THE INFLUENCE OF ADMINISTRATIVE DUTIES ON EFFECTIVE CLASSROOM MANAGEMENT IN THE FURTHER EDUCATION AND TRAINING (FET) PHASE

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SUMMARY

The purpose of this study is to investigate the influence of administrative duties on effective classroom management in the Further Education and Training phase in the Sedibeng West District (D8) of the Gauteng Province by focusing on classroom management; management skills of professional teachers; the relationship between teaching and management; guidelines for effective classroom management; juridical aspects regarding classroom management; workload of school-based teachers; duties and responsibilities of teachers; impact of workload of school-based teachers; educational policies; other policies and factors impacting on teachers' workload; and factors that drive teachers away from teaching.

The literature study reveals that administrative duties take up a great deal of teachers' time. This is due to a number of factors, namely: shortages of teachers and high learner numbers; departmental accountability measures such as the Integrated Quality Management System (IQMS); curriculum and assessment requirements; and the lack of basic resources. Stress regarding classroom administration exacerbates because teachers have to perform a variety of tasks, from secretarial and administrative to curricular, extra-curricular and pastoral work. A major finding emanating from the research is that teachers should be released from excessive amounts of administrative duties and other activities that increase their workload and distract their focus from teaching. In order to eliminate these excessive amounts of administrative duties, the Department of Education should, through proper planning and co-operation with the School Management Team (SMT) provide extra posts in schools for administrators who can assist teachers.

The empirical study consists of a structured questionnaire distributed to a sample of principals, deputy principals, heads of departments and teachers in schools in the Sedibeng West District (D8) of the Gauteng Province. It aims to develop guidelines to assist teachers to cope better with the increased administrative demands. The main findings of the study reveal that most teachers have difficulties in coping with the pace at which the Whole School

Evaluation Policy, IQMS, Continuous Assessment Policy and the new curriculum are being implemented. Together with the increased amount of administrative duties, an urgent need exists for support from the Department of Education and the District Office regarding the implementation and the alleviation of administrative demands.

This study recommends, on the basis of both the literature review and the empirical research, guidelines to assist all teachers in coping with these increased administrative demands effectively.

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION AND PROBLEM STATEMENT

In March 1995, the South African government announced their intention of implementing an outcomes-based education and training system. Outcomes-based education (OBE) was generally seen as a dramatic breakaway from past educational practices as well as a means of providing all learners with the opportunity to succeed.

The move towards an outcomes-based mode in education, intends that teaching and learning become less teacher-centred and more learner-centred. The changeover to OBE demands new teaching styles, strategies and administrative practices. The question that comes to mind, is whether teachers currently teaching in the Further Education and Training (FET) phase, are coping with the increased academic and administrative demands and are still able to fulfil their roles as teachers. If not, guidelines should be developed to assist them to do so. The researcher is of the opinion that the implementation of OBE in the FET phase generates more administrative duties and that teachers cannot cope with the increased administrative load.

This study intends to investigate the influence of increased administrative duties on the effectiveness of classroom management in the FET phase. Currently, information regarding this topic seems inadequate and vague. If the nature of the influence of administrative duties on effective classroom management in the FET phase can be identified, guidelines can be developed to assist teachers in coping with these increased administrative demands.

1.2 REVIEW OF RELEVANT LITERATURE

In South Africa, seven roles and their associated competences for teachers provide the exit-level outcomes of teacher qualifications. These roles in effect constitute the norms for teachers' development and are therefore the central

feature of all teacher qualifications and learning programmes. The list of the different roles and their associated competences is meant to serve as a description of what it means to be a competent teacher. Providers of teacher training have the responsibility to design their teacher training programmes in a manner that integrates these roles and competences in all qualifications (Department of Education (DoE)), 1998). According to the *Norms and Standards for Educators* (DoE, 1998:53), the seven roles that a teacher has to fulfil, are the following:

1. Learning mediator.
2. Interpreter and designer of learning programmes and materials.
3. Leader, administrator and manager.
4. Scholar, researcher and lifelong learner.
5. Community, citizenship and pastoral role.
6. Assessor.
7. Learning area/subject/discipline/phase specialist.

In the *Norms and Standards for Educators* (DoE, 1998:53), the role of a teacher is described as follows:

"The teacher as a **leader** will have a thorough knowledge of his/her learning area or subject; knowledge of the learner and his/her needs; communication skills; interpersonal skills; decision-making skills; problem-solving skills; and the ability to listen. His duties as a **classroom administrator** include filling in registers; completing stock lists; drawing up class budgets; compiling work reports and checking marks. These competences will be performed in ways which are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs."

The researcher is of the opinion that effective classroom management in the FET phase is negatively influenced by the huge amount of administrative duties that a teacher has to fulfil, as mentioned above.

Based on the above discussion, the problem of this research could be phrased in the following questions:

- What is the nature of classroom management in the FET phase in South Africa?
- What is the nature of classroom administration in the FET phase in South Africa?
- Do administrative duties affect the role of a teacher as classroom manager?
- Can guidelines be developed to assist teachers to cope better with conquering the administrative duties in the FET phase?

1.3 RESEARCH AIM AND OBJECTIVES

1.3.1 Aim of the research

The aim of this research was to investigate the influence of increased administrative duties on the effectiveness of the classroom management of teachers in the FET phase, in the Sedibeng West District (D8) of the Gauteng Province, with the aim of developing a strategy to assist teachers to cope better with these administrative demands.

1.3.2 General objectives

The above aim was operationalised into the following objectives:

- To determine the nature of classroom management in the Further Education and Training phase in South Africa.
- To determine the nature of classroom administration in the Further Education and Training phase in South Africa.
- To determine whether administrative duties affect the role of a teacher as classroom manager.

- To develop guidelines to assist teachers to cope better with the increased administrative duties in the FET phase.

1.3.3 Method of research

A review of the relevant literature and empirical research were done in the investigation.

1.3.3.1 Review of literature

Primary and secondary literature sources were studied to gather information about the nature of outcomes-based education, classroom management, administrative duties and the role of teachers in the Further Education and Training phase. DIALOG and ERIC searches were undertaken to obtain relevant literature. Key words included the following: *OBE*, *FET*, *GET*, *Curriculum 2005*, *Revised National Curriculum Statement*, *Norms and Standards for Educators*, *NQF* and *Classroom management*.

1.3.3.2 Empirical research

The research design was quantitative in nature. Quantitative research tends to be associated with large-scale studies and with numbers as the unit of analysis (Denscombe, 1998:174). Empirical research was conducted to determine the effect of the administrative duties of teachers on the effectiveness of their classroom management in the FET phase in the Sedibeng West District (D8) of the Gauteng Province.

1.3.3.3 Research instrument

An instrument refers to an appropriate research method used for gathering information/data from respondents about variables of interest to the researcher, in order to achieve the aims of the study (Bless & Smith, 1995:80). Information gathered through the literature review was used to develop a structured questionnaire which assisted the researcher in gathering information on the nature of administrative duties experienced by teachers in the FET phase in the Sedibeng West District (D8) of the Gauteng Province. The questionnaire was aimed at the principals, deputy principals, heads of

departments, as well as Grade 10, 11 and 12 teachers. The questionnaire provided statements to which respondents were requested to react. The basic objective of such a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue. The researcher used a questionnaire because the costs are relatively low and the respondent enjoys a high degree of freedom in completing it. Such information can be obtained from a large number of respondents within a brief period of time and the processing of data is quick. Questionnaires are probably the most generally used research instrument of all (De Vos, 1998: 153).

1.3.3.4 Pilot study

A preliminary questionnaire was pre-tested with a selected number of respondents from the target population in respect of its qualities of measurement, appropriateness and clarity. The pilot study revealed that the questionnaire tested what it should test and that it was unambigious.

1.3.3.5 Population

The population comprised all principals, deputy principals, heads of departments and Grade 10, 11 and 12 teachers involved in the FET phase in the Sedibeng West District (D8) of the Gauteng Province (N=1200).

1.3.3.6 Sample

As no detailed information regarding the number of principals, deputy principals, heads of departments and teachers could be obtained from the Sedibeng West District (D8) of the Gauteng Department of Education, the researcher decided to determine the research sample as follows:

A random sample (n = 10 secondary schools) was drawn from the 45 secondary schools in the D8 District. The sample represented 20% (n=242 participants) of the total population. In the sample, 80% (n = 194) were Grade 10, 11 and 12 teachers, while 15% (n = 36) were heads of departments, and the other 5% (n = 12) were both principals and deputy principals. Principals

and deputy principals were categorised as one sample group because of their limited number.

1.3.3.7 Statistical techniques

Collected data was analysed and interpreted with the assistance of the Statistical Consultancy Services of the North-West University. Descriptive statistics were used.

1.3.3.8 Ethical aspects

Permission to do the research was obtained from the Gauteng Department of Education, and also from the principals and teachers of the selected schools.

1.4 PROCEDURE

1.4.1 Department of Education

First, the necessary permission to do the research was obtained from the Gauteng Department of Education, in writing.

1.4.2 Principals, deputy principals and teachers

The researcher obtained permission for conducting the research from the selected schools' principals, before the deputy principals and teachers were approached.

1.4.3 Teachers

The respondents regarded anonymity as essential; therefore, once they had consented to participate, they were assured that the information given would be treated with the utmost confidentiality.

1.5 DIVISION OF CHAPTERS

Chapter 1: Orientation

Chapter 2: The nature of classroom management and administration in the Further Education and Training phase in South Africa

Chapter 3: Empirical research design

Chapter 4: Data analysis and interpretation

Chapter 5: Summary, Findings and Recommendations

1.6 CONTRIBUTION

This research will provide guidelines in order to assist teachers to cope better with the increased administrative demands that are having a negative impact on the effectiveness of classroom management in the FET phase.

1.7 CONCLUSION

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 nature of classroom management and administration in the Further Education and Training (FET) phase in South Africa will be discussed.

CHAPTER TWO

THE NATURE OF CLASSROOM MANAGEMENT AND ADMINISTRATION IN THE FURTHER EDUCATION AND TRAINING PHASE IN SOUTH AFRICA

2.1 INTRODUCTION

The Association for Supervision and Curriculum Development (ASCD) defines classroom management as a "gestalt" combining several teacher traits, including reflection, skills in problem-solving, skills in managing learners' behaviour and the ability to provide engaging instruction (Hansen & Childs, 1998). "Just as an artist combines paint, brush and blank canvas to create a memorable painting, a classroom teacher creates a learning environment from raw tools such as books, paper and curriculum" (Martin, 2006:4). While artists are noted for their style of painting, teachers express themselves through their style of classroom management (Martin, 2006:4). Teachers must have knowledge and skills that allow them to effectively structure the physical classroom environment, establish rules and procedures, develop relationships with learners and maintain attention and engagement in academic activities and administrative duties, in order to be able to create and maintain an effective learning environment (Darling-Hammond & Bransford, 2005:329). Teachers should thus structure classroom interactions, routines and activities in such a manner that all learners, despite their strengths, weaknesses and individual differences, become an integral part of a productive classroom community. Therefore, teachers have to be well-informed about classroom management in order to fulfil their duties in a professional way.

2.2 THE NATURE OF CLASSROOM MANAGEMENT IN THE FURTHER EDUCATION AND TRAINING PHASE

2.2.1 Emphases in classroom management

According to Nieuwenhuis and Mokoena (2001:222), effective classroom management is regarded as the function undertaken by teachers when:

- setting teaching and learning goals based on knowledge and understanding of learners and the curriculum;
- developing plans to achieve goals;
- organising the resources available;
- implementing and supervising teaching and learning; and
- evaluating the outcomes of their endeavours.

Turney, Eltis, Towler and Wright (1986:52) point out that, "... using appropriate classroom management strategies, the teacher establishes and maintains those conditions in which instruction can take place effectively and efficiently and with which the teacher feels comfortable and unthreatened".

2.2.2 The purpose of classroom management

Classroom management is aimed at the establishment and maintenance of certain conditions under which effective teaching and learning can take place. These conditions are created by the teacher through the integration of classroom management functions and the teaching activities that the teacher must carry out (Kruger & Van Schalkwyk, 1993:7). In a classroom where conditions to promote teaching and learning are conducive a learner will be able to learn and to develop to his/her full potential. If the purpose of classroom management is to teach learners to behave themselves during a lesson, the method chosen must reflect this purpose. For example, if the teacher asks a group of learners a question and they randomly shout out the answer, the teacher might praise the learner who is raising his hand, by saying, "Thank you John, for raising your hand when you wanted to speak. I cannot determine what the right answer is when everybody is shouting at once." In this example, the teacher is praising John by rewarding him for his good behaviour, but also encouraging his classmates to follow this behaviour. Virtually every action in the classroom is influenced by the teacher's approach to classroom management. For teachers, classroom management is an essential skill.

Effective classroom managers are pro-active. Pro-active classroom management lays the foundation for successful learning. When classroom management is successful, then education, teaching and learning can also succeed and the teaching objectives can be attained in the process.

2.2.3 Principles of classroom management

A principle is the basis from which people act, a beginning, foundation, source, or essence from which things proceed. Principles of classroom management are determined and influenced by the teacher's philosophy of life and attitude towards life. According to Kruger and Van Schalkwyk (1997:24), important and useful principles of effective classroom management include the following:

- A focus on serving learners' and others' needs.
- Respect for human dignity: learners must be respected, valued and their growth must be seen as an investment in humanity.
- Decisiveness combined with leniency: making well-considered decisions and standing by them.
- Flexibility and adjustability: expect the unexpected and use opportunities that might arise.
- Plan for innovation and improvement: it is a good sign of professionalism.
- Justice and fairness: every learner must be treated with fairness.
- Consistency: act in the same way and in accordance with the same principles each time and remain true to these principles.
- Learning-centred environment: keeping and getting learners engaged and interested.
- Effectiveness: each action should be aimed at attaining the pre-determined goal.

- Democracy: each learner must get the opportunity to participate in class.

2.2.4 Factors that influence successful classroom management

A teacher that aims to manage the learners as well as all daily activities in an efficient way, has to take a large number of factors into account. A few of these factors will be discussed briefly.

2.2.4.1 Utilisation of time

A school year is segmented into four quarters, each consisting of a number of weeks of instruction. Each school day is divided into a number of periods that usually range from 30 to 45 minutes. Some schools make use of a five-day cycle, while others use a seven-day cycle. Irrespective of how well-organised the school's timetable is, the teacher remains responsible for completing a whole syllabus or learning programme within a year and for assessing the learners continuously.

For example, according to Vinjevoldt (2006: 3), Grade 11 learners had to write a national examination paper in most of their subjects in 2007. If a teacher fails to meet the requirements of completing the syllabus and continuously assessing the learners' work, it would be to the detriment of the learners. It should therefore be the aim of every teacher to involve the learners purposefully and effectively in every task. In order to enhance these time-for-task activities the teacher should set time limits within which the learners have to complete certain tasks. The teacher should also be careful not to waste time on less important matters such as administrative work (Calitz, 1993:78).

2.2.4.2 Classroom rules and procedures

Classroom rules and procedures ensure that the classroom policy is carried out (Kruger & Van Schalkwyk, 1997:50). Good classroom managers spend a lot of time at the beginning of a new school year discussing rules and procedures with their learners. According to Kruger and Van Schalkwyk (1997:50-51), teachers can consider the following guidelines for establishing classroom rules:

- Keep rules reasonable and necessary.
- Keep rules to a minimum.
- Rules must be functional and practical.
- Rules must be short and clear.
- Allow learners to take part in formulating the rules.
- Display the rules on the notice board.

Classroom rules will differ from classroom to classroom because they are determined by factors such as the age of the learners, the nature of the subject/learning area content and the personality of the teacher. Classroom procedures will also differ depending on the teaching and learning situation. Kruger and Van Schalkwyk (1997:51) mention the following general areas for which definite classroom procedures should be formulated:

- Procedures at the beginning of the lesson.
- Procedures for the use of teaching aids in the classroom.
- Procedures during the presentation of the lesson.
- Procedures during group work.
- Procedures at the end of the lesson.

To ensure success in teaching, the teacher must consistently act in accordance with the same rules and procedures. Effective classroom managers tend to stress the importance of their learners' work and establish efficient procedures through which instruction and learning can take place (Calderhead, 1984:27).

2.2.4.3 Class work assessment

As assessment is an integral part of teaching and learning, it has to be addressed in every lesson. Through informal daily assessment (continuous

accommodative (Calitz, 1993:80). Teachers who treat learners with fairness and apply classroom rules and procedures consistently, might find that learners respond positively more often than expected.

2.2.4.6 Economy

In South Africa, the present economic climate and the socio-economic position of many learners influence classroom management activities negatively. Often learners' loss of interest in school activities might be ascribed to the fact that many other learners cannot find work after they have completed their school careers. Even the best learners stop performing well if they know that they have little or no career prospects (Calitz, 1993:80). Teachers must get and keep learners motivated in order that they (learners) might develop a positive attitude towards life and their future.

2.2.5 Management skills of professional teachers

2.2.5.1 Introduction

According to Kruger and Van Schalkwyk (1993:72), a teacher's managerial skills are just as comprehensive and complex as the interaction that takes place in the classroom. Teachers carry out various managerial tasks that can be divided into "main tasks" and "sub-tasks". The main tasks include planning, organising, leadership and control, each of which involves a number of sub-tasks. These managerial skills can be represented schematically as set out in Table 2.1:

Table 2.1: Managerial tasks of a teacher

Planning	Leadership
• Goal defining • Situation analysis • Policy making • Decision-making • Problem-solving • Time management	• Motivation • Communication • Negotiating
Classroom management	
Organising	**Control**
• Delegation • Co-ordination • Administration • Accountability	• Evaluating work • Corrective action • Discipline • Recording and Reporting

2.2.5.2 Planning as a management skill

2.2.5.2.1 Introduction

Any effective management process starts with planning. It is the basic element of management that determines, in advance, what an organisation wishes to achieve and how its goals can be attained (Ferreira, Erasmus & Groenewald, 2003:321). The curriculum changes in the FET phase are forcing teachers to spend more time on effective planning. Planning may be seen to include the following: policy, rules, procedures, strategies, methods, skills and expertise by the teacher to achieve and realise teaching aims and objectives through people and resources (Teichler, 1982:42). Planning is an intellectual activity as it involves thought processes by means of which future activities are pre-enacted to achieve certain objectives (Van der Westhuizen, 2002:138). If the teacher does not plan sensibly, effective learning can be hindered because of the application of unplanned, unsystematic and disorderly teaching and learning methods or evaluation procedures. Faulty

planning leads to ineffective teaching, ineffective class procedures, wrong differentiation techniques, ineffective learners' activities and time wasting (Avenant, 1988:69).

According to De Beer, Rossouw, Moolman, Le Roux, and Labuschagne (2000:50), planning serves the following purposes:

- It guides the management of an organisation and reduces the negative or disturbing impact that changing circumstances might have on an organisation. During planning, management sets objectives. Objectives indicate the direction in which the organisation wishes to move and management plans to achieve these objectives. The feasibility of the plans determines whether the objectives can be achieved or must be adapted. Guesswork and the risks thereof are thus reduced.

- It promotes co-ordination and co-operation between departments. All the people can work together as a team.

- It reduces uncertainty. By studying the possible future situation, management will be able to identify possible changes, threats, or challenges and can take steps timeously to ward off crises and identify opportunities.

- It facilitates control. Without planning, there would be no control. During planning, management sets objectives and standards. Through control, management compares the real outputs with these objectives. Deviations can be identified and corrective action can be taken.

When the teacher plans properly, it creates a solid platform for the other managerial functions.

2.2.5.2.2 The nature of planning

Planning involves the identification of objectives. How to achieve an objective or how to implement a decision is usually the focal point of planning (Van der Westhuizen, 2002:138).

According to Gorton (1976:51), the following questions should always be considered in planning:

- What kinds of activities are needed to achieve the objectives?
- Which resources will be required to achieve the objectives?
- How should the activities and resources be organised to substantiate teaching?
- What time schedule should be followed?

Planning as a process, involves continuously providing answers to the above questions. Planning includes future thinking and assessing. Through planning, aspects of greater and of lesser importance can be separated. In this way, attention is directed and priorities are identified. Planning, therefore, is systematic, continuous and serves as a resource for effective allocation and utilisation of time and resources.

2.2.5.2.3 The importance of planning

When someone wants to start a new business, a business plan must first be drawn up to guide him/her in the task, in order that it is clear exactly what, how and when to achieve. In the same manner a teacher uses classroom management to create a work plan to manage classroom objectives. Classroom planning is a primary and basic management function of a teacher. Koontz and O'Donnell (1964:79-81), Marx (1981:215-216) and Kruger and Van Schalkwyk (1997:139) all describe the importance of effective classroom planning as follows:

- It is the starting point of management.
- It makes the teacher think ahead.
- It provides time for reflection.
- It promotes effectiveness.

- Write down everything that must be done.
- Determine the priority or order in which the tasks must be done.
- Compile time schedules for feedback of results.
- Identify resources or sources necessary for achieving results.

2.2.5.2.6 Sub-tasks of planning

The task of planning involves goal defining, situation analysis, policy making, decision-making, problem-solving and time management. These sub-tasks of planning will now be discussed.

2.2.5.2.6.1 Goal defining

Kroon (1986:110) maintains that planning is a management task which concerns purposeful reflection on future goals and objectives. Macmillan (2002:609) defines a goal as something that someone hopes to achieve. This is also the starting point of any management activity. A teacher who wants to manage effectively must have clearly defined goals. Before goals and objectives can be formulated, the school's vision and mission must be clearly described. A school's vision is a "mental picture" of where the school wants to go (Nieuwenhuis & Mokoena, 2001:59). A mission statement describes the basic purpose of the organisation (Nieuwenhuis & Mokoena, 2001:126). Ferreira *et al.* (2003:326) indicate that the following requirements should be applied in the setting of goals and objectives:

- Goals and objectives must point to a specific activity that has to be done or achieved.
- A time limit for the activity must be specified.
- Those responsible for achieving the goals and objectives must be specified.
- Goals and objectives must be measurable.

- The standard of the goals and objectives must not be too high or too low.
- Goals and objectives must be flexible and adaptable.
- Goals and objectives must also be reasonable and accepted by those to whom they apply.

The distinction between goals and objectives is important. Goals are broader and usually envisioned over the long term. Goals are permanent but may be adapted. Goals indicate what should be achieved, for example to improve the academic results of the school. A goal is usually operationalised into objectives. An objective is envisioned over the short term and quantifies the goals. Objectives can be measured and evaluated (Van der Westhuizen 2002:145), for example, to improve the quality of teaching by attending courses. However, goals and objectives are part of the planning task. A situation analysis of the present and future situation of the school must therefore be done in order to set goals and objectives for the school.

2.2.5.2.6.2 Situation analysis

Realistic planning is based on ascertaining the strengths, weaknesses, needs and opportunities of the school. Planning can only be effective if there is clarity on what the problem is that needs to be addressed or exactly what it is that must be achieved.

A situation analysis refers to the process of deciding what is required to enable the teacher to work more effectively. A situation analysis will help the teacher to determine the present situation in the school. According to Van Deventer and Kruger (2003:81), a teacher must consider the following aspects during a situation analysis:

- Management, organisational, behavioural and educational theories.
- Attend staff development courses, seminars and workshops.
- Join and participate fully in professional associations, unions or organisations.

- Study current educational and professional journals and magazines to gather ideas about the teacher's needs.
- Obtain documents on national policy and statements made by school and national authorities on their mission and current priorities.
- Be involved in all teaching-learning programmes in order to gain insight into the learners' needs.

2.2.5.2.6.3 Policy making

Policy provides a framework for the accomplishment of the intended objectives (Goel & Goel, 1994:27). In a school situation, a policy represents some general plan of action that is designed to achieve a particular objective of the school. Planning can only be done in relation to the set policy (Hechter, 1981:225), and in the classroom, the teacher can only implement planning activities in relation to the school policy. Policy contains guidelines as to how teachers should exercise their powers and make decisions. A policy also reflects the values that will be taken into account in making decisions (Van Deventer & Kruger, 2003:91).

It is essential to differentiate between policy, rules, and procedures. *Policy* consists of a series of plans, general statements or interpretations that guide the teacher to make decisions within a certain framework. In this way, divergent decisions may be made in the context of the same fixed decisions. This is why there is a need for rules (Van der Westhuizen, 2002:150). *Rules* spell out exactly what should be done, allowing no discretion. Rules should be regarded as specific instructions or fixed decisions which cannot be disregarded (Van Deventer & Kruger, 2003:93). A *procedure* is the way of doing something, especially in the correct or usual way (Macmillan, 2002:1122). The difference between policy, rule and procedure can be explained by way of the following example:

- Policy: The classroom must always be clean.
- Rule: No paper may be thrown on the floor.

- Procedure: At the end of a lesson period, all the paper on the floor must be thrown in the wastepaper basket.

Du Preez (2003:85) provides the following guidelines for policy making:

- It must be within the framework of different laws of education.
- It must be related to goals.
- It must have a long-term validity but should not be inflexible.
- It must be in writing and available to all teachers and the community.
- It must give guidelines for task performance.
- It must save time and increase the quality of decision-making.
- It must be realistic and fair.
- It must be constructed in consultation with all stakeholders.
- It must be used regularly.

Policy, rules, and procedures are formulated to address problems that occur repeatedly in schools and to take decisions to solve them.

2.2.5.2.6.4 Decision-making

Decision-making plays a determining role in both school- and classroom management. Decision-making is the process of choosing among alternatives. Purposeful and effective planning depends on effective decision-making (Van der Westhuizen, 2002:152). Decision-making is possibly the most important and most demanding part of teachers' work, because the outcomes of their decisions will affect the performance of learners. Furthermore, teachers are evaluated on the results of their decisions and the quality of these decisions is the criterion of judging teachers' effectiveness. According to Kruger and Van Schalkwyk (1997:54), the decision-making process entails a cycle of steps that include the following:

Step 1: Determine and define the problem.

Step 2: Identify alternative solutions.

Step 3: Evaluate the alternative solutions.

Step 4: Choose the best alternative.

Step 5: Implement the decision.

Step 6: Evaluate and control.

The above steps can be applied when the teacher must make formal decisions within the school and especially the classroom. According to Kruger and Van Schalkwyk (1993:69), effective decision-making involves distinguishing between three types of decisions:

- *Creative decisions:* Many instructional adjustments require rapid and intuitive decisions. Alternatives are not really considered before the decision is made. The situation is summed up rapidly and a certain decision is made. The decision can be evaluated only after the action has been carried out (Kruger & Van Schalkwyk, 1993:69).

- *Routine decisions:* These types of decisions are often made spontaneously and can therefore be predictable (Kruger & Van Schalkwyk, 1993:69).

- *Participative decisions:* The learners are given the opportunity to take part in the decision-making process with the teacher. Learners have to accept responsibility for their decisions (Kruger & Van Schalkwyk, 1993:69).

If there were no need to choose between different alternatives – which frequently disguise themselves as problems – there would have been no need for decisions. Controlling situations and preventing unwanted events would depend on the skill of solving problems by taking and implementing effective decisions based on sound school policies (Van Deventer & Kruger, 2003:95).

2.2.5.2.6.5 Problem-solving

Problem-solving is the process of making and carrying out a decision that will overcome an obstacle standing in the way of achieving an outcome (Van Deventer & Kruger, 2003:96). If there is no problem, there is no need to take such a decision. In order to plan effectively, the teacher should solve problems by means of effective decision-making. The effectiveness of the teacher's decisions plays a decisive role in determining the success of planning. In problem-solving, the teacher should identify possible problem areas and find solutions before problems occur in the school as an organisation. If this does not happen, the teacher will be burdened with problems which will occur frequently and suddenly (Van der Westhuizen, 2002:159). Problem-solving is not an easy task. According to Van der Westhuizen (2002:159), problem-solving requires:

- observation;
- anticipation;
- careful analysis;
- thorough planning; and
- people who can be helpful in providing ideas and information.

To solve problems effectively in the school, the following principles should be kept in mind (Gorton, 1976:61):

- Anticipate and identify possible problem areas before they become a reality.
- If a problem arises, information should be obtained about its causes, nature and seriousness.
- Find more than one solution for the problem.
- Do not give the impression of possessing total wisdom or that all problems are solvable.

Van der Westhuizen (2002:160) suggests the following steps for problem-solving:

- Identification of the problem.
- Analysis of the problem and the gathering of as many facts as possible.
- Description of the problem.
- Identification of all possible causes.
- Identification of the most likely causes.
- Decision on how to solve the problem.
- Solution of the problem.

The ideal decision-making process includes having specified outcomes, a perfect knowledge of the problem, all the information required, as well as having more than one possible solution. All these aspects must be dealt with within a certain time span.

2.2.5.2.6.6 Time management

Time management enables teachers to use time effectively, control stress and accept responsibility for decisions. With the necessary planning, teachers should control their working day instead of having the events of the day control them. According to Van Deventer and Kruger (2003:229), time is the most valuable resource available to schools and therefore requires effective management. The effective utilisation of time is a significant aspect of teaching. The optimal utilisation of time starts with a time analysis. The aim is to determine the amount of time used for a particular task, to identify time wasters and to establish the correct priorities for the use of time. Van Deventer and Kruger (2003:230) state the following techniques for effective time management:

- *Keep a time log*: A daily time log can give a clear picture of how much time has been spent on different activities.

- *Analyse the use of time:* Identify time wasters, measure the value that was gained from the task, assess how much time is spent on doing things over because of poor planning and how much time is spent on activities such as administrative duties.

- *Identify and deal with time wasters:* Frase and Hetzel (1990:131-132) provide the following as a list of time wasters that can prevent the effective utilisation of time:

  - Telephone calls from friends and family.
  - Conversations with colleagues.
  - Classroom interruptions, e.g. the intercom.
  - Paperwork.
  - Long meetings.

The optimal use of time has a number of benefits for the teacher, namely:

- It leads to the realisation of aims.
- Productivity is increased.
- It leads to more effective use of resources.
- Interpersonal relationships improve.
- New methods and strategies can be applied in the classroom and school (Van Deventer & Kruger, 2003:229).

The following time management principles lead to more effective utilisation of time:

- Make use of all the time available.
- Keep record of how time is spent

- Establish priorities.
- Compile work and objectives.
- Apply self-management.
- Set time limits.
- Say "no" if possible.
- Avoid interruptions.
- Concentrate, be alert and do not do more than one thing at a time (Van Deventer & Kruger, 2003:230; Ferreira *et al.*, 2003:340).

Time is said to be nature's way of keeping everything from happening at once. Time is a precious commodity, because it is a non-renewable resource. If used poorly or inappropriately, it cannot be recovered.

2.2.5.2.6.7 Conclusion

It is impossible for any teacher to manage tasks in the classroom or at school without proper planning. Planning provides the foundation upon which all the other management functions are based. Planning gives the teacher a sense of direction and provides objectives and standards that can be used in the control/assessment process. Plans must be implemented and put into practice. This is done during the course of carrying out the organisation task.

2.2.5.3 Organising as a management task

2.2.5.3.1 Introduction

Organising can be defined as the management task that concerns the arrangement of activities and resources by assigning duties, responsibilities and authority to people in order to make the systematic performance of the work and the achievement of objectives possible (Ferreira *et al.*, 2003:344). It has to be decided beforehand how, by whom, with which objectives and within

what period of time the work must be practically performed in the most efficient manner.

In the context of a school, it means when organising, various tasks must be allotted and sub-divided to specific people so that teaching can be realised in an orderly manner (Van der Westhuizen, 2002:162).

2.2.5.3.2 The importance of organisation

According to Kruger and Van Schalkwyk (1997:32), the task of organising is important because of the following reasons:

- It creates a structure or framework of departments, positions, task allocations and relationships of authority by means of which task and sub-tasks can be approached systematically.
- Guidance and control are facilitated and improved because everyone knows exactly who must carry out a particular task.
- It promotes the efficient utilisation of resources and equipment, as well as effective co-operation between all the persons in the organisation.
- It ensures that all the available knowledge, talents, time and energy are utilised optimally.

According to Marx (1981:239-240), the following are the advantages of good organising:

- It promotes team spirit and group morale.
- Activities are clearly described.
- It prevents overlapping of activities.
- It facilitates internal communication.
- It makes guiding easier.
- There is a system for getting work done.

- Goals can be achieved.

2.2.5.3.3 The basic principles of organising

Ferreira *et al.* (2003:345-347) state that if the following principles are applied, no matter the size of the organisation, the result will be an effective organisation:

- *Chain of command:* This is the continuous line of authority that extends from upper organisational levels to the lowest levels and clarifies who reports to whom. For example, the principal gives instructions to the heads of departments, and they in turn instruct the teachers.

- *Authority:* This involves the rights inherent in a managerial position to tell people what to do and to expect them to do it. Authority is delegated. For example, the principal is responsible for the results of the entire school and delegates authority down the chain of command to the heads of departments and teachers, who are responsible for meeting operational objectives.

- *Responsibility:* When authority is granted, responsibility is created. Responsibility is the obligation of a subordinate to achieve objectives by performing assigned tasks. Accepting a task creates an obligation of performance and responsibility. For example, the principal assigns the teacher to teach Grade 12 learners, the teacher accepts the task and has the responsibility to teach these learners.

- *Unity of command:* A subordinate should report to only one manager. For example, the Economics teacher has to report to the head of the Economics department.

- *Span of management:* This is the number of subordinates over whom a manager can exercise effective, direct control. For example, the head of the Science department exercises control over all the teachers that teach Biology, Science and Mathematics.

Organising involves the process of breaking down the overall task into individual assignments. Therefore, the organising process consists of a number of steps.

2.2.5.3.4 Steps in organising

Organisation regulates the implementation of a working plan. Kruger and Van Schalkwyk (1997:33) briefly explain the following steps in the organisational action:

- *Task determination:* The teacher finds out exactly what has to be done.
- *Task analysis:* The task is analysed by differentiating all the sub-tasks and determining each one's size, scope and importance.
- *Task arrangement:* Structure is created for the division of authority.
- *Task allocation:* People are appointed to various positions according to their competence.
- *Allocation of authority:* Some people are appointed as heads, sub-heads and departmental heads, and have authority over a number of people whom they have to guide and control.
- *Determination of communication channels:* Communication channels are depicted, indicating who communicates with whom and when command and control should be exercised.
- *Establishment of relationships:* Without good co-operation and co-ordination a task is carried out less effectively. A climate of co-operation and good relationships must be created.
- *Provision of means:* Organisation involves the provision of all the means necessary to carry out various tasks. Manpower is obtained by appointing competent people. The working plan according to which everything must take place is drawn up beforehand.

- *Introduction of regulations:* Organisation is completed by introducing all the regulations, procedures, methods, time schedules, programmes and task allocations and ensuring that those who must initiate the work are well-informed.

2.2.5.3.5 Effective organising in schools

Organising is the function most visibly and directly concerned with the systematic co-ordination of the many tasks of the school and, consequently, of the formal relationships between the people who perform these tasks (Smit & Cronje, 1999:209).

According to Van Deventer and Kruger (2003:109), organising is an indispensable step in the management process of a school for the following reasons:

- It leads to an organisational structure that indicates clearly who is responsible for which tasks; it clarifies the staff's responsibilities.
- It establishes clear channels of communication to ensure that communication is effective and all information required by employees to perform their jobs effectively reach them through the correct channels.
- It helps with the meaningful distribution of resources.
- The principle of synergy enhances the effectiveness and quality of the work performed.
- The total workload of the school is divided into activities to be performed by individuals or a group of individuals.

2.2.5.3.6 Characteristics of an organised teacher

The teacher, like any other organiser, works primarily with people. The teacher has the task and responsibility to create situations in which learners can do their best and achieve their best. An unknown author, during the presentation of a paper at the Honolulu Hawaii Conference of 2005, stated that a teacher who is a good organiser:

- *is not an autocrat:* the teacher does not make all the decisions or try to tell learners in detail what, how and when to act;

- *does not behave like any other member of the class:* without any special rights, privileges, or powers, the class needs positive leadership in order to function effectively, clarify its purpose and achieve its desired results;

- *helps the learners to discover, to formulate, and to clarify their own purpose:* the teacher will not merely tell the learners that they must learn;

- *delegates and distributes responsibility as widely as possible:* the teacher will try to teach the learners to manage their own affairs as far as they can;

- *extensively guides the learners to achieve certain goals:* as the learners learn how to work together, and as individuals learn to steer their own course, the function of the teacher merges more and more into guidance;

- *encourages and values initiative:* initiative is not just drifting and getting off the path; it is initiative that is always within the framework of the purpose of teaching and learning;

- *builds on strengths rather than emphasising weaknesses:* the teacher constantly assumes that everyone is capable of some achievement, some contribution, even though that achievement may be very modest and perhaps very different from what the teacher expected or intended;

- *fosters self-criticism and self-evaluation within the group:* as leader, director and guide, the teacher must often reveal to the group where they have succeeded and where they have failed. However, the teacher must develop the ability to hold a mirror to the group so that they can see and judge their own accomplishments and failures; and

- *maintains control:* constantly strives to develop within the class its own self-control in terms of its common purpose.

2.2.5.3.7 Sub-tasks of organising

The task of organising involves the sub-tasks of delegation, co-ordination, administration and accountability.

2.2.5.3.7.1 Delegation

Delegation is the process of assigning responsibility and authority to other people for accomplishing objectives. It is important to note that if a task is allocated to a subordinate without the necessary authority and/or responsibility, in effect no delegation has taken place. The manager who delegates tasks remains accountable for the delegated task. This means the manager cannot completely be divorced from tasks, even if they have been delegated (Ferreira *et al.*, 2003:348).

Koontz and O'Donnell (1964:56) state that delegation is so important in the management action that they refer to it as "the cement of an organisation". Delegating does not exist merely for the purpose of getting work done but is the prime process by which the manager exercises and develops staff to the sensible limits of individual capability and potential (Goodworth, 1986:67). Van Deventer and Kruger (2003:119) and Smit and Cronje (1999:249) provide the following guidelines for effective delegating:

- Set standards and outcomes.
- Ensure clarity of authority and responsibility.
- Involve staff members.
- Ensure the completion of tasks.
- Apply adequate control measures.

Kruger and Van Schalkwyk (1993:70) stipulate the following advantages of delegation:

- Delegation gives the teacher more time to concentrate on matters that are more important.

- It enables the teacher to manage more effectively.
- It provides the opportunity for the learners to become more responsible.
- It promotes self-confidence and co-operation among learners.
- It makes control easier.

A problem which may occur during delegation, is how the teacher ensures that he/she does not lose control after delegating. The answer lies in effective co-ordination.

2.2.5.3.7.2 Co-ordination

Co-ordination is the process of achieving unity among independent activities. According to Macmillan (2002:308), co-ordination is a process of organising people or things in order to make them work together effectively. Co-ordination is required when two or more independent individuals, groups or departments have to work together to achieve a common goal (Ferreira *et al.*, 2003:351). Getzels, Lipham and Campbell (1968:32-33) structured co-ordination into four fundamental categories, namely:

- Co-ordination by means of direct and personal contact with responsible people.
- Co-ordination at an early stage, i.e. when the policy is formulated, and afterwards.
- Co-ordination as a mutual relationship taking account of all the aspects of a specific situation.
- Co-ordination as a continuous activity.

According to Dessler (2002), various methods can be used to achieve effective co-ordination:

- *Mutual adjustment*: this means achieving co-ordination by relying on face-to-face interaction.

- *Rules or procedures*: rules and procedures are useful for co-ordinating routine and recurring activities.

- *Direct supervision*: one person can co-ordinate the work of others, by issuing instructions and monitoring results.

- *Divisionalisation*: separating people into smaller groups and taking the co-ordination burden off the head of department, for example, the Science department in the school is divided into Biology and Physical Science, and each division has a subject head who co-ordinates all the activities of the division. The head of department is in charge of both divisions.

- *Teams and committees*: many organisations achieve co-ordination by appointing interdepartmental committees, task forces or teams; for example, there is a committee at school that organises the disciplinary actions.

The purpose of co-ordination is to develop team spirit and teamwork so that everyone works towards the same goal, but this can only be done through effective administration (Van der Westhuizen, 2002:36).

2.2.5.3.7.3 Administration

Administrative tasks are those tasks that involve paperwork. In an organisation such as a school, a variety of administrative tasks are carried out. These tasks involve filling in registers; completing stock lists; drawing up class budgets; compiling work reports and checking marks. The effective functioning of a school as an organisation requires that administrative activities should also be managed effectively (Van der Westhuizen, 2002:445). Administrative activities should be recognised as one of the key dimensions of a formal organisation such as a school. To make a meaningful contribution to achieving the set objectives, administrative tasks should be purposefully organised. An effective administrative system in the classroom is a time-saving rather than a time-consuming practice (Kruger & Van Schalkwyk, 1993:164).

2.2.5.3.7.4 Accountability

Accountability is the obligation to take responsibility for doing the tasks one has been assigned to do (Ferreira *et al.,* 2003:347). Accountability refers to a person's duty to give an account of having executed the work in terms of set criteria and determined standards – in other words, whether the work has been satisfactorily completed. All members of the organisation should be evaluated periodically and be held accountable for achieving stated objectives. In a school as an organisation, teachers are evaluated every year according to the Integrated Quality Management System (Van der Westhuizen, 2002:173).

2.2.5.3.7.5 Conclusion

Like planning, organising is an integral and indispensable component of the process of management. Without organising, the successful implementation of plans would not be possible, and the outcome of creating a culture of teaching and learning would not be reached. It is imperative that there is a systematic allocation of resources and people to execute the plans and that this is managed effectively. Leadership and control are impossible without organising. Nor are leadership and control possible if the school does not clearly state who is responsible for carrying out and co-ordinating specific tasks (Van Deventer & Kruger, 2003:117-118).

2.2.5.4 Leadership as a management task

2.2.5.4.1 Introduction

According to Jones, George and Hill (1998:403), leadership is the process through which a person exerts influence over other people by inspiring them, motivating them, and guiding their activities to help achieve the organisation's goals. True leadership is characterised by adaptability and flexibility. A good leader is therefore a person who can maintain good human relations but who is also able to enforce the performance of the formal activities of a school when the situation demands it (Van Deventer & Kruger, 2003:138). Important

issues regarding leadership include leadership theory, leadership styles, conditions necessary for leadership and the teacher as a leader.

2.2.5.4.2 Leadership theories

It is important that a teacher knows how to provide guidance. Therefore, it is necessary to take note of various leadership theories. Three leadership theories will be briefly discussed.

2.2.5.4.2.1 The theory of qualities

According to this theory, the leader is a particular type of person with particular capabilities, and leadership is based on putting these characteristics or competencies into practice (Cunningham & Gephart, 1973:2). According to Kruger and Van Schalkwyk (1993:48), the characteristics of a good leader include the following:

- An inspiration to serve.
- Physical and psychological health.
- Optimism, enthusiasm, inspiration, and energy.
- Intelligence and knowledge.
- Self-confidence.
- Will-power.
- Adaptability and flexibility.
- Sincerity and integrity.
- Decisiveness.
- Creative imagination and visionary initiative.
- Sense of responsibility.
- Faith.

2.2.5.4.2.2 The situational leadership theory

The situational leadership theory of Paul Hersey and Kenneth Blanchard (1982:197-198) states that managers (teachers) must use different leadership styles, depending on the situation. The model allows the manager (teacher) to analyse the needs of the situation that he/she is in and then use the most appropriate leadership style. Hersey and Blanchard characterised leadership styles in terms of the amount of direction and the support that the leader (teacher) gives to his/her followers. They created a simple matrix in which they categorised all leadership styles into four behaviour types, namely S1 to S4:

S1: Directing Leaders define the roles and tasks of the follower, and supervise them closely. Decisions are made and announced by the leader. Communication is largely one-way.

S2: Coaching Leaders also define roles and tasks, but seek ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.

S3: Supporting Leaders pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but the control lies with the follower.

S4: Delegating Leaders are also involved in decisions and problem-solving, but the control lies with the follower. The follower decides when and how the leader will be involved.

Effective leaders need to be flexible and need to adapt according to the situation.

The right leadership style will depend on the person being led – the follower. Hersey and Blanchard (1982:1997-1998) extended their model to include the Development Level of the follower. They stated that the leader's chosen style should be based on the competence and commitment of his/her followers:

D1: Low Competence, High Commitment – These followers generally lack the specific skills required for the job at hand. However, they are eager to learn and willing to take direction.

D2: Some Competence, Low Commitment – These followers may have some relevant skills, but will not be able to do the job without help. The task or the situation may be new to them.

D3: High Competence, Variable Commitment – These followers are experienced and capable, but may lack the confidence to do a task on their own, or the motivation to do it well or quickly.

D4: High Competence, High Commitment – In this category, the followers are experienced at the job, and comfortable with their own ability to do it well. They may even be more skilled than the leader (Hersey & Blanchard, 1982:197-198).

The situational leadership theory is based on the interaction between certain factors and personality traits in certain situations that may lead to effective leadership (Kruger & Van Schalkwyk, 1997:42).

2.2.5.4.2.3 The group function theory

The group function theory maintains that leadership not only involves the behaviour of a certain person who is called the "leader", but that everyone who complies with the requirements of a particular group could act as its leader. The group function theory emphasises interpersonal relationships in the group. Leadership is thus a group activity and the leader develops out of the group (Cawood, Strydom & Loggerenberg, 1980:138).

2.2.5.4.3 Leadership styles

Blackbourn, Papasan, Vinson and Blackborn (1999-2000) identify three leadership styles that correspond, to some extent, with the leader behaviours identified by Hersey and Blanchard (Nieuwenhuis & Mokoena, 2001:42). The three leadership styles are:

2.2.5.4.3.1 Hierarchical leadership

The hierarchical leader uses the power and authority of the leadership position to define roles and to tell subordinates what, how, when and where to do the various tasks assigned to them. This leadership is task-orientated rather than people-orientated.

2.2.5.4.3.2 Transformational leadership

Transformational leadership focuses on the creation of a shared vision, professional satisfaction, modelling appropriate behaviour and organisational vitality. This type of leader gets the work done and at the same time unites the subordinates as a working team.

2.2.5.4.3.3 Facilitative leadership

Facilitative leadership focuses on organisational adaptability, performance improvement and problem-solving. The main role of the leader is to facilitate, communicate and strongly emphasise interpersonal relations. Facilitative leaders tend to move to the background and create an enabling environment so that the work gets done.

Leadership styles must relate to the teacher's own individual beliefs and value system. Because of the leader's personal background, experience and values, each leader will react differently in similar situations.

2.2.5.4.4 The teacher as a leader

According to Van Deventer and Kruger (2003:148), the following set of leadership skills is essential for a teacher to be an effective leader:

- Promoting a clear vision.
- Taking initiative.
- Organising and co-ordinating diverse classroom activities meaningfully.
- Keeping abreast of the latest trends and developments in teaching.

- Analysing the programme and making adjustments/improvements.
- Building support with parents and community.
- Providing support and encouragement for other teachers.
- Facilitating communication and reflection.
- Celebrating and recognising programme successes.
- Using alternative strategies to build skills.
- Exercising patience.
- Motivating staff and learners.

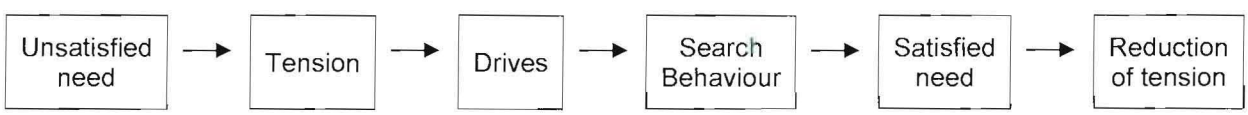
2.2.5.4.5 Sub-tasks of leadership

Leadership involves a number of important sub-tasks, namely motivation, communication and negotiation. These sub-tasks are discussed below.

2.2.5.4.5.1 Motivation

Motivation is the force that drives people to achieve certain goals. One of the most important tasks of the teacher is to motivate learners to learn and to achieve goals. The following motivational process, as represented in Figure 2.1, suggested by Robbins and Coultar (1996:531), shows that motivation is an ongoing process:

Figure 2.1: Motivational process



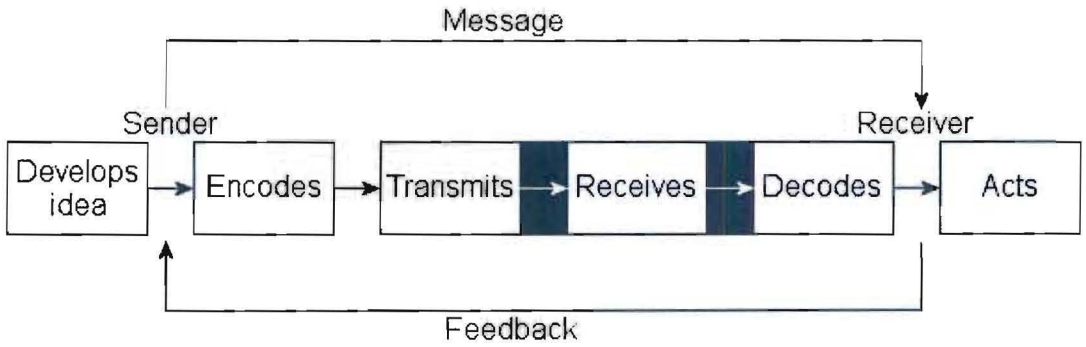
According to the above process, it can be argued that, for example the Education Department creates a position for head of department. After the teacher has become aware of this position, the teacher will identify his/her unsatisfied need, namely the need to become a head of department. This unsatisfied need causes tension within the teacher, which in turn stimulates

certain drives. As a result of this drive towards a higher position (more responsibilities, status, etc.), the teacher will make further enquiries about the requirements for the position as head of department. After gathering all the relevant information, the teacher will try to work harder to satisfy these needs. The teacher's behavioural pattern changes in order to promote the achievement of his/her own goals. If the teacher is successful and is offered the position as head of department, then the need is satisfied, the drive decreases and new needs arise.

2.2.5.4.5.2 Communication

Communication is the mutual interaction between people. Communication, the lifeblood of every school organisation, is a process that links the individual, the group and the organisation (Lunenburg & Ornstein, 1991:185). The communication process involves the exchange of information between a sender and a receiver. Figure 2.2, based on the model of McCroskey, Richmond and Stewart (1986), indicates the key components in the communication process:

Figure 2.2: Communication processes



- The sender develops an idea, which he/she wants to transmit to some individual or group.
- Encoding symbolises the ideas that the sender wishes to transmit. Symbols (words, diagrams, etc.) are designed to communicate messages. The sender and the receiver have to agree on the symbols.

- Transmitting includes several methods, for example memoranda, telephone, computers and face-to-face communication.
- Receiving requires the receiver to be a good listener if the message is oral and if the message is written, to be attentive to its stated and implied meanings.
- Decoding is the translation of a received message into perceived or interpreted meaning. The receiver takes transmitted messages and gives meaning to them.
- Acting: The receiver gives feedback to the sender that he has received and understood the message (Lunenburg & Ornstein, 1991:186).

When communication takes place in the classroom, there might be barriers between the sender and the receiver that have to be taken into consideration, for example:

- *Physical barriers*: noise and a poor speaking voice.
- *Language barriers*: misinterpretation of words.
- *Prejudice*: learners prefer one teacher to another.

Effective communication in schools requires a sustained effort from the teachers and the learners to overcome communication barriers and to achieve a mutual understanding. In an attempt to overcome these barriers and to ensure effective communication in the classroom, the following can be done:

- Repetition of the message by using multiple channels, for example, telephone and computer.
- Using simple and understandable language.
- Instructions must be clear, reasonable and practical.
- Effective listening on the part of both sender and receiver.
- Feedback (Lunenburg & Ornstein, 1991:206-207).

According to Kruger and Van Schalkwyk (1993:60-61) and Reynders (1977:118), the following conditions and principles of communication are important when the teacher is the sender of the message:

- Authority and power play an important role in communication as people would rather listen to someone who has authority, than to someone who does not.
- Communication skills must be excellent in order to speak clearly. The voice must be used correctly, and must be co-ordinated with body language and verbal presentation.
- Situations and circumstances must be taken into account, as the wrong word at the wrong time may have a catastrophic effect.
- The correct mental attitude and emotional stability are important when delivering the message.
- Approach the learners with friendliness, sympathy and empathy when conveying the message.
- Be honest, sincere and open towards the learners.
- Show esteem and respect for the learners.
- Convey the message with enthusiasm and conviction.
- Be completely involved with the learners by means of good eye contact.
- Be positive in feedback and guard against expressing criticism, judgement and preaching or closed responses.
- The message should be well-planned, clear, fairly short, correctly interpreted, comprehensible and reasonable.

Communication is effective when the communication cycle has been successfully completed, that is when the sender's message has reached the

receiver exactly as intended and the receiver sends acceptable feedback to the sender.

2.2.5.4.5.3 Negotiating

Negotiations are situations in which two or more parties with some common ground try to convince each other, using reasoning and argument, to agree to certain decisions (Pottas & Nieuwmeijer, 1992:1). Both parties should have a real desire to reach agreement or to jointly solve the problem. For negotiation to be effective, conflict should be avoided (Prinsloo, 2003:174). According to Prinsloo (2003:186), the following guidelines for negotiation are applicable in a school situation:

- The person and the problem should be kept separate.
- Objective criteria should be used to evaluate the decisions made during the negotiation process.
- The aim of any negotiation process should be effective teaching.
- A co-operative approach should be followed at all times.
- Respect must be shown to the other party by giving him/her opportunity to speak without interruption.

The focus of the negotiation process should always be on fairness and reasonableness. It is most important to investigate the reasons for the situation that needs to be negotiated objectively and to assess the results of any actions that might be taken. Mediators should listen impartially to both sides. They should be able to evaluate views, ideas and opinions objectively, remain calm and composed, and be able to listen (Prinsloo, 2003:176).

2.2.5.4.5.4 Conclusion

Leadership may be summarised as the characteristics through which the leader in a creative and dutiful way stimulates, directs and co-ordinates group interaction and activity in a specific situation, based on group goals and with a view to their eventual attainment. Being a teacher implies being a leader. The

course of the teaching-learning events in the classroom will depend mainly on the teacher's ability to maintain leadership in the class. There is no golden recipe for effective leadership in the classroom. However, the teacher should be able to apply a leadership style that suits the situation and to be a good communicator and negotiator. The teacher as classroom manager not only plans, organises and provides leadership, but also takes control of learning activities in the classroom. Without proper control, the teacher cannot execute management actions effectively.

2.2.5.5 Control as a management task

2.2.5.5.1 Introduction

Control is one of the principle functions of management as it involves the action where plans and/or instructions are monitored to ensure that the plans are followed and the goals are reached.

2.2.5.5.2 Steps in exercising control

By continuously controlling work, the teacher can determine whether the learners are making satisfactory progress on their way to achieve the outcomes. According to Kruger and Van Schalkwyk (1997:46-47), the controlling process consists of four steps, namely:

2.2.5.5.2.1 Setting standards

The teacher will identify the levels of the achievement standards. According to these levels of achievement, the teacher will assess learner behaviour and learning activities. It is important that learners know what is expected of them.

2.2.5.5.2.2 Observation and measurement of work

Learners must report on their learning progress. Learners must be able to demonstrate that they understand the work that has been covered and that they are able to do it. This reporting may be either verbal or written. The teacher can ask questions during a lesson or give the learners a written assignment in order to determine whether they have made progress or not.

2.2.5.5.2.3 Assessing performance and work

There are many reasons for assessing learners' performance. These include monitoring progress and providing feedback, recognising barriers to learning, selection and guidance, supporting learning, certification and promotion. Learners have to report on their learning progress, and have to demonstrate that they have achieved the goals of the learning activity. Through assessing the learners' work, the teacher can identify the merits or shortcomings of the learning activity. Assessing shows the quality of the learners' learning progress. 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.

2.2.5.5.2.4 Appropriate action

When assessment indicates a lack of progress, teaching and learning plans should be changed accordingly (Kruger & Van Schalkwyk, 1997:46-47).

2.2.5.5.3 When should control be exercised?

The control process starts with the teacher's planning and takes place before, during and after completion of a certain teaching-learning process. Kruger and Van Schalkwyk (1997:45) identify the following stages in the process of control:

2.2.5.5.3.1 Prior control

During prior control, measures that include setting clear guidelines, setting goals and having clear task definitions are taken to ensure that the objectives will be achieved.

2.2.5.5.3.2 Control during the execution of a task

During the execution of a task, the learners' behaviour is monitored to determine whether they are purposefully engaged in the task, for example, by

asking verbal questions during a lesson and by observing the reactions and behaviour of the learners.

2.2.5.5.3.3 Control after the work has been completed

This is not the best form of control, because adjustments are now no longer possible. This form of control has, however, some value since it provides information for future planning and organising.

2.2.5.5.4 Guidelines for effective control

Kruger and Van Schalkwyk (1997:47-48) provide the following guidelines for effective control:

- Meaningfulness.
- Integration with teaching and learning.
- Promptness.
- Attention given to the pre-set criteria in the Assessment Standards.
- Fairness and being learner-paced.
- Variation of methods.
- Variation of instruments.
- Focusing.
- Perception by the learner and the broader public.
- Adaptability.
- Flexibility.
- Allowance for expanded opportunities.
- Guidance to appropriate action.

2.2.5.5.5 Principles of exercising control

For control to be effective, the following three principles should be taken into consideration (Marx, 1981:307; Van der Westhuizen, 2002:217):

- The most effective way of exercising control is at the moment when things are happening or where work is being done or completed.
- The best control measure is self-control, that is control carried out by the person him-/herself. People have to correct mistakes themselves as that leads to greater work satisfaction.
- Primary attention should be given to those matters that are necessary for the completion of work. As it is unnecessary to exercise control over everything, the focus should be on controlling those critical aspects that can influence the completion of the work.

2.2.5.5.6 Sub-tasks of control

Control involves a number of sub-tasks including evaluating the work, corrective action, discipline, recording and reporting. These sub-tasks are discussed below.

2.2.5.5.6.1 Evaluating work

All actions involved in management presume a form of evaluation. Continuous evaluation is part of all management tasks (Van der Westhuizen, 2002:221). Evaluation is a task, according to Reynders (1977:132), that forms an integral part of the control task. Quality and functionality of tasks are measured by means of evaluation. It is clear that not everything can be evaluated, but the efficacy, quality, extent and results achieved by executing tasks must be evaluated (Van der Westhuizen, 2002:221). Therefore, evaluation indicates careful, thorough and objective analysis of each individual, group or programme to determine strong and weak points (Gorton, 1976:62).

Corrective action must be taken when deviations are noticed.

2.2.5.5.6.2 Corrective action

Corrective action can be regarded as the steps that a teacher should take to deal with potential or real deviations. This is why corrective action is referred to as remediation (Van der Westhuizen, 2002: 222). Marx (1981:298) defines corrective action as the correcting of deviancies as quickly and effectively as possible, and the possible prevention of future repetition of the same deviancy. The purpose of corrective action is to ensure that the execution of the working plan is carried out smoothly. If there is any deviation, the plan should be adjusted. Sometimes, disciplinary actions need to be taken when there is a continuation in deviations.

2.2.5.5.6.3 Discipline

Discipline is an action that can be negative or positive. Negative disciplinary actions entail inflicting punishment, while positive disciplinary actions aim at influencing the person to behave differently (Van der Westhuizen, 2002:223). Teachers must discipline learners in a positive way and must allow for a balance between control and freedom in the classroom (Kruger & Van Schalkwyk, 1993:90). According to De Wet (1981:89-90), the following are requirements for effective disciplinary action:

- A person should know that action would be taken if control measures were trespassed.
- Disciplinary action should be aimed at the transgression and not at the person.
- Disciplinary action should follow as soon as possible on the contravention.
- Disciplinary action should always be consistent.
- After disciplinary action, relationships should return to normal.

The manner of enforcing discipline is usually described by policy, and applied and modified as a result of contravention. Du Preez (2003:88) states that discipline is externally imposed and becomes internalised as voluntary self-

control. Richmond (1969:115) explains that discipline is a general notion that is connected with conforming to rules. The National Union of Educators offers some guidelines that teachers should bear in mind when reprimanding a learner (NUE, 2000:20):

- Correctly identify the learner to be reprimanded.
- Express concern about the harmful effect of misbehaviour on learners.
- Avoid anger.
- Emphasise what is required.
- After giving a reprimand, emphasise the exchange by momentarily prolonging eye contact together with a slight pause before continuing with the lesson.
- Avoid confrontations and do not force a learner into a heated exchange.
- Criticise the learner's behaviour, not the learner.
- Avoid hostile or personal remarks.
- Avoid unfair comparison.
- Avoid reprimanding the whole class and identify the culprits.
- Change the tone of voice.

A peaceful classroom is characterised by good **CONDUCT** (Iverson, 2003:249):

- **C**o-operate: work together.
- **O**rganise: be prepared.
- **N**egotiate: learn to give and take.
- **D**iscipline: follow directions.
- **U**nderstand: express one's feelings.
- **C**ommunicate: listen and observe.
- **T**olerate: respect others' feelings and needs.

Effective school disciplinary strategies seek to encourage responsible behaviour, to provide learners with a satisfying school experience and to discourage misconduct.

2.2.5.5.6.4 Recording and reporting

The National Protocol on Assessment for schools, Grades R – 12 (DoE, 2005a:7), states the following about recording and reporting learners' performance:

- *Recording* is a process in which the teacher documents the level of a learner's performance. In South African schools, this should indicate the progress towards the achievement of the outcomes set in the National Curriculum Statement. Records of learners' performance should provide evidence of the learner's conceptual progression within a grade to progress to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

- *Reporting* is a process of communicating learner performance to learners, parents, schools and other stakeholders such as employers and tertiary institutions. Learner performance can be reported in a number of ways, including report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters and class or school newsletters.

The main purpose of reporting is to:

- provide learners with regular feedback;

- provide developmental feedback;

- inform parent(s)/guardian(s) of the progress of the individual learner; and

- give information to schools and districts or regional offices on current levels of performance of learners.

2.2.5.5.6.5 Conclusion

Control is a continuous process through which teachers determine the progress of their learners in reaching the set outcomes. This is done by comparing the actual work performance with the outcomes and standards that were determined during the planning phase. Control also includes taking corrective action where necessary. Disciplinary actions should always be consistent. Recording and reporting involve the capturing of data collected during assessment so that it can be logically analysed and distributed in an accurate and understandable way. No classroom management system can succeed without a good control system and a good control system is the result of good planning.

2.2.6 The relationship between teaching and management

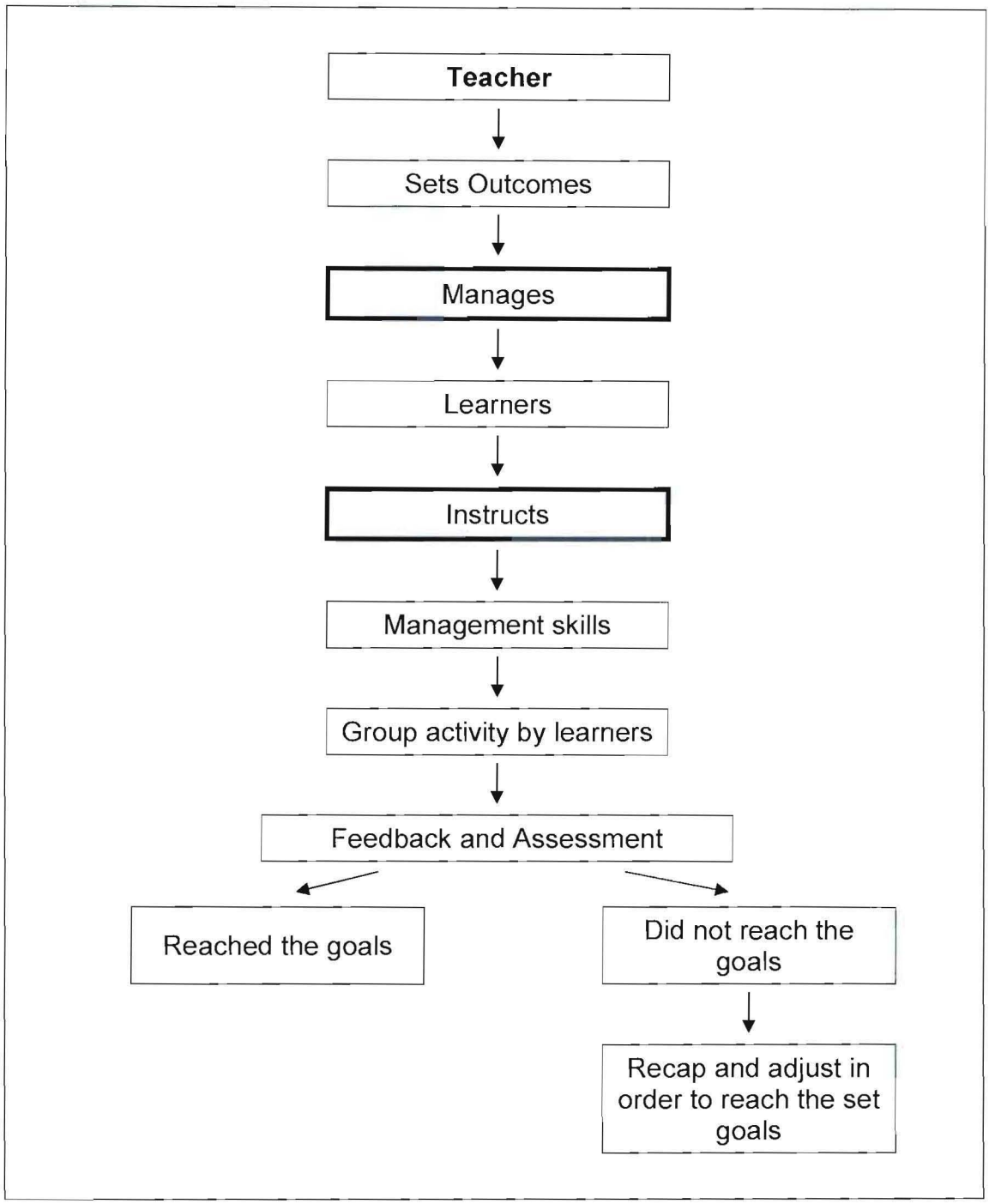
The teacher as classroom manager is concerned with both *management* and *teaching*. Before the start of a classroom activity, the teacher has to perform managerial work which entails the planning of learners' activities; the creation of a favourable learning climate; the making available of teaching 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 (Calitz, 1993:77).

Classroom management is not teaching as such, but often takes place in such close unison with teaching that these two concepts are difficult to distinguish from each other. Calderhead (1984:21) writes the following in this regard: "...this division of teachers' tasks is somewhat artificial, for these two areas of teacher activity are often closely intermeshed. In the case of experienced teachers, managerial strategies have sometimes become embedded in their everyday practice, inseparable from the whole business of teaching."

The relationship between teaching and management in the classroom is illustrated in Figure 2.3.

The teacher organises all classroom activities by setting outcomes when planning a lesson (Figure 2.3). The teacher has to manage the learners to do activities in order to reach these outcomes. The teacher instructs the learners to divide into groups, where the teacher uses some management tasks, such as communication. The learners do the learning activity, and the learners give feedback to the class where group assessment takes place. While learners give feedback, the teacher controls whether learners have reached the outcome or whether they have failed. If the set outcomes were not reached, the teacher recaps the work and makes some adjustments to reach the set outcomes. The above example shows that there is definitely a relationship between teaching and management.

Figure 2.3: Relationship between teaching and management



2.2.7 Guidelines for effective classroom management

Many different strategies are used for achieving good classroom management practices. Maintaining good order in the classroom is one of the most difficult tasks facing a teacher. The task has become more difficult over the past few decades as young people's attitudes to persons in authority have changed

dramatically. Some of the changes involve greater self-confidence of learners. Others, such as the acceptance of violence as a means to achieve ends and attitudes to substance abuse, have made classroom management and life in school generally more difficult and more demanding for those who are charged with the responsibility to maintain a positive learning environment (Murphy, 2006).

Disruptive behaviour in the classroom must be alleviated before it becomes a serious disciplinary problem. Such behaviour can be reduced by the teacher's ability to employ effective management practices. Such practices are at the heart of the teaching process and are essential for establishing and maintaining classroom control (Murphy, 2006).

The application of the following guidelines should help the teacher to establish effective classroom management (Murphy, 2006):

2.2.7.1 Get off to a good start

The first interaction between teacher and learners determine their impressions of one another. For example: learners sit quietly, raise their hands to respond and are generally well-behaved. The teacher 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.

2.2.7.2 School policies

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

2.2.7.3 Establishing rules

Teachers should establish a set 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. The list of rules must be kept short.

2.2.7.4 Over-planning of lessons

The over-planning of lessons for the first week or two helps teachers to convince learners from the outset that they are organised, confident and able to complete the syllabus successfully.

2.2.7.5 Learning names

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

2.2.7.6 Be firm and consistent

A teacher can be firm yet still supportive and friendly towards learners. A firm teacher 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 a bit later, than to begin in a relaxed manner and then try to become firm.

2.2.8 Juridical aspects regarding classroom management

2.2.8.1 Introduction

The basic objective of a school is teaching and learning and this brings about an interplay of educational, managerial and juridical matters. Juridical matters are essential for good order, harmonious co-operation, efficient use of time and effective education. As rules and procedures are directly related to the implementation of policy, these three aspects will now be discussed.

2.2.8.2 Policy, rules and procedures

2.2.8.2.1 Policy

For the purposes of policy-making the school has both delegated authority and common-law authority. Delegated authority is contained in numerous acts and subordinate legislation. There is also a variety of relevant common-law

provisions. School policy is drawn up within the broad juridical framework of the Constitution, the National Education Policy and the population group concerned (Van Wyk, 1993a:178). A school policy is a systematic and particular summary of broad policy guidelines. The policy of each school is therefore unique. Classroom policy, which is supplementary to the school policy, relates mainly to classroom activities and matters that are directly related to classroom activities (Van Wyk, 1993a:178). As school and classroom policies are based on the same principles, the following juridical and general guidelines for drawing up school and classroom policies are suggested by Van Wyk (1993a:179):

- Policy should consist of general points of departure, educational objectives and guidelines.
- Only authorised persons may draw up policy.
- There are definite fields of authority that may not be exceeded. School policy may not unnecessarily infringe upon the rights, privileges and freedom of pupils, teachers and parents; nor may it infringe upon the domains of the family, the state and other social structures.
- Relevant legislative provisions and common-law principles must be taken into account. Policy should be clear, unambiguous, reasonable and fair and should be made known to the parties concerned.
- In addition to juridical aspects, educational and managerial aspects should also be taken into account.
- Policy should be drawn up systematically.

2.2.8.2.2 Rules

The main aim of school rules is to ensure orderliness, fairness and efficiency in education (Van Wyk, 1993a:179). Schools therefore require a system of rules that are aimed at good order, harmonious co-operation, efficient use of time and effective education. School policy cannot be implemented without rules.

When formulating rules, attention should be given to managerial, juridical, and also educational principles. Juridical aspects are of special importance regarding those rules that involve the rights, privileges and freedom of pupils, teachers, parents and others. These rules are in fact a form of subordinate legislation. Rules are formulated and applied by authorised persons. Although valid school rules have in exceptional cases been upheld and enforced by the courts, school rules seldom lead to court cases. School rules may be distinguished from classroom rules in that the former are of a more general nature, while the latter is directly related to specific classroom activities. According to Wiechers (1984:103), the following juridical and general guidelines should be taken into consideration during the formulation, amendment, announcement, application and withdrawal of school and classroom rules:

2.2.8.2.2.1 Formulation and amendment of rules

- Formulating rules is an ongoing process. Firstly, the necessity of a rule is decided on and then the processes of consultation, formulation and announcement follow.
- Authorised people should formulate rules.
- The field of competence may not be exceeded.
- Statutory requirements should be taken into account.
- Common-law requirements should be taken into account.
- School rules may not be in conflict with school policy.
- Rules must be comprehensive as they play an important role in the realisation of educational objectives.
- Existing rules should be taken into account before new rules are formulated.

- The principles of delegation should be taken into account when it is within the ambit of rules to delegate tasks and responsibilities to people.

2.2.8.2.2.2 Announcement of rules

- It is important to announce rules. General rules are usually announced at the beginning of the year and other rules when it becomes necessary.
- The announcement does not necessarily have to be in writing. Rules should always be discussed when they are announced in order to ensure that pupils understand them (Van Wyk, 1993a:180-181).

2.2.8.2.2.3 Application of rules

- Teachers should act in an unprejudiced, fair and educationally correct manner.
- Rules should be applied consistently.
- When a rule is regularly broken, the matter requires attention.
- It is advisable to keep some form of record of pupils who break the rules regularly (Van Wyk, 1993a:181).

2.2.8.2.2.4 General

- Rules should contribute towards the achievement of educational objectives.
- In an effort to obtain co-operation from all concerned, the objective of rules can sometimes be discussed when they are announced.
- Rules are a form of subordinate legislation. The principal should delegate the necessary authority to teachers to formulate classroom and other necessary rules (Van Wyk, 1993a:181).

In the case of investigations specific common-law rules, known as the rules of natural justice (Wiechers, 1984: 227 – 257), apply. These rules require that:

- the investigator must act in an impartial manner;
- all the facts must be brought to the attention of the investigator;
- the matter must be investigated thoroughly;
- each party must be given the opportunity to state their side of the case; and
- the accused parties must be made aware of all the facts that may count against them.

The above-mentioned common-law rules apply to all investigations where a person's rights, privileges and freedom may be affected. Although there is a special relationship of authority between the teacher and the learner, especially regarding discipline and supervision, this does not mean that the above-mentioned rules of natural justice do not apply. The application of the rules of natural justice will ensure fairness and will prevent innocent learners from being punished, since the rules require that a thorough investigation be conducted before action is taken.

2.2.8.2.3 Procedures

Procedures are activities that entail a large number of steps and usually involve various people. Procedures are necessary for good order, lawful action, harmonious co-operation, efficient use of time and effective education. Procedures that relate to the rights, privileges and freedom of individuals should be drawn up with allowance for the relevant juridical prescriptions. Procedures should also relate to other management processes. *School procedures* may be drawn up by authorised people only and most of these procedures are drawn up by the Education Department (Van Wyk, 1993a:183).

Classroom procedures are necessary for an orderly classroom atmosphere, effective use of time and effective education. According to Van Wyk (1993a:183), the following juridical and general guidelines should be taken into account when drawing up school and classroom procedures:

- The purpose and content of the procedure are of great importance and should be clear to all concerned.

- It is necessary to determine in advance whether different parties are involved in a procedure, whether the rights, privileges and freedom of individuals could be affected, whether specific legal rules apply, whether a specific sequence of steps is necessary, whether certain managerial processes should be included in the procedure and whether all the steps are practical.

- In the case of no statutory procedures being available, the appropriate common-law procedures should be applied.

- Procedures should be drawn up as simply and clearly as possible.

- The juridical requirements of announcement, putting in writing and prescription should be taken into account.

- The principles of delegation of authority should also be applied where necessary.

All managerial activities, including the formulation and implementation of policy, rules and procedures, should comply with certain statutory and common-law requirements of validity. The person who performs the activity should have the necessary authority and power.

2.2.9 Conclusion

The skills associated with effective classroom management are only acquired with practice, feedback and a willingness to learn from mistakes. Badenhorst, Calitz and Van Wyk (1993:84) mentions that managerial skills, such as planning, organising, leadership and control, are extremely important for success in a classroom. The influence of administrative duties on effective teaching will now be discussed.

2.3 THE NATURE OF ADMINISTRATIVE DUTIES IN THE FURTHER EDUCATION AND TRAINING PHASE

2.3.1 Introduction

In South Africa it is presently a normal occurrence to pick up a newspaper and come across an article or feature about education. Over the past five years there has been mounting concern over teachers' workload and the associated problems of teacher recruitment and retention. Teachers need time to reflect on their work, to plan lessons, to develop skills and knowledge and to interact with colleagues. All role players, especially government, have to commit themselves to achieve a significant reduction in teachers' workload and at the same time raising standards and improving the quality of teaching and learning (Bubb & Earley, 2004: 3). In October 2002, the Secretary of State in the UK, Estelle Morris, stated that a tired teacher is not an effective teacher. Tired teachers cannot focus on what is most important – teaching: "Teachers on average are expected to spend some twenty per cent of their time on non-teaching tasks that other adults could do just as well instead" (DfES, 2002a). The situation in South Africa seems to be no different.

In this regard, the Personnel Administration Measures (PAM) (DoE, 1999), as determined by the Minister of Education, S.M.E. Bengu, in terms of Section 4 of the Employment of Educators Act 1998, determine the terms and conditions of employment of teachers in South Africa. The following aspects will now be discussed regarding the terms and conditions of employment:

- Workload.
- Duties and responsibilities.
- Educational policies.
- Impact of workload.
- Impact of outcomes-based education and continuous assessment.
- Impact of other factors that attract teachers away from teaching.

- Factors that encourage teachers to leave the teaching profession.

2.3.2 Workload of school-based teachers

2.3.2.1 Introduction

The Personnel Administrative Measures (PAM) (DoE,1999) apply to full-time teachers that are school based, including primary and secondary schools and schools for learners with special needs (LSEN). According to the PAM, all teachers should be at school during the formal school day. This should not be less than 7 hours per day, except for special reasons and with the prior permission of the principal. The 7-hour day includes the breaks and the period(s) in which the learners are not at school. Scheduled teaching time during the formal school day is specified according to the time allocation per post level. The allocation of subjects/learning areas, the timetable and the resultant scheduled teaching time should be determined by the principal in consultation with the teaching staff. All other duties are specified and allocated by the principal after consultation with the teaching staff.

Teachers are expected to perform core duties both within and outside of the formal school day and with the understanding that none of these may diminish the overall amount of scheduled teaching time or negatively impact upon teaching and learning. According to the PAM (DoE, 1999), the Department of Education may require that teachers attend programmes for ongoing professional development up to a maximum of 80 hours per annum. These programmes should be conducted outside of the formal school day or during the vacations.

2.3.2.2 The formal school day

Teachers have the following core duties during the formal school day (DoE, 1999):

- Scheduled teaching time.
- Relief teaching.

- Pastoral duties (grounds, detention, scholar patrol, etc.).
- Administration.
- Supervisory and management functions.
- Professional duties (meetings, workshops, seminars, conferences, etc.).
- Planning, preparation and evaluation of learners' work.

2.3.2.3 Outside the formal school day

Outside the formal school day, teachers have the following core duties (DoE, 1999):

- Planning, preparation and evaluation of learners' work.
- Extra- and co-curricular duties.
- Professional duties (meetings, workshops, seminars, conferences, etc.).
- Professional development.

Each post level within a school requires different duties and responsibilities, encompassing the core duties. There should thus be an equitable distribution of workload between the various post levels to ensure that teachers are not overburdened.

2.3.2.4 Scheduled teaching time per post level

According to the size of the school, the time allocated for teaching in terms of different post levels will differ. In smaller schools, principals and deputy principals are required to do more teaching than in large schools with bigger establishments. The actual teaching hours must be determined in relation to the curriculum needs of the school, the timetable and the staff complement. The allocation of scheduled teaching time should be done in such a manner that it maximises the individual abilities of all teachers and optimises teaching and learning (DoE, 1999).

As this study focuses on the impact of administrative duties on teaching and learning in the FET phase of secondary schools, the following according to the PAM, may be considered as guidelines for determining the scheduled teaching time per post level (DoE, 1999):

- Post level 1: between 85% and 90%
- Post level 2: 85%
- Deputy Principal: 60%
- Principal: between 5% and 60%, depending on post level appointed to

It is important to note that principals at post level 1 are expected to teach 100% of the scheduled teaching time.

2.3.3 Duties and responsibilities of teachers

2.3.3.1 Introduction

The ability of an education system to compete in an increasingly global economy depends on its ability to prepare both learners and teachers 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 (DoE, 1999). In order to achieve this goal, certain specialised duties and responsibilities may be allocated to teachers in an equitable manner.

2.3.3.2 Core duties and responsibilities of teaching staff

The duties and responsibilities of teaching staff are school-specific and varied, depending on the approaches and needs of a particular school. According to the PAM (DoE, 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 the learners, are promoted. Post level 1 teachers are responsible for class teaching and for organising extra- and co-curricular activities. Administrative duties are also part of a teacher's responsibilities. These administrative duties will now be discussed.

2.3.3.3 Administrative duties of a Head of Department

The following administrative duties form part of the job description of a Head of Department (DoE,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 (DoE,1999).
- Perform or assist with one or more non-teaching administrative duties, such as:
    - secretary to general staff meetings;
    - fire drill and first aid;
    - timetabling;
    - collection of fees and other monies;
    - staff welfare; and
    - accidents.

2.3.3.4 Administrative duties of a Teacher appointed at post level 1

The following administrative duties form part of a post level 1 teacher's responsibilities and may vary depending on the needs of the particular school (DoE, 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 duties 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.
- Remain informed of current developments in educational thinking and curriculum development.
- Collaborate with teachers of 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.

According to the Norms and Standards for Educators (DoE, 1998:53), there are seven roles that a teacher has to fulfil, namely:

1. learning mediator;
2. interpreter and designer of learning programmes and materials;

3. leader, administrator, and manager;

4. scholar, researcher and lifelong learner;

5. community, citizenship and pastoral role;

6. assessor; and

7. learning area/subject/discipline/phase specialist.

A teacher as a **classroom administrator** is further responsible for the filling in of registers; completing stock lists; drawing up class budgets; compiling work reports; and checking marks. The amount of paperwork and administration is exacting. Much of the paperwork that teachers are required to do is designed to ensure that teaching and assessment occur regularly. It is also required that teachers indicate the completion of certain assessment standards, specify which outcomes have been addressed and record marks in detail (DoE, 2005). Most of this paperwork must be done during class time and occupies a lot of the teacher's time.

Teachers spend a significant amount of time each week 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 impact of the increased workload will now be discussed.

2.3.4 Impact of workload

Increased workload leads to stress, burnout and eventually resignation. The effects of teachers' stress include declining job satisfaction, reduced ability to meet learners' needs and significant incidences of psychological disorders leading to increased absenteeism and high levels of medical claims for stress-related liability. Stress appears to be a contributing factor towards teachers leaving the profession in many countries (Chisholm, Hoadley, Wa Kivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee & Rule, 2005: 36).

Studies focusing on burnout have also linked teacher burnout to workload. Starnaman and Miller (1992) argue that earlier studies regarding burnout have

indicated that overload, role conflict and role ambiguity are associated with burnout, job satisfaction and occupational commitment. Their work shows that teachers' workload and support from their principal have an influence on role conflict and role ambiguity.

Overload is, indeed, a major source of stress. It is most strongly and directly related to role conflict and emotional exhaustion, and also accounts for increases in depersonalisation of learners. These are logical connections (Starnaman & Miller, 1992:50). As workload increases, in either quantity or complexity, the probability that a teacher would receive conflicting demands from her or his principal and learners, also increases. This heightened workload is a source of emotional and physical exhaustion. Of particular interest is the impact on the depersonalisation of learners. As the workload increases, teachers might start to distance themselves psychologically from their learners (Starnaman & Miller, 1992:50). Maslach and Jackson (1986:1) define burnout as a continuous variable, ranging from low to moderate to high degrees of negative feeling experienced. These degrees of feeling, as represented by the Maslach Burnout Inventory (MBI), which was developed by Maslach and Jackson (1986:1-3), can measure:

- emotional exhaustion that refers to feelings of overextension and exhaustion caused by daily work pressures and a lack of energy to face another day;
- depersonalisation that refers to the development of negative attitudes and impersonal responses towards the people with whom one works; and
- the personal accomplishment dimension that refers to feelings of inadequate personal achievement, accompanied by a diminished sense of self-esteem.

The MBI indicates the relationship between workload, stress and burnout (Friesen & Sarros, 1989; Friedman, 1991; Friedman & Farber, 1992; Friedman, 1995). Also focusing on teacher burnout, the aim of a study by Friedman (1991) was to identify school factors associated with teacher

burnout. The findings in his study indicated that four major school culture variables contribute to teacher burnout, namely:

- the drive toward measurable goal-achievement behaviour imposed on teachers by school administration;
- lack of trust in teachers' professional adequacy;
- circumscribing school culture; and
- disagreeable physical environment.

The workload of teachers can increase for a variety of reasons that are both external and internal. External causes can be both those emanating from the government in the form of new curricula and assessment systems, as well as from the school context and culture, class size and increasing diversity in classrooms. Internal causes depend on teachers' professional self-concept and relate to teachers' perceptions about their work, either because of the in-service training they received or because of their own self-motivation (Chisholm *et al.,* 2005:40). The South African educational system is in a transitional stage and change is the order of the day. In this regard, a recent study conducted by the Human Sciences Research Council (HSRC) for the Education Labour Relations Council (ELRC) on Potential Attrition in Education (2004), proved that the impact of job satisfaction, morale, workload and HIV/AIDS echoes the view in earlier South African studies, namely that teachers' workload has increased as a result of policy and curriculum change (Hall, Altman, Nkomo, Peltzer & Zuma, 2005).

2.3.5 Educational policies

2.3.5.1 Introduction

The effect of educational policies such as the Integrated Quality Management System (IQMS) and the National Curriculum Statement (NCS) on workload will be briefly discussed.

2.3.5.2 The Integrated Quality Management System (IQMS)

In an immediate sequel to the 1994 elections, the bargaining and negotiating forum for all teachers, the ELRC, was created (Chisholm *et al.,* 2005:11). Reconstruction of the education system started and the roles and functions of both teachers and departmental personnel were redefined. The idea of performance management as a means of evaluating teachers for salary progression, grade progression, confirmation of appointments, rewards and incentives, was reintroduced. Throughout the 1990s and early 2000s, government and unions were locked in battle over the best way to evaluate schools and teachers. Each step of the process was controversial and contested. In the process, the Developmental Appraisal System (DAS) and the Whole School Evaluation (WSE) Policy emerged. In 2003, an agreement was reached in the ELRC (Resolution 8 of 2003), and the Integrated Quality Management System (IQMS) was introduced into schools in 2004. The IQMS integrated the Developmental Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998), the Performance Measurement System that was agreed to on 10 April 2003 (Resolution 1 of 2003), and the Whole School Evaluation Policy (DoE, 2000). The IQMS required that schools and teachers were scheduled to begin processes of individual teacher appraisals and whole school evaluations (Chisholm *et al.,* 2005:12).

The implementation process, however, gave the impression that it was assumed that teachers had few other demands on their time. During 2004, teachers and schools were to begin advocacy and training; establish Staff Development Teams that would coordinate and monitor the individual teacher appraisal process and also draft a School Improvement Plan; plan for implementation; ensure that teachers conduct self-evaluations and identify a personal support group; observe teachers in practice and ensure that teachers develop a Personal Growth Plan. By March 2005, all Staff Development Teams were to receive the completed instruments and ratings as well as the respective Personal Growth Plans. Based on these instruments, a school improvement plan had to be compiled in liaison with the regional/district/area offices. Such a plan had to reflect the school's in-service

training needs, the observations of teachers and the feedback to the Department of Education (Chisholm *et al.*, 2005:13).

2.3.5.3 The National Curriculum Statement

Curriculum revision was undertaken in South Africa in three main stages (*Chisholm report*, 2005:14). The first stage (1994) involved the eradication of racist and sexist elements in the immediate aftermath of the election. The second stage involved the implementation of outcomes-based education through Curriculum 2005 (C2005). Outcomes-based education is an outcomes- and assessment-driven curriculum reform linked to formative and continuous, rather than summative, assessment. The third stage involved the review and revision of C2005 in the light of recommendations made by a Ministerial Review Committee appointed in 2000 to review the curriculum. This Review Committee endorsed existing criticisms of the unimplementability of Curriculum 2005 and recommended a streamlining of the curriculum in order to make it more understandable in South African classrooms.

According to the Ministerial Review Committee (*Chisholm et al.*, 2005:14), with outcomes-based education too much time was spent on assessment, leaving minimal time for classroom work. The Revised National Curriculum Statement (RNCS) for Grades R to 9 represents the culmination of the struggle for a new curriculum in a democratic South Africa. The RNCS introduced Learning Programmes which encouraged teachers 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 Revised National Curriculum Statement. During workshops, detailed instructions were given on what must be taken into account, including time, available resources and assessment strategies.

Learning Programmes embody the assessment requirements spelt out in the Assessment Policy of 1998. The expectation was that teachers would continuously assess, throughout the year. Thami Mseleku (DoE, 2003) noted that the majority of teachers within the apartheid education system were not encouraged to be creative or imaginative, nor to lead curriculum development

and design. Teachers were controlled followers and were forced to practise through prescription. Consequently, many teachers were not participants in the exciting process of curriculum development. According to Thami Mseleku (DoE, 2003), the development of Learning Programmes was geared to assist teachers to develop into curriculum leaders.

The National Curriculum Statement (NCS) Grades 10 –12 (General) (DoE, 2005a) represents a policy statement for learning and teaching in schools located in the Further Education and Training (FET) band. The primary purpose of the NCS Grades 10 –12 (General) is, therefore, to benefit society and learners by equipping the learners with knowledge, skills, values and attitudes that will enable meaningful participation in society. The curriculum also aims to provide a basis for continuing learning in Higher Education, to lay a foundation for further careers and to develop learners who would be productive and responsible citizens and lifelong learners (DoE, 2005a). The NCS Grades 10 –12 (General) 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 (DoE, 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; and
- supporting employment growth through industrial policies, innovation, research and development.

Outcomes-Based Education (OBE) forms the foundation of the NCS in South African schools. The assessment framework of the NCS for Grades R – 12 (schools) is based on the principles of OBE (DoE, 2005b). Outcomes-Based Education (OBE) and Continious Assessment (CASS) were amongst the various issues raised in relation to the increased teacher workload. The *Chisholm report* (2005:19) highlights aspects that had increased teachers' workload, namely:

- assessment requirements, reports and record-keeping, and management and supervision associated with outcomes-based education;
- the curriculum being overcrowded and teachers 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 seen as contributing to workload;
- the preparation of learner and teacher portfolios, learner profiles, progression and progress schedules considered to be burdensome; and
- the marking, recording and reporting requirements of learners' work are considered to be repetitious and unnecessary.

2.3.6 Other policies and factors affecting teachers' workload

The workload of teachers has been increased by an overcrowded curriculum, the number of learning areas to be taught per grade and the poorly planned and crosscutting departmental accountability requirements. Further aspects that significantly contribute to workload are White Paper 6 (Inclusive Education) (DoE, 2001) and class size. These issues will be discussed briefly.

2.3.6.1 White Paper 6 (Inclusive Education) (DoE, 2001)

Education White Paper 6 on Special Needs Education: Building on Inclusive and Training System (DoE, 2001) supports the principles of outcomes-based education in the National Curriculum Statement for Grades 10 –12 (General) by insisting that all practices should be consistent with the following (DoE, 2001):

- All learners can learn, given the necessary support.
- OBE utilises a learner-paced and learner-based approach.

- All learners should be able to participate in the various pathways that are offered in the FET band.
- Schools must create conditions for learners to succeed.
- Support for learners should be based on the levels of support needed for overcoming individual barriers to learning and development, rather than on the categorisation of learners according to their abilities or disabilities.

According to White Paper 6 (DoE, 2001) ineffective curriculum delivery can constitute barriers to learning, leading to the exclusion of many learners in "special" and in "ordinary" school settings. These barriers to learning can arise from various interlocking parts of the curriculum, such as (DoE, 2001):

- the content of Learning Programmes;
- the language of learning and teaching;
- the management and organisation of classrooms;
- the lack of skilled staff for learners with severe disabilities;
- learning style and pace;
- time frames for completion of curricula;
- materials and equipment which have to be available; and
- assessment methods and techniques.

The expectations contained in White Paper 6 (Inclusive Education policy) have placed additional strain on teachers and seem to have a negative impact on the time that teachers are able to spend on teaching in particular.

2.3.6.2 Class size

Easthope and Easthope (2000: 43-58) argue that increased class size stems from two factors, namely the inclusion of learners with special needs into

study conducted in Australia in 1984 and then again in 1994, teachers reported that the workload had increased as a result of longer working hours, teaching more learners and having increased professional, pastoral and administrative duties (Easthope & Easthope, 2000:43). Easthope and Easthope (2000:51) observed that many teachers were overwhelmed by the demands of their caring roles and were tempted to avoid pastoral care. Freezing of posts, budget cuts and frustrations with teaching as a career, simply compound this increase in workload. Teachers are also expected to teach courses outside of their subject/learning area "specialties", which means that teachers are supposed to teach as many as four or even more subjects/learning areas, many of which are new to the teacher.

In terms of South African education policy, teacher : 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 teachers with large classes spend more time on discipline and related issues than on meeting the teaching and learning requirements.

2.3.7 Factors that lure teachers away from teaching

2.3.7.1 Job satisfaction and attrition

Steyn and Van Wyk (1999) define job satisfaction as the feeling of pleasure that arises from an individual's impressions of his or her job. According to Moorhead and Griffen (1989), job satisfaction comprises several attitudes associated with the job situation, such as salary, career development, the nature of a job, policies and procedures of the organisation and working conditions. Factors that cause stress in the workplace are task, role and interpersonal demands. Job demands such as a lack of job security, overload in administrative duties and demands resulting from either role ambiguity or conflict, may affect teachers' performance, attitudes and behaviour and may lead to resignation. This in turn may negatively affect the job satisfaction, morale and commitment of stressed teachers (Moorhead & Griffen, 1989).

In a study on the supply and demand of teachers, Crouch and Perry (2003:496) identified an emerging shortage in the teaching profession in South Africa, which they attribute to factors such as the impact of HIV/AIDS, a rushed administrative planning process to control teacher-training capacity in the 1990s, and the lack of interest in the profession among young people. They estimated that approximately 20 000 teachers may have to be replaced annually from 2006. Media reports suggest that low levels of job satisfaction and low morale amongst teachers (*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. It appears that young teachers are already leaving the profession in large numbers, which raises concerns about the quality of education that will be provided in future (*Pretoria News*, 19/11/04). Some South African studies (Mwamwenda, 1995; Steyn & Van Wyk, 1999) have cited poor working conditions, for example, heavy workload, inadequate supply of resources and lack of security as factors that influence teachers' job satisfaction levels.

Low levels of job satisfaction contribute to the attrition. Mobley (1982) established that certain components of job satisfaction, such as satisfaction with workload, salary and promotion, correlated moderately with turnover. Many teachers complain nowadays about low morale, stress illnesses such as hypertension, diabetes and heart attacks, while others plan to leave the profession and go on early retirement (Saptoe, 2000:5). In a study of 80 teachers attending a masters' class at the University of Durban-Westville, Ramrathan (2002) identified professional stress, the restructuring of education in South Africa and an increase in workload as reasons that appear to have forced some teachers to leave the profession.

2.3.7.2 Workload stress

A heavy workload is probably one of the major reasons for teachers to resign from education. Some teachers mentioned their inability to cope with outcomes-based education (OBE) (Hall *et al.,* 2005:13). Research on Potential Attrition in Education (Hall *et al.,* 2005:14) found that 70% of

respondents had experienced an increase in workload over the past three years. Only 19% of teachers reported that their workload had remained more or less stable. In addition, most teachers had experienced job overload, as 60% of teachers claimed that their workloads were too high. Questions regarding class size and/or the number of hours spent on teaching per week provided more insight into the relationship between workload and attrition. For the period 2003 – 2006, most teachers reported having more than 40 learners per class.

2.3.8 Conclusion

The Norms and Standards for Educators stipulate seven roles for teachers in South Africa. Due to the shortage of classrooms, high learner numbers, overloaded curricula and onerous assessment and reporting requirements, teachers are unable to perform these seven roles to the extent that is expected.

It seems that teaching time is lost in some schools because of an increase in administrative- and extra-curricular activities. School type, location, history, class size and teacher profile are all important factors.

2.3.9 Summary

In this chapter, classroom management and its components were discussed. Classroom management consists of various management tasks, which, in turn, are made up of various managernent sub-tasks. The management tasks of teachers were discussed and the skills and techniques needed to execute these tasks were indicated. Guidelines for being successful in the teaching profession were also highlighted.

The literature study revealed that administrative duties take up a great deal of teachers' time. This is due to a number of factors, namely: shortages of teachers and high learner numbers; departmental accountability measures such as the Integrated Quality Management System; curriculurn and assessment requirements; and the lack of basic resources. Stress regarding classroom administration is exacerbated because teachers have to perform a

variety of tasks, from secretarial and administrative to curricular, extra-curricular and pastoral work.

The next chapter presents the empirical research design.

CHAPTER THREE

EMPIRICAL RESEARCH DESIGN

3.1 INTRODUCTION

The purpose of this chapter is to outline the design of the empirical research into the influence of administrative duties on effective classroom management in the FET phase in the Sedibeng West District (D8) of the Gauteng Province.

The literature study in the first two chapters formed the framework for this empirical research. In Chapter 1 the objectives of this study were stated as follows:

- To determine the nature of classroom management in the Further Education and Training phase in South Africa.
- To determine the nature of classroom administration in the Further Education and Training phase in South Africa.
- To determine whether administrative duties affect the role of a teacher as classroom manager.
- To develop guidelines to assist teachers to cope better with the increased administrative duties in the FET phase.

The empirical investigation aims to gather information about the experiences of educators regarding the effect of the administrative duties of a teacher on the effectiveness of his/her classroom management in the FET phase in the Sedibeng West District (D8) of the Gauteng Province.

3.2 METHOD OF RESEARCH

This research was conducted by means of a literature review and an empirical research.

3.2.1 Review of literature

Primary and secondary literature sources were studied to gather information about the nature of outcomes-based education, classroom management, administrative duties and the role of teachers in the Further Education and Training Phase. DIALOG and ERIC-searches were undertaken to obtain relevant literature. Key words included the following: *OBE, FET, GET, Curriculum 2005, Revised National Curriculum Statement, Norms and Standards for Educators, NQF* and *Classroom management*.

The information gathered from primary and secondary literature sources were utilised to construct a questionnaire in order to gather information on the experiences of teachers in the Sedibeng West District (D8) of the Gauteng Province.

3.2.2 Empirical research

The research design was quantitative in nature. Quantitative research tends to be associated with large-scale studies and with numbers as the unit of analysis (Denscombe, 1998:174). For the purposes of this research a structured questionnaire was selected as the research tool. The rationale for the use of the structured questionnaire will now be presented.

3.2.2.1 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).

According to Tuckman (1994:216), a survey questionnaire is a tool used in the collection of research data and is ultimately dependent on the purpose(s) of the study. Researchers use questionnaires to convert information given by people directly into data that can be analysed. In this sense, the questionnaire was appropriate as an instrument to gather data for this research in that it would elicit factual data about the experiences of teachers regarding the nature of their administrative duties at their schools.

The suitability of the questionnaire in this research was based on the fact that the respondents are teachers who are directly involved in the administrative duties in their schools. The respondents will be profoundly interested in the final outcome of the research as it will provide them with guidelines to cope with the administrative demands that have an impact on their classroom management.

According to Fraenkel and Wallen (1990:336), a questionnaire has both advantages and disadvantages. These will now be discussed.

3.2.2.2 The advantages of questionnaires

The following are some of the advantages of the questionnaire as used in this research (Fraenkel & Wallen, 1990:421; Best & Kahn, 1993:230; Tuckman, 1994:216):

- It can be distributed to respondents with financial and time cost-effectiveness and has a wide coverage.
- It reaches people who would 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.
- Anonymity of respondents is assured since respondents are not required to expose their identities, addresses or institutions.
- It is relatively easy to plan, construct and administer.
- Anybody can administer it on behalf of the researcher.
- Respondents can answer the questionnaire without pressure for immediate response.
- 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 to light much information, which would otherwise be lost.

3.2.2.3 Disadvantages of questionnaires

According to Fraenkel and Wallen (1990:336), Best and Kahn (1993:230) and Tuckman (1994:216), 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.
- 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.

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 irnpersonal interaction and must maximise the likelihood that a respondent will answer the questions and return the questionnaire (Ary, Jacobs & Razavieh, 1990:423).

3.2.2.4 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. The following rules of questionnaire formatting must be adhered to:

- The questionnaire must be made attractive.
- Questions should be laid out or organised in such a way that the questionnaire is easy to complete.
- Questions should display a natural ordering or flow so that it keeps the respondent moving towards completion.
- Questionnaire items and pages must be numbered.
- Brief, clear and bold-type printed instructions should be included.
- The questionnaire should start with a few interesting and non-threatening items.
- Questionnaires should not be too long and should include enough information so that items are interesting to the respondents.

The above stated rules were taken into consideration in the formatting of this questionnaire. Instructions for answering and keys for ranking the items were provided in each section.

3.2.2.5 The design of the questionnaire

The design of a questionnaire must be well organised by 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 this questionnaire:

- 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.
- The alternatives given as responses to questions should be exhaustive.
- Questions that might elicit embarrassment, suspicion or hostility in the respondents should be avoided.
- 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 construction of the questionnaire items in this study was done carefully. The aim of the empirical research was taken into consideration.

3.2.2.6 The nature of the questionnaire

The questionnaire consists of four sections.

Section A includes information regarding the survey such as record number, name of the researcher and the date of the retrieval.

Items in Section B relate to general background information of the respondents such as the district where they teach, the nature of their schools in terms of location and type of school, their professional qualifications and highest academic qualification obtained, and whether they plan any further personal development.

A total of 9 questions are used in Section C. These questions are structured to determine personal and immediate contextual details such as:

- the number of years in the teaching career;
- the education phase;
- the population of their school;
- the learning area, fields or subjects that they teach;
- the number of subjects/learning areas that they teach;
- the size of the largest class that they teach;
- the size of the smallest class that they teach; and

- the total number of learners that they teach in the various classes and subjects/learning areas.

Section D consists of 9 questions. This section is constructed in such a way as to elicit responses that would give an indication of the effect of the administrative duties of the teacher on the effectiveness of his/her classroom management in the FET phase. A 4-scale response is used for items 4.1, 4.2, 4.4, 4.5, 4.6, 4.7 and 4.8.

	1	2	3	4
4.1	In excess	More time than usual	Same as usual	Less time than usual
4.2	In excess	More time than usual	Same as usual	Less time than usual
4.4	Increased	Left unchanged	Decreased	Uncertain
4.5	Largely	To some extent	Minimally	Not at all
4.6	Largely	To some extent	Minimally	Not at all
4.7	None	Very little	Some what	A great deal
4.8	None of it	Some of it	A lot of it	Almost all of it

One item, namely 4.3, had a 5-scale response, based on how teachers' workload has changed over the past 5 years.

4.3	Increased a lot	Increased a little	Stayed the same	Decreased a little	Decreased a lot

The last statement of Section D required that the respondents prioritise the time/effort they spend on certain administrative duties. Respondents ranked it from 1 to 7 by using 1 for the most time-consuming duty and 7 for the least time-consuming duty.

The respondents were asked to make an X in the appropriate box for all items.

3.2.2.7 Administering the questionnaire

3.2.2.7.1 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 *et al.*, 1998:190).

The target population for this research was identified as principals, deputy principals, heads of departments and Grade 10, 11 and 12 teachers involved in the FET phase in the Sedibeng West District (D8) of the Gauteng Province.

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 teachers, a probability sample of 242 were selected by means of a stratified random sampling technique. This kind of sample is mainly used to ensure that the different groups of the population acquired sufficient representation in the sample. According to De Vos *et al.* (1998:193), random sampling is the only technique available that will ensure an optimal chance of drawing a sample that is representative of the population from which it was drawn.

3.2.2.7.2 Pilot study

In addition to the preliminary check made on the questions in order to locate any potential ambiguities, it is desirable to carry out a pre-test of the questionnaire before using it in the research. For the pre-test, a sample of individuals from a population similar to that of the research subjects should be selected. The pre-test form should provide space for respondents to comment about the questionnaire itself in order to indicate whether some questions seem ambiguous and to indicate other aspects that may lead to improving the questionnaire (Tuckman, 1994:235).

The questionnaire was submitted to the researcher's promoter for scrutiny and comments. Thereafter, the questionnaire was piloted to a sample of educators (n = 12). The sample group was drawn from the intended target population, but were not part of the acctual study. The pilot group was requested to comment on the questionnaire in terms of its length and unclear or ambiguous questions, and to give any further suggestions, as is advised by Ary *et al.* (1990:42).

The pilot study responses were analysed and revealed general satisfaction with the questionnaire.

3.2.2.8 Questionnaire distribution

The final questionnaire was then distributed to the respondents. The accompanying cover letter was aimed at orientating the respondents to the contents of the questionnaire as well as assuring them of confidentiality and anonymity.

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 for returning the questionnaires.

3.2.2.9 Response rate

A total of 242 questionnaires were distributed to teachers in 10 schools in the Southern Region of the North-West Education Department. Of this number, 231 (95,4 %) were returned. Since 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 research can be made about the perceptions of the teachers in the Sedibeng West District (D8) of the Gauteng Province.

3.2.2.10 Statistical techniques

The Statistical Services of the Vaal Triangle Campus of the North-West University analysed and processed the data collected by means of the SAS-

programme. The programme was used to find the frequencies and means. Frequency tables were used to represent the results.

3.3 CONCLUSION

In this chapter the research design was presented briefly. The research method, development and pilot study were outlined. The next chapter will present the research data analysis and interpretations.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

As mentioned earlier (par. 1.3.1), the aim of this research was to investigate the influence of increased administrative duties on the effectiveness of the classroom management of teachers in the Further Education and Training (FET) phase, in the Sedibeng West District (D8) of the Gauteng Province, with the aim of developing guidelines to assist teachers to cope better with these administrative demands.

The target population of the empirical survey included principals, deputy principals, heads of departments and Grade 10, 11 and 12 teachers involved in the FET phase in the Sedibeng West District (D8) of the Gauteng Province.

A total of 242 questionnaires were distributed. Of the total number, 231 questionnaires (95,4%) were returned. According to Tuckman (1994:216), a 90% return rate for questionnaires constitutes a reliable and valid sample for purposes of an empirical survey. The data is represented by means of frequencies (f) and percentages (%).

This chapter presents the analysis and interpretation of the results of the empirical research.

4.2 SECTION A: SURVEY DETAILS

This section of the research was for office use only. The researcher completed these items.

4.2.1 Record number

This section of the research represents the number of questionnaires completed.

4.2.2 Name of the researcher

The name of the researcher, G.P. van Tonder, was printed on the questionnaire for the respondents' attention.

4.2.3 Date of retrieval of the questionnaires

The researcher filled in the date when respondents completed the questionnaire.

4.3 SECTION B: GENERAL BACKGROUND INFORMATION

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

4.3.1 Teaching district

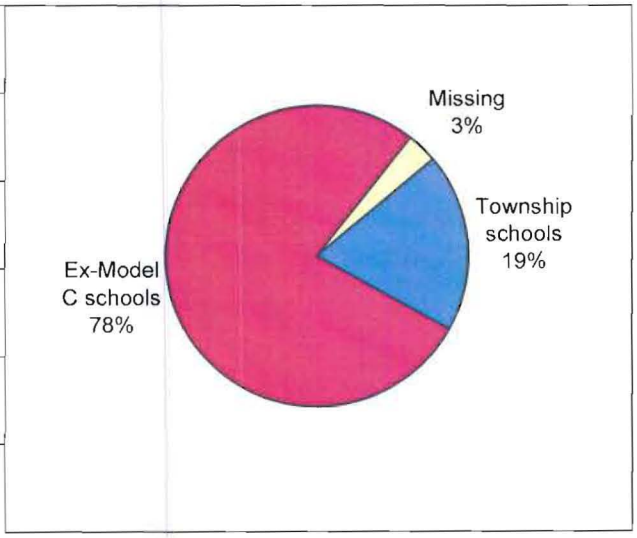
All respondents were from the FET phase in the Sedibeng West District (D8) of the Gauteng Province.

4.3.2 Nature of the school in terms of location

Table 4.1 shows data on the nature of the school in terms of location:

Table 4.1: Nature of the school in terms of location

	f	%
Township schools	44	19
Ex-Model C schools	179	78
Missing	8	3
Total	231	100



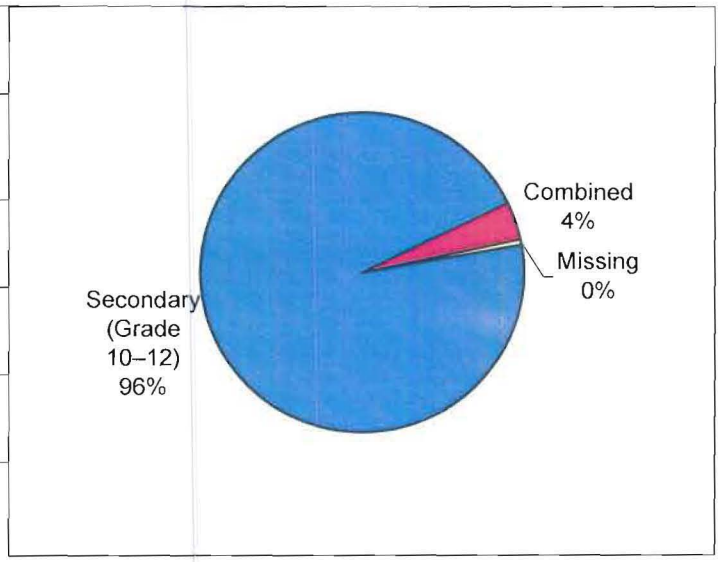
According to Table 4.1, the majority of the respondents (77,49%) were from the Ex-model C schools and 19,05% from Township schools.

4.3.3 Nature of the schools where the respondents teach

Table 4.2 shows data in terms of the type of schools where the respondents teach:

Table 4.2: Nature of the schools where the respondents teach

	f	%
Secondary (Grade 10 – 12)	221	96
Combined	9	4
Missing	1	0
Total	231	100



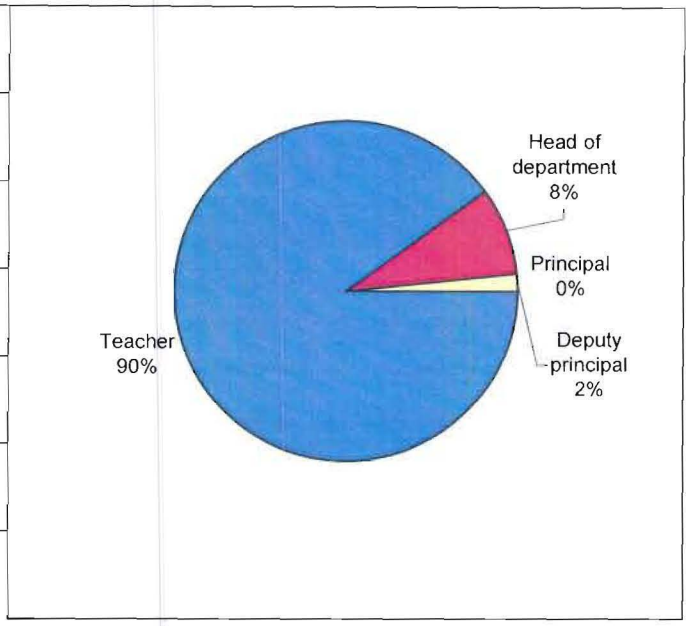
This study focused on the impact of the administrative duties of the teacher on successful teaching and learning in the FET phase. According to Table 4.2, most of the respondents teach at secondary schools (Grades 10-12) (95,67%), and 3,90 % teach in combined schools.

4.3.4 Post title of the respondents

Table 4.3 shows data on the post title of the respondents:

Table 4.3: Data on the post title

	f	%
Teacher	208	90
Head of department	19	8
Deputy principal	4	2
Principal	0	0
Total	231	100



According to Table 4.3, the majority of the respondents, namely 90,4%, are teachers, 8,23% are heads of department, while the smallest number of respondents (1,73%) hold the position of deputy principal. No principals responded.

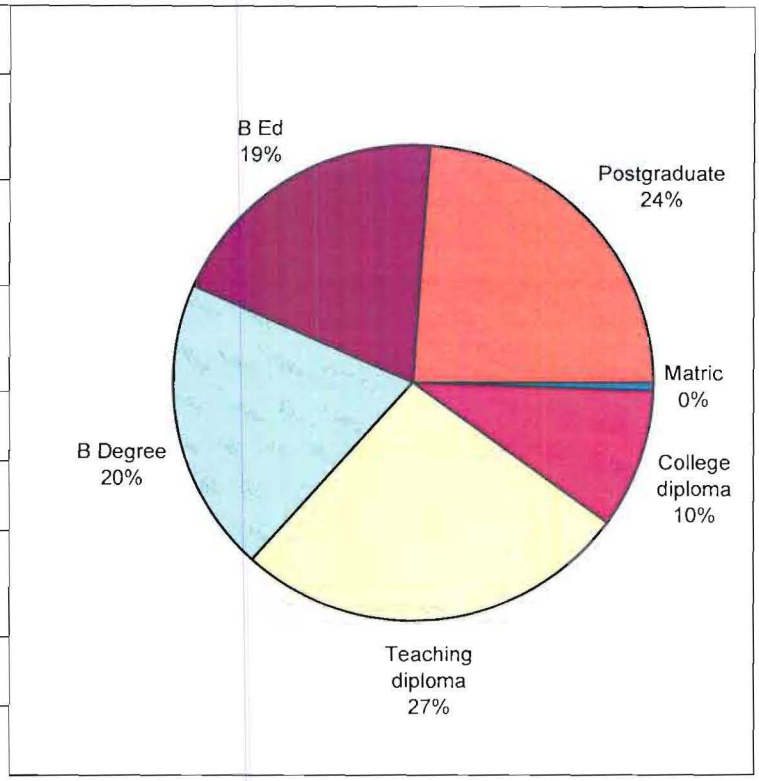
Each post level within a school requires different duties and responsibilities. Teachers have the heaviest workload and have to perform numerous administrative duties (*cf.* 2.3.2.3). According to the Personnel Administration Measures (PAM) (DoE, 1999), the scheduled teaching time per post level in Secondary schools is as follows: Post level 1 teachers between 85% and 90%; Post Level 2 teachers 85%; Deputy Principals 60%; and Principals between 5% and 60%, depending on which post level he/she was appointed at (*cf.* 2.3.2.4). According to the PAM (DoE, 1999), there should be an equitable distribution of workload between the various post levels to ensure that some teachers are not overburdened.

4.3.5 Highest qualification of respondents

Table 4.4 indicates data on the highest qualification of the respondents:

Table 4.4: Highest qualification

	f	%
Matric	1	0,43
College diploma	22	10
Teaching diploma	62	27
B Degree	46	20
B Ed	45	20
Postgraduate	55	24
Total	231	100



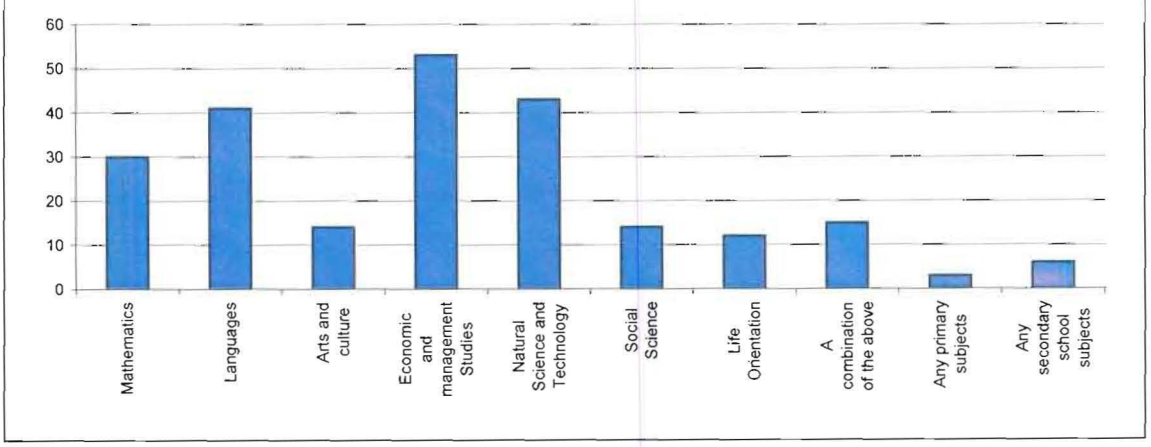
According to Table 4.4, the majority of the respondents, namely 26,84%, possess a Teaching diploma, while a small number of respondents have matric.

4.3.6 Main subject/learning area that respondents are qualified for

Table 4.5 depicts data on the main subject/learning area that respondents are qualified for:

Table 4.5: Main subject/learning area qualified for

	f	%		f	%
Mathematics	30	13	Social Science	14	6
Languages	41	18	Life Orientation	12	5
Arts and culture	14	6	A combination of the above	15	7
Economic and management Studies	53	23	Any primary subjects	3	1
Natural Science and Technology	43	19	Any secondary school subjects	6	2



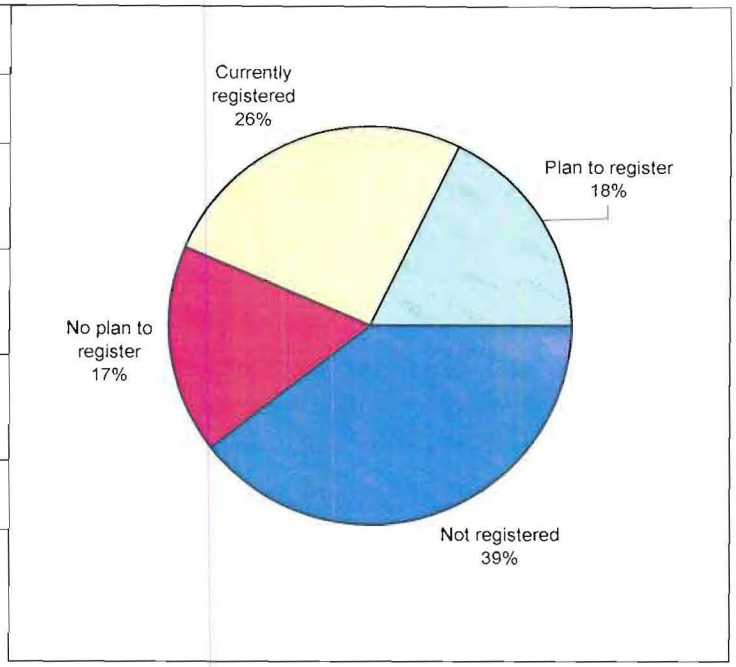
The majority of the respondents, namely 23%, are qualified for the Economic and Management Studies subject/learning area.

4.3.7 Personal development of respondents

Table 4.6 depicts data on the personal development of respondents:

Table 4.6: Personal development

	F	%
Not registered	91	39
No plan to register	39	17
Currently registered	60	26
Plan to register	41	18
Total	231	100



According to Table 4.6, 26% of the respondents are currently registered at an educational institution to develop their skills and knowledge, while 18% of the respondents are planning to register for further educational training.

This is in line with the aim of the Integrated Quality Management System (IQMS) according to which teachers have to develop and adhere to a Personal Growth Plan (*cf.* 2.3.5.2). The researcher is also of the opinion that the better teachers are qualified, the better their work performance and results will be. However, obtaining better qualifications increases the workload of teachers.

4.4 SECTION C: PERSONAL AND OTHER IMMEDIATE CONTEXTUAL DETAILS

4.4.1 Years of service in the teaching profession

Table 4.7 depicts data on the respondents' number of years in the teaching profession:

Table 4.7: Years of service

	f	%
Fewer than 3 years	41	17,75
3 - 5 years	38	16,45
6 -10 years	53	22,94
11-15 years	22	9,52
15 - 25 years	51	22,08
More than 25 years	26	11,26
Total	231	100

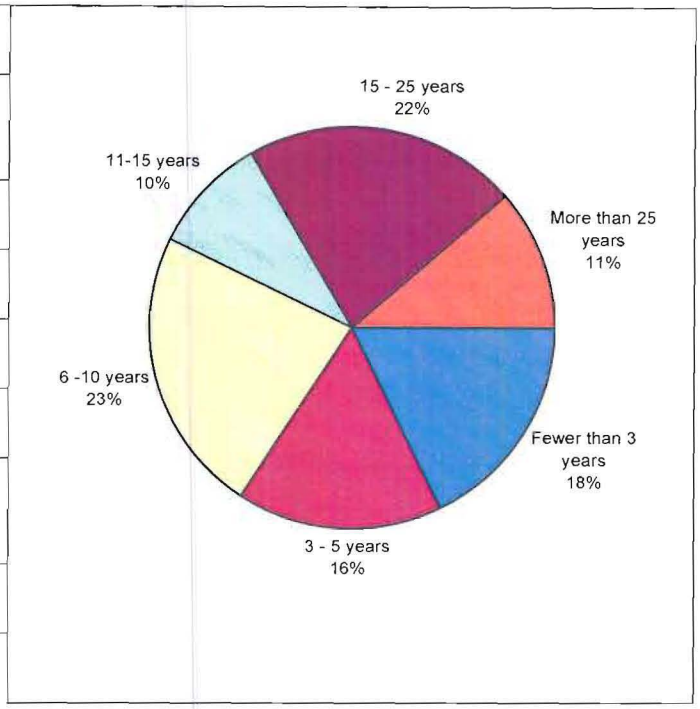


Table 4.7 illustrates that the majority of the respondents (22,94%) have 6 – 10 years of teaching experience. According to Table 4.7, there are also a reasonably large number (51 out of 231) of teachers with 15 – 25 years of teaching experience. The National Curriculum Statement (NCS) Grades 10 – 12 was implemented in South Africa in 2006. The likelihood therefore is that these respondents have not received initial training for the implementation of this policy as they had qualified as teachers before the time of the implementation of the NCS. These teachers might find it difficult to cope with all the accompanying administrative duties.

4.4.2 Education phase that the respondents are teaching in

Table 4.8 depicts data on the education phase that the respondents are teaching in:

Table 4.8: Education phase

	F	%
FET phase	106	45,89
Senior and FET phase	125	54,11
Total	231	100

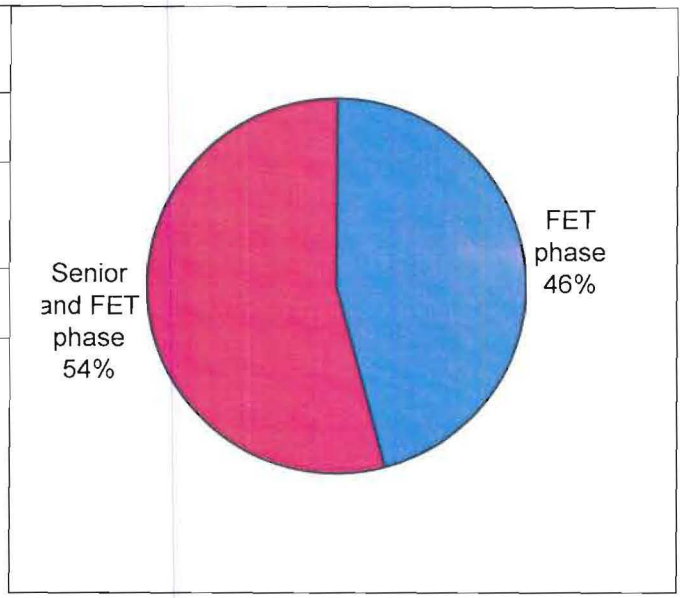


Table 4.8 reveals that most of the respondents are teaching in both the Senior and FET phases (54,11%).

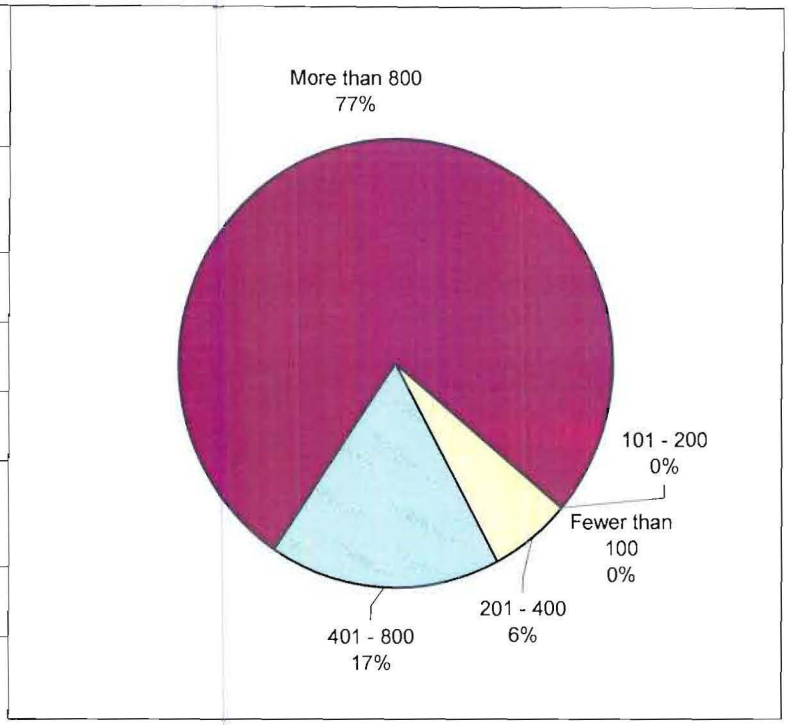
This research was conducted to determine the influence of a teacher's administrative duties on the effectiveness of his/her classroom management in the FET phase in the Sedibeng West District (D8) of the Gauteng Province. The NCS is currently being implemented in Grades 10, 11 and 12 in all the secondary schools. Outcomes-Based Education (OBE) and Continuous Assessment (CASS) form part of the foundation of the NCS in South African schools. The above were amongst the various issues raised in relation to the increased teacher workload (*cf.* 2.3.5.3).

4.4.3 Learner population of schools

Table 4.9 shows data on the learner population of schools where the respondents teach:

Table 4.9: Population of schools

Number of learners	f	%
Fewer than 100	0	0
101 - 200	0	0
201 - 400	13	6
401 - 800	40	17,31
More than 800	178	76,69
Total	231	100



According to Table 4.9, the majority of the respondents teach in schools with a learner population of more than 800 learners (76,69%).

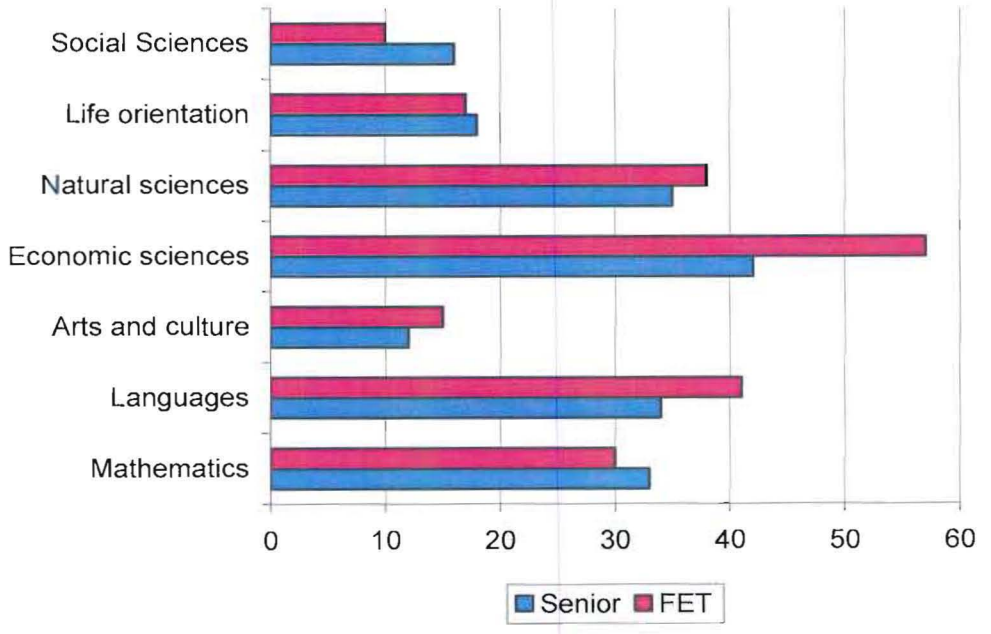
The researcher is of the opinion that the larger the school population, the larger the teacher: learner ratio and therefore, more administrative duties have to be fulfilled by the teachers, thus increasing their workloads.

4.4.4 The learning areas or subjects that the respondents teach

Table 4.10 depicts the learning areas or subjects that the respondents teach:

Table 4.10: The learning areas or subjects that the respondents are teaching

	Senior	FET
Mathematics	33	30
Languages	34	41
Arts and culture	12	15
Economic sciences	42	57
Natural sciences	35	38
Life orientation	18	17
Social Sciences	16	10



Most of the respondents teach in both the Senior and FET phases. An overcrowded curriculum and the number of learning areas to be taught per grade, undoubtedly increase the workload of teachers (*cf.* 2.3.6). The South African educational system is in a transitional stage and change is the order of the day (*cf.* 2.3.4). Each learning area or subject has its own curriculum changes and teachers have to cope with all these challenges.

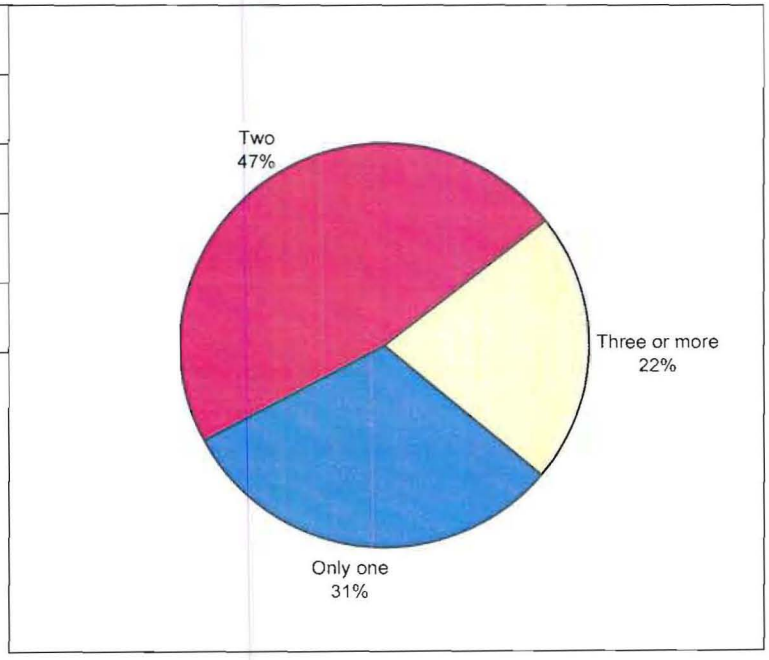
Table 4.5 indicates that some teachers are not qualified to teach certain subjects. According to Table 4.5, only 12 of the respondents are qualified to teach Life Orientation, while 18 and 17 respectively teach Life Orientation in the Senior and the FET phase.

4.4.5 The number of subjects/learning areas that respondents are teaching

Table 4.11 indicates the numbers of subjects/learning areas that respondents are teaching:

Table 4.11: The number of subjects/learning areas that respondents are teaching

	f	%
Only one	72	31
Two	109	47
Three or more	50	22
Total	231	100



According to Table 4.11, the majority of the respondents teach two subjects/learning areas (47,18%). Teachers are also expected to teach subjects/learning areas outside of their subject/learning "specialties", which implies that teachers are often responsible for teaching as many as four or even more subjects/learning areas, many of which might be new to the teacher (*cf.* 2.3.6.2).

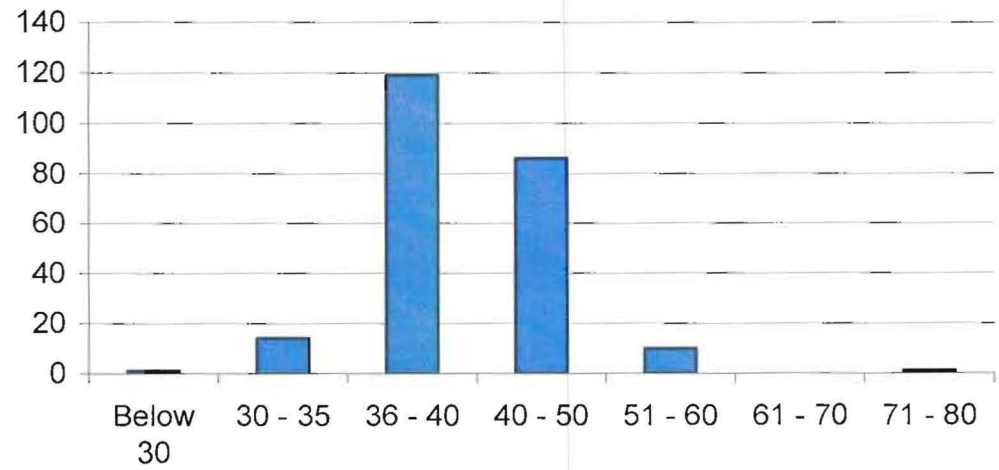
One could safely assume that the more subjects/learning areas a teacher teaches, the more administrative duties have to be performed. This can impact negatively on teaching time.

4.4.6 Size of the largest class that the respondents have to teach

Table 4.12 shows the largest class size that the respondents have to teach:

Table 4.12: Size of the largest class that the respondents have to teach

Number of learners	f	%
Below 30	1	0,43
30 - 35	14	6,06
36 - 40	119	51,52
40 - 50	86	37,23
51 - 60	10	4,33
61 - 70	0	0
71 - 80	1	0,43
Total	231	100



According to Table 4.12, the majority of the respondents (51,52 %) teach between 36 and 40 learners per lesson. In terms of South African Education policy, the teacher: learner ratio is 1:35 for secondary schools. In practice, however, classes are large. Large classes affect teachers' workload as assessment, recording, reporting and other requirements increase manifold (*cf.* 2.3.6.2). The researcher is of the opinion that controlling and disciplining learners in large classes may also take up much of the teacher's time.

4.4.7 Size of the smallest class that respondents have to teach

Table 4.13 indicates the smallest class size that the respondents have to teach:

Table 4.13: Size of the smallest class that the respondents have to teach

Number of learners	f	%
Below 10	4	2
11 - 20	22	10
21 - 30	73	32
31 - 40	128	55
41 - 50	4	2
51 - 60	0	0
Total	231	100

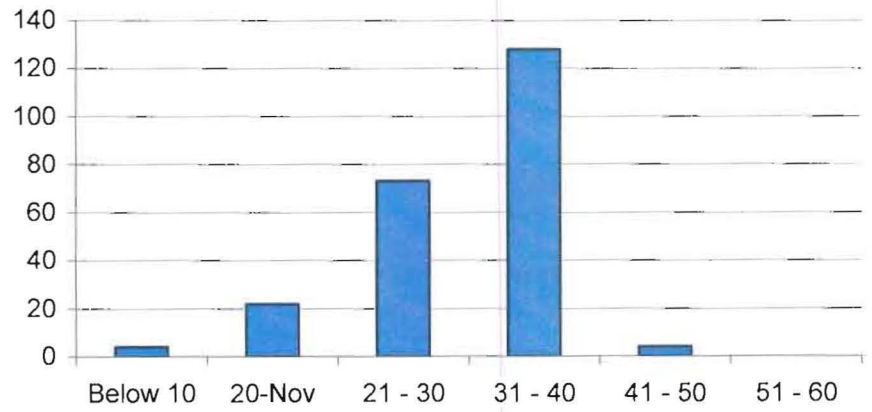


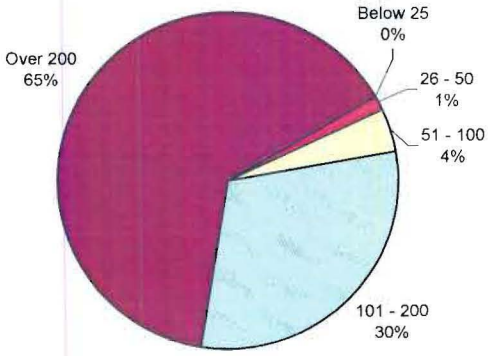
Table 4.13 reveals that most of the respondents' (55,42%) smallest classes have between 31 and 40 learners. The data indicates that even the smallest classes still have a high learner: teacher ratio. This implies that the amount of time spent on preparation, planning and assessment that teachers have to deal with, will still impact on their teaching time.

4.4.8 The total number of learners in the various classes and subjects/learning areas that the respondents teach

Table 4.14 depicts data on the total number of learners in the various classes and subjects/learning areas that the respondents teach:

Table 4.14: The total number of learners in various classes and subjects/learning areas that the respondents teach

Number of learners	f	%
Below 25	0	0
26 - 50	3	1
51 - 100	10	4
101 - 200	70	30
Over 200	148	64
Total	231	100



According to Table 4.14, the majority of the respondents (64,24%) are responsible for more than 200 learners. Many schools have a timetable that makes provision for 6 periods per day. With an average of 40 learners per class, it adds up to more than 200 learners that are taught per teacher per day. The large number of learners, an overcrowded curriculum, the number of learning areas to be taught per grade, and the poorly planned and crosscutting departmental accountability requirements, increase the workload of teachers (*cf.* 2.3.6).

4.4.9 Duration of official breaks

This question was poorly answered. Most of the respondents did not give a clear indication of the length of official breaks.

4.5 SECTION D: PERCEPTIONS OF ADMINISTRATION

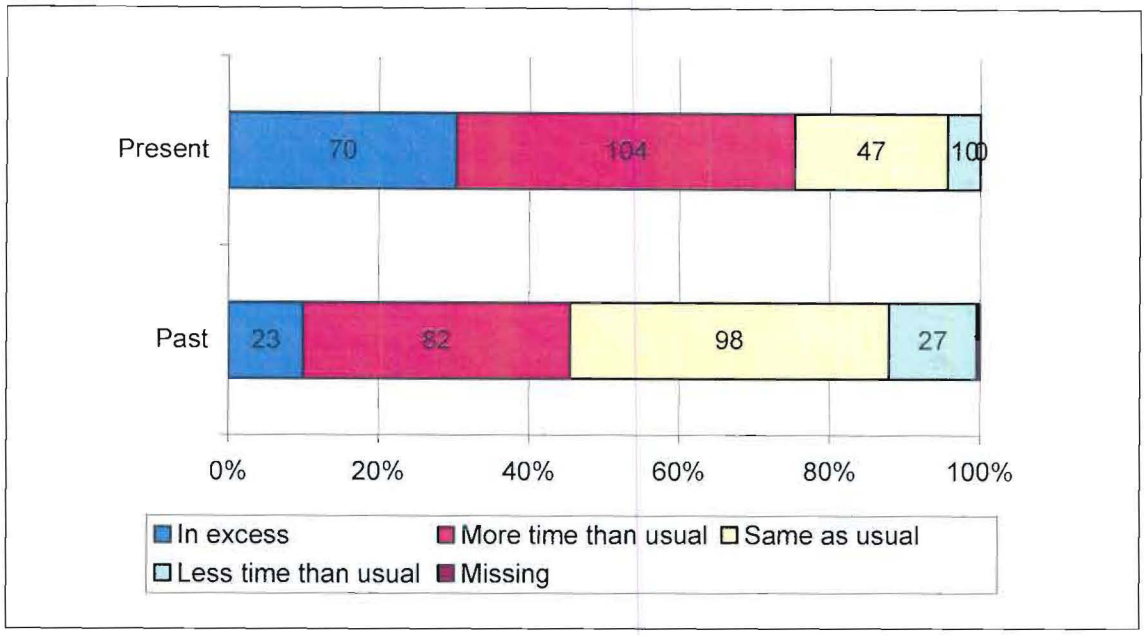
4.5.1 The amount of time spent on administrative duties over the past five years and at present

Important administrative duties 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; and breaks. The influence of these administrative duties on the teaching task will now be discussed.

Table 4.15 depicts data on the amount of time spent on teaching over the past five years and at present:

Table 4.15: Time spent on teaching over the past five years and at present

	Past		Present	
	f	%	f	%
In excess	23	10	70	30
More time than usual	82	36	104	45
Same as usual	98	42	47	20
Less time than usual	27	12	10	4
Missing	1	0	0	0
Total	231	100	231	100



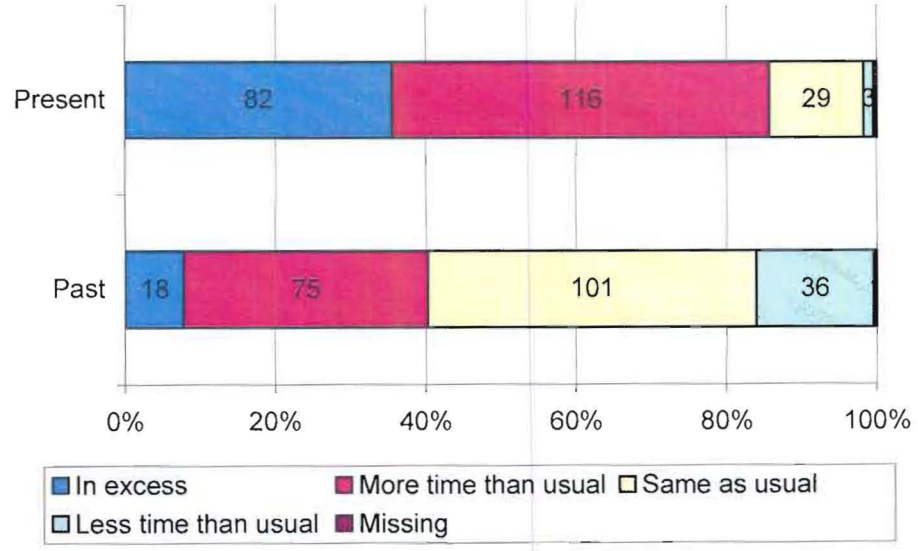
According to Table 4.15, 30,30% of the respondents indicated that the time they have been spending on teaching has increased dramatically. 45,02% of the respondents felt that they have increasingly spent more time than usual on teaching over the past five years. Only 20,35% of the teachers reported that their teaching time had remained more or less stable.

The allocation of scheduled teaching time should be done in such a manner that it maximises the individual abilities of all teachers and optimises teaching and learning (*cf.* 2.3.2.4). The time that teachers spend on teaching include whole class instruction or individual tuition and includes the new knowledge in subjects/learning areas or revision of existing knowledge. The researcher is of the opinion that the aforementioned teaching and learning activities as well the learner ratio have increased teachers' workload, and that the new curriculum also allows teachers fewer free periods in which to deal with their administrative duties.

Table 4.16 depicts data on the amount of time spent on preparation and planning in the past five years and at present:

Table 4.16: Time spent on preparation and planning over the past five years and at present

	Past		Present	
	f	%	f	%
In excess	18	8	82	36
More time than usual	75	32	116	50
Same as usual	101	44	29	13
Less time than usual	36	16	3	1
Missing	1	0	1	0
Total	231	100	231	100



According to Table 4.16, 35,50% of the respondents indicated that the time they are spending on preparation and planning has increased dramatically. Over the past 5 years, 50,22% of the respondents felt that they are spending more time than usual on preparation and planning. Only 12,55% of the teachers reported that their time spent on preparation and planning has remained more or less the same.

Planning should be systematic and continuous and should serve as a resource for effective allocation and utilisation of time and resources (*cf.* 2.2.5.2.2). Teachers spend a lot of time on the preparation of Learning

Programmes, Work Schedules and Lesson Plans (*cf.* 2.3.5.3). The researcher is of the opinion that a high level of detail is required of teachers in their planning of Learning Programmes, Work Schedules and Lesson Plans. There are significant repetition and demands in these plans, which require teachers to continuously restate what learning outcomes, assessment standards, assessment strategies, resources, content and context will be employed. Teachers are further required to complete these documents in many different formats. This contributes considerably to their workload.

Table 4.17 indicates data on the amount of time spent on assessment and evaluation over the past five years and at present:

Table 4.17: Time spent on assessment and evaluation over the past five years and at present

	Past		Present	
	f	%	f	%
In excess	23	10	94	41
More time than usual	70	30	109	47
Same as usual	90	39	23	10
Less time than usual	45	19	4	2
Missing	3	1	1	0
Total	231	100	231	100

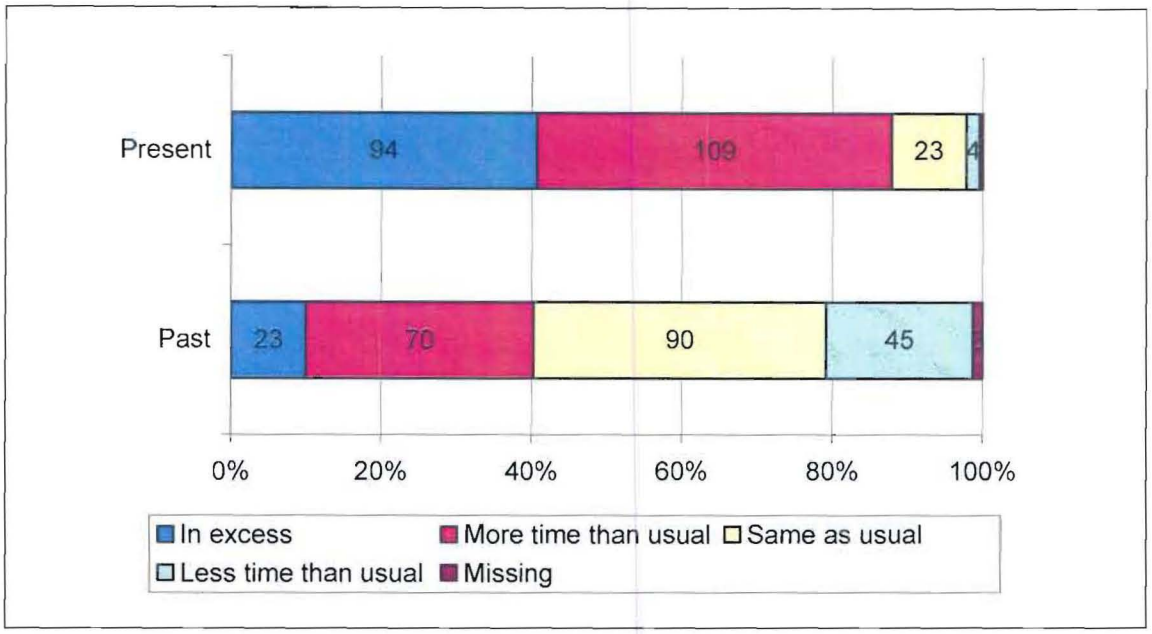


Table 4.17 reveals that 40,69% of the respondents indicated that the time they are spending on assessment and evaluation has increased excessively. 47,19% of the respondents felt they have been spending more time than usual on assessment and evaluation over the past five years. Only 9,96% of teachers reported that the time they spent on assessment and evaluation remained more or less the same.

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 (*cf.* 2.2.5.5.2). The range of assessment forms each consists of a specified number of assessment activities that must be assessed by the teachers. It seems that by continuously having to assess and evaluate learners' work in a prescribed way has increased teachers' workload dramatically.

Table 4.18 depicts data on the amount of time spent on professional development over the past five years and at present:

Table 4.18: Time spent on professional development over the past five years and at present

	Past		Present	
	f	%	f	%
In excess	13	6	53	23
More time than usual	57	25	115	50
Same as usual	85	37	41	18
Less time than usual	70	30	20	9
Missing	6	3	2	1
Total	231	100	231	100

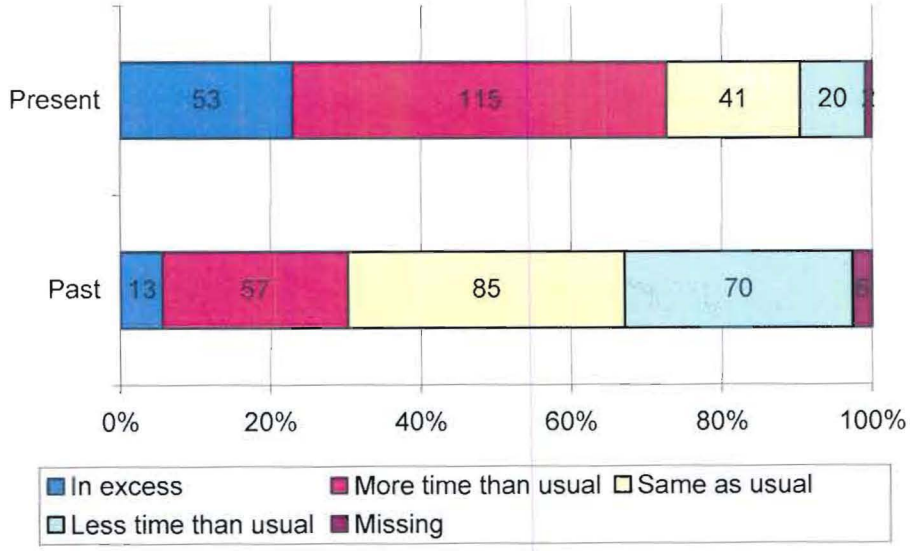


Table 4.18 reveals that 22,94% of the respondents indicated that the time they are spending on professional development has increased excessively. 49,78% of the respondents felt that they have been spending more time than usual on professional development over the past five years. Only 17,75% of the teachers reported that the time they spent on professional development remained more or less the same.

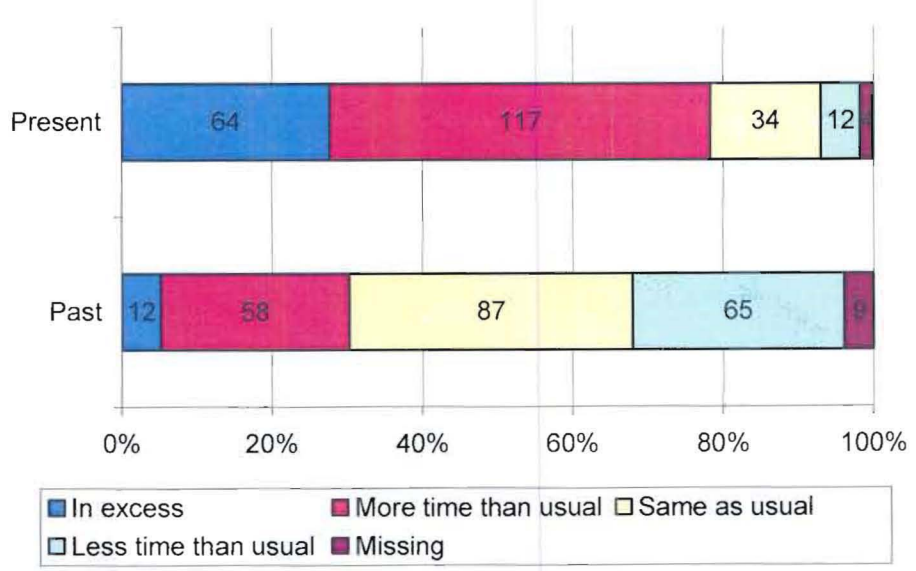
According to the PAM (DoE, 1999), the Department of Education may require that teachers attend programmes for ongoing professional development up to a maximum of 80 hours per annum. These programmes should be conducted

outside of the formal school day or during the vacations. The workloads of teachers thus include carrying out core duties during a formal school day (with or without contact with learners) as well as outside the formal school day (*cf.* 2.3.2.1). According to the experience of the researcher, teachers are expected to attend professional development programmes, where most of the time the facilitators of these development programmes are not prepared and actually waste teachers' time.

Table 4.19 shows data on the amount of time spent on management and supervisory functions over the past five years and at present:

Table 4.19: Time spent on management and supervisory functions over the past five years and at present

	Past		Present	
	f	%	f	%
In excess	12	5	64	28
More time than usual	58	25	117	51
Same as usual	87	38	34	15
Less time than usual	65	28	12	5
Missing	9	4	4	2
Total	231	100	231	100



According to Table 4.19, 27,71% of the respondents indicated that the time they were spending on management and supervisory functions has increased dramatically. 50,65% of the respondents felt they have been spending more time than usual on management and supervision over the past five years. Only 14,72% of the teachers reported that the time spent on management and supervisory functions had remained more or less stable.

Before the start of a classroom activity, the teacher 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 (*cf.* 2.2.6). Maintaining good order in the classroom is one of the most difficult duties that teachers 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 (*cf.* 2.2.7).

The researcher is of the opinion that the teacher, 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 duties and the unruly behaviour of learners.

Table 4.20 depicts data on the amount of time spent on pastoral care and duties over the past five years and at present:

Table 4.20: Time spent on pastoral care and duties over the past five years and at present

	Past		Present	
	f	%	f	%
In excess	13	6	44	19
More time than usual	46	20	85	37
Same as usual	106	46	81	35
Less time than usual	60	26	19	8
Missing	6	3	2	1
Total	231	100	231	100

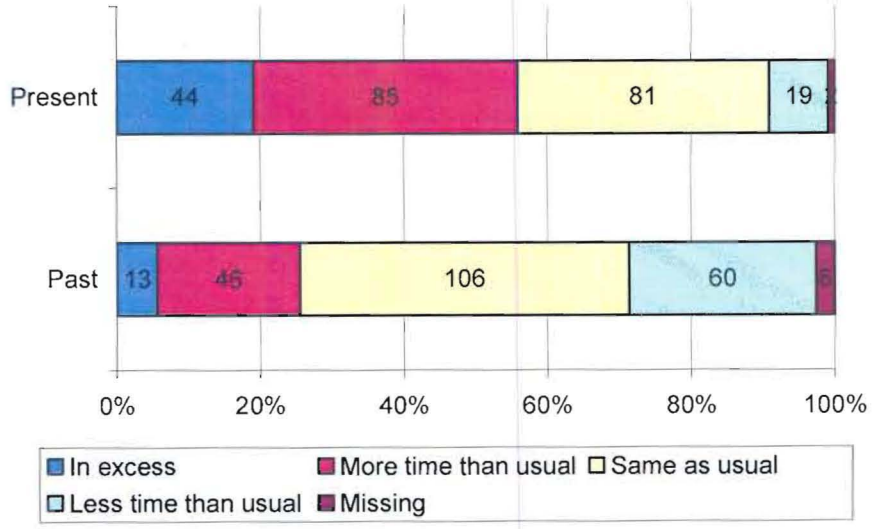


Table 4.20 reveals that 19,05% of the respondents indicated that the time they were spending on pastoral care has increased excessively. 36,80% of the respondents felt that they have been spending more time than usual on pastoral care over the past five years. However, 35,06% of teachers reported that their time spent on pastoral care remained more or less the same. The researcher is of the opinion that the reasons why the latter two percentages do not differ dramatically, might be that teachers do not understand or are overwhelmed by the demands of their caring roles. According to Easthope and Easthope (2000:43), the time spent on pastoral care and duties has increased the workload of teachers and has meant longer working hours,

having to teach more learners and having increased professional, pastoral and administrative duties (*cf.* 2.3.6.2). The researcher is of the opinion that the extent of the pastoral care duty that teachers fulfil has increased as socio-economical problems – such as poverty – have increased, and that not all the teachers have the skills to fulfil this pastoral care duty.

Table 4.21 depicts data on the amount of time spent on record-keeping, reports and administration over the past five years and at present:

Table 4.21: Time spent on record-keeping, reports and administration over the past five years and at present

	Past		Present	
	f	%	f	%
In excess	22	10	93	40
More time than usual	54	23	117	51
Same as usual	96	42	16	7
Less time than usual	57	25	4	2
Missing	2	1	1	0
Total	231	100	231	100

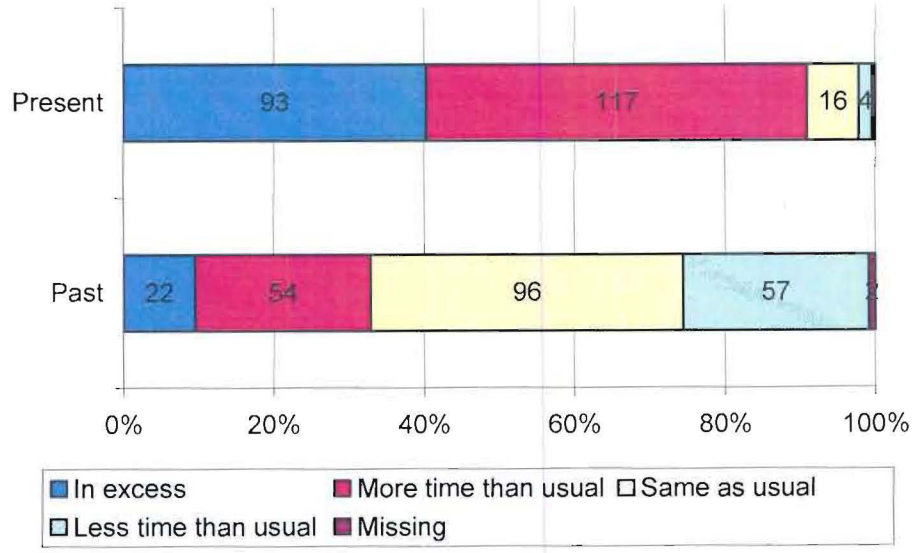


Table 4.21 reveals that 40,26% of the respondents indicated that the time they were spending on record-keeping, reports and administration has increased excessively. Over the past five years, 50,65% of the respondents felt that they have been spending more time than usual on record-keeping, reports and administration. Only 6,93% of the teachers reported that the time they spent on record-keeping, reports and administration remained more or less the same.

Recording is a process in which the teacher 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 (*cf.* 2.2.5.5.6.4). The teacher as a classroom administrator is responsible for reporting, recording and other administrative duties. 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, there is a range of forms that each has to be completed by teachers and in many cases involves extensive repetition. This occupies a lot of the teacher's time.

Table 4.22 indicates data on the amount of time spent on extra- and co-curricular activities over the past five years and at present:

Table 4.22: Time spent on extra- and co-curricular activities over the past five years and at present

	Past		Present	
	f	%	f	%
In excess	18	8	47	20
More time than usual	60	26	112	48
Same as usual	95	41	55	24
Less time than usual	54	23	16	7
Missing	4	2	1	0
Total	231	100	231	100

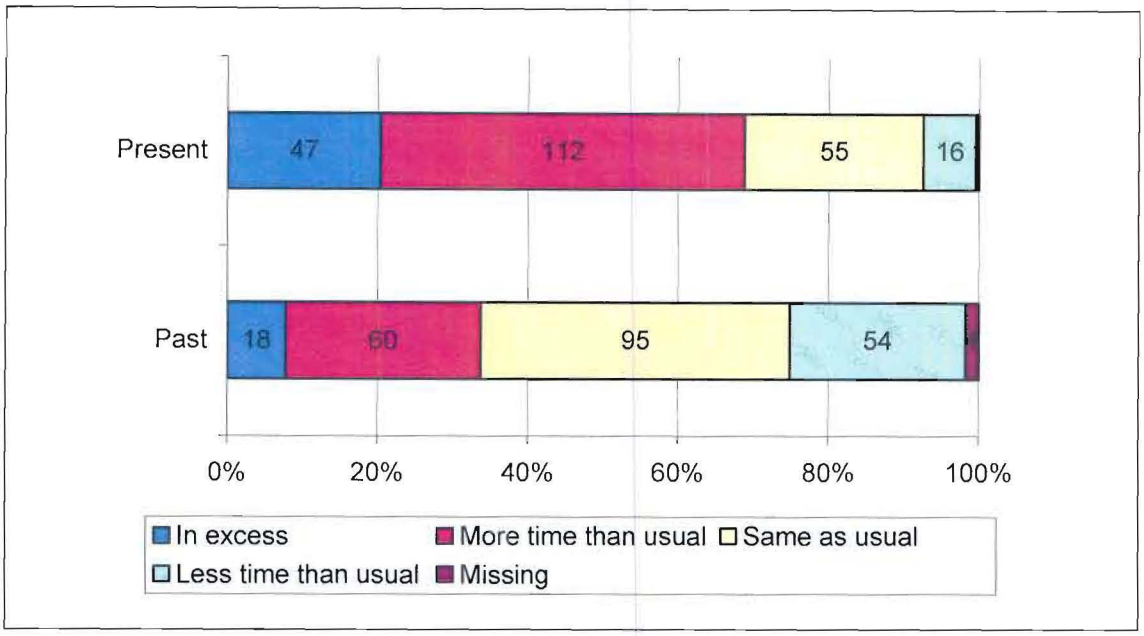
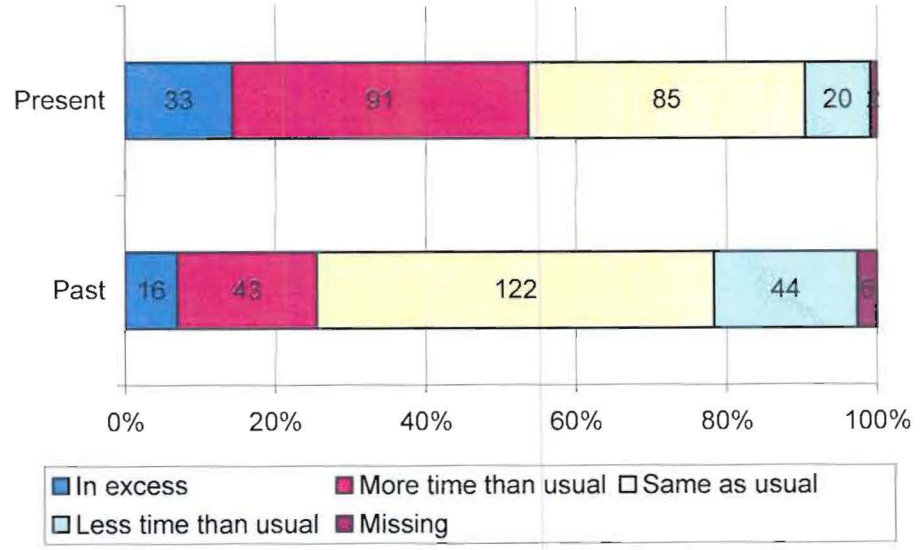


Table 4.22 reveals that 20,35% of the respondents indicated that the time they were spending on extra- and co-curricular activities has increased excessively. Over the past five years, 48,48% of the respondents felt they have been spending more time than usual on extra- and co-curricular activities. The researcher is of the opinion that schools have become so competitive with one another that teachers have to spend more time on extra- and co-curricular activities in order to keep their school's place in the ranking of competitors. Only 23,81% of teachers reported that their time spent on extra- and co-curricular activities has remained more or less the same. Teachers 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 (DfES), 2002a). The situation in South Africa seems to be no different (*cf.* 2.3.1).

Table 4.23 depicts data on the amount of time spent on guidance and counselling over the past five years and at present:

Table 4.23: Time spent on guidance and counselling over the past five years and at present

	Past		Present	
	f	%	f	%
In excess	16	7	33	14
More time than usual	43	19	91	39
Same as usual	122	53	85	37
Less time than usual	44	19	20	9
Missing	6	3	2	1
Total	231	100	231	100



According to Table 4.23, 14,29% of the respondents have indicated that the time they were spending on guidance and counselling has increased dramatically. 39,39% of the respondents felt they have been spending more time than usual on guidance and counselling over the past five years. Only 36,80% of teachers reported that their time spent on guidance and counselling has remained more or less stable. In comparison with Table 4.20, the time that the respondents spent on pastoral care, guidance and counselling is more or less the same. As was mentioned earlier, this might be

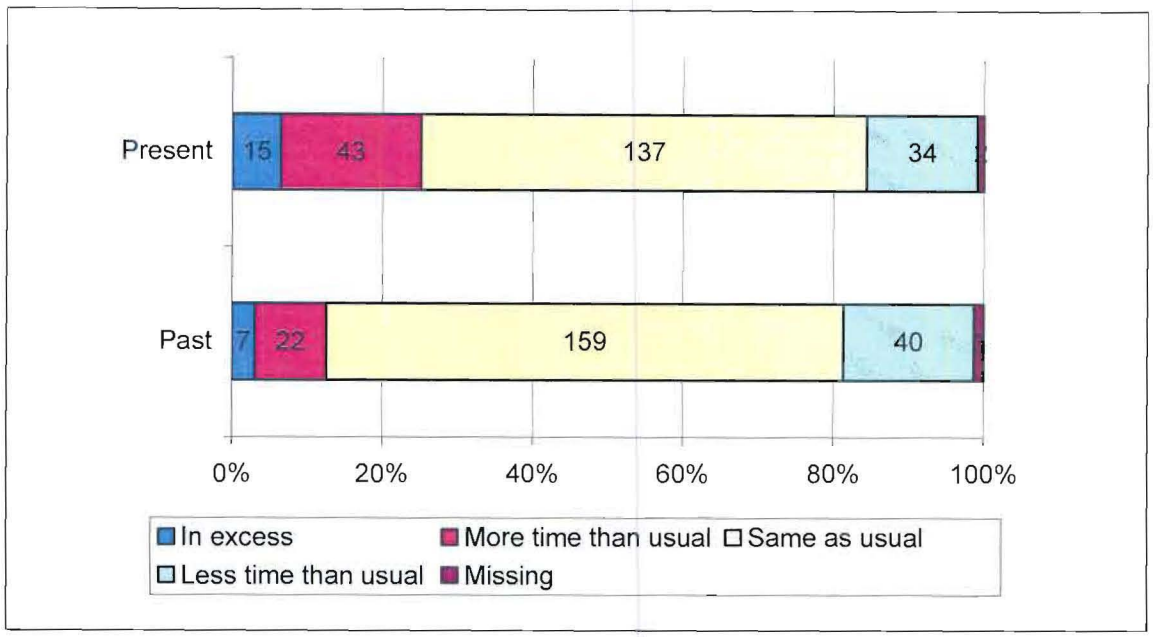
due to the fact that the respondents do not understand or are overwhelmed by the demands of their caring roles.

The researcher is of the opinion that the role that teachers 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 teachers to guide learners to develop coping skills that can equip them for the challenges of a transforming South African society.

Table 4.24 depicts data on the amount of time spent on breaks over the past five years and at present:

Table 4.24: Time spent on breaks over the past five years and at present

	Past		Present	
	f	%	f	%
In excess	7	3	15	6
More time than usual	22	10	43	19
Same as usual	159	69	137	59
Less time than usual	40	17	34	15
Missing	3	1	2	1
Total	231	100	231	100



It should be noted that, although few responses were given regarding the time spent on breaks in Section C of the questionnaire, the following data was obtained: as Table 4.24 reveals, 6,69% of the respondents indicated that the time they were spending on breaks has increased excessively. 18,61% of the respondents felt they have been spending more time than usual on breaks over the past five years. Most of the respondents (59, 31%) reported that their time spent on breaks remained more or less the same. The reason for this might be that school authorities feel that teachers need time each day to relax and to communicate with their colleagues. The researcher is of the opinion that teachers need more time to relax to help them to reduce their stress levels so that they can cope with their increased workloads.

4.5.1.1 Summary

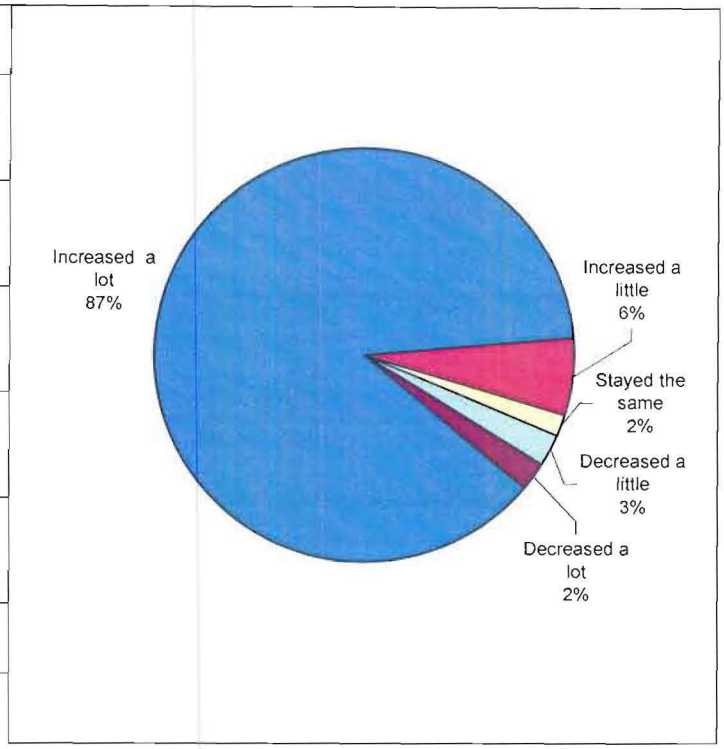
Most of the respondents have indicated that compared with 5 years ago, they now spend more time on the different administrative duties.

4.5.2 Changes in teachers' workload over the past five years

Table 4.25 shows the changes in teachers' workload over the past five years:

Table 4.25: Changes in teachers' workload over the past five years

	f	%
Increased a lot	202	87
Increased a little	14	6
Stayed the same	4	2
Decreased a little	6	3
Decreased a lot	5	2
Total	231	100



According to Table 4.25, the majority of the respondents stated that their workload has increased a lot (87,45%); 6,06% felt their workload has changed a little; while 1,73% of the respondents indicated that it had stayed the same. The data (*cf.* 4.5.1) revealed and proved that teachers' workload has increased tremendously over the past 5 years. Table 4.25 confirmed the findings that three out of four teachers reported that their workload has increased dramatically.

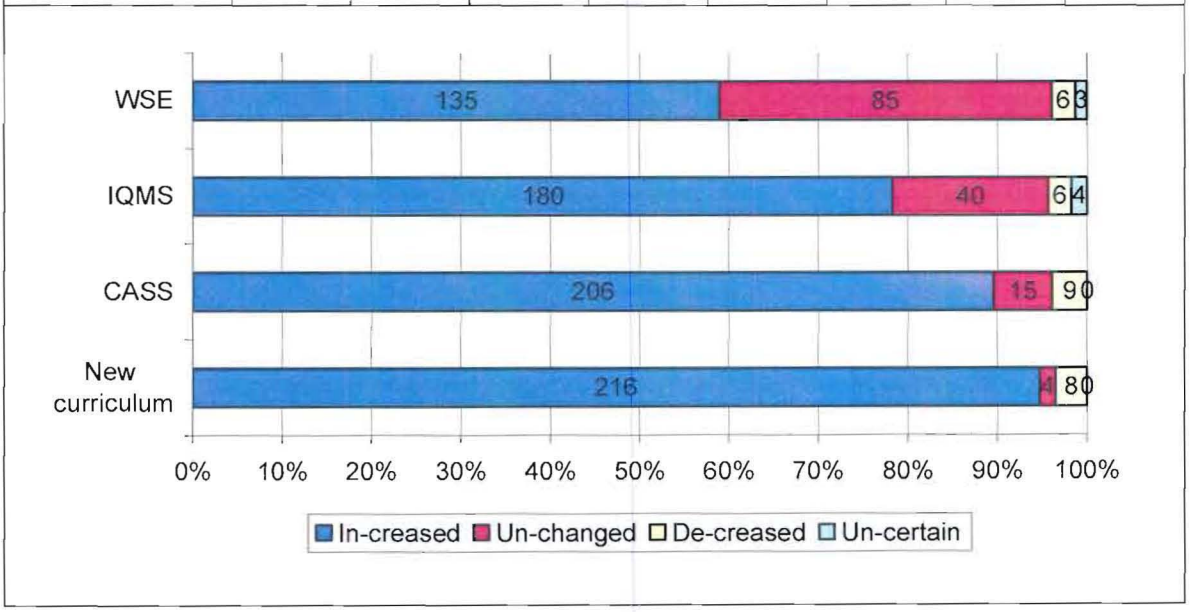
The researcher is of the opinion that teachers in South Africa are unable to perform the seven roles of an educator (learning mediator; interpreter and designer of learning programmes and materials; leader, administrator and manager; scholar, researcher and lifelong learner; community, citizenship and pastoral care; assessor; learning area/subject/discipline/phase specialist) (*Norms and Standards of Educators*, DoE, 1998) to the extent that is expected of them (*cf.* 2.3.3.4). The reason might be due to high learner numbers, overloaded curricula and onerous assessment and reporting requirements (*cf.* 2.3.8). Heavy workload is probably one of the major reasons leading to so many teachers resigning from education (*cf.* 2.3.7.2).

4.5.3 The influence of the implementation of the new curriculum, Continuous Assessment (CASS), the Integrated Quality Management System (IQMS) and Whole School Evaluation (WSE)on teachers' workload in the FET phase

Table 4.26 indicates how the implementation of a new curriculum, CASS, IQMS and WSE have influenced teachers' workload in the FET phase:

Table 4.26: The influence of the implementation of the new curriculum, CASS, IQMS and WSE on teachers' workload in the FET phase

	Increased		Unchanged		Decreased		Uncertain	
	f	%	f	%	f	%	f	%
New curriculum	216	94	4	2	8	3	0	0
CASS	206	89	15	6	9	4	0	0
IQMS	180	78	40	17	6	3	4	2
WSE	135	58	85	37	6	3	3	1



According to Table 4.26, the majority of the respondents felt that the implementation of a new curriculum, CASS, IQMS and the different elements of the WSE system have increased their workload.

All these developments seem to have a negative influence on the time that teachers are able to spend on their different duties and on teaching in particular. Because of the overloaded curriculum, teachers are expected to teach subjects/learning areas without the necessary resources, and the added assessment requirements are burdensome. These increased burdens can drive teachers away from the teaching profession (*cf.* 2.3.7.1).

4.5.4 Administrative support that the respondents receive regarding the various administrative duties

Table 4.27 shows data on the administrative support that the respondents receive regarding the various administrative duties:

Table 4.27: Administrative support that the respondents receive regarding the various administrative duties

	Largely		Some		Minimally		Not at all	
	f	%	f	%	f	%	f	%
Copying of documents	88	38	101	44	35	15	7	3
Typing of worksheets	42	18	47	20	92	40	50	22
Typing of exam papers	47	20	44	19	89	39	50	22
Provision of documents	132	57	60	26	37	16	2	1

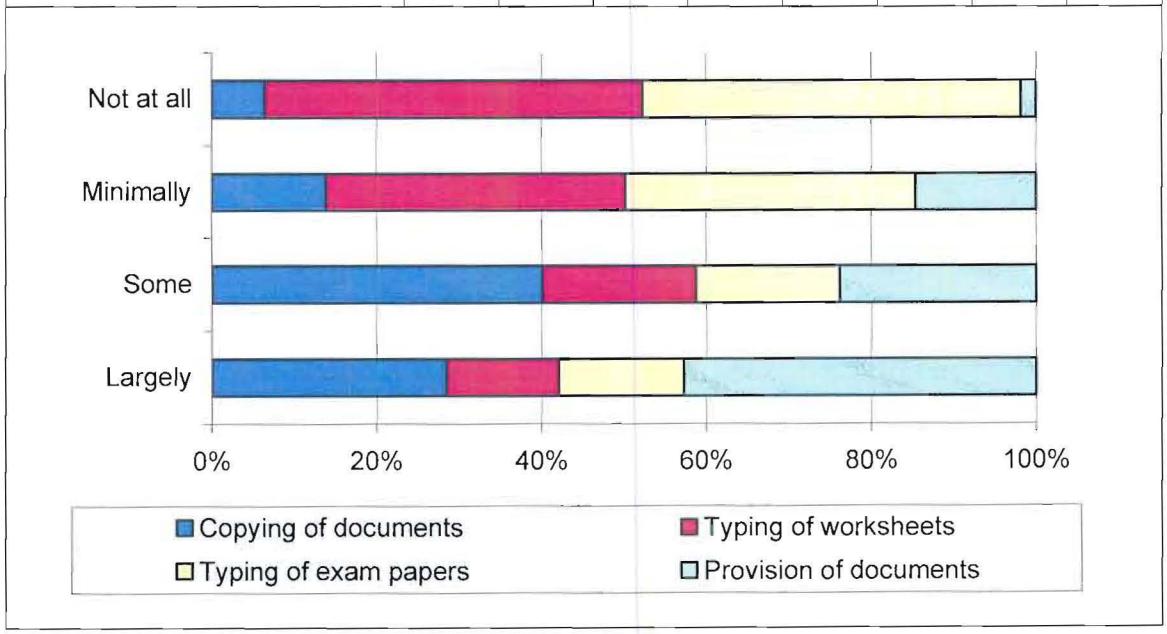


Table 4.27 reveals that 43,72% of the respondents did receive some administrative support regarding copying of documents. Only a few felt supported to the same extent regarding the typing of worksheets (20,35%) and exam papers (19,05%).

The researcher is of the opinion that the lack of administrative support to teachers might be caused by the fact that secretaries at schools are themselves overburdened with normal school administration.

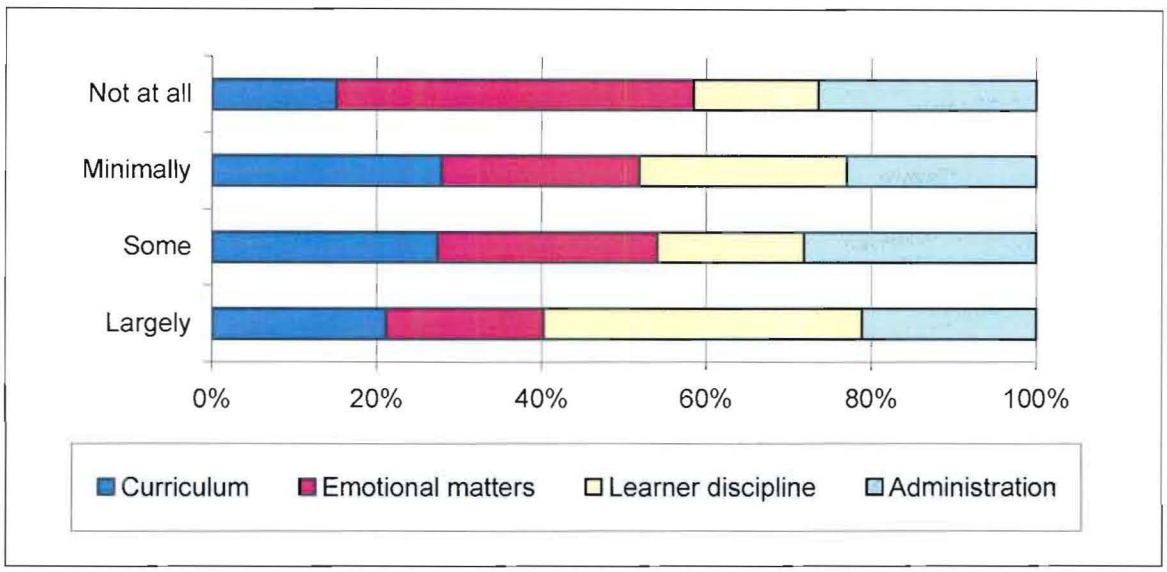
Administrative duties are one of the key dimensions of an organisation such as a school. The fact that teachers are not receiving the required support, creates a situation where these administrative duties have to be performed by the teacher – which impacts negatively on teaching and learning. Teachers need support in respect of their administrative duties as this impacts on classroom management (*cf.* 2.2.5.3.7.3).

4.5.5 Support from the principal

Table 4.28 indicates to what extent principals support their staff:

Table 4.28: Principal support

	Largely		Some		Minimally		Not at all	
	f	%	f	%	f	%	f	%
Curriculum	54	23	117	51	51	22	8	3
Emotional matters	49	21	114	49	44	19	23	10
Learner discipline	99	43	76	33	46	20	8	3
Administration	54	23	120	52	42	18	14	6



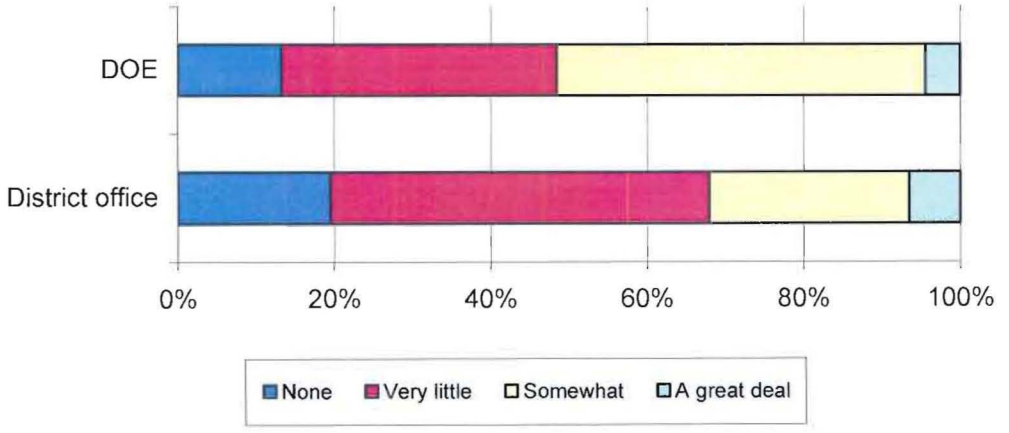
According to Table 4.28, respondents felt that their principals supported them regarding the curriculum, discipline, emotional and personal matters and administration. The majority of respondents felt largely supported with regard to learner discipline (42,86%), but least supported as far as emotional matters are concerned. According to the Personnel Administrative Measures (PAM) (DoE, 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, for example emotional matters, 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.

4.5.6 Support from District office and Department of Education

Table 4.29 shows data on the support from the District office and the DOE regarding the teaching task:

Table 4.29: District office and DOE support

	None		Very Little		Some-what		A great deal	
	f	%	f	%	f	%	f	%
District office	45	19	112	48	59	26	15	6
DOE	30	13	80	35	107	46	10	4



According to Table 4.29, most of the respondents felt 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 teachers' workload, and at the same time raise standards and improve the quality of teaching and learning (*cf.* 2.3.1). Although the Department of Education furnishes teachers with Subject Frameworks, Working Schedules and Lesson Plans, teachers have to adjust the aforementioned documents to suit their own and their learners' needs. The researcher is of the opinion that the Department of Education has to create opportunities for intensive training to support teachers to make these adjustments. The researcher is also of the opinion that the Department of Education and the District Office should create opportunities for teachers to get involved in curricular innovations and changes, and should support teachers to solve curricular problems in order to make their teaching easier.

4.5.7 Time spent on school activities during the previous school holidays

Table 4.30 illustrates how much time was spent on school-related activities during the previous school holidays:

Table 4.30: Time spent on school-related activities during the previous school holidays

	None		Some		A lot		Almost all	
	f	%	f	%	f	%	f	%
Sports	91	39	72	31	46	20	19	8
Professional development	55	24	104	45	56	24	15	6
Planning and preparation	12	5	66	29	123	53	28	12
Administration	22	10	75	32	84	36	50	22
Other	29	13	67	29	104	45	31	13

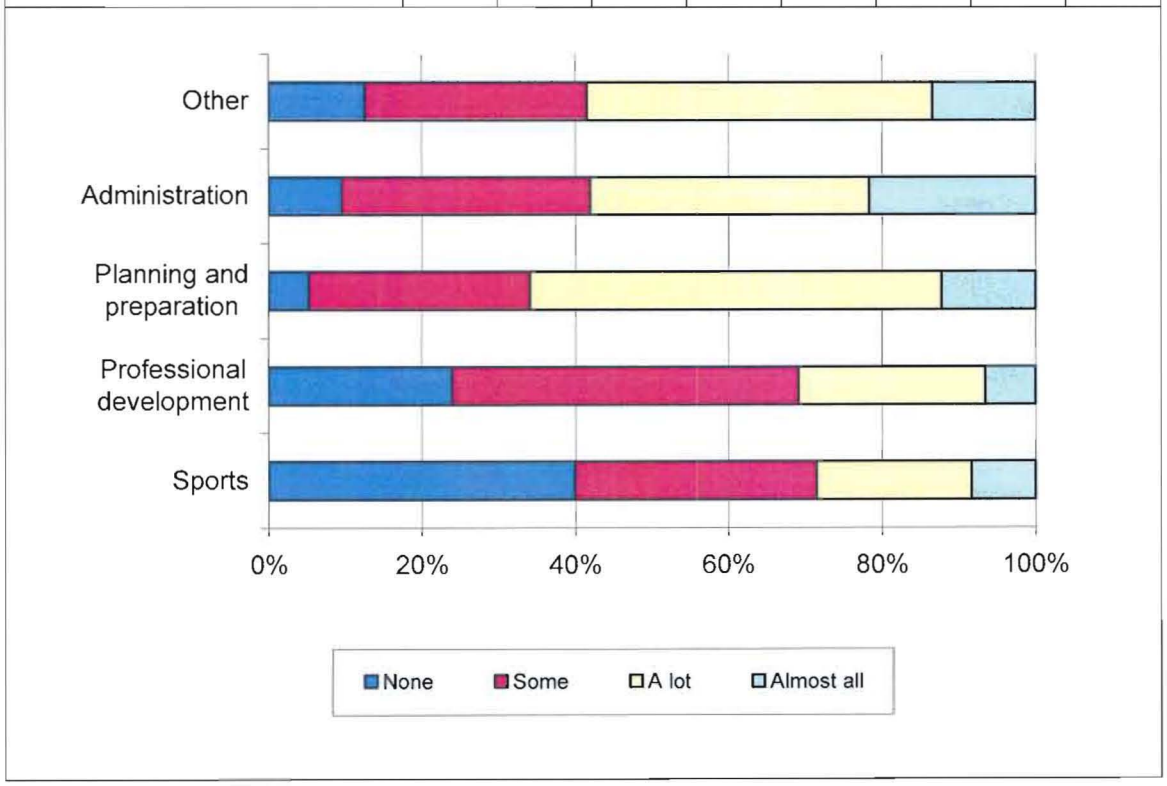


Table 4.30 reveals that when respondents were asked how much time they had spent on different school-related activities during the previous school

holidays, most (53,25%) indicated that they had spent a lot of their time on planning and preparation. 45,02% of the respondents indicated that they spent some of their time on planning and preparation. A third of the respondents reported spending some of their time on administration, sports and/or field trips, and another third reported that they spent a lot of their time on other forms of school-related work.

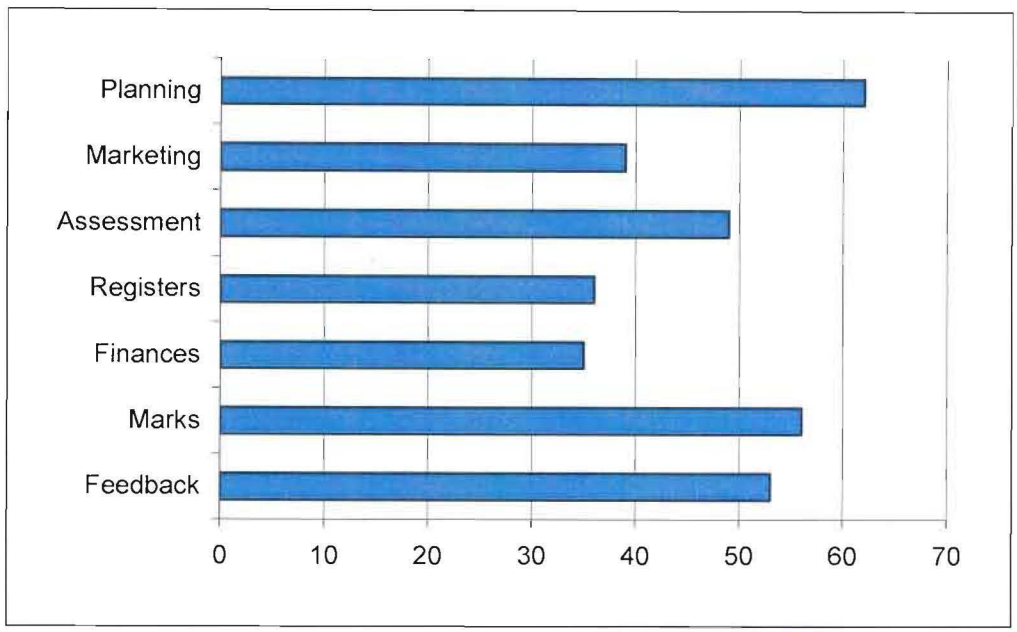
Outcomes-Based Education (OBE) and Continuous Assessment (CASS) have increased the workload of teachers (*cf.* 2.3.5.3), and so did the curriculum changes in the FET phase which oblige teachers to spend more time on effective planning (*cf.* 2.2.5.2.1). The researcher is of the opinion that the increased workloads oblige teachers to spend more time on school-related work during school holidays, such as marking of test/exam papers, preparation for the following term and accompanying learners on sport tours, because the time during the formal school terms is limited.

4.5.8 NCS-based evaluation activities

Table 4.31 illustrates the amount of time/effort that the respondents spent on NCS-based evaluation activities. Respondents ranked these activities from the most time-consuming to the least time-consuming:

Table 4.31: NCS-based assessment activities

	7	In inverse proportion
Feedback	3,30	53
Marks	3,10	56
Finances	4.57	35
Registers	4.48	36
Assessment	3.56	49
Marketing	4.27	39
Planning	2.65	62



In ranking what the respondents spent most of their time and effort on, the highest ranking was given to planning and preparation, followed by marks. Feedback (formative) of assessment ratings to learners/parents is also ranked high. Finances was ranked lowest.

In conclusion, Table 4.14 (Preparation and planning – 35,5%), Table 4.17 (Assessment and evaluation – 40,96%) and Table 4.21 (Record-keeping, reports and administration – 40,26%) clearly show that the majority of respondents experienced a dramatically increased workload.

4.6 CONCLUSION

This research was conducted in Secondary schools of the Sedibeng West District of the Gauteng Province. The findings indicated that the majority (95,47%) of the respondents teach Grade 10 – 12 learners.

What emerges most noticeably from this study is that the majority of the respondents hold the position of a Post Level 1 teacher (92,40%). Three out of four of these teachers feel that their workload has increased.

The IQMS requires that teachers develop their own personal growth plan. Only 26% of the respondents are currently registered at an educational institution to develop their personal skills and knowledge in education – which

indicates that there is a lot of room for teachers to expand their knowledge. It seems possible that teachers are not enrolling at educational institutions because of the fact that their workloads at school are too heavy.

In several schools, the issue of class size is closely related to the distribution of workload, where large classes are perceived as entailing much more work. Class size was further related to the number of different subjects/learning areas and the grade levels that teachers are required to teach. The sense of increased workload increases with class size, the number of different subjects/learning areas taught and the number of different grades taught.

Teachers felt that they were moderately supported in their work by school principals, but that the support by the District Office and the Department of Education was very limited.

In this chapter, an analysis and interpretation of the empirical data was presented. The data confirms the findings from the literature study done in Chapter 2.

The next chapter will present the findings and recommendations of the research.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter a summary is given of the four preceding chapters. Firstly, a summary is presented of the statement of the problem, the review of the literature as well as the research aims and objectives as highlighted in chapters 1, 2 and 3. A summary of the findings of the empirical research as revealed in chapter 4 is also presented. Finally, some recommendations are made, based on the research.

5.2 SUMMARY

Chapter 1 outlined the rationale of the study, which includes aspects such as the problem statement (*cf.* 1.1), aims (*cf.* 1.3.2*)* and research methodology (*cf.* 1.3.3). This chapter aimed at guiding the reader through the content of the research project which focused on the influence of increased administrative duties on the effectiveness of the classroom management of teachers in the Further Education and Training (FET) phase.

The second chapter focused on two aspects: firstly, classroom management and secondly, the influence of increased administrative duties on the effectiveness of teaching. The first part led to highlighting the different emphases in classroom management (*cf.* 2.2.1), the purpose of classroom management (*cf.* 2.2.2), the principles of classroom management (*cf.* 2.2.3), the determinants that influence successful classroom management (*cf.* 2.2.4), management skills of professional teachers (*cf.* 2.2.5), the relationship between teaching and management (*cf.* 2.1.6), guidelines for effective classroom management (*cf.* 2.2.7), and juridical aspects regarding classroom management (*cf.* 2.2.8).

The second part of chapter 2 involved issues such as workload of school-based teachers (*cf.* 2.3.2), duties and responsibilities of teachers (*cf.* 2.3.3), impact of workload of school-based teachers (*cf.* 2.3.4), educational policies

(*cf.* 2.3.5), other policies and factors impacting on teachers' workload (*cf.* 2.3.6), and factors that drive teachers away from teaching (*cf.* 2.3.7).

Chapter 3 detailed the empirical research design and administration as well as the method of research (*cf.* 3.2).

Chapter 4 presented the data analysis and interpretation by means of tables, detailing frequencies and rankings. The different categories of data collected were described (*cf.* 4.2).

The following section will deal with findings in accordance with the stated research aims.

5.3 FINDINGS FROM THE RESEARCH

5.3.1 Findings from the literature study related to the nature of classroom management in the Further Education and Training phase

Finding 1: The teacher 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 duties and the unruly behaviour of learners (*cf.* 2.2.6).

Finding 2: Teachers must have knowledge and skills that allow them to structure the physical classroom environment effectively, develop relationships with learners, and organise their administrative duties in order to create and maintain an effective learning environment (*cf.* 2.2).

Finding 3: Every action in the classroom is influenced by the teacher's approach to classroom management (*cf.* 2.2.2).

Finding 4: Teachers should set time limits within which the learners have to complete certain tasks and should be careful not to waste time on less important matters, such as administrative work (*cf.* 2.2.4.1).

Finding 5: Assessment is an integral part of teaching and learning. Teachers need to take the route of integrated assessment in FET to develop learners' knowledge, skills and values. The assessment of learners' work remains the responsibility of the teacher (*cf.* 2.2.4.3).Teachers should ensure that assessment is transparent. Regular reports keep the principal and the parents informed about the progress of the child (*cf.* 2.2.5.5.6.4).

Finding 6: Many teachers who work in overcrowded classes suffer from low morale and self-esteem (*cf.* 2.2.4.4).

5.3.2 Findings from the literature study related to the influence of administrative duties on the effectiveness of classroom management in the Further Education and Training phase

Finding 7: During a formal school day, teachers' core duties include the following:

- Scheduled teaching time.
- Relief teaching.
- Pastoral duties (grounds, detention, scholar patrol, etc.).
- Administration.
- Supervisory and management functions.
- Professional duties (meetings, workshops, seminars, conferences, etc.).
- Planning, preparation and evaluation of learners' work (*cf.* 2.3.2.2).

Finding 8: The following administrative duties are part of a teacher's responsibilities:

- 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 one or more of non-teaching administrative duties 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.
- To remain informed of current developments in educational thinking and curriculum development.
- To collaborate with teachers of 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 (*cf.* 2.3.3.4).

Finding 9: The workload of teachers has been increased by:

- assessment requirements, reports and record-keeping, and management and supervision associated with outcomes-based education; the curriculum being overcrowded and teachers 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; and

- the preparation of learner and teacher portfolios, learner profiles, progression and progress schedules; and the marking, recording and reporting requirements of learners' work as it seems to be repetitious and unnecessary (*cf.* 2.3.5.3).

Finding 10: Teachers are overwhelmed by the demands of their caring roles and are tempted to avoid pastoral care (*cf.* 2.3.6.2).

5.3.3 Findings from the empirical research regarding the influence of administrative duties on effective teaching

Finding 11: Most teachers teach in both senior and FET phases. This increases their workload (*cf.* 4.4.4).

Finding 12: The majority of the respondents (47,18%) contended that they were experiencing problems with teaching some subjects (*cf.* 4.4.5). That verifies the findings from the literature study that teachers are often responsible for teaching as many as four or even more different courses, many of which might be new to them (*cf.* 2.3.6.2)

Finding 13: The majority of the respondents (64,24%) have indicated that they are responsible for more than 200 learners per day (*cf.* 4.4.8).

Finding 14: The majority of the respondents (50,22%) agreed that, because of the curriculum changes in the FET phase, too much time is spent on preparation and planning (*cf.* 4.5).

Finding 15: Teachers experience the maintaining of good order in the classroom as problematic. The majority of the respondents agreed that management and supervision in the classroom have become more difficult because young people's attitudes to persons in authority have changed dramatically (*cf.* 2.2.7).

Finding 16: The majority of the respondents are of the opinion that too much time is spent on record-keeping, reports and other administration (*cf.* 4.5).

Finding 17: The majority of the respondents are of the opinion that their workload has increased excessively over the past five years (*cf.* 4.5).

Finding 18: According to the experience of the majority of teachers, there are difficulties in coping with the pace at which WSE, IQMS, CASS and the new curriculum are being implemented (*cf.* 4.5).

Finding 19: The majority of the respondents indicated that they receive very little support from the District Office and the Department of Education regarding the teaching task (*cf.* 4.5).

5.4 RECOMMENDATIONS

The aim of this research was to investigate the influence of increased administrative duties on the effectiveness of classroom management in the Further Education and Training phase. In order to realise this aim, a literature study was undertaken which served as the foundation of the empirical research. The findings of this research are incorporated into the following recommendations:

Recommendation 1

The education and training environment is characterised by the constant state of change due to technological developments, changes in competencies, life skills and lifestyles. Teachers should structure classroom interactions, routines and activities in such a manner that all learners, despite their strengths, weaknesses and individual differences, become an integral part of a productive classroom community. The Department of Education should equip teachers with knowledge and skills to create and maintain an effective learning environment.

Recommendation 2

Regular reports about the progress of learners are an essential part of school accountability. Schools need to develop a system in which all recommendations on learners' progress are systematically recorded and thereafter kept. If in any way possible, a good administrative system such as

SASPAC or SA SAMS should be bought and then implemented to sustain all information.

Recommendation 3

Administrative duties form part of the teacher's responsibilities. However, teachers should be released from excessive amounts of administrative duties and other activities that increase their workload and distract their focus from teaching. The Department of Education should, through proper planning and in co-operation with the School Management Team (SMT), provide for extra posts in schools for administrators who can assist teachers by performing some of the administrative duties. For example, an assistant can be appointed in the Science department to do all the filing, stock control, compiling of work reports and checking of marks.

Recommendation 4

Large classes are a common phenomenon in secondary schools in South Africa. It is recommended that class sizes should be reduced. The formula which determines how many teachers are allocated to a school, namely the teacher to learner ratio, should be revised. It is suggested that Principals and Deputy Principals should not be included in the calculation of the number of teachers that are required, because in practice, they are not part of the teaching staff. The Department of Education should assist teachers to find new strategies of coping with teaching larger classes.

Recommendation 5

Teachers from the same district should work together to make planning and preparation an easier task. Experiences and skills can then be transmitted from one teacher to another in a spirit of real collegiality. The advantages that teachers could gain from such exercises are enormous in terms of raising the standards of learner performance.

Recommendation 6

Discipline in schools is becoming more difficult to maintain. Teachers should discipline learners in a positive way depending on the specific classroom situation. The Disciplinary Policy of each school must state clearly what the procedures for disciplinary actions are. Teachers should act consistently and such actions should be aimed at the transgression and not at the learner as a person.

Recommendation 7

Policy changes make it difficult for teachers to cope. In-service training should be provided by the Department of Education to empower teachers with practical knowledge and skills to ensure a smoother and more effective transition to the new education system and curriculum.

It is recommended that no policy changes should be introduced without proper deliberation with teachers or without some assurance that time and energy will not be wasted. Teachers must become participants in the exciting process of policy and curriculum development.

5.5 LIMITATIONS OF THE RESEARCH STUDY

It should be noted that this study is by no means without limitations. In fact, one of its constraints was that the study was confined to only one Education Region (Sedibeng West District (D8) of the Gauteng Province). As a result of this, the findings based on this research study might be construed by some critics as one-sided and not representative of the views of the majority of teachers in South Africa. Another limitation is that some teachers failed to complete the questionnaire fully. This resulted in an inconsistency in the number of responses in some of the analyses.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

In the light of the possible limitations of this research, the following suggestions for further study are made:

- Research should be done to develop a strategy to assist teachers to cope with the administrative duties in the FET phase.

- An in-depth study should be undertaken to address educational matters such as class size, workload, assessment and the impact of these matters on effective classroom management.

5.7 CONCLUSION

This study investigated by means of a literature review and empirical research, the influence of administrative duties on the effectiveness of classroom management in the Further Education and Training phase. It further explored the various aspects that affect teachers' workload. Various findings were highlighted. It is hoped that this research will make a valuable contribution in assisting other researchers to develop an intervention strategy in order to assist teachers to cope better with increased administrative demands.

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ADDENDUM A

QUESTIONNAIRE



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Educator Workload Survey instrument

This survey is part of a study by G P van Tonder on the effect of administration on the workload of educators. Please provide the information requested to the best of your ability. Your anonymity is guaranteed (do not provide your name), and the material you submit is treated with the utmost confidentiality. This information will not be used against you in any way.

SECTION A: Survey details (For office use only)

1.1	Record number								
1.2	Name of researcher	G.P. VAN TONDER							
1.3	Date of retrieval of form (dd/mm/2007)					2	0	0	7

SECTION B: General background information

2.1	In which district do you teach?	D8	D7
2.2	Please indicate the nature of your school in terms of its location	Township schools	Ex Model C schools

2.3	Describe the type of school that you teach/ work in	Secondary (Grade 10 – 12)	Combined or any other

2.4	Post title	Teacher	Head of department	Deputy principal	Principal

2.5	The highest qualification that you attained	Matric (Gr 12) or lower	College teaching diploma (<3 years)	Teaching diploma (3 or 4 Years
		B Degree (3 years)	B (Ed) Degree (4 years)	Post graduate degrees

2.6	Main subject area you have qualified in for teaching			
	Mathematics – numeracy		Natural sciences and Technology	
	Languages / literacy		Social sciences *	
	Arts and culture		Life orientation	
	Economic and management sciences		A combination of the above	
	Any primary school subjects **		Any secondary school subjects **	
*	Covering the relationships between people, and people and their environment, including learning areas or subjects such as History and Geography.			
**	Only choose these options if you have not been able to select any other			

2.7	Personal development *(Select one option in each of the two rows)*			
	Not registered for any studies at present		Currently registered for further studies	
	Plan not to register for any further studies in future		Plan to register for further studies in future	

SECTION C: Personal and other immediate contextual details

Mark only one option in each case.

3.1	Years of service in the teaching career (How many years have you been teaching?)	Fewer than 3 years	3 to 5 years	6 – 10 years
		11 – 15 years	15 – 25 years	More than 25 years

3.2	Education phase that you are teaching/ working in	FET Phase (Grade 10-12)	Both

3.3	Population of your school	Fewer than 100 learners	101 – 200 learners	201 – 400 learners
			401 – 800 learners	More than 800 learners

3.4	Learning area, fields or subjects that you teach			
	Mathematics / numeracy		Mathematics / numeracy	
	Languages / literacy		Languages / literacy	
	Arts and culture		Arts and culture	
	Economic and management sciences		Economic and management sciences	
	Natural sciences and Technology		Natural sciences and Technology	
	Life orientation		Life orientation	
	Social sciences *		Social sciences *	
*	Covering the relationships between people, and people and their environment, including learning areas or subjects such as History and Geography. other			

3.5	The number of subjects/learning areas you teach	Only one	Two	Three or more

3.6	Of all the classes you teach, provide the size of the largest one	Below 30	30 – 35	36 - 40	41 – 50
		51 – 60	61 – 70	71 – 80	More than 80

3.7	Of all the classes you teach, provide the size of the smallest one	Ten or fewer	11 – 20	21 – 30
		31 – 40	41 – 50	51 - 60

3.8	The total number of learners you teach in the various classes and subjects (Add them all up, even though some learners are counted twice) For example: Gr 9A English (20) + Gr 9B English (25) + Gr 9A Sesotho (20) = Total of 65 Gr 11 Combination 1 Mathematics (35), + Gr 11 combination 2 Science (20) = Total of 55				
	Below 25	26 – 50	51 – 100	101 – 200	Over 200

3.9	How long is (are) the official break(s) given to learners (and teachers) in your school per day?			
	First (or only) break	minutes	Second break	minutes

SECTION D: Perceptions of administration

4.1	Indicate the amount of time that you have spent on the following tasks/activities **5 years ago.**

Activity	**In excess**	**More time than usual**	**Same as usual**	**Less time than usual**
Teaching	1	2	3	4
Preparation and planning	1	2	3	4
Assessment and evaluation	1	2	3	4
Professional development	1	2	3	4
Management and supervisory functions	1	2	3	4
Pastoral care and duties	1	2	3	4
Record keeping, reports and other administration	1	2	3	4
Extra- and co-curricular activities	1	2	3	4
Guidance and counselling	1	2	3	4
Breaks	1	2	3	4

4.2	Indicate the amount of time that you spend on the following tasks/activities **at present.**

Activity	**In excess**	**More time than usual**	**Same as usual**	**Less time than usual**
Teaching	1	2	3	4
Preparation and planning	1	2	3	4
Assessment and evaluation	1	2	3	4
Professional development	1	2	3	4
Management and supervisory functions	1	2	3	4
Pastoral care and duties	1	2	3	4
Record keeping, reports and other administration	1	2	3	4
Extra- and co-curricular activities	1	2	3	4
Guidance and counselling	1	2	3	4
Breaks	1	2	3	4

4.3	Has your workload increased or decreased over the past 5 years?				
	Increased a lot	Increased a little	Stayed the same	Decreased a little	Decreased a lot

4.4	How have the following developments or interventions affected your workload?				
	Intervention	Increased it	Left it unchanged	Decreased it	Uncertain
	New curriculum Implementation	1	2	3	4
	CASS – Continuous Assessment	1	2	3	4
	IQMS – Integrated Quality Management System	1	2	3	4
	WSE – Whole School Evaluation	1	2	3	4

4.5	To what extend do you get administrative support in your work with regard to the various aspects listed?			
Aspect	**Largely**	**To some extent**	**Minimally**	**Not at all**
Copying of documents	1	2	3	4
Typing of worksheets	1	2	3	4
Typing of exam. papers/tests	1	2	3	4
Provision of learner class-lists and other similar documents	1	2	3	4

4.6	To what extent does your principal support you in your work with regard to the various aspects listed?			
Aspect	**Largely**	**To some extent**	**Minimally**	**Not at all**
Curriculum / instructional leadership	1	2	3	4
Emotional / moral / personal matters	1	2	3	4
Learner discipline	1	2	3	4
Administration and infrastructure	1	2	3	4

4.7	Please evaluate the extent to which the support, given by the two sources listed below, makes your teaching easier.			
Source of support	**None**	**Very little**	**Some-what**	**A great deal**
Department of Education (District office)	1	2	3	4
DOE (in service training)	1	2	3	4

4.8	How much of your previous school holiday did you spend on the activities listed below?				
	Source of support	**None of it**	**Some of it**	**A lot of it**	**Almost all of it**
	Sports and/or field trips	1	2	3	4
	Professional development	1	2	3	4
	Planning and preparation	1	2	3	4
	Catching up on admin	1	2	3	4
	Other school-related work	1	2	3	4

4.9	Rank the time/ effort you spend on the following seven (7) activities. (Use "1" for the most time-consuming activity, and "7" for the least time-consuming one.)	
	NCS-based evaluation activity	**Rank**
	a. Feedback (formative) of evaluation ratings to learners/caregivers to benefit their future learning	
	b. Marks	
	c. Finances (example: school fees)	
	d. Registers	
	e. Completion and use of integrated evaluation records to make conclusions about areas of progress or attention for learners	
	f. Marketing	
	g. Planning and preparation	

YOUR CONTRIBUTION IS HIGHLY APPRECIATED

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