

**THE ROLES AND RESPONSIBILITIES OF FOUNDATION PHASE HEADS OF
DEPARTMENT**

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**THE ROLES AND RESPONSIBILITIES OF FOUNDATION PHASE HEADS OF
DEPARTMENT**

BY

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DECLARATION

I, Mfulathelwa Maria Bongi Nkabinde (Student number: 22389602), hereby declare that this full dissertation for the degree of Master in Education at the University of Pretoria entitled **The roles and responsibilities of foundation phase Heads of Department** is my own work in design and execution, that it has not been submitted by me for degree purposes at this or any other university, and that all sources used or quoted have been indicated and acknowledged by means of references.

Signature: _____

Date: _____

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DEDICATION

This academic study is dedicated to God Almighty for giving me wisdom, strength and courage to complete my studies through trials and tribulations.

KEYWORDS

Head of Department
Roles and responsibilities
Foundation Phase
PAM document
Instructional leadership
Supervision
Management
Teaching role
Primary school

ACRONYMS

ANA	Annual National Assessment
CAPS	Curriculum and Assessment Policy Statement
CS1	Civil Servant at post level 1
DBE	Department of Basic Education
DG	Director General
DoE	Department of Education
DP	Deputy Principal
ECD	Early Childhood Development
EEA	Employment of Educators Act
EMIS	Education Management and Information System
FET	Further Education and Training
FP	Foundation Phase
GET	General Education and Training
HoD	Head of Department
HoDs	Heads of Department
IL	Instructional Leadership
INTERSEN	Intermediate and Senior Phase
IQMS	Integrated Quality Management System
MDOE	Mpumalanga Department of Education
NAESP	National Association of Elementary School Principals
NEPA	National Education Policy Act
NSNP	National School Nutritional Programme
NQT	Newly Qualified Teachers
OECTA	Ontario English Catholic Teacher Association
PAM	Personnel Administrative Measures
QLTC	Quality Learning and Teaching Campaign
SA	South Africa
SGB	School Governing Body
SIP	School Improvement Plan

SMT School Management Team

WCED Western Cape Education Department

ABSTRACT

The aim of this research project is to investigate the roles and responsibilities of foundation phase heads of departments (HoDs) in the Mpumalanga Province in South Africa. A quantitative research approach was used to assess the perceptions of the foundation phase HoDs. Questionnaires were distributed to 274 foundation phase HoDs in Mpumalanga and SPSS 20 was used to analyse the data. The findings show that HoDs perceive that they are overworked, whereas in reality, the amount of time they spend in school is not as expected in the Personnel Administrative Measures (PAM) document. It emerged that most educators leave school earlier than normal and thus experience a lack of time for supervision and administration, which then becomes a stress factor in the completion of their roles and responsibilities.

Twenty two percent of the respondents indicated that they are not familiar with the HoD duties as outlined in the PAM document. Furthermore, the study uncovered issues such as lack of support and training for HoDs, the role of parents as motivators in terms of learner achievement, and the importance of evaluating and developing teachers to provide quality education in the 21st century.

This research project utilises instructional leadership as a conceptual framework and maps out the roles and responsibilities of the HoD as outlined in the PAM document. Due to the low Annual National Assessment (ANA) results in literacy and numeracy, the research focuses on the challenges that HoDs in the foundation phase face regarding fulfilling their roles and responsibilities towards ensuring a quality education. On Tuesday 28 June 2011, the Minister of Basic Education, Angie Motshekga, revealed the results of the February 2011 ANA. In excess of 6.5 million learners from Grades 2 to 7 and a sample of G10s wrote tests in literacy/language and numeracy/mathematics.

According to the statistics released by the Department of Basic Education (DBE), the average mark for literacy for G3 learners was a mere 35%. Grade 3 learners scored an average of 28% in numeracy. Amongst the Grade 3 learners, the Western Cape

performed the best in both literacy and numeracy with 43% for literacy and 36% for numeracy. In Mpumalanga, Grade 3 learners scored 27% in literacy and only managed to score 19% for numeracy (DBE Report 40).

If learners can't read, write, spell and calculate at Grade 3 level, surely there is something wrong. Where are the foundation phase managers and how do they spend their time? Internationally, teachers responsible for supervising Grade R-3 are called middle managers. In South Africa, middle managers are called heads of departments (HoDs). The duties and roles of middle managers (or HoDs) in the foundation phase might be the cause of poor performance of learners in numeracy and literacy, due to insufficient support being provided to educators and learners.

The role of HoDs in schools is not widely understood (Turner, 1996; Blandford, 1997; McLendon & Crowther, 1998). As a consequence, the literature relating to their role and functions is sparse. What is apparent, however, is the dual role that HoDs play, namely an administrative role within the school, as well as a teaching responsibility. A great deal of the work in managing the teaching-learning process operates at the middle management level in schools. However, management development often occurs at the senior management level, and HoDs remain the forgotten tier in schools.

HoDs co-ordinate all educational activities between the top management of the school and the educators. Gold (1998:1) describes the role of HoDs as the most exciting and probably the most influential position in a well-organised school. Given the dual roles of HoDs, it is evident that they are exposed to a dilemma in executing duties carrying competing demands namely managing a department and being a class teacher at the same time (Blandford, 1997:13).

This dual role becomes a particular challenge in the foundation phase, depending on the type of school, e.g. private school, former model C school, township or rural schools (which normally fall under Quintile 1-3), and lastly farm schools. It is challenging, especially in township and farm schools, to manage teaching, supervise educators,

ensure learners cooperate positively in a class, and to be responsible for all the classes in a phase, including the own HOD's class. Educators are experiencing overcrowding in their classrooms and schools are under staffed. A thorough study needed to be conducted to ensure that HoDs in the foundation phase are operating as effectively as those in the intermediate, senior and FET phases. It is critical to formulate strategies to ensure that learners progress positively in the foundation phase, especially in terms of their literacy and numeracy. HoDs must be able to perform their roles and responsibilities to ensure that learners can read and write at Grade 3 level. The PAM document clearly spells out the roles and responsibilities of the HoD; however when an HoD has 90% of their time allocated for teaching, one wonders if it is fair to expect them to carry out their administrative role in the remaining 10% of their time.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION AND MOTIVATION

This study examines the roles and responsibilities of foundation phase heads of department and their perceptions in terms of the South African legislative framework. The heads of department (HoDs) are the immediate supervisors for teachers in schools and are known internationally as 'middle managers'. Turner (1996), Blandford (1997), and McLendon and Crowther (1998) contend that the role of HoDs in schools is not widely understood. HoDs in the foundation phase are faced with the challenge of a dual role: to fulfil their management obligations, while on the other hand, to satisfy their duty to teach in their classrooms. This scenario poses a challenge for monitoring the teaching and learning process in the foundation phase.

The duties of educators in South Africa are delineated in the Personnel Administrative Measures (PAM) schedule as described by the Employment of Educators Act (EEA), 1998. Section 4 of the EEA states that some specialized and core duties with responsibilities which may be given to staff in a right manner by the right representative of the employer (Employment of Educators Act 76 of 1998). Chisholm (2005) mentions that the duties of HoDs and teachers involves a minimum of 90% of their time in teaching, while they spend the rest of their time on preparing and planning, assessing, management and supervision, professional development, extra-mural activities, pastoral duties, guidance, counselling with administrating.

HoDs have a teaching role in their specialist subjects and also a supervisory function which requires administration of their departments and rendering professional assistance to teachers (Bedassi, 1994:13). They act as liason between the principal and the staff, provides instructional guidance to teachers, plan, organise, command, coordinate, control, and carry out delegated tasks (Ramdass, 1987:5). These tasks form

an integral part of the management duties of the entire school management which includes the principal, vice - principal and the head of departments (Makhoba, 2003:8). Gold (1998:1) describes the role of HoDs as the most exciting and probably the most influential position in a well-organised school.

The dilemma or circumstances for HoDs in the foundation phase differ from those for HoDs in other phases who are subject specialists. In the foundation phase, the focus is on all the subjects, as well as other managerial duties as outlined in the PAM document. The time which the HoDs spend implementing their duties as outlined in the PAM schedule and the time spent doing extra duties were analysed for the purposes of this study.

Perception deals primarily with people's outlook towards external stimuli (Schermerhorn et al., 1991:48). In the literature perception refers to people's interpretation of events and occurrences (Kekana, 2001:36). Smit and Cronje (1992:276) define perception as the process whereby individuals interpret occurrences through their senses to facilitate understanding and meaning making. These writers do not see perception as an act or an event, but as a continuous process. Schermerhorn et al. (1991:50) state that perception is influenced by a person's needs, past experiences, habits, personality, values and attitudes. Since these factors influence perception, it can be concluded that an individual's perception can be modified (Kekana, 2001:40). For the purpose of this research study, perception is taken to imply the individual foundation phase HoDs' unique interpretation of the expectation of their roles and responsibilities.

The purpose of this study is to examine the roles and responsibilities of foundation phase heads of departments. The study seeks to explore the existing conditions under which foundation phase HoDs work, in particular the time they spend on their management and teaching duties. The study compares the HoDs' perceptions regarding their roles and responsibilities with the expectations of government and policies regarding the fulfilment of these roles and responsibilities.

1.2. PROBLEM STATEMENT

1.2.1 RATIONALE

The National Education Policy Act of 1996 affords the Minister of Education to implement standardised norms and standards in South Africa to direct effective learning and teaching (NEPA of 1996: sec 8 (1)). The School Management Team (SMT) serves the purpose of managing the delivery of education and performance of teachers in schools. HoDs form part of the SMT and serve as immediate supervisors for post level one teachers in schools. Post level one teacher in the context of these study, are those teachers that are responsible for classroom teaching only and not managing other teachers as prescribed by PAM document. In most public primary schools in South Africa, especially in rural areas, Education Management and Information System (EMIS) statistics reveal that learner enrolment is very high in the foundation phase which impacts negatively on the HoDs in executing their roles and responsibilities. In primary schools with large numbers of learners, HoDs are faced with the supervision of many post level one teachers in terms of curriculum delivery and need to control a large number of learners' books.

HoDs are faced with a dual role in managing their departments and being class teachers at the same time (Blandford, 1997:13). In my personal experience, in practice HoDs spend most of their time doing class teaching, especially in the foundation phase. Ali and Botha (2006:17) suggested that in order to improve teaching and learning, there is the need for the HoDs to supervise teachers' work output thoroughly. In the foundation phase, four subjects are taught: Mathematics, languages (home language and first additional language) and life skills. In most primary schools, foundation phase HoDs are full time teachers, teaching all four subjects, and at the same time supervising all teachers in terms of teaching each subject, and monitoring other duties as outlined in the PAM document, chapter A, section 4. This dual role requires balancing teaching and management without compromising either role. This study therefore seeks to investigate the perceptions of foundation phase HoDs in primary schools regarding their dual role.

The ANA results presented below represent the Mpumalanga Province. The poor performance of learners in Grade 3 for both literacy and numeracy might be an indication that the roles and responsibilities of HoDs in the foundation phase are not being fulfilled, reflected by a lack of support to learners and teachers.

On Tuesday, 28 June 2011, the Minister of Basic Education Angie Motshekga revealed the results of the February 2011 Annual National Assessments (ANA). In excess of 6.5 million learners from Grades 2 to 7 and a sample of G10s wrote tests in literacy/language and numeracy/mathematics. The provincial and national Grade 3 and Grade 6 results are presented in Table 1.1:

Table 1.1: ANA average percentage scores for Grade 3 and 6

	GRADE 3		GRADE 6	
	LITERACY	NUMERACY	LANGUAGES	MATHEMATICS
Eastern Cape	39	35	29	29
Free State	37	26	23	28
Gauteng	35	30	35	37
KwaZulu-Natal	39	31	29	32
Limpopo	30	20	21	25
Mpumalanga	27	19	20	25
Northern Cape	28	21	27	28
North West	30	21	22	26
Western Cape	43	36	40	41
South Africa	35	28	28	30

The statistics that was released by the Department of Basic Education (DBE) revealed that the average mark for literacy for G3 learners was a mere 35%. The Grade 6 average for languages was 28%. Grade 3 learners scored an average of 28% in

numeracy whilst their counterparts in G6 managed to secure an average of 30% in mathematics. Amongst the Grade 3 learners the Western Cape performed the best in both literacy and numeracy with 43% and 36% while, in Mpumalanga, learners managed to score 27% for literacy and 19% for numeracy.

1.2.2 Background of the Annual National Assessment (ANA) conducted in Mpumalanga Province

Mpumalanga Province consists of four regions: Bohlabela, Ehlanzeni, Gert Sibande and Nkangala, each with a different number of schools that participated in the assessments during November 2008 as shown in Table 1.2. Although ANA started in 2008, the tests were not written in 2009 and 2010.

Table 1.2: Background of the (ANA) conducted in Mpumalanga Province

Regions	No. of schools	Captured	Not Captured
BOHLABELA	214	191	23
EHLANZENI	306	224	82
GERT SIBANDE	484	268	216
NKANGALA	419	264	155
TOTAL	1423	947 (67%)	476 (33%)

1.2.3 NUMERACY / MATHEMATICS

The assessment tasks focused on assessing competencies in four (4) domains which include numeracy and numeration, geometry of shapes, measurement and everyday statistics. The tasks are based on the specific learning outcomes. The **numeracy and numeration domain** contain items that were included to determine if learners could count, write numbers in words and figures, carry out the four basic operations, perform operations for the purpose of solving word problems, and identify fractions and

decimals. The **measurement domain** questions covered reading a scale, time and a calendar, estimating length, and knowing units of measurement. The **geometry of shape** domain contains the recognition of figures, shapes and their elements, and line symmetry.

1.2.4 LITERACY / LANGUAGE

The assessment tasks focused on assessing competencies in the following domains: word recognition, understanding of detailed content, writing skills, spelling and grammar, retrieving and providing information. Table 1.3 presents the overall achievement for the province in 2008 in all domains.

Table 1.3 Final assessment scores (Mpumalanga Province) Grades 3 and 6

	GRADE 3		GRADE 6	
	LITERACY	NUMERACY	LANGUAGES	MATHEMATICS
BOHLABELA	37%	38%	27%	26%
EHLANZENI	35%	37%	31%	28%
GERT SIBANDE	36%	36%	30%	28%
NKANGALA	36%	37%	32%	30%
MPUMALANGA	37%	37%	30%	28%

These scores clearly indicate that learners cannot read, because they should have mastered reading in Grade 3 in preparation for Grade 4. This may point to a gap in the implementation of the roles and responsibilities of foundation phase HoDs. One wonders whether they monitored the teaching and learning in the classrooms they supervise.

The obvious questions to ask are: Where are the leaders of the foundation phase and why are they not performing? Do they have the time to perform their role adequately and be accountable according to their responsibilities? Why are the results of Grade 3

learners, at the end of the foundation phase, so low? The perceptions of HoDs in the foundation phase regarding their roles and responsibilities were investigated to answer such questions. The poor performance of learners in ANA may be the result of HoDs' perceptions regarding their roles and responsibility in the light of limited support they are able to offer learners and teachers.

The purpose of this study is to investigate the roles and responsibilities of foundation phase HoDs in Mpumalanga Province, involving all four districts and some circuits selected from the districts.

1.3. CONTRIBUTIONS OF THE STUDY

This study provides a synopsis of the views and experiences of foundation phase HoDs when executing their roles and responsibilities in schools. The study has the potential to make a significant contribution to all stakeholders in the Department of Basic Education who are responsible for teacher development and curriculum delivery, especially in the General Education and Training band. The findings, based on the research questions presented in the following section, highlight important aspects to be considered by foundation phase HoDs, educators, curriculum implementers in the districts, deputy chief education specialists in the provincial office, and the Department of Basic Education, in ensuring the proper execution of roles and responsibilities of HoDs in the foundation phase.

1.4 RESEARCH QUESTIONS

Main question

What are the perceptions of foundation phase HoDs regarding their roles and responsibilities?

Sub questions

- a. What are the perceptions of foundation phase HoDs regarding time management as per PAM document?
- b. What are the challenges experienced by foundation phase HoDs in primary schools?
- c. What are the perceptions of foundation phase HoDs with regards to the form of in-service training in leadership and management?
- d. What is the role of motivation by foundation phase HoDs versus motivation by parents regarding improved learner performance?

1.5 RESEARCH DESIGN AND METHODOLOGY

Research design is the plan that describes the conditions and procedures for collecting and analysing data (McMillan & Schumacher, 2001). A structured questionnaire was used to collect data; the questionnaires were distributed to 274 foundation phase HoDs in all four districts namely Ehlanzeni, Bojalela, Gert Sibande and Nkangala in Mpumalanga. HoDs converged in one sitting in different districts and circuits in Mpumalanga Province to complete the questionnaire. McMillan and Schumacher (2001) describe a questionnaire as a written set of questions or statements which is used in assessing attitudes, opinions, beliefs and biographical information of people. In this study the perceptions of foundation phase heads of department were investigated, regarding their roles and responsibilities in terms of the legislative framework and in practice.

A quantitative research design was used with dependent and independent variables. The dependent variable is the HoDs' time, and the independent variable is the set of duties carried out by the HoD. A structured questionnaire was compiled, using the literature review as a basis, in an effort to draw up a set of duties that are required to be performed by HoDs in schools. Reliability and validity of the questionnaire were enhanced using the Cronbach Alpha measures calculated by the Statistics Department

at the University of Pretoria. The data was analysed according to descriptive statistical analysis using the SPSS 20 package.

Table 1.4 describes the research methods used to investigate the roles and responsibilities of foundation phase heads of departments

Table 1.4: Research methods used in this research study

Method	Research Tool	Tool Design	Data Analysis
Quantitative method	Questionnaire for pilot project	Structured questionnaire distributed to 10 foundation phase HoDs in the Ehlanzeni District as a pilot project.	Descriptive statistical analysis SPSS 20
	Questionnaire	Structured questionnaire distributed to 274 foundation phase HoDs in the Mpumalanga Province, in all four districts: Ehlanzeni, Bohlabela, Gert Sibande and Nkangala	

1.6 CLARIFICATION OF CONCEPTS

1.6.1 Heads of department (HoDs)

HoDs play a dual role in a school, the teaching role in their specialist subjects and also a supervisory function which requires administration of their department and rendering

professional assistance to teachers (Bedassi, 1994). In other words, a head of department is a teacher on one hand, and an administrator on the other. Their functions and duties are to act as a liaison between the principal and the staff, to provide instructional guidance to teachers, to plan, to organise, to command, to coordinate, to control, and to carry out delegated tasks (Ramdass, 1987).

These tasks form an integral part of the management duties of the entire school management which includes the principal, deputy principal and the heads of departments (Makhoba, 2003). For the purpose of this study, the term HoD focuses on the foundation phase HoD, and their duties and responsibilities, as outlined in the PAM document compared to their duties in practice.

1.6.2 INSTRUCTIONAL LEADERSHIP

Foran (1990:9) refers to instructional leadership as a supervisory management post which is used to enhance teaching and learning in schools. He explains it to mean being on site support and capacitation in subject content, assessment, recording and reporting. Keefe and Jenkins (1991:7) define instructional leadership as the leader/HoD providing teachers with the necessary resources and conducive environment to facilitate teaching and improvement in learner performance. According to Robbins and Alvy (2004:88), instructional leadership is an inner calling where the interests of the learners takes centre stage and own interests are not considered.

Masumoto and Brown-Welty (2009:3) explains that instructional leadership focuses on the leader's (HoDs) role on student achievement, specifically how he/she positively affects teachers and the outcomes of teaching in raising learners academic performance. Research by Leithwood, Louis, Anderson and Wahlstron (2004), and Waters, Marzano and MacNulty (2003) emphasises the duty of the HoD as an instructional leader in setting direction, guiding the educators on matters of instruction, and making the school work effectively. These definitions provided from the literature indicate that instructional leadership involves direct, conscious efforts made by the HoD,

as the main initiator, to create conditions conducive to effective teaching that in turn, promotes the achievement of desirable outcomes by learners.

1.7 ASSUMPTIONS OF THE STUDY

The following assumptions were drawn from the instructional leadership literature and personal experience from interaction with HoDs:

- Instructional leadership is one among many leadership styles of the HoD;
- The practice of instructional leadership involves developing educators and improving their teaching skills.

1.8 LIMITATIONS OF THE STUDY

This study is an investigation into the expectations and perceptions of foundation phase HoDs regarding their roles and responsibilities. To ensure that this study was achievable, the data collection process was confined to the Mpumalanga Province. The fact that each province is unique is acknowledged in this study, thus avoiding generalisation of the findings as being representative of the circumstances, experiences, and challenges facing HoDs throughout the country.

It is important to indicate that the researcher was previously a provincial official in the Mpumalanga Province, and has since changed her job to become an official in the national Department of Education (DoE). To avoid the problem of having a captive audience, the researcher used her former colleagues to conduct the study, although she was present at the gathering of HoDs to explain the need of the study and also the nature of the questionnaire.

Mpumalanga has been the worst performing province as regards learners' performance (see tables in chapter 1). Besides having the lowest ANA scores, the matriculation results in Mpumalanga are the worst in the whole country.

1.9 OUTLINE AND ORGANISATION OF THE DISSERTATION

The following structure is applied in this dissertation in order to meet the aims and present the findings of the research study.

1.9.1 CHAPTER 1: Introduction

The opening chapter explains the orientation and background of the study, the problem statement, the rationale, the contribution of the study, the research questions, and the research design and methodology. It includes a discussion of validity and reliability, clarification of concepts, assumptions of the study, limitations of the study, as well as the outline and organisation of the dissertation.

1.9.2 CHAPTER 2: Literature review

The literature review chapter investigates the role of HoDs in primary schools internationally, nationally and locally. It presents the contextualisation of the study, the conceptualisation of instructional leadership, key elements of instructional leadership, the roles and responsibilities of HoDs in terms of the PAM document, and the roles and responsibilities of HoDs in other countries. Instructional leadership versus teaching and learning, supervision, training of HoDs, capacity building, and the involvement of the parents and the community were also thoroughly researched.

1.9.3 CHAPTER 3: Research design and methodology

This chapter covers the research methods and methodological considerations that were used in this study, including research design, research process, and the construction and structure of the questionnaires. The distribution and collection of questionnaires are described. The pilot study, ethical considerations, permission, confidentiality and privacy are covered in this chapter. Data analysis techniques are described, as well as measures taken to ensure validity and reliability.

1.9.4 CHAPTER 4: Presentation and analysis of data

This chapter presents the findings and interpretation of the results and also the reliability of the questionnaire construct using the Cronbach Alpha method.

1.9.5 CHAPTER 5: Research findings, recommendations, suggestions for further research and concluding remarks

Chapter 5 draws the conclusions from the findings, offers recommendations and makes suggestions for further research.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION AND CONTEXTUALISATION OF THE STUDY

This literature review is based on the roles and responsibilities of heads of department in schools drawn from international and national sources. The themes studied include the roles and responsibilities of HoDs in schools; the perceptions and expectations of HoDs regarding their roles and responsibilities; the HoDs' expected teaching and supervision time; expectations from the school and parental influence on learner performance; the duties of HoDs in supervising and mentoring educators.

2.2 CONCEPTUALISATION OF INSTRUCTIONAL LEADERSHIP

Instructional leadership has been conceptualised in many different ways by various scholars and researchers. Mullan (2007:23) refers to curriculum leadership as being one of versatility, hardworking and dedicated to content and learner interests. In the foundation phase, the HoD needs to be the subject specialist. Hallinger and Heck (1996) argue it is appropriate to analyse this construct by splitting it firstly into its component parts to gain a better understanding of what each of the concepts implies, i.e. *instruction and leadership*.

Instruction, according to Calitz, cited by Kruger (1995:43), concerns itself with the selection and arrangement of learning content, setting goals and objectives, the unfolding of knowledge, the transfer of skills and attitudes, and the provision of feedback to pupils on their learning achievements. For Frazer, Loubser and Van Rooyen (1993) cited by Pitsoe (2005:62), the concept *instruction* is associated with the transfer of knowledge, skills, techniques and proficiencies.

Leadership, according to Yukl (2002) refers to the competence of managers to motivate their colleagues to work together to achieve more in the classroom. From this definition of leadership, it follows that there must one person who wields the power and ability to influence others, and in a school it is the principal and HoDs. Egwuonwu (2000) sees leadership as the ability to reflect on work performance to improve internal capacity to improve work performance for own and the organization's good. Ade (2003:11), on the other hand, defines leadership to mean a social influence process whereby the leader seeks the voluntary participation of subordinates for the purpose of achieving organisational objectives. The word "voluntary" in Ade's (2003:14) definition is the operational word which indicates that the use of absolute authority or power in achieving things is not necessary for a leadership process to be effective. Successful leaders need to back up any authority and power vested in them with personal attributes and social skills (Asonibare, 1996:185).

Hopkins (2001:114) contends that instructional leadership is about creating learning opportunities for both learners and teachers. This definition puts the development of both teachers and learners at the centre, and further proposes that developmental programmes for educators should be put in place. Weller (1999:36) adds more dimensions to the definition by referring to instructional leadership as the situation in which the principal involves himself or herself in the curriculum management process of the school and thereby taking ownership of the results and performance. However Daresh (2007) and Elmore (2000) gave a view of instructional leadership that differentiates it from school leadership in general. They suggest that instructional leadership is a type of leadership that should guide and direct instructional improvements associated with learner performance.

Instructional leadership is comprised of the actions of the HoD and the actions which he assigns to others for the purpose of promoting growth in student learning. According to Wildy and Dimmock (1993:144), an HoD must be able to define the purpose of schooling, set school-wide goals and implement strategies to achieve those goals. He/she must provide educators and learners with all the resources necessary for

effective learning to occur; supervise and evaluate teachers in line with the performance of their learners; initiate and coordinate in-house staff development programmes; and also create and nurture collegial relationships within and among teachers.

The HoD performs a valuable leadership and managerial role and reports directly to the principal of the school. Dinham (2000) argues that HoDs although they form part of management, they are subject specialists who need to provide instructional leadership to their subordinates/colleagues in their areas of speciality. The HoD has formal responsibilities and accountabilities, and exerts influence horizontally and vertically within and beyond the department and school (Duke, 1987; Koehler, 1993; Dinham, 2000; Busher & Harris, 2000; Gunter, 2001). This point of view suggests that HoDs should be held accountable for effective and efficient management of their departments or phases as required by the strategic plan of the school.

Apart from their supervisory and accountability role, HoDs assess and develop teachers in accordance with the teacher appraisal system in South Africa known as the Integrated Quality Management System (IQMS). HoDs are expected to conduct on site monitoring primarily to offer professional support within the parameters of ongoing professional development to enhance quality of teaching. Hence lifelong learning is promoted within the context of the Personal Administrative measures that specifies that teachers need to update their knowledge on a continuous basis (Southworth, 2004). In a nutshell, the HoDs' main duty is to offer stewardship of the curriculum by providing direction and a roadmap to lesson planning, teaching, assessment and evaluation of learners' progress in individual subjects (Mkhize, 2007; Tranter, 2000).

In view of the workload of HoDs in schools, Dinham and Scott (1999:288) alludes to the multi tasks HoDs need to execute in the school i.e. being a class teacher and subject specialist. An effective HoD is able to coordinate teaching teams by networking and collaboratively working on common agreed curriculum goals. This view is supported by Ali and Botha (2006:341) in their study of secondary school HoDs in Gauteng; they argued that to improve teaching and learning, HoDs need to create more time on supervision thus balancing the fine act of being a class teacher and a subject specialist.

Furthermore, educational quality can only be improved if there is systematic observation of what is happening in the classroom (O'Sullivan, 2006). The key elements of instructional leadership are now explored for the purpose of this research project.

2.3 KEY ELEMENTS OF INSTRUCTIONAL LEADERSHIP

Phillips (2009:2), in his analysis of instructional leadership, administration, and management, mentioned that instructional leadership should involve setting clear goals, allocating resources for instruction, managing curriculum, monitoring lesson plans, and evaluating teachers. It should also involve those actions that the HoD performs or commits to others to improve growth in student learning. Some of the key elements that characterise instructional leadership and distinguish it from management and administration include: prioritisation; a focus on alignment of curriculum, instruction and assessment of a standard data analysis; continuous learning culture for adults and visionary instructional leadership. These key elements of instructional leadership are discussed below.

2.3.1 PRIORITISATION AS AN ELEMENT OF INSTRUCTIONAL LEADERSHIP

This element emphasises the fact that teaching and learning must constantly top the priority list in any situation. Phillips (2009:1) contends that leadership should involve the balance of management and vision and the instructional leader must bring the vision to realisation. Bringing the vision to realisation needs an HoD who is in constant contact with his leadership team and the entire staff to evaluate their competencies in order to assist them to improve. This endeavour only becomes possible if the HoD himself/herself as instructional leader is a knowledgeable, learning and thinking person, who appreciates the intellect, who is interested in ideas, and responds to experimentation and innovation (Barends, 2004:2).

2.3.2.1 THE FOCUS ON ALIGNMENT OF CURRICULUM, INSTRUCTION, ASSESSMENT AND STANDARDS AS ELEMENTS OF INSTRUCTIONAL LEADERSHIP

The HoD as instructional leader must ensure that there is alignment between the curriculum, instruction and assessment of a standard to ensure learner achievement. In order to realise this aim, Phillips (2009:2) argues that the HoD as an instructional leader must be a practising teacher. He further contends that instructional leaders needs to have a view of things that are happening in the classroom; thus knowing the teaching and learning occurrences through practical observations.

Once the HoD is in touch with what happens in the classroom, he/she will be able to place an estimate on some of the problems teachers and learners confront, address instructional issues from a 'hands on' perspective rather than from the perspective when they were teachers, establish a base from which to address and make curriculum decisions, and strengthen the belief that schools need to put the interests of the students above personal and corporate goals of the school and its Governing Bodies (Harden, 1988:88).

Rosenblum (1994:17) proposes some leadership behaviours and specific activities of HoDs that is deemed to have a positive effect on learner performance. The same author contends that an effective leadership style is considered to be the style that facilitates collaboration, communication and feedback, influence and professionalism with the establishment of a value system and vision in place. In addition, good leadership presupposes having consistent policies to delegate and empowering others by sharing the leadership role; modelling risk taking; focusing on people; nurturing staff members and helping them to grow; and thus emphasising the educational, rather than purely a strong aspect of schooling. As an instructional leader, the HoD must ensure that there is alignment and coordination of curriculum and instruction with learning goals and assessment. This will ensure that learner performance is improved (Schmoker & Marzano, 1999:18).

2.3.3 DATA ANALYSIS AS AN ELEMENT OF INSTRUCTIONAL LEADERSHIP

HoDs as instructional leaders can use data to guide teachers in developing them in instructional and professional development. The HoD must be able to collect data from the performance of learners in their earlier grades and different learning areas, and use this data to develop teaching and learning improvement initiatives. An analysis of data from previous and current learner performance can therefore be regarded as a stepping stone for HoDs in the practice of their role as instructional leaders.

2.3.4 CULTURE OF CONTINUOUS LEARNING FOR ADULTS AS AN ELEMENT OF INSTRUCTIONAL LEADERSHIP

Instructional leaders who regard learning as a key in development will give teachers the time they need to attend trainings that will help them develop. They will also ensure that they provide the necessary support that will be needed in sustaining the new learning. This view supports the idea that HoDs have a duty to create and provide teacher development opportunities in their schools, to ensure that educators keep abreast of new development in their field.

Halverson (2002:5) argues that instructional leadership determines learners' performance which necessitates that all role players i.e. policy makers, department officials and students need to communicate their goals clearly and plan together for learning to be a pleasurable and meaningful experience. According to Halverson (ibid.), instructional leadership is defined as establishing the possibility of instructional innovation in schools. This implies that school leadership matters for instructional innovation. This study set to establish how leadership, particularly instructional leadership, matters in schools, with a specific focus on the improvement of the achievement of learners.

2.3.5 VISIONARY INSTRUCTIONAL LEADERSHIP

One of the main variables related to effective instructional leadership is the role of the HoD in creating and communicating a shared vision and goals to the teachers and learners. The concept of 'vision' is viewed by Mumford and Strange (2005:123) as a cognitive construction or a mental model, a conceptual representation used to both understand system operations and guide actions within the system. Reynolds and Cuttence (1996) contend that an HoD who shares his vision and goals with his staff (visionary leadership) boosts the teachers' and learners' morale, thereby improving the performance levels of learners. A visionary instructional leader attempts to transform the conformist culture of his/her school, partly by confronting the tendency of its members to resist change (Glatthorn, 2000:24).

The practice of attending professional development activities with teachers is vital for an HoD in an instructional leadership role, since his/her exposure to the content of different learning areas will facilitate his/her intervention and assistance, where teachers experience learning-content related difficulties. This view is supported by Joubert and Van Rooyen (2010:17) who contend that the efforts of the principal and HoDs in ensuring that teachers improve on their practice and learners also devote more time to their study is an effective way of measuring professional growth, not by the number of workshops attended.

2.3.6 VARIABLES RELATED TO INSTRUCTIONAL LEADERSHIP

Two variables related to instructional leadership and HoDs were identified and are discussed in the following sub-sections.

2.3.6.1 MONITORING AND PROVIDING FEEDBACK IN THE TEACHING AND LEARNING PROCESS

Monitoring and also providing feedback in the teaching and learning process is one of the variables that characterises instructional leadership. Lashway (2002:1) refers to this role of the instructional leader as 'facilitative leadership' which means that the instructional leader (HoD) needs to facilitate the provision of effective teaching by the teachers; the outcome of effective facilitation will be reflected in the performance of the learners in the matriculation examination.

According to Gamage, Adams and McCormack (2009), the following behaviours by the instructional leader have a significant impact on learner performance: provision of instructional leadership by discussing instructional issues; observation of classroom teaching and providing a feedback; giving support to teacher autonomy and protection of instructional time; monitoring progress by providing and supporting improvement; and using learner progress data for programme improvement. In support of Gamage et al.(2009), Chang (2001:1) recommends that the instructional leader should spend a great amount of time in classrooms for the purpose of observing teaching and learning and encouraging high performance; follow-up on learners' scores and other pointers of student learning in order to help teachers focus attention where it is most needed; and also enable teachers to work together in planning curriculum and instruction.

In concert with Gamage et al.(2009) and Chang (2001), DuFour (2002) and the National Association of Elementary School Principals (NAESP, 2002) assert that the HoD should encourage networks among teachers to discuss their work and to ensure that the teachers do not work in isolation, but share their expertise with each other. Blase and Blase (2000:132) support of this view, indicating that the instructional leader should support the teachers in their networks by making suggestions; giving feedback on the successes/strengths and weaknesses/challenges that teachers experience in their practice; model effective instruction; solicit opinions; provide professional development opportunities; and give praise for effective teaching.

Al-ghanabousi (2010:384) identifies teacher appraisal as a formal means for instructional leaders to communicate organisational goals, conceptions of teaching, standards and values to teachers. It is therefore important that once the goals of the school are set, the instructional leader monitors the implementation of strategies to achieve these goals, and provides feedback to the teachers with regard to the attainment of the set goals.

2.3.6.2 MONITORING THE CURRICULUM AND INSTRUCTION

The success of any school depends squarely on what happens in the classrooms. What the teachers do in the classrooms with their learners (curriculum delivery and instruction) will be reflected in the performance of learners. Research on the role of the HoDs as instructional leader shows that HoDs must possess an array of skills and competencies in order to lead schools effectively towards the accomplishment of educational goals, and one such skill is monitoring the curriculum and instruction. Erlandson and Witters-Churchill (1990:123) suggest that a successful leader must be aware of the teaching of content, be knowledgeable of learner performance, take note of assessment tasks and use information sourced from class visits to jointly develop an intervention programme with a strong learner focus.

In order to fulfil the above role, DuFour (2002) indicates that there is the need for the instructional leader to have up-to-date knowledge of three areas of education which includes; curriculum, instruction, and assessment. DuFour (2002) indicates that HoDs need to be conversant with the changing conceptions of curriculum, educational philosophies, beliefs, curricular sources, conflicts, curricular evaluation and improvement. The HoD should keep abreast of new conceptions with regard to curriculum by attending curriculum workshops with his/her teachers, as this will assist him/her to give the necessary support to the teachers in the implementation of the curriculum.

With regard to instruction, there is the need for the HoD to have a broad based knowledge of different models of teaching and the main reason why a model is adopted and the theories that guides the technologically based learning environment (Jenkins, 2009:36). In support of Hallinger (2002; 2003) and Jenkins (2009), Mednick (2003:3) emphasises the importance of classroom visits by the instructional leader to work with teachers and learners, and the participation of the principal in meetings where issues that relates to curriculum is being discussed for the purpose of enhancing teaching and learning. Mednick's (2003) is of the view that such will enable the HoD to obtain professional development that will promote and improve teaching and learning.

2.4 PREREQUISITES FOR INSTRUCTIONAL LEADERSHIP

This section explores the different conditions that must prevail in order for the principal to be an instructional leader. Some of these conditions should be provided by the Department of Education, while others have to be created and developed by the leader in collaboration with the whole staff and, in some cases, with the school community.

The support that HoDs receive from the Department of Education, particularly from the circuit, district and provincial level, is an important prerequisite. Fink and Resnick (2001:600) examined school districts' efforts to develop HoDs into instructional leaders. The authors propose core strategies that can help in strengthening the role of the principal as an instructional leader; it includes provision of nested learning communities; peer learning; principal institutes; leadership for instruction; and provision of individual coaching as reinforcing sets of strategic activities. Goldring, Preston and Huff (2002:2) contribute to the list of obligations of the Department of Education by indicating that the department should provide HoD development programs which are focused directly on the problem of developing professional practice, competence and expertise for instructional improvement and improved learner performance.

King and Youngs (2000:299) contend that the development of school capacity is a crucial prerequisite affecting instructional quality and improved learner performance.

Newmann et al. (2000:299) define school capacity as the ability of the staff to collectively improve the performance of the learners. This definition suggests that efforts to improve learner and school performance should take individual teachers and the whole school into consideration. If the HoD performs his/her role and carries out his/her responsibilities effectively, this will affect instructional quality and thus improve learner performance.

The prerequisites for instructional leadership can be summed up using the six standards of what principals should know and be able to do, as set out by the National Association of Elementary School Principals (2002: 6-7). The six standards include: Schools should be led by placing learners learning at the centre; high expectations should be set for academic and social development of all learners and educators; a content and instruction that will ensure that learners achieve agreed-upon academic standards should be set in motion; a culture of continuous learning for adults tied to learners' learning and other school goals should be created; multiple sources of data should be used as tools to diagnose shortfalls in instructional improvement; and there should be active engagement in the community to create a shared responsibility for the improvement of school and learner performance. HoDs as leaders in their departments should also use the six standards.

The need to actively engage the community and create shared responsibility is summed up by Leithwood and Riehl (2003) as a prerequisite for effective educational leaders. Principals need certain leadership abilities to achieve and maintain quality schools in complex environments to be able to enact quality instructional leadership. According to Vick (2004:11), this implies that principals should be equipped with 'multifaceted skills' which form the prerequisites for successful leadership. Leithwood and Riehl (2003) propose the following prerequisites for successful leadership, with their associated performance indicators.

2.4.1. DEVELOPING PEOPLE AS A PREREQUISITE FOR INSTRUCTIONAL LEADERSHIP

Developing people as a prerequisite for instructional leadership includes sharing leadership and cultivating learning in professional communities; providing an appropriate model; and ensuring support for teachers and learners. Much of the literature on leadership consistently emphasises the fact that leadership should not reside in one person (for example, the principal) but that leadership should be distributed among staff members in the organisation. The principal must therefore know how, and be willing to share and distribute instructional leadership, and empower his staff by granting them the conditions that will enable them to collaborate and learn together. The principal, by being an appropriate role model, should teach and help his staff to become better followers; set appropriate examples which are consistent with school leaders' values; manage time effectively to meet school goals; and cultivate higher levels of commitment to organisational goals.

Cultivating learning among all members in the professional community involves the principal in facilitating learning among all staff members; implementing good teaching practices; facilitating change to cultivate a warm learning environment; instituting structures of relationship between the teacher and the learners to improve learner performance; monitoring the performance of learners; behaving in ways consistent with leaders' personal values, attitudes and beliefs; and promoting ethical practice. The principal should provide individualised support to his staff by acquiring and using resources intelligently to support and monitor high levels of staff performance and needs; demonstrating respect for and concern about people's personal feelings and needs; and providing emotional, psychological and logistical support.

2.4.2 DEVELOPING THE ORGANISATION AS A PREREQUISITE FOR INSTRUCTIONAL LEADERSHIP

This final prerequisite concerns the responsibility of the instructional leader (the HoD) to develop the technical skills of his staff, emphasise learner-centred leadership, strengthen the school culture, and monitor organisational performance. In developing the technical skills of his workforce, the principal/instructional leader needs to implement site-based management, work in teams, plan strategically for the future, apply educational law to specific conditions, and maintain effective discipline. Learner-centred leadership can be achieved by employing instructional leadership practices. Strengthening the school culture requires the principal, in concert with other stakeholders in the school, to create and maintain a safe learning environment, promote ethical practices, and possess advanced conflict management skills in order to deal with conflict situations when they arise. The instructional leader can monitor organisational performance by using indicators to determine the school's effectiveness, and monitoring both staff and learner performance.

To sum up the prerequisites of instructional leadership and those of effective school leaders as outlined above, Keefe and Jenkins (2000) indicate that instructional leadership is depended on the support provided by the department to provide resources and material to create a conducive environment for effective teaching and learning at the school.

Various researchers such as Daresh, Gantner, Dunlap and Hvizdak (2000), Fennel (2005), Hale and Moorman (2003) and Vick (2004) indicate that HoDs need certain leadership abilities and should be equipped with multifaceted skills in order to achieve and maintain quality in schools. Given this need, as well as all the prerequisites for instructional leadership, the question that may be asked is: Where do HoDs acquire these skills? Are they inherent qualities, or do they have to acquire them through some process of learning? The following section responds to these questions by briefly reviewing literature that deals with preparation programmes for HoDs (and other school

leaders). The literature examines arguments for and against the recognition of HoDs preparation programmes, as necessary and sufficient preconditions for the improvement of both leadership practice and learner performance.

While evidence about the impact of instructional leadership shows that, all else being equal, students achieve more in schools with strong instructional leadership (Marzano, et al., 2005; Robinson et al., 2008), our particular concern in this study is its role in the context of district-driven accountability. Instructional leaders must motivate teacher change by setting goals and expectations, resourcing those goals, and providing high quality opportunities to acquire the knowledge and skills to achieve the goals (Finnigan, 2011; Leithwood et al., 2002). Teacher commitment to the pursuit of ambitious goals requires teachers to believe that the goals are important and that they have the capacity to achieve them (Latham & Locke, 2006; Locke & Latham, 1990). Building that capacity is a key responsibility of school and district leaders.

Teacher efficacy was assessed as the strength of teachers' belief that they could make a significant difference to their students' achievement, including that of their most difficult students. Of four leadership constructs, two (instructional leadership and support for change) were significantly related to teachers' sense of efficacy. The instructional leadership measure included assessing leaders' goal setting ability (vision, setting high standards for both staff and students), their application of professional learning in classrooms, and their understanding and monitoring of student learning. These findings support the conclusions of an earlier study which also showed a substantial impact on school performance under the combination of instructional and change-oriented leadership (Marks & Printy, 2003).

There is ample evidence that the desire of policy makers for strong instructional leadership falls short of the reality (Cooley & Shen, 2003; Horng et al., 2009). Part of the difficulty is that increased instructional leadership requires leaders to spend relatively more time on the educational and less time on the management aspects of their role, or at least to integrate instructional concerns into all aspects of their managerial decision making. Making this shift poses considerable professional and organisational

challenges. The professional challenges include developing the capabilities required to engage in the practices described as being necessary for instructional leadership (Nelson & Sassi, 2005; Robinson, 2011; Stein & Nelson, 2003). Broadly specified, those capabilities involve a deep knowledge of teaching and learning, the ability to bring that knowledge to bear in context-specific management and instructional decision making, and to build relational trust in the process. It is the *integration* of the knowledge, context-specific problem solving and trust building that characterises the work of instructional leadership (Robinson, 2011). The organisational challenges include aligning the organisational and systemic conditions that shape school leaders' work to the goal of stronger instructional leadership.

2.5 INSTRUCTIONAL LEADERSHIP AND ROLES AND RESPONSIBILITIES IN THE PAM

The conceptual framework presented in my literature study highlights the five main functions of the instructional leadership role which was identified by Hallinger and Murphy (1985) and Weber (1989). The functions which includes defining and communicating school goals; managing curriculum and instruction; promoting a positive learning climate; observing and giving feedback to teachers; and assessing the instructional programme. These functions have been adopted and adapted by the researcher to the roles and responsibilities of the Personnel Administrative Measures (PAM) document.

The aim of PAM in terms of the Employment of Educators Act (EEA) 76 of 1998 is to ensure that professional competencies of educators is accessible to management in education, a sense of unity of purpose can be built, and the belief that they can make a difference must be reinforced. Education authorities need to delegate authority and responsibility that will ensure the building of human resource capacity as at when needed (EEA 76 of 1998, Section 4). The section (Section 4 of EEA) also emphasize that the principal can allocate additional duties commensurate to management and supervision role of HoDs within the corporate identity of the school (EEA 76 of 1998, Section 4).

Table 2.1: Conceptual framework for the roles and responsibilities of foundation phase heads of department (Adapted from the PAM, 1999)

INSTRUCTIONAL LEADERSHIP FUNCTIONS	PAM DOCUMENT ROLES Heads of Department
Defining and communicating the school mission	To advise the principal on how to ensure equity in the distribution of work among staff and also ensure that professional practices are put in place for the purpose of improving teaching, learning and management. To work with educators in other schools to foster development and conducting extra-curricular activities To regularly meet with parents and discuss the progress of their children.
Managing curriculum and instruction	To teach the necessary workload, perform the duties of a class teacher and to assess, keep the record of the learners taught.
Promoting a positive learning climate	To take charge of the subject to be taught, assess, coordinate, and evaluate all the activities that have to do with the learning climate of the learner.
Observing and giving feedback to teachers	To ensure that learners and educators go about their duties as necessitated.
Assessing the instructional programme	To ensure that colleagues maintain the expected teaching standard, and also ensure progress among learners and also promote efficiency within the school.

2.5.1 THE ROLES AND RESPONSIBILITIES OF HODS ACCORDING TO PAM

The core duties and responsibilities of an HoD as listed by the PAM document (EEA: 1998) are teaching; extra-and co-curricular activities (relating mostly to monitoring of a subject, particular learning area or phase which involves co-ordination and guidance, control of educators and learners); sharing the duties of organising and conducting extra- and co-curricular activities; managing personnel (dividing work, actively participating in educator appraisal processes); general administrative work (keeping text books and equipment in good conditions, and planning of budget for the department

and subject work schemes); and communication. With the exception of teaching (on which an HoD is expected to utilize a minimum of 85% of their time), no indication of the time that should be allocated to any of these activities is provided.

The PAM document states that the formal school day may not be less than seven hours and that the following core duties must be performed:

- There must be a specified teaching time;
- relief teaching should be ensured;
- extra- and co-curricular activities must be put on list
- pastoral duties like grounds, detention, scholar patrol etc. should be put in place
- there must be an administration;
- supervisory and management functions should be in place;
- there should be professional duties like meetings, workshops, seminars, conferences etc.
- planning, preparation and evaluation should be put in place in the school

There is certain work that needs to be done *outside the formal school day* which includes:

- the planning, preparation and evaluation of programmes;
- extra- and co-curricular duties for staff and students;
- ensuring professional duties (meetings, workshops, seminars, conferences etc.);
- ensuring professional development (80 hours per year).

As an HoD is expected to teach for a minimum of 85% of a 35-hour week (i.e. 30 hours per week or 6 hours per day) this leaves an HoD with 5 hours per week or 1 hour per day for administration, pastoral duties, and supervisory and management functions. A formal school day is from 07:30 to 14:30 (a seven-hour day) and until 15:30 (an 8 hour a day).

The reasoning above shows that it is difficult to determine the expectations of the working hours for HoDs. It seems as if it can vary from a minimum of 7 hours per day to

8 hours per day. Furthermore, this may not necessarily be their expectation, but that of their employer, namely the Department of Education.

2.5.2 THE ROLES AND RESPONSIBILITIES OF HODs IN FIVE DIFFERENT COUNTRIES

A. NORTHERN IRELAND

A study conducted by Anne Moren (1999) in Northern Ireland highlights the critical role that was played by the HoD in the life of the newly-qualified teacher (NQT), and also making provision for the needs of the NQTs and the roles of the HoDs with their readiness to meeting these requirements. The approach must be a joint effort from the whole staff of the school. The resources needed must be made available in order to promote the duty of the HoDs in teacher education reforms. In the South African context, the above duties would fall under extra-curricular activities that should be performed by the HoDs, but in practice, HoDs are expected to orientate newly appointed teachers and clearly stipulate their expectations for that specific phase, for a period of three months, depending on the particular school.

The vital aspect of the work of the HoD with NQTs is to ensure that leadership, advice and encouragement is in place, he/she needs to integrate first timers into a department which should make them comfortable, and ensure best practice in curriculum delivery. The HoDs and NQTs can ensure they work hand-in-hand to support themselves, as suggested by researchers (Kilcher, 1991; Moyles, 1998). The major duty of the HoDs to the newly qualified teachers is to give every kind of support that will make the newly qualified teachers comfortable with their duty and effectively promote teaching and learning as expected.

The roles and responsibilities of HoDs in Northern Ireland do not differ very much from those in South Africa, but in Northern Ireland there is an additional requirement to

support NQTs in post-primary schools (Moren et al, 1999). In Northern Ireland, the majority of HoDs (about 74%) spend thirty minutes each week chatting with the NQTs. The problems that most principals face with the NQTs are the lack of time.

B. ENGLAND

Research conducted in England has shown remarkable results where HoDs were directly involved in activities directed at enhancing learner performance (Busher & Harris, 1999). In England the HoD is called the department head.

The Ontario English Catholic Teacher Association (OECTA: 2007) defines the role and responsibilities of department heads as providing support in the area of curriculum implementation, the support usually varies depending on the qualification of the heads of the departments. The head of department provides support for the newly qualified teacher without making judgements, the head of department can also help in identifying exemplary practices. The head of department is also free to provide the resources that will make the new teacher to adjust quickly to the environment.

The Ontario English Catholic Teacher Association (OECTA, 2007) indicates that the head of department in secondary schools are curriculum leaders and that there is need for curriculum leadership and mentoring at all levels. Department heads in England are excluded from management roles and duties and their major roles is then to assist in curriculum leadership as a primary duty. This is different in South Africa, where HoDs are expected to take part in taking stocks of school books, records and sometimes stand in for the principal when the principal is not in school. Unlike in South Africa, where HoDs have to communicate with parents to discuss learners' progress and conduct, the Ontario English Catholic Teacher Association (OECTA: 2007) states that principals are to answer and attend to issues that has to do with the community and parent-related. A department head may, however, upon request of a teacher, be asked to intervene in parental complaints or advocate for that teacher.

In England, the role of the HoDs is limited because it is understood that they have more work to do apart from those of a teacher (OECEA: 2007). Although HoDs are paid for their responsibilities but their need in the area of developing NQTs is more important (Busher & Harris, 1999).

C. AUSTRALIA

Heads of department in state secondary schools in Queensland, Australia were usually called 'subject masters', they were expected to mentor other subject teachers, they were seen as models, and that is where the role of the HoD evolved from. The Department of Education's in Australia handbook of Information and Administrative Procedures describes the role of subject master as being "responsible for the management of staff, educational programs, and facilities associated with a particular subject department" (Department of Education, 1984:1.04.1). The HoD position, while sharing much with that of subject master, is very different. The Position Description and Standard Work Profile describes the role of HoD as: "Heads of Department focus on curriculum leadership, participating in the development of a vision for learning, promoting a supportive and responsible learning culture, and interacting with students, parents, teachers and the community" (Department of Education, 1984:1.04.1).

Subject master was changed to head of department in 1994, due to the change in name there was a greater emphasis on the role of the heads of department, the HoDs still provided curriculum support and leadership. Everyone in the school was encouraged to play active role in helping in curriculum mentoring (Department of Education, 1984)

D. MALAYSIA

A study conducted in Malaysia on the competencies of secondary school HoDs highlights one of their primary roles, namely to select the best and most innovative strategies that is used in teaching to enhance learning (Onn, 2012). This study further indicates that HoDs have the responsibilities of ensuring that the curriculum is properly implemented, they are to prepare the materials that will be used in teaching and they

must encourage the other teachers to effectively use the materials in the classrooms. They are to organise workshops for the development of teachers. They are basically expected to be responsible for all aspects of programmes of instruction. In South Africa, HoDs in the foundation phase in particular, must be experts in all subjects in the phase, and from Grade R to Grade 3. This is a significant burden, especially in a school where there are many learners in the class; and furthermore, the HoD is expected to teach their own class full time.

E. SOUTH AFRICA

A study conducted in 2005 about educator workload in South Africa by Chisholm (2005) reveals that heads of department do not spend up to the required time in teaching as specified in the policy. The expectation of the policy is that educators should spend between 85% and 92% of the 35-hour week on teaching; but the actual average time they spend on teaching is 46% of the 35-hour week, or 41% of their total school time, which is approximately 3.2 hours. Half of the time the teachers should spend on teaching is spent on administration and non-administration activities (Chisholm: 2005).

There is some contradiction in the policies regarding the actual time to be used on teaching during the formal school day, particularly comparing the percentage given in the PAM document, the actual hours stated in the National Education Policy Act (NEPA), and figures given in the Curriculum and Assessment Policy Statement (CAPS). If we consider the minimum percentages provided in the PAM, which stipulates the percentage (between 85% and 92%) of the 35-hour week to be spent on teaching, the researcher find the following time allocations for different grades, at primary school.

Table 2.2: Time allocation per grade

POLICY DOCUMENTS	GRADES		
	Grade 1-7	Grade 1-2	Grade 3
PAM	28hours 45min		
NEPA		22hours 30min	25hours
CAPS		23hours	25hours

In the curriculum and assessment policy statement (CAPS) document, the term 'instructional time' is used. For the purpose of this research, the terms 'actual teaching time' and 'instructional time' are used interchangeably. Instructional time is generally considered to be when a teacher enters a classroom, even though there are a number of management and administrative duties that must be carried out. These may include taking roll-call (in South Africa this is called 'marking the class register'), making announcements, controlling undesirable behaviour, moving from one learning activity to another, etc. These activities all take up part of the set period, which is usually about 35-40 minutes in most South African schools. Mwamwenda (1995) argues that African teachers should spend as little time as possible on management and administration duties, in order to maximise the time spent on teaching which will contribute to more learning taking place.

HoDs in the foundation phase are expected to participate in class teaching with regards to the workload specified for the relevant post level and the demands of the school. Not only do HoDs teach in their own classrooms, but they are also expected to manage and supervise other educators, and perform classroom management in terms of writing learners' reports and record keeping (see the PAM schedule). This means that they are required to play dual roles of teaching and supervision, which affects and compromises teaching time, as indicated earlier. The study conducted by Chisholm (2005) on educator workload in South Africa indicates that in the foundation phase, 2.13 hours per day are spent in management and supervision.

2.6. HODS AS INSTRUCTIONAL LEADERS

This chapter has ventured into the literature to form a theoretical base for the investigation of foundation phase HoDs and their roles and responsibilities. The tasks set out in the PAM document have been related to instructional leadership.

Chapter 2 provides the background needed to collect the necessary data in order to research the topic of the perceptions and expectations of foundation phase educators regarding their roles and responsibilities. The only reference regarding the *expected* working hours available states that educators are expected to account for 1800 working hours per annum (ELRC, C-63). Actually educators are expected to use a maximum of 1720 hours in the school per annum, which translates into a Monday to Friday working week of 43.2 hours, which means 8.6 hours should be spent in work per day; weekends and public holidays not included. PAM document also states that educators are expected to work for 7 hours per day and 35 hours per week in a normal school setting (<http://www.hsrcpress.ac.za>).

The expectation of the ideal value will thus vary between a maximum of a 43.2 hour working week and a minimum of 35 hours per week. The questionnaire will attempt to obtain the perceptions of educators regarding the time they perceive themselves to be spending on their various activities.

The researcher will explore the importance of instructional leadership and activities performed HoDs in the foundation phase.

2.7 INSTRUCTIONAL LEADERSHIP AND TEACHING AND LEARNING

The Personnel Administration Measures (PAM), explains that all educators are to be in school for 7 hours per day except for an unavoidable reason with permissions which must have been taken from the principal. The principal is free to make his decisions on this issue of absence based on the policy in which the school is using as a guide. The

breaks and the periods which the students are not in school is part of the 7 hours. Educators may be required to attend trainings or programmes on professional development which could be up to 80 hours and the employer must give a notice of at least a term for programmes that will hold during the holidays (PAM: EEA OF 1998).

One of the most significant findings of the ELRC's (2005) report on educator workload in South Africa indicates that educators use 41% of the total time they spend on school related work on teaching. The rest of the time is spent on planning and preparation, assessment, evaluation, management and supervision, professional development, etc. Teaching represents 16 hours per week out of a possible 22½-27½ hours. The unused time is used for administration and some other activities, which crowd out teaching time (ELRC, 2005). It was also found that school size and class size matter, because they demand more administration and therefore take more time away from teaching.

The Curriculum and Assessment Policy Statement (Department of Basic Education, 2011) indicates the time that should reflect on the school time-table and put more emphasis on curriculum delivery per subject, when adding all the time as per CAPS requirements, it amounts to maximum time stipulated by PAM schedule, which is 1800 hours per annum. However there is no specific time allocated for management, supervision, administration and communication, extra-and co-curricular activities in the CAPS policy document: Department of Basic Education: 2011.

The HoDs in all the phases are expected to implement the following administrative duties, and they are also expected to help or assist with few non-teaching administrative duties like collection of fees, staff welfare, acting on behalf of the principal if the school do not have a deputy principal or do not qualify for one. All the above mentioned duties are expected to be done by all HoDs including those in the foundation phase (PAM, 1999).

The allocation of teaching time is to be conducted in a way that it will maximise the individual abilities of all educators and also optimises teaching and learning at the

institutional level (Chisholm, 2005). All teachers at the school level have to observe the 7 hours for teaching per day; this is in accordance with the PAM schedule, Chapter A, section 3 on workload of educators.

2.8. INSTRUCTIONAL LEADERSHIP AND SUPERVISION

Glickman, Gordon and Ross-Gordon (2001:1) view supervision as being identical to instructional leadership in terms of the improvement of instruction. Drawing from this view, instructional leadership is viewed as a work task and an ongoing support process commencing at point of delivery at the beginning of the year and evolving during the course of the year. This suggests that educators throughout the school system, from the top to the bottom of the organisation, can engage in the function and process of supervision. In concert with this view and the fact that many studies have emphasised and isolated principals as instructional leaders, Glickman et al. (2001:10) argue that the position attached to an instructional leadership should not be viewed as important but rather the inherent roles and responsibilities as being vital for improved school performance. This statement refers to typical supervisors such as principals, assistant principals, instructional lead teachers, department heads, master teachers, as well as teachers.

Supervision, like instructional leadership, is related directly to helping teachers with instruction, but only indirectly to instructing learners. It is not the act of instructing learners but rather actions and activities that enable teachers to improve instruction for learners. Burke and Krey (2005:6) argue that early definitions of supervision indicated that the major purpose of supervision was to make judgements about the teacher, rather than about the instruction or the students' learning. This approach to supervision led to decisions being made on the basis of what the supervisor or inspector had observed and the situation being remedied by, inter alia, displacing or replacing the teacher. Such an approach could be viewed as 'negative supervision', in the sense that the displaced teacher is not professionally developed through the intervention of the supervisor. It is also untypical of the perceived influences that characterise leadership in today's thinking.

The practice of supervision has changed, with more emphasis being placed on the function of aiding the teacher in improving instruction (Burke, 2005:9). In line with the new approach to supervision, Burke and Krey (2005:21) define supervision as instructional leadership that relates perspectives to behaviour, focuses on purpose, contributes to and supports organisational actions, coordinates interactions, provides for improvement and maintenance of the instructional program, and assesses goal achievement. This definition is based on the view that supervision should be seen as being linked to the HoDs personal and professional vision to not only support the teacher but also the learner in the classroom. The HoD need to have personal charisma and inner motivation not to only be a fault finder but someone who is seen as a role model worthy of emulation in their own teaching practice and their personal and professional conduct in the classroom. Basically an HoD has to realise his/her role determines the impact of quality assuring teaching and learning and accountability and personal ownership needs to be taken to explain learner performance and devise mitigation strategies to address gaps if there any.

Drawing from the juxtaposition of instructional leadership and instructional supervision described above, it is safe to argue that while the two concepts cannot be assumed to be synonymous, they have the same focus and purpose. Both focus on how people interact with one another and on the purpose of such interaction. A supervisor providing instructional leadership must possess, and be possessed by the common purpose(s) that bring the supervised and the supervisor together: which in this case is the improvement of instruction for improved learner performance.

2.9 INSTRUCTIONAL LEADERSHIP AND TRAINING OF HODS

Professional development (PD) is important for teachers and also for the improvement of teaching and learning (Ryan, 2007). Thus, while effective professional development depends on the role, status and developmental needs of teachers, it should always focus on what is needed to improve teaching and learning (Ryan, 2007). According to

Steyn (2004), all professions require a continuous update of knowledge and skills, and teaching is no exception. Authors such as Kelly (2005) and Elmore (2000) as cited by Ryan (2007), argue that the status of teachers as professionals and the appropriate forms of professional development must be aligned and focus on instructional improvement and whole school development.

The lack of training for HoDs poses a challenge in terms of education management and has led to dissatisfaction with existing practices in terms of capacity building for HoDs (Mkhize, 2007). School Management Teams (SMTs) should facilitate internal innovations along with their other tasks, such as developing the school vision. The head of a subject, for example, the Head of Mathematics, should lead the development and implementation of policies and practice in line with teaching and learning (Tranter, 2000). However, in most schools in South Africa, HoDs in the foundation phase are not subject specialists, yet are expected to have expertise in all the subjects taught in the foundation phase.

Professional development refers to the participation of teachers or educational leaders in development opportunities in order to be better equipped as teachers and educational leaders (Steyn & van Niekerk, 2002). Training relates to the acquisition of knowledge or particular skills and can therefore be viewed as a component in the broader context of personnel development (Steyn & van Niekerk, 2002). The time allocated for professional development is 80 hours per annum, which, although included in the total of 1800 working hours per annum, must take place outside formal school hours and during vacations (EEA, 1998). There is a gap between national education policy act (27 of 1996) and CAPS in terms of time allocation. Primary teachers accept that they are not subject experts; rather they emphasise teaching excellence (Fletcher & Bell, 1999).

The purpose of professional development is to promote learning processes that will in turn enhance the performance of individuals and the organisation as a whole (Steyn & van Niekerk, 2002). The training of HoDs in terms of professional development and instructional leadership will contribute to improving and enhancing their performance in

the various phases. Professional development should be up to standard by meeting the needs of the individual teacher and also the education system. Teachers go through different phases of development and it is essential to take these differences are taken into account for effective personnel development (Steyn & van Niekerk: 2002). This means that the unique characteristics of teachers should be acknowledged and accommodated. In particular, HoDs in the foundation phase need to participate in professional development activities that focus on their roles and responsibilities in order to address their perceptions and expectations. Staff development as well, may not have the impact it is intended to have if it is delivered as a discrete and unconnected project (Fullan, 1992), or in the absence of an on-going assistance (Harris, 2002).

2.10 INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING

Building capacity in the school has been explained as ensuring that a conducive atmosphere is created for networking collaboration and professional growth through mutual understanding of goals and the realisation that the teacher and HoD need to be in a cohesive and mutually benefiting networking exercise (Harris, 2002:3). The school should be visualised as a mechanism to transform personal and professional goals into tangible outputs to the benefit of the learners in the classroom (Harvey, 2003:21). In short learners are expected to demonstrate competencies and skills through teacher demonstration, repetition, praise and encouragement especially in the Foundation Phase. As a subject specialist the HoD needs to utilise the available opportunities in the school to create a print and resource rich environment to promote the teaching of languages (Home Language and First Additional Language, Mathematics and Life Skills). In spite of HoDs having to teach, their supervisory role has been disregarded in schools because they are full time class teachers who share the same administrative cores with teachers and use their free periods to assess their own learners' work and report to their supervisors. Fullan and Hargreaves (1996) suggested that schools should develop a collaborative culture that will draw upon the skills and expertise of their members – a culture that is different from the individuality more characteristic of schools heavily lying on the principal or school management. Teachers can be given the

opportunity to engage in collective explorations of different approaches to teaching and learning by school leaders in order to have greater capacity by providing them an improved professional development (Frost, 2003; Harris, 2002).

Silns and Mulford (2002) argues that for the school to be able to improve student learning, they must give teachers the opportunity to improve on innovative practices. This implies that students' outcomes will most likely improve when a leadership role becomes the responsibility of everyone and teachers are empowered in areas that are important in effectively carrying out their duties (Crowther et al., 2000). The HoD in the foundation phase is therefore required to distribute her leadership responsibilities. Unfortunately, most of the time what is seen as the urgent often takes priority over what is seen as the important, and that is why so many HoDs usually feel they spend too much time on administration, budgets, and many other school problems, and not enough time working with teachers on instructional issues (Southworth, 2003). They usually regret that they do not have the time to be the instructional leaders they believe they are supposed to be. In order to address the constraints imposed by time, successful leaders focus more on building the capacity of their teachers through the introduction of staff development programmes, in order to create a favourable condition for learning.

2.11 INSTRUCTIONAL LEADERSHIP AND INVOLVEMENT OF PARENTS AND COMMUNITY

This study on the roles and responsibilities of HoDs in the foundation phase is essential due to the low performance of learners in the foundation phase in Mpumalanga. If HoDs are to show high quality leadership, they should be aware of the role that motivation of learners plays on school achievement, and make it a priority. However, if the foundation phase HoD is constantly busy with teaching in her/his class, is it possible to motivate all the learners in the phase?

Muthala (2006) indicates that involving parents at school level is important because most of the needs of a reform in education revolve around the joint effort of the parties

concerned, which could be by playing an active or passive participation in activities of the school. Parents and teachers are to complement themselves in the improvement of the education of the learners. Educators are aware that parental involvement plays a significant role in improving the performance and achievement of the learner and also the intellectual, emotional and social development of the learner. Therefore the family needs to see it as a responsibility to ensure that they participate in the formal and informal aspect of the education of the learner.

Jacobson (2011), in his research found that HoDs need to train teachers on various methodologies and modalities of teaching that is the product of best practices that they have honed during their teaching career. An example will be used to illustrate the impact of HoDs in teaching of content. In life skills the HoDs orientate teachers about cultural practices of learners that need to be imparted. Moreover, the indirect effects of high-quality leadership appear to be important in schools that accommodate low socio-economic students who are at a risk of academic failure (Scheerens & Bosker, 1997).

The building of schools capacity for sustained improvement should have as the core collegial relations and collective learning (Bezzina, 2006). While focusing on schools located in high-poverty communities, leaders have to be particular with issues far more onerous than time constraints. Problems related to poor nutrition, high rates of transience, drug use, crime and other by-products of socio-economic disadvantage are usually confronted, as well as community believes that the school has few roles to play in their lives and aspirations (Louis & Miles, 1990). Leaders in such schools are also expected to build bridges within the school and community by forming relationship with parents.

Harris and Chapman (2002) found that schools that have a relationship with the community are more likely to receive support from the community in difficult periods. The relationship between the school and the community includes parents having the opportunity to come into the school to talk to teachers, to use the school facilities, and also to see the school as a resource to help improve their children and themselves.

Hargreaves (1995) accepts this to mean a “cultural relationship” with the parent community, and grounded on principles of openness and collaboration.

2.11.1 PARENTS’ ROLE AND RESPONSIBILITIES IN MOTIVATING LEARNERS

A study by Msila (2004) explained the advantages of the presence of social capital in education, and also how the participation of communities in education can promote the quality of education. The effect of social networks on the child usually reflects in the schooling of the child and as such it is difficult to ignore the family in the issues of education of the child. The inequalities that are experienced in schools will also persist if parents are not equally empowered in promoting and enhancing the education of their child. The study also indicated that social capital is important in educational success and will have a positive effect on school success when school capital is combined with social capital. In fact, according to Msila (ibid.), for an education to be effective it has to start with the family.

In addition, Coleman and Hoffner (2002:71) describe ‘functional deficiency’ as the situation in which there is absence of a strong relationship between children and parents, even when they are physically present. The authors conclude that for the school to have a solid educational success, it must admit the importance of social capital. The following recommendations are made by Coleman and Hoffner (2002):

- i. Parents need to be empowered;
- ii. Shadow education should be introduced in historically disadvantaged schools;
and
- iii. More social networks need to be built.

The South African Schools Act (SASA) of 1996 indicated that parents should be more involved in the education of their children. The new system of education involves parents in assessing the children, which helps to empower them, even when they do not have the social capital. The skills of parents can also be enhanced by community-based

organizations, department of education and stakeholders in the education industry, most especially because many learners are taken care of by single guardians in historically disadvantaged areas.

Learners can be empowered through shadow education. Shadow education entails offering learners more classes after school with the sole aim of empowering them. Buchmann (2000) discovered in a study conducted in Kenya that disadvantaged children can most likely learn much about social networks if they can benefit from extra-mural classes. The same author claims that shadow education shows learners the need to connect the social structures in their educational experience, and that thus helps in enhancing social capital.

Any school that wants to build social capital have to connect to societal institutions, Coleman (2002:71) cited by Wong, (2000) states that it is not all the social relations and structures are important resources for achieving educational success. Wong (2000:165) goes on to state that it is the schooling-focused relationships that are useful for building the child's social or cognitive development, and also the relationship inside community organizations. Learners can be driven towards success by establishing social ties between the school and the community.

The shared norms, values and expectations by many societal institutions such as clubs and churches also help in the development of social capital. Education of every country needs to be open to the local communities around it; the communities must be able to participate in the decisions made in the school while the school also contributes to the development of the community. Parents and members of the surrounding community must be given the opportunity to participate in the educational reforms in order to achieve academic excellence. As Chubb and Moe (1990:148) express it:

We therefore expect to see differences in the parents of effective and ineffective schools. In effective schools, we expect to find parents who are more supportive and who place a higher value on

education. We also expect to see differences in school efforts to reach out to parents, to educate them about school progress and problems and encourage them to be helpful and understanding. Schools that want to succeed will no doubt recognize the need to get parents on their side.

2.12 HODS' ROLE IN MOTIVATING LEARNERS TO IMPROVE SCHOOL PERFORMANCE

Pretorius and De Villiers (2009) carried out a study which showed that educators' high level of disengagement is alarming. Job satisfaction and experience of quality at work is a great concern and can erode the quality of teaching and learning in the classroom.

Situations whereby educators see the learners as unworthy, not committed to work, neglect assignments and uncooperative in classrooms means the education is in trouble. The expectations of the education from the learners which is communicated daily verbally and non-verbally will determine the motivation and achievement of the learners. Pretorius and De Villiers (2009) recommend that school management teams should be made to understand that the educators' perceptions about the learners' behaviour have a great effect on the educators' wellbeing and quality of life. The authors went further to explain that trainings for the development of staff and capacity building should be put in place.

Strategies should be put in place by school leaders to improve communication, relationships and promote trust between leaders and educators for the purpose of building a healthy school. Adequate classroom and access to instructional material should be provided. HoDs need to be aware of their influence in getting the educators whom they supervise to motivate learners to perform better.

There are few empirical studies that have investigated what parents think about their children's learning through the project approach. "If we as educators take seriously the

idea that every parent is a child's first teacher, we need to learn more about parents' views of what is good for their children's learning and development"(Powell, 1995) Souto-Manning and Lee (2002) investigated parental perceptions of a project approach in a second grade classroom. Early childhood educators were invited to join them to explore ways of making learning experiences meaningful to children and their families. The group of culturally and economically diverse parents showed positive reactions to the project approach. Their comments support the claims made by many educators and educational researchers as regards project methods. To achieve great success in working with parents towards their children education, the first step is to have an understanding of the perceptions of the parent towards the education of their children

2.13 CONCLUSION

This chapter has presented a review of the literature on the perceptions and expectations of foundation phase HoDs regarding their roles and responsibilities. Although some studies have been conducted on the roles and responsibilities of HoDs, the focus tends to be on HoDs of secondary schools. Studies conducted in different countries reveal that HoDs perceive themselves to be faced with many challenges. In South Africa HoDs are guided by the PAM document in terms of the execution of their duties.

The literature reveals that HoDs, as instructional leaders, are included in the theoretical framework on instructional leadership. The following key elements of instructional leadership are revealed in the literature and were discussed in this chapter:

- Prioritisation;
- Focusing on alignment of curriculum, assessment and standards;
- Data analysis; and
- Developing a culture of continuous learning for adults.
- Visionary

The literature also revealed the HoD to be a visionary instructional leader who shares his vision and goals with his/her staff, and boost the morale of teachers and learners, thereby improving the performance levels of learners (Reynolds & Cuttence, 1996).

There is relatively little research on the role of the HoD in well-developed countries such as Australia, Canada and the United States, and also many of the available literature lacks empirical foundations and the expectations from the HoDs is usually stated in handbooks (Department of Education, Queensland, 1984; Harris, 1999), rather than on how understanding of leadership is gained, or how leadership styles should be applied. In South Africa, although several studies were conducted on secondary school HoDs, little research has been conducted on foundation phase HoDs. This study attempts to address this gap, and focuses on one province in South African and on public primary school.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter dealt with the theoretical frameworks that underpin the study and the related literature on the topic. This chapter provides an in-depth account of the research design, methodology, methods and sampling that was used to generate data for the study. It further goes on to make known how the data generated was analysed. Finally, this chapter addresses how ethical, validity and reliability issues were addressed.

3.2 RESEARCH DESIGN AND METHODOLOGY

3.2.1 RESEARCH DESIGN

The function of a research design is to ensure that the evidence obtained enables us to answer the initial question in a simplified form. And obtaining relevant evidence involves being specific in the type of evidence needed to answer the research question, to test a theory, to evaluate a programme, or to accurately describe some phenomenon. In other words, when designing research there is the need to properly determine the actual theory and evidences needed to answer a research question (De Vaus, 2001).

Research design is the plan that describes the conditions and procedures for collecting and analysing data (McMillan & Schumacher, 2001:599). It also refers to the steps taken in selecting subjects, research sites and methods used in data collection to answer the research questions (ibid: 166). It has an important function in enabling the researcher to predict the appropriate research steps to take to ensure the validity of the results (Mouton, 1996:107). Thus research design serves as the framework for a research project.

3.2.2 RESEARCH METHODOLOGY

3.2.2.1 Quantitative research methodology

Quantitative research, according to Van der Merwe (1996), is a research approach that is aimed at testing theories, determining facts, demonstrating relationships between variables, and prediction. Quantitative research implores the use of methods from the natural sciences which are designed to ensure objectivity, generalizability and reliability (Weinreich, 2009). Quantitative research is a systematic process of using numerical data which is obtained from a selected subgroup of population to generalize the findings of the population that is being studied (Maree, 2007:145).

Quantitative research methodology was applied in this study. Quantitative research is defined as research that is based on measurement and the quantification of data (Houser, 2009:43). Quantitative research is a method of systematically inquiring into a problem which is encountered by human by testing a theory with the use of numbers and analysing it with statistical procedures for the purpose of determining the solutions to the problem and whether the theory is right (Creswell, 1994:2).

Quantitative research is predicated on the belief that variables should be mathematically measured, and adherents to this approach stress that data should be repeatedly verified (Hittleman & Simon, 2002:27). Unlike in the qualitative research where the person conducting the research is regarded as the best research instrument due to his/her active participation in the research process, in quantitative research he/she is considered as external entity in the research process and the results are expected to be right, with no regard to who conducts the research.

3.3 RESEARCH PROCESS

In this research study, a questionnaire was used as an instrument to collect data; the data was submitted to the statisticians at the University of Pretoria for capturing, coding and editing. The data was analysed and findings were interpreted. The findings of the

study are presented and recommendations for further research based on the findings are made in Chapter 5.

3.4 RESEARCH METHOD

3.4.1 DATA COLLECTION

Data collection is accomplished through various methods and techniques (Mouton, 1996:10). Quantitative research techniques emphasise *a priori* categories to collect data in the form of numbers, the goal being to provide statistical description, relationships, and explanations (McMillan & Schumacher, 2007:41). In this research project a structured questionnaire to collect data.

3.4.2 QUESTIONNAIRE

A questionnaire is regarded as a written set of questions or statements which is used in assessing attitudes, opinions, beliefs and biographical information of people (McMillan & Schumacher, 2007:588). Questionnaires present a series of questions as a vehicle for data collection; they tend to be administered to a research sample so that generalisations and inferences can be made with regard to the wider population (Churton, 2000:194). Basit (2011:78) maintains that questionnaires are designed mainly to gather numerical data or data that can easily be converted into numerical values. Questionnaires make it easy to collect a considerable amount of standardized data from categories of population and to be able to make generalizations with regard to the findings.

In this research study, a structured questionnaire was used as the method of collecting data in order to investigate the perceptions and expectations of foundation phase HoDs in primary schools in Mpumalanga, regarding their roles and responsibilities. The questions asked for certain demographic variables and then used a mixture of

categorical questions and interval questions to collect data pertaining to the various activities of HoDs in the foundation phase.

In terms of my study, the quantitative research approach was more appropriate for the collection of data. I intended to generalise the findings of the foundation phase HODs responses in regards to their roles and responsibilities. The table below shows the differences between a quantitative and qualitative research approach.

TABLE: 3.1 Quantitative versus qualitative research: Key points in the classic debate (Adapted from Neill, 2007)

Quantitative research	Qualitative research
The aim is to classify, count them, and construct statistical models in an attempts to explain what is observed	The aim is a complete, detailed description
The researcher knows clearly in advance what he/she is looking for	The researcher may only know roughly in advance what he/she is looking for
Recommended during latter phases of research projects	Recommended during earlier phases of research projects
All aspects of the study are carefully designed before data is collected	The design emerges as the study unfolds
The researcher uses tools such as questionnaires or equipment to collect numerical data	The researcher is the data gathering instrument
Data are in the form of numbers and statistics	Data are in the form of words, pictures or objects

3.4.2.1 Construction and structure of the questionnaire

When a questionnaire is designed, the researcher has to keep in mind what type of data will be generated by the questions and the statistical techniques that will be used to analyse it (Maree, 2007:158). In this research study, structured or closed questions were used. A closed question provides a set of responses from which the respondent has to choose one, or sometimes more than one response (Maree, 2001:161).

The questionnaire used in this research project was designed to investigate the roles and responsibilities of foundation phase Heads of Department (HoDs) in the Mpumalanga Province, who formed the target group. The researcher ensured that the language used was understood by all respondents. The questionnaire consisted of Section A containing five questions on biographical data, and Section B consisting of 15 questions about the demographics of the school and the tasks performed by foundation phase HoDs. The following items were posed in Section B of the questionnaire:

- Type and location of the school;
- Learners' background;
- School management or leadership workshops;
- Time spent by HoDs in a year on the different activities as outlined by PAM;
- Familiarity with the PAM document;
- Class teaching and supervision;
- The time they spend in a week performing HoD duties; and
- Additional tasks they perceive they perform beyond HoD duties.

3.4.2.2 Distribution and collection of the questionnaires

As indicated in the sample and sampling procedures described below, the researcher intended to involve all the HoDs in the Mpumalanga Province but due to the size of the province, the questionnaires were distributed to HoDs in 274 primary school in the province. The questionnaire was used to investigate and document the perceptions and expectations of the foundation phase HoDs regarding their roles and responsibilities.

The following methods were used to distribute and collect the questionnaires:

- Circuit managers and district directors were given 'request for research' letters and telephonically informed by the researcher about the completion of the questionnaires.
- The foundation phase coordinators in four districts were requested to administer the questionnaires at four different central venues after a foundation phase information session.
- The researcher explained the whole questionnaire during the session, and then left after clarifying her role as a researcher and not as a district official.
- The ethical clearance certificate, together with a letter requesting permission from the participants, was made available on the questionnaires that were filled in.
- After the questionnaires were completed, the researcher collected them, numbered them, filled in the blocks that were requested by the statistics unit of the University of Pretoria, and handed them in for data capturing.

3.4.2.3 Analysis of the questionnaires

After completion of the questionnaires, the service of an external consultant was sought for the analysis of the data. During the analysis of quantitative data, respondents' written words are converted into figures and symbols that are counted and added, and entered into tables, to allow us to draw conclusions (Basit, 2012:169).

SPSS 20 statistical package was used to analyse the data. The descriptive statistics discussed hereafter, provide clarity as to the nature and representativeness of the sample.

3.5. SAMPLE AND SAMPLING PROCEDURES

During the initial planning stages of the research, the researcher intended to involve all the HoDs in the Mpumalanga Province but, due to the size of the province, time

available to complete the research, and financial implications, the researcher decided to limit the sample to the HoDs in three circuits per district.

According to De Vos (1998:191), the implications and successes of the design and related methodology have a bearing on the population and sample size, for example, the elements of the actual population which is considered for actual inclusion in the study. Prior to the sampling procedures, the questionnaire was piloted with a view to testing its validity and reliability. De Vos (1998:179) defines a pilot study as the process whereby the research design for a prospective survey is tested.

3.5.1 The pilot study

According to Opie (2005:104), undertaking a pilot study is an important part of designing a questionnaire, but all too often this task is marginalised by a novice researcher, or worse, sometimes ignored. A pilot study is a limited research project with a few subjects that follows the original research plan in every respect. By analysing the results of the pilot study, researchers can identify potential problems before the main study is conducted (Hittleman & Simon, 2002:125). The pilot study in this case was a small-scale replication of the actual study, which is targeted at a small number of persons that have characteristics that is similar to those of the target group of respondents, namely 10 particular HoDs. The construction of the questionnaire, as indicated above, was done with the assistance of the official statistician at the University of Pretoria, who advised on the validity of items for statistical purposes.

The pilot sample consisted of 10 respondents (HoDs) who were purposively sampled from 10 primary schools in the Ehlanzeni district of the Mpumalanga Department of Education (MDoE). The purpose of the pilot study was to determine the feasibility of the study; to test the reliability and validity of instruments and trustworthiness of respondents for data collection in the main study; to establish how appropriate, understandable and practical the instruments are; to address problems prior to the main study; and to check the time required for completion of questionnaires. Hittleman and Simon (2002:125) conclude that researchers also have the opportunity to examine the

need for modifying specially devised materials. From the pilot study, I found that the questionnaire was easily understood by the 10 respondent. The questionnaire showed readiness to collect data and did not contain any confusing items.

3.6 ETHICAL CONSIDERATIONS

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

- Permission to conduct this study (Appendix A) (the Head of the Mpumalanga Department of Education granted the researcher the permission to conduct the study in the selected schools in the province);
- Letter of request (Appendix B) to conduct a study in schools in the Mpumalanga Province.
- Letter (Appendix C) from the University of Pretoria Ethics Committee as a notification to continue with the field work.

The researcher considered voluntary participation, seek for consent, confidentiality and anonymity of the participants were assured before conducting the study.

3.6.1 PERMISSION

Permission to conduct this research study was requested and the Head of the Mpumalanga Department of Education granted the researcher permission to conduct a study in schools in the Mpumalanga Province. A copy of the permission letter was sent to all four districts and the relevant three circuit offices per district.

3.6.2 CONFIDENTIALITY AND PRIVACY

The respondents in the study were assured of anonymity and the confidentiality of the responses to be provided during the completion of the questionnaire. The names of the

respondents and schools are not mentioned in this report. The data collected from the participants was saved in password-protected files and stored on the personal computers of both the researcher and the supervisors.

3.6.3 VOLUNTARY PARTICIPATION AND INFORMED CONSENT

The respondents participated voluntarily in this study without pressure or manipulation. They agreed to participate after the researcher has explained the purpose of the study to them. The researcher attended a meeting held in one sitting, of foundation phase HoDs from different districts and circuits, at which she was given the opportunity to explain the nature of the study. The respondents were informed that the purpose of the study was to investigate their perceptions and expectations regarding their roles and responsibilities as foundation phase HoDs. They were assured that the information collected would be used only for the purpose of this study. The respondents were also informed that they were free to withdraw from the study at any time when they see the need, without prejudice. All respondents showed interest and willingness to participate freely in the study and signed the consent statement at the top of the questionnaire (Appendix D).

3.7 DATA ANALYSIS

Data analyses in quantitative research involve the use of statistics. Statistical methods involve numerical ways to describe, analyse, summarise, and interpret data in a manner that conserves time and space, and is precise in nature (Hittleman & Simon, 2002:174).

3.7.1 Descriptive statistics of the sample

As the name implies, descriptive statistics simply describe or summarise a number of observations (Opie, 2005:208). Quantitative research relies heavily on numbers in reporting results, sampling, and providing estimates of the reliability and validity of instruments (McMillan & Schumacher, 2007:205). Menter (2011:199) indicates that

descriptive statistics aim to describe and provide summaries of the data. Houser (2009:26) points out that descriptive statistics is used to describe the sample on which the study was conducted (not the population). This section presents the descriptive statistics pertaining to the respondents in the sample used for this study.

3.7.1.1 Gender

The gender of respondents is provided in Table 3.1.

Table 3.2: Frequency table showing the gender of respondents in the sample

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	27	9.9	9.9	9.9
	Female	247	90.1	90.1	100.0
	Total	274	100.0	100.0	

The ratio of female to male respondents was 9.0 females for every 1 male. The Department of Basic Education (DOBE, 2012:15) indicates a ratio of 1.5: 1, but that includes secondary schools. Even if one assumes that there are three female educators for every one male educator (3:1) in the foundation phase of primary schools, then this sample is still over representative of female educators in primary schools, and hence the sample is not representative of the gender distribution in the Mpumalanga Province.

3.7.1.2 Age of respondents

The educators were grouped into four age groups as displayed in Table 3.2.

Table 3.3: Frequency table showing the age groups of respondents in the sample

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 45	78	28.5	28.5	28.5
	46 - 49	65	23.7	23.7	52.2
	50 - 53	77	28.1	28.1	80.3
	54+	54	19.7	19.7	100.0
	Total	274	100.0	100.0	

The mean age was 48.8 years, with a minimum age of 27 and maximum age of 64 years. The median value was 49 years of age. If one assumes that most educators start their teaching career at about 23-24 years of age, then this sample could be said to consist of experienced educators, as one would expect of HoDs.

3.7.1.3 Marital status of respondents

Educators who indicated that they were single, co-habiting, widowed or divorced were grouped into 'Other', while married educators formed the second group. This data is presented in Table 3.3

Table 3.4: Frequency distribution of marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	156	56.9	56.9	56.9
	Other	118	43.1	43.1	100.0
	Total	274	100.0	100.0	

According to the population census in South Africa (Statistics South Africa, 2004:37), 35.1% of persons in the Mpumalanga Province are married. One would expect that this would be higher among the teaching profession.

3.7.1.4 Highest qualification attained

The original seven categories were collapsed to four and the frequency distribution is given in Table 3.4.

Table 3.5: Frequency distribution of the highest educational qualification

Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher's diploma	81	29.6	31.4	31.4
	Bachelor's degree	40	14.6	15.5	46.9
	BEd/BEd(HONS)	100	36.5	38.8	85.7
	BA(Hons)/Masters	37	13.5	14.3	100.0
	Total	258	94.2	100.0	

Missing	System	16	5.8		
Total		274	100.0		

Only 29.6% of the sample did not have at least a bachelors' degree, while 50% had an honours or higher qualification. As the respondents were HoDs, one would expect them to be well qualified.

3.7.1.5 Number of years served as CS1 educator

The number of years that educators had served as CS1 educators was collapsed into four groups which are given in Table 3.5.

Table 3.6: Number of years served as CS1 educator

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 9	75	27.4	27.5	27.5
	10 - 11	62	22.6	22.7	50.2
	12 - 18	76	27.7	27.8	78.0
	19+	60	21.9	22.0	100.0
	Total	273	99.6	100.0	
Missing	System	1	.4		
Total		274	100.0		

The mean number of years was 13.0 and the median was 11. The minimum value was two and the maximum was 31 years. The mode was 10 years which is the extent of experience most educators would be expected to have before becoming an HoD.

3.7.1.6 Number of years served as HoD

The number of years served as HoD was grouped into four categories which are given in Table 3.6.

Table 3.7: Number of years served as HoD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 5	97	35.4	35.7	35.7
	6 - 8	47	17.2	17.3	52.9
	9 - 13	63	23.0	23.2	76.1
	14+	65	23.7	23.9	100.0
	Total	272	99.3	100.0	
Missing	System	2	.7		
Total		274	100.0		

The mean number of years as HoD was 9.4 years and the median 8 years. The mode was five years, while the minimum value was one year and the maximum was 28 years. The sample can thus be said to consist of educators who were mostly experienced as HoDs.

3.7.1.7 Type of primary school

Four categories were collapsed to two, with 68.6% of respondents indicating that they were associated with public primary schools. The frequencies are given in Table 3.7.

Table 3.8: Frequency distribution of type of primary school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public primary	188	68.6	68.6	68.6
	Other primary	86	31.4	31.4	100.0
	Total	274	100.0	100.0	

Respondents from public primary schools made up the majority of the sample, while 31.4% indicated they were from public higher, public combined, and public multi-grade schools.

3.7.1.8 School location

The vast majority of schools indicated that they were located in rural areas, while only 18.6% indicated urban, township, informal or farm situations. The frequency distribution is provided in Table 3.8.

Table 3.9: Frequency distribution of the school location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	223	81.4	81.4	81.4
	Other	51	18.6	18.6	100.0
	Total	274	100.0	100.0	

According to Statistics South Africa, 89.3% of the population of Mpumalanga lives in non-urban areas (SSA, 2001). The sample is thus fairly representative of the rural area divide in Mpumalanga, if one considers that in 2012 the population is likely to be more urbanised..

Table 3.10: Percentage of learners from economically disadvantaged or affluent areas

Background	Frequency	Percentage	Valid Percentage
Economically disadvantaged	210	76.6	76.6
Affluent	64	23.4	100.0
	274	100.0	

Out of 274 respondents, 210 HoDs had learners who come from economically disadvantaged homes and 64 HoDs had learners from affluent areas. The vast majority of respondents indicated that their learners come from economically disadvantaged areas. This correlates with the rural setting of the schools.

In summation, the demographic profile could be said to consist of mostly female educators with an average age of 49 years, many of whom were married, well qualified, with about nine years of HoD experience. They were all from primary schools situated in rural, economically disadvantaged areas.

3.8 VALIDITY AND RELIABILITY

In the context of research design, the term validity explains the degree to which scientific explanations of phenomena correlates with the realities of the world. It also refers to the truth or falsity of propositions that is generated by the research (McMillan & Schumacher, 2001:167).

A theory differentiates between content validity and construct validity. Content validity is related to the measure to which the content of a test is judged to be representative of some appropriate domain of content; construct validity is related to the interpretation that is given to a set of scores (McMillan & Schumacher, 1993: 224). This will become clear as the analysis progresses.

Reliability is the extent to which a measuring instrument is repeatable and consistent. It is easy to understand why an instrument should be reliable – what would be the use of an instrument if it gives one score today and a different one tomorrow? (Maree, 2007:215).

Theory describes four different types of reliability (McMillan & Schumacher, 2001:246):

- stability: this is a test-retest procedure for ensuring reliability;
- equivalence: this has to do with administering the same tests to the same individuals, at about the same time;
- equivalence and stability: this has to do with the above, over and over again; and
- internal consistency: here one administers one test and correlates the items with each other.

In this research study, a reliable and valid questionnaire was used. The questionnaire was administered to a sample of HoDs in each district of the Mpumalanga Province.

Self-reported measures, such as the perceived time spent on formal teaching and other activities during a school year, do produce measurement errors. In order to keep this

measurement error to a minimum, it is important to ensure that the measuring instrument is valid and reliable.

3.8.1 VALIDITY

Validity refers to whether an instrument is in fact measuring what it was designed to measure. Field (2009:11) and Houser (2009:170) agree that validity is defined as the degree in which a test is able to measure what it is designed to measure. The term validity is used to characterise the relationship between a claim and any data-gathering process that is used as grounds for the claim (Opie, 2005:69). The instrument in this study, for example, probed the perceptions of HoDs as to the time that they spend on various activities associated with their roles and responsibilities. A more valid measure would have been to actually observe the time spent on the various activities stipulated in the questionnaire, over a period of time.

Criterion validity of an instrument refers to the ability of an instrument to measure what it claims to measure. For example, in this study, an objective measure would be to compare the expected time as stipulated in the PAM document with the time spent as perceived by educators. In our findings, the perceived time of 7.77 hours per day correlated reasonably well with the expected time of 8.60 hours per day. The instrument also provided a wide range of items regarding activities performed by HoDs during and outside formal school hours. These items thus covered the roles and responsibilities of HoDs in the foundation phase to a large extent, and hence the content validity was catered for.

3.8.2 RELIABILITY

Reliability is the ability of a measure to be able to produce the same results under the same conditions (Field, 2009:12). For an instrument to be valid the instrument must first be reliable. The easiest way to ensuring that an instrument is valid is to test the same group of people twice: a reliable instrument will produce the same scores at both points

in time (test-retest reliability). Opie (2005:65) indicates that reliability is an important consideration, in that it may be useful as an indicator of 'goodness' or quality in research.

As the instrument in this study measured HoDs' perceptions of time spent on various activities, there could be some reservations regarding its reliability, as perceptions often fluctuate, depending on the time of year in which the questionnaire was administered. For example, if it was administered during a period of national learner assessments, then the HoDs could have an excessive idea of time spent on administration and management activities. However, item 14 made use of an interval scale, so an objective measure such as the Cronbach Alpha coefficient could be used to measure the internal reliability of the responses provided by the HoDs. This analysis is discussed in detail in Chapter 4.

3.9. CONCLUSION

This chapter has discussed the methodology which informed the collection of data from the respondents in sampled schools. The research design, data collection methods and data analysis were discussed in detail. The researcher considered issues of ethics, validity and reliability. In this chapter the descriptive statistics of the respondents in the sample were presented.

The perceived time spent on formal school day activities as well as the time spent on activities spent outside the school day was analysed. The next chapter analyses that data in greater detail.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

4.1 INTRODUCTION AND PURPOSE OF THIS CHAPTER

The previous chapter presented an outline of the research design and methodology used to generate data for this study. In this chapter, focus will be placed on the presentation, findings and discussion of the data in terms of the literature review and the questionnaire (Appendix F).

4.2 FINDINGS FROM THE LITERATURE REVIEW

It became clear from the literature study that the following points need to be considered in terms of the perceptions and expectations of foundation phase HoDs regarding their roles and responsibilities. The HoDs need to know and understand their roles as stipulated by the PAM document, as well as the time they need to spend in execution of their duties. For the smooth running of the school, the HoDs need to differentiate between the roles and responsibilities they must perform within the 7 hours allocated to all teachers, and hours allocated for tasks to be performed after normal school hours. The literature reveals that HoDs spend more time on administrative duties than on classroom teaching, which should be their core business.

Schools need to ensure that HoDs support and monitor educators and learners in the foundation phase. Parental support and involvement in their children's education will always contribute positively to the school's results. In Mpumalanga Province the ANA results can be improved if parents become involved in supporting their children with school work, especially reading, writing and counting. The Department of Education and schools can support and motivate learners by procuring resources such as readers and relevant textbooks.

Apart from supervision and accountability, HoDs need to assess and develop teachers in accordance with the teacher appraisal system known as the Integrated Quality Management System (IQMS) in South Africa. HODs are expected to “observe teachers at work and providing them with feedback after visiting the classroom” as the process of IQMS (Southworth, 2004). In a nutshell, the HoDs’ core duty is to manage the implementation of the curriculum in schools (Mkhize, 2007:6; Tranter, 2000). In view of the workload of HoDs, Dinham and Scott (1999) express the view that “it is not surprising that the middle manager’s position is among the most stressed in schools”.

In the literature five main duties of the instructional leadership role were identified by Hallinger and Murphy (1985) and Weber (1989). The five functions are: defining and communicating school goals, managing curriculum and instruction, promoting a positive learning climate, observing and giving feedback to teachers, and assessing instructional programmes. These five functions were adopted and adapted according to the roles and responsibilities of HoDs in the PAM Document.

4.3 DATA ANALYSIS

4.3.1. Some form of qualification in management or leadership?

Many of the respondents indicated that they had no qualification or in-service training regarding management or leadership capacity. The data is provided in Table 4.1.

Table 4.1: Frequency of responses to management or leadership capacity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	90	32.8	32.8	32.8
	No	184	67.2	67.2	100.0
	Total	274	100.0	100.0	

Table 4.1 indicates that the majority (67.2%) of the participating respondents have no qualification or in-service training regarding management or leadership capacity, while the minority (32.8%) do have such a qualification. The inference that can be drawn from

this information is that with such a large number of HoDs without management or leadership training, the leadership and management in primary schools in Mpumalanga and the resulting learner performance can be expected to be poor.

A large percentage of HoDs thus indicate no formal leadership or management capacity. As HoDs are expected to take the lead in the management of their departments, one would expect that many more of them should have some form of leadership and management training.

4.3.2 To what extent did this course enhance your capacity to lead or manage?

Item 11 asked about the extent that such a course had enhanced their management or leadership capacity. As only one respondent indicated 'Not at all' this data was combined with the 'Partially' category. The frequency of the responses is shown in Table 4.2.

Table 4.2: Extent that the leadership/management course provided benefits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Greatly	56	20.4	62.2	62.2
	Partially/not at all	34	12.4	37.8	100.0
	Total	90	32.8	100.0	
Missing	System	184	67.2		
Total		274	100.0		

Table 4.2 indicates that of the 90 HoDs who responded to this question, 62.2% feel that their management and leadership course is benefitting them greatly in enhancing their management or leadership capacity, while 37.8% indicated that these qualifications partially enhance their capacity. These statistics show that the beliefs, values and actions of HoDs are contradictory, since the low performance of learners in ANA may be evidence of a lack of leadership by HoDs in the foundation phase in the Mpumalanga Province.

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

Table 4.3: Total management time in the foundation phase in a typical day

N	Valid	274
	Missing	0
Mean		211.79
Median		195.00
Mode		150

The item asked for hours and minutes and was recorded to provide just minutes. The management time per day comes to 3.53 hours per day which seems to be an excessive perception of the time spent on management duties if one considers that the maximum expectation for all duties is 8.64 hours per day. This leaves only 5.11 hours per day for teaching and performing other activities. It is likely that the respondents interpreted 'management' in its widest sense including all other activities (planning, organising and controlling). In addition, the mean provides for a wide range which varies from one hour to 12 hours per day. The 12 hours is probably an outlier as it is an unrealistic value. As the median and the mode are more likely to provide a realistic perception, these values are provided in Table 4.4 together with the expected teaching time for HoDs.

Table 4.4: Comparison of mean, median and mode regarding total management time and teaching time of HoDs in the foundation phase

Distribution value	Value	No.	%	Hrs/day	Hrs/week	Man. Time +Teaching (HoD30hrs/week)	cf. 43hrs
Mean	211.79	274	100.0	3.53	17.65	47.65	>43.2
Median	195.00	137	50.0	3.25	16.25	46.25	>43.2
Mode	150.00	61	22.3	2.50	12.50	42.50	<43.2

If one makes the assumption that HoDs teach 30 hours per week, then the mode is the only distribution that falls within the maximum of 43.2 hours that educators should spend on their activities. This would mean that only 22.3% of HoDs teach for 30 hours per week (85% of 35 hours). In addition, the number of hours spent per week exceeds the 8.6 hours per week allowed for other activities. It thus appears as if HoDs in the foundation phase in this sample have the *perception* that they are spending too much time on management, with the result that their teaching time is likely to be compromised.

Item 13 asked the respondents to provide the percentage of their time that they spend per year on certain HoD activities. The data is summarised in Table 4.5.

Table 4.5 Percentage of time as HoD spent on the following activities

	Admin Duties (13.1)	Management Duties (13.2)	Supervision (13.3)	Teaching (13.4)	Public Relations (13.5)	Extra- murals (13.6)	Other (13.7)
Mean	13.78	17.84	13.31	37.81	8.62	10.00	9.09
Median	10.00	20.00	10.00	40.00	10.00	10.00	5.00
Mode	10	20	10	50	10	10	5

The expectation is for HoDs to spend 85% of time available on teaching activities. The mean value in Table 4.5 indicates a perception of 37.81% of time spent on teaching activities. If 85% is equivalent to 30 hours per week, then the 37.81% translates to 13.34 hours per week or 2.67 hours per day, which is below the expected time of 30 hours per week or 6 hours per day for HoDs. If 85% of time should be spent on teaching, then only 15% of the remaining time should be spent on all other activities. If 6 hours per day is used in teaching then there are about 2.64 hours per day (for an 8.64 hour day) for all other activities, including activities outside the formal school day. The mean percentages in the table indicate that educators have the perception that they are spending about 72.6% of time on other activities. It appears that HoDs in the sample have the perception that they are involved with administrative duties, management

duties, supervision, public relations and extra-mural activities to a much greater extent than expected.

4.3.6 The average number of learners per teacher and the number of educators supervised and monitored

The frequency data for these two items is provided in Table 4.6.

Table 4.6: Number of learners and teachers supervised and monitored

		Number of learners per teacher in the foundation phase	Number of teachers supervised and monitored
N	Valid	274	274
	Missing	0	0
Mean		51.61	7.11
Median		50.00	7.00
Mode		50	8

The expected number of learners per class is 40 for the primary school. The item asked for the average number of learners per teacher and hence the 51.61 is an indication that some classes exceed the suggested ratio of 40 learners per class. The minimum value of 17 is likely to refer to a class size, whereas the maximum value of 178 is more likely to refer to the total number of learners in the foundation phase. The average number of learners of 51.61 per class may be the cause of poor performance of learners in ANA in Mpumalanga, especially in primary schools.

4.3.7 Familiarity with HoD duties as outlined in the PAM document

Responses to this item are outlined in Table 4.16.

Table 4.7: Familiarity with HoD duties in the PAM document

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

Table 4.7 shows that of the 274 participants who responded, 78.5% indicated that they are familiar with the roles and responsibilities of HoDs in the PAM document. It was rather surprising to see that 21.5% of respondents indicated that they are not familiar with the HoD duties as outlined in the PAM document. It thus appears that they rely to a great extent on the management in the school regarding their duties and the allocation of appropriate times to these duties.

4.3.8 Teaching a class as well as being a supervisor

The responses to this item are given in Table 4.8

Table 4.8: A class to teach as well as supervisor duties

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

Of the 274 responses, 98.9% have a class to teach as well as supervision duties, while only 1.1% indicated that they don't have class to teach. The PAM document clearly states that it depends on the size of the school as to whether or not the HoD is required to teach a class.

4.3.9 Time spent on average per week performing duties during formal school time

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

20.1. Class visits	Time per week	
	Minutes	Hours
Mean	49.16	0.82
Median	35.00	0.58
Mode	30.00	0.50

20.2 Monitoring practices to align with district goals	Time per week	
	Minutes	Hours
Mean	40.62	0.68
Median	30.00	0.50
Mode	30	0.50

20.3 Working with learners on academic tasks	Time per week	
	Minutes	Hours
Mean	68.54	1.14
Median	35.00	0.58
Mode	30	0.50

20.4 Doing administrative work	Time per week	
	Minutes	Hours
Mean	48.48	0.81
Median	32.50	0.54
Mode	60	1

20.5 Observing teachers for PD instead of evaluation	Time per week	
	Minutes	Hours
Mean	43.26	0.72
Median	30.00	0.50
Mode	30	0.50

20.6 Supervising teachers, monitoring learners and uplifting department while teaching a class	Time per week	
	Minutes	Hours
Mean	58.32	0.97
Median	30.00	0.50
Mode	30	0.50

20.7 Spent with district officials who support you in your management duties	Time per week	
	Minutes	Hours
Mean	54.30	0.91
Median	45.00	0.75
Mode	60	1

Adding the mean scores for item 20 results in a mean of 6.05 hours per week. One may assume that item 20.6 does not involve the HoDs' scheduled teaching time or timetable allocation of time, and was time spent observing teachers in their department (ELRC Report, 2004:7). The 6.05 hours per week (perceived time) is thus greater than the 5 hours per week (expected time) for formal HoD duties as required by the PAM document (PAM, 1999). The average reported here, however, masks the actual differences between the 274 respondents, as some will work less than 6.05 hours per week while others indicated that they work more than the average. The mode of 4.50 hours, which is the time that most of the sampled educators spend per week on the activities listed in item 20, is less than the expected 5 hours per week. It is thus assumed that the respondents interpreted this question in terms of their HoD duties outside of the formal school day, and that the estimated times do not include their teaching time.

Item 21 asked respondents to indicate the additional tasks, outside of their HoD duties, that take up their time. The responses are provided in Table 4.9.

The additional tasks were interpreted as those activities which were outside the formal school day, such as planning, preparation, extra and co-curricular duties, professional

duties and development (HSRC, 2004). According to that document educators must spend 8.64 hours per week outside of formal activities which translates to a working week of 43.2 hours in total

Table 4.9: Additional tasks, beyond HoD duties (number of hours spent per month on these tasks)

		IQMS	Sport	Entertainment	SMTmeetings	Workshops
N	Valid	272	273	273	262	249
	Missing	2	1	1	12	25
Mean		8.68	8.06	7.31	5.86	4.52
Median		4.00	4.00	4.00	3.00	1.00
Mode		2	2	2	0	0

In interpreting the data in Table 4.9, we assume that educators work 20 days per month. Accordingly the mean hours spent on the additional tasks comes to 1.72 hours per day, or 8.6 hours per week. Adding this 1.72 hours of additional duties to the 6.05 hours found in item 20 (formal duties) gives a total of 7.77 hours per day (perceived time), which is still less than the 8.64 hours per day (expected time) required by National Policy (NEPA, 1999). A gap is thus present between the expected time and the perceived time ($8.64 - 7.77 = 0.87$ hours per day). Taking 199 working days as the maximum number of working days (HSRC, 2004) then the gap is 173.13 hours or 14.43 days (of a 12 hour work day. However, if one assumes that the educators have an expectation of a 35 hour working week (or 7 hours per day), then they have the perception that they work 0.77 hours per day more than expected of them ($7 - 7.77$). This translates to 153.23 hours or 12.8 day. Thus whether the perceived time spent by HoDs on their work per day is more or less than expected depends on which measure of the working day one uses.

4.4 PRESENTATION AND INTERPRETATION OF QUESTIONNAIRE RESULTS

Item 14 probed the perceptions of the HoDs about certain aspects related to the motivation of learner performance in the foundation phase. The construct was

operationalised by means of a 5 point interval scale, where 1 represented a very high extent, and 5 a very low extent. The construct consisted of seven scaled items and hence it could be tested for reliability and construct validity via exploratory factor analysis.

The result obtained for the Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.776 with a Chi-squared value of 535.27 and Bartlett's sphericity of $p < 0.0005$. All these values indicated that a factor analytic procedure would reduce the seven items to a more manageable number of factors. Principal Axis Factoring and varimax rotation resulted in two first-order factors that explained 61.89% of the variance present. These factors were named:

- F1.1 – *The school's motivation of learner performance in the foundation phase* which contained five items and with a Cronbach reliability coefficient of 0.76.
- F1.2 – *Parents' motivation of learner performance in the foundation phase* had a Cronbach reliability coefficient of 0.81.

As both these first-order factors had reliability coefficients greater than 0.7 they could be used in inferential testing. The items and their distributions are presented in tables 4.10 and 4.11 and figures 4.1 and 4.2.

Table 4.10: The items, their loadings and mean scores contained in the factor “The school’s motivation of learner performance in the foundation phase” (F1.1)

How would you characterise each of the following within your school in the foundation phase:		Loading	Mean
Item	Description		
V14.2	Teacher understanding of curriculum goals	.711	3.12
V14.3	Teachers degree of success in implementing the school curriculum	.706	3.05
V14.1	Teacher job satisfaction	.615	3.03
V14.4	Teacher expectation of learner performance	.510	2.76
V14.7	Learner's desire to do well in their studies	.467	3.17
Average			3.03

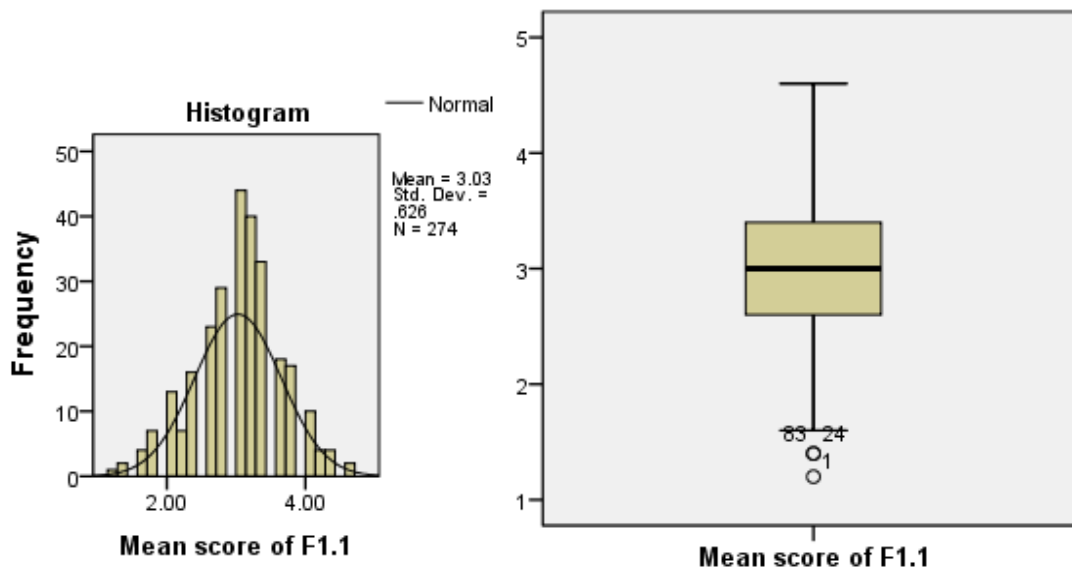


Figure 4.1: Histogram and box plot of the items in “The school’s motivation of learner performance in the foundation phase” (F1.1)

The mean score of 3.03 indicates a medium or moderate characterisation by the respondents. One would have expected a lower mean score as the school should be

more involved in motivating learners with respect to their learning performance. The histogram indicates a normal distribution of the data, as does the box plot. Respondents 1, 24 and 83 were however more positive than the rest of the respondents. They were all female, single, HoDs with honours degrees.

Table 4.11: The items, their loadings and mean scores contained in the factor “The parents’ motivation of learner performance in the foundation phase” (F1.2)

How would you characterise each of the following within your school in the foundation phase		Loading	Mean
Item	Description		
V14.6	Parental involvement in phase activities	.808	3.59
V14.5	Parental support for learner performance	.802	3.52
Average			3.56

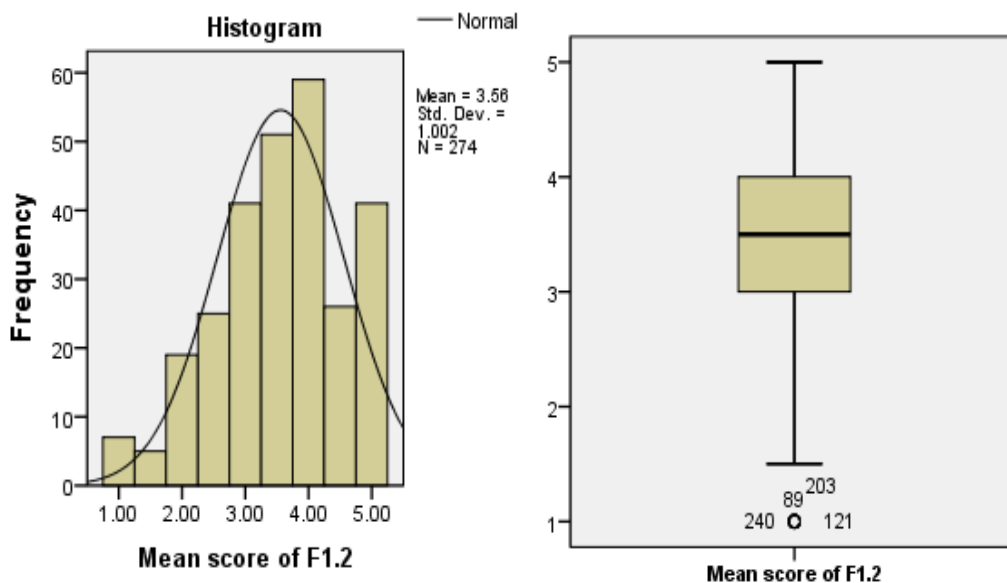


Figure 4.2: Histogram and box plot of the items in “The parents’ motivation of learner performance in the foundation phase” (F1.2)

The mean score of 3.56 tends towards a low value for parental motivation of learner performance. This is, however, the HoDs perception, and no doubt parents would not agree with this value as they probably believe that they do motivate their children to a greater degree than educators believe to be the case. Respondents 89, 121, 203 and 240 do believe that parents motivate their children to a high, or very high extent.

A factor plot of the two first-order factors provided in figure 4.3 clearly shows the grouping of the items into two first-order factors.

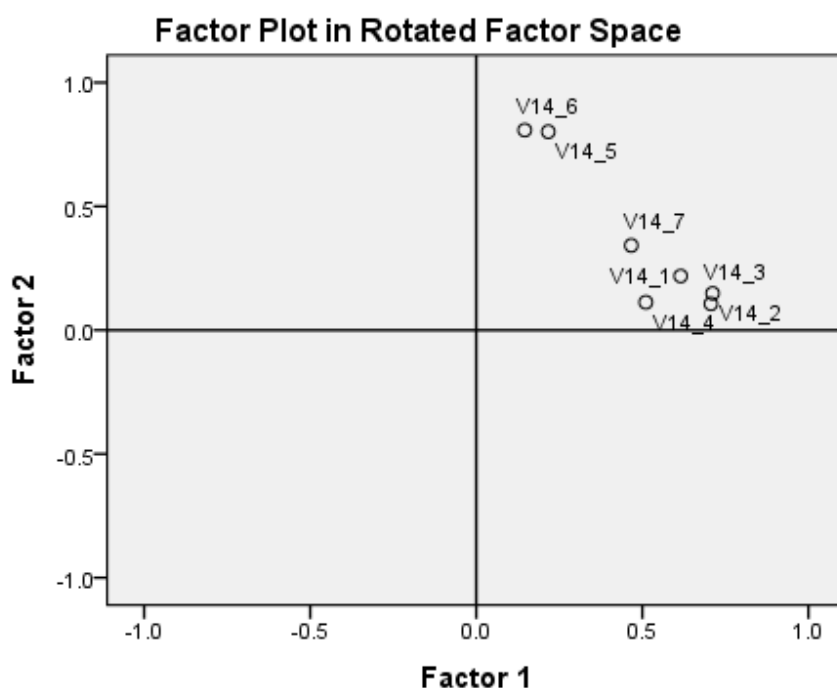


Figure 4.3: Factor plot in rotated space of the two first-order factors involved in learner motivation

A second-order factor analysis resulted in only one factor being formed which contained seven items, explained 69.80% of the variance present, and had a Cronbach reliability coefficient of 0.78. It was named *School and parental influence on learner performance in the foundation phase*. In the interests of dimensionality and because the first-order factors were sufficiently reliable, it was decided to use them for any inferential testing procedures.

4.4.1 INFERENCE TESTS FOR TWO INDEPENDENT GROUPS

Levene's t-test can be used to test for significant differences between the factors' mean scores of two independent groups, and to see whether the variances are different between the two groups involved. If the variances are similar ($p > 0.05$) then equal variances are assumed, and if they are significantly different ($p < 0.05$) then equal variances are not assumed. Only those groupings in which statistically significant differences were found between the independent groupings are discussed.

4.4.1.1 Do you have a qualification in, or did you attend in-service training (INSET) in school management or leadership?

Table 4.12: Significant differences between the two management/leadership qualification groups with respect to the two first-order factors

Factor	Group	Mean	t-test (p-value)	Effect size (r)
The school's motivation in learner performance in the foundation phase (F1.1)	Yes	2.95	0.16	-
	No	3.06		
Parents' motivation of learner performance in the foundation phase (F1.2)	Yes	3.31	0.004**	0.17
	No	3.68		

** = Statistically significant at the 1% level ($p < 0.01$)

Effect size - > 0.5 is large; $0.3-0.49$ is medium; $0.1-0.29$ is small.

The data in Table 4.12 shows that respondents who indicated that they have no qualification in or attended no in-service training regarding school management or leadership had a *less positive perception* (a statistically significantly lower mean score) *about the parents' motivational role* in their school than did respondents who had attended or had a qualification in leadership or management. Respondents who had such a qualification were also more positive about the school's motivational role than were respondents who did not have such a qualification. However, this difference was

not statistically significant and could be the result of chance factors. The effect size was small.

4.4.1.2 FAMILIARITY WITH THE HoD DUTIES OUTLINED IN THE PAM DOCUMENT

Respondents were provided with a yes or no option, with no allowance for ‘uncertain’ responses. The relevant data is given in Table 4.13.

Table 4.13: Significant differences between the two familiarities with HoD duties groups with respect to the two first-order factors

Factor	Group	Mean	t-test (p-value)	Effect size (r)
The school's motivation in learner performance in the foundation phase (F1.1)	Yes	2.97	0.004**	0.17
	No	3.23		
Parents' motivation of learner performance in the foundation phase (F1.2)	Yes	3.47	0.006**	0.16
	No	3.86		

** = Statistically significant at the 1% level ($p < 0.01$)

Effect size - > 0.5 is large; 0.3-0.49 is medium; 0.1-0.29 is small.

The HoDs who indicated that they are familiar with the PAM document had a statistically significantly lower mean score on both of the factors in Table 4.13, indicating a *more positive perception* about both the school's and the parent's role in learner performance. It would seem that having knowledge of the HoDs duties had a positive influence on the perceptions of the respondents regarding the influence of school and parental involvement on learner performance.

4.4.2. COMPARING THREE OR MORE INDEPENDENT GROUPS

When testing three or more independent groups for possible significant differences, one can make use of Analysis of Variance (ANOVA). If differences are found among all three groups taken together, then post-hoc tests can be used to make a pair-wise comparison. Only those groups where statistically significant differences were found are

discussed. The four age groups and the four highest qualification groups indicated no statistically significant differences with respect to the two factors involved. However, there was a negative relationship between the school's motivation of learner performance and age, in the sense that the older the respondents the less they believed in the school's extent of motivating learner performance. This relationship is graphically displayed in Figure 4.4. Note that the lower scores indicate greater motivation.

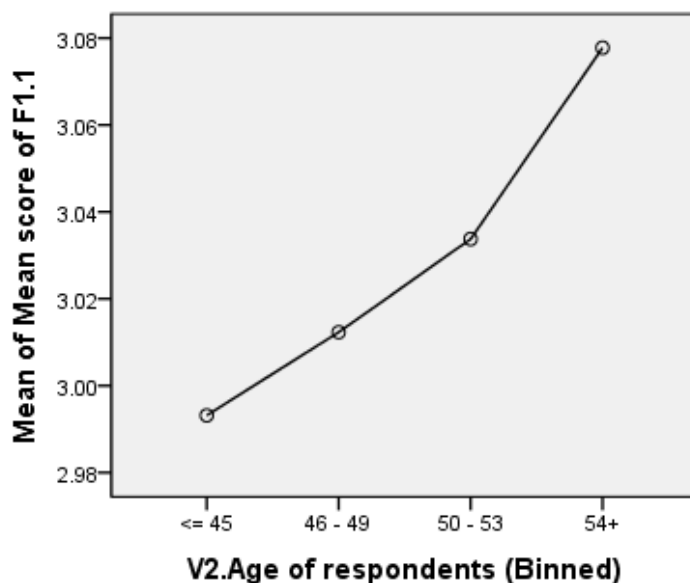


Figure 4.4: The mean score of the school's motivation of learner performance versus age of respondents

The HSRC report (2004) on work allocation investigated time spent by educators on their work and indicates that educators in rural areas spend 38.3 hour per week. In that research, there were two groupings namely 'rural' and 'other'. In this study only eight (8) HoDs indicated that their school is situated in an urban area and they were grouped with township, informal settlement and farm locations.

4.4.3 RURAL EDUCATORS VERSUS OTHERS ON AVERAGE TIME SPENT IN A WEEK ON HoD DUTIES

The various activities allowed for in item 20 are summarised in Table 4.14.

Table 4.14: Average time spent by HoDs on the HoD duties in item 20

Situation	Average time in hours per week spent on HoD duties							
	20.1	20.2	20.3	20.4	20.5	20.6	20.7	Total
Rural	0.85	0.68	1.17	0.81	0.73	1.00	0.94	6.18
Other	0.67	0.67	1.02	0.81	0.68	0.83	0.75	5.43

Item 21 asked respondents to give their perceptions of the time spent on additional tasks that they perform beyond their HoD duties. The average time spent on the various activities is summarised in Table 4.15.

Table 4.15: Average time spent by HoDs on the additional tasks in item 21

Situation	Additional time in hours per week spent on tasks beyond HoD duties					
	21.1	21.2	21.3	21.4	21.5	Total
Rural	0.46	0.39	0.36	0.30	0.24	1.75
Other	0.32	0.45	0.39	0.29	0.15	1.6

On adding the hours per week spent on HoD duties (Table 4.14) and on additional tasks beyond HoD duties (Table 4.15), the rural educators have a total of 7.93 hours per week while the others have a total of 7.03 hours per week. Rural HoDs thus have the perception that they spend more time per week on HoD duties and additional tasks than HoDs in other situations or contexts.

4.5 DETERMINING THE RELIABILITY OF QUESTIONNAIRE CONSTRUCTS USING CRONBACH COEFFICIENT ALPHAS

The motivational influence on learner performance in the foundational phase is based on two factors namely the *School's motivation of learner performance in the foundation phase* which contained five items and with a Cronbach reliability coefficient of 0.76, and *Parents' motivation of learner performance in the foundation phase* which had a Cronbach reliability coefficient of 0.81.

Respondents who indicated that they had no qualification in or had not attended in-service training regarding school management or leadership had a *less positive perception* (a statistically significantly lower mean score) about the *parents' motivational role* in their school than did respondents who indicated that they had attended or had a qualification in leadership or management.

HoDs who indicated that they had knowledge of the HoD duties as outlined in the PAM document had more positive perception of the school and parents' ability regarding the motivation of learner performance than did HoDs who indicated no such knowledge.

Rural HoDs had the perception that they spend more time per week on HoD duties and additional tasks than the HoDs in other situations or contexts.

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

The data analysis was presented in chapter four. It revealed that HoDs who indicated that they know about the HoD duties as outlined in the PAM document have more positive perception of the school and parents' ability regarding the motivation of learner performance than did HoDs who indicated no such knowledge. Rural HoDs had the perception that they spend more time per week on HoD duties and additional tasks than do HoDs in other situations or contexts.

In this chapter the following is presented:

- general summary;
- research findings;
- summary of major findings;
- recommendations; and
- suggestions for further research.

5.2 SUMMARY OF THE RESEARCH PROJECT

In this research project, an attempt was made to investigate the roles and responsibilities of foundation phase HoDs in the Mpumalanga Province in South Africa. Most studies reported in the literature were conducted with HoDs in secondary schools, and very few studies have been done in primary schools, especially in the foundation phase. Studies conducted in South Africa have investigated the roles and responsibilities of HoDs in secondary schools and identified issues around workloads in terms of some of the duties of HoDs.

Data was collected by means of a questionnaire from poor, average and high achieving schools in the Mpumalanga Province across all four districts. The analysis reveals that HoDs in the foundation phase perceive that they spend more time on administration work than teaching, which reveals a contradiction between policy and practice.

5.3 RESEARCH FINDINGS

Respondents (the HoDs) were unsure of the meaning of 'management' as a concept and probably interpreted it in its broadest sense by including activities like planning, organising and controlling etc. They had the perception that the time spent on management is about 3.53 hours per day which is 40.8% of the 8.6 hour working day. This appears to be an excessive amount of time spent on management duties as this leaves only 5.11 hours per day for teaching and performing other activities. Furthermore the mode for teaching time indicates that only 22.3% of the HoDs in the sample teach for 30 hours per week (85% of 35 hours). The mean percentages in the table from 20.1-20.7, indicated that educators have the perception that they are spending about 72.6% of time on tasks related to other activities. It appears as if HoDs in the sample have the perception that they are involved with administrative duties, management duties, supervision, public relations and extra-mural activities to a much greater extent than expected.

The class sizes in the sample were larger than the recommended value of 40 children in a class in primary schools, which is also likely to influence the time spent on the allocation of HoD duties, especially regarding supervisory, management and administrative duties. The time perceptions of HoDs are further compromised by the following factors: the language of instruction which is predominantly English in schools where English is not the home language, the rural setting, and the large percentage of learners that come from economically disadvantaged contexts.

Female primary school educators were over represented in the sample, as the findings show that of 274 respondents, only 27 were males and 247 were females. Hence the

sample is not representative of gender in the Mpumalanga Province. Most HoDs in the sample were experienced educators with 23-24 years of teaching experience, as one would expect of HoDs. It was also good to note that most HoDs in this sample had 10 years' experience as CS1 educators. The level of qualifications of HoDs in the sample (only 50% of respondents have honours or higher qualifications) is however disappointing, as one would expect HoDs to be well qualified. In summary, the demographic profile shows that sampled HoDs were mostly female educators with an average age of 49 years, many of whom were married, well qualified and with about 9 years' HoD experience and 10 years' experience as CS1 educators. They were all from primary schools situated in rural economically disadvantaged areas.

Out of 274 respondents, 78.5% indicated that they are familiar with the roles and responsibilities of HoDs listed in the PAM document. It was rather surprising to see that 21.5% of respondents indicated that they are not familiar with the HoD duties as outlined in the PAM document. It thus appears that they rely to a great extent on the management in the school regarding their duties and the allocation of appropriate times to these duties.

The majority (67.2%) of the participating respondents have no qualification or in-service training in terms of management or leadership capacity, while the minority (32.8%) have such a qualification. The inference that can be drawn from this information is that with such a large number of HoDs without training in management or leadership, the leadership and management in primary schools in Mpumalanga and resulting learner performance may be expected to be poor. This is reflected in the poor ANA results and poor performance of Grade 12 results as explained in Chapter 2.

Out of 90 HoDs who responded to the question on how the management course benefitted them, only 62.2% felt that it benefitted them greatly in enhancing their management or leadership capacity; 37.8% indicated that these qualifications partially enhanced their capacity. These statistics show that the HoDs' beliefs, values and actions are contradictory, since the low performance of learners in ANA may be

evidence of a lack of leadership roles and responsibilities performed by HoDs in the foundation phase in the Mpumalanga Province.

5.4 SUMMARY OF MAJOR FINDINGS

The purpose of this section is to highlight the main findings of this study reported in chapter 4. The main findings are presented according to the four research questions underpinning this study.

RESEARCH QUESTION 1

What are the perceptions of foundation phase HoDs regarding time management as per PAM document?

The HoDs in this sample have the perception that they are spending too much time on management and administrative duties and hence their teaching time it is likely to be compromised.

No statistically significant correlation could be found between item 13 (by the end of the year what percentage of your time in your HoD role will you spend on the activities listed?) and items 20 (what is the average time you spend on listed HoD duties?) or with item 21 (additional tasks that you do beyond your HoD duties). In fact item 20 indicated a negative correlation with item 21 ($r=-0.025$; $p>0.05$). The educators in this sample do not seem to see a relationship between the time spent on activities that fall within the formal school day and the time spent on those activities which fall outside the school day. This is rather surprising as the core activities that occur during the school day should complement the core activities that fall outside the formal school day. There is a negative correlation between item 13.4 (percentage of time spent on teaching) and the percentage of time spent on the other activities (administration, management, supervision, public relations and extra-murals). This indicates that as teaching time increases, so the time spent on other activities decreases and vice versa. Since the

respondents had the perception that too much time is spent on management duties, this is likely to mean the teaching time is compromised, or that more time would have to be spent per day on HoD duties and responsibilities than allowed for in the PAM document.

The perceived mean hours spent on additional tasks came to 1.72 hours per day or 8.6 hours per week. Adding this 1.72 hours of additional duties to the 6.05 hours of formal duties (item 20) gives a total of 7.77 hours per day (perceived time) which is still less than the 8.64 hours per day (expected time) required by National Policy (NEPA, 1999). However, if one assumes that the educators have an expectation of a 35 hour working week (or 7 hours per day), then they have the perception that they work 0.77 hours per day more than expected of them ($7-7.77$). This translates to 153.23 hours or 12.8 days. Thus whether the perceived time spent by HoDs on their work per day is more or less than expected depends on which measure of the working day one uses.

RECOMMENDATIONS:

It is clear from the above findings that some HoDs in the foundation phase are not aware of the PAM document the EEA and other relevant policies which clearly stipulate the roles and responsibilities of educators and the time allocation per educator in executing the required duties. It is recommended that the Mpumalanga Department of Education should ensure that HoDs in the foundation phase are trained on government policies and the implementation of these policies, particularly the relevant sections on teacher development and curriculum management. PAM document must be revised to balance teaching and administration and also training on time management should be conducted.

Research question 2

What are the challenges experienced by foundation phase heads of department in primary schools?

The respondents were asked about the average number of learners assigned to an educator and the number of educators that they are responsible for regarding supervision and monitoring. Being an HoD means one is responsible for both learners

and educators. The average number of learners per educator was found to be 51.6 which exceeded the suggested ratio of 40 learners per class in a primary school, which might pose a challenge to the HoD. Another challenge experienced by HoDs in the foundation phase is the average of 7.11 educators for one HoD. The respondents were asked about the economic backgrounds of the learners in their schools. Out of 274 participants, 76.6% indicated that their learners come from economically disadvantaged areas, compared to 23.4% who said that their learners come from the affluent areas. This becomes a further challenge for HoDs in the foundation phase because they need to ensure that a large number of learners from disadvantaged backgrounds participate in the NSNP (National School Nutritional Programme). These circumstances correlate with the rural setting of most of the schools.

Rural HoDs had the perception that they spend more time per week on HoD duties and additional tasks than HoDs in other situations or contexts.

RECOMMENDATIONS:

It is recommended that the Mpumalanga Department of Education should ensure the reduction of class size, and reduce the number of educators per HoD or appoint more HoDs in the foundation phase. Further, the implementation of the National School Nutritional Programmes should be monitored by circuit officials rather than by HoDs.

Research question 3

What are the perceptions of foundation phase heads of departments with regards to the form of in-service training in leadership and management?

Out of 274 respondents, only 32.8% indicated they have had training in formal leadership or management with a large percentage of HoDs (67.2%) thus indicating no such training. As an HoD is expected to take the lead in managing their department, one would expect that many more should have some form of training regarding leadership and management. Without such training, they will perceive it difficult to execute their duties effectively. The perception of the respondents who completed

management or leadership training was mostly positive, with 62.2% indicating a great benefit.

The findings indicated a serious contradiction of the ELRC resolution where the Department of Education laid down the roles of HODs but do not put the capacity building programme in place. In South Africa, there are no special training programmes to capacitate educators with management and leadership skills when they move from level one to middle management level (Mkhize, 2007:77).

RECOMMENDATIONS:

SMT members in primary schools should be motivated to further their studies, especially in leadership and management, in order to execute their duties as leaders in the school. Heads of departments in the foundation should be encouraged to study the relevant policy documents that were issued by the Department of Basic Education in 2002. The Mpumalanga Department of Education should ensure that all SMT members are trained after their appointment to the management team. A training programme should be introduced by the Mpumalanga Department of Education and implemented by HoDs.

It is against the findings from the data analysed in this study that Mpumalanga Department of Education needs to consider arranging training for foundation phase HoDs on instructional leadership, and retrain the 37.8% of HoDs who have attended a leadership and management course. Finally the department should ensure that newly appointed HoDs are aware of the expectations in the PAM document, and enhance their capacity in terms of their roles and responsibilities for proper implementation of curriculum delivery.

The lack of training for HODs poses a challenge in terms education management and SMTs which should facilitate internal innovation and the development of new school vision (Mkhize, 2007:6).It appears as if the HoDs in this sample have the perception that they are spending too much time on management and administrative duties, and hence

their teaching time is likely to be compromised. Further training regarding their roles and responsibilities will benefit the foundation phase HoDs.

Perceptions of time required to carry out HoD duties are related to class size, among other things. The deployment of more teachers, especially in rural areas, could provide some relief in reducing the administrative duties of teachers. The Mpumalanga Department of Education and school leaders need to ensure that HoDs are not overburdened with administrative work, as teaching should be their first priority. Perceptions of time spent on completing a task are also related to expectations of time required to be spent on the task. The Department of Education has two expectations: namely an 8.64 hour working day and a 7 hour working day. A 7 hour day involves the teacher being at school from 08:00 to 15:00 while an 8 hour day would mean working from 08:00 to 16:00. Teachers may also reason that HoDs are paid more, and hence they should spend more time at school.

As the present ratio of expected working time to perceived working time of the HoDs in this sample is 1.11 ($8.64/7.77$); a ratio of greater than one means that the expected time exceeds the perceived time, while a ratio smaller than one would mean that the perceived time exceeds the expected time. If perceptions of time spent exceed expectations it is likely to lead to dissatisfaction among educators, while lower perceptions than expectations of time spent can lead to possible accusations of unproductive use of time and dissatisfaction among management and leadership. It is thus recommended that school management and leadership ensure that the ratio of expected to perceived time spent be as close to equity as possible.

The HoDs in this study can achieve equity by either increasing the time they spend on administrative tasks or increasing the time they spend teaching. Time spent on teaching is likely to produce a more favourable result regarding learner achievement than spending more time on administrative tasks. It is thus recommended that the HoDs should spend 85% or more of their time on teaching activities.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The following aspects of this study merit further investigation. In view of the limited scope of this study, a more in-depth study should be conducted to provide more insight on the topic. There is a need for investigation of this phenomenon through the use of a representative sample of HoDs across both primary and secondary schools. Further, all types of schools such as urban, semi-urban, rural and township schools should be included in the sample.

This study investigated the perceptions of only HoDs regarding their roles and responsibilities; the expectations and perceptions of post level one educators on the support they receive from the HoDs were omitted. It is therefore recommended that future studies should investigate or explore the views of post level one educators regarding the roles and responsibilities of HoDs.

A study to focus on the training of HoDs on leadership and school management is necessary, considering that some HoDs are appointed without the knowledge and qualifications required in leadership and school management.

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APPENDICES

APPENDIX A: LETTER OF PERMISSION TO CONDUCT A STUDY

APPENDIX B: LETTER OF REQUEST TO CONDUCT A STUDY

APPENDIX C: APPROVAL LETTER: ETHICS COMMITTEE

APPENDIX D: QUESTIONNAIRE



education
DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

Private Bag X 11341
Nelspruit 1200
Government Boulevard
Riverside Park
Building 5
Mpumalanga Province
Republic of South Africa

Litiko leTemfundvo Unnyango weFundo Departement van Onderwys Unnyango wezemfundo
Enquiries: A.H Baloyi (013) 766 5476

MRS. MMB NKABINDE
PO BOX 2857
NELSPRUIT
1200
05 OCTOBER 2011

RE: APPLICATION TO CONDUCT EDUCATIONAL RESEARCH IN SOME OF THE SCHOOLS OF THE PROVINCE.

Your application (Dated 05 October 2011) to conduct educational research on the topic: "The roles and responsibilities of foundation faze Head of Departments" was received on the 05 October 2011.

Your detailed research proposal, research questions, purpose and the background gives an impression that your study will benefit the entire department especially the Heads of Departments and more importantly the learners who are aspiring to be successful citizens. Given the motivation and the anticipated report of the study, I approve your application to conduct your research in the institutions of the department.

You are further requested to read and observe the guidelines as spelt out in the attached research manual. The importance of this study cannot be overemphasized; therefore you are expected to share your findings with the department and to effectively implement your findings. It will be appreciated if

A handwritten signature in blue ink, appearing to be 'W. Nkabinde'.


you can present your findings in electronic form and make formal presentation to the strategic planning's' research unit.

For more information kindly liaise with the department's research unit @ 013 766 5476 or a.baloyi@education.mpu.gov.za.

The department wishes you well in this important study and pledge to give you the necessary support you may need.

RECOMMENDED/NOT RECOMMENDED.

Recommended.



MR. A.H. BALOYI
RESEARCH SUBDIRECTORATE

25/10/2010

DATE

APPROVED/NOT APPROVED:



MRS MOC MHLABANE
HEAD OF DEPARTMENT

05/10/11

DATE



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

P. O Box 2857
Nelspruit
1200
05 October 2011

The HOD
Mpumalanga Department of Education
Private Bag X11341
Nelspruit
1200

Dear Sir/Madam

REQUEST TO CONDUCT STUDY IN SCHOOLS IN MPUMALANGA PROVINCE

I am a MED (Education Management Law and Policy) student enrolled at the University of Pretoria. I would like to request your permission to undertake a research study at your schools. My research topic is: The roles and responsibilities of foundation phase Head of Departments. The purpose of this study is to explore the causal relationship between the roles and responsibilities of HODs' in the foundation phase in practice and their duties as outlined in the PAM document.

My study will involve all Head of Department in the foundation phase from the districts in Mpumalanga. One circuit will be used as a pilot where questionnaires will be distributed to 10 HODs in 10 schools. The HODs will be requested to converge in one sitting

LETTER OF CONSENT TO SCHOOLS' PARTICIPATION IN THE RESEARCH STUDY

All the data collected from the HOD's will be analyzed and the report about the study will be written.

The information obtained will be held with strictest confidentiality and will be used solely for research purposes. Names of schools and participants will not be used and anonymity is assured.

Hopefully, this research study will contribute to the body of knowledge on the causal relationship between the roles and responsibilities of HODs' in the foundation phase in practice and their duties as outlined in the PAM document.

Yours faithfully

_____*MMB Nkabinde*_____

MMB Nkabinde (Mrs)

University of Pretoria

Student Number: 22389602

Cell No: 082 803 1080

_____*K. Bipath*_____

Dr K. Bipath

(Supervisor)

Kindly be informed of the following conditions of participation in the research study:

1. All participation is voluntary.
2. The school's name will not be revealed in the findings of the research study.
3. All discussions with participants will be treated with strictest confidentiality.
4. You can withdraw your school from the research study at any time.

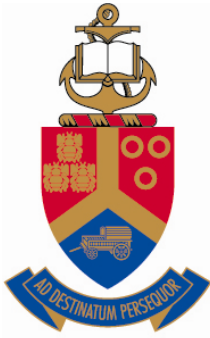
Should you be willing for your school to participate, kindly sign in the space provided below:

PERMISSION TO PARTICIPATE IN RESEARCH STUDY

LETTER OF CONSENT TO SCHOOLS' PARTICIPATION IN THE RESEARCH STUDY

I, _____, hereby give my consent to my schools' participation in the study. I am assured of my schools' anonymity, and know that I can withdraw permission to participate at any time if I so wish.

Signature: _____ Date: _____



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Faculty of Education
Ethics Committee
29th February 2012

Dear Ms Nkabinde,

REFERENCE: EM 11/10/04

Your application was carefully considered by the Faculty of Education Ethics Committee and the final decision of the Ethics Committee is:

Your application is approved.

This letter serves as notification that you may continue with your fieldwork. Should any changes to the study occur after approval was given, it is your responsibility to notify the Ethics Committee immediately.

Please note that this is **not a clearance certificate**. Upon completion of your research you need to submit the following documentation to the Ethics Committee:

1. Integrated Declarations form that you adhered to conditions stipulated in this letter – Form D08

Please Note:

Any amendments to this approved protocol needs to be submitted to the Ethics Committee for review prior to data collection. Non-compliance implies that approval will be null and void.

Final data collection protocols and supporting evidence (e.g.: questionnaires, interview schedules, observation schedules) have to be submitted to the Ethics Committee before they are used for data collection.

*On receipt of the above-mentioned documents you will be issued a clearance certificate. Please quote the reference number **EM 11/10/04** in any communication with the Ethics Committee.*



Best wishes,
Prof Liesel Ebersöhn
Chair: Ethics Committee
Faculty of Education

APPENDIX D

QUESTIONNAIRE FOR FOUNDATION PHASE HoDs

CONSENT

I participated in this study out of my own free will and voluntarily shared my thoughts and experiences in this questionnaire. The researcher explained to me the purpose of the research and guaranteed my right to confidentiality. I agree for the researcher to publish the information contained in this questionnaire provided that my name and that of my school will not be revealed in any form of documentation. I fully acknowledge that this information should be used solely for MED studies and not commercial purposes and thereby give consent to the researcher to use this information.

.....
Signature

.....
Date

Respondent number	For office use only							
A. BIOGRAPHICAL DATA	<table border="1" style="margin: auto;"> <tr> <td style="padding: 2px 5px;">V0</td> <td style="width: 50px; height: 20px;"></td> </tr> </table>	V0						
V0								
<p>INSTRUCTIONS: For ALL the questions put a cross next to the appropriate response or write your response in the space provided:</p> <p>1. Gender:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1. Male</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="padding: 2px 5px;">2.Female</td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	1. Male			2.Female		<table border="1" style="margin: auto;"> <tr> <td style="padding: 2px 5px;">V1</td> <td style="width: 50px; height: 20px;"></td> </tr> </table>	V1	
1. Male			2.Female					
V1								

<p>2. Age in years</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">V2</td> <td style="width: 85%;"></td> </tr> </table>	V2															
V2																	
<p>3. Marital status</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">1. Married</td> <td style="width: 20%;"></td> </tr> <tr> <td style="padding: 5px;">2. Single</td> <td></td> </tr> <tr> <td style="padding: 5px;">3. Co-habiting</td> <td></td> </tr> <tr> <td style="padding: 5px;">4. Widowed</td> <td></td> </tr> <tr> <td style="padding: 5px;">5. Divorced</td> <td></td> </tr> </table>	1. Married		2. Single		3. Co-habiting		4. Widowed		5. Divorced		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">V3</td> <td style="width: 85%;"></td> </tr> </table>	V3					
1. Married																	
2. Single																	
3. Co-habiting																	
4. Widowed																	
5. Divorced																	
V3																	
<p>4. Highest qualifications attained:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">1. Teachers' diploma</td> <td style="width: 20%;"></td> </tr> <tr> <td style="padding: 5px;">2. Bachelors' degree</td> <td></td> </tr> <tr> <td style="padding: 5px;">3. Bachelor of Education/BEd Honours</td> <td></td> </tr> <tr> <td style="padding: 5px;">4. BA Honours</td> <td></td> </tr> <tr> <td style="padding: 5px;">5. Masters' degree</td> <td></td> </tr> <tr> <td style="padding: 5px;">6. Doctors' degree (PhD)</td> <td></td> </tr> <tr> <td style="padding: 5px;">7. Other: Specify</td> <td></td> </tr> </table>	1. Teachers' diploma		2. Bachelors' degree		3. Bachelor of Education/BEd Honours		4. BA Honours		5. Masters' degree		6. Doctors' degree (PhD)		7. Other: Specify		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">V4</td> <td style="width: 85%;"></td> </tr> </table>	V4	
1. Teachers' diploma																	
2. Bachelors' degree																	
3. Bachelor of Education/BEd Honours																	
4. BA Honours																	
5. Masters' degree																	
6. Doctors' degree (PhD)																	
7. Other: Specify																	
V4																	
<p>5. Indicate the number of years that you served in the following positions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">1. CS1 educator</td> <td style="width: 20%;"></td> </tr> <tr> <td style="padding: 5px;">2. HoD</td> <td></td> </tr> <tr> <td style="padding: 5px;">3. Deputy Principal</td> <td></td> </tr> <tr> <td style="padding: 5px;">4. Principal</td> <td></td> </tr> </table>	1. CS1 educator		2. HoD		3. Deputy Principal		4. Principal		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">V5.1</td> <td style="width: 85%;"></td> </tr> <tr> <td style="padding: 5px;">V5.2</td> <td></td> </tr> <tr> <td style="padding: 5px;">V5.3</td> <td></td> </tr> </table>	V5.1		V5.2		V5.3			
1. CS1 educator																	
2. HoD																	
3. Deputy Principal																	
4. Principal																	
V5.1																	
V5.2																	
V5.3																	

B. DEMOGRAPHIC DATA AND TASKS PERFORMED BY FOUNDATION PHASE HODS

6.Type of school

1. Public Primary School	
2. Public Higher Primary School	
3. Public Combined School	
4. Public Multi-grade School	

7. Your school is situated in/on a.....

1.Rural area	
2. Urban area	
3. Township	
4. Informal Settlement	
5. Farm	

8. Approximately what percentage of learners in your school comes from the following backgrounds (the percentages should add up to 100%)

	%
1. Economically disadvantaged homes	
2. Affluent homes	

9.1 Language of instruction in your school:

V5.4	
-------------	--

V6	
-----------	--

V7	
-----------	--

V8.1	
-------------	--

V8.2	
-------------	--

.....hours andminutes

13. By end of the YEAR, what percentage of time in your role as HoD will you spend on the following activities? (the percentages should add up to 100%)

Activities	%
1 Administrative duties	
2 Management duties	
3 Supervision	
4 Teaching	
5 Public relations	
6 Extra-mural activities	
7 Other (specify)	
.....	

14. How would you characterize each of the following within your school, in the foundation phase?

	Very high	High	Medium	Low	Very Low
1. Teachers' job satisfaction	1	2	3	4	5
2. Teachers' understanding of the curricular goals	1	2	3	4	5
3. Teachers' degree of	1	2	3	4	5

V12.M	
-------	--

V13.1	
V13.2	
V13.3	
V13.4	
V13.5	
V13.6	
V13.7	

V14.1	
V14.2	
V14.3	
V14.4	
V14.5	
V14.6	
V14.7	

success in implementing the schools' curriculum						
4. Teachers' expectations of learners' performance	1	2	3	4	5	
5. Parental support for learners' performance	1	2	3	4	5	
6. Parental involvement in phase activities	1	2	3	4	5	
7. Learners' desire to do well in their studies	1	2	3	4	5	
15. What percentage of the educators in the phase have the following teaching qualifications?						
	Non e	25%	26-50%	51- 75	>75	
1. Certificate in Teaching						
2. Diploma in Teaching						
3. Degree in Teaching						
4. Bed.HONS						
5. MED						
16. What is the average number of learners per teacher in the foundation phase?						
17. How many educators are you responsible for regarding supervision and monitoring?						
V15.1						
V15.2						
V15.3						
V15.4						
V15.5						
V16						
V17						
V18						
V19						

<p>18. Are you familiar with the HoD duties outlined in the PAM document?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 20px;"> <tr> <td style="width: 15%; padding: 2px;">YES</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%; padding: 2px;">NO</td> <td style="width: 15%;"></td> </tr> </table> <p>19. Do you have a class to teach as well as your supervision duties?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 20px;"> <tr> <td style="width: 15%; padding: 2px;">YES</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%; padding: 2px;">NO</td> <td style="width: 15%;"></td> </tr> </table> <p>20. How much time on average do you spend in a DAY performing the following duties as an HoD?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Duties</th> <th style="width: 20%;">Minutes</th> </tr> </thead> <tbody> <tr> <td>1. Conduct classroom visits to ensure that classroom instruction aligns with school goals</td> <td></td> </tr> <tr> <td>2. Monitoring classroom practices for alignment with Districts goals</td> <td></td> </tr> <tr> <td>3. Working with learners on academic tasks</td> <td></td> </tr> <tr> <td>4. Doing administration work</td> <td></td> </tr> <tr> <td>5. Observing teachers for professional development instead of evaluation</td> <td></td> </tr> <tr> <td>6. Supervising teachers, monitor learners and uplift the department whilst teaching a class</td> <td></td> </tr> <tr> <td>7. Spent with District official who supports you in carrying out your management duties</td> <td></td> </tr> </tbody> </table>	YES			NO		YES			NO		Duties	Minutes	1. Conduct classroom visits to ensure that classroom instruction aligns with school goals		2. Monitoring classroom practices for alignment with Districts goals		3. Working with learners on academic tasks		4. Doing administration work		5. Observing teachers for professional development instead of evaluation		6. Supervising teachers, monitor learners and uplift the department whilst teaching a class		7. Spent with District official who supports you in carrying out your management duties		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%; padding: 5px;">V20.1</td><td></td></tr> <tr><td style="padding: 5px;">V20.2</td><td></td></tr> <tr><td style="padding: 5px;">V20.3</td><td></td></tr> <tr><td style="padding: 5px;">V20.4</td><td></td></tr> <tr><td style="padding: 5px;">V20.5</td><td></td></tr> <tr><td style="padding: 5px;">V20.6</td><td></td></tr> <tr><td style="padding: 5px;">V20.7</td><td></td></tr> <tr><td colspan="2" style="height: 100px;"></td></tr> <tr><td style="padding: 5px;">V21.1</td><td></td></tr> <tr><td style="padding: 5px;">V21.2</td><td></td></tr> <tr><td style="padding: 5px;">V21.3</td><td></td></tr> <tr><td style="padding: 5px;">V21.4</td><td></td></tr> <tr><td></td><td></td></tr> </table>	V20.1		V20.2		V20.3		V20.4		V20.5		V20.6		V20.7				V21.1		V21.2		V21.3		V21.4			
YES			NO																																																		
YES			NO																																																		
Duties	Minutes																																																				
1. Conduct classroom visits to ensure that classroom instruction aligns with school goals																																																					
2. Monitoring classroom practices for alignment with Districts goals																																																					
3. Working with learners on academic tasks																																																					
4. Doing administration work																																																					
5. Observing teachers for professional development instead of evaluation																																																					
6. Supervising teachers, monitor learners and uplift the department whilst teaching a class																																																					
7. Spent with District official who supports you in carrying out your management duties																																																					
V20.1																																																					
V20.2																																																					
V20.3																																																					
V20.4																																																					
V20.5																																																					
V20.6																																																					
V20.7																																																					
V21.1																																																					
V21.2																																																					
V21.3																																																					
V21.4																																																					

<p>Fill in the ADDITIONAL tasks, beyond your HoD duties, that take up your time. Please write the number of hours per week spent on these tasks.</p>		V21.5	
ADDITIONAL TASKS	HOURS PER MONTH		
1.			
2.			
3.			
4.			
5.			