

**A MODEL TO RELIEVE SOUTH AFRICAN  
EDUCATORS FROM THE ADMINISTRATIVE DEMANDS  
GENERATED BY THE IMPLEMENTATION OF THE  
NATIONAL CURRICULUM STATEMENT**

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## DECLARATION

I, Gideon Petrus van Tonder declare that a model to relieve South African educators from the administrative demands generated by the implementation of the National Curriculum Statement is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Signature: \_\_\_\_\_

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

## **DEDICATION**

This thesis is dedicated to my loving parents, David and Trudy van Tonder who taught me perseverance and encouraged me to keep my faith in God Almighty.

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## **ABSTRACT**

The primary aim of this study was to develop a model to relieve South African educators from the administrative demands generated by the implementation of the National Curriculum Statement. The influence of the implementation of the National Curriculum Statement on the administrative workload of South African educators, the nature of the administrative activities of educators in South African schools and the nature of the assistance South African educators require to manage their teaching task successfully, were researched through a literature study and an empirical investigation. A model was then developed to relieve South African educators of the administrative demands generated by the implementation of the National Curriculum Statement.

The researcher found that in several research reports educators indicate that their workload has increased dramatically as a result of different aspects such as the amount of paperwork, behaviour of learners, class size, level of support from the Department of Education, recording and reporting of learner performance and extra-curricular activities. All these aspects cause educators distress/anxiety and they find it frustrating and difficult to cope with the increased workload. It also became evident that the majority of educators in South Africa experience the multiple, complex and constantly changing requirements in teaching and learning contexts, marked on the whole by large classes with diverse teaching and learning needs, as an unbearable increase in workload and that educators need support in respect of their administrative duties as this impacts on effective teaching and learning. Based on the findings of this research, it is clear that educators need support to alleviate their administrative workload. The focus of the proposed model (Relieve Educators Administrative Demands) is on relieving educators from the administrative demands that the implementation of the National Curriculum Statement generated. The implementation of this model should alleviate educators' workload and the support that interns can give in this regard will provide educators with more time for teaching and learning.

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# CHAPTER 1

## ORIENTATION

### 1.1 INTRODUCTION AND RATIONALE

Education worldwide is in a stage of transformation. The complexities and challenges of transforming the South African education system also affect managing the implementation of the curriculum.

The researcher is of the opinion that South Africa, like other countries around the globe, struggles with the implementation of a new curriculum. For that matter, South Africa's implementation of its new curriculum is in its infant stage, while countries such as Australia, certain states of the United States of America (USA), New Zealand (NZ) and the United Kingdom (UK) are in the adolescent stages of implementing new curricula.

In relation to the implementation of new curricula in Ontario (Canada), the USA and South Africa, there is evidence that educators find the process frustrating and difficult and that the implementation of such curricula, coupled with its administrative demands, increase educators' workload (Hargreaves & Moore, 1999:7; Chisholm, Hoadley, Wa Kivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee & Rule, 2005:19; Donnelly, 2007:4).

According to Crump (2006:61), Australian schools in the 1990s focused on learner performance to improve the education output. The new curriculum became a key driver of change in Australia, occurring at the same time as educational restructuring and devolution (Crump, 2006:61).

Throughout the 1990s educators' work in Australia was redefined to include roles in leadership, management and administration, marketing, fundraising, community advocacy and policymaking. The question educators started asking was: "Is my job teaching or is it assessing and reporting?"(Crump, 2006: 69). In a study conducted in Australia in 1984 and again in 1994, educators reported that their workload had increased as a result of teaching

more learners and increased professional, pastoral and administrative duties (Easthope & Easthope, 2000:43).

New Zealand has over the past decade reformed its curriculum, assessment and qualifications systems (Philips, 2000:143). Curriculum changes in New Zealand have been characterised by much tighter specifications as to what learners are expected to learn, an extension of assessment programmes and related initiatives aimed at monitoring learners' performance and closer control of educators' performance by the state (McKenzie, 1999:15). According to Philips (2000:144), most schools in New Zealand have adopted the new curriculum without serious reservations because they are obliged to implement it. However, issues about an increased administrative workload have been raised. These criticisms included time-consuming and onerous assessment and administrative practices (ERIC, 1993).

The researcher wishes to argue that in South Africa educators are unable to perform the seven roles of an educator (learning mediator; interpreter and designer of learning programmes and materials; leader, administrator and manager; scholar, researcher and lifelong learner; community, citizenship and pastoral care-giver; assessor; learning area/subject/discipline/phase specialist) (Department of Education, 1998b:53) to the extent expected of them. This might be due to high learner numbers, overloaded curricula and exacting assessment and reporting requirements. According to a previous study by the researcher, the majority of the educators in the Further Education and Training band in the Sedibeng West District (D8) of the Gauteng Province in South Africa contended that they were experiencing problems with teaching some of the subjects allocated to them, because they were often responsible for teaching as many as four or even more different subjects, many of which they had not been trained to teach (Van Tonder, 2008:103).

The majority of educators indicated that they were responsible for more than 200 learners per day. Many schools have a timetable that makes provision for six periods per day. With an average of 40 learners per class, it adds up to more than 200 learners who are taught per educator per day (Van Tonder, 2008:106). According to the Chisholm report (Chisholm *et al.*, 2005:19), the

large number of learners, an overcrowded curriculum and the number of learning areas to be taught per grade increase educators' workload as well as their administrative duties.

The National Curriculum Statement Grades 10 –12 (General), hereafter referred to as NCS (Department of Education: 2005a), is a policy statement for learning and teaching in schools located in the Further Education and Training (FET) band in South Africa. The primary purpose of the implementation of the NCS is to benefit society and learners by equipping the latter with knowledge, skills, values and attitudes that will enable meaningful participation in society. The curriculum also aims to provide a basis for continued learning in Higher Education, to lay a foundation for further careers and to develop learners who will be productive and responsible citizens and lifelong learners (Department of Education: 2005a). The NCS aims to ensure that learners acquire and apply knowledge and skills in ways that seek to achieve the four key objectives of the human resource development strategy, namely (Department of Education: 2005a):

- Improving the foundations for human development.
- Improving the supply of skills that are more responsive to societal and economic needs.
- Increasing employer participation in lifelong learning.
- Supporting employment growth through policies, innovation, research and development.

The Chisholm report (Chisholm *et al.*, 2005:19) highlights aspects that resulted in educators' workload and administrative duties increasing since the introduction of the NCS, namely:

- Assessment requirements, reports and record-keeping, and management and supervision associated with the national curriculum.
- The curriculum being overcrowded and educators being expected to teach too many subjects/learning areas across too many grades.

- Curriculum overcrowding being exacerbated where educators are expected to teach learning areas without the necessary resources.
- The preparation of Learning Programmes, Work Schedules and Lesson Plans.
- The preparation of learner and educator portfolios, learner profiles, progression and progress schedules.
- The marking, recording and reporting requirements of learners' work which are considered to be repetitious and unnecessary.

Although the implementation of new curricula in various countries has led to onerous administrative practices (ERIC, 1993; Easthope & Easthope, 2000:43; Philips, 2000:144; Chisholm *et al.*, 2005:19; Crump, 2006:69) the researcher could find no evidence of research having been done, nationally or internationally, to develop a model to assist educators with the administrative demands generated by such curricula. Studies that were found focus mainly on the enormous amount of administrative duties that impact negatively on effective teaching and learning.

A definite need therefore exists for the development of a model that can be used to relieve educators of administrative demands in order for effective teaching and learning to take place.

## **1.2 PURPOSE STATEMENT**

Based on the above discussion the purpose of this study was formulated as follows:

The purpose of this quantitative research was to develop a model to relieve South African educators from the administrative demands generated by the implementation of the NCS. In this study a questionnaire was used to obtain information regarding the influence of the implementation of the NCS on the administrative workload of South African educators, the nature of the administrative activities as experienced by these educators as well as the nature of the assistance South African educators require to manage their teaching task successfully.

### 1.3 PRELIMINARY REVIEW OF RELEVANT LITERATURE

The educator as classroom manager is concerned with both *classroom management* and *teaching*. Before the start of a classroom activity, the educator has to perform managerial work which entails, among others, the planning of learners' activities; the creation of a favourable learning climate; the making available of teaching and learning aids; and the disciplining of learners. Teaching further entails that the educator organises all classroom activities by setting outcomes; transferring skills and knowledge; managing the learners to perform activities; managing feedback when assessment takes place; controlling whether learners have reached the set outcomes; and by recapping the work and making adjustments to reach the set outcomes if they were not achieved (Van Tonder, 2008:54; Prinsloo, 2009:20). Educators must possess knowledge and skills that enable them to structure the physical classroom environment effectively, to develop relationships with learners, and to organise their administrative activities in order to create and maintain an effective learning environment.

In terms of the South African education policy, suggested educator-learner ratios are 1:35 for secondary schools (Chisholm *et al.*, 2005:19). In practice, however, classes are larger. According to the Chisholm report (2005:20), large classes affect workload as assessment, recording, reporting and other requirements increase manifold. The result is that educators faced with large learner numbers spend more time on discipline and related issues than on meeting the teaching and learning requirements.

During a formal school day, it is suggested that educators' core duties include the following (Department of Education:1999):

- Scheduled teaching time.
- Relief teaching.
- Pastoral duties (grounds, detention, scholar patrol, etc.).
- Administration.
- Supervisory and management functions.

- Professional duties (meetings, workshops, seminars, conferences).
- Planning, preparation and evaluation of learners' work.

The following administrative activities are part of an educator's responsibilities (Department of Education:1999):

- To co-ordinate and control all the academic activities of each subject taught.
- To control and co-ordinate stock and equipment that are used and required.
- To perform or assist with non-teaching administrative activities.
- To remain informed of current developments in educational thinking and curriculum development.
- To collaborate with educators at other schools in organising and conducting extra- and co-curricular activities.
- To participate in departmental committees such as cluster leaders.
- To maintain contact with sporting, social, cultural and community organisations.
- To have contact with the public on behalf of the principal.

The key dimensions of an organisation such as a school include administrative duties. The fact that these administrative activities have to be performed by the educator and he/she is not receiving the required support, impacts negatively on teaching and learning (Bubb & Earley, 2004:3; Van Tonder, 2008:121).

In October 2002, the Secretary of State in the United Kingdom (UK), Estelle Morris, stated that a tired educator is not an effective educator. Tired educators cannot focus on what is most important, namely teaching: "Teachers on average are expected to spend some twenty percent of their time on non-teaching administrative tasks" (Department of Education and Skills:2002a). The situation in South Africa seems to be no different.

A possible solution to relieve South African educators of their administrative activities could be to implement an *administrative* learnership-, apprenticeship- or internship model.

In the South African teacher education context, De Jager, Hattingh and Hüster (2002:21) describe *learnership* as a particular model of workplace training, providing a route to a nationally recognised qualification that relates to an occupation and consists of a structured learning component and practical work experience. A learnership differs from the conventional models of teacher education in South Africa in its structure and mode of delivery. Conventionally, student educators go to a school for teaching practice over a blocked period ranging from four to ten weeks per year. The typical model of a learnership suggests that student educators spend between one- and two-thirds of their weekly programme time in a school, getting practical guidance on how to become the best educator possible (ETDP SETA, 2002). The students are guided by an educator (mentor) at the school. The mentor is appointed on the basis of experience and expertise in the phase or subject/learning area in which he/she mentors the student educator (ETDP SETA, 2002). The student educator is employed by the school and registered to study with an accredited education provider. The provider has to make sure that the student educator's work-based component is assessed (ETDP SETA, 2002:3-4; De Jager, Hattingh & Hüster, 2002:21).

There is evidence that some schools in South Africa, for example Standerton-, D.F. Malherbe (Vanderbijlpark) - and Republiek- (Meyerton) Primary schools employ student educators to assist appointed educators with certain tasks. According to the principals of these schools (Annexure D), these student educators perform the same roles that educators have to fulfil, but the focus of their work is on practical teaching in the classroom. During a telephonic conversation with the principal of Theresapark Primary School (Pretoria), it was confirmed that student educators are appointed as educators' assistants at this school. Student educators assist learners in the classroom and might also stand in for educators who are absent, but then only on a short-term basis. These students are thus not primarily appointed to assist educators

with their administrative activities. As student educators are remunerated for their work, this school follows a learnership- rather than an internship approach. The researcher is of the opinion that all the above mentioned schools follow a learnership approach. Learnerships are mostly described as work-based education and training programmes and contains elements of theoretical training and practical experience which contribute to a qualification that's registered (Fasset, 2004:6 & Schüssier, 2006:3). Learnerships are a practical way of improving skills levels by exposing young graduates to the real demands of the daily work situation, including practical teaching in the classroom (Schüssier, 2006:3). Through learnerships students can make sense of what they are learning because in the school they can experience theory in practice (Mawoyo & Robinson, 2005:109).

Presently, most South African universities follow a Work-integrated learning (WIL) approach where students require knowledge and skills based on activities that consist of a mixture of classroom learning, real world insights and opportunities to reflect upon theory and practice (Bascia & Hargreaves, 2000; Dodge & McKeough, 2003; Surujlal & Singh, 2010:117). This approach aims to equip student educators to be competent and well prepared to practise as educators. The WIL approach has a strong focus on practical teaching during the period of student educators' training at universities.

Fasset (2004:3) defines *apprenticeship* as time-based learning usually associated with trades, which includes both practical and theoretical components.

Dodge and McKeough (2003) define *internship* as an undertaking with a focus on the provision of real world experience to those who's pre-occupation has been with formal learning, or who are not familiar with a particular body of work. Internship programmes serve an educational function as they expose interns to real life situations and information that is simply not available in a training classroom setting (Gabris & Mitchel, 1989). *Internship* refers to "a person in a temporary" position working with the emphasis on "on-the-job training". In the context of this study, it would mean that student educators complete their studies and start with an internship where they perform

*administrative* activities on behalf of educators at schools. The intention is therefore not that the student educator will perform the teaching role of the educator. This could enable educators to focus on teaching.

Based on the existing approaches discussed above, the researcher wants to argue that the best possible solution to relieve South African educators of their administrative activities would be to implement an *administrative internship model*. In such a model the WIL approach can be complemented by an *administrative internship* approach, focusing primarily on *the administrative activities* that student educators' should perform on behalf of educators. In this way the administrative workload of educators can be alleviated. This link directly to the purpose of this study, namely, to develop a model to relieve South African educators from the administrative demands generated by the implementation of the National Curriculum Statement.

Currently, in South Africa information regarding *learnership* in education could be found, for example in De Jager, Hattingh and Hüster (2002:21) and ETDP SETA (2002). Fasset (2004:3) provides some information on *apprenticeship*. However, information regarding an internship for education students seems inadequate and vague.

There are many similarities between learnerships, apprenticeships and internships. *Apprenticeship* as time-based learning is usually associated with trade training. When following the learnership approach the student educator is employed by the school and registered to study with an accredited education provider. The provider has to ensure that the student educator's work-based component is assessed (De Jager, Hattingh & Hüster, 2002:21). A number of universities in South Africa implement a learnership model but referred to it as *practical teaching* or *work-integrated learning* (WIL).

The above preliminary literature review indicates that there is a sufficient literature basis for conducting this study and that this study could contribute to the existing field of knowledge.

## **1.4 RESEARCH QUESTIONS**

### **1.4.1 Primary research question**

The proposed study was guided by the following research question:

How can a model be developed in order to relieve South African educators from the administrative demands generated by the implementation of the NCS?

### **1.4.2 Secondary research questions**

- To what extent does the implementation of the NCS influence the administrative workload of South African educators? (Literature review and empirical research).
- What is the nature of the administrative activities of educators in South African schools? (Literature review and empirical research).
- What is the nature of the support that South African educators require to manage their teaching task successfully? (Empirical research).

## **1.5 RESEARCH AIM AND OBJECTIVES**

The aim of this research was to develop a model to relieve South African educators' from the administrative demands generated by the implementation of the NCS. This aim was operationalised into the following research objectives:

- To determine, through a literature review and empirical study, the influence of the implementation of the NCS on the administrative workload of South African educators.
- To determine, through a literature and empirical study, the nature of the administrative activities of educators in South African schools.
- To determine, through empirical research, the nature of the assistance South African educators require so as to manage their teaching task successfully.

- To develop a model to relieve South African educators from the administrative demands generated by the implementation of the NCS.

## **1.6 CONCEPTUAL FRAMEWORK**

A conceptual framework is described as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. When clearly articulated, a conceptual framework has potential usefulness as a tool to scaffold research and, therefore, to assist a researcher to make meaning of subsequent findings. Such a framework is intended to provide a starting point for reflection about the research and its context (Guba & Lincoln, 1989; Smyth, 2004:167-168).

This study commenced with a deductive approach to find answers to the research questions. Deductive reasoning works from the more general to the more specific, in a “top-down” manner (Mertler, 2009:7). The researcher’s first step was to collect theory about the administrative workload of educators. The process of narrowing down went further when data was collected by using a questionnaire, in order to address the phenomena. Finally, the data was analysed and conclusions about the phenomena were drawn.

This study was conceptualised in terms of, and based on, the following conceptual framework:

- Model
- Effective classroom management
- Administrative demands
- National Curriculum Statement
- Internship
- Learnership
- Apprenticeship

Within this framework the researcher aimed to develop a model to relieve South African educators from the administrative demands generated by the NCS.

An in-depth literature study of relevant literature will be used as background for the empirical study (Hinckley in Maree, 2007:288).

### **1.6.1 Concept clarification**

#### **1.6.1.1 Model**

- Model – “To produce a simple technical description to show how something such as a process, system, or theory works” (MacMillan English Dictionary, 2002:915).

In the context of this study, a model is a simplified representation of a real situation. It can be regarded as a substitute for the real system, stripping away a large degree of complexity to leave essential, relevant details. A model is used to facilitate understanding of a real object or situation (Barlow, 2005:18). The aim of this research was to develop a model to relieve South African educators from the administrative demands generated by the implementation of the NCS.

#### **1.6.1.2 Effective classroom management**

- Effective – “Someone or something that is effective, works well and produces the result that was intended” (MacMillan English Dictionary, 2002:444).
- Classroom – “A room where you have classes in a school” (MacMillan English Dictionary, 2002:248).
- Management – “The control and operation of a business or organisation” (MacMillan English Dictionary, 2002:868).

In this study *effective classroom management* refers to a combination of several teacher traits, including reflection, skills in problem-solving, skills in managing learner behaviour and the ability to provide engaging instruction (Henley, 2010:4).

### 1.6.1.3 Administrative duties

- Administrative – “Relating to the management of a company, organisation or institution” (MacMillan English Dictionary, 2002:18).
- Duties – “A legal or moral obligation” (MacMillan English Dictionary, 2002:434).

For the purpose of this study *administrative activities* refer to the duties and responsibilities of educators according to the Personnel Administrative Measures (PAM) (Department of Education, 1999:2).

### 1.6.1.4 National Curriculum Statement

The National Curriculum Statement (Department of Education: 2005a) represents a policy statement for learning and teaching in schools. The NCS consists of Learning Programmes which encourage educators to plan and pace their work over longer and shorter term periods. Learning Programmes are tools for designing Work Schedules and Lesson Plans based on the content of the NCS (Department of Education:2005a). The primary purpose of the implementation of the NCS is, therefore, to benefit society and learners by equipping learners with knowledge, skills, values and attitudes that will enable meaningful participation in society.

### 1.6.1.5 Internship

An internship provides for connecting of the academic environment with practice, evaluating the course content of curricula, linking students' to work experience and job opportunities and engaging and empowering students (Domask, 2007). For the purpose of this study the researcher recommends that the suggested *administrative* internship will focus primarily on the administrative activities that student educators' perform on behalf of educators during their internship. In this way the administrative workload of educators could be alleviated.

### 1.6.1.6 Learnership

Learnerships are mostly described as work-based education and training programmes (Fasset, 2004:6). Learnerships have ongoing value assessments, which means monitoring takes place at different stages of the training programmes to ensure that learners have completed the tasks set for them during the learning process (Schüssier, 2006:3). A learnership student is employed by the school and registered to study with an accredited education provider. The provider has to make sure that the student educator's work-based component is assessed. This study will focus on an *administrative* internship which differs from a learnership for student educators.

### 1.6.1.7 Apprenticeship

Apprenticeship is time-based learning usually associated with trades, which includes both practical and theoretical components (Fasset, 2004:3). Assessment of apprenticeships takes place only at the end of the programme (Schüssier, 2006:3). This study will focus on an *administrative* internship which differs from an apprenticeship for student educators.

## 1.7 RESEARCH METHODOLOGY

Research methodology is the development of a research design and plan for collecting data (Mertler, 2009:33).

### 1.7.1 Research paradigm

This study followed a **positivist** research paradigm with a quantitative approach to inquire about the nature of the administrative activities of educators and the support they require to manage their teaching task successfully. According to Neuman (2007:42), **positivists** see social science as an organised method for combining deductive logic with precise empirical observations of individual behaviour in order to discover and confirm a set of probabilistic causal laws that can be used to predict general patterns of human activity. According to Nieuwenhuis (in Maree, 2007:55) positivists believe that the knowledge can be disclosed or perceived through the use of a

scientific method. The scientific method (positivism) underpins quantitative research. Silverman (2006:403) describes positivism as a “model for research which treats social facts as existing independently of the activities of both participants and researchers. For positivists, the aim is to generate data which are valid and reliable, independent of the research setting”.

The positivist research paradigm was selected for this study as it best suited the nature of the research that was to be undertaken. The researcher wanted to determine the influence of the implementation of the NCS on the administrative workload of South African educators; the nature of the administrative activities of educators in South African schools and the nature of the assistance South African educators require to manage their teaching task successfully by making use of a quantitative approach. The positivist framework would also influence the choice of the research design, the research strategy and the data collection method.

### **1.7.2 Research design**

Creswell (2009:5) refers to research design as the proposal to conduct research, which involves the intersection of philosophy, strategies of inquiry and specific methods.

A literature review and empirical research (quantitative in nature) were used in this study.

#### **1.7.2.1 Review of literature**

A review of literature is aimed at contributing towards a better understanding of the nature and meaning of the problem that has been identified (Fouche & Delpont, 2005:123). Richards and Morse (2007:191) state that surveying the literature allows the researcher to get a grip on what is known and to learn where the weak areas are in the current body of knowledge.

Primary and secondary literature sources were studied to gather information about the influence of National Curriculum Statement on educators' administrative activities in South Africa and other countries. A variety of

electronic databases (NEXUS, EBSCO-Host, ERIC and SA e-Publications), internet websites (<http://www.lch.ch>, <http://www.ei-ei.org>, <http://www.hrw.org>, <http://portal.unesco.org/education>) and internet search engines were used to obtain relevant literature.

Key words include the following: *Outcomes-Based Education(OBE), Further Education and Training (FET), Curriculum 2005, National Curriculum Statement (NCS), Revised National Curriculum Statement (RNCS), Integrated Quality Management System (IQMS), Norms and Standards for Educators, National Qualification Framework (NQF), Classroom management, Administration, Administrative activities, Internship, Learnership, Apprenticeship, Australia, New Zealand (NZ), United States of America (USA) and United Kingdom (UK).*

### **1.7.2.2 Empirical research design**

Research is a systematic process of collecting and logically analysing information for some purpose (McMillan & Schumacher, 2001:9).

According to Creswell (2005:39), **quantitative research** is a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects numeric data from participants, analyses these numbers using statistics and conducts the inquiry in an unbiased, objective manner. This signifies evaluating objective data which consist of numbers, trying to exclude bias from the researcher's side.

As the researcher intended to develop a model (based on the literature study and data gathered through a questionnaire) to relieve South African educators of administrative demands generated by the implementation of the NCS, this study would be quantitative in nature.

### **1.7.2.3 Research strategy**

A descriptive survey and inferential research strategy were used in this research.

Descriptive research involves exploring possible correlations between two or more phenomena, identifying the characteristics of an observed phenomenon, or determining attitudes, opinions and perceptions (Leedy & Ormrod, 2005:108; Creswell, 2009:132). A descriptive survey research strategy was used to obtain information regarding the influence of the implementation of the NCS on the administrative workload of South African educators, the nature of the administrative activities of South African educators as well as the support they require to manage their teaching task successfully.

Inferential statistics were also used. According to Leedy and Ormrod (2005:30) inferential statistics help the researcher to make decisions about the data and to use the findings from the data to generalise or draw conclusions about the population (Pietersen & Maree, 2007:198).

#### **1.7.2.4 Research instrument**

An instrument refers to an appropriate way for gathering information/data from respondents about variables of interest to the researcher in order to achieve the aims of the study (Bless & Higson-Smith, 1995:80). A self-developed close-ended questionnaire was used to collect quantitative data from educators in the FET band in the Sedibeng West District (D8) of the Gauteng Province to assist the researcher in gathering information on the influence of the implementation of the NCS on the administrative workload of South African educators, the nature of the administrative activities of educators in South African schools and the nature of assistance South African educators require to manage their teaching task successfully.

Close-ended types of questions are easily quantifiable by simply counting the number of respondents who select each option. Furthermore, it is relatively easy to report the results of these items, the costs are relatively low and the respondents will enjoy a high degree of freedom in completing it (Mertler, 2009:117). The Likert scale which begins with a statement and then asks the respondents to respond on a “strongly agree”; “agree”; “strongly disagree” and “disagree” continuum was used (Mertler, 2009:119). The researcher also

required the respondents to respond on a scale that examined frequency of occurrence which ranged from “always” to “never”.

The suitability of the questionnaire in this research was based on the fact that the respondents were educators who were directly involved in the administrative activities in their schools.

The researcher is aware of the limitations of using questionnaires. Some weaknesses of questionnaires as a means of data collection can be that the short responses often fail to reflect the varying depth or complexity of respondents' feelings; respondents may not find it easy to place their responses into specific categories and there might be a low response rate (Burton & Bartlett, 2009:82). The researcher intended to prevent these challenges from affecting the quality of the study by making sure that the items in the questionnaire were clear in order that it could function in the impersonal interaction and to maximise the likelihood that the respondents would answer the questions. The researcher also distributed and collected the questionnaires personally to ensure a high return rate.

In order to ensure validity and reliability of the instrument used, a pilot study was conducted to prove that the questionnaire was valid and reliable (see 1.7.2.8).

### **1.7.2.5 Population and sample**

#### **1.7.2.5.1 Population**

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which a researcher intends to generalise the results of the research (McMillan & Schumacher, 2001:169). According to Strydom (2005:193), a population is a set of entities in which all the measurements of interest to the practitioner or researcher are presented. The entities may be people, such as all the clients comprising a particular worker's caseload, or things, such as all the research books housed in a specific library.

The population for the study was all educators in South Africa who implement the National Curriculum. As it was not possible to conduct the research with the entire population, a target/study population was identified. The target population of this study (N=1200) comprised educators from both township schools (50%) and ex-model C schools (50%) in town in the FET band in the Sedibeng West District (D8) of the Gauteng Province.

#### **1.7.2.5.2 Sample**

Strydom (2005:194) defines a research sample as a small portion of the total set of objectives, events or persons which together comprise the subject of the study. Sarantakos (as quoted by Strydom, 2005:194) states that the major reason for sampling is feasibility. A complete coverage of the total population is seldom possible and not all the members of a population of interest can possibly be reached (Yates, 2004:25).

In this study, purposive sampling was used. Strydom and Delport (2005:329) state that in purposive sampling the researcher must think critically about the parameters of the population and then choose the sample case accordingly. Clear identification and formulation of criteria for the selection of respondents are therefore of cardinal importance. From a total number of 1200 educators, a sample of 300 (n=300) educators from both township schools (n=150) and ex-model C schools (n=150) in town was selected.

#### **1.7.2.6 Data collection process**

Table 1.1 shows the phases in the data collection process.

**Table 1.1: Phases in the quantitative data collection process**

<b>PHASE</b>	<b>ACTIVITY</b>
1	Introduce study and obtain consent
2	Literature review
3	Construct questionnaire
4	Pilot study
5	Administer questionnaire Researcher distributes and collects questionnaires personally
6	Data analysis and interpretation through statistical methods to find statistical values
7	Conclusion and final findings

### **1.7.2.7 Data analysis and interpretation**

Data collected from questionnaires was analysed according to descriptive analytical statistics (frequencies, percentages, means), in collaboration with the Statistical Consultation Services of the North-West University, Vaal Triangle campus. Inferential statistics were also used as the research wished to go beyond the mere summarising and describing of data.

### **1.7.2.8 Quality criteria**

#### **1.7.2.8.1 Reliability**

According to Creswell (2009:231), reliability refers to whether scores to items on an instrument are internally consistent and whether there was consistency in test administration and scoring.

Before the research instrument (questionnaire) was administered to the sample, the researcher conducted a pilot study with a selected number of respondents from the target population (n=50) to determine its qualities of measurement, appropriateness and clarity. The respondents in the pilot study were not part of the research sample but would be representative of the sample (Strydom & Delpont, 2005:331).

In order to ensure the reliability of the questionnaire a Cronbach alpha coefficient, which calculates the internal consistency of the different sections within the questionnaire, was used. The Cronbach alpha coefficient is based on the inter-item correlations. When a number of items are formulated to measure a certain construct, there should be a high degree of similarity among them since they are supposed to measure one common construct (Pietersen & Maree, 2007:216). If items are strongly correlated with each other, the internal consistency is high and the alpha coefficient will be close to one and, on the other hand, if the consistency does not correlate strongly the alpha coefficient will be close to zero (Pietersen & Maree, 2007:216). An acceptable Cronbach alpha coefficient when working with a set of items would range between 0.7 and 0.8 (Revelle & Zinbarg, 2009:23). In this research the items were strongly correlated with each other and the Cronbach alpha coefficient was 0.75.

#### **1.7.2.8.2 Validity**

Validity in quantitative research refers to whether one can draw meaningful and useful inferences from scores on particular instruments (Creswell, 2009:233). According to Bostwick and Kyte (as quoted by Palmer, 2008:14) a valid measuring instrument is described as:

- Doing what it is intended to do;
- measuring what it is supposed to measure; and
- yielding scores whose differences reflect the true differences of the variable/s being measured.

The researcher strove to produce findings that were believable and convincing, also presenting negative or inconsistent findings in order to add to the validity of the study. The questionnaire was assessed by the researcher's promoter, field experts for their comments, as well as by the Statistical Consultation Services of the North-West University, Vaal Triangle campus to ensure that it was adequate for measuring what it was supposed to measure, therefore ensuring face and content validity.

The researcher had to make sure that the quantitative study would comply with the following validity criteria identified by Leedy and Ormrod (2005:97-99) and McMillan and Schumacher (2006:134-142):

### **Statistical validity**

This refers to the appropriate use of statistical tests to determine whether indicated relationships are a reflection of actual relationships. The researcher approached the Statistical Consultation Services at the North-West University, Vaal Triangle Campus, for assistance.

### **Internal validity**

Internal validity explains the extent to which the research instrument and the data it yields allow the researcher to draw accurate conclusions from the data (Leedy & Ormrod, 2005:99; Neuman, 2007:21; Hinckley in Maree, 2007:297; Burton & Bartlett, 2009:25). In this study the researcher had the questionnaire assessed by his supervisor and also endeavoured to produce believable and convincing findings.

### **External validity**

External validity refers to the extent to which the conclusions drawn can be generalised to other contexts (Leedy & Ormrod, 2005:99; McMillan & Schumacher, 2006:134). According to Durrheim and Wassenaar (in Maree, 2007:297), external validity is the degree to which generalisations can be made from the data and context of the research study to a wider population and settings. Neuman (2007:216) refers to external validity as the ability to generalise experimental findings to events and settings outside the experiment itself. Caution was exercised in the final interpretation of the results as the sample size was not representative of all FET educators, thereby necessitating further research to ultimately generalise findings.

**Face validity** refers to the extent to which an instrument, on the surface, appears to be measuring a certain characteristic (Leedy & Ormrod, 2005:92; Pietersen & Maree, 2007:217). This was ensured by distributing the

questionnaire to knowledgeable colleagues in the field of educational sciences and asking their opinions on the face value of the instrument.

**Content validity** looks at the instrument's representation of a specific domain of knowledge that is to be measured (Leedy & Ormrod, 2005:92; Pietersen & Maree, 2007:217). The researcher made sure that the questionnaire would have sufficient content validity. This implied that questionnaire items would be formulated to measure, flexibility, fluency, elaboration and originality.

**Criterion validity** relates to the correlation of the measurement instrument's results with other related measurements' results (Leedy & Ormrod, 2005:92; Pietersen & Maree, 2007:217). It was not possible to determine the criterion validity of the researcher's self-constructed questionnaire, as he was not aware of any other existing questionnaire that determined:

- The influence of curriculum implementation on the administrative workload of educators;
- the nature of administrative activities of educators in South Africa; and
- the support that South African educators require to manage their teaching task successfully.

#### **1.7.2.9 Ethical considerations**

- As researchers anticipate data collection, they need to respect the participants and the sites for research. "This requires that inquirers be cognizant of their impact and minimize their disruption of the physical setting" (Creswell, 2009:89). Respondents need to give informed consent to participate, which means that all stakeholders and participants were fully informed about the aim, the process and the benefits of the research or any risks that they could be exposed to (Leedy & Ormrod, 2005:101). An application for ethical approval was submitted to the North-West University (NWU) on the prescribed form. This study was conducted after permission had been obtained from all relevant role players, namely the Gauteng Department of Education (GDE), the respective schools through consultation with the School Governing Bodies (SGBs) and School

Management Teams (SMTs) to distribute questionnaires to educators and the Ethical Committee in the focus area of the NWU. The respondents remained anonymous and the information supplied by them was treated as confidential. The researcher ensured that the consent of the respondents would be voluntary and informed. The objectives and aims of the research were explained to the respondents before they entered into the research.

- Burns (in Maree, 2007:298) stipulates that the researcher and respondents must have a clear understanding regarding the confidentiality of the results and findings of the study. All respondents' information and responses shared during the study were kept confidential and the results will be presented in an anonymous manner in order to protect the identities of the respondents.
- McMillan and Schumacher (2001:196) state that the researcher should be open and honest with the research process. The researcher will disclose the purpose of the research.
- Any final report or submission of findings should be made accessible to the respondents. To strengthen the validity of the findings, feedback to the respondents involved is often an important part of the research process (Burton & Bartlett, 2009:34). The researcher will make the findings available, on request.
- The researcher should ensure that respondents are not exposed to any physical or psychological harm (Leedy & Omrod, 2005:101). The researcher has to conduct the research in a way that does not cause undue stress, harm or inconvenience to the respondents (Burton & Bartlett, 2009:34). During the study the researcher endeavoured to be honest and respectful towards all respondents.

## **1.8 FEASIBILITY OF THE STUDY**

The researcher formed a very good network (principals, GDE officials and educators) within schools and the Department of Education in the Gauteng Province. It was therefore likely that principals, educators and the Department of Education would be willing/give consent to participate in this research and

that questionnaires would be completed and returned in the time frame as requested by the researcher.

## **1.9 POSSIBLE CONTRIBUTIONS OF THE STUDY**

### **1.9.1 Contribution to the field of study**

This study is likely to add value to the field of education because it will provide information that could guide the development of policy, planning and practice decisions aimed at relieving South African educators from the administrative demands generated by the implementation of the NCS.

### **1.9.2 Contribution to the Research Focus Area**

Research on the impact of the implementation of the NCS on the workload of educators is limited in South Africa. No strategy for relieving educators from administrative demands could be found. In this study a model was developed to relieve South African educators of the administrative demands generated by the implementation of the National Curriculum Statement.

## **1.10 DELIMITERS OF THE STUDY (LIMITATIONS)**

It should be noted that this study is by no means without limitations. In fact, one of its constraints was that it was confined to only one education region (Sedibeng West District (D8) of the Gauteng Province). As a result the findings based on this research might be construed by some critics as one-sided and not representative of the views of the majority of educators in South Africa. This will necessitate further research to generalise the findings to the whole of South Africa.

Another limitation could be that some educators might have failed to complete the questionnaire in full. In order to avoid this, the researcher explained each section to the participants before they started completing the questionnaire.

## **1.11 PRELIMINARY DIVISION OF CHAPTERS**

**Chapter 1:** Orientation

**Chapter 2:** The influence of curriculum implementation on the administrative workload of educators

**Chapter 3:** The administrative workload of South African educators

**Chapter 4:** Research design

**Chapter 5:** Analysis and interpretation of data

**Chapter 6:** A model to relieve South African educators from the administrative demands generated by the implementation of the National Curriculum Statement

**Chapter 7:** Findings and recommendations

## **1.12 SUMMARY**

This chapter has outlined the statement of the problem and the aim of the research. The method and the structure of the research were discussed. The method includes the measuring instrument, population, sampling, pilot survey and statistical techniques. The structure of the research was indicated in the form of the division of chapters. In the next chapter the influence of curriculum implementation on the administrative workload of educators will be discussed.

## **CHAPTER 2**

# **THE INFLUENCE OF CURRICULUM IMPLEMENTATION ON THE ADMINISTRATIVE WORKLOAD OF EDUCATORS**

### **2.1 INTRODUCTION**

Education in many countries around the globe is changing to curricula that emphasise broad competencies and management that promote accountability of schools (Malcolm, 1999:80). According to Malcolm (1999:77), Outcomes-Based Education is a way of managing curriculum and assessment in many forms. Although most countries around the world have government-defined syllabuses and resources, a small number have opted for outcomes approaches that specify what learners should know and be able to do (Malcolm, 1999:80). The influence of the implementation of "The National Curriculum" (UK and NZ), "Profiles" (Australia), "OBE" (USA, Canada, South Africa), and "National Standards" (USA) on the administrative workload of educators will be discussed in the next sections. This will be followed by a discussion regarding educational change in South Africa.

### **2.2 NEW ZEALAND**

#### **2.2.1 Introduction**

Curriculum development in New Zealand has undergone major changes over the past three years. New Zealand has for many decades had a national curriculum. According to Philips (1993:155), this might be due to the fact that it is a small country, with a substantial rural population, high mobility and a long-standing national concern for equality of opportunity and an education system characterised by centralised curriculum development. The New Zealand Curriculum Framework (NZCF) was approved as the official policy for teaching, learning and assessment in New Zealand schools in December 1992.

### **2.2.2 New Zealand Curriculum Framework**

The New Zealand Curriculum Framework builds upon previous curriculum developments and seeks a balance between the interests of individual learners and the requirements of society and the economy, and aims to foster the development of a workforce which is highly skilled and adaptable, with an international perspective. The NZCF is closely linked to the current government's Achievement Initiative policy (Philips, 1993:159).

Prior to 1989, the Department of Education played a key role in curriculum development in New Zealand. The Curriculum Development Unit was staffed by a group of curriculum development officers who had extensive school-based experience in particular fields of expertise. The principal task was to prepare new curriculum documents, ranging from syllabuses and teaching and learning resources to guidelines (Philips, 1993:160). This activity usually involved close consultation with practising educators who would meet at residential courses as members of working parties and prepare draft materials which would be on trial in schools. These educators would then meet again to review feedback before preparing a published document. Because of the close involvement of educators and the care which went into producing curriculum documents, the process often required considerable time, but the resulting documents were well received and often highly regarded internationally. Educators also felt a considerable sense of ownership of the content.

Curriculum reform currently being implemented in New Zealand is one of the present government's major policy initiatives in education. The government launched major curriculum and qualifications reforms, in particular the Achievement Initiative policy, which has been progressively developed by officials in the Ministry of Education since early 1991, and the National Qualifications Framework, which has been developed by the New Zealand Qualifications Authority. The major aims of the Achievement Initiative are to establish clear achievement standards for all levels of compulsory schooling; to develop national assessment procedures at key stages of schooling by

which the learning progress of learners can be monitored; and to allocate resources to schools to meet particular needs (Philips, 1993:155).

According to Philips (1993:159), the NZCF describes various elements which are fundamental to teaching and learning in New Zealand schools:

- It states the principles which give direction to all teaching and learning in NZ schools.
- It specifies seven essential learning areas, which describe in broad terms the knowledge and understanding which all learners need to acquire.
- It lists the essential skills to be developed by all learners.
- It indicates the places of attitudes and values in the school curriculum.
- It provides direction to the more specific national curriculum statements which describe in more detail the knowledge, understanding, skills and attitudes required.
- It outlines the policy for assessment at school and national levels.
- The set of principles that follows, states that the New Zealand Curriculum:
  - Establishes direction for learning and assessment;
  - fosters achievement and success for all learners by clearly defining the achievement objectives at each level against which learners' progress can be measured;
  - provides for flexibility, enabling schools and educators to design programmes which are appropriate for the learning needs of their learners;
  - encourages learners to become independent and life-long learners;
  - provides all learners with equal educational opportunities;
  - reflects the multicultural nature of the New Zealand society;
  - ensures that learning progresses coherently throughout schooling; and
  - relates learning to the wider world.

Philips (1993:159) states that the curriculum framework gives direction to the development of the more specific national curriculum statements which describe the required knowledge, understanding, skills and attitudes as clear learning aims or objectives against which learners' achievement can be assessed.

As in many countries, new curriculum developments rely to a large extent on educators' goodwill for its successful implementation. According to Philips (1993:160), the NZCF and the separate subject statements could not be developed without the input of educators, neither can it be introduced into schools as new curricula without educators' support. The new curriculum statements have been developed more quickly than previous syllabi assessment tasks and a major programme of educator development has been implemented.

However, according to Ingvarson, Kleinhenz, Beavis, Barwick, Carthy and Wilkinson, (2005:19) changes initiated by the New Zealand government often placed schools at a disadvantage because of inadequate notice and insufficient training and support. Educators felt that possible demands on their workload were not always taken into account when new initiatives were being planned at national and local levels. According to the Secondary Teacher Workload study report (Ingvarson *et al.*, 2005:29) the total average hours per week worked by educators without management responsibilities was 43 (based on educators' own estimates during interviews) or 49 (based on figures from the survey). The total average hours per week worked by middle managers were 51 (based on middle managers' own estimates during interviews) or 59 (based on figures from the survey). This comprised scheduled classroom duties and management duties. The average hours include weekends but not holiday periods. Almost all educators described their workload as 'heavy', and 48% of educators felt that most of the time their workload was unmanageable. In New Zealand a significant number of educators said that at certain 'peak' periods workload exceeded their capacity to manage it and that this affected their teaching negatively. Different factors in different schools made a difference to educators' perceptions of workload.

These were: levels of personal commitment to teaching and learners; support for and management of learner behaviour/pastoral care; adequacy of resources and support; leadership and shared vision; development of best practice through professional communities and professional learning; amount of non-contact time; the number of support staff; compliance requirements and particularly paperwork. Many (57%) educators indicated that the implementation of the NZCF did not represent a good balance between home and work; 71% felt that their workload was affecting the quality of their teaching; 75% felt their workload was heavy; 73% felt they could not do what they needed to do in a reasonable time; 28% were thinking of leaving the profession because of their workload; 39% felt they had little time to get to know their learners; and 43% felt their workload was adversely affecting their health (Ingvarson *et al.*, 2005:6).

### **2.2.3 Conclusion**

New Zealand has seen a considerable change in the focus of educational policy. Curriculum and qualification reforms have been substantial, whereas prior to 1989, under the previous government, the reforms focused principally upon administrative structures and the governance and management of schools. The curriculum reforms have been based on a commitment to raise achievement standards in order to make New Zealand more competitive and to address economic and social needs, as well as to ensure that the curriculum is more equitable. It is evident that the implementation of the NZCF led to an increase in the administrative workload of educators. The researcher agrees with the suggestions by Ingvarson *et al.* (2005:7) that the workload manageability in schools could be improved by appointing additional staff, decreasing class sizes, guarantying planning time and by appointing more specialists to assist educators with their administrative workload.

## **2.3 AUSTRALIA**

### **2.3.1 Introduction**

Education in Australia is primarily the responsibility of the six states and the two territories (Marsh, 1994). The Australian school system is made up of

government and privately owned schools. In order to maintain a high standard of education in both rural and urban areas, the government monitors all schools in Australia (Williamson & Lemmer, 2000:140).

### **2.3.1.1 Australia's adoption of outcomes-based education**

In Australia the concept of educational accountability was one of the driving motives behind the introduction of Outcomes-Based Education. The stimulus for change came from several sources: political, economic and educational (Killen, 2000:1). Killen (2000) also believes that William Spady, who is regarded by many as the world authority on OBE, had considerable influence on the approach to OBE that has been adopted in Australia (Killen, 2000:2).

In Australia State Ministers for Education have constitutional responsibility for primary and secondary schooling. They are responsible for, among others, determination of curriculum content and methods of learner assessment (Australian Education Council, 1990:1).

The Australian Education Council (AEC), established in 1936, has been of major importance in shaping the future of Australian Education (Australian Education Council, 1989:1). One of the functions of the AEC has been to promote the development of Australian education by co-ordinating educational policies and developing collective approaches to major educational issues (Australian Education Council, 1989:1).

Since the 1980s emerging trends at a national and international level have had important implications for the school curriculum. Schools have been asked to meet the demands for a better educated, more productive and more adaptable workforce (Australian Education Council, 1989:11) and curriculum reform has been seen as critical in ensuring that schooling is responsive to these changes (Australian Education Council, 1989:11).

Another of the AEC's major activities in achieving curriculum reform at a national level was the undertaking of a series of curriculum mapping exercises, carried out across all State education systems and documenting the curriculum policies operating within each State. This provided a basis for

the development of a nationally agreed curriculum framework (Australian Education Council, 1989:11).

### **2.3.1.2 The education system in Australia**

#### **2.3.1.2.1 Objectives of education**

According to Williamson (2000:78), the common and agreed national goals for schooling in Australia are as follows:

- Provide an excellent education (relevant to the social, cultural and economic needs of the nation) for all learners in order to develop their talents and capacities to full their potential.
- Enable all learners to achieve high standards of learning and to develop self-confidence, optimism, high self-esteem, respect for others and achievement of personal excellence.
- Provide a foundation for further education and training, in terms of knowledge and skills, respect for learning and positive attitudes for lifelong learning.
- Develop in learners skills of English literacy, numeracy, analysis and problem-solving and information processing.
- Provide learners with the understanding of and respect for their cultural heritage.

These objectives were slightly revised in 1998, placing greater emphasis on economic demands, information technology, vocational education, civics and citizenship education (Williamson, 2000:78).

### **2.3.1.3 The National Statements and Profiles on Schooling in Australia**

In August 1991 the AEC established the Curriculum and Assessment Committee responsible for the development of national statements and profiles in each of the key learning areas, which were completed by 1993. The profiles show the typical progression in achieving learning outcomes, while the statements are a framework of what might be taught to achieve

these outcomes (Australian Education Council, 1993:14). As far as implementation is concerned, the principles of learning, teaching and assessment outlined in the statements are very similar to the Curriculum Framework. In a similar vein the profiles do not provide a syllabus, rather a foundation for courses which will meet learners' needs (Curriculum Corporation, 1994:iii). The profiles are also very specific in their reference to outcomes which are stated as the focus. Outcomes outline the knowledge, skills, and processes essential and distinctive to the learning area and which are the building blocks of the profile (Curriculum Corporation, 1994:5).

The Mayer Committee identified eight Key Competencies to be achieved through the curriculum (Killen, 1998:4):

- Collecting, analysing and organising information.
- Communicating ideas and information.
- Planning and organising activities.
- Working with other people in teams
- Using mathematical ideas and techniques.
- Solving problems.
- Using technology.
- Using understanding of cultures.

Educators met the implementation of curriculum change in Australian education with mixed feelings. According to Easthope and Easthope (2000), educators experienced an increased workload due to learner assessment, less money spent on education, administrative structures and an increased learner population.

#### **2.3.1.4 Conclusion**

Williamson and Lemmer (2000:157) identify the following problems in the implementation of the Australian curriculum:

- Extra workload and demands made on the time of educators; the profiling concepts and language are convoluted.
- The curriculum is not user-friendly and too difficult to read; there are far too many documents to consult.
- The outcomes-based approach is seen as narrowing down the curriculum.
- Educators receive insufficient training and support.
- There is a lack of balance in the change of teaching and learning versus assessment and reporting in the classroom.
- Educators perceive a lack of trust and confidence in their professional judgment due to the increased accountability required of them, coupled with a loss of individuality and autonomy because of a mandatory teaching and learning style.

The above problems indicate that the implementation of outcomes profiling as part of curriculum change in Australia led to an increase in educators' administrative workload.

## **2.4 UNITED KINGDOM**

### **2.4.1 Introduction**

The United Kingdom (UK) introduced a National Curriculum in 1992. By law, all children in England and Wales between the ages of 5 and 16 must receive a full-time education, while in Northern Ireland children must start school at the age of 4. For children under the age of 5, publicly-funded nurseries and pre-schools are available for a limited number of hours each week (Lee, 2003:74).

### **2.4.2 Outcomes-based education in England and Wales**

The fascination with 'education standards' in general and Outcomes-Based Education in particular, was not confined to the United States of America. From the mid-1980s Conservative Government politicians and education bureaucrats in England were united in urging wide-ranging curriculum, assessment and teacher education reform to address the dramatic erosion of

educational standards, allegedly the results of two decades of laissez-faire excess and an outdated (1960s) egalitarian philosophy of teaching and learning (Kelly, 1990; Ball, 1994; Aldrich & White, 1998). Such intervention was further justified by the political rhetoric that education standards and economic competitiveness would somehow be enhanced by introducing a national curriculum, setting transparent Standard Assessment Tasks (SATs), measuring (testing) whether or not these had been achieved, and encouraging parents to choose their children's school based on published comparative test scores (Torrance, 1997). With little thought as to how these standards were to be defined or how they would be able to adapt to the new testing regime, the Conservatives continued to monitor, compare, evaluate and publish the performance of all publicly funded institutions (Lee, 2003:74).

### **2.4.3 The National Curriculum**

In 1988 Margaret Thatcher's Conservative Government passed the Education Reform Act that launched a centrally prescribed National Curriculum.

According to Gillard (2011), the National Curriculum was written by a government 'quango' (quasi-autonomous non-government organisation). Educators had virtually no say in its design or construction. It was almost entirely content-based.

The Conservatives' commitment to Outcomes-Based Education was clearly spelled out in 1991 when the Department of Education and Science (DES) launched the *Parents' Charter*. The Charter required comparative 'league tables' of examination and national curriculum test results to be compiled and published for each educational institution (school) and local education authority (LEA) so as to assist parents in deciding at which schools to enrol their children (DES, 1991). These league tables listed students' average achievement ranking on a school by school basis using national curriculum test results at ages 7, 11 and 14 years, along with similar scores for 16 year-olds undertaking the General Certificate of Secondary Education (GCSE) and 18 year-olds taking their A-levels (Wolf, 1995).

Research evidence demonstrates that the 1988 reforms, along with the *Parents' Charter*, have had an influence on both the content and process of schooling in England and Wales. They reshaped and redefined the culture of the classroom and the culture and work of educators. Initially educators endorsed the idea of attainment levels in the National Curriculum because they provide clear descriptors of what learners at each of the different levels should attain (Kelly, 1990; Hargreaves & Moore, 1999). However, that support quickly evaporated by the early 1990s as educators witnessed firsthand the way in which performance (assessment) indicators had come to dominate classroom instruction (Kelly, 1990; Groundwater-Smith, 1993; Aldrich & White, 1998). Such an outcome was hardly surprising given that educators work in an environment where few other adults directly witness the quality of their work and where they have had to confront the political reality that examination results provide one of the few available public (and ostensibly objective) indicators of their performance (Lee, 2003:76).

Most educators are concerned about the increase in their workload. A workload audit by NASUWT (2008:14) indicated that, in rank order, the ten top issues contributing significantly to an increased educator workload are:

- Lesson planning;
- teacher assessment system;
- inspection;
- class size;
- target setting;
- meetings before and after school;
- administrative activities;
- coursework annotation;
- school self-evaluation; and
- cover of absence.

#### **2.4.4 Conclusion**

The implementation of the National Curriculum in the UK led to an increase in the administrative workload of educators. According to NASUWT (The Teachers' Union) (2008:9), the administrative activities that educators have to perform could be done by support staff in order to provide more time for teaching and learning.

General Secretary Doug McAvoy states that "...teachers urgently need the removal of an excessive workload. The workload must be reduced but not at the expense of children's education" (BBC News, 17/06/2003).

### **2.5 UNITED STATES OF AMERICA**

#### **2.5.1 Introduction**

Although a wave of OBE reform has recently swept America, outcomes are by no means new in the United States. In Minnesota the effort to establish an outcomes-based approach to education already began in the 1970s (Manno, 1994:8).

More recently, in 1993, the Education Commission of the States reported that twenty-five states had developed or implemented an outcomes approach to education and that eleven others had made outcomes a part of the state accreditation or assessment process (Manno, 1994:6). Evans and King (1994) believe these figures to be even higher, stating that at the time of the publication of their paper, 42 states were involved in some form of outcomes-based reform (Evans & King, 1994:12).

#### **2.5.2 The origin of outcomes-based education in the United States**

Authors vary in their opinion about the catalyst for change in education to an outcomes model in the USA. The Education Commission of the States (1995) points to concerns about the inability of the education system to adequately prepare learners for life in the 21<sup>st</sup> Century. Murphy (1990) believes that the United States falling behind other industrialised countries in technological development, productivity and product quality was the crisis that gave life to

such reform (Murphy, 1990:8). Murphy (1990) also points out that most analysts coupled the start of the current reform movement to the publication of numerous reports and studies, especially of *A Nation at Risk* by the National Commission on Excellence in Education (1983), making them in effect the principal catalysts for educational improvements in the 1980s (Murphy, 1990:19; Clarke, 1994).

While the evidence suggests that some form of reform was clearly called for, McNeir (1993:2) believes that the increase in interest specifically towards Outcomes-Based Education stemmed from its promise for far-reaching reform, an ability to provide a balance between school autonomy and accountability, and an ability to deliver dramatic results. The level of interest was such, that by the mid-1980s many states had instituted such programmes (Manno, 1994:1).

Any attempt to review the process of the implementation of Outcomes-Based Education in the USA is somewhat problematic, as at the state level documentation of the effects of OBE is difficult to find, and what is available is largely perceptual (Evans & King, 1994:4). Despite this, Moloney (1993) believes that the experiences of the state of Pennsylvania correspond very closely to nationwide trends and that it is a very representative state for exploring America's crusade to implement OBE (Moloney, 1993:1).

### **2.5.3 The interpretation of outcomes-based education in the American context**

OBE requires that the broad outcomes of schooling be defined and made explicit and it would appear that reaching a consensus on this aspect has been a major stumbling block for many of the American states. Firstly, there has been the debate over what outcomes should be incorporated into the curriculum. Killen believes that it has been this point that has caused much of the opposition to OBE in the USA (Killen, 2000:6). Secondly, according to Killen, OBE failure can also be attributed to the undue emphasis that has been placed on outcomes which focus on social reform rather than academic achievement (Killen, 2000:21).

Debate over the underlying purpose of education and whether or not the teaching of moral values should fall within its domain has effectively pitted many educational stakeholder groups against each other and would appear to have been a recurring issue in many states. This is a critical point and McNeir (1993:3) warns that failure to obtain community support and a degree of consensus can sidetrack an OBE programme. This is a view supported by O'Neil (1994:6), who explains that educators substantially underestimated the degree of public confusion and disagreement with OBE in several states that attempted to launch such programmes. There is no doubt that this was a key factor in explaining the difficulties experienced in Pennsylvania. The Pennsylvania Department of Education faced fierce opposition from well-organised opponent groups from the outset, which was compounded by the fact that supporters were not able to defend it well (Pliska, 1997:1).

#### **2.5.4 The implementation of outcomes-based education in the American context**

A great deal of the opposition levelled at OBE in Pennsylvania stemmed from major inadequacies in the implementation process. While everyone applauded the notion of focusing on outcomes, nobody knew what OBE would look like in practice (Moloney, 1993:12). This was compounded by the fact that the OBE policy was implemented using a strategic planning method, which most people knew nothing about (Pliska, 1997:3).

The strategic planning process required districts to plan for changes in vision, spirit and integrity, curriculum, assessment and professional development (Pliska, 1997:7). Given the vast scope of the mandate and the limited understanding of stakeholders, it is not surprising that Pliska (1997:9) found that the whole process was thwarted by endless debates and dialogues. Pliska also explains that these difficulties were further compounded by the fact that clear and consistent documentation for the development of district plans was not forthcoming from the state, which kept sending new information to the districts as the planning was being undertaken, necessitating costly reviews and changes in direction (Pliska, 1997:9).

The influence of the implementation of Outcomes-Based Education on the workload of educators has also been the focus of concern of educators and teacher unions during the last decade. According to Reed (in Naylor 2001:1) an Ontario educator said, “Work should not consume people. Teachers who are exhausted, frazzled and demoralized by their work are not effective or creative in the classroom. And exhaustion further undermines the social bonds in schools. When teachers do not have the energy to interact effectively with each other, with administrators and with students, serious problems emerge. And the workload issue will not go away soon. If the increased workload remains, I predict that schools will progressively become less healthy places. And everyone will be affected — teachers, support staff, students and parents. That cannot be good news”. The Times Educational Supplement (April 13, 2001) reported: “The spiralling demands of government initiatives, incessant record-keeping, education plans, targeting and inspections, have left teachers reeling. A working week of 50 hours is average. Many are doing 70. This is not only bad for teachers, it’s harmful to children”. The Toronto Star reported (March 10, 2000) that the Ontario Minister of Education announced the tightening of rules on official teaching time beyond what had been operationalised by school boards after the original legislation. The minister “also warned teachers to participate in extra-curricular activities or else they would be forced by law to do so”.

According to a study by King and Peart (1992:182), for some educators the demands of teaching are overwhelming. The workload has no well-defined limits; it is essentially open-ended. While contracts with boards appear to define expectations regarding educator workload, contract terms represent minimum requirements. To respond to the needs of every learner, educators tend to do far more than is required and some try to do more than they can physically manage.

Furthermore, multi-track activities also lead to role conflict, where educators feel torn and pulled by the need to fill different roles: counsellor, social worker, nurse, chauffeur, fund-raiser, mediator, public relations officer, entertainer the list of roles that educators are called upon to perform on behalf of their

learners, schools and communities, is lengthy and diverse. All roles are important and educators are constantly pressed for time and must often make difficult choices about their priorities. For some educators, these decisions result in an ongoing sense of role conflict.

### **2.5.5 Conclusion**

Pliska is certainly pessimistic about the continued success of OBE in the United States and believes that the implementation process and the idea of this reform succeeding do not look hopeful (Pliska, 1997:12).

The researcher is of the opinion that the implementation of a new curriculum should be handled with great care. According to the literature study the implementation of new curricula in New Zealand, Australia, the United Kingdom and the United States of America has an enormous affect on the workload of educators. 75% of educators in NZ feel their workload is heavy and unmanageable (*cf.* 2.2.2), Australian educators indicate extra workload and demands on their time are convoluted (*cf.* 2.3.1.3), UK educators feel that administrative activities contribute significantly to excessive workload (*cf.* 2.4.3) and some educators in the USA find the demands of teaching overwhelming.

Much of the available research on educator workload and stress states that educator workloads are excessive, and that the negative effects of stress are having a considerable impact on educators. The researcher is of the opinion that these effects include declining job satisfaction, reduced ability to meet learners' needs, significant incidences of psychological disorders leading to increased absence from work, and a high proportion of claims for disability. Stress also appears to be causing educators to leave the profession in a number of countries and is impacting internationally on recruitment.

In relation to the implementation of new curricula in countries around the globe, there is evidence that educators in South Africa also find the process of implementing new curriculum frustrating and difficult and it leads to an increase in their administrative workload. The educational change in South Africa will now be discussed.

## **2.6 EDUCATIONAL CHANGE IN SOUTH AFRICA**

### **2.6.1 Introduction**

Underpinned by Spady's (1994) philosophy of OBE, South Africa has developed its own OBE model. Fundamental to this model are the so-called Critical Cross-field Outcomes. These outcomes, which are generic in nature, are subdivided into seven critical and five developmental outcomes. According to Lombard and Grosser (2008:562), the Critical Outcomes do not remain mere visionary benchmarks as attempts were made to operationalise them within the South African school system by means of an Outcomes-Based Curriculum.

An OBE curriculum was introduced in schools as from 1997 by means of Curriculum 2005 (C2500), which was followed by the Revised National Curriculum Statement (RNCS) in 2002 and by the National Curriculum Statement (NCS) in 2005. Critical Outcomes have therefore now been thoroughly embedded in the formal curriculum of South African schools.

### **2.6.2 The Revised National Curriculum Statement (RNCS)**

The curriculum is at the heart of any education and training system. The Outcomes-Based 'Curriculum 2005', introduced in February 1997, was a complex and far-reaching initiative to fundamentally transform the South African Education system (Mda & Monthata, 2000:22).

The "school curriculum" is often referred to as all those subjects that appear on the timetable or those planned events on the timetable that occur during school hours (Capel, Leask & Turner, 1995:327-328). However, the Department of Education (Department of Education, 2002b:04) defines the "National Curriculum" as consisting of the learning outcomes and assessment standards included in the eight Learning Areas.

According to Van Rooyen and Prinsloo (2003:86-87), the philosophy behind Outcomes-Based Education and training was not fully understood by all in the South African education system, including some of the provincial departments

responsible for its implementation. In February 2000 a Review Committee was appointed by Professor Kader Asmal to revise Curriculum 2005 (Department of Education, 2000:05). According to the Review Committee, Curriculum 2005 was over-designed and under-specified. Curriculum 2005 had eight quite complicated design features and educators did not have a clear idea about what they were supposed to deal with in each learning programme in each grade (Potenza, 2003:23).

Although the report of the Review Committee 2005 (Department of Education, 2000:05) revealed overwhelming support for the principles of Outcomes-Based Education and Curriculum 2005, which generated a new focus on teaching and learning, its implementation has been confounded by the following:

- A lack of alignment between curriculum and assessment policy.
- Inadequate orientation.
- Inadequate training and development of educators.
- Learner support materials that are variable in quality, often unavailable and not used sufficiently in classrooms.
- Policy overload and limited transfer of learning into classrooms.
- Shortages of personnel and resources to implement and support Curriculum 2005.
- Inadequate recognition of the curriculum as the core business of education departments (Department of Education, 2000:5-6).

In order to address the aforesaid, the Review Committee proposed the introduction of a revised curriculum structure supported by changes in educator orientation and training; learning support materials; and the organisation, resourcing of curriculum structures and functions in national and provincial education departments within manageable time frames (Department of Education, 2000:6). With the aim of streamlining Curriculum 2005 the curriculum design features were decreased from eight to the following three

in the Revised National Curriculum Statement for Grades R-9 (Department of Education, 2002a:5):

- Critical and development outcomes that provide the learning goals for the curriculum and from which the learning programmes should be 'designed down'.
- Learning outcomes that specify the sequence of core concepts, content and skills to be taught and learnt in each learning programme in each grade.
- Assessment standards, which are statements, that describe, per grade, the standard to which learners must perform the roles, knowledge, understanding, skills, values, and attitudes stated in the learning outcomes. Assessment standards provide a clear and transparent expression of requirements against which successful performance is assessed (Department of Education, 2002a:10-14; Van Rooyen & Prinsloo, 2003:23).

### **2.6.2.1 The structure of the RNCS**

#### **2.6.2.1.1 Critical and developmental outcomes**

The critical and developmental outcomes are inspired by the Constitution and are contained in the South African Qualification Act (1995 (Department of Education, 2002a:11). They describe the kind of citizen that is envisaged to emerge from the education and training system and underpin all teaching and learning processes. The South African Qualification Authority (SAQA) has developed seven critical outcomes that must be integrated into every qualification in the National Qualification Framework (NQF). SAQA has also specified a further five developmental outcomes that learners need to obtain (Department of Education, 2002a:10).

The critical outcomes envisage learners who will be able to demonstrate the following abilities:

- Identify and solve problems and make decisions using critical and creative thinking.

- Work effectively with others as members of a team, group, organisation and community.
- Organise and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (Department of Education, 1997f:15).

The developmental outcomes envisage learners who are also able to do the following:

- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as responsible citizens in the life of local, national and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop entrepreneurial opportunities (Department of Education, 1997f:15).

### **2.6.3 National Curriculum Statement (NCS) and its principles**

The National Curriculum Statement (NCS) Grades 10-12 (General) is based on specific principles (Department of Education, 2005a):

### **2.6.3.1 Social transformation**

Social transformation aims to give every South African learner the opportunity to develop his/her own potential through equal educational opportunities and the removal of any barriers to the attainment of qualifications.

Learners are encouraged to know what their rights are, while at the same time they are urged to know what their responsibilities are.

### **2.6.3.2 Outcomes-Based Education**

Outcomes-Based Education is the approach to education that the NCS adopted. It replaces the principles and methodology that was followed by the pre-core curriculum, Report 550 and the Transitional Curriculum Guidelines. Outcomes-Based Education strives to enable all learners to achieve their potential by setting the Learning Outcomes for the end of an educational process. This approach to education is:

- Learner-centred;
- activity-based;
- achievement-orientated; and
- focused on lifelong learning.

This approach moves away from the traditional teaching methods that were educator-centred, textbook and content-driven, dependent on rote learning and where the educator was responsible for the learning that took place in the classroom. The educator now takes on various roles, which are described in the Norms and Standards for Educators (Department of Education, 1998a:53). These roles include responsibilities such as being a promoter of democratic processes, task-orientated educator, manager of controversial issues, (e.g. HIV/AIDS, human rights, exclusivity and environmental and social justice), subject specialist, facilitator of learning of all learners (including those previously excluded from the main stream of education because of certain barriers), applicant of subject skills, knowledge and values, assessor, interpreter and designer of Learning Programmes and materials, leader,

administrator and manager, mediator and researcher. Traditional teaching methods are enhanced through methods that require learners to be actively involved, to take responsibility for their own learning and where learning is motivated by continuous feedback and affirmation. This shows a shift towards the learner-centred approach. The textbook still forms the core of learning and teaching support materials but educators are urged to enhance the use of the textbook with other resources, such as a variety of information sources, visual products such as maps, globes, wall charts, illustrations and computer-aided programmes, to mention but a few (Heinemann, 2005).

The Outcomes-Based Curriculum aims to be relevant and therefore provides learners with opportunities to connect to real-life situations through visits, interviews, field trips, etc. This approach allows for the development of skills, knowledge and values in an integrated way.

#### **2.6.3.3 High level of skills and knowledge for all**

The NCS specifies the minimum standards of knowledge and skills to be achieved in each grade for each subject for all learners and includes support or developmental tasks to assist the learner to achieve at the next level. Extension tasks or suggestions provide opportunities for learners who need to achieve beyond the minimum level required (Heinemann, 2005).

#### **2.6.3.4 Integration and applied competence**

Integration is a key principle of the curriculum. According to Heinemann (2005), there are two areas of integration:

- Within a subject - The Learning Outcomes of a subject are presented and achieved in an integrated way and not in isolation. Learners are required to use their knowledge and skills from different parts of the same subject to carry out activities. This is especially obvious in the assessment tasks as no Learning Outcome is assessed in isolation.
- Across subjects and fields of learning - Learners' prior knowledge, their understanding of concepts and knowledge and their application of skills

and techniques are integrated in each learning activity in order to maximise learning and progression.

Applied competence refers to the learner's ability to put the exit-level Learning Outcomes and Assessment Standards required into practice in the relevant context to obtain the qualification. Competence with regard to the application of knowledge and skills is enhanced through the activities in the learning materials that are progressively planned. These skills include theoretical and practical learning experiences; integrating knowledge, skills and values; and are integrated into academic and applied learning (Heinemann, 2005).

#### **2.6.3.5 Progression**

Progression aims at developing more advanced, complex (deeper and broader) knowledge, understanding and skills. This is done for each grade or specific level, as specified in the Assessment Standards (Heinemann, 2005).

#### **2.6.3.6 Articulation and portability**

Articulation promotes access from one qualification to another, e.g. learners who move up from the General Education and Training (GET) band to the Further Education and Training (FET) band through linking the exit level of expectations, or from the FET band through meeting the learning assumed to be in place at the entrance of the Higher Education (HE) band.

Subjects are portable in the sense that the subjects in the NCS Grades 10-12 (General) are regarded as 20-credit unit standards. A unit standard is a statement of desired outcomes and their associated assessment criteria and is registered with the National Qualifications Framework (NQF) through the South African Qualifications Authority (SAQA). In this way subjects can be compared with the unit standards that are registered on the NQF to be able to transfer a part of a qualification to another qualification in a different pathway, e.g. through the General Pathway, General Vocational or Trade Occupational and Professional (TOP) pathway on the same NQF band.

Educators should make provision for the recognition of prior knowledge, for entry levels and for exemptions. According to Heinemann (2005), learners are

encouraged to show a collection of the evidence of their learning. In this way they can show how they have achieved the outcomes, at what level they have satisfied the requirements and have a record of their credits. Support tasks are suggested to allow for remediation.

### **2.6.3.7 Human rights, inclusivity and environmental and social justice**

The Subject Statements are infused with the principles and practices of social, environmental and human rights as defined in the Constitution of the Republic of South Africa. It also promotes multilingualism in its approach to teaching in the mother tongue and the empowerment in language use. It is sensitive to issues of poverty, inequality, race, gender, language, age, disability and others.

All learners should be able to fully participate in the curriculum. Learners with special educational needs (LSEN) should be assisted to overcome barriers to learning and development. Educators are encouraged to differentiate teaching and learning and modify assessment strategies to include differently-abled learners. Support tasks and, if needed, specially created conditions help learners to achieve their potential and to be successful, without categorising learners according to their abilities or disabilities (Heinemann, 2005).

Therefore, barriers to learning that should be acknowledged include:

- Systemic barriers - caused by a lack of access, LTSM, good teaching, facilities and assistive devices;
- societal barriers - caused by poverty, discrimination, spatial disparities and disabilities;
- other barriers - caused by inappropriate education, teaching, assessment procedures, instructions, management and attitudes; and
- personal barriers - caused by disabilities within the learner, e.g. physical, neurological, cognitive and others, e.g. HIV/AIDS, trauma, etc.

Special attention should also be given to:

- A variety of social and cultural contexts;

- making the language of learning and teaching accessible through new word boxes, a glossary, an index and summaries of new terms;
- tips on how to organise and manage classrooms;
- varied learning styles through assorted activities, visual literacy, the layout and design of the LTSM as well as encouragement to use of a wide range of equipment;
- encouraging adjustment of teaching and learning to the learner's individual pace and strengths;
- time frames and year planners;
- assessment methods and techniques; and
- the value of the participation and involvement of care-givers and other role players in the learning, teaching and assessment processes (Department of Education, 2005a) .

#### **2.6.3.8 Valuing indigenous knowledge systems**

People make sense of and attach meaning to the world in which they live in various ways. Indigenous knowledge systems refer to (in this curriculum) a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years.

#### **2.6.3.9 Credibility, quality, efficiency and relevance**

The NCS Grades 10-12 (General) aims to achieve credibility through quality education that is comparable to the education in other developed countries.

Quality assurance is regulated through the requirements of:

- The South African Qualifications Authority Act (Act 58 of 1995);
- the Education and Training Quality Assurance regulations; and
- the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

Educators are the implementers of any new curriculum. In South Africa, the Department of Education has been criticised for a lack of training to prepare educators for the implementation of the NCS (Pithouse, 2000:154 & Smit, 2001:73-74). The researcher is of the opinion that most of the educators in South Africa are concerned about the size of their workload. According to the Chisholm report (*cf.* 3.3.2) educators spend a lot of time on planning and preparation. In a previous study done by the researcher (Van Tonder, 2008:107) it was found that the implementation of the NCS contributed significantly to an increase in the workload of educators. Some of these findings were:

- 50,22% of the educators felt that they were spending more time than usual on preparation and planning.
- 47,19% of the educators felt they spent more time than usual on assessment and evaluation.
- 49,78% of the educators felt that they spent more time than usual on professional development.
- 50,65% of the educators felt they spent more time than usual on management and supervision.
- 36,80% of the educators felt that spent more time than usual on pastoral care.
- 50,65% of the educators felt that they spent more time than usual on record-keeping, reports and administration.

Based on the above findings, the researcher is of the opinion that educators in South Africa spend more time on administrative activities than on teaching and learning.

## **2.7 CONCLUSION**

The implementation of Outcomes-Based Education has become a burden for South African educators. Some educators indicate their inability to cope with Outcomes-Based Education (Hall, Altman, Nkomo, Peltzer & Zuma, 2005:13). The researcher is of the opinion that the restructuring of education in South

Africa and an increased workload might be reasons for educators leaving the profession.

## **2.8 SUMMARY**

This chapter focused on the influence of curriculum implementation on the administrative workload of educators in different countries.

The implementation of new curricula in New Zealand, Australia, the United Kingdom, the United States of America and South Africa has led to an increase in the administrative workload of educators. Educators in these countries indicate in several research reports that their workload has increased dramatically as a result of the implementation of new curricula. Increased learner populations create unmanageable class sizes. In Australia, the UK and South Africa, educators are of the opinion that class size has a direct influence on the administrative activities to be performed. Class size and the behaviour of learners, particularly as regards discipline, put an extra burden on educators which means more administrative activities and less time for teaching and learning.

In both South Africa and New Zealand 28% of educators have indicated that they consider leaving the profession because of their heavy workload. In the researcher's opinion this is a relatively high percentage.

Preparation and planning contribute to educators' workload in South Africa and the United Kingdom. Educators in the United Kingdom point out that lesson planning contributes significantly to excessive workload. In South Africa 50.22% of educators feel they spend more time than usual on preparation and planning.

A lack of support from Government and too little assistance from support staff are also referred to by educators. In NZ and in the UK there is a concern about the number of support staff that can assist with the administrative activities of educators so that they can have more time to teach. The situation in South Africa seems to be no different. Educators in South Africa and the United States of America feel torn and pulled between having to fill different

roles such as social worker, counsellor, etc. The researcher is of the opinion that there is a need for support staff to assist South African educators with their administrative activities.

In the next chapter the administrative workload of South African educators will be discussed.

# **CHAPTER 3**

## **THE ADMINISTRATIVE WORKLOAD OF SOUTH AFRICAN EDUCATORS**

### **3.1 INTRODUCTION**

South Africa is one of the most complex and heterogeneous countries in the world. Changes in education are currently prevalent. In this regard the influence of the implementation of the National Curriculum Statement (NCS) on educators' administrative workload becomes a general topic in South Africa. In the researcher's opinion it is due to a number of factors, namely: the shortage of educators; high learner numbers; departmental accountability measures such as the Integrated Quality Management System; curriculum and assessment requirements; and the lack of basic resources. Stress regarding classroom administration is exacerbated because educators have to perform a variety of tasks, from secretarial and administrative to curricular, extra-curricular and pastoral duties (Van Tonder, 2008:79). With this in mind the researcher will now focus on the nature of South African educators' administrative activities.

### **3.2 THE NATURE OF ADMINISTRATIVE ACTIVITIES IN SCHOOLS**

#### **3.2.1 Introduction**

Administrative activities form part of the educator's responsibilities. However, educators should be released from excessive amounts of administrative and other activities that increase their workload and distract their focus from teaching (Van Tonder, 2008:138). The Minister of Basic Education, Angie Motshekga, stated that the monitoring of learners' portfolios and creation of instructional materials were products of the department's curriculum plan of 2005 (Cape Argus, 03/10/2009). According to Motshekga, this had created a burden of paperwork for educators and reduced the time available for classroom instruction and therefore educators would be given a reprieve from administrative and portfolio tasks as soon as January 2010. Motshekga

said, "They are going to be removed so teachers have more time teaching" (Diamond Fields Advertiser, 05/10/2009). According to the researcher's experience, educators did not get any relief from their administrative and portfolio workload because they had to submit these "removed" portfolios for provincial moderation during September 2010. The National Professional Educators' Organisation of South Africa, President Ezra Ramasehla, stated, "Educators have long been saying that their administrative workload is unreasonable and that this encroaches significantly into teaching time" (Diamond Fields Advertiser, 05/10/2009). According to Ramasehla, monitoring of learners' performance would continue but with a reduced amount of paperwork for educators. Vinjevold (2009) also argued that the administrative burden on educators was too great.

According to the Weekly Mail and Guardian (24/11/2005), MacFarlane reported that educators spent less than half the working week actually teaching, with administrative tasks taking up more than half their time. More than three-quarters of educators indicated that their workload had increased considerably since 2000, with 90% ascribing this increase to the demands of the National Curriculum Statement (MacFarlane, 2005:16). Much of the paperwork that educators are required to do is designed to ensure that teaching and assessment occur regularly. Educators are also required to indicate the completion of certain assessment standards, specify which outcomes have been addressed and record marks in detail (Department of Education, 2005b). Most of this paperwork must be done during class time and occupies a lot of the educator's time (Van Tonder, 2008:122).

According to the Norms and Standards for Educators (Department of Education, 1998a:53), one of the seven roles of an educator is to be a **classroom administrator**. The educator is responsible for filling in registers; completing stock lists; drawing up class budgets; compiling work reports; and checking marks. These roles that educators have to fulfil will now be discussed.

### 3.2.2 The roles educators have to fulfil

Most educators who were trained to teach in a content-based system, focused primarily on two things: mastery of content and means of delivery (Badasie, 2005:33). There was a great deal of structure and certainty for educators in this system. Since the adoption of the Outcomes-Based Education curriculum, educators have not only had a choice in the content to be delivered but also the responsibility to choose content that would lead to the achievement of a specific outcome. Many educators may have found it very difficult (Badasie, 2005:33). In this regard Malan (1997:22) writes the following: "...while giving educators and curriculum developers more freedom to exercise their creativity, Outcomes-Based Education (OBE) also demands a higher degree of responsibility, accountability and professionalism – a challenge which South Africa will just have to overcome". Although it seems that OBE will be phased out (Cape Argus, 03/10/2009), the researcher is of the opinion that the principles of OBE remain applicable for effective teaching and learning. Administrative activities will not disappear, they will still be part of an educator's workload, but strategies should be developed to decrease the amount of paperwork that educators are required to do. In this regard Thulas Nexsi, General Secretary of the South African Democratic Educators' Union, interviewed by Warren-Brown (2000:29), stated that only those educators who were motivated and well trained would be able to perform the roles defined by the Norms and Standards for Educators.

The seven roles of educators can be summarised as follows:

"The educator will **mediate learning** in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; communicate effectively showing recognition of and respect for the differences of others. In addition an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in the South African context (SA, 2000:13)".

According to Potenza (2002), a mediator is somebody who goes between, who facilitates a dialogue, which makes it possible for an idea or feeling to be communicated. This is a critical role an educator plays. It involves setting up a dialogue between the learner and various sources of information, and ensures that meaningful communication continues to take place.

”As an **interpreter and designer of learning programmes and materials** the educator will understand and interpret learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will also sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners (SA, 2000:13)”. Perhaps this is the one role that has been most misunderstood and abused. It has been used to justify the fact that C2005 in its original form did not go far enough in specifying curriculum requirements on a grade-by-grade basis (Potenza, 2002).

“**Leadership** skills that educators should display include managing learning in the classroom, carrying out classroom administrative activities efficiently and participating in school decision-making structures. These competences will be performed in ways which are democratic, which support learners and colleagues and which demonstrate responsiveness to changing circumstances and needs (SA, 2000:13)”.

“As a **scholar, researcher and lifelong learner** educators are expected to pursue their own ongoing personal, academic, occupational and professional growth (SA, 2000:13)”.

“The **community, citizenship and pastoral role** requires that the educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards other. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner

and respond to the educational and other needs of learners and fellow educators (SA, 2000:14)”.

Assessment is an essential feature of the teaching and learning process and should be integrated into it on a continuous basis. As an **assessor**, educators need to understand the various purposes of assessment, including identifying the needs of their learners, planning learning programmes, tracking learner progress, diagnosing problems and helping learners to improve their work, judging the effectiveness of the learning programme and assessing their own teaching. Educators are expected to design and manage both formative and summative assessment and keep detailed and diagnostic records of learner performance (Potenza, 2002).

“Finally, the role of **learning area/subject specialist**, according to the norms and standards document, requires being well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to your field. It means that you know about different approaches to teaching and learning and how these may be used in ways that are appropriate to the learners and their context (SA, 2000:14)”.

According to Potenza (2002), these roles are all part of the ‘nuts and bolts’ of teaching. Yet by renewing the commitment to carry out these roles to the best of their ability, educators’ can begin to restore some of the professionalism to teaching currently lacking in many schools.

The researcher is of the opinion that educators in South Africa are unable to fulfil these seven roles because of the administrative workload that they have to manage every day.

### **3.2.3 Duties and responsibilities of educators**

#### **3.2.3.1 Introduction**

The ability of an education system to compete in an increasingly global economy depends on its ability to prepare both learners and educators for new or changing environments. This is in line with the mission statement of

the Department of Education, namely to ensure that all South Africans receive the opportunity for flexible lifelong learning, education and training of high quality (Department of Education, 1999). In order to achieve this goal, certain specialised duties and responsibilities were allocated to educators in an equitable manner.

### **3.2.3.2 Core duties and responsibilities of educators**

The core duties and responsibilities of educators are school-specific and varied, depending on the approaches and needs of a particular school. According to the Personnel Administration Measures (PAM) (Department of Education, 1999), principals must ensure that the school is managed effectively and in compliance with applicable legislation, regulations and personnel administration measures. Deputy principals must assist the principal in managing the school and in promoting the teaching of learners in a proper manner. A head of department is responsible for the effective functioning of the department concerned and for ensuring that the subject, learning area and the teaching of learners are promoted. Post level 1 educators are responsible for class teaching and for organising extra- and co-curricular activities. Administrative activities are also part of an educator's responsibilities. The administrative activities of educators according to the different post levels will now be discussed.

### **3.2.3.3 Administrative activities of a Head of Department**

The following administrative activities form part of the job description of a Head of Department (Department of Education, 1999):

- Assist with the planning and management of:
  - school stock, textbooks and equipment for the specific department;
  - the budget for the department concerned; and
  - subject/learning area work schemes (Department of Education, 1999).
- Perform or assist with one or more non-teaching administrative activities, such as:
  - secretary to general staff meetings;

- fire drill and first aid;
- timetabling;
- collection of fees and other monies;
- staff welfare; and
- accidents (Department of Education, 1999).

A Head of Department is a member of the School Management Team (SMT) and the above-mentioned activities form part of his/her management and supervisory functions. The researcher is of the opinion that these activities are time-consuming and increase a Head of Department's workload. In order to manage the functioning of a department effectively, they need support to reduce their administrative workload. The aim of this study is to develop a possible solution to relieve South African educators of their administrative activities.

#### **3.2.3.4 Administrative activities of Educators appointed at post level 1**

The following administrative activities form part of a post level 1 educator's responsibilities and may vary depending on the needs of the particular school (Department of Education, 1999):

- Co-ordinate and control all the academic activities of each subject/learning area taught.
- Control and co-ordinate stock and equipment that are used and required.
- Perform or assist with one or more non-teaching administrative activities such as:
  - secretary to general staff meeting and/or others;
  - fire drill and first aid;
  - timetabling;
  - collection of fees and other monies;
  - staff welfare; and
  - accidents (Department of Education, 1999).

- Remain informed of current developments in educational thinking and curriculum development.
- Collaborate with educators at other schools in organising and conducting extra- and co-curricular activities.
- Participate in departmental committees such as cluster leaders.
- Maintain contact with sporting, social, cultural and community organisations.
- Have contact with the public on behalf of the principal.

Educators spend a significant amount of time on lesson planning. Whilst work schedules can be prepared some time in advance, daily plans need to be tailored to the needs of a specific class for a particular lesson. The researcher is of the opinion that these activities occupy a lot of teaching and learning time. Educators need assistance with the execution of their administrative activities. A possible solution to decrease their workload might be the implementation of an administrative internship model. Interns can assist educators with their administrative activities so that educators have more time for teaching and learning. The nature of the educators' workload in South Africa will now be discussed.

### **3.3 THE NATURE OF THE EDUCATORS' WORKLOAD IN SOUTH AFRICA**

#### **3.3.1 Introduction**

Over the last five years there has been mounting concern over educators' workload. Policies such as NCS are one among many that have had an impact on educators' sense of their workload. According to the Chisholm report (2005:184) on educators' workload, the majority of educators in South Africa experience the multiple, complex and constantly changing requirements in teaching and learning contexts, marked on the whole by large classes with diverse teaching and learning needs, as an unbearable increase in workload. The implementation of the NCS is singled out for having increased workload through its demanding assessment requirements. The aim of this research is

to develop a model to relieve South African educators of the administrative demands generated by the implementation of the NCS.

### **3.3.2 Changes in educators' workload over the past five years**

Important administrative activities of educators include: teaching; preparation and planning; assessment and evaluation; professional development; management and supervisory functions; pastoral care and duties; record-keeping, reports and other administration; extra- and co-curricular activities; guidance and counselling.

In a previous study by the researcher (Van Tonder, 2008:107), the focus was on the influence of the above-mentioned administrative activities on the teaching task of educators. Educators indicated that the time they spent on preparation and planning had increased dramatically over the previous five years. Some of the educators (50,22%) felt that they were spending more time than usual on preparation and planning. Planning should be systematic and continuous and should serve as a resource for effective allocation and utilisation of time and resources (Gorton, 1976:51). According to the Chisholm report (2005:19), educators spent a lot of time on the preparation of Learning Programmes, Work Schedules and Lesson Plans. The researcher is of the opinion that a high level of detail is required of educators in their planning of Learning Programmes, Work Schedules and Lesson Plans. The significant repetitions and demands made in these plans require educators to continuously restate what learning outcomes, assessment standards, assessment strategies, resources, content and context will be employed. Educators are further required to complete these documents in many different formats. This contributes considerably to their workload.

In the previous study (Van Tonder, 2008:111) educators indicated that the time spent on assessment and evaluation increased excessively. Some of the educators (47,19%) felt they spent more time than usual on assessment and evaluation. Continuous assessment is a critical component of the National Curriculum Statement Grades 10 – 12 (General). It involves a process of continuously collecting and interpreting evidence in order to determine the

learner's performance (Kruger & Van Schalkwyk, 1997: 46-47). The range of assessment forms each consists of a specified number of assessment activities that educators have to assess. It seems that continuously having to assess and evaluate learners' work in a prescribed way has increased educators' workload dramatically.

According to Van Tonder (2008:112), 49,78% of the educators who participated in a previous study felt that they spent more time than usual on professional development. According to the Personnel Administrative Measures (PAM) (Department of Education, 1999), the Department of Education may require that educators attend programmes for ongoing professional development up to a maximum of 80 hours per annum. It is specified that these programmes should be conducted outside of the formal school day. The workload of educators therefore includes carrying out core duties during a formal school day (with or without contact with learners) as well as outside the formal school day (Department of Education, 1999). Van Tonder (2008:114) further reports that the time educators spent on management and supervisory functions increased dramatically. Most of the educators (50,65%) felt they spent more time than usual on management and supervision. Before the start of a classroom activity, the educator has to perform managerial work which entails the planning of learners' activities; the creation of a favourable learning climate; the making available of teaching and learning aids; and the disciplining of learners (Calitz, 1993:77). Maintaining good order in the classroom is one of the most difficult duties that educators are faced with. This duty has become more difficult over the past few decades as young people's attitudes to those in authority have changed dramatically (Murphy, 2006).

The researcher is of the opinion that the educator, as classroom and supervisory manager, finds it difficult to plan, organise, lead, control, maintain and do effective teaching and learning in the classroom in order to achieve the learning outcomes because of all the demands of the new curriculum, increased administrative activities and the unruly behaviour of learners.

In the previous study by the researcher (Van Tonder, 2008:115), a substantial percentage of the educators (36,80%) felt that they spent more time than usual on pastoral care. According to Easthope and Easthope (2000:43), the time spent on pastoral care increases educators' workload. The researcher is of the opinion that the extent of the pastoral care duty that educators have to fulfil increased as socio-economical problems – such as poverty – increased and that not all educators have been empowered to fulfil this pastoral care duty.

A number of educators (40,26%) indicated that the time they spent on record-keeping, reports and administration increased substantially (Van Tonder, 2008:116). Recording is a process in which the educator documents the level of a learner's performance, and reporting is a process of communicating learner performance to learners, parents, schools and other stakeholders such as employers or tertiary institutions (Department of Education, 2005a:7). The educator as a classroom administrator is responsible for reporting, recording and other administrative activities. These duties must be carried out during class time. The researcher is of the opinion that in terms of the recording and reporting of marks, educators have to complete a range of forms and in many cases this involves extensive repetition and occupies most of the educator's time.

The previous research furthermore revealed that 48,48% of the educators felt they spent more time than usual on extra- and co-curricular activities. The researcher is of the opinion that schools have become so competitive that educators have to spend more time on extra- and co-curricular activities in order to keep their school's place in the competitors' ranking (Van Tonder, 2008:118). Educators in the United Kingdom are expected to spend some 20% of their time on non-teaching tasks that other adults could have done just as well (Department of Education and Skills, 2002a). The situation in South Africa seems to be no different.

According to the educators the time they spent on guidance and counselling increased dramatically. Some of the educators (39,39%) felt they spent more time than usual on guidance and counselling. The researcher is of the opinion

that the role that educators play as guides and counsellors has an enormous impact on their workload. It seems that increased socio-economic problems, unemployment and environmental degradation in South Africa are challenging educators to guide learners to develop coping skills that can equip them for the challenges of a transforming South African society. The researcher also wishes to argue that educators need more time to relax to help them reduce their stress levels so that they can cope with their increased workloads.

According to Van Tonder (2008:122), the majority of the educators stated that their workload increased a lot. The researcher is of the opinion that educators in South Africa are unable to perform the seven roles of an educator (*Norms and Standards of Educators*, Department of Education, 1998a) to the extent expected of them. This might be due to high learner numbers, overloaded curricula and onerous assessment and reporting requirements. Heavy workload is probably one of the major reasons leading to so many educators resigning from education (Hall, Altman, Nkomo, Peltzer & Zuma, 2005).

### **3.3.3 Support regarding administrative activities**

One of the key dimensions of an organisation such as a school is administration. The fact that in a previous study educators indicated that they were not receiving the required support, created a situation where the administrative activities have to be performed by the educator – which impacts negatively on teaching and learning (Van Tonder, 2008:124). Educators need support in respect of their administrative activities as this impacts on classroom management (Van der Westhuizen, 2002:445).

Possible support in respect of the administrative activities of educators could be to implement an internship, learnership or apprenticeship for student educators.

#### **3.3.3.1 Internship, Learnership and apprenticeship**

##### **3.3.3.1.1 Internship**

According to Billet (2001) the increasing importance of practical work experience gained through internships cannot be overemphasized since, in

recent times, there has been significant reliance on acquiring practical skills in the workplace. Internships are provided within many organisations in order to induct neophytes into diverse professions and careers (Matters, 2002), such as Law, Health, Psychology, Medicine, Charter Accounting and increasingly in Education. Knemeyer and Murphy (2001) describe internships as all work programmes that are designed to supplement a student's academic coursework. Verner, Keyser and Morrow (2001) define the internship as a triangular relationship entered into by three parties, namely the student, the university and the sponsoring organisation. All three parties collaborate to define the internship relationship in terms of expectations of each party, the duration and the assessment criteria, which offer each party the potential to benefit from this unique educational opportunity (Surujlal & Singh, 2010:118). Internships can be a win-win proposition for students, education institutions and employers (Domask, 2007). According to Domask (2007) internship provides for connecting of the academic environment with the practice, evaluating the course content of curricula, linking students to work experience and job opportunities and engaging and empowering students.

Bascia and Hargreaves (2000) state that internship is underpinned by four dimensions of teaching: technical, intellectual, socio-emotional and socio-political experience. These dimensions that are experiential in nature and project based consist of a mixture of classroom learning, real world insights and opportunities to reflect upon theory and practice. Many universities in Australia provide internship opportunities across faculties. Often, teacher education faculties use internships as assessable components of their final practical evaluation although the Universities of Sydney and Western Sydney (Clarke, Power & Hine, 2001) prefer to conduct their internships free of constraining assessment and clinical supervision roles and point the unnecessary stress and tension caused by allocating grades or pre-service teacher performance ratings to them.

Abroad internships are used to assist final year undergraduates in education to move smoothly from being a student to being an educator. According to Davies (2012) there are numerous benefits in implementing a student

teaching internship. Two of the most important benefits are the classroom teaching experience and the chance to work together with experienced educators who act as mentors. In addition, the interns see how a school operates, get feedback on their teaching skills, learn how to discipline learners, attend meetings and serve as part of an educational team. Ballinger and Lalwani (2000) argue that internship provides opportunities for undergraduates to apply what they have learnt at university. They get an opportunity for on-the-job training and real-life job experience. Such students are more aware of needs and expectations and are better equipped for employment.

#### **3.3.3.1.2 Learnership/apprenticeship**

Literature indicates that there is little difference between the practices of learnership and apprenticeship (Coy, 1989; Schüssier, 2006:3) Learnerships are mostly described as work-based education and training programmes. In South Africa, these programmes contain elements of theoretical training and practical experience and contribute to a qualification that's registered (Fasset, 2004:6 & Schüssier, 2006:3) on the National Qualifications Framework (NQF) at the appropriate level. Learnerships are a practical way of improving skills levels by exposing young graduates to the real demands of the daily work situation (Schüssier, 2006:3). The learnership approach fits into a model of teacher education which is predominantly school-based. School-based teacher education itself rests on the notion of experiential learning or situated learning, which is viewed as a powerful learning tool for to provide student educators with hands-on experience. Through learnerships students can make sense of what they are learning because in the school they can see theory in practice (Mawoyo & Robinson, 2005:109).

According to Coy (1989), in teacher development, when the student educator is learning from the mentor, he/she will be accessing professional knowledge and skills from an expert. This can be defined as some form of apprenticeship, not in the anachronistic sense of an apprentice being contracted to a master for a long period of time but in the sense of imparting specialised knowledge to a new generation of practitioners. A learnership is the rite of passage that

transforms novices into experts and it is a means of communicating things that cannot be easily communicated by conventional means.

Schüssier (2006:3) explains the difference between learnerships and traditional apprenticeships as follows:

- Learnerships place the focus on the 'how' of the Skills Development Act and are nationally recognised programmes.
- Learnerships are designed for all levels of the NQF.
- Learnerships are outcomes-based.
- Learnerships include theory and practice.
- Learnerships have ongoing value assessments, which means monitoring takes place at different stages of the training programmes to ensure that learners have completed the tasks set for them during the learning process. *That is different from earlier apprenticeships models, where testing was only done at the end of the programme.*
- Anyone aged between 16 and 60 can join a learnership. However, *apprenticeships were mainly focused on young people at the start of their working lives.*
- Government funds and attractive tax benefits are available for learnerships.
- Learnerships enable a learner to acquire wide experience.

Vorwerk (2002a:3) identifies two major areas of difference between learnerships and apprenticeships in the South African context. Learnerships tend to be more flexible, because of the way in which qualifications in South Africa are now being constructed. For example, learnerships focus only on one level of the NQF and require 1200 national hours of learning to achieve the requisite number of credits. This could be achieved in 6-12 months, versus 3 years for typical *apprenticeships*. Secondly, the new, more relevant qualifications currently being constructed, particularly in the technical area,

also provide more focused sets of skills than the typically blue-collar trades (*apprenticeships*) do.

Vorwerk (2002a:3) concludes that in the South African context a learnership system involves much more than the old apprenticeship system and that some of the early learnerships registered by the Department of Labour are at the level of degrees and other professional qualifications. “Apprenticeships themselves will in time be transformed into learnerships” (Vorwerk, 2002a:3).

Higher Education Institutions face diverse challenges in their effort to deliver the best possible educational experience to their students (Domask, 2007). In my opinion Government expect universities to provide “work ready” educators who have the professional skills and knowledge necessary to deliver quality services in schools.

There is evidence that a small group of schools in South Africa implement their own internship/ learnership models where they employ student educators to assist educators with certain tasks to reduce educators’ workload, but most of these student educators teach and perform the same roles educators have to fulfil (*cf.* 1.3). The researcher is of the opinion that these schools follow a learnership approach and not an internship approach.

The researcher wants to argue that learnership, apprenticeship and internship have some similarities. All of them include practical and theoretical components. Apprenticeship as time-based learning usually associated with trades and learnerships, is work-based learning. With learnership the student educator is employed by the school and registered to study with an accredited education provider. The provider has to make sure that the student educator’s work-based component is assessed. A learnership differs from the conventional models of teacher education in South Africa in its structure and mode of delivery. Most universities in South Africa make use of the same conventional method, but some universities refer to it as *practical teaching* and others to *work-integrated learning* (WIL). Presently, most South African universities follow a lecture-centric and Work-integrated learning (WIL) approach that mix classroom education inside the university and experiential

learning in real work settings. The WIL approach aims to equip student educators to be competent and well prepared to practise as educators. The researcher recommends that the WIL approach should be taken a step further by a suggested administrative internship that will focus primarily on the administrative activities that student educators' perform on behalf of educators during their internship. In this way the administrative workload of educators could be alleviated. This links directly to the purpose of this study, namely, to develop a model to relieve South African educators from the administrative demands generated by the implementation of the National Curriculum Statement. The researcher is of the opinion that due to a lack of strategies to alleviate the workload of educators, more educators will leave the profession for better opportunities elsewhere as they will experience sufficient job satisfaction. The researcher wants to argue that by implementing the suggested administrative internship model interns can also be assisted to develop a realistic understanding of the teaching profession and that this could fill a gap in their training, namely an inadequate emphasis on the administrative activities educators have to fulfil.

The benefits to this suggested administrative internship model are numerous. Interns can perform classroom administrative activities efficiently, participate in school decision-making, work under experienced educators who act as mentors, observe how a school operates, get feedback on their administrative skills, learn how to discipline, attend meetings and serve as part of an educational team. Educators' workload could decrease, as they will have more time for preparation and planning and more time to teach intensively and efficiently. Learners will improve their knowledge, skills, values and attitudes. The total performance of schools will accumulate, universities can enrol students with the expected knowledge and skills and organisations can recruit employees who are better equipped for employment.

The researcher is of the opinion that student educators' will be more confident and optimistic about their teaching career after completion of the suggested administrative internship.

### **3.3.4 Support from principals**

Van Tonder (2008: 125) reports that educators indicated that their principals supported them with curriculum implementation, discipline, emotional and personal matters and administration. Many educators felt supported with regard to learner discipline (42,86%), but least supported as far as emotional matters were concerned. According to the Personnel Administrative Measures (PAM) (Department of Education, 1999), principals are expected to ensure that good discipline is maintained, should liaise with relevant structures regarding school curricula and curriculum development, and co-operate with the school staff in maintaining an efficient and smooth-running school. The researcher is of the opinion that the lack of support from the principal with regard to emotional matters, for example, can be attributed to the fact that a principal has his/her own personality, may not have the necessary knowledge and skills to approach emotional matters and may not have enough time, due to a very busy schedule.

### **3.3.5 Support from the department of education**

Most of the educators in a previous study (Van Tonder, 2008:127) felt that they received “very little” support or “somewhat” support from the District Office and Department of Education regarding their teaching task. Government has to commit itself to achieving a significant reduction in educators’ workload, and at the same time raise standards and improve the quality of teaching and learning (Bubb & Earley, 2004:3). Although the Department of Education furnishes educators with Subject Frameworks, Working Schedules and Lesson Plans, educators have to adjust the aforementioned documents to suit their own and their learners’ needs. According to Pithouse (2000:154) and Smit (2001:73-74), the Department of Education has been criticised for the training provided to educators to prepare them for the implementation of the NCS. The researcher is of the opinion that the Department of Education has to create opportunities for intensive training to support educators to make these adjustments. According to Motseke (2005:114), inadequate funding, overcrowding, an inferior education system,

poor teacher training and the lack of material and facilities impact negatively on the implementation of the new curriculum.

The researcher is also of the opinion that the Department of Education should create opportunities for educators to get involved in curricular innovations and changes and should support educators to solve curricular problems in order to make their teaching easier.

### **3.3.6 Evaluation activities**

Ranking on what the educators spent most of their time and effort, the highest ranking was given to planning and preparation, followed by marks (Van Tonder, 2008:129). Feedback (formative) of assessment ratings to learners/parents was also ranked high. Finances were ranked lowest.

In conclusion, preparation and planning (35,5%), assessment and evaluation (40,96%) and record-keeping, reports and administration (40,26%) clearly show that the majority of educators experience a dramatically increased workload. In this regard Calitz (1993;77) states further that the educator is also a classroom manager, concerned with both *management* and *teaching*.

The relationship between teaching and classroom management will now be discussed.

### **3.3.7 Relationship between teaching and classroom management**

Before commencing with a classroom activity, the educator has to perform managerial work which entails the planning of learners' activities; the creation of a favourable learning climate; the making available of teaching and learning aids and the disciplining of learners. Teaching entails the selection and arrangement of subject matter; the setting of outcomes; the research of knowledge; the transfer of skills and attributes; and the opportunity for learners to report back on what they have learned.

Classroom management is not teaching as such, but often takes place in such close unison with teaching that it is difficult to distinguish between these two concepts. Calderhead (1984:21) states the following in this regard: "...this

division of educators' tasks is somewhat artificial, for these two areas of educator activity are often closely intermeshed. In the case of experienced educators, managerial strategies have sometimes become embedded in their everyday practice, inseparable from the whole business of teaching”.

According to Van Tonder (2008:55), the educator has to organise all classroom activities by setting outcomes when planning a lesson and has to manage the learners to do activities in order to reach these outcomes. The educator has to instruct the learners to divide into groups, where the educator performs some management tasks, such as communication. The learners have to do the learning activity, and have to give feedback to the class where group assessment takes place. While learners give feedback, the educator has to control whether learners have reached the outcomes or whether they have failed. If the set outcomes were not reached, the educator has to recap the work and make adjustments to reach the set outcomes. The above example shows that there is definitely a relationship between teaching and management.

Maintaining good order in the classroom is one of the most difficult tasks facing an educator. This task has become more difficult over the past few decades as young people's attitudes to persons in authority have changed dramatically. Educators need effective guidelines to help them to maintain effective classroom management.

### **3.4 GUIDELINES FOR EFFECTIVE CLASSROOM MANAGEMENT**

Many different strategies are used to achieve good classroom management practices. According to Murphy (2006), changes in the self-confidence of learners, the acceptance of violence as a means to achieve ends and attitudes toward substance abuse, have made classroom management and life in school generally more difficult and more demanding for those who are charged with the responsibility of maintaining a positive learning environment.

Disruptive behaviour in the classroom must be alleviated before it becomes a serious disciplinary problem. Such behaviour can be reduced by the educator's ability to employ effective classroom management practices. Such

practices are at the heart of the teaching process and are essential for establishing and maintaining classroom control (Murphy, 2006; Jacobs, Vakalisa & Gawe, 2011).

The application of the following guidelines should help the educator to establish effective classroom management (Murphy, 2006; Jacobs *et al.*, 2011):

- **Get off to a good start**

The first interaction between the educator and learners determines their impressions of one another. For example: learners sit quietly, raise their hands to respond and are generally well-behaved. The educator is easily misled into thinking that this is an ideal class and may relax his/her vigilance. Within a week, learners may start to test the waters to see what they can "get away with". It is during this period that the effective classroom manager will establish the expected ground-rules for classroom behaviour.

- **School policies**

Prior to meeting the class for the first time, the educator should study the school policies concerning acceptable learner behaviour and disciplinary procedures. The educator should know what the school expects from both learner and educator with regard to discipline.

- **Establishing rules**

Educators should establish a short list of classroom rules to guide the behaviour of learners. The rationale behind these rules must be discussed with the learners to ensure that they understand and see the need for each rule.

- **Over-planning of lessons**

The over-planning of lessons for the first two weeks helps educators to convince learners from the outset that they are organised, confident and able to complete the learning programme successfully.

- **Learning names**

Devise a seating arrangement whereby learners' names can be learned quickly. Addressing a learner by his/her name gives the learner an increased sense of acceptance/belonging and the educator greater control of situations.

- **Be firm and consistent**

An educator can be firm yet still supportive and friendly towards learners. A firm educator can provide an environment where the learners feel safe and secure. It is better to begin the year in a firm manner and to relax later on, than to begin in a relaxed manner and then try to become firm.

### **3.5 SUMMARY**

Educational problems such as the provision of equal educational opportunities, shortages of educational materials, curricular problems, inadequately qualified and overloaded educators all contribute to the current crisis in education in South Africa (Van der Horst & McDonald, 1997:5).

This chapter has outlined the nature of the administrative activities of educators in schools, the nature of educators' workload in South Africa, the relationship between teaching and classroom management and guidelines for effective classroom management.

The literature revealed that educators in South Africa are unable to manage their teaching task, due to their administrative workloads (*cf.* 3.3.2). However, the researcher is of the opinion that in South Africa there is a lack of support to relieve educators from their administrative workloads.

In the next chapter the empirical research design will be presented.

# CHAPTER 4

## EMPIRICAL RESEARCH DESIGN

### 4.1 INTRODUCTION

The literature study in the first three chapters formed the framework for the empirical research. The purpose of this chapter is to outline the design of the empirical research. McMillan and Schumacher (2001:9) define research as a process where data is collected and analysed in a systematic and logical way for some purpose. The purpose of this empirical investigation was to collect data from the target population, namely educators in the FET band of the Sedibeng West District (D8) of the Gauteng Province.

In Chapter 1 the objectives of this study were stated as follows:

- To determine, through a literature review and empirical research, the influence of the implementation of the NCS on the administrative workload of South African educators.
- To determine, through a literature review and empirical research, the nature of the administrative activities of educators in South African schools.
- To determine, through empirical research, the nature of the assistance South African educators require to manage their teaching task successfully.
- To develop a model to relieve South African educators from the administrative demands generated by the implementation of the NCS.

Findings from the literature review as well as the empirical research will assist the researcher to develop a model to relieve South African educators from their administrative workload.

The conceptual framework has potential usefulness as a tool to scaffold research and therefore to assist a researcher to make meaning of subsequent findings.

## **4.2 CONCEPTUAL FRAMEWORK**

A conceptual framework is an alignment of the key concepts of the study (Henning, Van Rensburg & Smit, 2004:26). Such a framework is intended to provide a starting point for reflection about the research and its context (Guba & Lincoln, 1989; Smyth:2004:167-168).

This study was conceptualised in terms of and based on the following concepts:

- Model.
- Effective classroom management.
- Administrative demands.
- National Curriculum Statement.
- Internship.
- Learnership.
- Apprenticeship.

This study started with a deductive approach (studying literature) aimed at finding answers to the research questions. The process was narrowed down by using a questionnaire based on the phenomena discovered through the literature review.

Finally, the data was analysed and conclusions about the phenomena were drawn with the aim of confirming (or not) the original theory. It was within this framework that the researcher aimed to develop a model to relieve South African educators from the administrative demands generated by the implementation of the National Curriculum Statement.

## **4.3 RESEARCH METHODOLOGY**

This research was conducted by means of a literature review and empirical research and was based on a positivist research paradigm.

### 4.3.1 Research paradigm

In its broad sense, positivism is a rejection of metaphysics. It is about finding truth and proving it through empirical means (Henning, Van Rensburg & Smit, 2004:17). In a positivist view of the world, science is seen as the way to establish a truth, to understand the world well enough so that it can be controlled by a process of prediction. In a positivist paradigm, it is argued that the world operates by laws of cause and effect that researchers can detect by means of scientific methods (Henning *et al.*, 2004:17). The positivist research paradigm was selected for this study as it best suited the nature of the research that was to be undertaken. The researcher wanted to determine the influence of the implementation of the NCS on the administrative workload of South African educators; the nature of the administrative activities experienced by educators in South African schools and the nature of the assistance South African educators require to manage their teaching task successfully.

### 4.3.2 Research design

#### 4.3.2.1 Review of literature

Primary and secondary literature sources were studied. A variety of electronic databases (NEXUS, EBSCO-Host, ERIC and SA e-Publications), internet websites (<http://www.lch.ch>, <http://www.ei-ei.org>, <http://www.hrw.org>, <http://portal.unesco.org/education>) and internet search engines were used to obtain relevant literature.

Key words include the following: *Outcomes-Based Education(OBE), Further Education and Training (FET), Curriculum 2005, National Curriculum Statement (NCS), Revised National Curriculum Statement (RNCS), Integrated Quality Management System (IQMS), Norms and Standards for Educators, National Qualification Framework (NQF), Classroom management, Administration, Administrative activities, Internship, Apprenticeship, learnership, Australia, New Zealand (NZ), United States of America (USA) and United Kingdom (UK).*

The information gathered from primary and secondary literature sources were utilised to construct a questionnaire in order to gather information on the nature of the administrative activities experienced by educators in South African schools, and the nature of the assistance South African educators require to manage their teaching task successfully.

### **4.3.3 Empirical research design**

The research design was quantitative in nature. According to McMillan and Schumacher (2001:598), quantitative research involves data collection techniques that use numbers to describe or measure results.

#### **4.3.3.1 Rationale for choosing the quantitative research method**

Muijs (2004:11) refers to quantitative research as explaining phenomena by collecting quantitative data, which is analysed by using mathematically based methods, in particular statistics.

Scott and Morrison (2006:186) provide a number of key features about quantitative research, notably that it is interested in causality and makes frequent use of variable measurement, associated with cross-sectional and longitudinal surveys. Quantitative researchers have a key interest in demonstrating that their findings can be generalised beyond the location of the project and while quantitative researchers accept that research can never be entirely value-free, they are specifically interested in whether the search can be replicated.

Jones and Kottler (2006:86) state that quantitative studies place more emphasis on numerical than on narrative data and that participants in quantitative studies are usually selected with the expectation that results obtained from their responses can be generalised to a larger population.

For the purpose of this research a structured questionnaire was selected as the research tool.

#### **4.3.3.2 The questionnaire as a research tool**

A questionnaire is a self-report instrument used for gathering data about the variables of interest to the researcher, and consists of a number of questions or items that a respondent reads and answers (Best & Kahn, 1993:230). The New Dictionary of Social Work (as quoted by Delpont, 2005:166) defines a questionnaire as “*a set of questions on a form which is completed by the respondent in respect of a research project*”. The basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue (Delpont, 2005:166).

According to Scott and Morrison (2006:189), questionnaires are rooted in the positivist paradigm. McMillan and Schumacher (2001:257) assert that the questionnaire is the most widely used technique for obtaining information from respondents for many reasons. Fraenkel and Wallen (2008:123) state that an advantage of a questionnaire is that it can be mailed or given to a large number of people. Other reasons for using it include that a questionnaire is relatively economical, contains the same questions for all respondents and can ensure anonymity. Cohen, Manion and Morrison (2003:245) remark that a questionnaire is a widely used instrument for collecting survey information providing structured and numerical data, as it can be administered without the presence of a researcher and is comparatively straightforward to analyse.

The questionnaire was an appropriate instrument for gathering information on the nature of the administrative activities experienced by educators in South African schools and the nature of the assistance South African educators require to manage their teaching task successfully.

#### **4.3.3.3 The advantages of questionnaires**

Cohen *et al.* (2003:247) distinguish one important rule for questionnaires, namely the larger the size of a sample the more structured, closed and numerical the questionnaire has to be, and the smaller the sample size the less structured, and more open and word-based the questionnaire should be. In this study the sample size of educators is large, therefore the questionnaire was more structured.

According to Fraenkel and Wallen, (1990:421); Best and Kahn, (1993:230); Tuckman, (1994:216); White (2003:67); Best and Khan (2003:301); Wilkinson and Birmingham (2003:39) and Muijs (2004:41), questionnaires have a number of advantages:

- It reaches people who would otherwise be difficult to reach, thus obtaining a broad spectrum of views.
- Since the questions are phrased identically for everybody, the questionnaire allows for uniformity and elicits more comparable data.
- It is relatively easy to plan, construct and administer.
- It is easier and quicker for respondents to answer.
- The influence that an interviewer might have on the respondent is obviated.
- Processing is made easy by the questionnaire being well constructed.
- Due to its impersonal nature, the questionnaire may elicit more candid and objective – thus more valid – responses.
- The questionnaire enhances progress in many areas of educational research and brings a lot of information to light, which would otherwise be lost.
- Replication is easier.
- Answers are easier to code and statistically analyse.

However, using the questionnaire as research instrument also has its disadvantages, as will be pointed out below.

#### **4.3.3.4 Disadvantages of questionnaires**

According to Tuckman, (1994:216); White (2003:67); Wilkinson and Birmingham (2003:39) and Muijs (2004:41), questionnaires have a number of disadvantages:

- Questionnaires might be interpreted and understood differently by different respondents.

- As the motivation of the respondents is difficult to check, the researcher might receive misleading responses.
- It is difficult to determine who really completed the questionnaire.
- A low response rate is the biggest disadvantage of the questionnaire.
- Due to the strict structure of closed questions, respondents may feel that their personal opinions are not reflected.
- Misinterpretation of a question can go unnoticed.
- Respondents may be unwilling to respond to questions on private matters or controversial issues and may consequently provide what they regard as desirable responses.
- If a questionnaire is very long, it may lead to careless or inaccurate responses and may result in low return rates.
- Questionnaires that do not probe deep enough do not reveal a true picture of respondents' opinions and feelings.
- Respondents might have little interest in a particular problem and therefore might answer the questionnaire indiscriminately.

In the context of this study the advantages of a questionnaire outweighed the disadvantages. A questionnaire was therefore used to gather information on the nature of the administrative activities experienced by educators in South African schools and the nature of the assistance South African educators require to manage their teaching task successfully.

Wolf (1997:422) states that careful and sensitive developmental work will help to identify and make full provision for the limitations of questionnaires. The researcher must be satisfied that the questions are stated with sufficient clarity to function in the impersonal interaction and must maximise the likelihood that a respondent will answer the questions and return the questionnaire (Ary, Jacobs & Razavieh, 1990:423).

The researcher followed the following guidelines in structuring the questionnaire (White, 2003:66):

- Items were made clear.
- Respondents were competent to answer.
- Questions were relevant.
- Negative items were not included.
- Biased items or terms were not included.

#### **4.3.3.5 The format of the questionnaire**

According to Ary *et al.* (1990:429), the questionnaire items and the covering letter are the main sources of information that the respondent will refer to in deciding whether or not to complete the questionnaire.

Welman, Kruger and Mitchell, (2005:174) are of the opinion that when designing a questionnaire, the concepts and variables involved and the relationships being investigated should be clear and should guide the questionnaire design process.

Muijs (2004:45) points out that it is important for researchers to take cognisance not only of the way in which questionnaires are designed, but also of how questions are phrased, as these aspects will affect the answers participants give.

The design of a questionnaire must be well-organised by applying a thorough process. As suggested by Ary *et al.* (1990:422-424) and Gall, Borg and Gall (1996:294), the following factors were considered in the preparation of the questionnaire used in this research:

- The questionnaire should reflect scholarship so as to elicit high returns.
- The questionnaire should be as brief as possible so that answering it would require a minimum of the respondent's time.
- The questionnaire should not include unnecessary items.
- All respondents should phrase questionnaire items in a manner that is understandable.

- Items in the questionnaire should be phrased in a way that will elicit unambiguous responses. Words such as “often” and “sometimes” should be avoided.
- Items should be phrased in such a manner that it avoids bias or prejudice that might predetermine respondents’ answers.
- Questions should be arranged in the correct psychological order. If both general and specific questions are included, the general should precede the specific.
- The questionnaire should be attractive, neatly arranged and clearly duplicated or printed.
- Questions should allow for respondents to review their own relevant experiences in order to arrive at accurate and complete responses.
- Questionnaires should communicate the necessary rules about the process of answering so as to reduce confusion.
- Questionnaire items must be constructed carefully in order to measure a specific aspect of the objectives or hypotheses of the study.

The questionnaire used in this study was constructed using the *partial agreement statement or question* described by Scott and Usher (2000:69) as a questionnaire type where respondents are asked to state their own degree of agreement or disagreement with a statement. The questionnaire was made available in English (*cf.* Annexure C) and consisted of the following sections:

#### SECTION A: General background information

Items in this section related to general background data such as:

- Teaching experience.
- Type of school.
- General information.

Questions in sections B, C, D and E required respondents to make choices on a 4 point Likert scale (Huysamen, 1976:17 & Steyn, 2005:3).

SECTION B: Educators' activities.

SECTION C: Educators' workload.

SECTION D: Support from the Department of Education.

SECTION E: Internship.

#### **4.3.3.6 Administering the questionnaire**

##### **4.3.3.6.1 Population and sample**

Population is a term that sets boundaries on the study units; it refers to all the individuals in the universe who possess specific characteristics. A population is further defined as the totality of persons, events, organisation units, case records or other sampling units with which a specific research problem is concerned (De Vos, 1998:190).

The target population of this study (N=1200) comprised educators (from both township schools (50%) and ex-model C schools (50%) in the FET band in the Sedibeng West District (D8) of the Gauteng Province who implement the National Curriculum. As it was not possible to conduct the research with the entire population, a target/study population was identified. A sample is the portion of the population considered for actual inclusion in the study and represents a small portion of the total set of objectives, events or persons that together comprise the subjects of the study. From a total number of 1200 educators, a sample of 300 (n=300) educators from both township (n=150) and ex-model C schools (n=150) was selected by means of the purposive sampling technique (Maree, 2007:178).

##### **4.3.3.6.2 Pilot study**

Saunders, Lewis and Thornhill (2000:3050) state that the purpose of a pilot study is to refine the questionnaire so that participants will experience no problems in answering the questions and so that there will be no problems when recording the data. In addition, it will enable the researcher to obtain

some assessment of the questions' validity and the likely reliability of the data that will be collected.

The questionnaire was piloted to a sample of educators from township schools (n = 25) and ex-model C schools (n=25). The sample group was drawn from the intended target population, but was not part of the actual study. The pilot group was requested to comment on the questionnaire in terms of its length and unclear or ambiguous questions, and to make any further suggestions, as advised by Ary *et al.* (1990:42). According to these educators, the questionnaire was not too lengthy and the questions were clear.

#### **4.3.3.6.3 Questionnaire distribution**

The researcher distributed the questionnaires personally in order to minimise the disadvantages of postal questionnaire surveys and to ensure a high return rate, as well as to exercise control over the time allowed for returning the questionnaires.

#### **4.3.3.6.4 Response rate**

300 questionnaires were distributed to educators from both township and ex-model C schools in the FET band in the Sedibeng West District (D8) of the Gauteng Province. Of this number, 257 (89,6%) were returned (125 questionnaires from educators from township schools and 132 questionnaires from educators from ex-model C schools). The total number of questionnaires that were returned included an almost equal number of educators from the different types of schools. As a response rate of 90,0% provides a quantity of data large enough to draw valid and reliable conclusions from (Ary *et al.*, 1990:453), generalisations from the perceptions of educators in the FET band in the Sedibeng West District (D8) of the Gauteng Province can be made to a larger population.

#### **4.3.3.6.5 Statistical techniques**

A statistician assisted in analysing and processed the data collected by means of the SAS-programme. The programme was used to find frequencies and means. Frequency tables were used to represent the results.

### **4.4 VALIDITY AND RELIABILITY IN QUANTITATIVE RESEARCH**

#### **4.4.1 Validity in quantitative research**

Fraenkel and Wallen (2008:148) define validity as “referring to the appropriateness, correctness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect”. Validity in quantitative research concerns conclusions about connections, for example when a connection between variables yields a statistically significant correlation (White, 2005:201).

The validity of a measuring instrument’s scores refers to the extent to which the instrument measures what it is intended to measure (Struwig & Stead, 2004:138). White (2005:196) categorises validities underlying measurement into:

- Face validity.
- Content validity.
- Criterion-related validity.
- Construct validity.

The researcher ensured that the questionnaire complied with the validity criteria. The questionnaire was assessed by the researcher’s promoter, field experts for their comments, as well as by the Statistical Consultation Services of the North-West University, Vaal Triangle campus to ensure that it was adequate for measuring what it was supposed to measure, therefore ensuring face and content validity.

#### **4.4.2 Reliability in quantitative research**

According to Mitchell and Jolley (2001:115), reliability is the extent to which a measure produces stable and consistent scores, while Struwig and Stead (2004:130) define reliability as the extent to which scores are consistent or stable. White (2005:197) implies that reliability is primarily concerned not with what is being measured but how well it is being measured and can also be seen as an integral part of validity. A measure can be reliable but not valid, but if a measure is not reliable it cannot be valid (Wessels, 2007:158).

A Cronbach alpha coefficient was performed to calculate the internal consistency of the different sections of the questionnaire. There was a high degree of similarity between items measuring a certain construct and the alpha coefficient was close to one (0.75). According to Revelle and Zinbarg (2009:23), an acceptable Cronbach alpha coefficient when working with a set of items would range between 0.7 and 0.8.

#### **4.5 SUMMARY**

In this chapter a holistic description of the entire research process, including the conceptual framework, research methodology, validity and reliability of the research were outlined.

In the next chapter the data analysis and interpretation will be presented.

# CHAPTER 5

## DATA ANALYSIS AND INTERPRETATION

### 5.1 INTRODUCTION

This chapter reports on and interprets the empirical findings of this study. The aim of this study was to develop a model to relieve South African educators from the administrative demands generated by the implementation of the NCS (*cf.* 1.5). The population for this study included all educators in South Africa who implement the National Curriculum. As it was not possible to conduct the research with the entire population, a target population was identified. The target population of this research (N=1200) included educators from both township and ex-model C schools in the FET band in the Sedibeng West District (D8) of the Gauteng Province. A sample of 300 (n=300) educators (150 educators from township schools and 150 educators from ex-model C schools) was targeted for this research.

A total number of 300 questionnaires were distributed to educators from both township and ex-model C schools in the FET band in the Sedibeng West District (D8) of the Gauteng Province. Of this number, 257 (89,6 %) were returned (125 questionnaires from educators from township schools and 132 questionnaires from educators from ex-model C schools). This constitutes a reliable sample from which meaningful deductions could be made. The data is represented by means of frequencies (f) and percentages (%).

Please note that all percentages in the tables and figures were rounded off to the nearest integer.

### 5.2 SECTION A: GENERAL BACKGROUND INFORMATION

This section of the questionnaire focused on the general background of the respondents which included:

- Teaching experience.
- Type of school.

- General information such as:
  - job satisfaction;
  - intention to leave the profession;
  - being empowered by the Department of Education; and
  - high performance work culture.

### 5.2.1 Teaching experience

Table 5.1 depicts data on the respondents' number of years in the teaching profession.

**Table 5.1: Years of teaching experience**

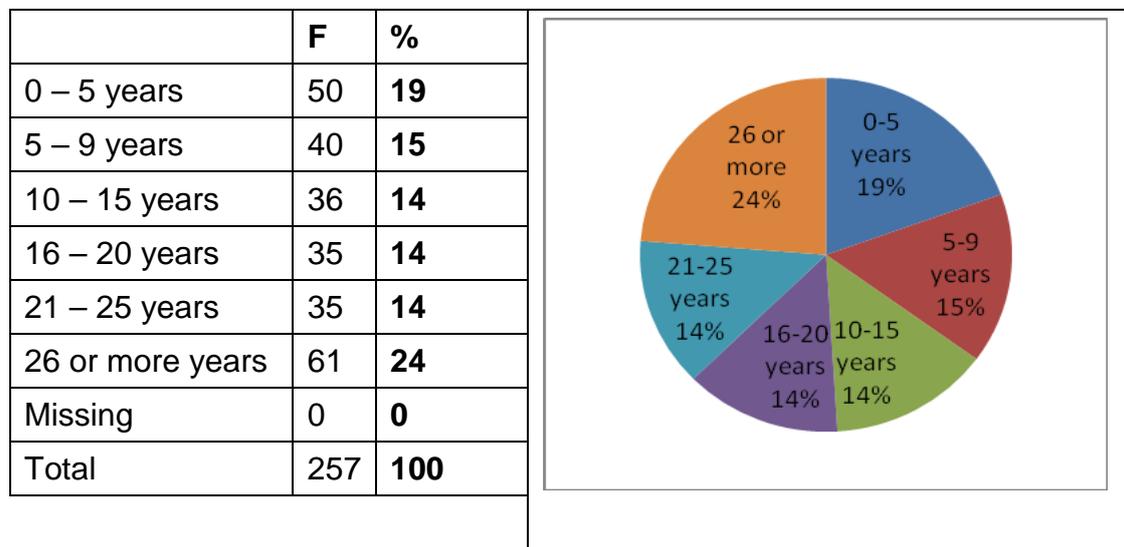
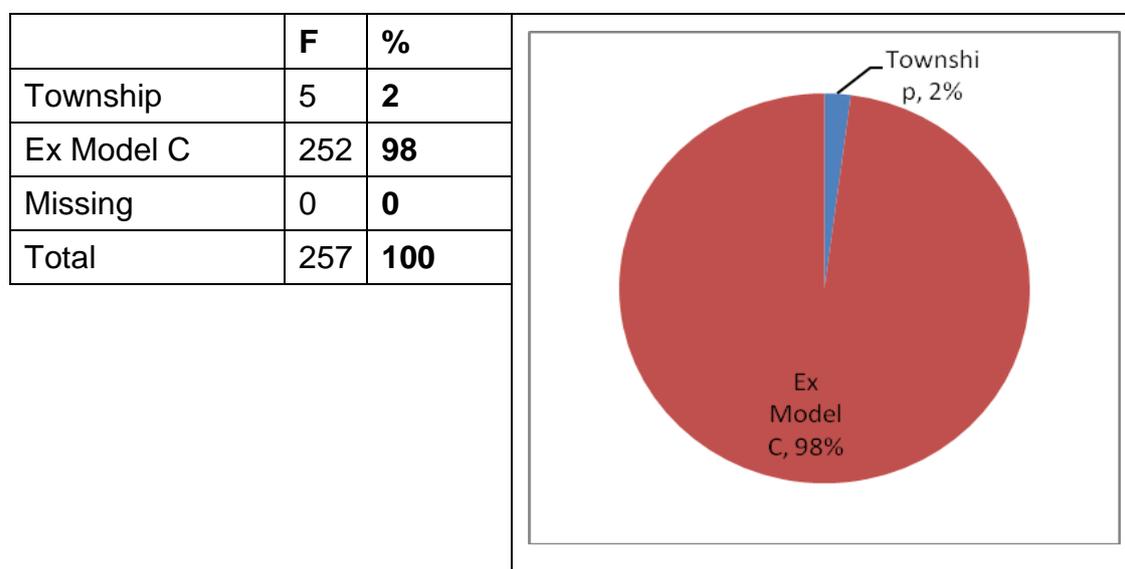


Table 5.1 illustrates that 24% of the respondents have 26 or more years of teaching experience. According to Table 5.1, there is also a reasonably large number (50 out of 257) of educators with fewer than 5 years experience. The National Curriculum Statement (NCS) was implemented in South Africa 2006. The researcher is of the opinion that the majority of respondents find it difficult to cope with the increased workload that the implementation of the NCS generated (*cf.* 3.3.2) as these respondents have received in-service training for the implementation of the policy. According to the literature study (*cf.* 3.3.2) all groups of respondents might find it difficult to cope with the administrative activities generated by the implementation of the curriculum.

## 5.2.2 Type of school

Table 5.2 shows data on the type of school in terms of location.

**Table 5.2: Type of school in terms of location**



The rationale for including this question was only to indicate that the selection of educators were from all types of schools. Responses from educators participating in the pilot study did not indicate that this question was unclear.

According to Table 5.2, the majority of respondents (98%) teach in ex-model C schools and only 2% in township schools. The researcher delivered and collected the questionnaires himself (150 questionnaires to township schools and 150 questionnaires ex-model C schools). The reason for such a high difference in percentage (Table 5.2) might be that some of the respondents were not sure about their type of schools. The responses to this question can therefore not be regarded as reliable. However, although all educators received in-service training, the implementation of the NCS generated many administrative demands. Educators should collaborate closely with the Department of Education and they should be given an opportunity to voice their in-service training needs in order to achieve an effective focus in in-service training. In this manner educators could be empowered to cope better with the administrative demands of the NCS.

### 5.2.3 General information

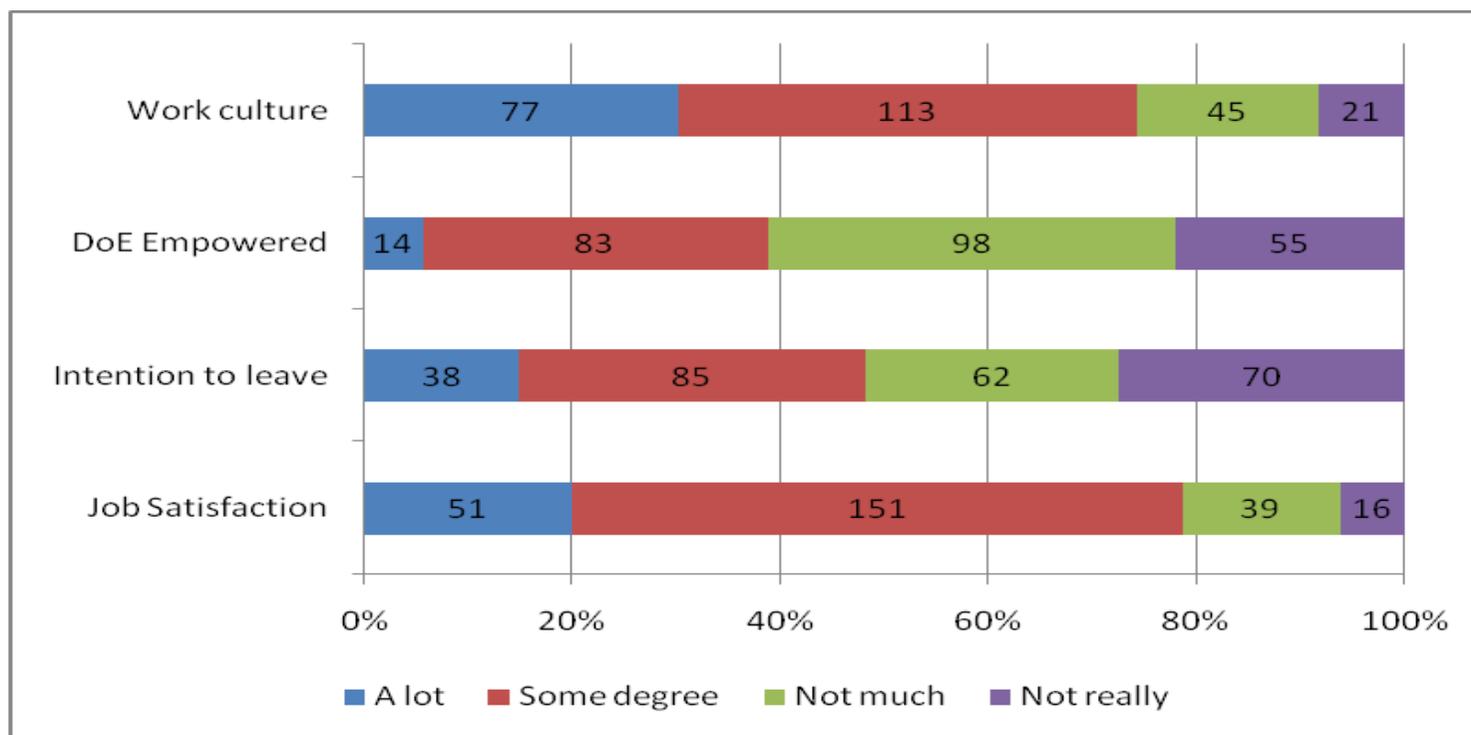
The researcher wishes to argue that the implementation of the NCS poses many difficulties for educators in South Africa. Even educators with many years of teaching experience suffer under the pressure and demands of the implementation of the NCS. The educators who participated in this research underwent in-service training for implementing the curriculum, but it might possibly not have been effective enough, because educators struggle with aspects such as the amount of paperwork, behaviour of learners, class size, level of support from the Department of Education, recording and reporting of learner performance and managing extra-curricular activities.

Please note that the researcher will combine the responses “a lot” and “to some degree” as well as “not much” and “not really” to indicate that educators find it difficult to cope under the pressure and demands of the implementation of the NCS.

Table 5.3 illustrates to which degree the teaching profession affects the respondents in terms of job satisfaction; intention to leave the profession; being empowered by the Department of Education and a high performance culture.

**Table 5.3: General information**

	A lot		To somedegree		Not much		Not really		Missing		Total	
	F	%	f	%	f	%	f	%	f	%	F	%
Job satisfaction	51	20	151	59	39	15	16	6	0	0	257	100
Intention to leave the profession	38	15	85	33	62	24	70	27	2	1	257	100
Being empowered by the DoE	14	5	83	32	98	39	55	22	7	2	257	100
A high performance work culture	77	30	113	44	45	17	21	8	1	1	257	100



### **5.2.3.1 Job satisfaction**

According to Table 5.3, most of the respondents (79%) experience job satisfaction, while 21% of the respondents do not experience job satisfaction. Media reports suggest that low levels of job satisfaction among educators (*Sowetan*, 14/09/04; *Saturday Star*, 11/09/04; *Cape Argus*, 09/09/04) can be associated with low salaries, lack of recognition of experience, lack of training and resources and increased bureaucracy in the Department of Education. The researcher wishes to argue that if the Department of Education does not come forward with strategies to decrease the workload of educators, more educators will leave the profession for better opportunities elsewhere as they do not experience sufficient job satisfaction.

### **5.2.3.2 Intention to leave the profession**

Some of the respondents (48%) indicated that they consider leaving the profession. This might be due to high learner numbers, overloaded curricula and demanding assessment and reporting requirements. Heavy workload is probably one of the major reasons why so many educators are resigning from the teaching profession (*cf.* 3.3.2). South African schools are confronted with the challenge of retaining educators.

### **5.2.3.3 Being empowered by the Department of Education**

The majority of the respondents (61%) feel that Department of Education has not empowered them. The researcher is of the opinion that the Department of Education has to create opportunities for intensive training to equip educators with skills and knowledge on how to implement a new curriculum. This could increase effective time management and could reduce workload by working smarter and not harder. Educators need support from the Department of Education to adjust Subject Frameworks, Working Schedules and Lesson Plans to suit their own and their learners' needs (*cf.* 3.3.5).

#### **5.2.3.4 High performance work culture**

According to Table 5.3 there is a high correlation between the respondents' job satisfaction (79%) and a high performance work culture (74%). The researcher is of the opinion that if the Department of Education empowers and supports educators intensively with training to cope with high learner numbers, overloaded curricula and onerous assessment and reporting requirements, educators will harbour a more positive attitude towards the profession and that the percentage (48%) of the respondents who indicate a desire to leave the profession will decrease.

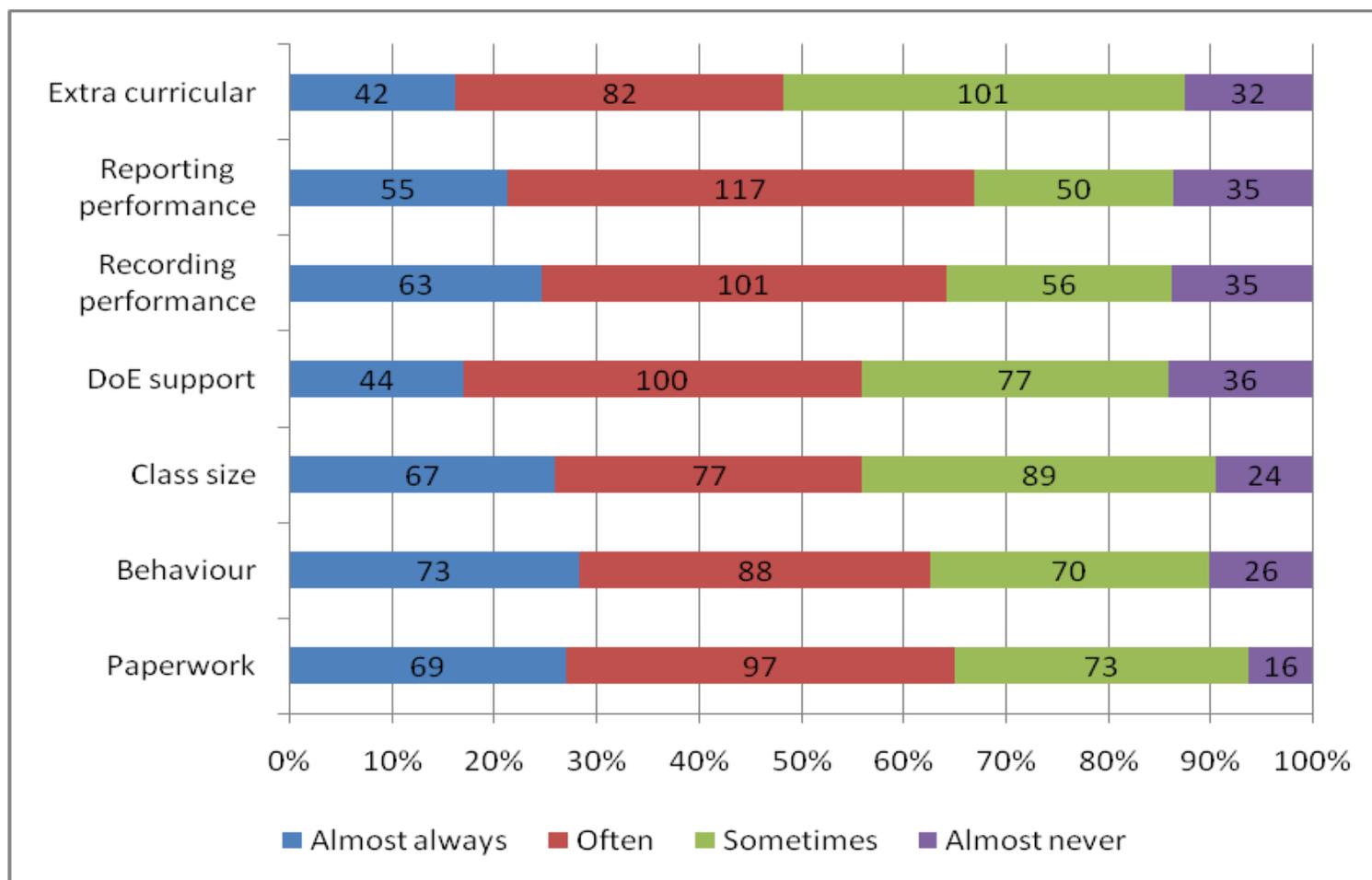
### **5.3 SECTION B: EDUCATORS' ACTIVITIES**

Section B of the questionnaire focused on the significant amount of time educators spend on formal, professional, administrative and managerial activities each week. Educators find it difficult to cope with all these activities: the amount of paperwork, behaviour of learners, class size, level of support from the Department of Education, recording and reporting of learner performance and extra-curricular activities. These activities lead to educators' distress/anxiety (*cf.* 3.1).

Please note that the researcher will combine the responses "always" and "often" to indicate that educators find it difficult to cope with formal, professional, administrative and managerial activities each week. Table 5.4 illustrates to which degree the above-mentioned factors impact on the formal activities of the respondents.

**Table 5.4: Educators' activities – Formal**

	Always		Often		Sometimes		Almost never		Missing		Total	
	f	%	F	%	F	%	f	%	f	%	F	%
Amount of paperwork	69	27	97	38	73	28	16	6	2	1	257	100
Behaviour of learners	73	29	88	34	70	27	26	10	0	0	257	100
Large class size	67	26	77	30	89	35	24	9	0	0	257	100
Support from the DoE	44	17	100	39	77	30	36	14	0	0	257	100
Recording of learner performance	63	25	101	39	56	22	35	13	2	1	257	100
Reporting of learner performance	55	21	117	46	50	20	35	13	0	0	257	100
Extra-curricular activities	42	16	82	32	101	39	32	13	0	0	257	100



According to Table 5.4 most of the respondents (65%) find it difficult to cope with the amount of paperwork when executing their formal activities. In the researcher's opinion there is a possibility that some schools, in the interests of developing good practice, expect educators to complete more paperwork than is actually required by the Department of Education. Completion of certain paperwork is essential during the performance of formal activities, for example when a learner gets hurt an injury register has to be completed. The researcher is of the opinion that a distinction should be made between paperwork that is necessary for formal activities and paperwork that is no more than simple recording of information. For example, each Head of Department has to set his own agenda for the first meeting at the beginning of the year, while a standardised agenda could be set by the secretary of the school, because all the discussion points are the same for all departments.

Table 5.4 indicates that 63% of the respondents feel that learners' behaviour cause distress when educators are executing their formal activities. Maintaining good order in the classroom is one of the most difficult duties facing educators (*cf.* 3.3.2). The researcher is of the opinion that educators find it difficult to execute their formal activities in order to achieve the learning outcomes, because of the amount of paperwork and the unruly behaviour of learners. It is absolutely essential for the educator to record the misbehaviour of learners, because the Principal, School Management Team (SMT) and parents should be duly informed in order for disciplinary action to be taken. Learners' misbehaviour is an increasing problem at schools and it therefore causes more paperwork for educators and results in less time for teaching and learning.

According to Table 5.4 most of the respondents (56%) feel that large class sizes affect their execution of formal activities. Education around the globe and especially in South African is achievement-orientated (*cf.* 2.6.3.2) with the emphasis being on developing and implementing new curricula and programmes for all learners. This should be supported by reducing class sizes in order for educators to be able to cope with individualisation, but in practice learner numbers in classes have actually increased in South African schools.

According to Table 5.4, 44% of the respondents feel that they receive little support from the Department of Education regarding the execution of formal activities. The Department of Education supports educators with regard to formal activities by supplying schools with, for example, guidance on timetabling subject classes, the importance of subject meetings and playground duty but according to 44% of the respondents this kind of support is not adequate and leads to distress. Although some educators feel supported with regards to their formal activities, the fact that they have to, for example, attend subject meetings and perform playground duties still impacts negatively on the available time for preparation and lesson planning and leads to an increase in educators' workload.

The majority of respondents (64%) indicated that the recording of learner performance affects them when executing their formal activities. Recording is a core duty of an educator (*cf.* 3.3.2), which in the researcher's opinion is a contributing factor to the increase in educators' workload. This duty must be carried out during class time, occupies a great percentage of educators' time and this implies that educators might not have enough time for teaching and learning.

Most of the respondents (67%) feel that the reporting of learner performance leads to anxiety in the execution of their formal activities. The researcher is of the opinion that educators' workload is increased by the preparation of learner reports. According to Table 5.4 only 48% of the respondents indicated that extra-curricular activities affect the time they spend on formal activities and therefore increases their workload, which leads to distress. The reason for these responses might be that not all educators are involved in extra-curricular activities. The researcher wishes to argue that extra-curricular activities normally take place after school hours and increase educators' workload. Educators spend significant teaching time on the planning of such activities, which could be better used for actual teaching.

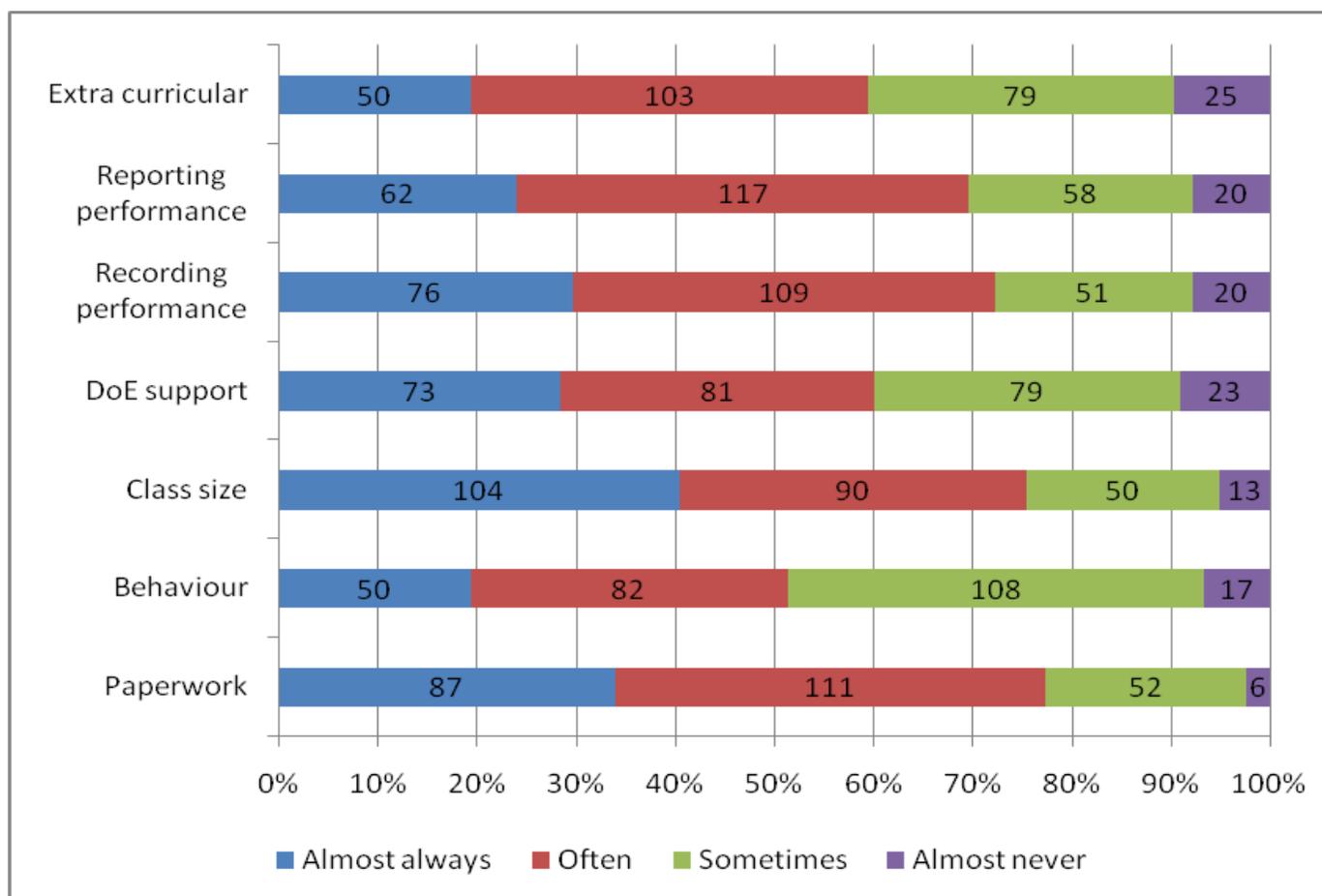
Based on the data it seems that the unruly behaviour of learners, in some cases little support from the Department of Education, recording and reporting of learner performance, large class size and extra-curricular activities overload

educators with more paperwork and decrease the time for executing formal activities. Educators are most probably obliged to use their family/spare time to catch up on overdue administrative activities, which means less time for relaxation.

Table 5.5 reveals data on aspects that cause distress when educators are executing their professional duties, such as lesson preparation, marking, assessment and dealing with learner behaviour.

**Table 5.5: Educators' activities – Professional**

	Always		Often		Sometimes		Almost never		Missing		Total	
	F	%	F	%	f	%	f	%	f	%	F	%
Amount of paperwork	87	34	111	43	52	20	6	2	1	1	257	100
Behaviour of learners	50	20	82	32	108	42	17	6	0	0	257	100
Large class size	104	40	90	35	50	20	13	5	0	0	257	100
Support from the DoE	73	28	81	32	79	31	23	8	1	1	257	100
Recording of learner performance	76	29	109	41	51	20	20	7	1	1	257	100
Reporting of learner performance	62	24	117	46	58	23	20	7	0	0	257	100
Extra-curricular activities	50	20	103	40	79	30	25	10	0	0	257	100



According to Table 5.5 the majority of respondents (77%) indicated that the amount of paperwork impacts negatively on the execution of professional activities. Only 34% of the respondents indicated that the amount of paperwork always takes a lot of time and that they therefore have less time to spend on preparation, marking, assessment and dealing with learner behaviour. Educators are required (by the Department of Education) to provide proof of preparation, meaning lesson plans, paperwork on different forms of assessment and evidence of intervention strategies (*cf.* 3.3.2). Paperwork therefore increases the workload of educators and it is the researcher's opinion that educators should spend more time on teaching and learning than on the paper war.

The researcher agrees with the respondents (52%) who feel that learners' behaviour has a negative effect on the execution of their professional activities. The disruptive behaviour of learners can hamper educators in doing assessment and evaluation in class. Only 6% of the respondents indicated that learners' behaviour does not have an effect on their professional activities. In the researcher's opinion the reason might be that although marking and preparation are professional activities, most of the time educators do this after school hours.

According to Table 5.5, the majority of respondents (75%) feel that large class sizes have a disruptive effect on the execution of professional activities. In the researcher's experience there is a correlation between large class size and learners' behaviour. The larger the class size the more difficult it becomes to control learners' behaviour. The researcher wishes to argue that in practice larger classes and misbehaviour of learners always correlate with each other.

The low level of support from the Department of Education is a major problem that educators experience when performing their professional activities. The majority of the respondents (60%) felt that there is a low level of support from the Department of Education. The researcher is of the opinion that the Department of Education should organise workshops to develop workable solutions for disruptive learner behaviour in order for professional activities to be performed more effectively.

Assessment is one of the core duties of an educator (*cf.* 1.1). The data reveals a correlation between recording and reporting of learner performance, as 70% of the respondents experience recording as an impediment and 70% of respondents regard the reporting of learner performance to be a main hindrance. In the researcher's opinion educators should take good care when recording and reporting learner performance, because the learner's future depends on the accuracy of the educator. However, a high level of accuracy puts pressure on the educator and leads to distress.

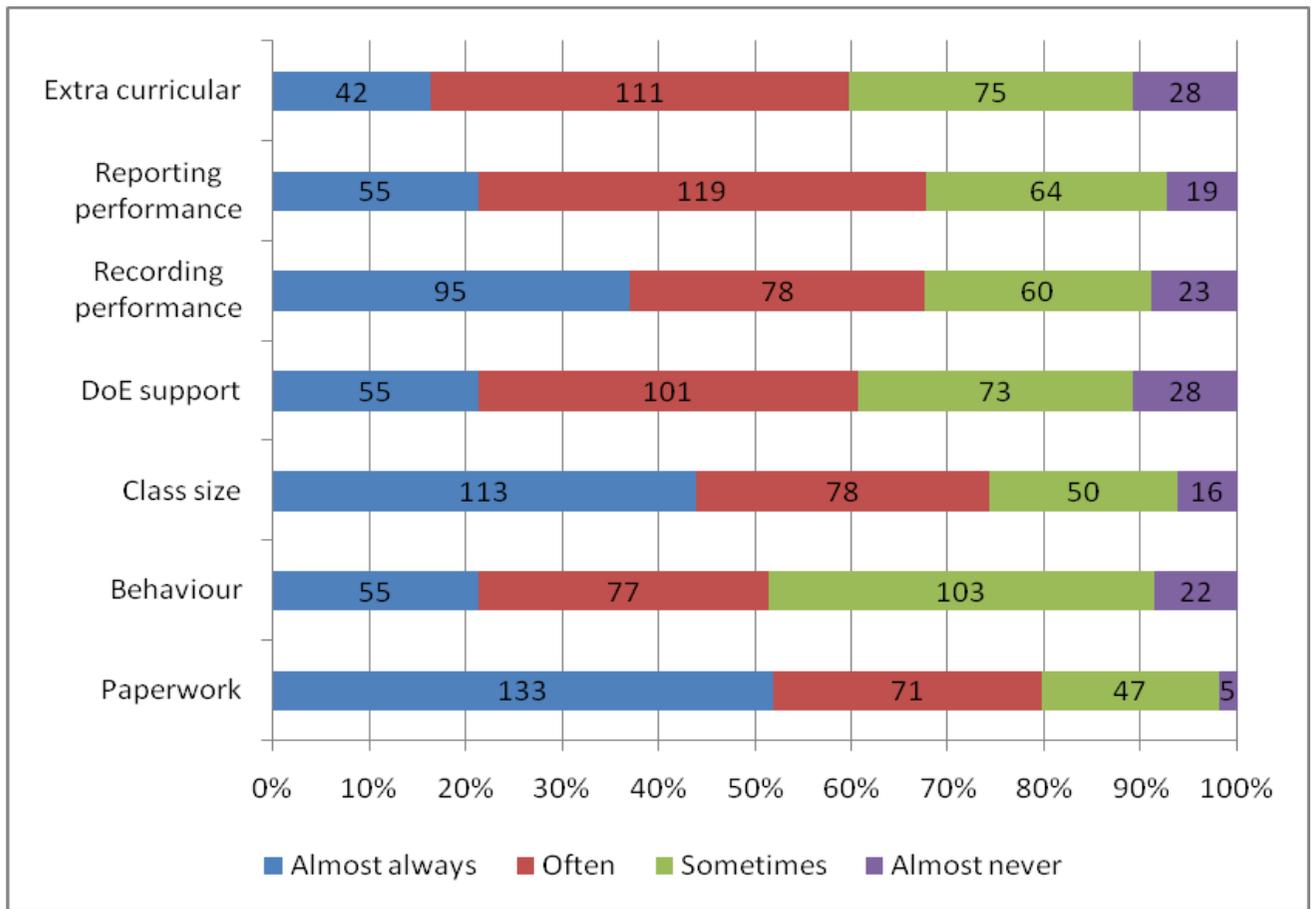
According to Table 5.5, the majority of the respondents (60%) indicated that a lot of time is spent on extra-curricular activities, which hinders them in executing their professional activities (*cf.* 3.1) effectively. The researcher is of the opinion that the time educators spend on extra-curricular activities overlaps with the time they spend on preparation and planning, which makes it impossible for educators to work effectively because their time is limited.

The data also reveals that educators experience difficulties in executing professional activities, because of larger classes which make it difficult for educators to control learners' unruly behaviour and this takes up a lot of teaching time. Misbehaviour of learners must be recorded and reported to different stakeholders and it leads to an excessive load of paperwork, in addition to the paperwork of recording and reporting learner performance. Educators need support from the Department of Education in this regard. The data, however, reveals that this support is not forthcoming. The indication is that educators have to fight the paper battle on their own, which leads to anxiety as well as a decline in a high performance work culture.

Table 5.6 reveals data on the question of how much distress the amount of paperwork, behaviour of learners, large class sizes, support from the Department of Education, recording and reporting of learner performance and extra-curricular activities cause educators when performing their administrative activities.

**Table 5.6: Educators' activities – Administrative**

	Always		Often		Sometimes		Almost never		Missing		Total	
	F	%	F	%	f	%	f	%	f	%	F	%
Amount of paperwork	133	51	71	28	47	18	5	2	1	1	257	100
Behaviour of learners	55	22	77	30	103	40	22	8	0	0	257	100
Large class size	113	44	78	30	50	20	16	6	0	0	257	100
Support from the DoE	55	22	101	39	73	28	28	11	0	0	257	100
Recording of learner performance	95	37	78	31	60	23	23	8	1	1	257	100
Reporting of learner performance	55	22	119	46	64	25	19	7	0	0	257	100
Extra-curricular activities	42	16	111	43	75	29	28	11	1	1	257	100



According to the Personnel Administration Measures (PAM) (Department of Education, 1999) administrative activities form part of educators' day-to-day responsibilities (*cf.* 3.2.3.2). According to Table 5.6 the majority of respondents (79%) feel that the amount of paperwork has a negative effect on the execution of classroom instruction and reduces the time available for classroom instruction (*cf.* 3.2.1).

The researcher agrees with the respondents (52%) that the behaviour of learners sometimes does affect the execution of administrative activities. According to the researcher's experience, educators find it difficult to complete registers, compile work reports and record marks when learners misbehave and do not attend classes. Maintaining good order in the classroom is one of the most difficult duties educators are faced with. This duty has become more difficult over the past few decades as young people's attitudes towards those in authoritative positions have changed dramatically (*cf.* 3.3.2).

According to Table 5.6, the majority of respondents (191 out of 257) agree that large classes have a negative effect on the execution of administrative activities. Policies such as NCS are among many that have had an impact on South African educators' sense of their workload (*cf.* 3.3.1). The researcher agrees with the Chisholm report (2005:184) on educators' workload, namely that the majority of educators in South Africa experience multiple, complex and constantly changing requirements regarding teaching and learning, marked on the whole by large classes with diverse teaching and learning needs, as well as an unbearable increase in workload.

Most of the respondents (61%), according to Table 5.6, feel that the low levels of support from the Department of Education on how the recording and reporting of learner performance should be documented often leads to distress when executing their administrative activities. Educators are overwhelmed by the various prescribed ways of compiling documentation and this absorbs a lot of teaching time. In the researcher's opinion, educators experience pressure from all stakeholders, especially from the Department of Education and parents, to be very accurate in the recording process. Recording of learner performance is a continuous process, which means that

educators spend a lot of time on this administrative activity, leading to a decrease in teaching time and an increase in workload.

According to Table 5.6, 68% of the respondents feel that the reporting of learner performance leads to distress when executing their administrative activities. The researcher is of the opinion that with larger classes, reporting learner performance becomes more difficult. Educators do not have the time during school hours to administer these reports, which means that they have to do it after school hours. This might further overlap with their extra-curricular activities and might lead to less time with their families.

The majority of the respondents (59%) indicated that extra-curricular activities cause distress when executing administrative activities. There seems to be a correlation between these responses and the data regarding the effect of extra-curricular activities on the execution of formal activities (*cf.* Table 5.4). The correlation in the data could imply that administrative activities, such as compiling work reports, completing registers and recording of learners' misbehaviour cause more or less the same burden on educators than formal activities, such as playground duty. According to the researcher's experience, extra-curricular activities require a lot of administration. For example, educators who are coaches for sport teams have to plan and organise sport tours and league games. This might lead to less teaching and spare time.

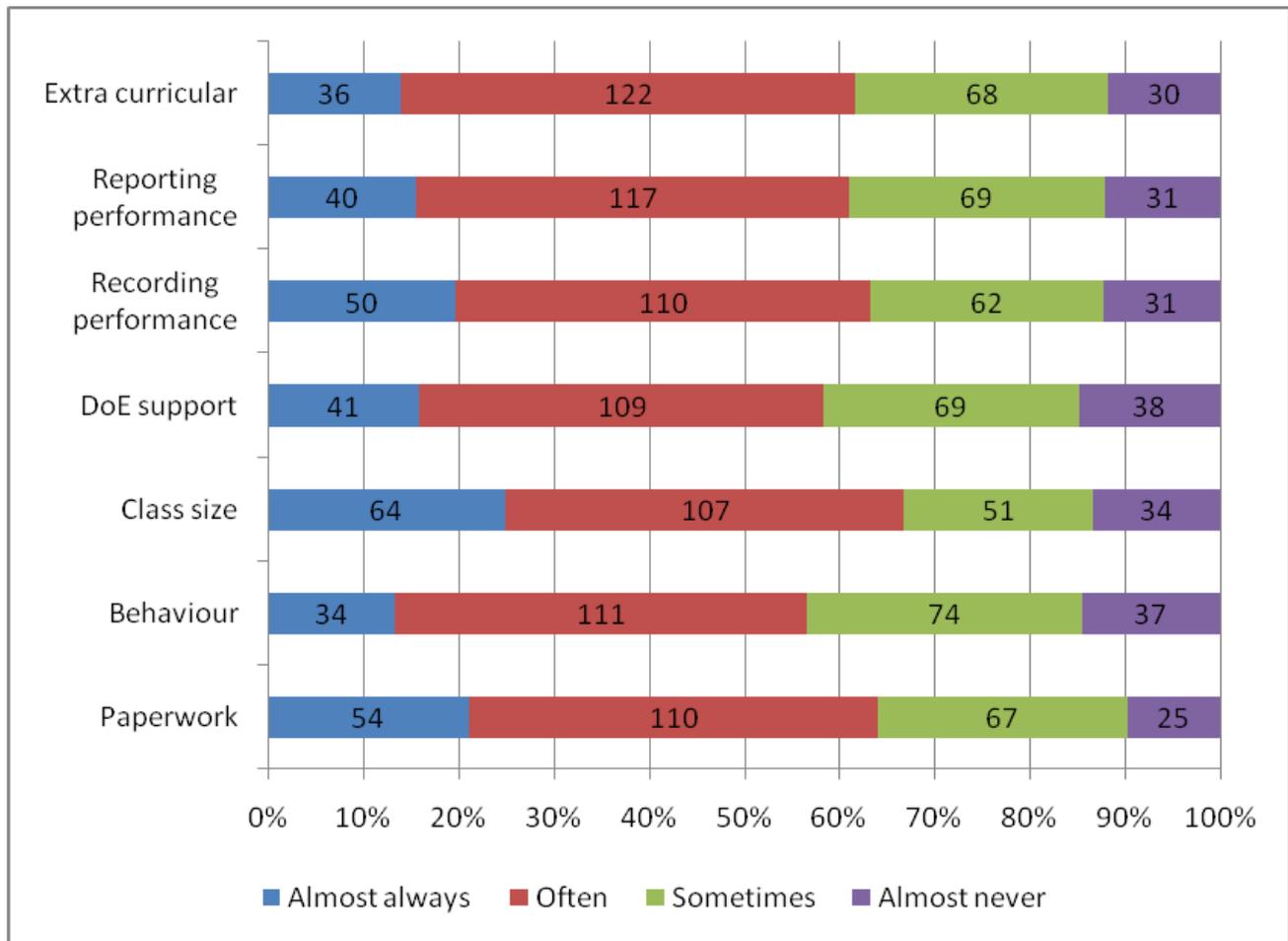
The above data indicates that the execution of administrative activities becomes more complex and difficult for South African educators. Larger classes, misbehaviour of learners, low levels of support from the Department of Education, reporting and recording of learner performance and extra-curricular activities reduce the time available for classroom instruction, because of the amount of paperwork each of these aspects involve. South African educators experience multiple, complex and constantly changing requirements regarding teaching and learning, marked on the whole by large classes with diverse teaching and learning needs, as well as an unbearable increase in workload. Educators do not have the time during school hours to execute all these administrative activities, which means they have to perform them after school hours. This might also overlap with the time spent on extra-

curricular activities. In the researcher's opinion educators are overwhelmed by the unbearable increase in their administrative workload.

Table 5.7 reveals data on the question of how much distress the amount of paperwork, learners' behaviour, large class size, support from the Department of Education, recording and reporting of learner performance and extra-curricular activities have on educators when executing their managerial activities.

**Table 5.7: Educators' activities – Managerial**

	Always		Often		Sometimes		Almost never		Missing		Total	
	f	%	F	%	F	%	F	%	f	%	F	%
Amount of paperwork	54	21	101	39	67	26	25	10	10	4	257	100
Behaviour of learners	34	13	111	43	74	29	37	14	1	1	257	100
Large class size	64	25	107	41	51	20	34	13	1	1	257	100
Support from the DoE	41	16	109	42	69	27	38	15	0	0	257	100
Recording of learner performance	50	20	110	42	62	24	31	12	4	2	257	100
Reporting of learner performance	40	16	117	45	69	27	31	12	0	0	257	100
Extra curricular activities	36	14	122	47	68	26	30	12	1	1	257	100



Educators carry out various managerial activities, such as planning, organising, leading and control. According to Kruger and Van Schalkwyk (1993:72), an educator’s managerial activities are just as complex and comprehensive as the interaction that takes place in the classroom.

According to Table 5.7, many of the respondents reacted negatively regarding all managerial activities. Table 5.8 below summaries the correlation between the amount of distress the activities have on educators’ managerial activities:

**Table 5.8: Distress caused by activities**

	%
Amount of paperwork	60
Behaviour of learners	56
Large class size	66
Support from the Department of Education	58
Recording of learner performance	62
Reporting of learner performance	61
Extra-curricular activities	61

The data indicated that the above-mentioned activities have a negative impact on educators’ managerial activities: planning, organising, leading and control. Educators should plan sensibly, systematically and continuously for effective allocation and utilisation of time. Dealing with large class sizes and learners’ misbehaviour require educators to have excellent leadership skills and many educators struggle to fulfil these management tasks.

The recording and reporting of learner performance increase the educator’s amount of paperwork. The Department of Education requires educators to complete and submit recording and reporting evidence in different formats. According to Table 5.8 the majority of respondents (58%) feel that the Department of Education fails to provide support in this regard. This causes distress for educators when executing their managerial activities.

After analysing the data regarding educators' activities, it became evident what educators find most problematic when executing formal, professional, administrative and managerial activities. According to 60% of the respondents, the amount of paperwork has a burdensome affect on the daily execution of their activities. Administrative activities by far exceed the amount of time spent on preparation for teaching and learning as well as on actual teaching time. The size of the classes has a direct influence on all the activities to be performed. The behaviour of learners, particularly the disciplining of learners, puts an extra burden on educators, which means more administrative activities and less teaching time. It also became clear that a too little of support from the Department of Education leads to educators being insecure and adds to the frustration that already exists as a result of the vast amount of paperwork, large classes and unsatisfactory learner behaviour. Recording and reporting of learner performance increase the amount of paperwork, decrease teaching time and add to educators' distress. Often, recording and reporting are duplicated and the researcher is of the opinion that effective teaching can take place without all the paperwork involved. Finally, extra-curricular activities are a necessary part of the holistic development of learners, but it often places an additional burden on educators who are already experiencing a heavy workload.

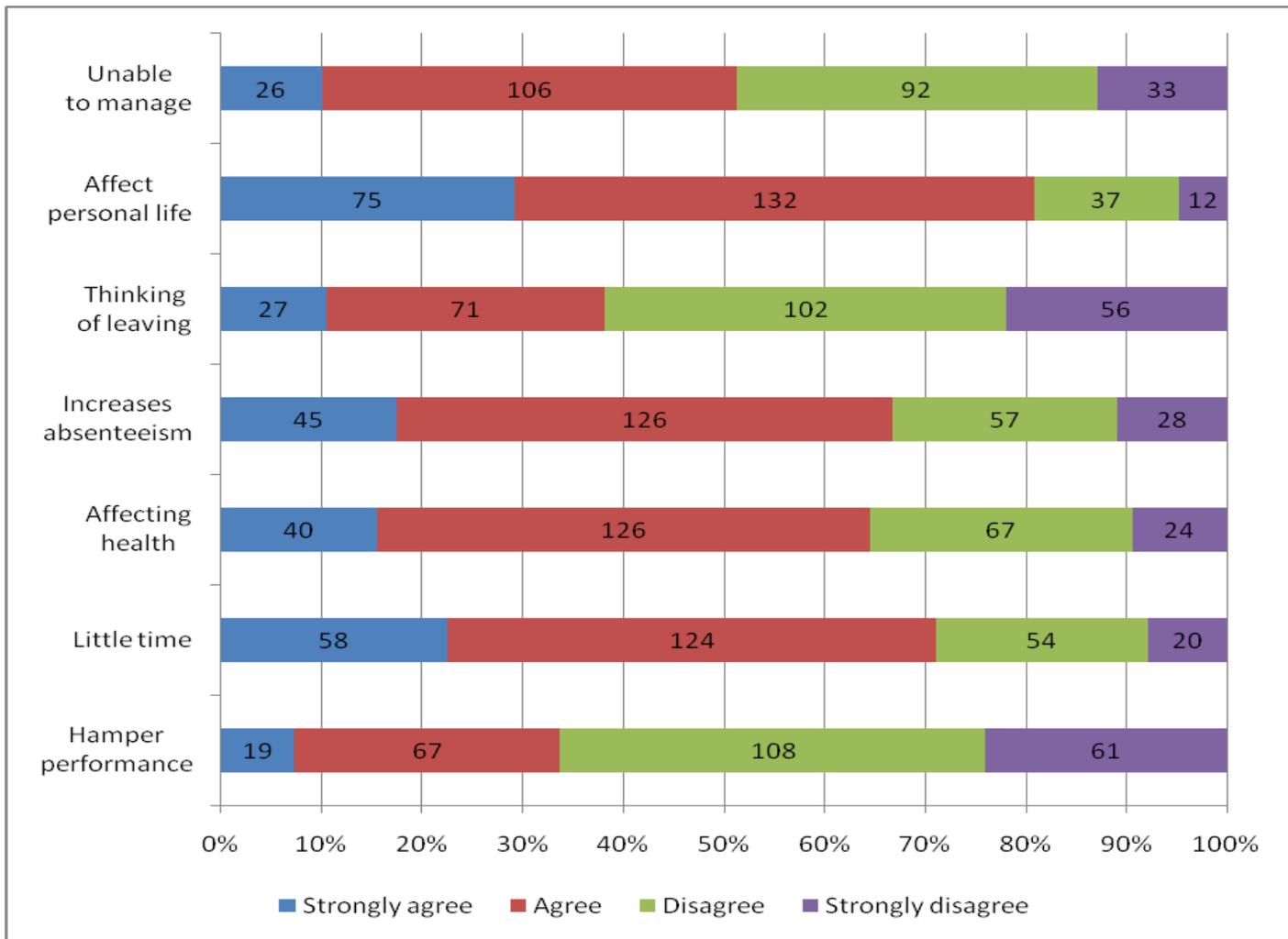
#### **5.4 SECTION C: EDUCATORS' WORKLOAD**

Section C of the questionnaire concentrated on aspects of educators' workload that could have an impact on their performance, their knowledge of learners, health, absenteeism, thoughts of leaving teaching, personal life and the way they manage their workload. In reporting the data, the researcher will combine "strongly agree" and "agree" as well as "strongly disagree" and "disagree".

Table 5.9 depicts data on the effect of workload on the educator.

**Table 5.9: Educators' workload**

	Strongly agree		Agree		Disagree		Strongly disagree		Missing		Total	
	f	%	F	%	f	%	F	%	f	%	f	%
Hampers my performance	19	7	67	26	108	42	61	24	2	1	257	100
Little time to get to know learners	58	23	124	48	54	21	20	7	1	1	257	100
Affecting my health	40	16	126	49	67	26	24	9	0	0	257	100
Increases absenteeism	45	17	126	49	57	22	28	11	1	1	257	100
Thinking of leaving teaching	27	10	71	28	102	39	56	22	1	1	257	100
Affecting my personal life	75	29	132	51	37	14	12	5	1	1	257	100
Unable to manage my workload	26	10	106	41	92	36	33	13	0	0	257	100



#### **5.4.1 Hampers performance**

The majority of the respondents (66%) indicated that their workload does not hamper their performance. There seems to be a contradiction between these responses and the data regarding the intention of so many educators to leave the profession because of their heavy workload (*cf.* Table 5.3). According to literature, educators experience their workload as one of the major reasons for resigning from education (*cf.* 3.3.2). The contradiction in the data could imply that many educators have the personality, drive and commitment to do what is required of them, no matter how heavy their workload.

#### **5.4.2 Little time to get to know learners**

The majority of the respondents (71%) feel that their workload leaves them with less time to get to know their learners. However, the roles that educators are expected to fulfil (Department of Education, 1998a:53) clearly require that they should know their learners and their needs. Within the school, educators should demonstrate an ability to develop a supportive and empowering environment for the learner and should also respond to the educational and other needs of learners (*cf.* 3.2.2).

#### **5.4.3 Affecting health**

Most of the respondents (65%) feel that their workload affects their health. The researcher is of the opinion that stress-related health 'issues', such as depression, might be a reason why so many educators experience health 'problems'. Literature supports this in that it states that educators find their work stressful and that workload may be a cause of poor health (*cf.* 3.3.1).

#### **5.4.4 Increases absenteeism**

According to Table 5.9, most of the respondents (66%) feel that workload is a leading factor in increased educator absenteeism. Linked to the responses regarding the effect of workload on their health, the researcher is of the opinion that health-related issues and health 'problems' promote absenteeism.

#### **5.4.5 Thinking of leaving teaching**

Table 5.9 depicts data regarding educators who are thinking of leaving the teaching profession because of their workload. Many respondents (61%) feel that their workload would not force them to leave the profession, but 38% of the respondents consider leaving the teaching profession because of their workload.

#### **5.4.6 Affecting personal life**

The majority of respondents (80%) indicated that their workload is affecting their personal life. In a previous study, the respondents indicated that the time they spent on administration, extra- and co-curricular activities increased excessively (*cf.* 3.3.2). The researcher is of the opinion that the time educators spend on administration and extra-curricular activities oblige them to spend more time on school-related work after normal school hours as well as during holidays, not leaving enough time to spend with family and friends.

#### **5.4.7 Unable to manage workload**

Of the respondents, 51% indicated that they are not able to manage their workload effectively. The researcher is of the opinion that educators need support to help them to manage the workload that the implementation of the NCS has generated. The data presented in Tables 5.4, 5.5, 5.6 and 5.7 correlates with the data in Table 5.9. According to most educators, the amount of paperwork has a negative effect on the daily execution of their activities. The data reveals clearly that educators' personal lives, their health and the rate of absenteeism are affected negatively by their workload. The data however reveals a discrepancy between the educators' management of their workload and their performance due to the workload. A number of the respondents (66%) respondents indicated that their performance is not hampered by their workload, but 51% of the respondents feel they are not able to manage their workload. This discrepancy can be due to the fact that some of the respondents did not interpret the question correctly or that they do not want to reveal that they cannot cope with their workload. The data

however shows that many respondents (51%) react negatively towards their workload and that they are not able to manage it properly.

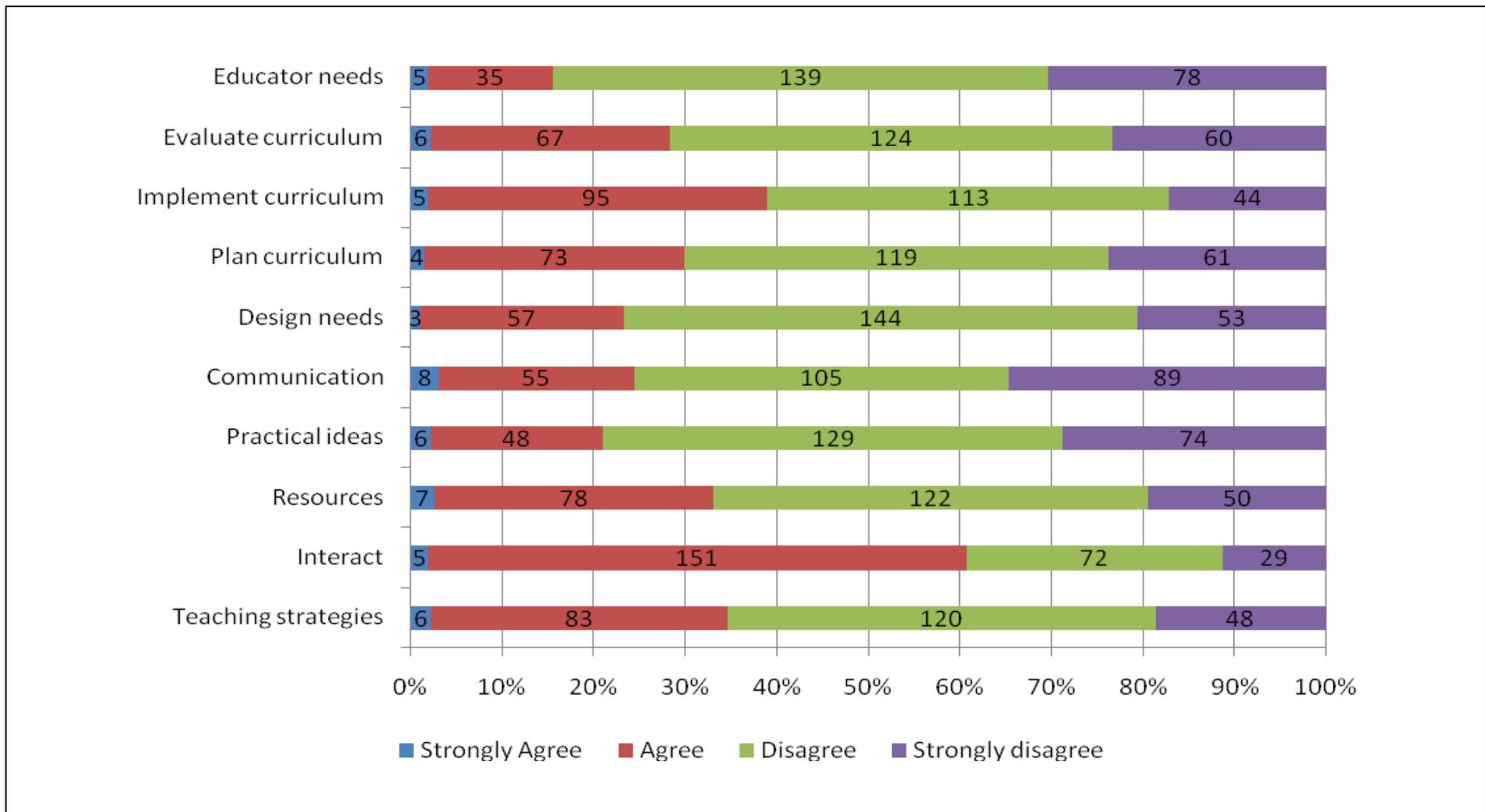
### **5.5 SECTION D: SUPPORT FROM THE DEPARTMENT OF EDUCATION**

Section D of the questionnaire focused on the support educators receive from the Department of Education.

Table 5.10 presents data on the support from the Department of Education regarding the teaching task. In reporting the data, the researcher will combine “strongly agree” and “agree” as well as “strongly disagree” and “disagree”.

**Table 5.10: Support from the Department of Education**

	Strongly Agree		Agree		Disagree		Strongly disagree		Missing		Total	
	f	%	F	%	f	%	f	%	f	%	f	%
Provides educators with regular training regarding new teaching strategies	6	2	83	32	120	47	48	19	0	0	257	100
Provides educators with opportunities to interact with other educators teaching the same subject in other schools	5	2	151	59	72	28	29	11	0	0	257	100
Provides educators with meaningful resources to reach objectives in class	7	3	78	30	122	47	50	20	0	0	257	100
Provides educators with practical ideas to make the teaching task easier	6	2	48	19	129	50	74	29	0	0	257	100
The communication channel between the DoE and educators works effectively	8	3	55	21	105	41	89	35	0	0	257	100
Involves educators regularly in the designing of learning programmes	3	1	57	22	144	56	53	21	0	0	257	100
Trains educators to plan a new curriculum	4	1	73	29	119	46	61	24	0	0	257	100
Trains educators to implement a new curriculum	5	2	95	37	113	44	44	17	0	0	257	100
Trains educators to evaluate a new curriculum	6	2	67	26	124	49	60	23	0	0	257	100
Considers educator needs when planning curriculum changes	5	2	35	13	139	54	78	31	0	0	257	100



### **5.5.1 Provides educators with regular training regarding new teaching strategies**

The majority of the respondents (66%) indicated that the Department of Education does not provide regular training on new teaching strategies. The researcher is of the opinion that educators should be empowered to use applicable teaching strategies needed to reach the outcomes of the NCS. These responses correlate with the majority of respondents (*cf.* Table 5.3) who feel they are not much empowered by the Department of Education. The Department of Education should empower educators by organising workshops that focus on the use of new teaching strategies.

### **5.5.2 Provides educators with opportunities to interact with other educators teaching the same subject in other schools**

According to Table 5.10 61% of the respondents are positive about the support the Department of Education provides regarding the interaction with other educators teaching the same subject in other schools. In a previous study the researcher recommended (Van Tonder, 2008:138) that educators from the same district should work together and that experience and skills should be shared between educators in a spirit of real collegiality. According to the researcher's experience, the Department of Education organises meetings where educators can interact with each other regarding subject matters.

### **5.5.3 Provides educators with meaningful resources to reach objectives in class**

The data in Table 5.10 reveals that most of the respondents (67%) feel that the Department of Education does not provide them with meaningful resources to reach objectives in class. The researcher is of the opinion that the respondents are satisfied with the physical resources, such as own classrooms, desks, etc., but that there is a shortage of meaningful resources such as textbooks, learning materials, new technology and access to the internet. Educators waste a lot of precious teaching time trying to obtain or

access these resources. A possible solution could be an internship model where educators receive administrative support to reduce their workload (*cf.* 1.3).

#### **5.5.4 Provides educators with practical ideas to make the teaching task easier**

The majority of respondents (79%) reacted negatively in terms of the provision of support by the Department of Education regarding practical ideas to make the teaching task easier. The implementation of the NCS was singled out for having increased educators' workload through its demanding assessment requirements (*cf.* 3.3.1). In the researcher's opinion the Department of Education should empower educators with practical knowledge and skills to ensure that their teaching task becomes easier. This is supported by the data (*cf.* Table 5.3), where the majority of respondents indicate that they are not much empowered by the Department of Education. The researcher suggests that with proper deliberation with educators the Department of Education could arrange workshops and meetings where practical ideas could be generated to make the teaching task easier.

#### **5.5.5 The communication channel between the Department of Education and educators works effectively**

The majority of the respondents (76%) feel that the communication channel between the Department of Education and educators does not work effectively. According to Lunenburg and Ornstein (1991:185) communication is the lifeblood of every school; it is a process that links the school, the educator and the Department of Education. The researcher is of the opinion that all role players should make an effort to clear the communication channel of any disruptions. Memorandums and circulars regarding educational matters should be distributed to schools and regular meetings should be held with educators to prevent misunderstandings.

### **5.5.6 Regular involvement of educators in the designing of learning programmes:**

An overwhelming percentage (77%) of educators indicated that the Department of Education does not involve them enough in the designing of learning programmes. Only 23% of the respondents agree that the Department of Education does involve educators regularly in the designing of learning programmes. The researcher wishes to argue that respondents received in-service training for the designing of learning programmes, but that the in-service training was most probably not effective enough. It is important for educators to be involved in the designing of learning programmes because they are the people who teach the learning programmes, they know what the limitations are and what can probably be changed to design a more workable learning programme.

### **5.5.7 Training of educators to plan a new curriculum**

Table 5.10 reveals that the majority of respondents (70%) indicated that the Department of Education does not train educators to plan a new curriculum. In the researcher's opinion any effective management process starts with planning. If the Department of Education does not train educators to plan a new curriculum, it will lead to ineffective teaching, ineffective class procedures, ineffective learners' activities, wrong differentiation techniques and wasting of time. The Department of Education provides educators with in-service training on planning a new curriculum, but educators still lack knowledge and skills in this regard (*cf.* Table 5.1). The Department of Education should collaborate with educators to discuss what is required in/by curriculum planning and to identify the needs of the educators with regard to curriculum planning in order to ultimately empower educators to teach more effectively.

### **5.5.8 Training of educators to implement a new curriculum**

The majority of respondents (61%) feel that the Department of Education does not train educators to implement a new curriculum. Planning is an ongoing process, but in the researcher's opinion, for an educator to know whether the

planning was successful such plan should be implemented. Education around the globe and especially in South African is achievement-orientated (*cf.* 2.6.3.2) with the emphasis placed on developing and implementing new curricula and programmes. Educators should be equipped with skills and knowledge to put the new curriculum into practice. In so doing the Department of Education and educators can identify limitations in curriculum implementation and through collaboration they can develop a strategy for effective curriculum implementation in order for effective teaching and learning to take place.

### **5.5.9 Training of educators to evaluate a new curriculum**

According to Table 5.10, most of the respondents (72%) indicated that the Department of Education does not train educators to evaluate a new curriculum. The researcher is aware that the Department of Education introduces evaluation (control) measures to establish whether or not curriculum implementation is successful. However, if the Department of Education does not support educators with regular training regarding new teaching strategies, the use of meaningful resources to reach objectives in class, practical ideas to make the teaching task easier, a clear communication channel, regular involvement in the designing of learning programmes, planning of curriculum changes, training to plan and implement a new curriculum, then all these control measures to establish whether or not curriculum implementation is successful are ineffective.

### **5.5.10 Consideration of educator needs when planning curriculum changes**

The majority of respondents (85%) feel that the Department of Education does not consider their needs when planning curriculum changes. The Department of Education provided schools with learning programmes. According to the researcher's experience, however, the Department of Education has on occasion made changes in the curriculum and informed schools accordingly, but did not communicate with educators as to why these changes were made. The data confirms the researcher's experience, as 76% of the respondents

felt that the communication channel between the Department of Education and educators does not work effectively.

The researcher wishes to suggest that the Department of Education facilitate meetings where educators and District Officials can discuss the advantages and disadvantages of all aspects of the new curriculum. All stakeholders must participate in order to take ownership of the implementation of the new curriculum.

The data regarding educators' support from the Department of Education has indicated clearly that a high percentage of educators are negative regarding the support of the Department of Education.

The researcher is of the opinion that the Department of Education and educators should work together towards achieving one common goal, namely to provide quality teaching and learning which will benefit all stakeholders. The communication channel between the Department of Education and educators should be clear and effective in order to prevent misunderstandings. Educators must be supported with regular training regarding new teaching strategies, meaningful resources to reach objectives in class, practical ideas to make the teaching task easier, a good communication channel, training regarding planning, implementing and evaluating of the new curriculum and planning of curriculum changes.

In the next section the data regarding the support that interns might be able to provide to reduce educators' administrative workload is presented and discussed.

## **5.6 SECTION E: INTERNSHIP**

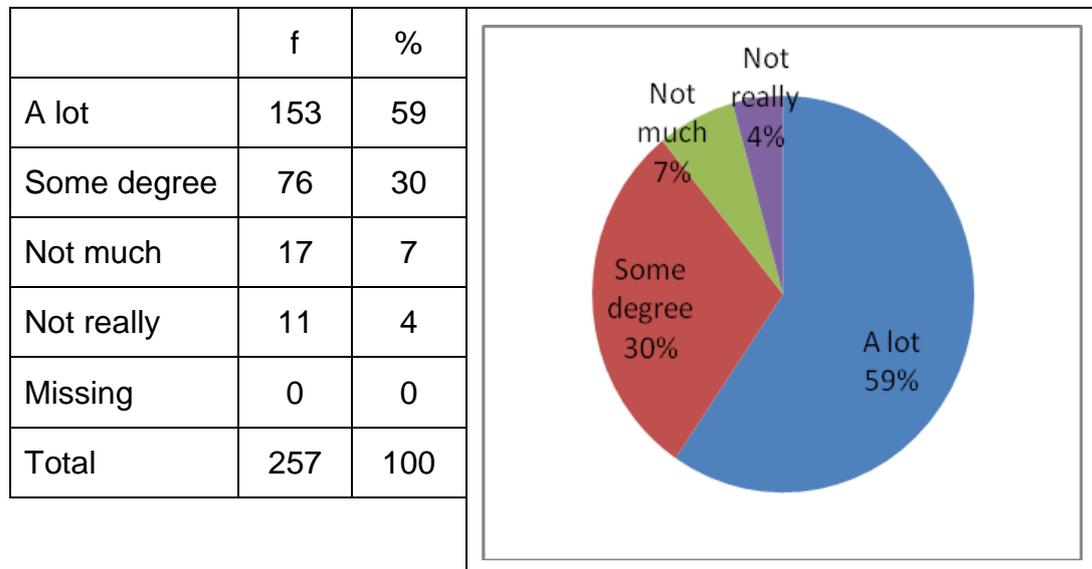
Literature reveals that interns can support educators by performing administrative duties at schools to relieve them of their administrative workload so that they can focus on teaching and learning (*cf.* 1.3). As the aim of this study was to develop a model to relieve South African educators of the administrative demands generated by the implementation of the NCS, Section

E of the questionnaire focused on the support interns might be able to provide to reduce educators' administrative workload.

During the interpretation of the data it became clear that interns could also be empowered through supporting educators at schools. Although not stated as an objective of the research, this will also be reported.

Table 5.11 presents data on the assistance interns can provide with playground supervision.

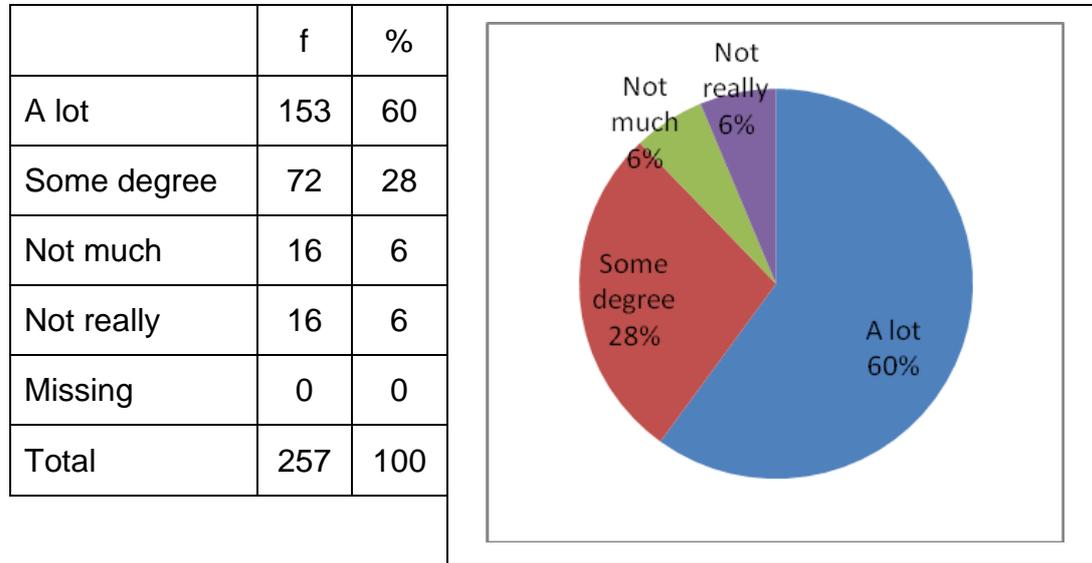
**Table 5.11: Playground supervision**



According to Table 5.11, the majority of respondents (59%) feel that interns can help a lot with playground supervision. Playground duties are performed when learners arrive at school in the mornings, during breaks and at the end of the school day when learners are going home. The researcher is of the opinion that interns can support educators with playground supervision before school, when staff meetings are held to do the daily planning, during breaks when educators need to socialise and relax and after school when educators need time to complete administrative activities and prepare for extra-curricular activities.

Table 5.12 depicts the results obtained from respondents regarding exam invigilation by interns.

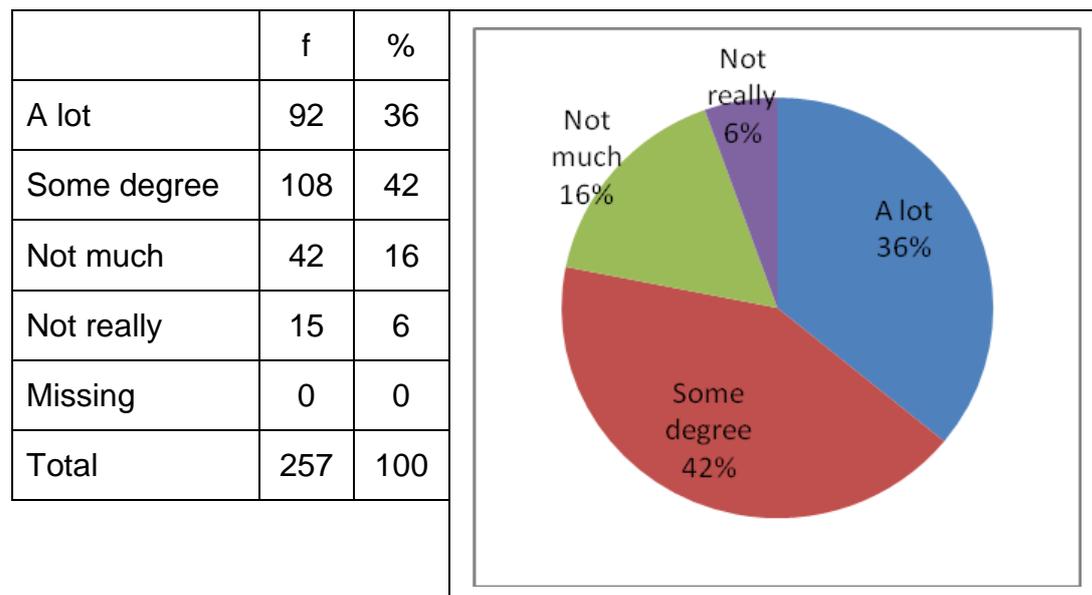
**Table 5.12: Exam invigilation**



Many respondents (60%) feel that interns can be of great support in this regard. In the researcher’s opinion interns can assist educators with exam invigilation, but then as co-invigilators. Learners often take chances by, for example, helping each other unlawfully and interns are also not familiar with exam procedures. Interns can, however, become knowledgeable in this regard through “on-the-job training”.

Table 5.13 presents data on the support interns can provide with study support materials.

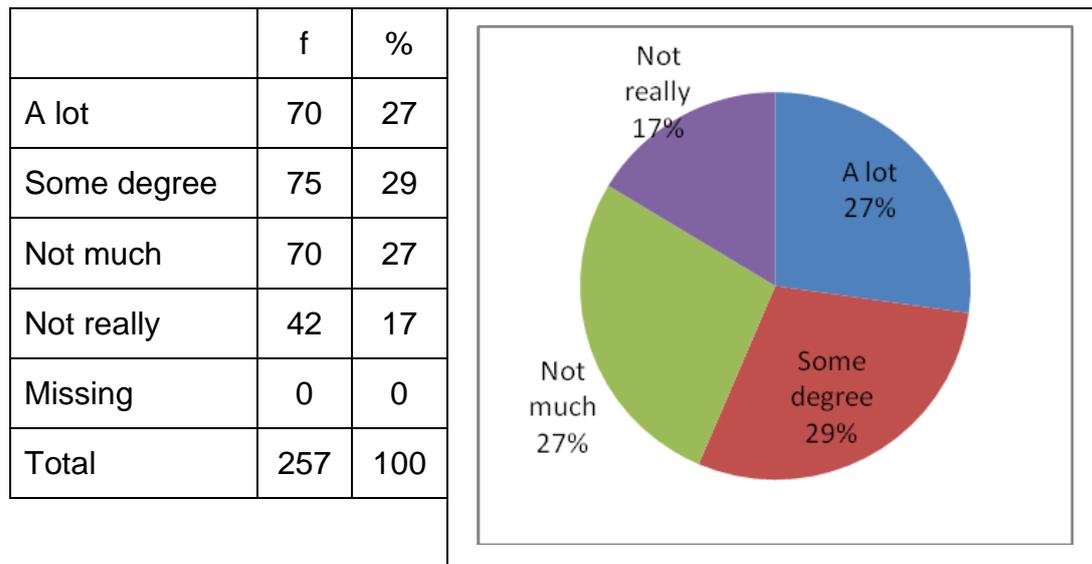
**Table 5.13: Study support materials**



According to the researcher, interns do not possess sufficient expertise in subject knowledge to be able to assist educators effectively with study support materials. Although 36% of the respondents felt that interns could assist them with study support materials; 42% indicated that interns might only be helpful to some degree. The researcher is of the opinion that interns can assist educators in the research of study data and in collaboration with the educator such data can be processed into meaningful study support material. With this kind of support from interns, educators can spend more time on teaching and learning.

Table 5.14 depicts data on the support interns can provide with learners' behavioural problems.

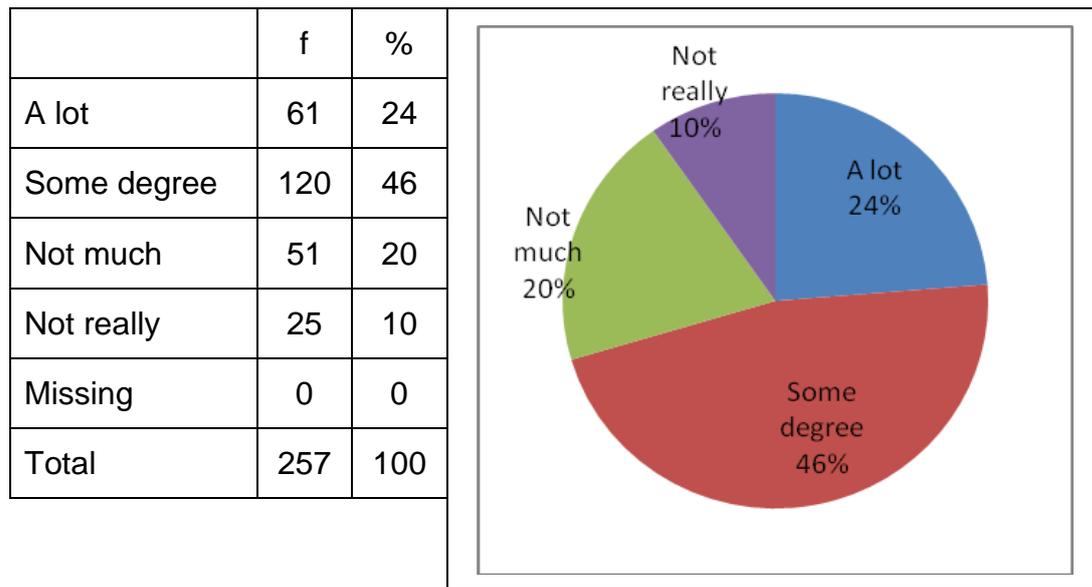
**Table 5.14: Behavioural problems of learners**



Educators should be able to employ effective management practices to alleviate disruptive behaviour. Such practices are at the heart of the teaching process and are essential for establishing and maintaining good classroom control (*cf.* 3.4). The researcher is of the opinion that interns do not yet have the experience and skills to employ effective practices in this context. With the support of experienced educators, interns can learn much regarding behavioural problems of learners as well as the procedures that apply. According to Table 5.14, 29% of the respondents feel that interns could support them to some degree. Maintaining good order in the classroom is one of the most difficult duties that an educator has to perform and the majority of educators (*cf.* Table 5.6) indicated that the behaviour of learners does sometimes affect the execution of administrative activities. In the researcher's opinion learners are more likely to show acceptable behaviour when more supervisors are available.

Table 5.15 presents data regarding the support interns can provide with guidance to learners.

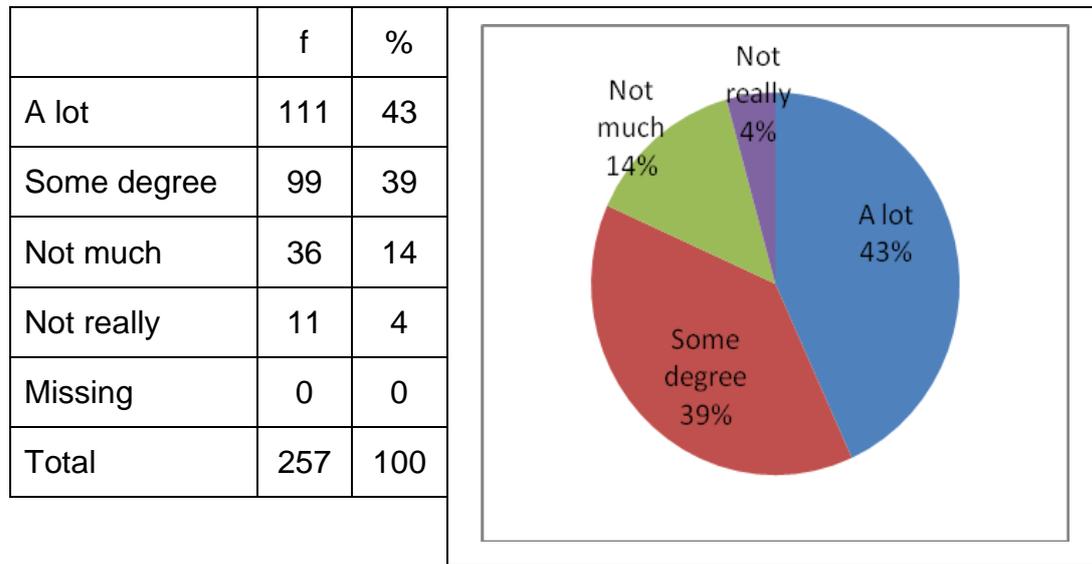
**Table 5.15: Guidance to learners**



Guidance to learners is one of the seven roles that educators have to fulfil (*cf.* 3.3.2). Table 5.15 reveals that 46% of the respondents feel that interns could support them to some degree with guidance to learners. The data reveals a correlation between the years of experience of educators (*cf.* Table 5.1) and the support educators need with regard to guidance to learners. The researcher is of the opinion that educators with more than 10 years' teaching experience have not received training to guide learners according to the requirements of the implementation of the NCS. However, the 'roles of the educator' (*cf.* 3.2.2) form part of the curriculum for teacher training and therefore interns should be able to guide learners.

Table 5.16 presents data on the support interns can provide by standing in for absent educators on a short-term basis.

**Table 5.16: Standing in on a short-term basis for educators who are absent**



It is unsettling for any school when educators are absent. According to Dr.Vijay Reddy, HSRC research director for Education and Skills Development, shortleave needs to receive attention because schools are not able to get substitute educators for regular absenteeism and therefore it causes major disruption (*Rapport, 27/12/2010*). According to Table 5.16, 43% of the respondents indicated that interns could stand in on a short-term basis when educators are absent. The researcher is of the opinion that interns can help to solve the problem of absenteeism in order for teaching and learning to continue without disruptions. However, interns can only stand in for an absent educator on a short-term basis and principals should realise that interns are not supposed to teach for long periods of time. Interns should mainly perform administrative duties on behalf of educators to enable educators to focus on teaching and learning.

Table 5.17 presents data on the support interns can provide with photocopying.

**Table 5.17: Photocopying**

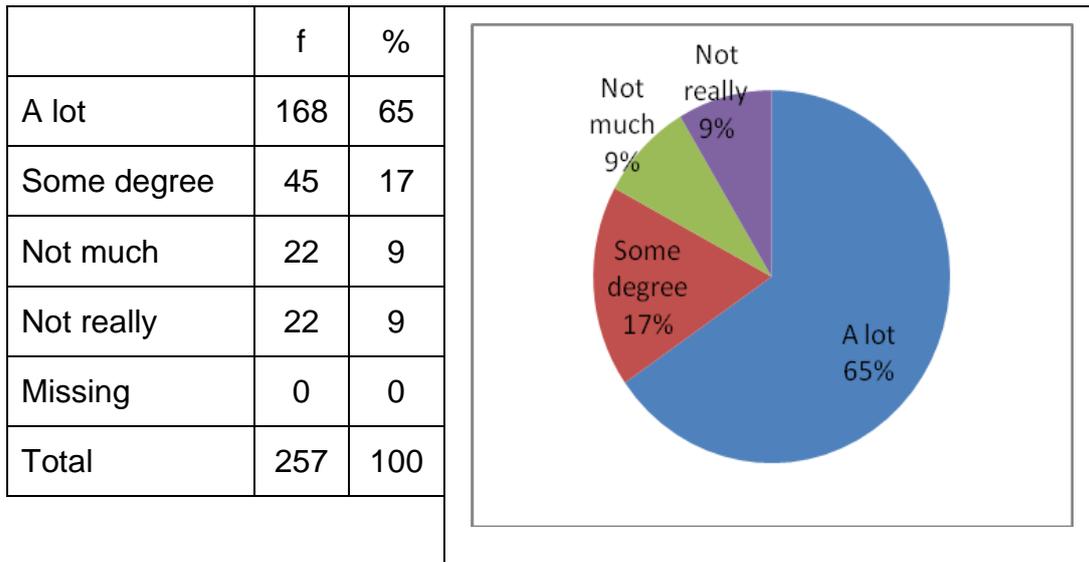
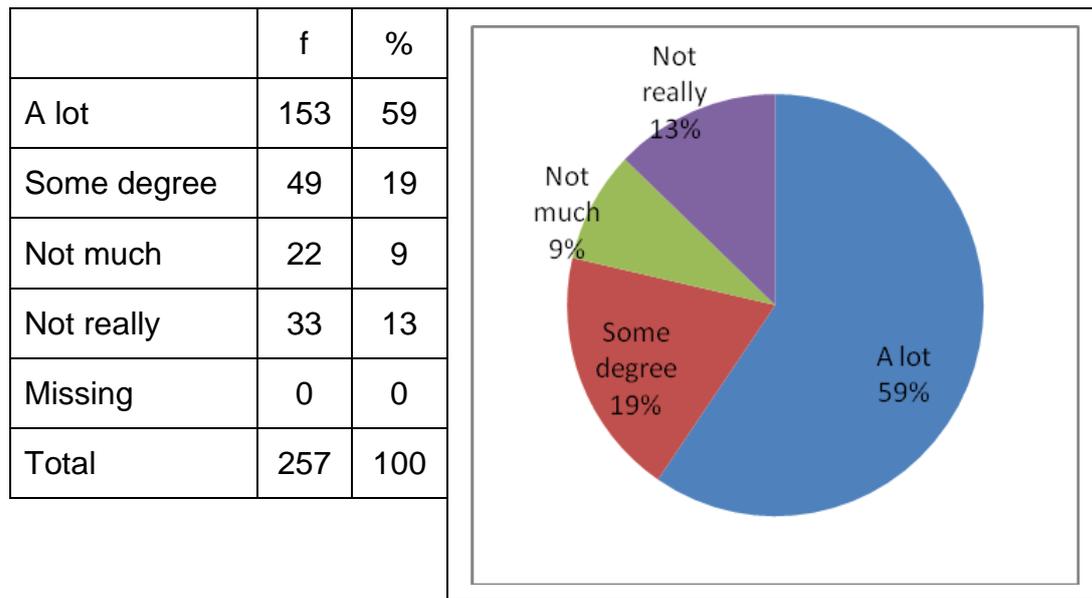


Table 5.17 illustrates that the majority of respondents (65%) feel that interns can support with photocopying. Educators have to make a lot of photocopies as supportive study material for learners and this is time-consuming. Most schools have someone to whom this task is assigned, but educators have to submit the work according to a schedule, which needs effective planning. Interns can assist educators to submit and fetch these copies in time. In the researcher's opinion interns can also support the person responsible for making photocopies. This will save time and educators will then receive their work on time.

Table 5.18 presents data on the support interns can provide with school detention.

**Table 5.18: School detention**



During a formal school day educators' core duties include (Department of Education: 1999) pastoral duties (grounds, detention, scholar patrol, etc.) (cf. 1.3). Table 5.18 presents the data regarding the support interns can provide with school detention. Many of the respondents (59%) feel that interns can be of great support in this regard. Some of the respondents (13%) feel that interns should not really be involved in school detention. The researcher agrees with the latter. Learners under school detention have behavioural problems. Interns do not have the experience to deal with the misbehaviour of learners and only educators with experience in disciplinary measures should handle detention. However, interns can gain knowledge regarding learners' behaviour, disciplinary measures and school detention.

In general all assessment activities follow a process of recording results that precede the reporting of results. With this in mind the researcher will combine the data regarding these two activities in the discussion that follows.

Table 5.19 presents data on the support interns can provide with the recording of learner performance.

**Table 5.19: Recording learner performance**

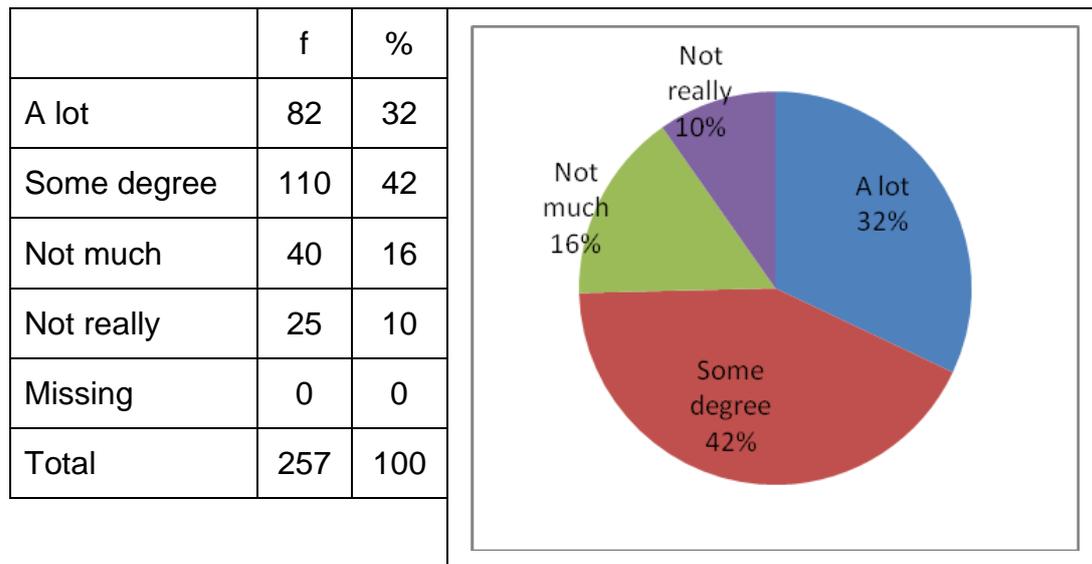
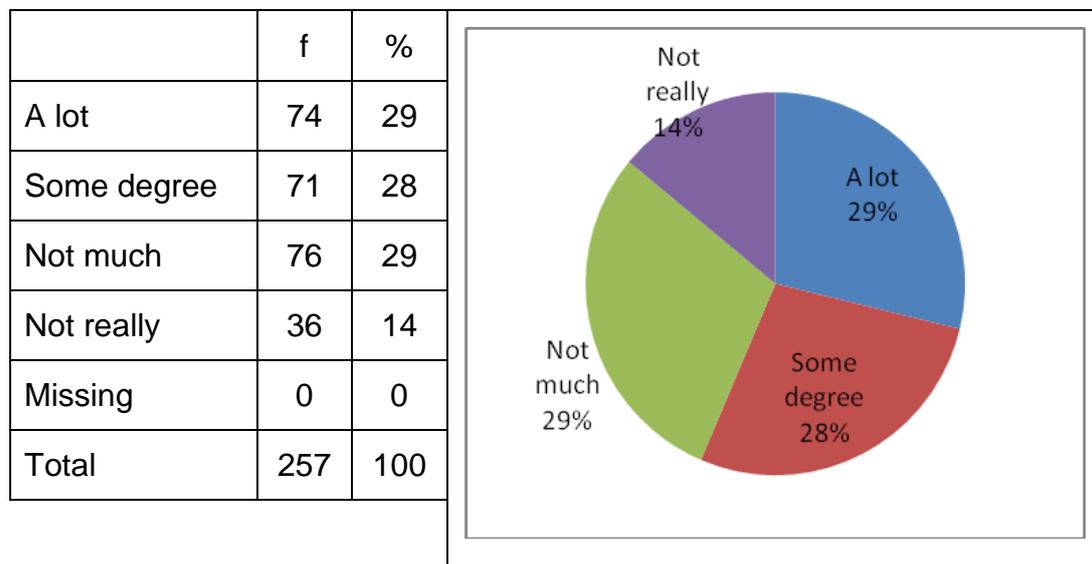


Table 5.20 presents data on the support interns can provide with the reporting of learner performance.

**Table 5.20: Reporting learner performance**



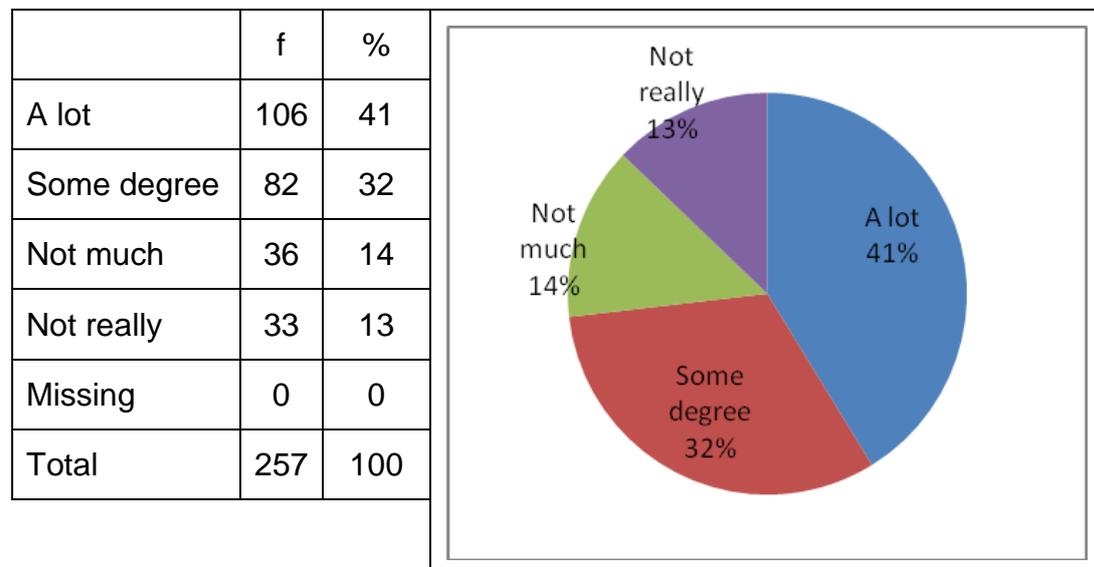
The educator, as a classroom administrator, is responsible for reporting and recording learner performance (*cf.* 3.3.2). These activities must be carried out during class time. The researcher knows that in many cases this involves extensive repetition and that it occupies a great deal of the educator's time.

According to Table 5.19 42% of respondents indicated that interns could assist them to some degree with the recording of learner performance. This

data correlates with Table 5.5 where 41% of the respondents indicated that they experience recording as an impediment and that they need support with the recording process. Recording and reporting are activities that cause educators distress (*cf.* Table 5.3) which means less job satisfaction and an intention to leave the profession. According to the data in Table 5.20, 29% of the respondents felt that interns should not be so much involved with the reporting of learner performance. The researcher is of the opinion that interns can support educators with the recording of learner performance, so that educators can have more time for reporting learner performance as prescribed by the Department of Education. The reporting of learner performance is a specialised activity where the educator must communicate the results to learners, parents, schools and other stakeholders such as employers, tertiary institutions and the Department of Education. It is of the utmost importance that educators have enough time to do the reporting so that no mistakes are made, because it could influence the learner's future.

Table 5.21 presents data on the support interns can provide with assessment (marking).

**Table 5.21: Assessment (Marking)**

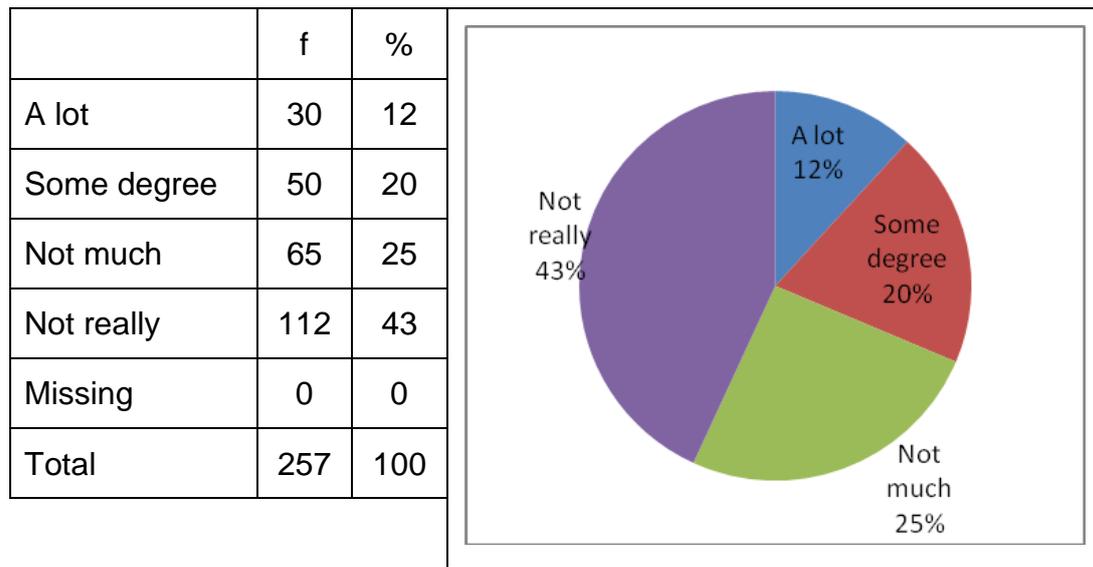


Assessment is an essential feature of the teaching and learning process and should be integrated with it on a continuous basis (*cf.* 3.2.2). According to Table 5.21, 41% of the respondents indicated that interns could help with the

assessment (marking) of learners' tasks. The researcher is of the opinion that interns can also learn a lot about marking by assisting educators and it could be an excellent platform to learn about the subject they will teach, as well as the assessment practices linked to such subject.

Table 5.22 illustrates data on the support interns can provide with assessment (setting exam papers).

**Table 5.22: Assessment (Setting exam papers)**



According to Table 5.22, 43% of the respondents feel that the educator is responsible for setting examination papers and not the intern. The researcher agrees with these educators because interns may not have enough knowledge to set examination papers. Educators should teach interns how to set examination papers, as initially it may seem difficult but will become second nature after some practice. It is important that educators practically show interns how to use the Subject Assessment Guidelines for setting examination papers. In the researcher's opinion, as interns become more experienced, they will be able to set some of the examination papers and with this kind of support educators' workload can decrease.

Table 5.23 presents data on the support interns can provide with stocktaking.

**Table 5.23: Stocktaking**

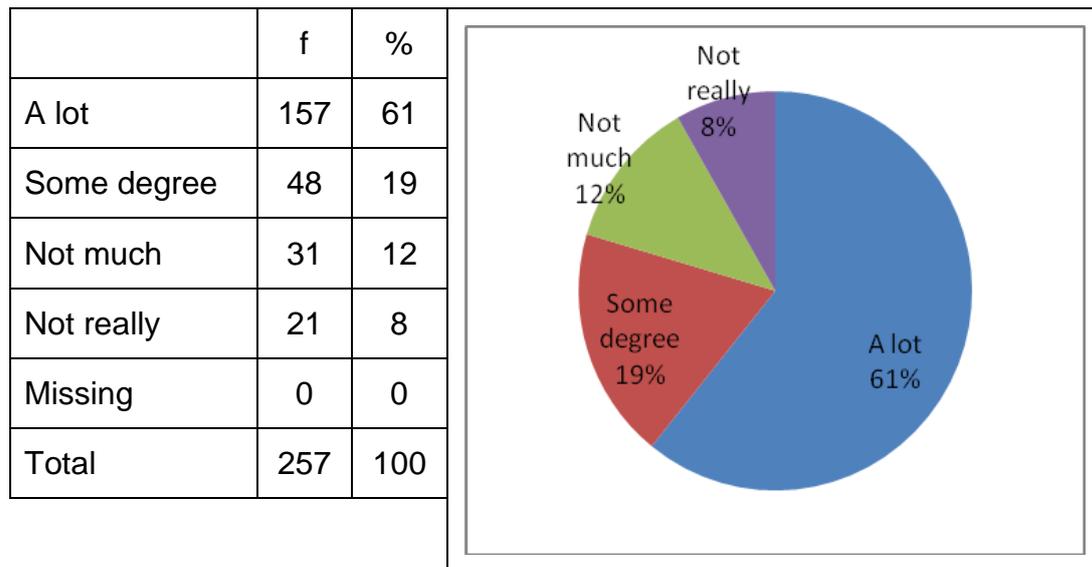
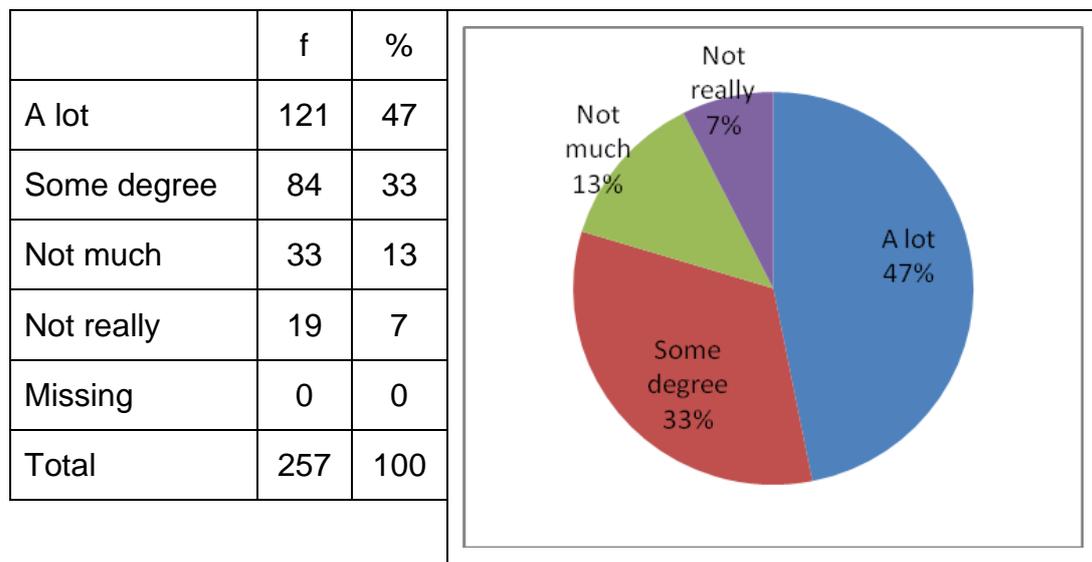


Table 5.23 reveals that the majority of the respondents (61%) indicated that interns could support them with stocktaking. Educators can give interns the stock control sheet and they can keep record of all subject-related stock such as posters, models, etc. The researcher is of the opinion that with this kind of assistance interns can do the stocktaking, which will lead to a decrease in the workload of educators.

Table 5.24 presents data on the support interns can provide with distribution of subject-based resources.

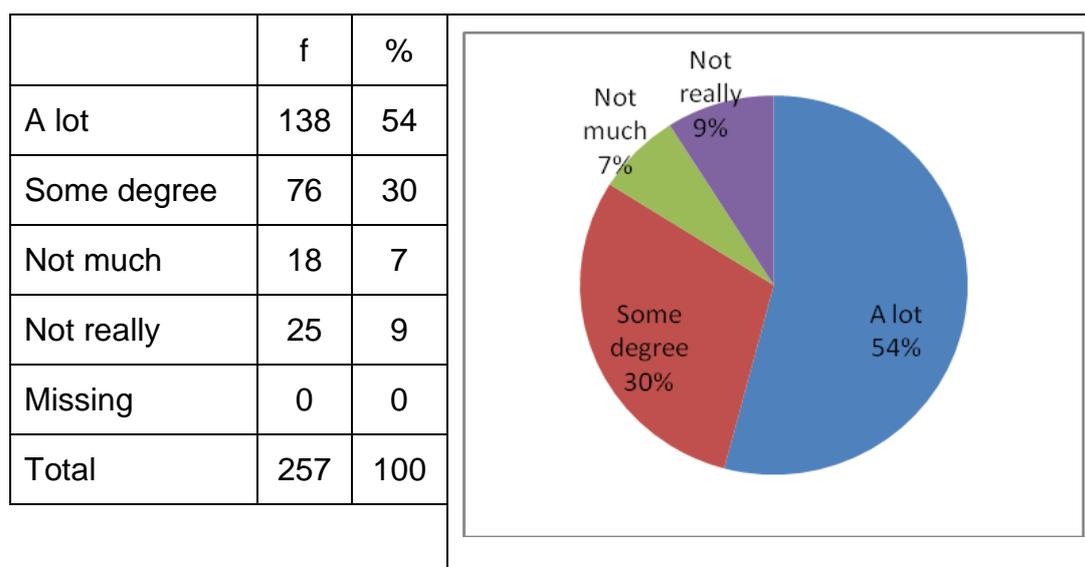
**Table 5.24: Distribution of subject-based resources**



The Department of Education supplies schools with subject-based resources such as posters, etc. Sometimes Head of Departments find it difficult, due to time constraints, to distribute these resources to the rest of their department. This is possibly why 47% of respondents, according to Table 5.24, indicated that interns could help them in this regard. The researcher is of the opinion that the 13% of respondents who indicated that interns could not really assist them with the distribution of subject-based resources, may feel that in some cases more control is needed, such as in the case of chemicals for the laboratories.

Table 5.25 presents data on the support interns can provide with classroom display.

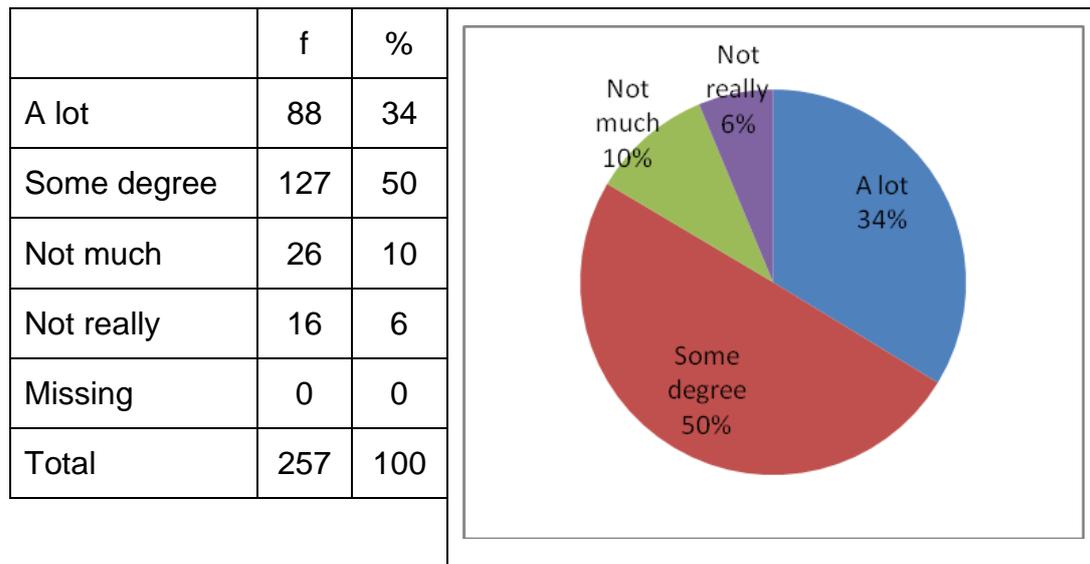
**Table 5.25: Classroom display**



Classroom display is crucial in creating an informative classroom atmosphere. Most of the respondents (54%) indicated that interns could help them a lot with classroom display. The researcher is of the opinion that learners need practical and visual stimulation to reach the outcomes of a specific subject. Interns are often creative and enthusiastic about teaching and they can assist educators in this regard.

Table 5.26 presents data on the support interns can provide with research on subject content.

**Table 5.26: Research on subject content**



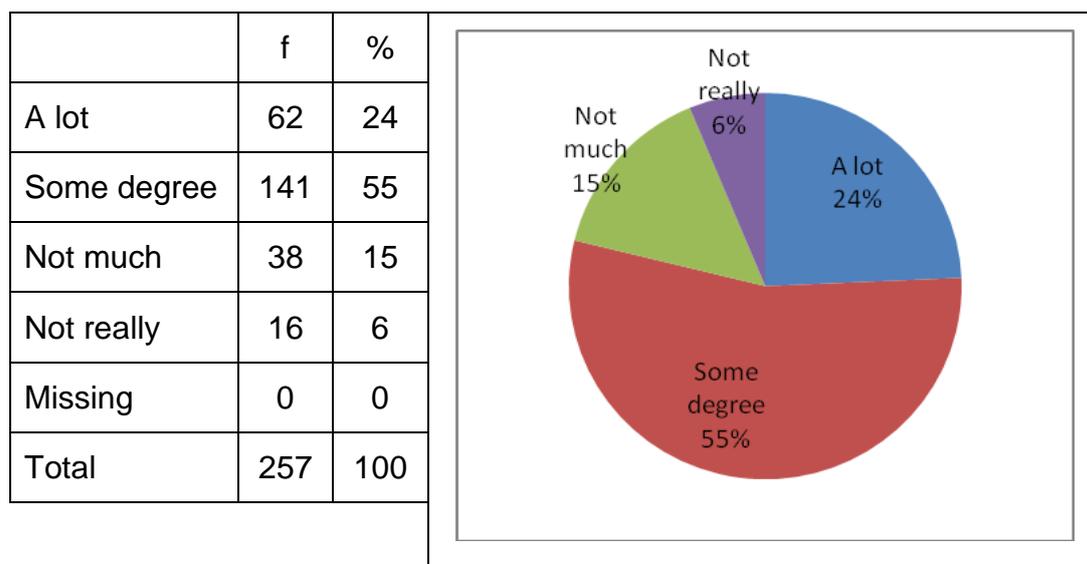
According to Table 5.26 34% of the respondents feel that interns could support them a lot in the research of subject content. The data reveals a correlation between the support interns can provide with study support materials (*cf.* Table 5.13) and with research of subject content. A number of the respondents (42%) indicated that interns might be helpful to some degree with study support materials; whereas 50% of the respondents indicated that assistance with research of subject content by interns could also be helpful to some degree. The reason might be that educators do not have enough time to do this because of their workload.

The primary purpose of the implementation of the NCS is to benefit society and learners by equipping learners with knowledge, skills, values and attitudes that will enable meaningful participation in society (*cf.* 1.6.1.4). According to the researcher, enough information should be available to fulfil the primary purpose of the implementation of the NCS and therefore research is needed on subject content, but it is very time-consuming. Educators teach according to the Subject Frameworks, Work Schedules and Lesson Plans provided by the Department of Education and these aforementioned documents stipulate which outcomes should be achieved. Information on the content implied by these outcomes is not always freely available. Interns could be of great assistance in research on subject content, if they collaborate with

educators regarding the information that will be applicable to achieve the stated outcomes.

Table 5.27 presents data on the support interns can provide with revision of subject content.

**Table 5.27: Revision of subject content**



Revision is an ongoing process of rethinking, reconsidering, reviewing and refining the purpose of subject content. According to Table 5.27, 55% of the respondents indicated that interns could support them to some degree. Educators with many years of experience know which subject content learners experience as difficult. Revision should be planned in advance and time management is an essential part of planning for revision. The researcher is of the opinion that interns can help with this ongoing process by preparing worksheets and revision tests, to enable educators to spend more time on teaching difficult subject content.

Table 5.28 reveals data on the support interns can provide with subject classes.

**Table 5.28: Subject classes**

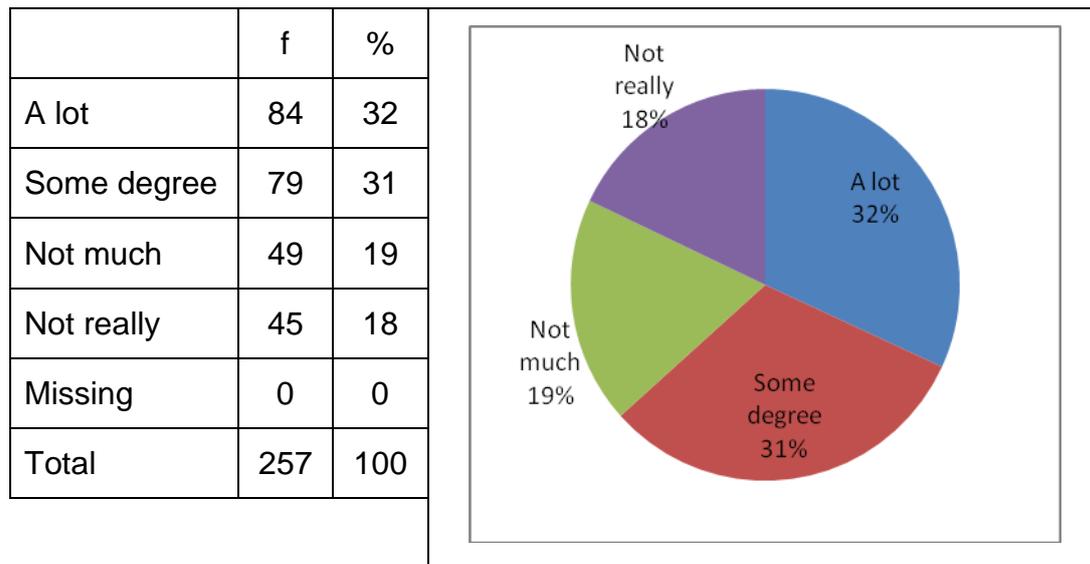
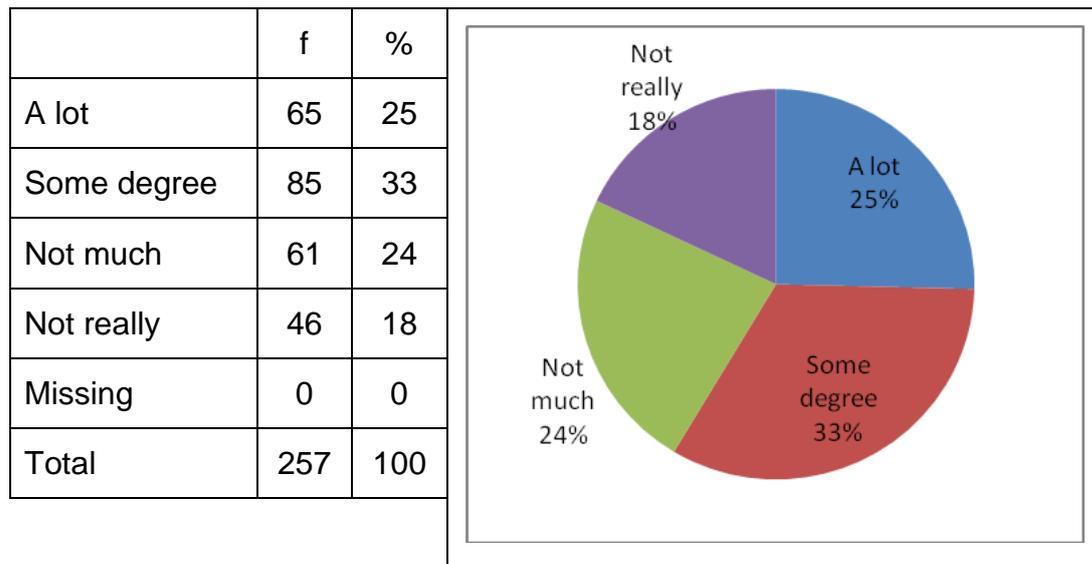


Table 5.28 indicates that 32% of the respondents feel interns could support them a lot with subject classes and 31% to some degree, while 19% feel they do not need so much support or do not really (18%) need support in this regard. The researcher is of the opinion that the reason for these percentages to differ so greatly, might be that educators do not understand the concept of subject classes. 'Subject classes' means: "... the time educators spend on class teaching according to the Personnel Administration Measures" (PAM) (Department of Education, 1999) (*cf.* 3.2.3.2). Interns can support educators with class teaching, but on a short-term basis. The purpose of internship is for 'someone' in a temporary position to work with the emphasis on 'on-the-job training', rather than merely being employed (*cf.* 1.3). The researcher wants to emphasise that interns should relieve educators of their administrative workload by supporting them with administrative activities and that interns must only be available for teaching on a short-term basis when educators are absent (*cf.* Table 5.16). Educators remain responsible for subject classes and should not abuse interns to take over their teaching responsibilities.

Table 5.29 presents data on the support interns can provide with attending meetings.

**Table 5.29: Attending meetings**

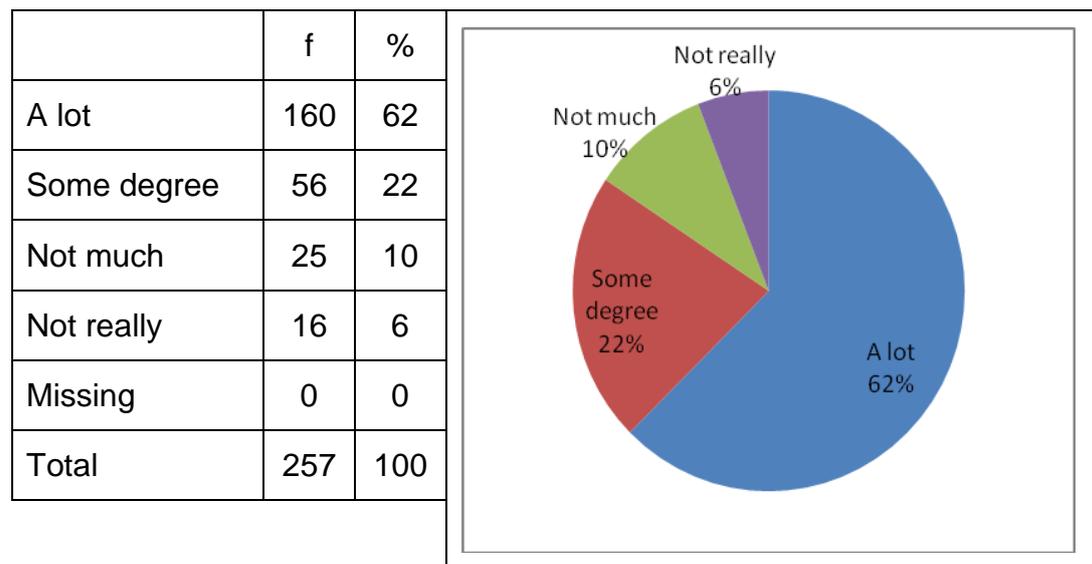


According to Table 5.29, 33% of the respondents feel interns could attend meetings on their behalf. The researcher is of the opinion that the purpose of meetings should be taken into consideration when educators decide whether or not to attend a meeting.

Based on the researcher's experience most educators complain about too many meetings, which include information gathering meetings, demonstrations and presentation meetings, staff meetings, parent meetings, meetings about the last meeting and meetings to prepare for the next meeting. The researcher is of the opinion that educators do not have the time to attend all these types of meetings and recommends that an educator contact the chairperson of the meeting to ascertain the purpose thereof. If the meeting is only based on the distribution of information the intern can attend that meeting. However, the researcher is also of the opinion that interns should accompany educators to most meetings so that they can familiarise themselves with the teaching aspects discussed in such meetings.

Table 5.30 presents data on the support interns can provide with filing.

**Table 5.30: Filing**

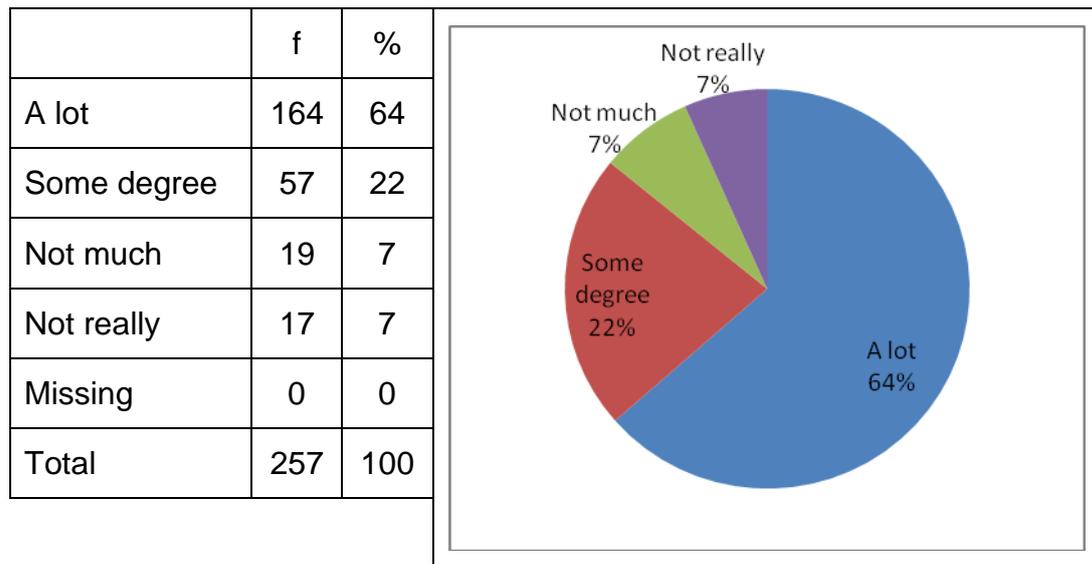


Filing means keeping documents in a safe place and being able to find them easily and quickly. In the researcher's opinion a filing system is the central record-keeping system of an organisation such as a school. It should therefore be efficient, organised, systematic and transparent.

The majority of the respondents (62%) indicated that interns could support them with filing. Filing/record-keeping is time-consuming, but is one of the most important duties of an educator (*cf.* 3.3.2). The researcher is of the opinion that interns can assist with filing but then under the supervision of the educator, as documents to be filed are essential for future reference. With this support educators' administrative workload will decrease and they will be able to spend more time on teaching and learning.

Table 5.31 provides data on the support interns can provide with filling in registers.

**Table 5.31: Filling in registers**

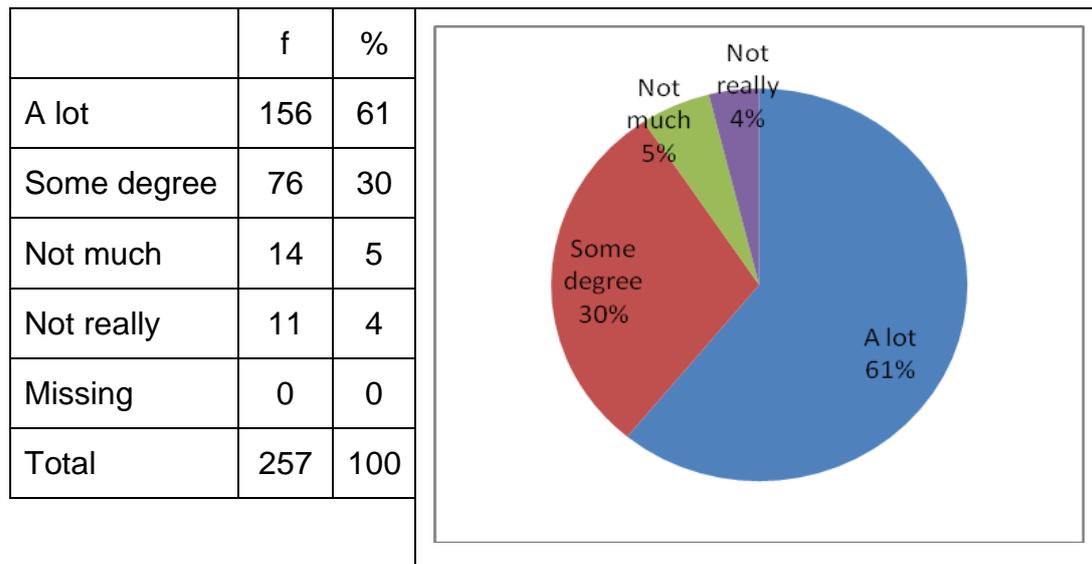


According to the National Education Policy (Act 27 of 1996), each school has a duty to protect every learner’s fundamental rights to education. A learner has to attend school punctually and regularly unless there is a valid reason for absence. To promote punctual and regular attendance at public schools the Department of Education provides schools with standard procedures for recording, managing and monitoring learner attendance.

According to Table 5.31, the majority of respondents (64%) feel that interns can assist them a lot with filling in registers. Filling in registers is a time-consuming but crucially important duty. Although interns can assist educators with this, the educator remains responsible for ensuring that everything is documented correctly.

Table 5.32 shows data on the support interns can provide with extra-curricular activities.

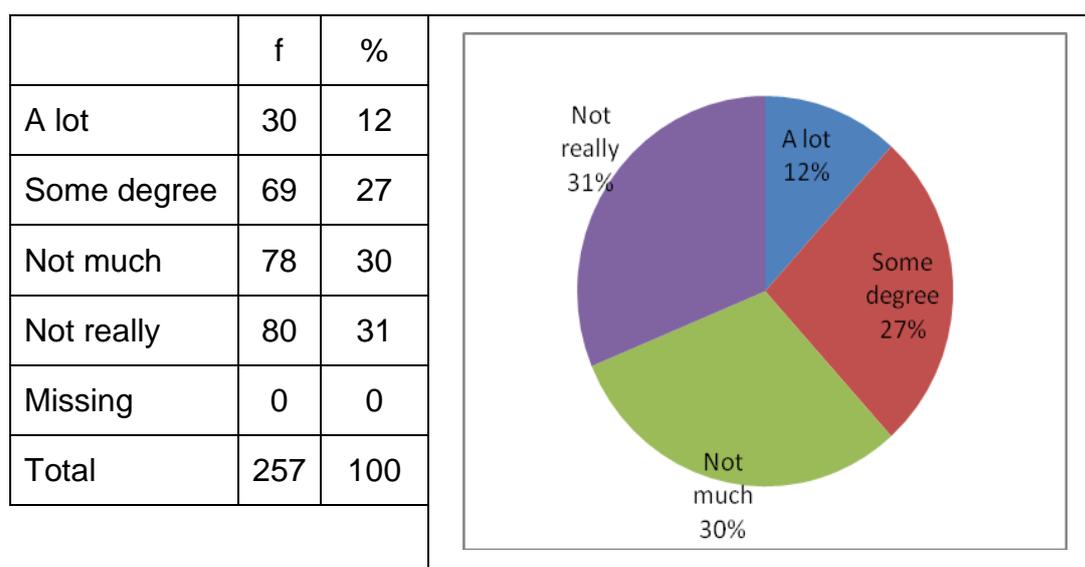
**Table 5.32: Extra-curricular activities**



Regarding the support interns can provide with extra-curricular activities, 61% of the respondents indicated that interns can be of great support. In the researcher's experience, a lot of teaching time is lost due to extra-curricular activities. For example, periods are often shortened by five minutes due to an hour of athletics practice held in the mornings. Educators need that time to teach. The researcher is of the opinion that interns can assist educators with extra-curricular activities after formal school hours. Educators can then have more time to do their preparation and planning for the next day.

Table 5.33 presents data on the support interns can provide with designing learning programmes.

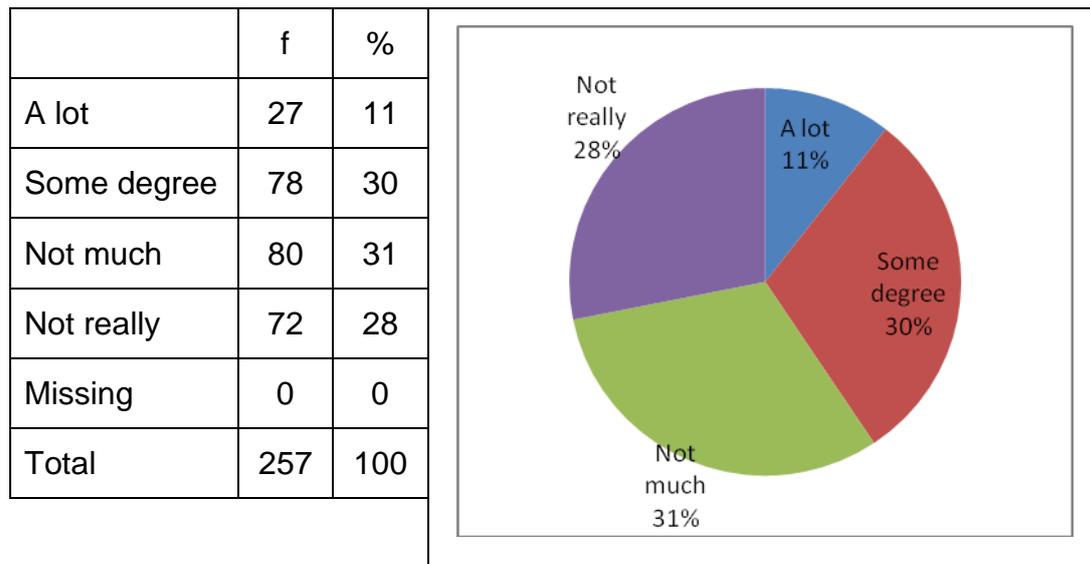
**Table 5.33: Designing Learning Programmes**



According to Table 5.33, the majority of respondents (61%) indicated that interns could not support them with the designing of Learning Programmes. The NCS consists of Learning Programmes which require that educators plan and pace their work over longer and shorter term periods. Learning Programmes are tools for designing Work Schedules and Lesson Plans based on the content of the NCS (*cf.* 1.6.1.4). The researcher is of the opinion that the majority of respondents might feel that interns should not be involved in designing of Learning Programmes because a high level of detail and knowledge about the subject content is required and educators might think that interns do not have the knowledge and experience to do it on their own. However, 77% of educators reported low levels of support and by implication a low level of effective training from the Department of Education (*cf.* Table 5.10) regarding the designing of Learning Programmes. In the researcher's opinion educators could most probably learn from interns who have the knowledge to design Learning Programmes because it forms part of the teacher training curriculum at tertiary institutions.

Table 5.34 presents data on the support interns can provide with the planning of the new curriculum.

**Table 5.34: Planning the new curriculum**

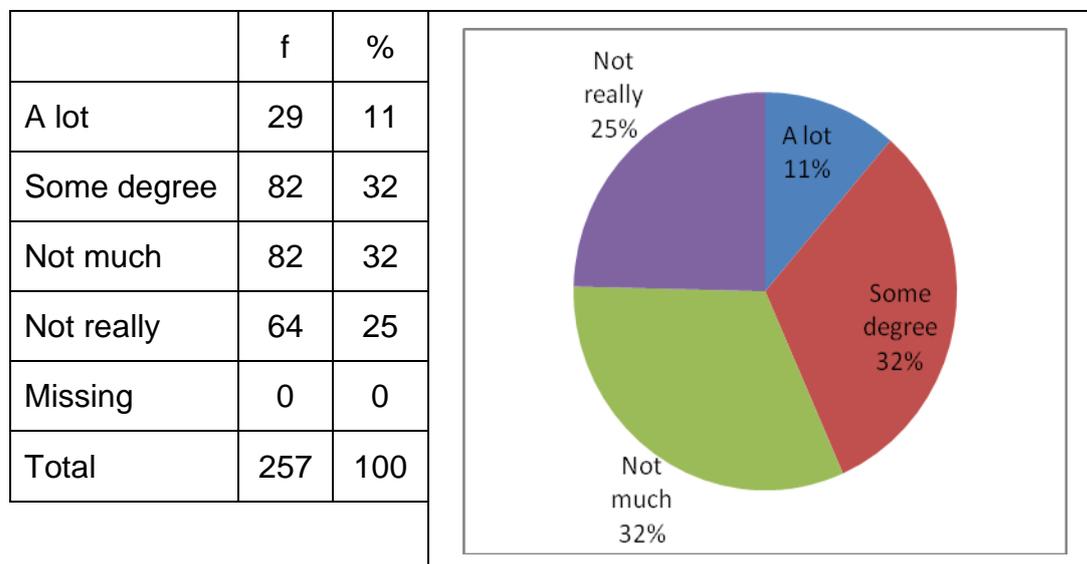


Planning of a new curriculum is a systematic and a continuous process. It involves Learning Programmes, Work Schedules and Lesson Plans (*cf.* 1.6.1.4).

The researcher is of the opinion that there is significant repetition in these plans, which requires educators to continuously restate which learning outcomes, assessment standards, resources, content and context will be employed. Educators are furthermore required to complete these documents in many different formats, which contribute to their workload. According to Table 5.34, 59% of the respondents responded in the same way as to the previous questions (*cf.* Table 5.33; Table 5.35 & Table 5.36), namely that they do not need support from interns. However, the interpretation of the data presented in Table 5.1 indicates that although educators received training for the planning of the new curriculum, the in-service training probably was not effective enough. The researcher is of the opinion that interns can support educators with the completion of planning documents because it forms part of the teacher training curriculum at tertiary institutions. In this way educators' workload can be further reduced. This is probably the reason for 41% of the respondents indicating that interns could support them with curriculum planning.

Table 5.35 presents data on the support interns can provide with implementing the new curriculum.

**Table 5.35: Implementing the new curriculum**



According to Table 5.35, 11% of the respondents indicated that interns could support them a lot, 32% indicated to some degree and 32% indicated that interns cannot offer much support with the implementation of the new curriculum. Compared to the responses depicted in Table 5.33, the majority of educators (61%) felt the same about assistance in the designing of learning programmes. The researcher wishes to disagree with the respondents, because the data has shown (*cf.* Table 5.10) that educators were not trained effectively for the implementation of the curriculum and that they receive insufficient support from the Department of Education on how to orchestrate the implementation of the new curriculum. In the researcher's opinion educators need all the support they can get in this regard. Interns might be in a position to provide support where educators feel uncertain. If workshops hosted by the Department of Education regarding the method of curriculum implementation were more intensive and more practical, educators would acquire the skills to implement the new curriculum.

Table 5.36 presents data on the support interns can provide with the evaluation of the new curriculum.

**Table 5.36: Evaluation of the new curriculum**

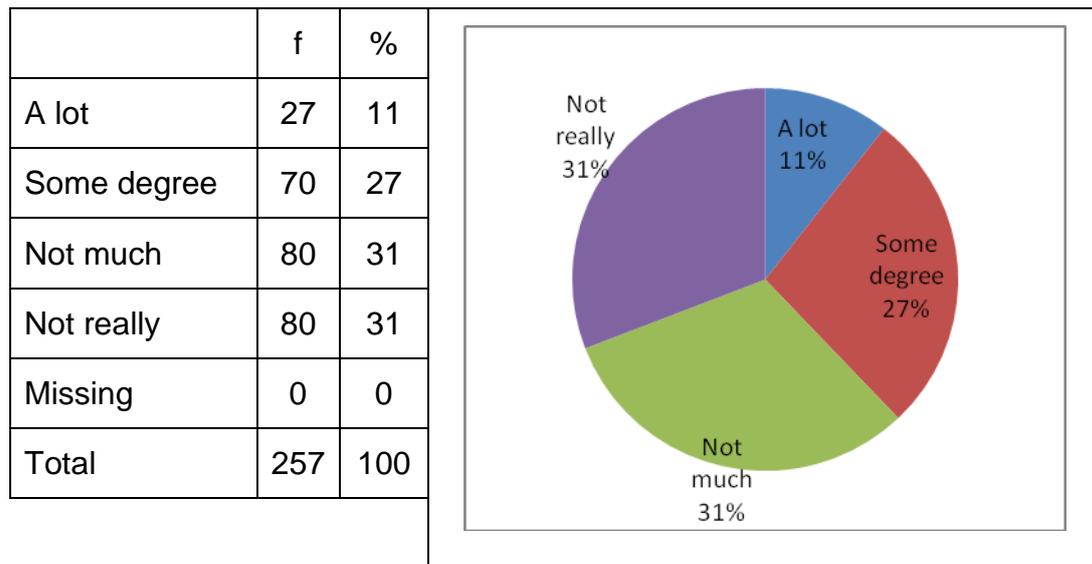
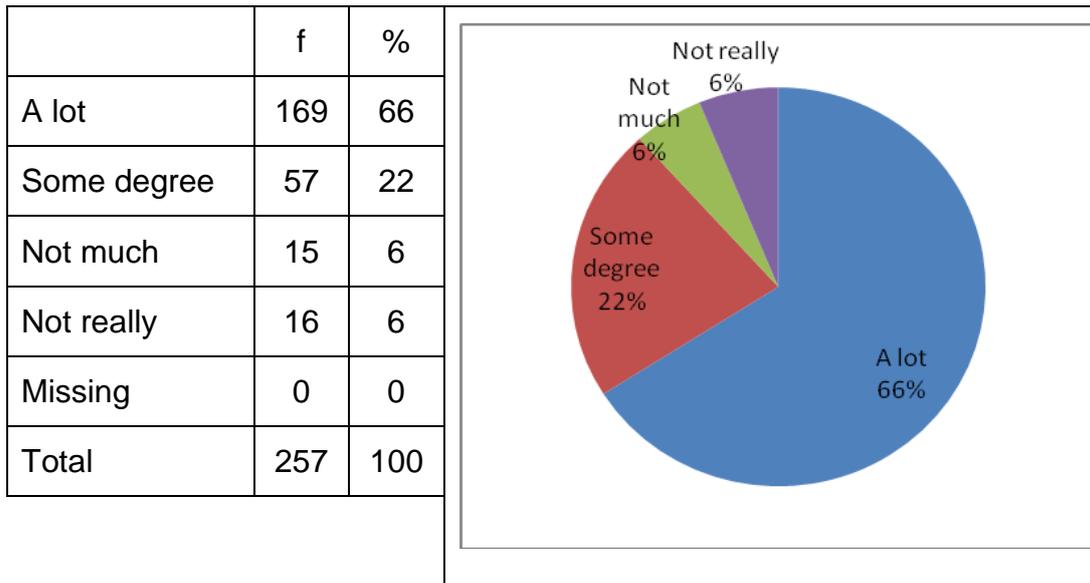


Table 5.36 reveals that the majority of the respondents (62%) indicated that interns could not support them with the evaluation of the new curriculum. This correlates with Table 5.35 which indicated that 57% of the respondents feel the same about the implementation of a new curriculum. However, the data reveals that 70% of the educators feel that the Department of Education does not train them to plan, 61% to implement and 72% to evaluate the new curriculum (*cf.* Table 5.10). The researcher is of the opinion that during the curriculum evaluation process, interns can support educators to identify the shortcomings and challenges of the curriculum as 'evaluation of a new curriculum' is addressed in teacher training programmes.

Table 5.37 presents data on the support interns can provide to make educators' workload more manageable.

**Table 5.37: Internship will make educators' workload more manageable**



According to Table 5.37, the majority of the respondents (66%) feel interns could make educators' workload more manageable. The data regarding the support interns can provide to make educators' workload more manageable clearly indicates that "internship" might be a solution to reduce educators' administrative workload. This would lead to a situation where more teaching and learning time will be available.

The responses of educators regarding the support interns can provide to reduce their administrative workload can be summarised as follows:

**Table 5.38: Responses of educators regarding the possible support provided by interns**

<b>TABLE</b>	<b>ASSISTANCE</b>	<b>OUT OF 257 RESPONSES</b>
5:11	Playground supervision	153
5:12	Exam invigilation	153
5:16	Standing in for educators who are absent on a short-term basis	111
5:17	Photocopying	168
5:18	School detention	153
5:21	Assessment (Marking)	106
5:23	Stocktaking	157
5:24	Distribution of subject-based resources	121
5:25	Classroom display	138
5:28	Subject classes	84
5:30	Filing	160
5:31	Filling in registers	164
5:32	Extra-curricular activities	156

The researcher is of the opinion that the support interns can provide will alleviate educators' workload and that educators will then be able to spend more time on teaching and learning.

## **5.7 SUMMARY**

This research was conducted in Secondary schools of the Sedibeng West District of the Gauteng Province. The findings indicate that 24% of educators have been teaching for 26 years or more and that these respondents have received in-service training for the implementation of the NCS, but that the in-service training was probably not effective. Many respondents (51%) find it difficult to cope with the increased workload (*cf.* Table 5.9) and with all the

accompanying administrative activities that the implementation of the NCS generated. A heavy workload is probably one of the major reasons why so many educators consider resigning from education (*cf.* 3.3.2). According to Table 5.8, most of the respondents (60%) are not able to manage their workload effectively. Educators feel that the amount of paperwork has a negative effect on the daily execution of their activities.

The data regarding educators' support from the Department of Education clearly indicates that high percentages of educators are negative regarding the levels of support that they receive from the Department of Education. Literature reveals that educators need support and a possible solution to relieve South African educators from their administrative workload could be to implement an administrative internship model. Interns can support educators by performing administrative duties on behalf of educators in order for the latter to focus on teaching and learning.

The next chapter is based on the development of a suggested administrative internship model that could possibly relieve South African educators from the administrative demands generated by the implementation of the NCS.

## CHAPTER 6

# A MODEL TO RELIEVE SOUTH AFRICAN EDUCATORS FROM THE ADMINISTRATIVE DEMANDS GENERATED BY THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT

### 6.1 INTRODUCTION

Administrative activities are one of the key dimensions of an organisation such as a school. The fact that these administrative activities have to be performed by educators who are not receiving the required support, impacts negatively on teaching and learning (*cf.*1.3). There is evidence that educators around the globe and in South Africa find the implementation of new curricula frustrating and difficult and that the implementation of such curricula, coupled with its administrative demands, increase educators' workload (Hargreaves & Moore, 1999:7; Chisholm, 2005:19; Donnelly, 2007:4; Van Tonder, 2008:79).

One of the objectives of this study was to develop a model to relieve South African educators from the administrative demands generated by the implementation of the NCS. The need for such a model is supported by the data obtained through the empirical study, namely that as much as 66% of the respondents felt that interns could support educators so that their workload becomes less onerous. This outcome also supports the rationale for this study. The concept "model" as it is used in this study will now be discussed.

### 6.2 THE CONCEPT "MODEL"

According to Barlow (2005:18), a model is a simplified representation of a real situation. It can be regarded as a substitute for the real system, stripping away a large degree of complexity to leave essential, relevant details. A model is used to facilitate understanding of a real object or situation. Jonker (1994:208) states that a model is a supportive construction in which complex problem statements and variables are placed in logical sequence, with an interpretative and illustrative function. According to Mouton and Marais (1990:144), a model

identifies a central problem or question concerned with the problem statement that is being investigated. Phenomena that are complex in nature can be rendered more visual and understandable by reducing them to an essential or fundamental coherence. In this way it becomes a mode of representation within which not all features correspond to some characteristics of its subject matter, but attention is drawn to specific themes, relations and dimensions (Fourie, 2000:250). Mouton and Marais (1990:143) state that a model attempts to represent the dynamics of a phenomenon in that it provides a simplified indication of relations between the main elements in a process.

According to Kriel (1995:196), a model to a certain extent suggests new focus areas for research, since certain aspects are emphasised. A model restricts, isolates, simplifies and systemises the domain under investigation. Kriel (1995:196) continues to state that a model indicates the relationships that exist between the components that are researched.

According to Mouton and Marais (1990:144); Wessels (2007:297) and Nojaja (2009:185), the definition of a model depends partially on the function of the model. A model can be viewed as a psychological device (to simplify visual relationships); a normative device (to accommodate broad comparisons); an organisational device (the manipulation and collection of data); an illustrative device (a diagram of the model) or a constructive device (in search of a theory). Additional to the fact that models can be distinguished by their functions, they may also be distinguished in terms of their content. The content can include maps, graphs or scaled representations of real-world simulations.

Models have many advantages for the user. These advantages will now be presented.

### **6.3 ADVANTAGES OF MODELS**

According to Nadler (1989:5); Vermaak (1999:212); Fourie (2000:250-215); Wessels (2007:297) and Nojaja (2009:185), the use of models have the following advantages for researchers:

- Research results can be presented in text-form within a specific framework.
- The meaningfulness of the research results can be presented and evaluated within a specific framework.
- The problem that has been researched can be presented in a reduced and summarised form.
- The gap that exists between the empirical study and the theory can be limited.
- What is known through research and observation can be integrated.
- Observation is guided.

Although a good model can help the user to understand an essentially complicated process, there are also disadvantages to the use of models.

#### **6.4 DISADVANTAGES OF MODELS**

The following disadvantages of models should be considered by researchers (Nadler, 1989:6-7; Fourie, 2000:251; Wessels, 2007:297 & Moloji, 2010:145):

- Models can only represent reality and should not be confused with reality.
- In reducing a complex process to a one-dimensional representation, information can be lost.
- The utility of models depends on the user's own understanding of reality.
- Feedback in an open model is not automatic.
- The closed model gives few options for the user's own interpretation.

In the context of this research, the researcher is of the opinion that the advantages of developing a model to relieve South African educators from the administrative demands generated by the implementation of the NCS, outweigh the disadvantages.

## 6.5 MODEL DESIGN

There are various ways to build models. Vermaak (1999:210); Fourie (2000:251); Wessels (2007:297) and Moloï (2010:147) identify the following steps in the design of a model:

- Step 1:** Problem identification.
- Step 2:** Making assumptions through the identification and classification of variables and through determining the inter-dependence of variables and sub-models.
- Step 3:** Design the model.
- Step 4:** Verify the model through ensuring that the model has addressed the problem, is meaningful and can be applied in practice.
- Step 5:** Implement and maintain the model.

Because a model focuses on a certain aspect of reality, a variation of models can be applicable in building one specific model (Vermaak, 1999:208). Fourie (2000:252) and Moloï (2010:147) identify a number of questions that should be considered in the choice of a model, namely:

- What is its purpose?
- Does it give an indication of what is being required?
- For what kind of learning is it appropriate?
- Does it help the user to anticipate what he/she is looking for?
- Does it provide alternatives?

The researcher considered these questions in the development of a model to relieve South African educators from the administrative demands generated by the implementation of the NCS.

## **6.6 TYPES OF MODELS**

The development of any model will depend on the application value of that specific model. For the purpose of this research, two types of models will be discussed, namely the closed model and the open model.

### **6.6.1 The closed model**

A closed model is based on the assumption that all inputs can be identified. Closed models endeavour to build all the possible variables into the model. Anything that can have an impact on the design process should have been previously identified and integrated into the model (Nadler, 1989:6; Fourie, 2000:252 & Souls, 2009:111).

In a closed model, conclusions and outcomes are predetermined. If the model is implemented as indicated by the model developer, the programme will evolve exactly as promised by the model. According to Nadler (1989:6), Fourie (2000:252) and Souls (2009:111), the implementer has few options because if he deviates from the model, it will not result in the successful achievement of outcomes. Examples of closed models include 'The International Organization for Standardization (ISO) 9000' (Hutchins, 1997 & Craig, 1994:20) and 'Reflexivity: Linking Individual and Organizational Values' (Jonker & De Witt, 2006:129; Souls, 2009:116).

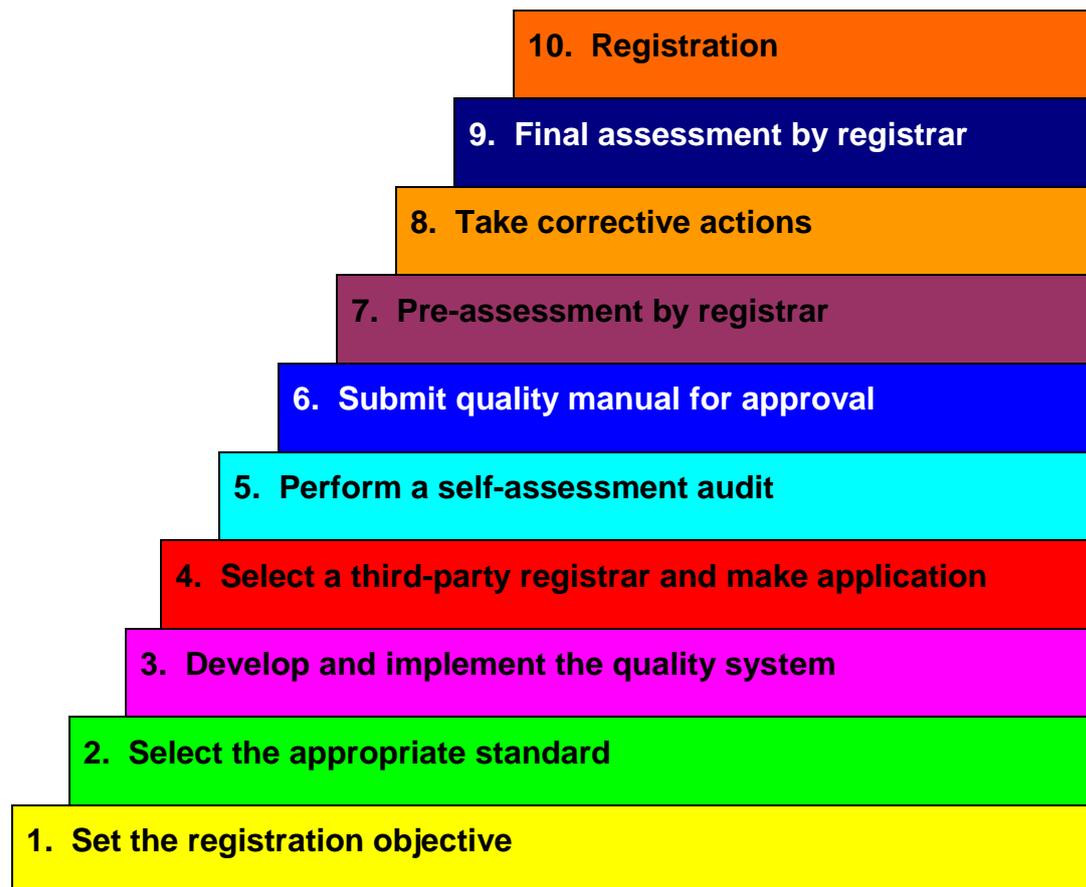
#### **6.6.1.1 The International Organization for Standardization (ISO) 9000 (Craig, 1994:20 & Hutchins, 1997)**

ISO 9000 has its origin in manufacturing settings, but provides a quality management framework for service-oriented organisations that have an intention to upgrade their performance. ISO 9000 is a non-governmental worldwide federation representing national standards bodies from more than 100 countries (Craig, 1994:20; Harding, Tesolowski & Simmons, 2000:32; Souls, 2009:111). The aim of ISO 9000 is to improve internal communication and to increase monitoring of activities in an organisation. Although it has its origins in industry, ISO 9000 has been implemented by educational

institutions in the USA, Canada, Singapore, the UK, Switzerland and Australia (Evans & Lindsay, 2002:315).

The linear movement in a closed model, as in ISO 9000, is depicted in Figure 6.1.

**Figure 6.1: Ten basic steps to ISO registration (Craig, 1994:20)**



Possible reasons for implementing ISO 9000 in educational institutions include the following:

- To make education more efficient and improve overall performance.
- To promote collaboration and partnerships.
- To better prepare learners for the workplace.
- To provide a framework and structure to help to improve customer service.
- To improve educational processes through documentation (Evans & Lindsay, 2000:315).

The researcher is of the opinion that the linear movement in the ISO 9000 model can be considered in the development of a model to relieve South African educators from the administrative demands generated by the implementation of the NCS as:

- All inputs can be identified. These inputs are educators; the school; the Department of Education; tertiary institutions; interns and the values of schools and educators. These variables will have an impact on the design process.
- The outcomes are predetermined. According to the data obtained from the empirical research, educators' workload has increased tremendously; there is little support from the Department of Education and the support interns could provide would reduce educators' workload. The researcher as model developer is convinced that the suggested Relieve Educators Administrative Demands (READ) model will evolve as promised by the model. The implementer will therefore not be able to deviate from the model as it will not result in the successful achievement of outcomes, namely:
  - More efficient education and improved overall output.
  - Collaboration between all stakeholders.
  - Learners being better prepared for the workplace, because more time will be available for teaching and learning.
  - A framework and structure to help improve teaching and learning.
  - An improved educational process through better communication with all stakeholders.

#### **6.6.1.2 Reflexivity: Linking Individual and Organisational Values (Jonker & De Witt, 2006:129 & Souls, 2009:116)**

This is a closed model as it is based on assumptions, conditioned responses and ideas. All inputs can be identified. This model is mainly used by managers in the workplace for organisational policy-making by linking individual and organisational values reflexively. The model can also be used when working

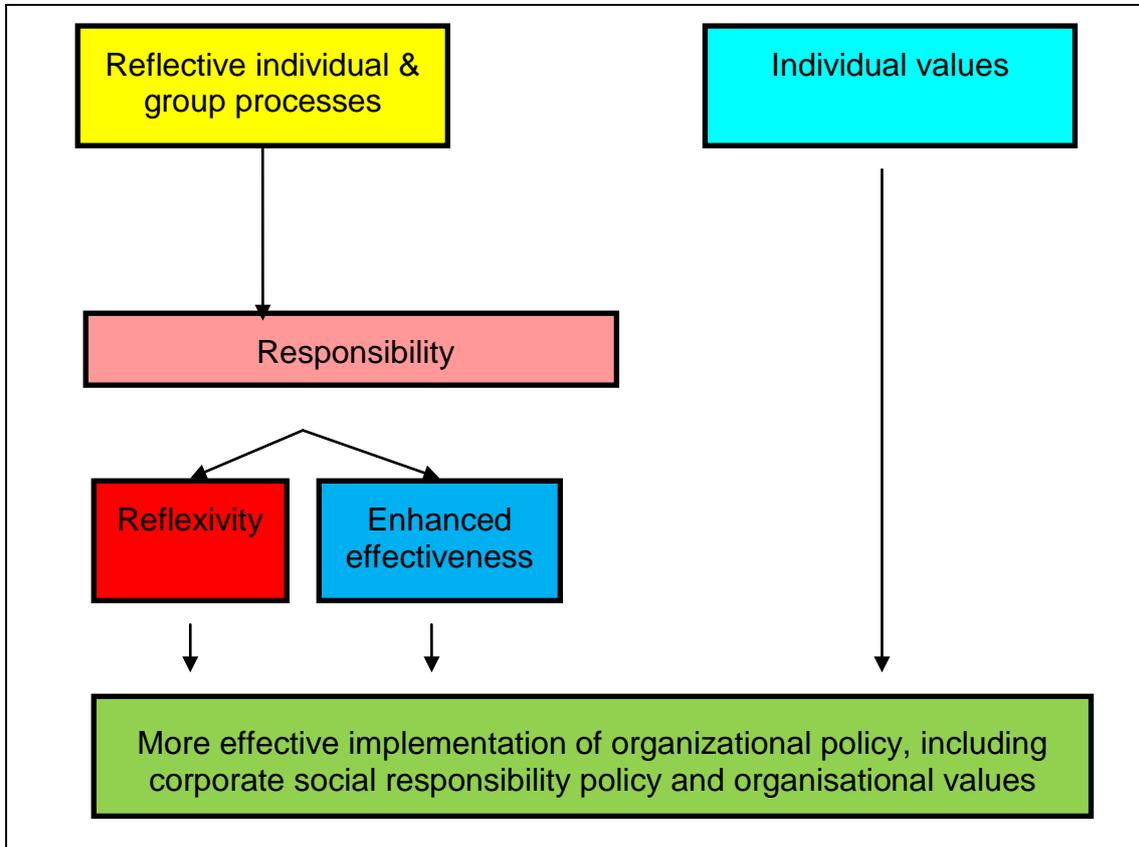
with any goal-orientated activity. Managers who apply this model are able to assess whether their intentions are in harmony with organisational policy and are able to act effectively because they understand what they need to achieve (Jonker & De Witt, 2006:129 & Souls, 2009:116).

“The role of values in decision-making in organisations is complex and often misunderstood. Personal values shape individual interpretations of organisational policy and decisions. Exposed organisational values often differ from values implicit in practice and the relationship between personal and organisational values is often obscure. Individual worldviews are a complex of fundamental beliefs about the world, assumptions, conditioned responses, ideas about meaning and significance, habits, and personal values” (Jonker & De Witt, 2006:129).

“In the workplace, individuals interpret organisational policy through just perceptual filters and consequently make operational decisions according to personal beliefs. Not only do their values colour their choices, but also limit the options they perceive as available to them. Becoming aware of these subjective limitations enables individuals to see beyond them to discover new possibilities for interpretations and action. The more aware individuals become of how their personal values affect their interpretation of organisational policy the more effective their decisions will be” (Jonker & De Witt, 2006:30). Effectiveness is therefore perceived as the link between individual and organisational values. A management model which focuses on individual values is an ideal tool to use when working with organisational activity that is value-driven and goal-orientated. Figure 6.2 represents linking individual and organisational values through reflexivity.

**Figure 6.2: Linking individual and organisational values through reflexivity**

(Adapted from Jonker & De Witt, 2006:130; Souls, 2009:117)



As this model focuses on value-driven goals as well as the development of all aspects of organisational performance, it could assist the researcher in developing a model to relieve South African educators from the administrative activities generated by the implementation of the NCS.

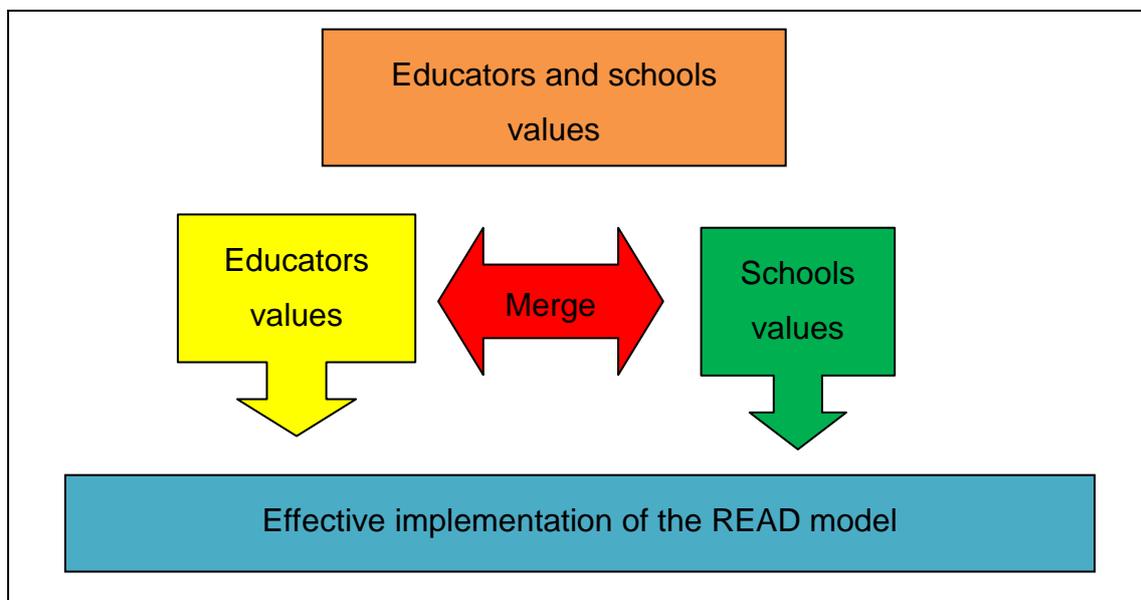
The Relieve Educators Administrative Demands (READ) model that the researcher intends to develop will also be based on assumptions, conditioned responses and ideas. All inputs can be identified. The Relieve Educators Administrative Demands (READ) model will focus on goal-orientated activities. The researcher believes that schools will be able to assess whether the aims of the Relieve Educators Administrative Demands (READ) model are in harmony with the school's policy. Schools will furthermore be able to act

effectively if they understand what they need to achieve, namely to reduce educators' workload.

Educators' personal values can, however, affect the implementation of the Relieve Educators Administrative Demands (READ) model as often they differ from the school's values. The researcher is of the opinion that individual values and school values should be linked reflexively in order to implement the Relieve Educators Administrative Demands (READ) model effectively. Figure 6.3 illustrates the linking of educators' and schools' values.

### Figure 6.3: Linking educators' and schools' values

(Adapted from Jonker & De Witt, 2006:130; Souls, 2009)



In the next section different types of open models will be discussed.

#### 6.6.2 The open model

An open model considers that outside factors can have an impact on the model development process (Nadler, 1989:6 & Souls, 2009:112). It endeavours to describe what will happen if the model is followed provides no guarantees as to the outcomes and thus the development process should be carefully observed as it unfolds. According to Nadler (1989:6), feedback in an open model is not automatic, but the assumption is made that the user will

recognise the need for feedback. There is, however, nothing to restrict an open model from having a feedback component built into it. Examples of open models include the '7-S Model' (Waterman, Peters & Phillips, 1980:18), the 'Adaptive management model' (De Bono, 1990) and the 'Planning and quality framework' (Brits, 2010:243 & Weeks-Kaye, 2004:1).

### **6.6.2.1 The 7-S-Model**

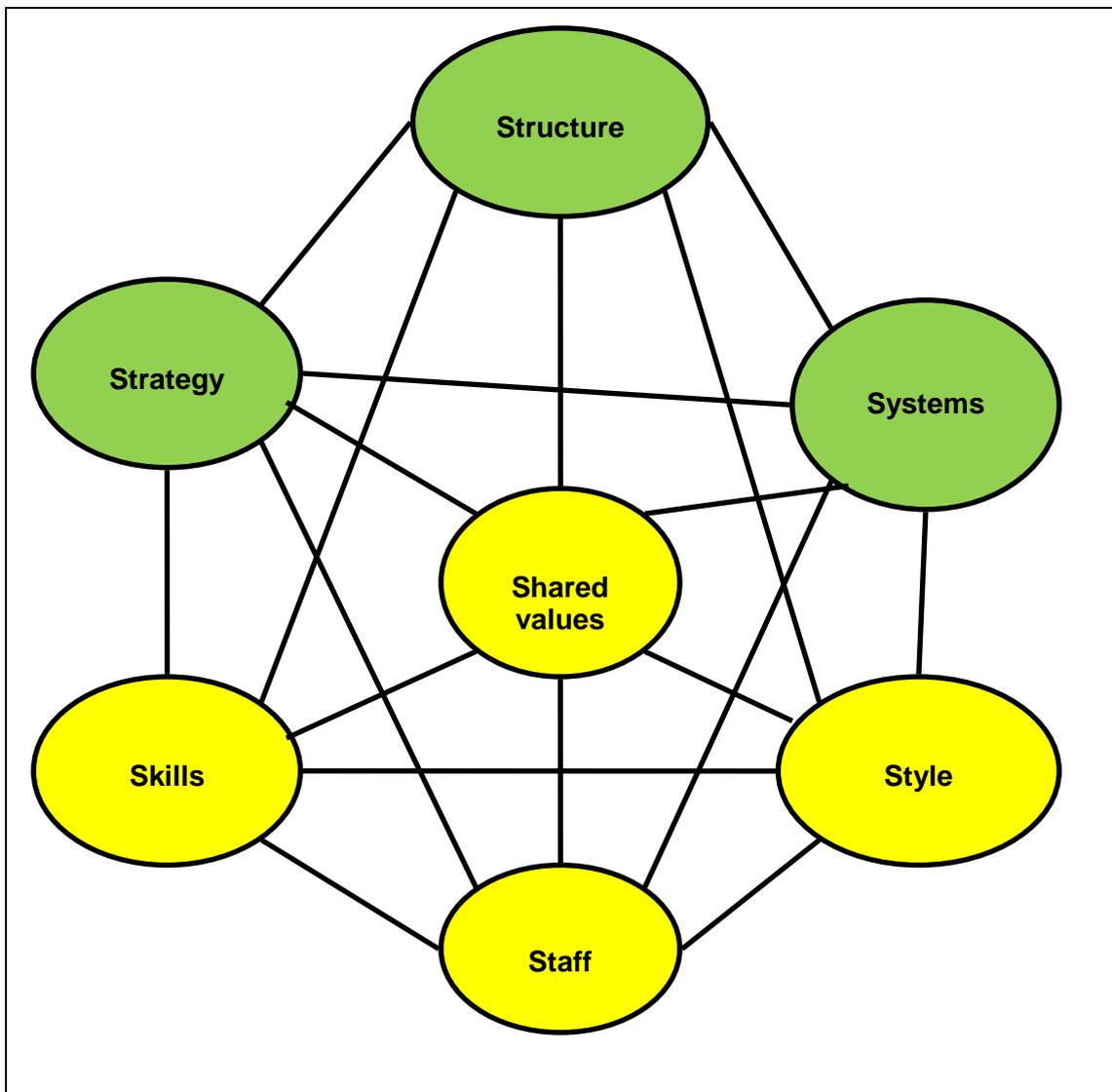
This is an open model as it provides possible courses of action and anticipation of outcomes (Nadler, 1989:6 & Souls, 2009:118). It also endeavours to describe what will happen if the model is followed. The 7-S-Model starts from the premise that an organisation is not just a structure, but consists of seven elements.

These seven elements (structure, systems, style, skill, staff, strategy and shared values) are distinguished as so-called hard elements and soft elements. The hard elements (*green circles*: strategy, structure and systems) are feasible, easy to identify and can be found in strategy statements, organisational plans, organisational charts and other documentation (Waterman *et al.*, 1980:18).

The four soft elements (style, staff, skills and shared values) are difficult to describe since capabilities, values and elements of corporate culture are continuously developing and changing and are highly determined by the people in an organisation. Although the soft elements are below the surface, it can have a great impact on the hard elements of the organisation (Waterman *et al.*, 1980:18). In figure 6.4 the 7-S-Model of Waterman, Peters and Phillips, is illustrated.

**Figure 6.4: 7-S-Model**

(Adapted from Waterman, Peters & Phillips, 1980:18)



The 7-S model focuses on the management of strategies, systems and structures and could correlate with the structures within a model to relieve South African educators from the administrative activities generated by the implementation of the NCS. The educational environment also consists of so-called hard elements, such as structures, systems and strategies that are feasible and easy to identify. The continuously developing and changing style, staff, skills and shared values included in the 7-S model are also characteristics of schools as organisations and can have an enormous impact on the hard elements in the educational environment. Educators' skills and

values differ a lot. For example, according to the empirical data some educators do not see the need for interns.

In the development of the Relieve Educators Administrative Demands (READ) model, the researcher will have to consider the possible impact of the soft elements on the hard elements of the school as organisation.

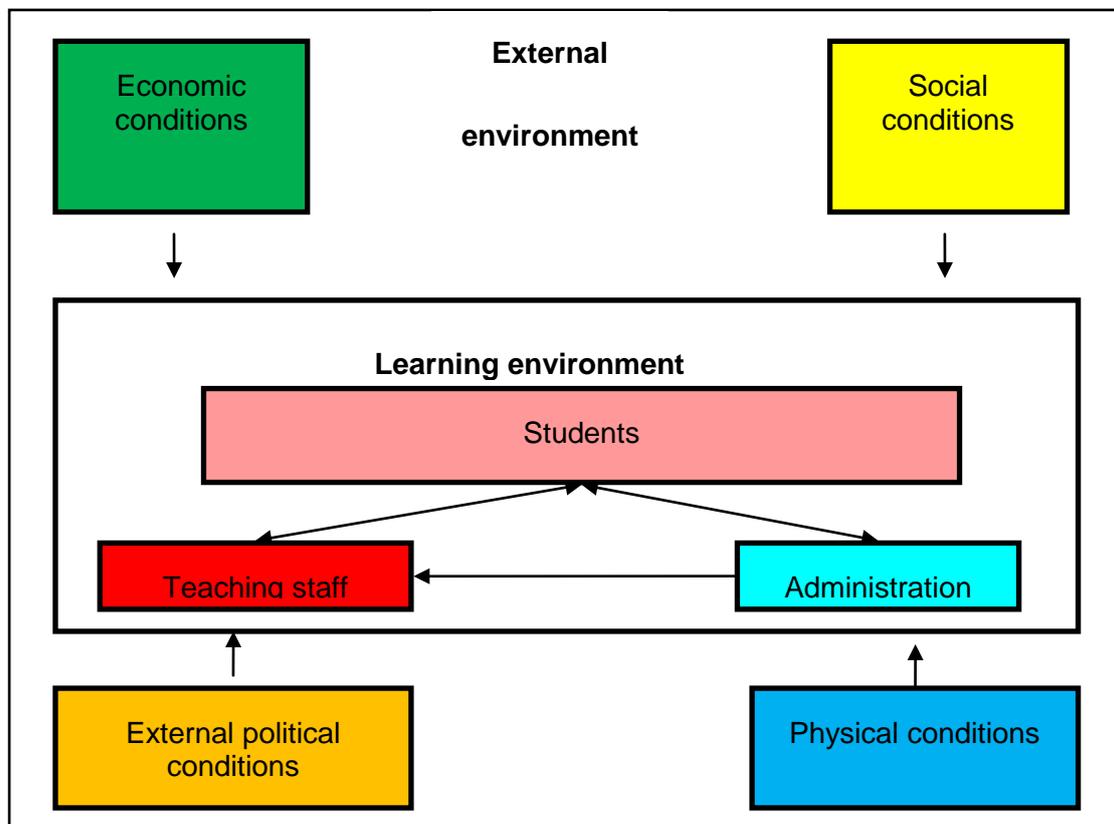
#### **6.6.2.2 An adaptive management model (Nadler, 1989:6 & Souls, 2009:120)**

This is an open model because it considers that outside factors exist and that these factors may have an impact on the process of developing a model. Some outside forces may be beyond the scope of the model, but should still be considered in the development process (Nadler, 1989:6 & Souls, 2009:120).

In order to change the way learning environments are perceived and managed, there needs to be a shift in the boundaries of the thinking genre of educational management (De Bono, 1990). De Bono (1990) defines a sustainable learning environment as “a learning environment that is capable of being maintained at a steady level without exhausting or adversely affecting its human components or on-site material resources”. De Bono further states that in order to maintain a steady level of the learning environment without work overload, the responsibility of the management of the process should reside with a coordinator who would ensure that the performance of the process is kept a high level. Figure 6.5 represents the Adaptive Management Model.

**Figure 6.5: Adaptive management model**

(Adapted from De Bono, 1990)



The learning environment is therefore affected by the external environment within which the learning environment is active. Conditions such as the economic, social, political and physical conditions in the external environment, impact on the learning environment and its effectiveness (De Bono, 1990:27).

According to Nadler (1989:18), an open model should consider outside factors during the development process. External factors that might have an impact on the development of the Relieve Educators Administrative Demands (READ) model can include physical, social, economical and political conditions.

As in all open models, feedback is not automatic in the adaptive management model. However, feedback is necessary in the suggested Relieve Educators Administrative Demands (READ) model.

As external factors can have an impact on the successful implementation of the Relieve Educators Administrative Demands (READ) model, the Adaptive Management Model can assist the researcher in developing a model to relieve South African educators from the administrative demands generated by the implementation of the NCS.

### **6.6.2.3 Planning and quality framework: a combination of the PDCA cycle and the Adri cycle (Weeks-Kaye, 2004:1 & Brits, 2010:243)**

It is not an unfamiliar practice for organisations to implement continuous quality improvement cycles that are based on the elements of different quality management models. The combination of the PDCA and ADRI cycles was advocated by Weeks-Kaye (2004:1) and Brits (2010:243). Weeks-Kaye combined the elements of the Plan-Do-Check-Act (PDCA) cycle with the Approach- Deployment-Results-Improvement (ADRI) cycle in order to develop a planning and quality framework:

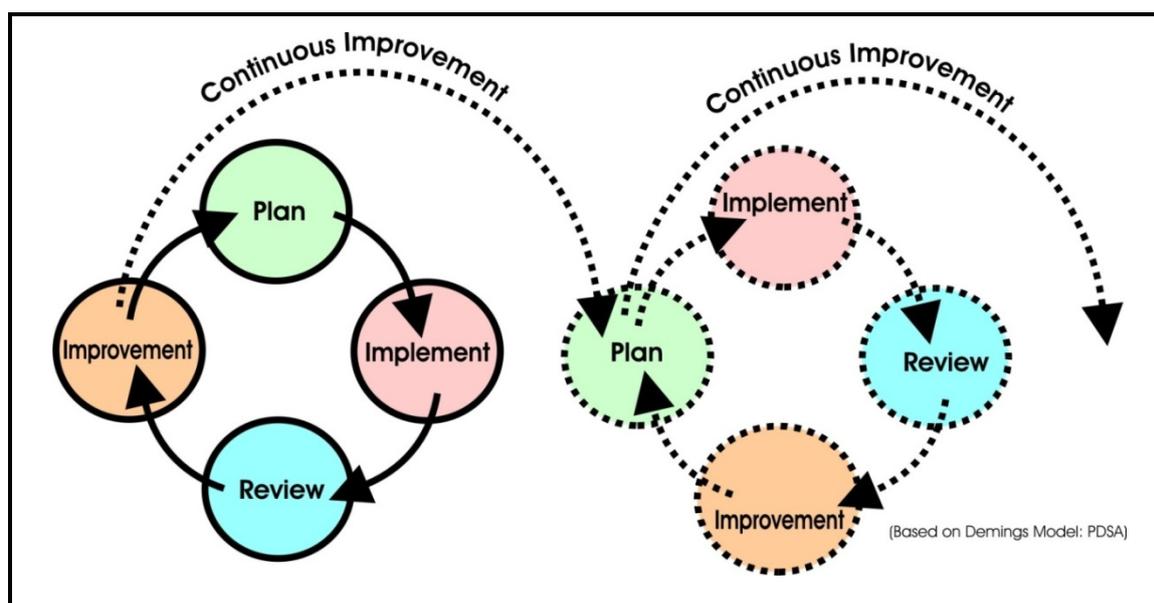
**Table 6.1 Planning and quality framework: a combination of the PDCA cycle and the Adri cycle (Weeks-Kaye, 2004:1 & Brits, 2010:243)**

PLANNING CYCLE	QUALITY CYCLE	PLANNING AND QUALITY FRAMEWORK: KEY STEPS
<p>PLAN:</p> <p>Planning direction: What do we want to achieve?</p>	<p>APPROACH:</p> <p>Planning for quality; What do we want to achieve?</p>	<ol style="list-style-type: none"> <li>1. Identify planning mechanisms; how to plan for the future and for quality</li> <li>2. Consider the internal and external environment and develop a vision and strategic direction to provide the context for planning</li> <li>3. Develop objectives</li> </ol>
<p>DO:</p> <p>What are we doing?</p>	<p>DEPLOYMENT:</p> <p>How are we doing it?</p>	<ol style="list-style-type: none"> <li>4. Develop strategies to achieve objectives</li> <li>5. Identify not only the activities/ programmes to achieve strategies, but more importantly "how" they will be implemented (assuring quality) i.e. policies, processes and procedures.</li> <li>6. Develop an annual top-level planning timetable.</li> </ol>
<p>CHECK:</p> <p>Reviewing against intentions</p>	<p>RESULTS:</p> <p>What are the outcomes?</p>	<ol style="list-style-type: none"> <li>7. Develop guidelines and timetables for reviewing strategic plans, i.e. progress towards objectives; content.</li> <li>8. Monitor and regularly review policies, processes and procedures.</li> <li>9. Identify outcomes and demonstrate levels of achievement against intentions.</li> </ol>
<p>ACT:</p> <p>What actions are taken as a result of review?</p>	<p>IMPROVEMENT:</p> <p>Learn and adapt.</p>	<ol style="list-style-type: none"> <li>10. As a result of reviews, identify if any changes need to be made to:               <ol style="list-style-type: none"> <li>i) strategic plans and/or</li> <li>ii) activities, policies, processes and procedures to ensure quality outcomes and/or refine direction and priorities.</li> </ol> </li> </ol>

Many universities utilise adapted versions of the PDCA model (Brits, 2010:244) in order to develop planning and quality frameworks. The Australian Catholic University utilises the Planning-Implementation-Review-Planning (PIRI) model (Brits, 2010:244). The planning phase of this quality management cycle includes goals, objectives, target and standard-setting exercises. The implementation phase refers to the phase where a university's resources are deployed in order to achieve the goals and plans that were set during the planning phase. The review phase represents the evaluation of the implementation phase against the background of the institutional goals, objectives and plans. The improvement phase is associated with opportunities and exercises to identify the areas that need remedial action and adjustments. This information feeds into the planning and subsequent implementation phases. The phase "Do" of the PDCA model is replaced in the PIRI model with the concept "Implement" because it represents the implementation phase of goals and plans. The "Check" phase of the PDCA model is replaced with "Reviews". The concept "check" is more relevant to an industrial context. The concept "review" is more relevant for universities that follow a developmental approach. "Act" is replaced with "Improvement", as the latter represents the adjustment and remedial action phase of the model and is therefore a better description of this dimension.

Figure 6.6 illustrates the PIRI model that a university can utilise as a quality management model which is based on the PDCA model. The four phases of the PIRI model should be considered in the development of the Relieve Educators Administrative Demands (READ) model. Planning, implementation, review and improvement in the Relieve Educators Administrative Demands (READ) model should take place continuously in order to achieve the aim of the model, namely to reduce educators' workload so that more time can be available for teaching and learning.

**Figure 6.6: The PIRI Model for continuous improvement (Brits, 2007:12)**



All the models that have been discussed have characteristics that correlate with schools as organisations. In order to relieve South African educators from the administrative demands generated by the implementation of the NCS, the Relieve Educators Administrative Demands (READ) model will have to:

- Provide a course of action as well as an anticipation of outcomes (De Bono, 1990).
- Recognise that in order to change the way learning environments are perceived and managed, there should be a shift in the boundaries of the thinking genre of educational managers (De Bono, 1990).
- Focus on goal-orientated activities which are in harmony with organisational policy (Jonker & De Witt, 2006:1290).
- Link organisational and individual values reflexively (Jonker & De Witt, 2006:1290).
- Identify inputs (Nadler, 1989:60).
- Present the researched problem in a reduced and summarised form.
- Close the gap between the theory and the empirical research results.

The researcher will therefore consider the strengths of all the models that have been discussed in the development of a model to relieve South African

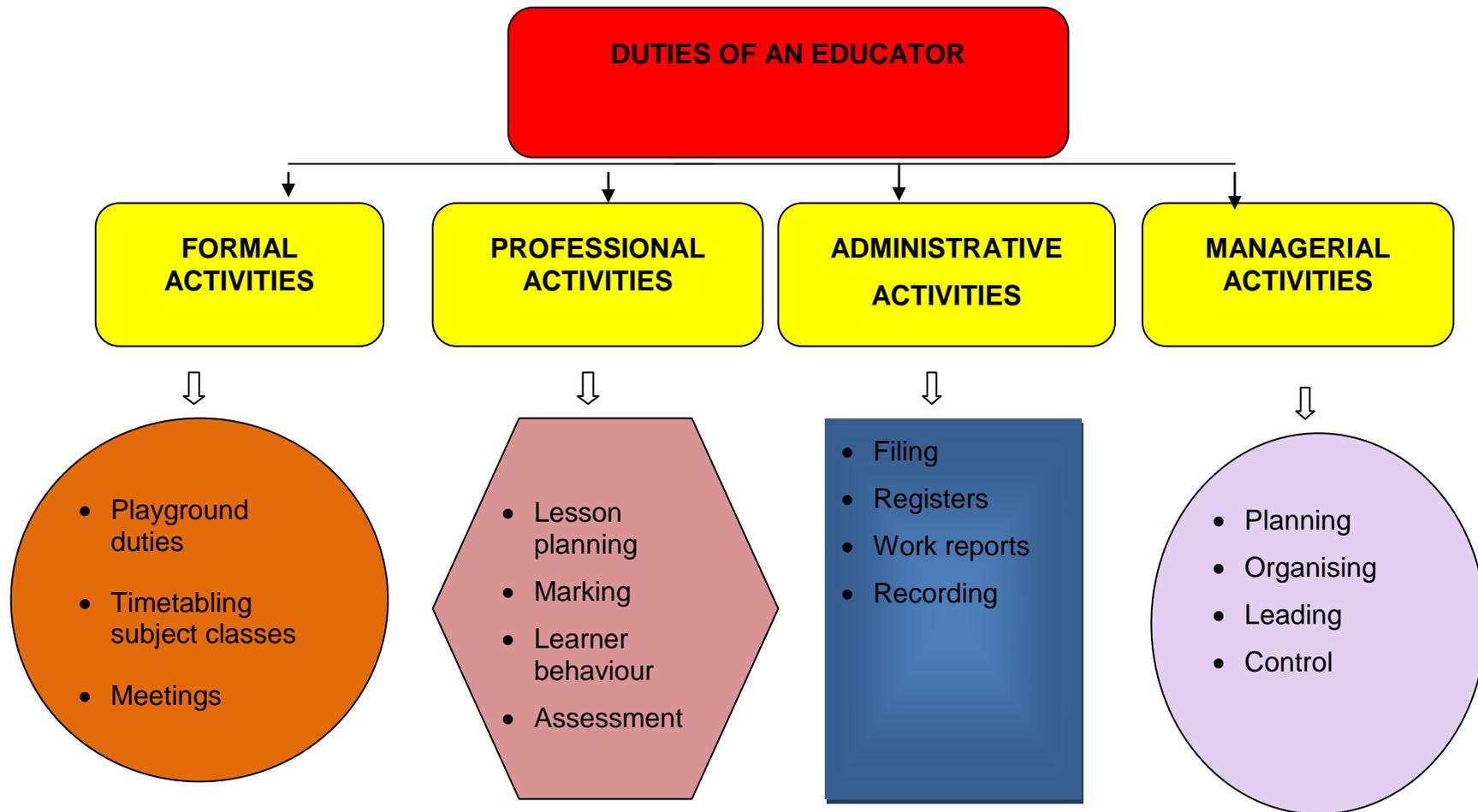
educators from the administrative demands generated by the implementation of the NCS.

## **6.7 A MODEL TO RELIEVE SOUTH AFRICAN EDUCATORS FROM THE ADMINISTRATIVE DEMANDS GENERATED BY THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT**

### **6.7.1 Introduction**

Educators carry out various formal, professional, administrative and managerial duties during their normal working day. Figure 6.7 illustrates the key activities which form part of an educator's duties.

Figure 6.7: Duties of an educator

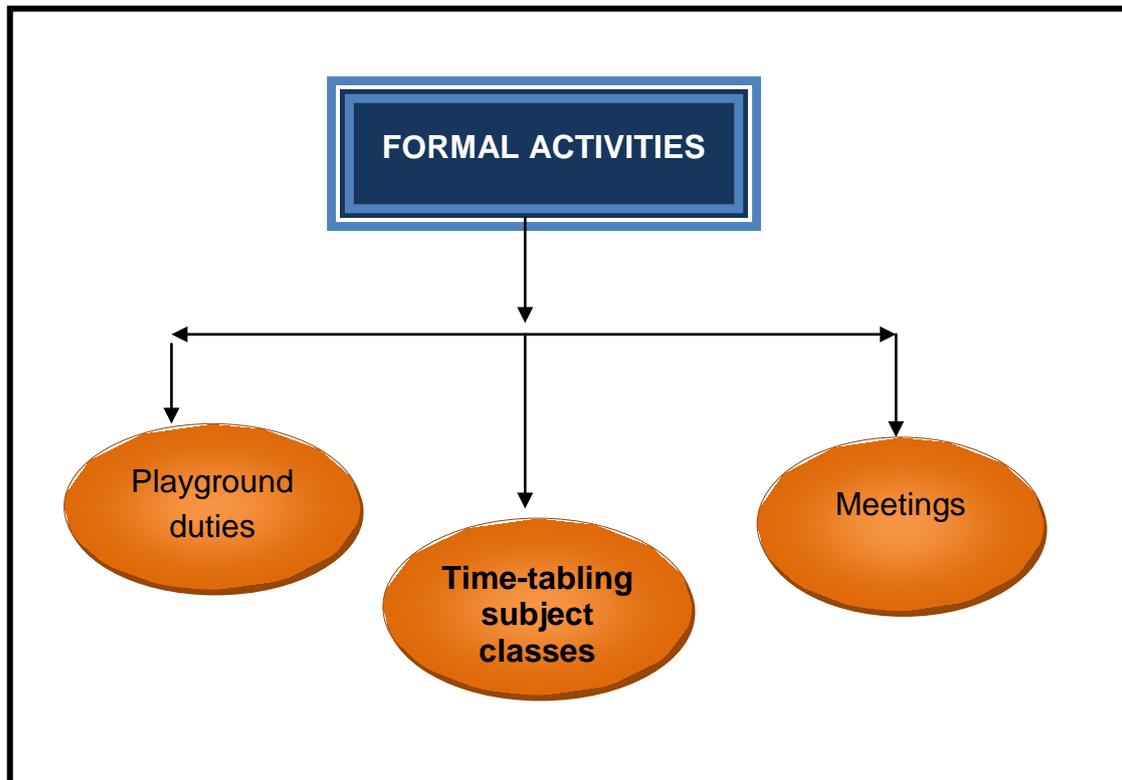


The influence of the above-mentioned duties on educators' workload will now be discussed.

### 6.7.2 Educators' formal activities

Figure 6.8 illustrates educators' formal activities.

**Figure 6.8: Formal activities of an educator**



Educators carry out various formal activities, such as playground duty, timetabling subject classes and attending meetings. Educators spend a significant amount of time on these formal duties each day of the week and this causes them distress (*cf.* Table 5.4).

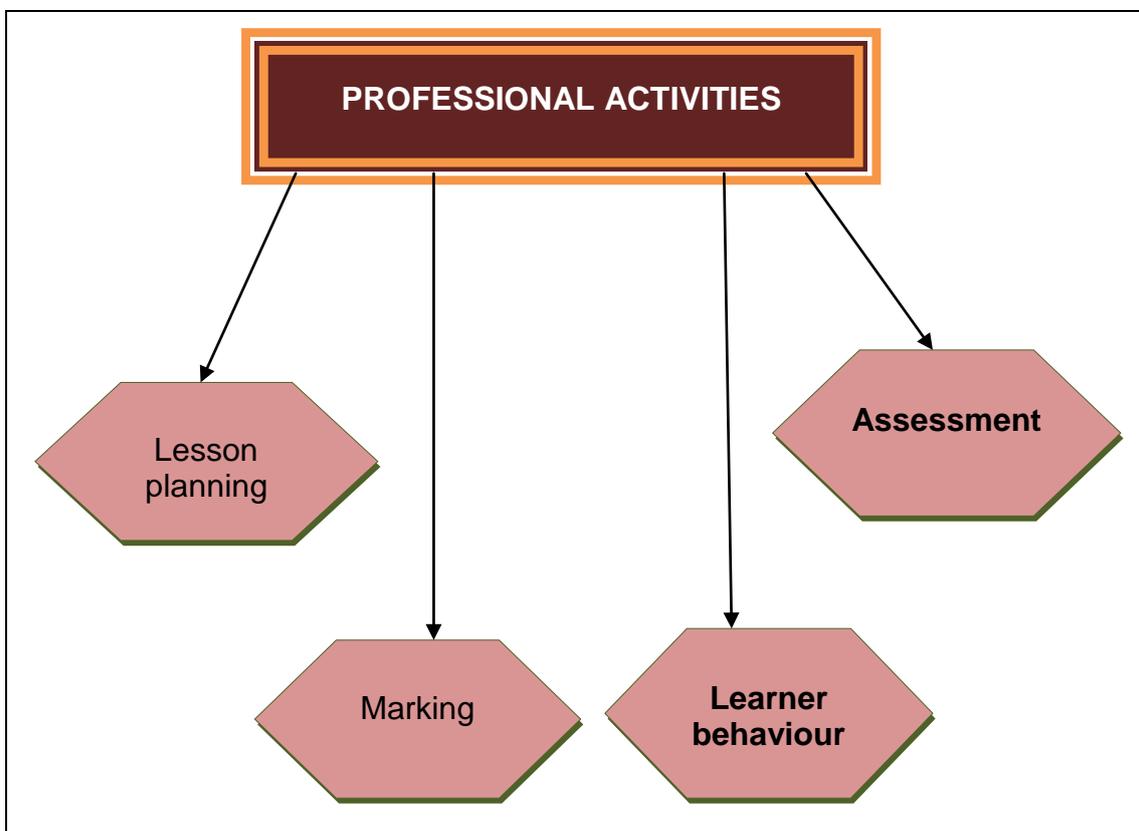
The Department of Education supports educators (*cf.* Table 5.4) with regard to formal activities by supplying schools with, for example, guidance on timetabling subject classes, the importance of subject meetings and playground duty, but according to many of the respondents this kind of support is not adequate, especially with **timetabling of subject classes**. Various problems restrict educators in the timetabling of subject classes, including the following:

- The behaviour of learners.
- The amount of paperwork.
- Large class sizes.
- Extra-curricular activities.

### 6.7.3 Educators' professional activities

Figure 6.9 illustrates educators' professional activities.

**Figure 6.9: Educators' professional activities**



Educators perform professional activities such as lesson planning, marking, assessment and dealing with learner behaviour during a normal school day.

**Assessment** is one of the core duties of an educator. Educators must take care when recording and reporting learners' performance. The empirical data reveals a correlation between recording and reporting of learner performance, as 70% of the respondents experience recording as an impediment and 70%

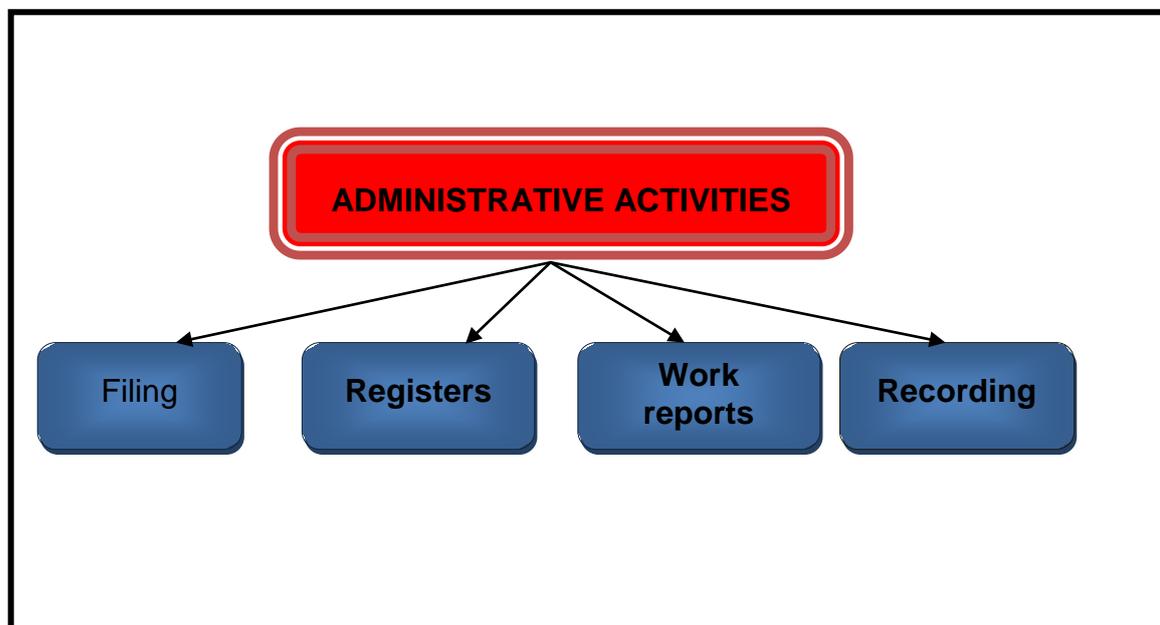
of respondents regard the reporting of learner performance as a main hindrance (*cf.* Table 5.5).

The empirical data reveals that the disruptive **behaviour of learners** can hamper educators in doing assessment and evaluation in class. Larger classes make it difficult for educators to control unruly behaviour of learners and this consumes a lot of teaching time. Misbehaviour of learners must be recorded and reported to different stakeholders and it leads to an excessive load of paperwork, in addition to the paperwork required to record and report learner performance. The low level of support from the Department of Education is a major problem that educators experience when performing their professional activities (*cf.* Table 5.5).

#### 6.7.4 Educators' administrative activities

Figure 6.10 illustrates the various administrative activities of educators:

**Figure 6.10: Educators' administrative activities**



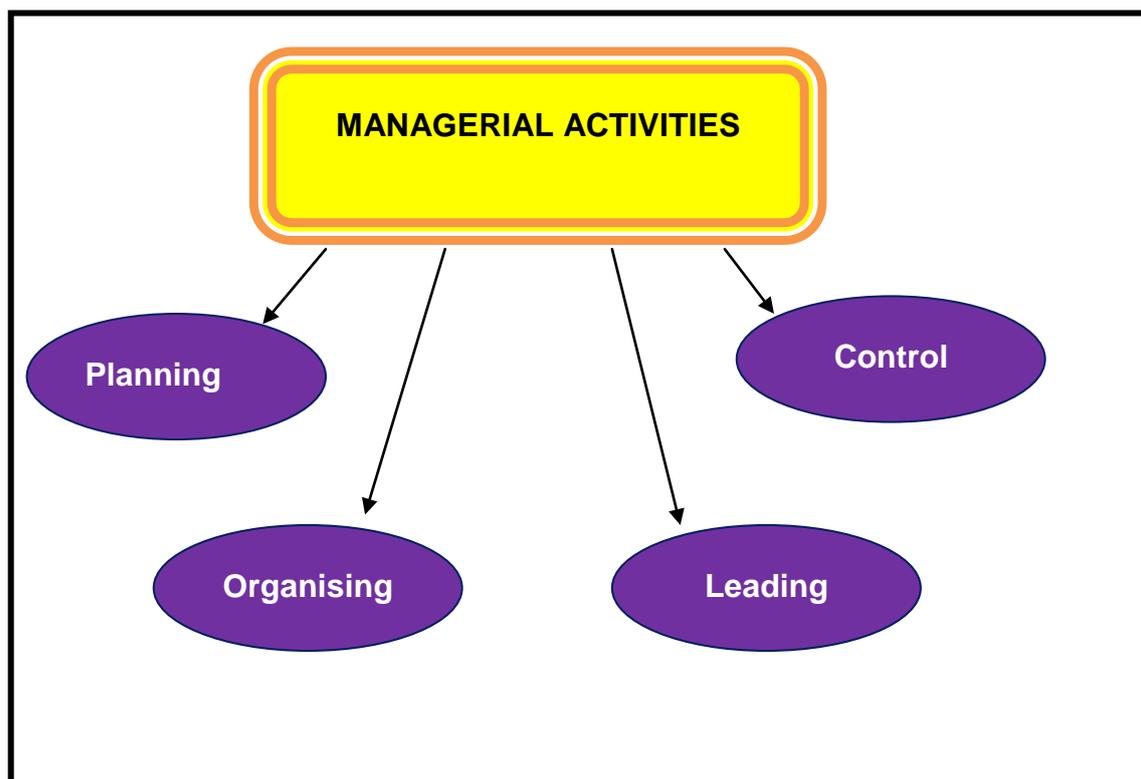
According to the empirical data, educators find it difficult to **complete registers, compile work reports and record marks** when learners misbehave and do not attend classes (*cf.* Table 5.6). The too little of support

from the Department of Education on how the **recording and reporting** of learner performance should be documented often leads to distress when executing their administrative activities. Recording and reporting of learner performance is a continuous process, which means that educators spend a lot of time on this administrative activity, leading to a decrease in teaching time and an increase in workload.

### 6.7.5 Educators' managerial activities

Educators carry out various managerial activities, such as planning, organising, leading and control. Figure 6.11 illustrates the managerial activities of educators.

**Figure 6.11: Educators' managerial activities**



**Planning** involves the identification of objectives. Educators should plan systematically and continuously. The time educators spend on planning has increased over the past five years (Van Tonder, 2008:109), which means that educators have less time for teaching and learning. Educators work primarily with people. They have the task and responsibility to create situations in which

learners can do and achieve their best, but dealing with continuous change in educational matters such as policy, impacts negatively on **organisation**. Being an educator implies being a leader. Educators should be creative and should stimulate, direct and co-ordinate group interaction and activity in a specific situation, but learners' misbehaviour makes it difficult for educators to maintain **leadership** in class. Large class sizes require educators to have excellent **controlling** skills and in the researcher's opinion many educators struggle to fulfil this management task.

In the previous section the four duties of educators (formal, professional, administrative and managerial duties) were briefly discussed and those activities that have the most impact on the administrative workload of educators were highlighted. The aim of this research was to develop a model to relieve South African educators' from the administrative demands generated by the implementation of the NCS. The Relieve Educators Administrative Demands (READ model) will be presented in the next section.

#### **6.7.6 A model (Relieve Educators Administrative Demands (READ model) to relieve South African educators from the administrative demands generated by the implementation of the National Curriculum Statement**

- **Introduction**

In the development of the Relieve Educators Administrative Demands (READ) model, different open and closed models were considered. The researcher is of the opinion that the following models are most suitable to assist in the development of the READ model:

- **PIRI model (cf. 6.6.2.3)**

The PIRI model consists of four phases applicable for the development of the READ model, namely: plan, implement, review and improve. All stakeholders involved in the implementation of the READ model will participate in these four phases, although not all to the same extent in all phases.

- **Adaptive management model (cf. 6.6.2.2)**

The internal environment (in the context of the READ model, Department of Education, District officials and tertiary institutions, schools, principals and educators) is affected by the external environment (economic, social, physical and political conditions).

- **Reflexivity: Linking individual and organisational values (cf. 6.6.1.2)**

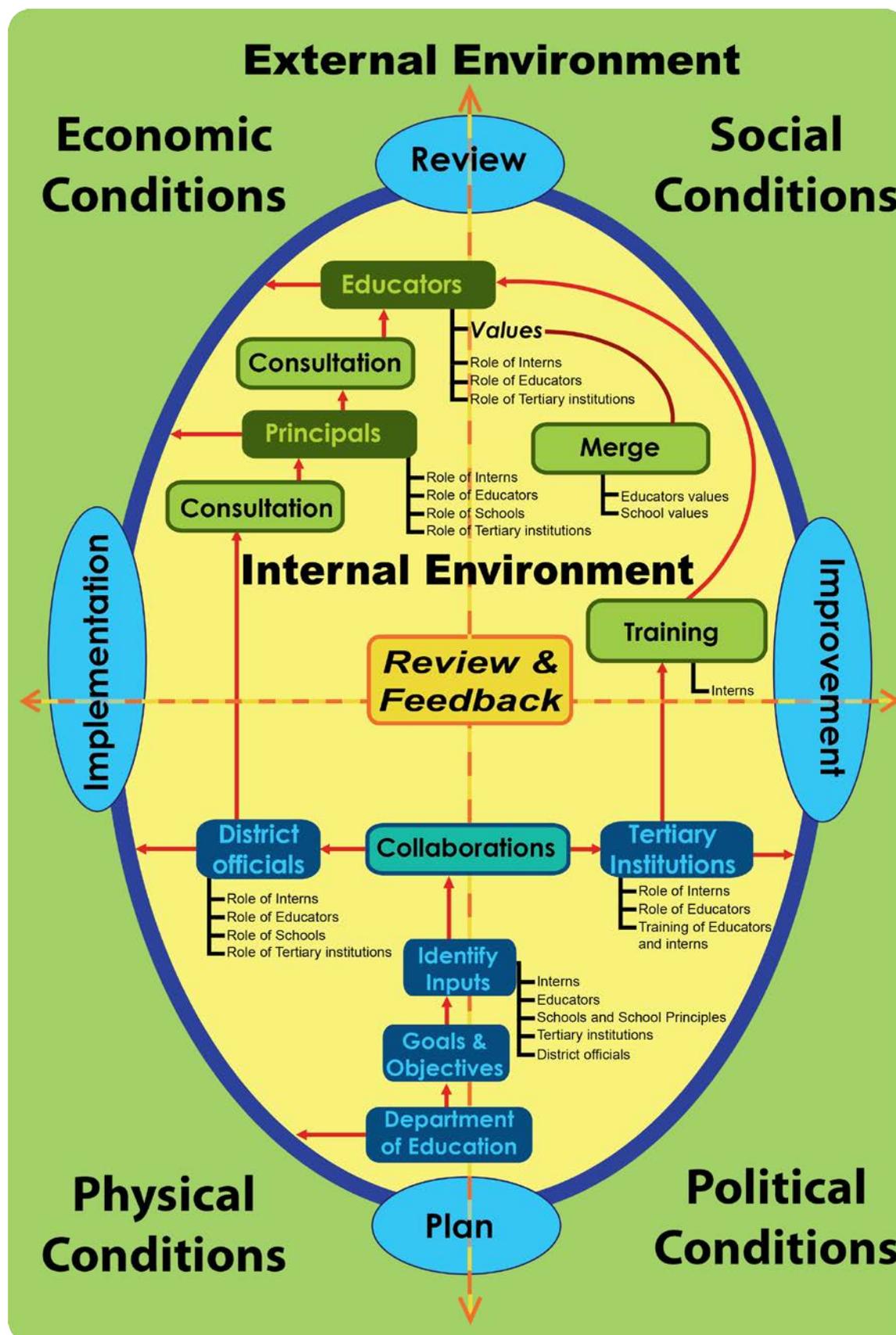
As organisational values often differ from individuals' values, the success of the READ model, which also focuses on value-driven goals, will to a great extent depend on merging the values of the school with the values of educators.

- **7-S Model (cf. 6.6.2.1)**

The educational environment consists of 'soft elements' (style, staff, skills and shared values) that are determined by the people in the educational organisation. These 'soft elements' can have a great impact on the 'hard-elements' (structure, systems and strategies) of the school as organisation.

In the next section the implementation of the READ model (Figure: 6.12) will be discussed.

Figure: 6.12: The READ (Relieve Educators Administrative Demands) model



The Relieve Educators Administrative Demands (READ) model consists of four phases, namely: planning, implementation, review and improvement.

### **Phase 1: Planning**

The Department of Education is the primary stakeholder in the planning phase. The key steps in this phase are the following:

- Consider the external and internal environment and develop a vision and direction to provide the context for planning: The internal environment is constantly influenced by economic, political, physical and social conditions in the external environment.
- Determine what has to be achieved (goal and objectives): The implementation of an 'internship' for education students to relieve South African educators' from the administrative demands generated by the implementation of the NCS.
- Identify inputs: District officials, tertiary institutions, schools and school principals, educators and interns.
- Develop strategies to achieve the set objectives: Collaboration with District officials, tertiary institutions, principals and educators.

### **Phase 2: Implementation**

The implementation phase refers to the phase where all the stakeholders are deployed in order to achieve the goals and objectives that were set during the planning phase.

The Department of Education collaborates with District officials and explains the role that interns will play in order to relieve South African educators from the administrative demands generated by the implementation of the National Curriculum Statement. The role of District officials in the implementation of the READ model will be discussed. These discussions will also focus on the role of educators, schools and school principals and tertiary institutions.

District officials consult with school principals and school principals enter into consultation with educators to explain the role of interns as well as their role in the implementation of the READ model. During this phase of implementation, it will be of utmost importance to merge the institutions' values with the values of educators.

Before the READ model can be implemented, the Department of Education also collaborates with tertiary institutions. The primary role of these institutions is to provide training to interns and educators. Therefore, these discussions will focus on explaining the role of interns and the role of educators in the implementation of the READ model.

### **Phase 3: Review**

During this phase the process of implementing the READ model is evaluated against the set goal and objectives. The Department of Education reviews the process at District offices and tertiary institutions. District officials are responsible for reviewing the process at schools and school principals review how educators implement the model. The review process follows a developmental approach and any shortcomings, obstacles and deviations from expected levels of achievement are reported. This information feeds back into all other phases.

### **Phase 4: Improvement**

Based on the identified shortcomings, obstacles and deviations from expected levels of achievement, remedial action is taken. If the process of implementing the READ model does not lead to the expected result, namely to relieve educators from their administrative workload in order for more time to be available for teaching and learning, the process has to be adjusted.

It is important that planning, implementation, review and improvement occur in a continuous cycle to ensure the successful implementation of the READ model.

## **6.8 SUMMARY**

Difficult processes can easily be understood through a model. In this chapter the researcher looked at the concept “model” and focused specifically on the characteristics, features, advantages and disadvantages of models. The researcher discussed different types of models and distinguished between two types of models, namely open and closed models. Although models have benefits and limitations, the researcher decided to combine these two types of models, because monitoring or feedback was an important element in the development and implementation of the Relieve Educators Administrative Demands (READ) model. Based on these types of models the researcher developed a suggested model to relieve South African educators from the administrative demands that the implementation of the National Curriculum Statement generated.

Step-by-step development of the Relieve Educators Administrative Demands (READ) model was discussed. The final chapter will provide the main findings and recommendations of this study.

## **CHAPTER 7**

### **SUMMARY, FINDINGS AND RECOMMENDATIONS**

#### **7.1 INTRODUCTION**

This chapter presents a summary, findings and recommendations regarding the research aim and objectives; the literature study; the empirical research design; the data analysis and interpretation and a suggested model to relieve South African educators from the administrative demands that implementation of the National Curriculum Statement generated.

#### **7.2 SUMMARY OF THE STUDY**

Chapter 1 outlined the statement of the problem, the aim and objectives of the research. The research design and the structure of the research were presented. The measuring instrument, population, sampling, pilot survey and statistical techniques were discussed.

Chapter 2 focused on the influence of curriculum implementation on the administrative workload of educators in different countries. The literature revealed that the implementation of new curricula in New Zealand, Australia, the United Kingdom, the United States of America and South Africa lead to an increase in the administrative workload of educators. Educators in these countries indicated in several research reports that their workload has increased dramatically as a result of the implementation of new curricula.

Chapter 3 outlined the nature of educators' administrative activities in South African schools, the nature of the educators' workload in South Africa, the relationship between teaching and classroom management and guidelines for effective classroom management. The literature revealed that educators in South Africa are unable to manage their teaching task effectively due to their administrative workloads.

In chapter 4 a holistic description of the entire research process, including the conceptual framework, research methodology, validity and reliability of the research were outlined.

Chapter 5 presented the data analysis and interpretation by means of tables, detailing frequencies and rankings. The different categories of data collected were described.

In chapter 6 the researcher looked at the concept “model” and focused specifically on the characteristics, features, advantages and disadvantages of models. The researcher discussed different types of models and developed a suggested model to relieve South African educators from the administrative demands that the implementation of the National Curriculum Statement generated. Step-by-step development of the Relieve Educators Administrative Demands (READ) model was discussed in detail.

The next section presents the findings and recommendations regarding the stated aim and objectives of this research.

### **7.3 FINDINGS FROM THE RESEARCH**

The aim of the research was to develop a model to relieve South African educators’ from the administrative demands generated by the implementation of the NCS. This aim was operationalised into the objectives that follow.

#### **7.3.1 Findings related to first objective of the research**

**First objective: To determine, through a literature review and an empirical study, the influence of the implementation of the NCS on the administrative workload of South African educators**

**Finding 1:** Educators indicated in several research reports that their workload has increased dramatically as a result of the implementation of new curricula and find it frustrating and difficult to cope with the increased workload (*cf.* 1.1 & 7.2).

**Finding 2:** A heavy workload is probably one of the major reasons why so many educators consider resigning from education (*cf.* 3.3.2).

**Finding 3:** Recording and reporting of learner performance is a continuous process, which means that educators spend a lot of time on this administrative activity, leading to a decrease in teaching time and an increase in workload (*cf.* 6.7.4).

**Finding 4:** Policies such as the NCS are among many that have had an impact on educators' workload (*cf.* 3.3.1).

**Finding 5:** The implementation of the NCS in particular is singled out for having increased educators' workload through its demanding assessment requirements (*cf.* 3.3.1).

**Finding 6:** The implementation of the NCS involves significant repetitions and demands which require educators to continuously restate what learning outcomes, assessment standards, assessment strategies, resources, content and context will be employed. Educators are furthermore required to complete these documents in many different formats. This contributes considerably to their workload (*cf.* 3.3.2).

**Finding 7:** Educators indicated that possible demands on their workload are not always taken into account when new initiatives are being planned at national and local levels (*cf.* 3.2.2).

**Finding 8:** Different aspects such as the amount of paperwork, learners' behaviour, class size, level of support from the Department of Education, recording and reporting of learner performance and extra-curricular activities cause distress to educators (*cf.* 3.1).

**Finding 9:** The Department of Education does not develop strategies to decrease the workload of educators, which means more educators will leave the profession for better opportunities elsewhere as they do not experience sufficient job satisfaction (*cf.* 5.2.3).

**Finding 10:** Educators' workload gives them less time to get to know their learners. However, the roles that an educator is expected to fulfil clearly require that they should know their learners and their needs (*cf.* 5.4.2).

### **7.3.2 Findings related to the second objective of the research**

**Second objective: To determine, through a literature and empirical study, the nature of the administrative activities experienced by educators in South African schools**

**Finding 11:** Most schools worldwide have adopted new curricula without serious reservations as they are obliged to implement them, although issues about increased administrative workload have been raised. These criticisms include time-consuming and onerous assessment and administrative practices (*cf.* 1.1).

**Finding 12:** Educators have long been saying that their administrative workloads are unreasonable and that this impacts significantly on teaching time (*cf.* 3.2.1).

**Finding 13:** The majority of educators in South Africa experience the multiple, complex and constantly changing requirements in teaching and learning contexts, characterised on the whole by large classes with diverse teaching and learning needs, as an unbearable increase in their workload (*cf.* 3.3.1).

**Finding 14:** It seems that continuously having to assess and evaluate learners' work in a prescribed way increases educators' workload dramatically (*cf.* 3.3.2).

**Finding 15:** Educators feel that most of the time their workload is unmanageable (*cf.* 3.2.2 & Table 5.9).

**Finding 16:** Educators' workloads are excessive and the negative effects of stress have a considerable impact on them. Stress also appears to cause educators in a number of countries to leave the profession and this is impacting internationally on educator recruitment (*cf.* 2.5.5).

**Finding 17:** The time spent on pastoral care and duties increases educators' workload and means longer working hours, having to teach more learners and to perform increased professional, pastoral and administrative duties (*cf.* 3.3.2).

**Finding 18:** Apprenticeship as time-based learning usually associated with trades and learnerships, is work-based learning. In the South African context learnerships tend to be more flexible, because of the way in which qualifications in South Africa are now being constructed. For example, learnerships focus only on one level of the NQF and require 1200 national hours of learning to achieve the requisite number of credits. This could be achieved in 6-12 months, versus 3 years for typical apprenticeships. Secondly, the new, more relevant qualifications currently being constructed, particularly in the technical area, also provide more focused sets of skills than the typically blue-collar trades (apprenticeships) do (*cf.* 3.3.3.1.2).

**Finding 19:** Internships are used abroad to assist final year undergraduates in education to move smoothly from being a student to being an educator (*cf.* 3.3.3.1.1)

**Finding 20:** Internship is underpinned by four dimensions of teaching: technical, intellectual, socio-emotional and socio-political experience. These dimensions that are experiential in nature and project based consist of a mixture of classroom learning, real world insights and opportunities to reflect upon theory and practice (*cf.* 3.3.3.1.1).

### **7.3.3 Findings related to the third objective of the research**

**Third objective: To determine, through an empirical study, the nature of the assistance South African educators require to manage their teaching task successfully**

**Finding 21:** Most of the respondents (79%) experience job satisfaction, while 21% of the respondents do not experience job satisfaction (*cf.* Table 5.3).

**Finding 22:** A number of educators experience distress regarding learners' misbehaviour (*cf.* Tables 5.4; 5.5; 5.6; 5.7 & 5.14).

**Finding 23:** Most of the respondents feel that their workload affects their health and personal life negatively (*cf.* Table 5.9).

**Finding 24:** The data regarding educators' support from the Department of Education clearly indicates that high percentages of educators are negative regarding the support from the Department of Education in terms of the following (*cf.* Table 5.10):

- Regular training regarding new teaching strategies (66%).
- Meaningful resources to reach objectives in class (67%).
- Practical ideas to make the teaching task easier (79%).
- A good communication channel between the Department of Education and educators (76%).
- Regular involvement of educators in the designing of learning programmes (77%).
- Training educators to plan a new curriculum (70%).
- Training educators to implement a new curriculum (61%).
- Training educators to evaluate a new curriculum (72%).

**Finding 25:** The responses of educators regarding the support that interns can provide to reduce their administrative workload can be summarised as follows:

**Table 7:1: Possible support by interns**

<b>TABLE</b>	<b>ASSISTANCE</b>	<b>OUT OF 257 EDUCATOR RESPONSES</b>
5:11	Playground supervision	153
5:12	Exam invigilation	153
5:16	Standing in for educators who are absent on a short-term basis	111
5:17	Photocopying	168
5:18	School detention	153
5:21	Assessment (Marking)	106
5:23	Stocktaking	157
5:24	Distribution of subject- based resources	121
5:25	Classroom display	138
5:28	Subject classes	84
5:30	Filing	160
5:31	Filling in registers	164
5:32	Extra-curricular activities	156

Based on the above responses, it can be argued that the support interns can provide will reduce educators' workload and that educators will then be able to spend more time on teaching and learning (*cf.* 5.6).

#### **7.4 RECOMMENDATIONS**

The aim of this research was to develop a model to relieve South African educators' from the administrative demands generated by the implementation of the NCS. To realise this aim, a literature study was undertaken which served as the foundation for the empirical research. The findings of this research are incorporated with the following recommendations:

### **Recommendation 1**

The Department of Education has to develop strategies to decrease the workload of educators and at the same time raise standards and improve the quality of teaching and learning.

### **Recommendation 2**

The Department of Education should create opportunities for educators to become involved in curricular innovations and changes and should support educators to solve curricular problems.

### **Recommendation 3**

The Department of Education should by way of training empower and support educators intensively to cope with high learner numbers, overloaded curricula and onerous assessment and reporting requirements. This should encourage a more positive attitude from educators towards the profession and the 38% of the respondents who indicated a desire to leave the profession could be decreased. A happy educator is usually a positive educator and positivism increases productivity and consequently a high performance work culture.

### **Recommendation 4**

The Department of Education should organise workshops to develop workable solutions for disruptive learner behaviour in order for professional activities to be performed more effectively.

### **Recommendation 5**

An administrative internship model should be implemented to relieve educators from their administrative workloads. Interns must only be available for teaching on a short-term basis when educators are absent, as educators remain responsible for subject classes and should not take unfair advantage of interns to take over their teaching responsibilities.

## **7.5 LIMITATIONS OF THE RESEARCH**

It should be noted that this research was by no means without limitations, one of these being that the study was confined to only one Education Region (Sedibeng West district (D8) of the Gauteng Province). As a result the findings based on this research study might be construed by some critics to be one-sided and not representative of the views of the majority of educators in South Africa. Another limitation is that some educators failed to complete the questionnaire fully. This resulted in the number of responses in some of the analyses being inconsistent.

## **7.6 RECOMMENDATIONS FOR FURTHER RESEARCH**

In light of the limitations of this research, the following recommendations for further study are made:

- Research to develop a strategy that will enable educators to cope with learners' disruptive behaviour that hampers educators in the execution of their teaching task.
- Further research on the effect of class size on teaching different subjects and learning areas.
- Further research on the effectiveness of the implementation of the suggested READ model.

## **7.7 SUMMARY**

This study by means of a literature review and empirical research investigated the influence of the implementation of the NCS on the administrative workload of educators, the nature of the administrative activities experienced by educators and the nature of the assistance South African educators require to manage their teaching task successfully. All the aspects discussed in the previous chapters have been summarised. The study further explored the various aspects that affect educators' workload. Findings emanating from the entire research project have been highlighted and recommendations made. It is hoped that the proposed READ model to relieve educators from the administrative demands that the implementation of the National Curriculum

Statement generated, will alleviate their administrative workload and that the support interns can give in this regard will provide educators with more time for teaching and learning.

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## **ANNEXURE A**

### **PERMISSION FROM DEPARTMENT OF EDUCATION**



UMnyango WezeMfundo  
Department of Education

Lefapha la Thuto  
Departement van Onderwys

Enquiries: Nomvula Ubisi (011)3550488

Date:	10 March 2010
Name of Researcher:	Van Tonder Gideon Petrus
Address of Researcher:	10 Versveld Street Vanderbijlpark 1911
Telephone Number:	0169334120/0823208346
Fax Number:	0169325252
Research Topic:	A Strategy for Effective Classroom Management in order to Relieve South African Teachers from the Administrative Demands Generated by Outcomes-Based Education
Number and type of schools:	10 Secondary Schools
District/s/HO	Sedibeng East, West and Johannesburg West

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

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

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

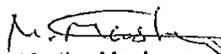
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Office of the Chief Director: Information and Knowledge Management  
Room 501, 111 Commissioner Street, Johannesburg, 2000 P.O.Box 7710, Johannesburg, 2000  
Tel: (011) 355-0809 Fax: (011) 355-0734

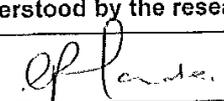
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort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

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

Kind regards



Martha Mashego  
ACTING DIRECTOR: KNOWLEDGE MANAGEMENT & RESEARCH

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	15/03/2010

## **ANNEXURE B**

### **INFORMED CONSENT FORM**

## Informed consent form

*A model to relieve South African educators from the administrative demands generated by the implementation National Curriculum Statement (NCS))*

You are kindly requested to participate voluntarily in this research project by completing a questionnaire to obtain your perceptions regarding the administrative demands generated by the implementation of the National Curriculum Statement with the aim to develop a model to relieve South African educators from the administrative demands. The researcher is trying to obtain perceptions and there is no right or wrong answer. This questionnaire will take you approximately 15 minutes to complete. The project is also part of my PhD study.

You are assured that the following ethical aspects in will be honoured:

- You may withdraw from the project at any time;
- Anonymous completion of the questionnaire;
- The project will be completed within a specific time;
- The information gained from you will be treated confidentially;
- No names of participating educators will be made public; and
- The results will be made known to you, on request.

Thank you for participating voluntarily in this very important project to develop a model to relieve South African educators from the administrative demands generated by the implementation of the National Curriculum Statement

G.P. van Tonder

082 320 8346

I give consent with this form that the answers I shall provide in the questionnaire may be utilized to develop a model to relieve South African educators from the administrative demands generated by the implementation of the National Curriculum Statement.

Name: \_\_\_\_\_

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

**ANNEXURE C**

**QUESTIONNAIRE**

## QUESTIONNAIRE - EDUCATORS

### SECTION A: GENERAL BACKGROUND INFORMATION

Complete the following information by encircling the appropriate number:

#### A1. Teaching experience

0 to 5 years	1
5 to 9 years	2
10 to 15 years	3
16 to 20 years	4
21 to 25 years	5
26 or more years	6

#### A2. Type of school

Township school	1
Ex Model C school	2

#### A3. General information

Please indicate to which extent you experience the following:

		A lot	To some degree	Not much	Not really
A1	Job satisfaction	1	2	3	4
A2	Intention to leave the profession	1	2	3	4
A3	Being empowered by the DoE	1	2	3	4
A4	A high performance work culture	1	2	3	4

## SECTION B: EDUCATOR'S ACTIVITIES

### CONCEPT CLARIFICATION

**Formal activities:** timetabling subject classes, school ground duty, meetings.

**Professional activities:** preparation, marking, assessment and evaluation, dealing with learner behaviour.

**Administrative activities:** filing, filling in of registers, compiling work reports, recording of marks.

**Managerial activities:** planning, organising, leading, control.

Indicate on the numerical scale from 1-4 how often do you experience distress as a result of the influence of the following situations, on your activities as an educator:

**Encircle the appropriate number.**

The amount of paperwork		Almost always	Often	Some-times	Almost never
B1	Formal activities	1	2	3	4
B2	Professional activities	1	2	3	4
B3	Administrative activities	1	2	3	4
B4	Managerial activities	1	2	3	4
The behaviour of learners		Almost always	Often	Some-times	Almost never
B5	Formal activities	1	2	3	4
B6	Professional activities	1	2	3	4
B7	Administrative activities	1	2	3	4
B8	Managerial activities	1	2	3	4

<b>Large class size</b>		<b>Almost always</b>	<b>Often</b>	<b>Some-times</b>	<b>Almost never</b>
B9	Formal activities	1	2	3	4
B10	Professional activities	1	2	3	4
B11	Administrative activities	1	2	3	4
B12	Managerial activities	1	2	3	4
<b>A low level of support from the Department of Education</b>		<b>Almost always</b>	<b>Often</b>	<b>Some-times</b>	<b>Almost never</b>
B13	Formal activities	1	2	3	4
B14	Professional activities	1	2	3	4
B15	Administrative activities	1	2	3	4
B16	Managerial activities	1	2	3	4
<b>Recording of learner performance</b>		<b>Almost always</b>	<b>Often</b>	<b>Some-times</b>	<b>Almost never</b>
B17	Formal activities	1	2	3	4
B18	Professional activities	1	2	3	4
B19	Administrative activities	1	2	3	4
B20	Managerial activities	1	2	3	4
<b>Reporting of learner performance</b>		<b>Almost always</b>	<b>Often</b>	<b>Some-times</b>	<b>Almost never</b>
B21	Formal activities	1	2	3	4
B22	Professional activities	1	2	3	4
B23	Administrative activities	1	2	3	4
B24	Managerial activities	1	2	3	4
<b>Extra curricular activities</b>		<b>Almost always</b>	<b>Often</b>	<b>Some-times</b>	<b>Almost never</b>
B25	Formal activities	1	2	3	4
B26	Professional activities	1	2	3	4
B27	Administrative activities	1	2	3	4
B28	Managerial activities	1	2	3	4

## SECTION C

### EDUCATOR WORKLOAD

Listed below are a number of statements regarding educators' **workload**.

Indicate on the numerical scale from 1-4 the extent to which you agree or disagree with each statement to **your workload**.

**Encircle the appropriate number.**

		Strongly Agree	Agree	Disagree	Strongly Disagree
C1	My workload at school does not hamper my performance of my duties as an educator	1	2	3	4
C2	My workload leaves little time to get to know learners	1	2	3	4
C3	My workload is affecting my health	1	2	3	4
C4	Workload increases absenteeism of educators	1	2	3	4
C5	I am thinking of leaving teaching because of my workload	1	2	3	4
C6	My duties as an educator affect my personal life	1	2	3	4
C7	I feel unable to manage my workload	1	2	3	4

## SECTION D

### SUPPORT FROM THE DEPARTMENT OF EDUCATION (DoE)

Listed below are a number of statements regarding **support from the DoE** to educators.

Indicate on the numerical scale from 1-4 the extent to which you agree or disagree with each statement to **the support educators get from the DoE**.

**Encircle the appropriate number.**

		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
D1	The DoE provides educators with regular training regarding new teaching strategies	1	2	3	4
D2	The DoE provides educators with opportunities to interact with other educators teaching the same subjects in other schools	1	2	3	4
D3	The DoE provides educators with meaningful resources to reach my objectives in class	1	2	3	4
D4	The DoE provides educators with practical ideas to make my teaching task more easier	1	2	3	4
D5	The communication channel between the DoE and educators works effectively	1	2	3	4
D6	The DoE involves educators regularly in the designing of learning programmes	1	2	3	4
D7	The DoE trains educators to evaluate new curriculum	1	2	3	4
D8	The DoE considers educator needs when planning curriculum changes	1	2	3	4
D9	The DoE trains educators to plan a new curriculum	1	2	3	4
D10	The DoE trains educators to implement new curriculum	1	2	3	4

## SECTION E

### INTERNSHIP

#### CONCEPT CLARIFICATION

Internship is refers to someone in a temporary position working with an emphasis on "on-the-job training" rather than mere employment. This is similar to an apprenticeship. Interns are usually college or university students or graduate adults seeking skills for a new career. Internship provides opportunities for students to gain experience in a future career and to determine whether they truly have an interest in the specific career.

Listed below are a number of statements regarding *internship*. Please indicate to which extent you agree or disagree with each statement:

**Encircle the appropriate number.**

Intern educators can assist educators with		A lot	Some degree	Not much	Not really
E1	Playground supervision	1	2	3	4
E2	Exam invigilation	1	2	3	4
E3	Study support	1	2	3	4
E4	Behaviour problems of learners	1	2	3	4
E5	Guidance to learners	1	2	3	4
E6	Standing in on a short-term base for educators who are absent	1	2	3	4
E7	Photocopying	1	2	3	4
E8	School detention	1	2	3	4
E9	Recording learner performance	1	2	3	4
E10	Reporting learner performance	1	2	3	4
E11	Assessment (Marking)	1	2	3	4
E12	Assessment (Setting exam papers)	1	2	3	4
E13	Stocktaking	1	2	3	4

<b>Intern educators can assist educators with</b>		<b>A lot</b>	<b>Some degree</b>	<b>Not much</b>	<b>Not really</b>
E14	Distribution of subject-based resources	1	2	3	4
E15	Classroom display	1	2	3	4
E16	Research on subject content	1	2	3	4
E17	Revision of subject content	1	2	3	4
E18	Subject classes	1	2	3	4
E19	Attending meetings	1	2	3	4
E20	Filing	1	2	3	4
E21	Filling in registers	1	2	3	4
E22	Extra curricular activities	1	2	3	4
E23	Designing Learning Programmes	1	2	3	4
E24	Evaluate new curriculum	1	2	3	4
E25	Planning the curriculum	1	2	3	4
E26	Implementing new curriculum	1	2	3	4
E27	An internship system will make educators workload more manageable	1	2	3	4

**Your contribution is highly appreciated**

## **ANNEXURE D**

### **E –MAIL CORRESPONDENCE**

## Laerskool Standerton

>>> Charles Van Vuuren <charlesvuuren@gmail.com> 2012/03/23 12:37 PM  
>>>

Geagte Prof. Elsa,

Dankie vir die navraag oor wat van ons studente verwag word. Ek hoop die inligting kan tot hulp wees.

Ter inleiding wil ek net noem dat daar (volgens wat ek ervaar het) 'n groot leemte by beginner onderwysers is oor die hantering van die administratiewe sy van skoolgee. Ek het toevallig begin 2011 'n onderwyser A vars uit die universiteit aangestel, asook 'n onderwyseres B wat by ons skool 'n student was en toe haar kwalifikasies buitemuurs behaal het. B het die jaar deurgegaan sonder veel probleme. Dissipline, kommunikasie met die leerlinge en ouers, administratiewe werk, selfvertroue en buitemuurse aktiwiteite het redelik vlot verloop. Onderwyser A het gespook om kop bo water te hou en die aanpassing was geweldig groot. Ek het op daardie stadium besluit om sekere pligte/take van hom weg te neem, sodat hy deur die werk kon kom. Hy is tans in sy 2de jaar as onderwyser, maar sukkel nog steeds om alles baas te raak.

Studente word as volle lede van die personeel beskou en aanvaar. Dit beteken:

- Alle vergaderings word deur hul bygewoon.
- Net soos die onderwysers word van hul verwag om in die oggende op 'n rotasiebasis te open en notule van die dag se reëlings te neem.
- Hulle word ten volle betrek by buitemuurse bedrywighede en moet dit bywoon.
- Dienste soos speelgronddiens, detensiediens, taxidiens, word saam met personeel in hul 1ste en 2de jaar gedoen en daarna op hul eie -

Vorbereiding moet saam met lesse aangebied op die skool se performasie ingehandig word.

-Lesse aangebied se skriftelike werk ens. word deur student self gemaak en geëvalueer.

-Studente word vanaf hul 1ste jaar vertrouwd gemaak met invul van registers, verwerking van punte, opdatering van portfolios ens. -Studente woon alle oueraande by saam met die betrokke onderwyser.

1ste en 2de jaar studente word nie alleen saam met 'n klas gelaat nie en die betrokke onderwyser moet altyd teenwoordig wees. Hul word geplaas by die buitemuurse aktiwiteite saam met ervare afrigters/organiseerders.

In hul 3de en 4de jaar neem studente klasse waar, waar personeel afwesig is. Die hoeveelheid lesse en ander verantwoordelikhede word ook meer. Daar sal byvoorbeeld van hul verwag word om aktiwiteite te reël soos, fondsinsamelings, mnr. en mej.sps, rugby en netbalwedstryde ens. Die meeste van die tyd sal hul ook sportspanne afrig en as hulporganiseerders optree.

Ek vind deur hul stadigaan aan al die fasette van skoolgee gewoon te maak, is hul net soveel meer voorbereid op wat vir hul wag. Die studente moet ook geleer word om te deleger, prioritiseer, en "time management" is een van die belangrikste kriteria vir sukses.

Ek hoop dit kan jul help. U is welkom om weer vir my 'n e-pos te stuur indien u meer inligting soek of as ek meer spesifiek moet wees.

Groete

Charles van Vuuren

---

**From:** Elsa Fourie [mailto:Elsa.Fourie@nwu.ac.za]

**Sent:** 23 March 2012 08:41 AM

**To:** [charlesvuuren@gmail.com](mailto:charlesvuuren@gmail.com)

**Subject:** Internskap

Beste Mnr van Vuuren

Ek het 'n student wat besig is met 'n PhD studie en 'n model wil ontwikkel vir 'n *administratiewe internskap* vir onderwysstudente om onderwysers te help om hul werkklas te verminder.

Ek is besig met 'n proses om te probeer uitvind hoe tipe "internskappe" huidig by skole werk. Volgens die inligting wat ons het, word studente wat by skole aangestel word, meestal gebruik om klas te gee. Die hoofdoel is dus nie om te help met *administratiewe* take nie.

Sal u asseblief so gaaf wees om vir my 'n bietjie meer inligting te gee oor wat van hierdie studente verwag word by u skool?

Dankie

Elsa

Prof. Elsa Fourie

Director: School of Educational Sciences

North-West University

Vaal Triangle Campus

Tel: 016 910 3060/66

## Laerskool Republiek

>>> Heiné Muller<heine@vodamail.co.za> 2012/03/28 08:06 PM >>>

Hallo's Elsa

Is so. Studente is hoofsaaklik betrokke by klasgee. Waar daar geleentheid of eerder 'n vakature gevul word sal so 'n student betrokke wees by die algemene administrasie in die skoolopset. Persoonlik dink ek 'n ou se personeelbeplanning en –verandering(omset) speel die grootste rol. Lojaliteit, werksdruk en werkssetiek speel ook 'n groot rol in die omset wat aan personeel ervaar word. Dit laat die bestuur, gewoonlik, onder druk om op kort kennisgewing aanpassings te maak.

Ons poog om die jonger garde by registerklasse te plaas. Dit is waar die administratiewe funksies aangeleer word. 'n Krisis wat by ons, die Stokoues, opduik en wat seersekerlik 'n gevaar is, is die begrip “ek neem aan iemand weet”!!! Baie, meeste, student weet nie. Weet nie hoe om 'n register te voltooi nie, assesserings by te hou nie, 'n rapport te skryf nie, dat 'n geldstelsel nougeset nagevolg moet word nie, ens., ens., ens. Die MENS vra ook nie graag nie, bedoelende daar word aan 'n jong kollega gevra: “As jy onseker is vra.” Aag, watter mens vra, jy sal mos stupid en onbekwaam lyk. RAAD: Ek poog om 'n gemaklike werksverhouding met my kollegas te handhaaf, veral die jonges. My ervaring, veral hierdie jaar, is dat eerste jaar onnies na my kom, eerder as die HODs, en vra of dit of dat reg gedoen is. Dus is hul oop vir gesprek en bestaan wonderlike vertrouens verhoudinge. Die ander waardevolle kant is dat mens die beste leer swem aan die diepkant. Opinie – leer vind slegs, okey die beste met ervaring plaas. Dit is, soos die boeke sê, langtermyn. Bv.: Ons ou skooltjie was 2 jaar gelede 'n “nice” skool. Met ons 1ste personeelvergadering 2012 vra ek die “jongspan” om dié beeld te behou/ te herwin. Sjoë, daai uitdaging gryp hul toe met kaal hande, wat na 1 kwartaal al na meetbare sukses blyk te wees. Die skool het finansiëel en emosioneel BAIE daarby gebaat en die GROOTSTE bydrae was dit wat jy heel moontlik in jou hipotese gestel het die “student” kollegas het administratief in 'n baie kort tydperk waardevolle administratiewe ervaring opgedoen. Hul het te doen

gekry met begrotings, inkomste, uitgawes, wins, bemarking, NB kontroles, projekbestuur, personeelbestuur, leiding en lyding. Foute was daar, die foute is reggestel, met positiewe gevolge.

Groete

NS Jammer oor die laat reply, wil nie die afgelope 2 weke herhaal nie. Vrede

---

**From:** Elsa Fourie [mailto:Elsa.Fourie@nwu.ac.za]

**Sent:** 23 March 2012 08:41 AM

**To:** [heine@vodamail.co.za](mailto:heine@vodamail.co.za)

**Subject:** Internskap

Hallo Heine

Ek het 'n student wat besig is met 'n PhD studie en 'n model wil ontwikkel vir 'n *administratiewe internskap* vir onderwysstudente om onderwysers te help om hul werkklas te verminder.

Ek is besig met 'n proses om te probeer uitvind hoe tipe "internskappe" huidig by skole werk. Volgens die inligting wat ons het, word studente wat by skole aangestel word, meestal gebruik om klas te gee. Die hoofdoel is dus nie om te help met *administratiewe* take nie.

Sal u asseblief so gaaf wees om vir my 'n bietjie meer inligting te gee oor wat van hierdie studente verwag word by u skool?

Dankie

Elsa

Prof. Elsa Fourie

Director: School of Educational Sciences

North-West University

Vaal Triangle Campus

Tel: 016 910 3060/66

## Laerskool DF Malherbe

>>> "Ben Stander" <ben@ldfm.co.za> 2012/03/23 09:42 AM >>>

Hi Elsa

Ons skool het nog nooit regtig van sulke studente gebruik gemaak nie. Die studente onderwysers wat ons gebruik het was 4de jaar studente wat gedeeltelik in die klas gebruik word. Sy het eers in die kantoor gehelp met tikwerk, afrolwerk, gewone kantoor admin. Sy het ook rekenaarklas gegee. Nadat sy haar kursus voltooi het het sy meer klas gegee.

Ek dink sulke studente moet eers saam n gesoute personeellid wees en geskool word in hoe moet kinders se werk gemerk word, toetse dalk nagesien word en al die ander admin werk – wat deesdae al hoe meer word- te doen.

Ek ervaar nogal n probleem met jong onderwysers wat nie regtig weet hoe om boeke te merk, registers by te hou en al die ander goed nie.

Hoop dit help

Groete

**Ben Stander**

**Hoof**

**Laerskool DF Malherbe**

Tel: (016) 932-2146

Faks: 0866553200

Sel: 0798764415

e-pos: [ben@ldfm.co.za](mailto:ben@ldfm.co.za)

Web: [www.ldfm.co.za](http://www.ldfm.co.za)



# Laerskool D.F. Malherbe



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