because some of the volunteer teachers have got no idea what to do and learners are robbed the teaching for that day.*

.Head of Department five (HOD 5) from school D (SD) added the following about her school.

*I leave learners with the librarian. The challenge is that learners are not taught. The librarian only monitors them so that they don’t hurt one another. Doing class visits is a challenge because not always and not in all the schools afford to outsource substitute teachers. As a result, learners are left unattended most of the time. Leaving learners unattended is very dangerous and wrong because they can hurt one another and I am held liable for negligence.*

Attending to parents when they visit the school is also a challenge. Parents come to the school for different reasons. While some of them need to meet with the principal, others need the HOD or the educator. The HOD has to leave his/her learners unattended and these can cause learners to hurt one another or to be unruly. Not only parents but also officials from the Department of Education come to schools and need to be attended to. Head of department five (HOD 5) from school D (SD) expressed her experience this way

*Parents come to school anytime, they want to and they expect to get help even during contact time”. “It has been mentioned in several occasions that parents are not allowed to visit the school during contact time because they disrupt*

*teaching and learning. As the HOD, I am bound to suspend my work and attend to parental visits. As a result, learners can get injured or other learners can hurt one another.*

The HODs who participated in this study had different mechanisms for attending to what seemed to be the recurring yet unacceptable behaviour regarding school visits. Head of Department one (HOD 1) from school A (SA) stressed “*I don’t see parents during contact time, I let the school administration to deal with them.*” The Head of department two (HOD 2) from school A (SA) explained how she dealt with school visits.

*At my school, we use a diary system to communicate with the parents. If the parent wants to see me, she/he writes in the diary and I acknowledge my availability, the date and time then sign. In the case of an emergency, the principal or the Deputy Principal attends to such cases, not myself or the educator.*

The Head of department three (HOD 3) from school B (SB) shared the following views “*Parents are attended to after contact time. In cases of emergency, I attend to them in the morning or during break. In that way, I don’t have much disturbance.*”

In the case of district officials who come to school at any time and unannounced, schools that participated in this study have mechanisms in place to address the matter. Head of department one (HOD 1) from school A (SA) mentioned that

*Before district officials visit the school, they plan ahead. They give us a management plan with dates and time and the reason for the visit. If they are going to stay for the whole day, we prepare substitute teachers so that learners are not left unattended.*

The Head of Department three (HOD 3) from school B (SB) shared similar views about visits by district officials, “*Because I know about their visit and I have their management plan, I ensure that my learners are spread among other classes mainly, if they will be here for the whole day.*” From a similar point of view, Head of Department five (HOD 5) from school D (SD) mentioned that

*It depends on the number of hour they are going to spend at school. If their visit is for the whole day and the librarian is not available, learners are spread amongst other classes. In cases where their visit is for few hours, I communicate with other educators to take care of my learners.*

Other than control of school and class visits, HODs in this study have strategies that they use to deal with the multiple roles that confront them on daily basis. The Head of Department



two (HOD 2) from school A (SA) said *“I take either educators’ files or learners’ book home especially during the weekend”*. Head of Department three (HOD 3) from school B (SB) also concealed the same *“Realising that I often run out of time to attend to learners’ scripts, I usually make time during break or sometimes take them home.”* Furthermore Head of Department five (HOD 5) from school D (SD) added that *“I control the test after contact time or during break. If I see that the work is too much, I don’t mind taking the work home”*.

Based on the views of the above discussions, it is evident that school visits regardless of the type of visitor and the reasons for the visit, cause some interruptions for the school. Some schools overcome the battle of multiple visits by utilising the extra human resources in their possession while others become victims of such visits because of limited staff. By victimisation by the visit I mean because they don’t have extra staff to assist, they end up leaving learners unattended because of the visits. It is also important to mention that all the HODs that participated in this study appreciated visits from the parents and also the district officials. However, they were adamant that visits must be done via proper arrangements so that they cannot disrupt the smooth running of the school. The next section deals with the support HODs get from their schools in performing their multiple roles.

#### **4.7 THE SUPPORT HODS GET IN PERFORMING THEIR MULTIPLE ROLES**

Different schools have different ways of supporting their staff. For instance, Head of Department one (HOD 1) from school A (SA) shared the following about her school *“Committed educators and class representatives make my management of educators files and control of classes seem to be doable. I usually leave my class with them when I go for monitoring task.”* Head of Department two (HOD 2) from the same school added *“We work hand-in-hand with educators under my supervision and we support one another. In cases where I have to leave the class, I talk to the educator in the next class to look after my learners and that has made my role much easier.”*

Head of Department three (HOD 3) from school C (SC) shared a totally different view about her school

*At my school, I attend to everything that has to do with discipline. Sometimes I leave my learners with some educators. This has not helped much because I attend to disciplinary issues most of the time when I get back because my colleagues find it overwhelming to control more than one class.*

Head of Department four (HOD 4) from school C (SC) also expressed the manner in which she gathers support from colleagues on issues pertaining to discipline. *“In order to monitor discipline in my class during my absence, I usually rely on the volunteer teacher who is at school most of the time”*. Head of Department five (HOD 5) from school D (SD) does things differently *“because I don’t have the volunteer teachers at my school and most of the time I do things on my own, I rely on class representatives to maintain order during my absence.”*

Based on the discussion that we had with the head of departments (HODs), it is evident that while some of the HODs get support from their schools, others do not. Reasons for lack of support as shared by the HODs include limited staff, large classes and colleagues who are not cooperative. The next section focus is on summarising the whole chapter.

#### **4.8 SUMMARY OF THE CHAPTER**

This chapter presented an analysis of the data collected by means of interviews with foundation phase HODs in the Gauteng province. The HODs in this study appeared to have multiple roles that they need to manage on a daily basis. These include disciplining educators and learners in the phase, controlling of learners’ books, monitoring of educators’ files, class visits, attendance to parents and departmental officials to ensure that effective teaching and learning take place and problems are dealt with. In performing all these roles, they seemed to rely on four functions of a manager in managing their multiple roles namely, planning, organising, leading and controlling.

The findings showed that in their capacity alone, they could not effectively and efficiently fulfil this mandate. That is, *collaborative effort* where educators, the school principal, volunteers and lead teachers, as well as the officials from the department of education, play a huge role in making the multiple roles of the HODs doable. Secondly, in handling these multiple roles, HODs in this study had to engage in *needs analysis* every year in preparation for the following year. In other words, they need to know the number of learners for each educator and the amount of teaching and learning material and resources they will need. The third finding is that the schools that participated in this study engaged educators in the assistance of the HODs to make their multiple roles manageable. In so doing, these schools *prepared these educators* for leadership responsibilities as future HODs. *Effective communication* amongst role players (i.e. HODs, departmental officials, school principals, educators and support staff) through meetings where the roles had to be shared in order not to duplicate and /or to avoid disruption, became an important tool in performing their

multiple roles. Finally, *commitment and dedication* demonstrated by HODs in this study are principles that helped them to succeed in performing their multiple roles. It appeared from their narratives that time was the crucial enemy against the fulfilment of their multiple roles. However, that could not stop them. They found time between lessons, during the break, after school hours and went extra miles by carrying much of the work home.

This study revealed that in as much as HODs in this study appeared to be performing their multiple role roles as expected by the Department of Education, they were met with challenges most of the time. One prominent challenge was that of *limited time* to perform their multiple roles and class visits that required them to completely abandon their own classes, became a huge challenge. Secondly, *school visits* by either parents or departmental officials also have a negative impact on their multiple roles. It is, however, also crucial to point out that as mentioned by HODs in this study, *mechanisms* are put in place to handle these challenges although they seem not to be effective and recommendations are made in the next chapter in this regard. The next chapter, Chapter 5 deals with discussions and recommendations.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

As indicated in Chapter 1, this study aims to explore how HODs in the foundation phase manage their multiple roles. The key research question that drove the study is, **“What are the experiences of the heads of department in managing their multiple roles in the foundation phase?”** “There are sub-questions that were of great assistance in answering this research question, those questions will follow later in the chapter. This chapter consists of four sections. The first section provides a general summary of the findings. The second section discusses the research findings. In the third section, I share the recommendations and the final section suggests further possible research in this phenomenon.

#### 5.2 SUMMARY OF THE FINDINGS

In this study, I attempted to investigate the management techniques the HODs in the foundation phase use to manage their multiple roles. Most studies reported in the literature were conducted with HODs in secondary schools. Those conducted in primary schools had their focus on the administration of the school where school principals have always been the target and on classroom experiences where educators are the target population. Very few studies have been conducted at primary schools with the HODs, directing their focus to the foundation phase; hence the rationale behind this study. Data was collected using semi-structured interviews from six HODs in five selected schools. These schools are situated in the Tshwane West and Tshwane South districts in the Gauteng district and convenient purposive sampling was used in this regard.

The findings showed that in their capacity alone, the HODs could not effectively fulfil their mandate as prescribed by the Department of Education. That is, provide a *collaborative effort* where educators, the school principal, volunteers and lead teachers, as well as the officials from the department of education, play a huge role in making the multiple roles of the HODs doable. Secondly, in handling these multiple roles, HODs in this study had to engage in *needs analysis* every year in preparation for the following year. In other words, they need to know the number of learners for each educator and the teaching and learning material and resources they will need. The third finding is that the schools that participated in this study engaged educators in the assistance of the HODs to make their multiple roles

manageable. In so doing, these schools *prepared these educators* for leadership responsibilities as future HODs. *Effective communication* amongst role players (i.e. HODs, departmental officials, school principals, educators and support staff) through meetings where the roles had to be shared in order not to duplicate and /or to avoid disruption, became an important tool in performing their multiple roles. Finally, the *commitment and dedication* demonstrated by HODs in this study are principles that helped them to succeed in performing their multiple roles. It appeared from their narratives that although insufficient time was the crucial enemy against the fulfilment of their multiple roles, they found time between lessons, during breaks, after school hours and went extra miles by carrying much of the work home.

This study revealed that in as much as HODs in this study appeared to be performing their multiple roles as expected by the Department of Education, they were met with challenges most of the time. One prominent challenge was that of *limited time* to perform their multiple roles and *class visits* that required them to completely abandon their own classes, which became a huge challenge. Secondly, *school visits* by either parents or departmental officials also had a negative impact on their multiple roles. It is, however, also crucial to point out that as mentioned by HODs in this study, *mechanisms have been* put in place either by HODs themselves with the support from the schools to handle these challenges although they seem not to be effective and recommendations are made in his regard further in this chapter.

### **5.2.1 Collaborative planning**

In South Africa, the employment of Educators Act 64 guides the work of HODs in the foundation phase (1998). In terms of the Act, the job of HOD depend on the approaches and needs of a particular school including administration, teaching, personnel, co-curricular activities and communication (DoE, 1998). To fulfil this mandate, the HODs who participated in this study engaged *collaborative planning* as their strategy to go through their challenging task of managing multiple roles. Collaborative planning, sometimes referred to as collaborative partnership, is defined as the system where educators, administrators, and support staff creatively arrange for every learner to receive blended services (Schwab, 2003). Robert John Meehan (2017) states that the most valuable resource that all educators have is each other. Without collaboration, their growth is limited by own perspectives. In the context of this study, collaborative planning is a process where the HODs in the foundation phase, educators in the same phase, the school principal, support staff and departmental officials all play a role in the annual, term and weekly plan. According to the HODs in this study,

collaborative planning resulted in well-informed educators, equitably distributed resources and HODs who are not feeling so isolated (Thousand, Villa & Nevin, 2006).

### **5.2.2 Needs analysis**

Need analysis refers to the process of deciding what educators require to enable them to do their work effectively (Curriculum Strategy, 1993). According to Veena (2016), needs analysis is a major process that determines the actual needs of learner's or group of learners. He adds that needs analysis plays a crucial role and becomes a mandatory phase in the process of syllabus/curriculum design. Based on the narratives of the HODs that participated in this study, needs analysis is the method of establishing the 'what' and 'how' the HODs in the foundation phase managed their multiple roles. A needs analysis therefore helped the HODs to determine the present situation in their schools by examining the six management areas (learner affairs, educator affairs, administrative affairs, financial affairs, physical facilities and school commitment affairs) (Aladdin, 2016; Siragih, 2014). Darici (2016) puts it thus, "if we fail to gather the needs of educators, learners, parents, and administrators, we can never produce the right material, which has the desired impact on learners". It is for this reason that Aladdin (2016), Siragih (2014) and Darici (2016) describe needs analysis as a powerful force that pushes educators towards or pulls them away from an outcome.

### **5.2.3 Educator preparation**

According to the South African Schools Act of 1996, educator preparation is regarded as one of the tasks on the job description of the HOD. How educators are prepared for leadership positions depends on the needs of a particular school. According to Bush and Glover (2009) educator reparation for leadership can be regarded as one of the most important tasks of each and every school because it forms the basis of all other management tasks. Quillet, Pavesi, Hsu and Weber (2019) add that the soft skills shown to best prepare educator leaders to assume managerial positions included social and professional communication, nonverbal communication, building confidence, and leadership. This, therefore, confirms the findings of this study where educators were assigned to assist the HODs in the management of their multiple roles. HODs in this study indicated that in situations where pressure was mounting, they shared roles with educators under their leadership. For instance, the educators are allocated management plans which then assisted HODs with the submission of learners' books and other educators' files. By so doing, these

educators were exposed to leadership tasks at an early stage while the workload was lifted from the HODs.

#### **5.2.4 Effective communication**

Communication can be described as “messages conveyed by a sender to a recipient(s) either verbally or non-verbally with regards to activities, management tasks, and /or relationship between staff, parents and learners and the school” (Smith & Cronje, 1999). If one looks at communication from a management point of view, it may be seen as the primary method “by which the HOD can influence educators and convene them to do their best in their classes. In this study, effective communication aims at informing, convincing and reminding educators about their tasks” (Smith & Cronje, 1992). The HODs in this study implemented communication behaviours such as frequent face-to-face and personal communications, whole phase meetings and weekly grade-level meetings with educators under their supervision (Tyler, 2016). There is, therefore, a strong link between communication skills and management skill. It should also be said that effective communication is the cement in the management process, which holds it together. According to the HODs in this study, effective communication is a prerequisite for management functions in the school. For instance, they communicate the link between management functions and planning that takes place in the foundation phase to all foundation phase educators. In doing so, they made decisions clear to all educators involved on the basis of sufficient information and reasons.

#### **5.2.5 Commitment and dedication**

Commitment and dedication are regarded to be amongst the soft skills that are linked with educators’ attitudes and emotional reaction to their experience in a school setting (Quillet et al., 2019). It can be seen as a part of an attitude associated with the professional behaviour of educators (Ebmeier & Nicklaus, 1999). Educator commitment and dedication indicate that educators with high levels of commitment work harder and demonstrate stronger affiliation to the school and show more desire to carry out the goals of teaching than teachers with low levels of commitment (Kruskamp & Zepeda, 2007)). More importantly, learners of highly committed educators are more likely to learn the material and develop a positive attitude towards school than those of educators with a low level of commitment (Bernett, 2000). In the context of this study, the HODs demonstrated commitment and dedication in the way in which they managed their multiple roles by working extra hours. Passionate teachers are committed and dedicated to their schools, and a good education achievement is

an outcome of this commitment and dedication (Mart, 2013). It is crucial, however to mention that although the HODs in this study have the ability and potential to perform their multiple roles, they were also confronted by challenges.

### **5.2.6 Challenges**

As indicated in the summary, this study revealed that in as much as HODs in this study appeared to be performing their multiple roles as expected by the Department of Education, they were often met with challenges. These include *insufficient time* to perform their multiple roles, *class visits* that compelled them to abandon their classes most of the time and *schools visits* by parents and departmental officials that disrupted their tasks. All of the challenges, together with the adopted mechanisms, are discussed in the following sub-sections.

#### **5.2.6.1 *Insufficient time***

Insufficient time transpired to be one of the opposing forces for the successful management of multiple roles by HODs in this study. According to Collinson (2001), time appears to be one of the greatest constraints to any change process, whether at the individual, classroom or school level. The HODs in this study are not immune to this reality. Their narratives have indicated that from the seven hours that has been allocated for foundation phase teaching and managerial time, only one hour has been allocated for managerial tasks. As a result, most of the activities have to be compromised, meetings have to be held during break and sometimes the HOD has to work from home to avoid falling behind the teaching plans or syllabus.

#### **5.2.6.2 *Class visits***

Class visit is one of the core duties of foundation phase HODs and it also part of their job description. Conducting class visit is a great challenge in the foundation phase because the HODs are class-based. The class visits have to be done during contact time, the HOD has to leave her learners and go and attend to the visits. While the HOD is busy with class visits, the question arises who should look after her learners. This causes the learners to miss out on some of the activities. In schools where only one HOD has been allocated per phase, the HOD has to do the class visits for all the educators, and in some cases, it might take more than a week.



### **5.2.6.2 School visits**

Parents have the right to visit the school where their children have been admitted, but such visits have to be controlled and monitored. Even though plans have been put in place for the visits to take place, the HODs are still experiencing challenges in dealing with such situations. The great challenge is when the HOD has to leave his or her learners and attend to the parents, because some parents specifically need to be addressed by the HOD. The educator has to leave more than Forty (40) learners and attend to one parent, the danger comes when the learners can hurt themselves while the HOD is busy with the parent.

The school visits are not only from parents but also from district officials who just come to the school unannounced, and they expect to be attended to by the HOD who happens to be in class. This practice itself disrupts the daily routine of the HOD.

### **5.2.7 Strategies the HODs used to deal with the challenges**

From the reaction of HODs who participated in the study is clear that mechanisms have been put in place either by the HODs or school management team to support the HODs to handle these challenges as discussed below.

#### **5.2.7.1 Visitors' time schedule**

The HODs who participated in the study mentioned that mechanisms have been put in place to control the visit and movement of both parents and district officials. Even though the schedule is there, some parents still come or visit the school during contact time, and this causes disruptions in the classes. Even the district officials who visit the school unannounced causes disruption because the HOD has to leave her classes and attend to the visitors.

#### **5.2.7.2 Lead, volunteer teachers and class representatives**

Due to some challenges experienced by the schools who participated in the study, most of the HODs resorted to having lead or volunteer teachers to assist them in managing their multiple roles. The challenge in using lead or volunteer teachers is that most of them are not that dedicated to doing their work, the majority of them are interns, and some are not that qualified to handle small children. Lead teachers also have their classes to handle, it is not easy for them to handle two classes. Even though the lead teachers are there the HOD still has to do most of the work.

### 5.2.7.3 *TAL*

Sometimes the HOD has to work extra hour by remaining after school after contact time or sometimes take the work home. This is a challenge because after contact time is reserved for meetings and extra-curricular activities because the HOD has to participate in sport as part of their job description. Sometimes because of pressure and lots of work, the majority of HODs who participated in the study said that even if they could take the work home, they end up bringing it back untouched due to lack of time to attend to the work.

As indicated in Chapter 1, my aim was finding answers to the following questions:

- How do the HODs in the foundation phase plan multiple roles?
- What practices do the HODs in the foundation phase use to organise their multiple roles?
- What challenges do the HODs in the foundation phase experience in fulfilling both their managerial and teaching roles?
- What strategies do the HODs in the foundation phase use in leading their multiple roles?
- How do the HODs in the foundation phase control multiple roles?

## 5.3 RECOMMENDATIONS AND FURTHER RESEARCH

The current study began as an attempt to explore how HODs in the foundation phase managed to perform their multiple roles in the limited time allocated to them. Foundation phase HODs are allocated the same amount of work as HODs in the intermediate and senior phase. The HODs in the senior and intermediate phase are allocated free periods to mark and control learners' work and also do administrative duties, whereas the foundation phase is class-based and has no time to do all the administrative duties. Further research that would broaden the scope of the current study will have a meaningful impact. Some suggestions of areas where further research can be done include the following:

- An in-depth study on how foundation phase HODs perform their managerial roles
- How do class visits bring disruption in the foundation phase?
- How the introduction of assistant teachers in the foundation phase can alleviate the workload of foundation phase HODs
- The obstacles that hinder the good performance of foundation phase HODs

## 5.4 CONCLUSION

From the data that was presented it became evident that HODs find it difficult to perform their managerial roles given the limited time that is allocated to them. HODs from different schools are allocated differently depending on the total enrolment of learners and number of HODs per phase. The majority of the visited schools have only one HOD in the foundation phase, this HOD has to manage more than eight educators and more than 700 learners. The class visits are part of the job description of the HODs, but from the research, it is evident that proper class visits are not done, the HOD has to leave her learners for more than a week and do class visits.

The lack of time to focus on managerial activities is regarded as the major inhibiting factor in managing the phase. Monitoring in the phase is minimal, the HODs are unable to check all the books and educators files, some of the school books have to be taken home and some of the educators have to stay at school until very late. In some of the schools, the HOD doesn't get the chance to check the educators' files and also moderate question papers because of minimal support from other staff members and the SMT.

It is also evident from the study that HODs are unable to manage the phase alone. In all the schools where only one HOD has been allocated, the schools came up with a system whereby other members of the staff were added in the SMT to assist in managing the phase. Other schools utilise the senior educator and so they may use some educators who have experience in the foundation phase.

This brings us to the main question that drove the study, the indication from this study about HODs of foundation phase managing their multiple roles. In South Africa the work of HODs is guided by the Employment of Educators Act 64 (1998). HODs in the foundation phase are in-charge of the phase, they have to engage in teaching, they should provide and co-ordinate guidance on the latest ideas on teaching methods. The HODs are unable to perform all of the duties allocated to them due to limited time allocated to them. The school allocates someone in the staff to assist the HOD in managing the phase. The policy has to be by passed where by HODs have to leave their classes to go and attend to class visits. Learners of the HODs in charge of the phase and class visits have to be spread to other classes and in other cases learners have to be left in the care of librarians for almost a week.

HODs have to work more hours to be able to cover their work and some of the responsibilities are done at home. The HODs, in most cases, have to compromise their break to attend to issues like moderating the scripts and also marking books for their classes. The school management plan is not followed due to the fact that the departmental meetings come at any time and they are priorities. Meetings are held during breaks most of the time.

Bearing these findings in mind, my recommendation in this regard is that HODs in the foundation phase should be allocated according to the grade, each grade should have an HOD, looking at the amount of workload they have to perform. The government should also introduce a system whereby assistant teachers are introduced to be full time in the classes of HODs. Looking at the fact that HODs in the foundation phase are class based, the assistant teachers should be permanently based in the HODs' classes. There is also a need to revisit the PAM document to adjust the workload allocation of the Foundation phase

In the study I urged that the foundation phase HODs are allocated less or no time to assume their multiple roles. This leads to the learners of the HOD being compromised. I reach this conclusion because the learners are left unattended or in the care of other educators. In schools where one HOD is allocated it becomes impossible for the HOD to teach and do managerial work at the same time. In the seven hours that has been allocated for contact time with learners, the HOD has to teach her learners, control and check educators' and learners' books and do class visits. We should also bear in mind that contact time (that is teaching time) is allocated six hours and the remaining one hour is allocated for all the managerial duties.

If the state or education department is really serious about improving the results and standard of education and transform education, assistant teachers should be hired to work hand in hand with the HODs. I also recommend that in all the schools, even if two HODs are allocated, in each and every class of the HOD in the foundation phase assistant educators should be hired for those teachers. A major insight that emerged from this study is that more HODs in the foundation phase should be hired, that is an HOD per grade and assistant educators should be introduced in all the classes of the HODs.

## LIST OF REFERENCES

- Aladdin, A. (2016). A Needs Analysis for the Course Materials Design of the Arabic Language Course, *International Journal of Social Science and Humanity*, 6 (6), 423-426.
- Al-Ahmed, F. (1988). Proposed training programme and institutional needs for teacher training for secondary schools of Bahrain: A systems approach. *Assessment & Evaluation in Higher Education*, 13(3), 268-272
- Agarwal, A. (2008) Self Discipline for Student Influence on Time Management. *Retrieval August 19, (2012) from <http://wwwwezinaarticles.com>*
- Amesbury, M., Barber, K., & Hughes, P. (2012). The relationship of fine-resolution, multi-proxy palaeoclimate records to meteorological data at fågelmossen, värmland, sweden and the implications for the debate on climate drivers of the peat-based record. *Quaternary International*, 268, 77-86. doi:10.1016/j.quaint.2011.05.027
- Archunine (2004) Management of Secondary Schools Education, Owen, Totan Publishers
- Arosen J. (1994). A Pragmatic view of thematic Analysis. *The qualitative report*. Spring,2(10)
- Barnett, K., McCormick, J. & Conners, R. 2001. Transformational leadership in schools: Panacea, placebo or problem? *Journal of Educational Administration*, 39(1), 24-46.
- Bates, J.A. 2004. Use of narrative interviews in every information behaviour research. *Library & information Science Research*, 26(1), 15-18. <https://doi.org/10.1016/j.lisr.2003.11.003>
- Bennett, N 2000. Managing professional teacher, middle management in primary and secondary schools
- Bennet, A., & Bennet, D. (2007). The knowledge and knowing of spiritual learning. *Vine*, 37(2), 150-168. doi:10.1108/03055720710759937
- Blandford, S. (1997) *Middle Management in Schools, How to harmonise Management*
- Blandford, S. (2000). *Managing professional development in schools* (Educational management series). London: Routledge.
- Britton, B.K & Tesser, A. (1991) Effects of Time Management Practices on College Grades. *Journal of Education Psychology*, 83, 405-410
- Bush, T., & Glover, D. (2009) *Managing teaching and Learning: A concept paper*. Johannesburg: MGSLG.

- Bush, T., Coleman, M., & Glover, D. (1993). *Managing autonomous schools: The grant-maintained experience*. London: Paul Chapman
- Caldwell, B.J & Spinks, J.M. 2013. Leading Self Transformation School. *Paper Presented at the Annual Roundtable of the Asia Pacific Centre for Leadership and Change, Hong Kong Institute of Education, Held at East China. Normal University, Shanghai, China. March, 10-12, 2013*
- Carolyn MacCann, Gerald J. Forgarty, Richard D. Roberts (2012) Strategies for Success in Education: *Time Management is More Important for Part-Time than Full- Time. Community*
- Cohen, L., Manion, L., & Morrison, K. (2004). *A guide to teaching practice* (5th ed.). London: Routledge Falmer
- College Student. *Learning and Individual Difference Journal* 123-125
- Cheung, A., Yuen, T., Yuen, C., & Cheng, Y. (2010). Promoting hong kong's higher education to Asian markets: Market segmentations and strategies. *International Journal of Educational Management*, 24(5), 427-447. <https://doi.org/10.1108/09513541011055992/full/html>
- Chisholm, L. (2005) The Making of South Africa`s National Curriculum Statement. *Journal of Curriculum Studies*, 37(2): 193-208
- Claessens, B.J.C., Van Eerde, W Rutte, C., Roe, R.A. (2007). A Review of the Time Management Literature. *Personal Review*, 36(2), 255-276. <https://doi.org/10.1108/00483480710726136>
- Creswell, J.W. (2013). *Qualitative inquiry and research design: choosing among five approaches*. Los Angeles, CA: Sage publishing.
- Department of Basic Education (DoBE) (2016). Personnel Administrative Measures (PAM). In *Government Notice 170, Government Gazette 39684* of 12 February 2016. Pretoria, Government Printer.
- Denscombe M. (2003). *The good research guide (2<sup>nd</sup> edition)* Buckingham: Open University Press.
- Denzin M.K & Lincoln, Y.S. (2000). *Handbook of qualitative research* London, United Kingdom: Sage publishing.
- De Vos, A.et al. (2007) *Research at Grass Roots*. Pretoria. Van Schaik Publishers
- Dimmock, C. (1993). *School-based management and school effectiveness* (Educational management series). London: Routledge.
- Fayol, H. (1949). *General and Industrial Management*, London: Pitman.

- Foo et.al. (2015). Instructional Leadership Practices in Singapore. *School Leadership and Management*, 35(4) 388-407
- Gerard, M. (2002). Negative Influence of Time Management. Retrieved from. [www.eskishore.com](http://www.eskishore.com)
- Gmelch, W.H. (2002). Where has all the Leaders Gone? Paper Presented at the annual meeting of the American Association of College for Teacher Education. New York February: 23-26
- Gunter, H.M.2001. Leaders and Leadership in Education. London Sage Publishers.
- Hammersley- Fletcher, L. & Kirkham, G (2007) Middle leadership in primary school communities of practice: distribution or deception. *School Leadership and Management*,27(5), 423-435. <https://doi.org/10.1080/13632430701606087>
- Hammersley-Fletcher, L., & Strain, M. (2011). Power, agency and middle leadership in English primary schools. *British Educational Research Journal*, 37(5), 871-884. <https://doi.org/10.1080/01411926.2010.506944>
- Hall, B. & Herch, D. (2008). An Evaluation of the Effects of a Time Management Training Programme on work efficiency. *Journal of Organisational Behaviour Management*, 3(4) 73-96
- Hecht, I.W.D. (2004). The Professional Development Chairs. *Journal for New Directions for Higher Education*, summer 126: 27-44
- Ho, D., & Tikly, L. (2012). Conceptualizing teacher leadership in a Chinese, policy-driven context: A research agenda. *School Effectiveness and School Improvement*, 23(4), 401-416. <https://doi.org/10.1080/09243453.2012.678861>
- Jamal. (2002) the Term Structure of Interest Rates and the Demand for Money. *Applied Economics Letters*, 9(9), 571-573
- Johnson, B., & Christensen, L. (2017). *Educational research : Quantitative, qualitative, and mixed approaches*(Sixth ed.). Thousand Oaks, California: SAGE Publications.
- King, J.M.C. (2002). The Procrastination Syndrome, Signs, Symptoms, and Treatment Cultural Studies and Analysis. Philadelphia: Stoke Publishers
- Kruger, S. & Welman, J. (1999). *Research Methodology for Business and Administrative Sciences*. Johannesburg, South Africa: International Thompson
- Lee, T. (1999). *Using Qualitative Methods in Organisational Research*. New Delhi, India: Sage Publishing,.
- Lyons, M. (2008). The Leadership Roles of Head of Department at the university. Unpublished Doctoral Thesis. University of South Africa, Pretoria

. Pretoria Van Schaik.

McCauley, C., & Brutus, S. (1998). *Management development through job experiences: An annotated bibliography*. Greensboro, N.C.: Center for Creative Leadership. (1998).

Retrieved August 23, 2019, from INSERT-MISSING-DATABASE-NAME.

McMillan J.H., & Schumacher, S., (2001) *Research in Education*. Cape Town: Longman

Macan, T.H. (1994) Time Management: Test of a Process Model. *Journal of Applied Psychology*, 79(3), 381-39. Retrieved from <https://www.apa.org/pubs/journals/apl/>

Meehan, R.J. (2017). what teachers can be..... The Robert John Meehan 2017 Collection.

Retrieved July 20, 2019 from <http://whatteacherscanbe.blogspot.com/2016/07/the-robert-john-meehan-store.html>

Adedeji (1998), the relationship between Resource Utilisation and Academic Performance in Vocational Education in USA State Secondary Schools, *Unpublished PH.D Thesis, University of Ibadan, Ibadan*

Merrim, S.B. (2009). *Qualitative Research. A guide to design and implementation*. San Francisco, CA: Jossey – Bass Publishers.

Mahlobogoane, M. (2014). *The leadership practices of heads of department in the implementation of physical development activities in primary schools* (Unpublished doctoral dissertation. University of Pretoria.)

Nieuwenhuis, F. (1996). *The development of education systems in postcolonial Africa: A study of a selected number of African countries*. Pretoria: HSRC.

Nieuwenhuis J. J. 2007. Qualitative Research Design and data gathering Techniques. In K Maree (ed) *First Steps in Research*. Pretoria: Van Schaick

Orphen, C. (1995) Employees Job Performance and Relations with Superior as Moderators of The Effect of Appraisal Goal Setting on Employees work Attitude. *International Journal & Career Management*, 7(2), 3-6

Saragih, E. 2014. Designing ESP Materials for Nursing Students Based On Needs Analysis, *International Journal of Linguistics, Macrothink Institute*, 6 (4), 59-70.

Schwab, L. (2003). *Collaboratively speaking. A study on effective ways to teach children with learning differences in the general education classroom*. The Special Edge, 16(3). Retrieved May 18, 2019, from [http://www.calstat.org/publications/pdfs/2003\\_sum\\_Einsert.pdf](http://www.calstat.org/publications/pdfs/2003_sum_Einsert.pdf)

Smith, B. L & Hughley, A. W. (2006). *Leadership in Higher Education Its Evolution and Potential: A unique Role Facing Critical Challenges*. USA: Bowling Green



- Sorcinelli, M.D. (2002) Principles of Good Practices: Supporting Early- Career Faculty. Guidance for Deans, Department Chairs and other academic leaders, Washington: American Association of Higher Education.
- South African Schools Act 1996 (1996, August). Retrieved from [https://www.gov.za/sites/default/files/gcis\\_document/201409/act84of1996.pdf](https://www.gov.za/sites/default/files/gcis_document/201409/act84of1996.pdf)
- Turner, C. (2002), Learning About Leading a Subject in Secondary Schools Some Empirical Evidence. *School Leadership and Management*, 20 (3):299-313. <https://doi.org/10.1080/13632430050128336>
- Tyler, D. E. (2016). Communication behaviours of principals at high performing Title I elementary schools in Virginia: *School leaders, communication, and transformative efforts*. *Creighton Journal of Interdisciplinary Leadership*, 2(2): 2 – 16
- Weller, L. & Weller, S. 2002. *The assistant principals: Essentials for effective school Leadership*. New York, NY: Crown Press.
- Wellman, D. (1997). *The making of a manager: How to launch your management career on the fast track*. London: Kogan Page.
- William, J.O. (2001) Academic Department Head as Key University Administration. *Journal of Education: 112(2)164-167*
- Wolcott, H. (2009). *Writing up qualitative research* (3rd Ed.) [3rd Ed.]. Los Angeles Calif.: SAGE. (2009).
- Yielder, J. & Coddling, A. (2004) Management and Leadership in the Contemporary University. *Journal of Higher Education Policy and Management*, November 26)3):315-328
- Zepeda & Kruskamp (2007) High school department chairs—Perspectives on instructional supervision. *The high school journal*, 90(4), 44-54. Retrieved from <https://ed.unc.edu/high-school-journal>

## ANNEXURE A

### LETTER TO REQUEST THE PERMISSION TO DO RESEARCH



**GAUTENG PROVINCE**

EDUCATION  
REPUBLIC OF SOUTH AFRICA

For admin. use

Ref. no:

### GDE RESEARCH REQUEST FORM

#### REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

##### 1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher	
<i>Surname and Initials:</i>	Seabi Z.C	
<i>First Name/s:</i>	Zodwa Carol	
<i>Title (Prof / Dr / Mr / Mrs / Ms):</i>	Mrs	
<i>Student Number (if relevant):</i>	17035725	
<i>SA ID Number:</i>	6612080317080	
<i>Work permit no. (if not SA citizen)</i>		

1.2	Private Contact Details	
<i>Home Address</i>	<i>Postal Address (if different)</i>	
156 Plum Road Chantele	P.O. Box 92537	
Akasia, Pretoria	Boordfontein	
<i>Postal Code:</i> 0164	<i>Postal Code:</i> 0164	
<i>Tel:</i> 012 549 4532	<i>Cell:</i> 0832750642	
<i>Fax:</i> N/A	<i>E-mail:</i> carolseabi@gmail.com	

## 2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

<b>2.1</b>	<b>Purpose of the Research (Place cross where appropriate)</b>	
	<i>Undergraduate Study - Self</i>	
	<i>Postgraduate Study - Self</i>	×
	<i>Private Company/Agency – Commissioned by Provincial Government or Department</i>	
	<i>Private Research by Independent Researcher</i>	
	<i>Non-Governmental Organisation</i>	
	<i>National Department of Education</i>	
	<i>Commissions and Committees</i>	
	<i>Independent Research Agencies</i>	
	<i>Statutory Research Agencies</i>	
	<i>Higher Education Institutions only</i>	
<b>2.2</b>	<b>Full title of Thesis / Dissertation / Research Project</b>	
	. Dissertation Heads of departments managing multiple roles in the foundation phase	
<b>2.3</b>	<b>Value of the Research to Education (Attach Research Proposal)</b>	
<b>2.4</b>		<b>Date</b>
	<b>Envisaged date of completion of research in GDE Institutions</b>	November - December 2018
	<b>Envisaged date of submission of Research Report and Research Summary to GDE:</b>	November - December 2018
<b>2.5</b>	<b>Student and Postgraduate Enrolment Particulars</b>	
	<b>Name of institution where enrolled:</b>	University of Pretoria
	<b>Degree / Qualification:</b>	Magister Education
	<b>Faculty and Discipline / Area of Study:</b>	Education Leadership
	<b>Name of Supervisor / Promoter:</b>	Dr. Maitumeleng Nthontho

## ANNEXURE B

### PERMISSION FOR RESEARCH



#### **GAUTENG PROVINCE**

Department: Education  
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2


#### **GDE RESEARCH APPROVAL LETTER**

Date:	11 June 2018
Validity of Research Approval:	05 February 2018 – 28 September 2018 2018/108
Name of Researcher:	Seabi Z.C
Address of Researcher:	P.O Box 92537 Boordfontein 0164
Telephone Number:	083 275 0642
Email address:	carolseabi@gmail.com
Research Topic:	Dissertation: Heads of department managing multiple roles in the foundation phase
Type of qualification	Magister Education
Number and type of schools:	Four Primary Schools
District/s/HO	Tshwane North, Tshwane West.

#### **Re: Approval in Respect of Request to Conduct Research**

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

 12/06/2018

1

*Making education a societal priority*

#### **Office of the Director: Education Research and Knowledge Management**

7<sup>th</sup> Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni  
Acting CES: Education Research and Knowledge Management

DATE: 12/06/2018

**Office of the Director: Education Research and Knowledge Management**

7<sup>th</sup> Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

## ANNEXTURE C

### LETTERS REQUESTING PERMISSION TO CONDUCT RESEARCH



#### Department of Education Management and Policy Studies

22 Poplar Street  
Chantelle Akasia  
03/Feb/2018

The Chairperson of the School Governing Body

Dear Sir/Madam

#### **Request for permission to conduct research at your school**

I am a Master's student at the University of Pretoria in the Faculty of Education. I wish to apply for permission to conduct the study titled: **(Heads of departments` experiences in managing multiple roles in the foundation phase)** at your school. The purpose of the study is to explore how HODs in the Foundation phase manage their multiple roles. Once you understand what the study is about, you can decide if you want to grant such permission or not. If you agree, you will be requested to release a signed letter permitting the study to take place.

The process of field work is detailed below:

- The process will be in a form of semi- structured interview, where the foundation phase HODs will be requested to spend some time-sharing their understanding and experiences of how they manage their multiple roles in the foundation phase.
- I as the researcher will be visiting the school personally in the whole data collection process.
- If I am granted permission, I intend to be at the school for three sessions after school to avoid disruption of teaching and learning (the first two days will be for research activities, which will take 45 to 60 minutes and one day for member checking 30 minutes).

- To ensure the anonymity and confidentiality of the participants, I will keep HOD`s names, the name of the school and contribution to the study private except if it is the HODs wishes to be named.
- I do not think anything bad or risky will happen to the HODs participating in this study. If problems do arise, they can speak to us and I will consult on the issue, and/or refer them to someone who is best able to help. If there is a serious problem about learners` safety, I am required to inform the appropriate institution.
- There will be no benefits that will be received by participants in this study. However, we hope that participation in this study will make HODs feel good about themselves, appreciate and tolerate their work and understand more about how they can manage their multiple roles and responsibilities, although, we cannot guarantee this.

Should you have any questions or concerns pertaining to this study, you can contact any of us.

Yours sincerely

**Researcher:** Zodwa Carol Seabi

**Student number:** 17035725

**Telephone** (0832750642): **Email:**carolseabi@gmail.com

**Supervisor:** Dr. Maitumeleng Nthontho

**Telephone:** 012 420 2499      **Email:** maitumeleng.nthontho@up.ac.za

**ANNEXURE D**

**PERMISSION TO CONDUCT RESEARCH**



GAUTENG PROVINCE  
REPUBLIC OF SOUTH AFRICA

**R S MALULEKE PRIMARY SCHOOL**

CELL: 082 555 9135  
Email: sebolamj@yahoo.com



R.S Maluleke Primary School

03/03/2018

Dear Sir / Madam

The above mentioned school grant permission to Mrs. Z.C Seabi (student no 17035725) to do research at our school in the foundation phase. Mrs Seabi will do her interviews in the foundation phase, only foundation phase HoD will take part. The interview will take place after contact time

The responsible Heads of department are ~~XXXXXXXXXX~~

Date for the interview: 13/03/2018

Signature.....

A handwritten signature in black ink, appearing to be 'J. Seabi', written over a dotted line.

A handwritten signature in black ink, appearing to be 'A. Seabi', written over a solid line.





GAUTENG PROVINCE  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

# KUTUNG PRIMARY SCHOOL



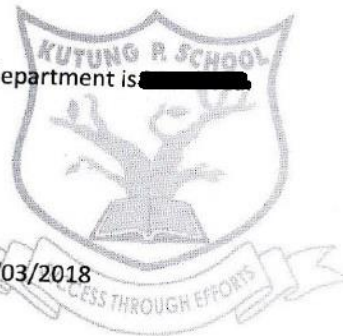
PRINCIPAL : M.B MOOKA

Tel:0127973968 | Email:kutungprimary@gmail.com  
EMIS Number : 240861

Dear Sir / Madam

The above mentioned school grant permission to Mrs. Z.C Seabi (student no 17035725) to do research at our school in the foundation phase. Mrs Seabi will do her research in the foundation phase, only foundation phase HoD will take part. The interview will take place after contact time

The responsible Head of department is [REDACTED]



Date for the interview: 15/03/2018

Signature.....

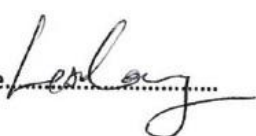
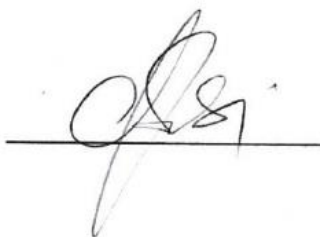
Meetsing Primary School  
03/03/2018

Dear Sir / Madam

The above mentioned school grant permission to Mrs. Z.C Seabi (student no 17035725) to do research at our school in the foundation phase. Mrs Seabi will do her interviews in the foundation phase, only foundation phase HoD will take part. The interview will take place after contact time

The responsible Heads of department are [REDACTED]

Date for the interview: 15/03/2018

Signature  - 



DOORONPOORT PRIMARY SCHOOL

CELL: 082 553 7335  
Email: flori@dooronpoortps.com

---

Dooronpoort Primary School  
03/03/2018

Dear Sir / Madam

The above mentioned school grant permission to Mrs. Z.C Seabi (student no 17035725) to do research at our school in the foundation phase. Mrs Seabi will do her interviews in the foundation phase, only foundation phase HoD will take part. The interview will take place after contact time

The responsible Heads of department are [REDACTED] and [REDACTED]

Date for the interview: 12/03/2018

Signature.....

A handwritten signature in black ink, appearing to be "Flori", written over a dotted line.

A handwritten signature in black ink, appearing to be "Z.C Seabi", written over a solid horizontal line.

## ANNEXTURE E

### INVITATION LETTERS TO PARTICIPATE IN RESEARCH



#### Department of Education Management and Policy Studies

22 Poplar Street

Chantelle Akasia

03/Feb/2018

Dear participant (HOD)

#### **Invitation to participate in a study**

You are invited to participate in a study titled **(Heads of departments' experiences in managing multiple roles in the foundation phase)**. The purpose of the study is to explore how **(Heads of departments in the foundation phase manage their multiple roles)**. In this letter we want to tell you about what may happen if you participate in this study. You can then decide if you want to participate or not. If you agree, you will be asked to sign this consent form accepting our invitation to be a participant in the study. You may refuse to participate in the study or stop participating at any time without giving any reason.

The process of field work is detailed below:

- The process will take place at your school in a form of focus group interviews where you will be asked to spend some time sharing your understanding and experience of social justice in the school.
- If you agree to participate in this study, we intend to meet with you for at least three sessions after school to avoid disruption of teaching and learning (the first two days will be for research activities, which will take 45 to 60 minutes and one day for member checking 30 minutes).

- To ensure the anonymity and confidentiality of your participation, we will keep your name and contribution to the study private, except if it is your wish to be named. If you agree, we would like to audio tape interviews for research purposes only.
- We do not think anything bad or risky will happen to you while participating in this study. If any problems do arise, you can speak to us and we will consult on the issue, and/or refer you to someone who is best able to help. If there is a serious problem about your safety, we are required to inform the appropriate institution.
- You will not receive any benefits for participating in this study. However, we hope that your participation in this study will make you feel good about yourself, appreciate and tolerate your Grade mates' understanding and experiences of social justice and learn more about socially just and/or unjust practices in your school, although, we cannot guarantee this.

Should you have any questions or concerns pertaining to this study, you can contact any of us

Yours sincerely

**Researcher:** Z.C Seabi

**Student number:** 17035725

**Telephone** (0832750642): **Email:** carolseabi@gmail.com

**Supervisor:** Dr. Maitumeleng Nthontho

**Telephone:** 012 420 2499 **Email:** maitumeleng.nthontho@up.ac.za

## ANNEXTURE F

### INFORMED CONSENT LETTERS

#### Informed Consent Letter

I, [REDACTED] agree to participate in a study conducted by (Carol Seabi) on (Heads of department' experiences in managing multiple roles in the foundation phase). I am aware that the research has got nothing to do with my school and my participation is voluntary. I am also aware that I am free to withdraw my participation at any time should I wish to do so and my decision will not be held against me.

I understand that my duties will not be disturbed and I grant the researcher permission to use some of my after school hours.

I understand that my identity and all that I will say in these research activities and tape-recorded interviews will remain anonymous and confidential.

I also understand that I will be expected to provide written or oral comments on the draft report on the interviews.

I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details for the researcher and the supervisor should I need to contact them about matters related to this research.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

15/03/18

**Informed Consent Letter**

I, [REDACTED] agree to participate in a study conducted by (Carol Seabi) on (Hheads of department' experiences in managing multiple roles in the foundation phase). I am aware that the research has got nothing to do with my school and my participation is voluntary. I am also aware that I am free to withdraw my participation at any time should I wish to do so and my decision will not be held against me.

I understand that my duties will not be disturbed and I grant the researcher permission to use some of my after school hours.

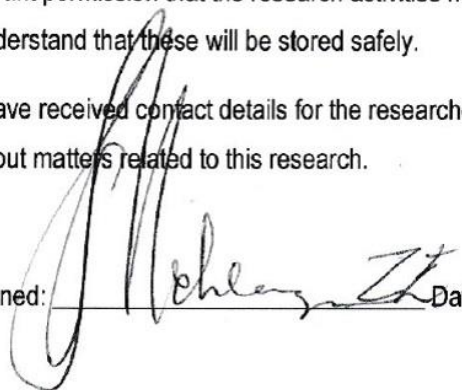
I understand that my identity and all that I will say in these research activities and tape-recorded interviews will remain anonymous and confidential.

I also understand that I will be expected to provide written or oral comments on the draft report on the interviews.

I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details for the researcher and the supervisor should I need to contact them about matters related to this research.

Signed:

 Date: 14/03/8

**Informed Consent Letter**

I, [REDACTED] agree to participate in a study conducted by (Carol Seabi) on (Heads of department` experiences in managing multiple roles in the foundation phase). I am aware that the research has got nothing to do with my school and my participation is voluntary. I am also aware that I am free to withdraw my participation at any time should I wish to do so and my decision will not be held against me.

I understand that my duties will not be disturbed and I grant the researcher permission to use some of my after school hours.

I understand that my identity and all that I will say in these research activities and tape-recorded interviews will remain anonymous and confidential.

I also understand that I will be expected to provide written or oral comments on the draft report on the interviews.

I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details for the researcher and the supervisor should I need to contact them about matters related to this research.

Signed: Mbatho Date: 13/03/2018



**Informed Consent Letter**

I, [REDACTED] agree to participate in a study conducted by (Carol Seabi) on (Heads of department` experiences in managing multiple roles in the foundation phase). I am aware that the research has got nothing to do with my school and my participation is voluntary. I am also aware that I am free to withdraw my participation at any time should I wish to do so and my decision will not be held against me.

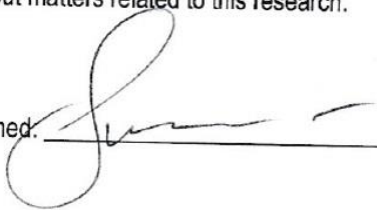
I understand that my duties will not be disturbed and I grant the researcher permission to use some of my after school hours.

I understand that my identity and all that I will say in these research activities and tape-recorded interviews will remain anonymous and confidential.

I also understand that I will be expected to provide written or oral comments on the draft report on the interviews.

I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details for the researcher and the supervisor should I need to contact them about matters related to this research.

Signed:  Date: 12/03/2018

**Informed Consent Letter**

I, [REDACTED] agree to participate in a study conducted by (Carol Seabi) on (Heads of department` experiences in managing multiple roles in the foundation phase). I am aware that the research has got nothing to do with my school and my participation is voluntary. I am also aware that I am free to withdraw my participation at any time should I wish to do so and my decision will not be held against me.

I understand that my duties will not be disturbed and I grant the researcher permission to use some of my after school hours.

I understand that my identity and all that I will say in these research activities and tape-recorded interviews will remain anonymous and confidential.

I also understand that I will be expected to provide written or oral comments on the draft report on the interviews.

I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details for the researcher and the supervisor should I need to contact them about matters related to this research.

Signed:  Date: 12/03/18

## ANNEXTURE G

### INTERVIEW SCHEDULE



Department of Education Management and Policy Studies

### Interview schedule

**Study title:** Heads of departments` experiences in managing multiple roles in the foundation phase

**Study purpose:** to explore how the HODs in the foundation phase understand their multiple roles and to discover the practices utilised by HODs in the foundation phase to perform their multiple roles.

**Interview procedure:** The interview will consist of lists of questions which will be asked to the HODs.

**Note:** There are neither wrong nor right answers in our discussions.

**Remember:**

1. Everything we share and discuss will be treated as confidential and will not be revealed to a third party. We are interested in your personal understanding and experiences of how you manage your multiple roles as the foundation phase HOD and not in the expectations of you by the Department of Education and school.
2. You are welcome to seek clarity should the need be.
3. Everything we share and discuss will be audio recorded.
4. You can stop participating at any time without giving any reason.

*Are there any questions that you would like to ask for clarification before we start?*

### **Interview questions**

1. What is your experience pertaining to the following roles in your school:
  - (a) Planning?
  - (b) Organising?
  - (c) Leading?
  - (d) Controlling?
2. What are your challenges in performing your multiple roles above?
3. How do you deal with the challenges you mentioned in 2 above?
4. What support do you get in managing your multiple roles in 1?
5. From whom does the support in 4 come?

*Is there anything else you would like to share with regarding your experiences of how you manage your multiple roles as the HOD in the foundation phase?*

### **Concluding remarks**

Thank you for taking your time to share with this important and valuable information.

I kindly request you to avail yourselves for further clarity should I need it.

Should you have questions and/or additional information regarding this study/interview, do not hesitate to contact us.

**ANNEXURE H**  
**ETHICS CERTIFICATE**



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

**RESEARCH ETHICS COMMITTEE**

<b>CLEARANCE CERTIFICATE</b>	CLEARANCE NUMBER: <b>EM 18/02/14</b>
<b>DEGREE AND PROJECT</b>	MEd Heads of departments' experiences in managing multiple roles in the foundation phase
<b>INVESTIGATOR</b>	Ms Carol Seabi
<b>DEPARTMENT</b>	Education Management and Policy Studies
<b>APPROVAL TO COMMENCE STUDY</b>	12 June 2018
<b>DATE OF CLEARANCE CERTIFICATE</b>	30 August 2019

**CHAIRPERSON OF ETHICS COMMITTEE:** Prof Liesel Ebersöhn

A handwritten signature in black ink, appearing to read 'Liesel Ebersöhn', positioned above a horizontal line.

**CC** Ms Bronwynne Swarts  
Dr Maitumeleng Nthontho

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.